

Impact of Scouting Program in Promoting Gross National Happiness Philosophy in the Schools Under Lhuentse Dzongkhag.

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Abstract: *The former Minister of education Thakur Singh Powdyel stated that scouting values are useful and most needed for the country. In Bhutanese education system, scouting program is not only considered as channel to uphold the wholesome education for learners but also it is integrated as one way to promote the values of Gross National Happiness in the school. So, this research aimed to find the impact of Scouting Programs in promoting the Gross National Happiness philosophy in the schools under Lhuentse Dzongkhag. This research adopted quantitative method by employing the 5-points Likert scale survey questionnaire; strongly agree, agree, neutral, disagree, and strongly disagree with Horkheimer critical theory as a research paradigm with descriptive research design. Data were collected from the eight schools of the Lhuentse district with stratified sampling method. The study shows the strong positive relationship between school scouting programs and Gross National Happiness philosophy with the significant positive impact to the promotion of GNH philosophy in the school through scouting program.*

Keywords: Lhuentse, GHN, Scouting, 5-likert Scale, wholesome education and Quantitative.

I. Context of the Study

Scouting is the youth program formed as early as 1907, under the vision of Robert Stephenson Smyth Baden-Powell. The mission of Scouting is to contribute to the education of young people, through a value education based on the Scout Promise and Law, mainly to help build a better world where people are self-fulfilled as individual and play a greater constructive role in the development of society.

The most prioritize areas of the scouting according to World Scout Bureau cited by Gurung (2020), it comprises of five different areas. 1) Youth Engagement: The Scouting program should give youth an opportunity to develop skills and knowledge empowering them to take an active part in the movement in their communities. 2) Educational Methods: Scouting Youth Program should provide non-formal learning environment that strengthen the capacity of young people to face challenges in future. Scouting program should attract, train, and retain the quality adult volunteers to deliver Youth Program. 3) Diversity & Inclusion: Scouting should reflect the societies in which it exists and actively work to welcome all individuals without discrepancy. This diversity should reflect the methods and programs used within the Movement. 4) Social Impact: Scouting activities should involve in community service and share their experience to inspire others and helps in becoming the leaders of positive change through activities. 5) Communication & Relations: 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.

Scouting as the educational program in Bhutan is taught starting from pre-primary (PP) to degree under the four categories; Chechy, Nachung, Nazhoen and Rovers. However, it was started only in 1996 as one of the channels to promote the value education among the Bhutanese students in the schools. Since then, the Bhutan Scout Association has been making all the concerned efforts to expand the Scouting Program in every part of the schools in the Kingdom, so that, all Bhutanese youth can benefit from the scouting program (Bhutan Scout Association, 2018). Moreover, the previous studies done by Tshering & Jatsho (2020), expressed, Bhutan Scouts Association (BSA), became a full-fledged member of the World Organization of the Scout Movement (WOSM) in 1999 during the 35th World Scout Conference in Durban, South Africa.

From that moment, the Scouting programmes began to be implemented in schools and communities covering all the 20 dzongkhags and *thromdes*. Further, as expressed by Tshering & Jatsho (2020), scouting is implemented in the Bhutanese education system as the branch of cocurricular activities in a non-formal setting mainly to promote physical, intellectual, social, emotional and spiritual development, and to cultivate the citizenship knowledge to the students.

In April 2013, under the Royal Command, the Scouting Program got revitalized by injecting the values of *tha-damtsi ley-judre* to create a unique identity, and to unite and bond the younger generations. In Bhutanese education system, scouting program is not only considered as channel to upheld the wholesome education for learners in school but also it is integrated as one way to promote the values of Gross National Happiness in the school (Scouts, n.d). However, there have been no studies done to examine the efficiency level of the scouting programme in promoting the nine domains of Gross National Happiness philosophy in the school. Since Gross Nation Happiness philosophy is the guiding principle for the developmental activities in the country, doing studies on it provides the scopes for building relationship between the GNH and Scouting programs both in opportunities and challenges in the country.

II. Research Objectives

The main objective of this research was to find out the efficiency rate of Scouting Programs as a method to promote nine domains of Gross National Happiness philosophy in the schools under Lhuentse Dzongkhag. Further, this research was done to examine the impact of school scouting program in the life of students in promoting the GNH philosophy in the school.

III. Reconnaissance

Reconnaissance covers three different important topics of the research. Situational analysis, that talks about the situation including the resources. Competence talks about the people involved in the research and literature review links with the previous work done on the field connecting to the current situation.

IV. Situational Analysis

Lhuentse Dzongkhag is located in the northeastern part of the country, Bhutan. It is also ancestral home of our Kings and located 77km from Mongar district. It is one of the most isolated districts in Bhutan (Tourism Council of Bhutan). It lies in middle of environmentally protected areas of Bhutan. The district contains parts of Wangchuck Centennial Park in the north, Thrumshingla National Park in the south and Bumdeling Wildlife Sanctuary in the east. Further, Tourism Council of Bhutan, stressed that Eastern Bhutanese culture is idiosyncratic in its high alcohol consumption in relation to other parts of Bhutan.

The Dzongkhag has eight gewogs and eighteen schools inclusive of two ECR centers. The scouting program in the schools under Lhuentse Dzongkhag has started with revitalized idea of *tha-dam-tsig ley gju-drey* from 2013 aligning with the national goal of scouting education of the country (Bhutan Scout Association, 2018). From that, scouting program actively functions as the main pillar towards channeling the wholesome education to the students of the schools under the very district in fulfilling the country's paradigm for education called "Educating for Gross National Happiness".

V. Literature Review

Scouting is a program that operates based on the idea of voluntary, non-political educational movement for young people across the world without division of origin, race or creed, in accordance with the purpose, principles and method. The purpose of the Scouting program is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials. As the largest youth movement branded as "Creating a Better World", Scouting contributes 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 (WOSM, 2017). It contributes to the empowerment of individual for the holistic development as active global citizens.

Scouting programme mainly connect the young people of the world through sharing the innovative ideas to solve the problem of the world. As cited by World Scout Bureau (2019), the scouting system is particularly suited for the adolescent age range, the upper age limit depends on factors which define what "youth" means from an educational perspective within a particular culture and society. Scouting exists for the benefit of young people. Further, Gurung (2020), stated that the scout members are conveyed with the 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. These are the much-needed skills for our youth to develop into a capable and productive citizen of our nation.

As cited by Hayward & Colman (2010), principles and values of Gross National Happiness will be deeply entrenched in the consciousness of Bhutanese youth and citizens to clearly interconnect with the nature of reality and understand full benefits and costs of their actions. They will not be trapped by the lure of materialism, and will care deeply for others and for the natural world. Since, the inception of the Gross National Happiness ideology from His Majesty the Fourth King of Bhutan, King Jigme Singye Wangchuck, education sector has always been on the focus for the implementation and sedimentation of the very ideology in the country. Gross National Happiness is the sacred philosophy that focus more on inner happiness than the happiness gained from the materials development. As expressed by Tashi (2004), Gross National Happiness philosophy is based on Buddhist philosophy and understanding of happiness in Buddhism, where happiness is understood as a quality of the mind that arises from positive 'mental attitudes'. These attitudes include the intention never to harm others, the desire to provide support to people around us, and to remain contented with one's life.

As mentioned by Ball & Wangchuk (2015), the deeper understanding of Gross National Happiness contain:

The GNH policy is structured by four pillars, including: (1) Sustainable and equitable development; (2): Environmental conservation; (3) Cultural promotion; and (4) Good governance. GNH policy includes nine domains: Psychological well-being; Standard of living; Good governance; Health; Education; Community vitality; Cultural diversity and resilience; Time use; and Ecological diversity. These domains are elaborated in terms of 72 measurable GNH Indicators (Gross National Happiness Commission, 2008). The GNH policy is very much a centre piece of deliberations from community-level management committees, to district-level planning and priorities, to national policy decision-making, strategic planning, and investments.

GNH in Education can be understood as teaching of GNH values consciously to students in the schools by integrating them into the school curricular and co-curricular activities (Thinley, 2012). Further, he expressed that Educating for Gross National Happiness was commenced in the schools in 2010 to cater wholesome education. It was launched through an integrative approach. However, in scouting, Teare (cited in Tshering & Jatsho, 2020) found out that the sharing of values and helping people can change the lives and at times saving lives are effective for local groups of scouting. Further, they cited the finding of The Scouts Association that Parents felt scouting has contributed their children with more confidence, responsibility and a broader set of friends; in addition, the parents have seen that scouting helped in development of their child's wholesome education and gave their children access to activities and opportunities that may have been otherwise unavailable to them. Both Scouts and Gross National Happiness in education sector caters the same principles of developing the concept of wholesome education in the students' life.

To add more, the previous finding of Wangchuk & Tenzin (2021), expressed that the scouting program has helped to develop the capacity of young people mainly to distinguish right from wrong, good from evil, and to lead the lives that are guided by moral and ethical choices. It helps in building shared responsibilities among the youth. The young people in the scouts are supported by adults, whose role is to facilitate and provide the necessary conditions for the development of the youth members.

The vision of scouting program by Bhutan Scouts Association, by 2030, the scouting program will be the leading and wide-ranging youth organization in providing quality program through competent leaders and producing responsible citizen, contributing towards Gross National Happiness. Further, as cited in Scouts (n.d), the mission of BSA is to provide education for the wholesome development of youth through meaningful integration of our Bhutanese values, through scout promise and law to produce responsible citizens to protect, strengthen and diligently serve Tsa-Wa-Sum, thereby, contributing to the fulfillment of His Majesty's vision of Gross National Happiness. Through the statements of vision and mission of Bhutan Scouts Association, all the activities of the program are aligned with the philosophy of Gross National Happiness, directly building the strong connection between Scouting and Gross National Happiness. Moreover, the former Minister of education Thakur Singh Powdyel (Cited by World Scouting, 2011), reiterated that scouting values are useful and most needed for the country and stressed the GNH and scouting together will make a difference for Bhutanese people.

Research Question

What is the efficiency level of Scouting Programs in promoting the Gross National Happiness philosophy in the schools under Lhuentse Dzongkhag?

Sub-Questions

How does the school scouting program is related to the concept of National Happiness philosophy?

What is the connection of scouting program with the country’s developmental ideologies of GNH in the schools of Lhuentse Dzongkhag?

VI. Methodology

“It describes just what must be done, how it will be done, what data will be needed, what data gathering devices will be improved, how sources of data will be selected, and how the data will be analyzed and conclusions be drawn” (Bhatt 2011, p.26).

This research has employed quantitative method by employing the 5-points Likert scale survey questionnaire; strongly agree, agree, neutral, disagree, and strongly disagree with Horkheiner critical theory as a research paradigm with descriptive research design. Critical theory paradigm mostly emphasizes on the human emancipation to liberate human being from the situations that enslave them (Horkheiner, 1982).

The researchers used stratified sampling while collecting the data. Thomas (2020), has expressed that stratified sampling divide a population into homogenous subpopulation called strata based on specific characteristics like race, gender identity and location. Every member of the population studies should be exactly in one stratum and data for this research were collected from the schools of eight geogs (blocks) with one school from each geog. The data collected were calculated using Statistical Package for Social Sciences (SPSS) and Microsoft Excel software and finding of the data are presented in graphs and tables with the brief explanation on it.

VII. Respondents’ Demographic Data

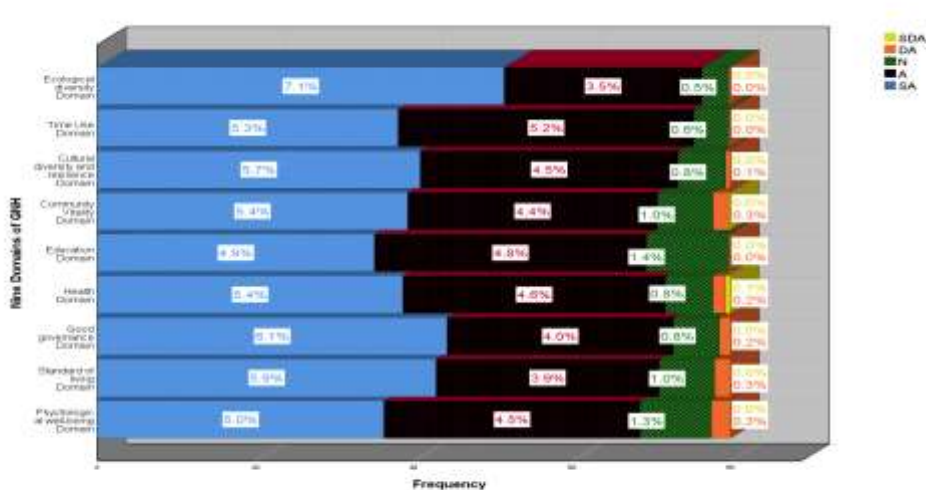
With the stratified sampling, total of 80 students of the schools from the eight different gewogs of the Lhuentse Dzongkhag were contacted through the school scout focal leader to collect the data. Of the 80 respondents, the respondents’ genders were coincidentally divided equally with 40 males and females, although there was no such instruction passed to the school focal person about the participants’ requirement. The data were collected from primary schools, lower secondary schools, middle secondary schools and higher secondary schools of the very dzongkhag, involving different perceptions on the relationship of GNH and Scouting programs in the school.

VIII. Ethical Clearance

Considering the research ethical issues, students’ participants were given with the secret code identification (G1P1, G1P2, G2P1, G2P2) for the school and identity of the participants were kept confidential respecting the respondents’ freedom of choice and data collected were used only for this research purposes.

IX. Findings and Analysis

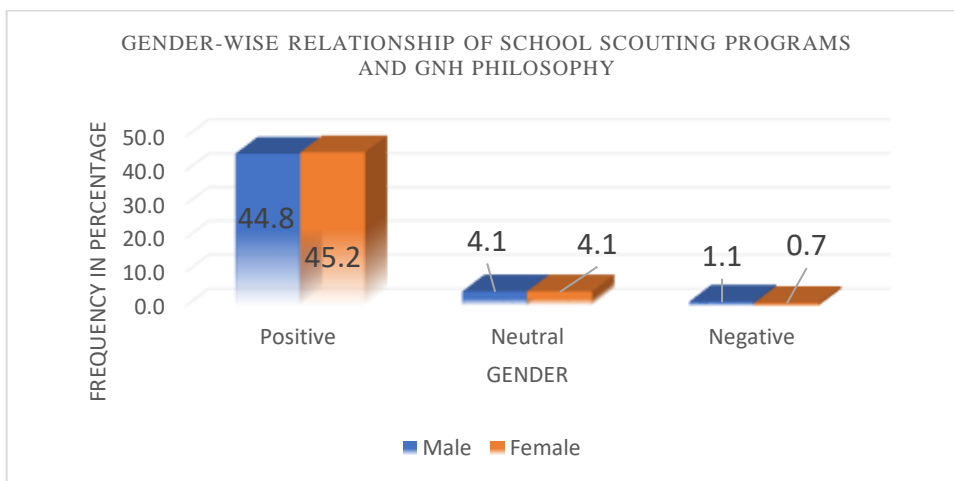
Figure 1. Overall relationship of scouting programs with the nine domains of GNH.



The results and findings from the respondents were broadly discussed and investigated under the nine domains of Gross National Happiness- psychological well-being domain, standard of living domain, good governance domain, health domain, education domain, community vitality domain, cultural diversity and resilience domain, time use domain and ecological diversity domain. As expressed by former minister of education Thakur Singh Powdyel (cited by The CNV Chronicle, 2013), GNH and scouting complement each other, the finding of this research had witnessed the positive relationship between scouting program and the Gross National Happiness Philosophy.

The schools under the Lhuentse Dzongkhag had extremely proven that scouting program as the important channel to educate the Gross National Happiness philosophy in the schools. In all the domains of GNH philosophy, the survey results showed that high percentage of respondents responded in the “Strongly Agree” declaration of the questionnaire. Figure 2. shows the gender wise effectiveness of the school scouting programs in promoting GNH philosophy in the school under Lhuentse Dzongkhag.

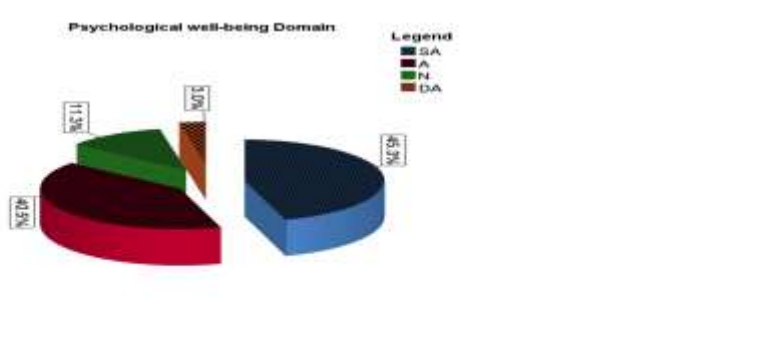
Figure 2. Gender wise effectiveness of the school scouting programs in promoting GNH philosophy.



As per the analysis, researchers found out that the school scouting programs are benefiting slightly more to the female gender with 45.2% in positive responses. Where else, male respondents is 44.8% in the positive attitudes to the relationship of scouting programs and GNH philosophy in the school. The neutral category of the male and female genders is equally distributed with 4.1%. However, in the negative attitudes of male and female genders, researchers found out that male are slightly not satisfied (1.1%) with the scouting programs compared with the female gender (0.7%) in the relationship of scouting program and GNH philosophy. Nevertheless, the female percentage of more positive attitudes to scouting programs could be because girl scouts have more leadership experiences than boys. As found out in previous finding by girl scouts (2014), more than three-quarters (78%) of girl scouts have had leadership experiences in out-of-school time activities, compared with 55% of a national sample of girls and 61% of boys.

Psychological Well-being Domain

Figure 3. Relationship of scouting program with the Psychological Domain.



In the psychological wellbeing domain of the Gross National Happiness, majority of the respondents had opted for the strongly agreed with 45.3% and 40.5% agreed that scouting programmes in the school have positive influence on cultivating psychological wellbeing domain of the Gross National Happiness in the schools. However, there were 11.3%

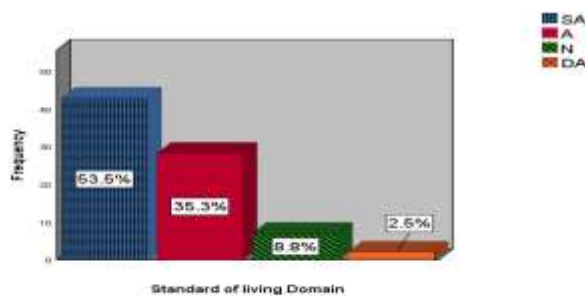
of the respondents who had chosen to stay neutral and 3% had disagreed on the relationship of scouting as the main channel to promote the ideology of Gross National Happiness in the school. However, there are no student in the strongly disagreement option of the 5-likert scale on the relationship of school scouting programs and the Gross National Happiness.

Nonetheless, we can clearly say from the given figure (Figure 3.) the respondents' insight on the relationship of scouting programs in educating the psychological wellbeing domain of GNH is substantial.

Standard of Living Domain

For the standard of living domain, maximum respondents (53.5%) had strongly agreed and 35.3% of the respondents agreed that scouting as the effective channel to promote the Gross National Happiness philosophy in the school. As maximum respondents had showed positive attitude towards the relationship of scouting programs in the school and Gross National Happiness philosophy, it also meant that scouting programs in the schools under Lhuentse district caters the principles of GNH while conducting the scouting activities. For this domain, there were 8.8% of the respondents opted to be in neutral and 2.5% in the disagreement over the relationship of scouting programs in the school and standard of living domain.

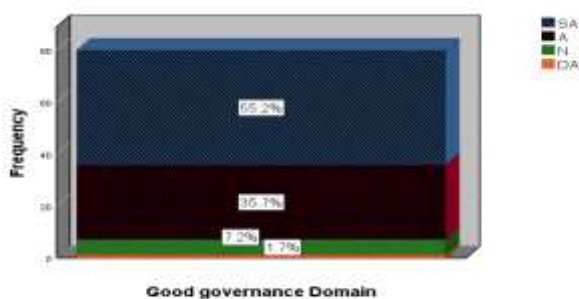
Figure 4. Relationship of scouting program with Standard of Living Domain.



Good Governance Domain

The good governance domain of the Gross National Happiness philosophy had questionnaire items with: Scouting focuses on the development of self-leadership. Scouting program in my school motivates me to participates in school leadership. Scouting teaches me to be honest and quality in my thoughts and acts. Scouting teaches me to be honest and quality in my thoughts and acts.

Figure 5. Relationship of scouting program with Good Governance Domain.



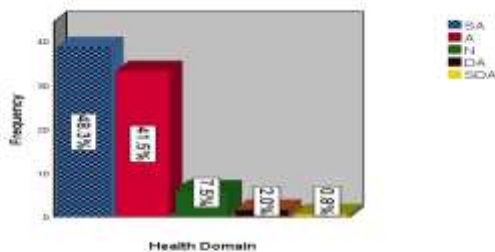
Through scouting program in my school, I learnt to be the best student. For these, 55.2% of the respondents has strongly agreed that scouting programs in the school helps in cultivating the ideas of good governance in the school and further supported to the statement by 35.7% respondents agreeing to the statements. However, there are minimal respondents who disagree (1.7%) on the statement and 7.2% had stayed in neutral to the statement. The figure (Figure 5.) had depicted the finding on the relationship of good governance domain and scouting programs in the schools under Lhuentse district.

As per the given figure, it significantly proves that scouting program in schools is the most important channel to promote the Good Governance philosophy of Gross National Happiness.

Health Domain

For this particular domain of the Gross National Happiness 48.3% of the respondents strongly agreed and 41.5% has agreed that the scouting programs in the schools cultivate and educate on the health domain of the Gross National Happiness philosophy. There were 7.5% of the respondents responded on the neutral section of the scale. For this domain there are also a respondents responded on the disagree (2%) and 0.8% on the disagree. However, as shown in (Figure 6.) proportion of the positive respondents are significantly high compared to the negative respondents.

Figure 6. Relationship of scouting program with Health Domain.



Education Domain

Table 1. Relationship of scouting program with Education Domain.

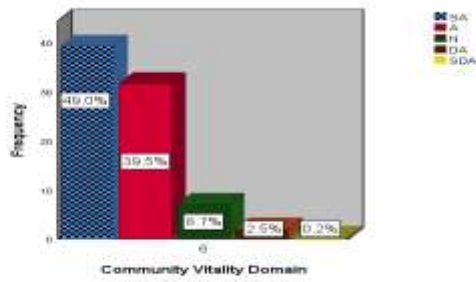
GNH Domain	Items	SA	A	N	DA	SDA
Education Domain	I found scouting program helps in building my literacy knowledge.	30	38	11	1	0
	I learn the Bhutanese values and etiquettes through scouting program.	41	32	7	0	0
	Scouting program motivates me to go school every day.	40	31	9	0	0
	Scouting Program helps in enhancing my life skills learning.	36	37	7	0	0
	I can use the knowledge of scouting program in my classroom learning.	28	34	18	0	0

Table 1.1 shows the respondents’ level of agreement against each item of education domain of GNH. Since all items has the common ideas of education domain of GNH, majority of the participants has opted strongly agree and agree section of the Likert scale. However, “I found scouting program helps in building my literacy knowledge” item have little different with the other items. As 30 respondents in strongly agree, 38 respondents in agree, 11 respondents in neutral and 1 respondent in disagree. However, overall impact of the scouting program in the school has witnessed the huge positive impact in the education domain. Scouting really helps in promoting education domain of the GNH philosophy in the schools under Lhuentse District.

Community Vitality Domain

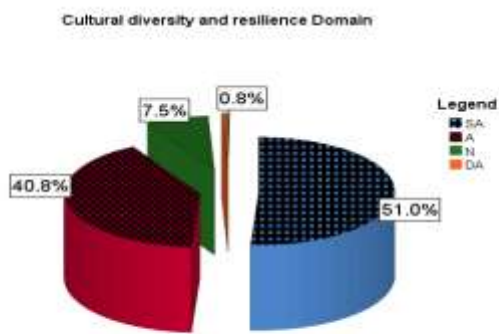
Figure 7. shows the relationship of scouting program with the community vitality domain of Gross National Happiness philosophy and the respondents’ percentage against its items. Maximum respondents had opted on strongly agree (49%) and followed by agree (39.5%) over the domain. Moreover, there were 8.7% of the respondents responded with the neutral level of agreement and 2.5% in disagree and 0.2% with strongly disagree level of agreement. The figure shows that there are positive impacts of school scouting program in promoting Gross National Happiness philosophy with 49% strongly agreeing to the items of Community Vitality Domain.

Figure 7. Relationship of scouting program with Community Vitality Domain.



Cultural diversity and Resilience domain

Figure 8. Relationship of scouting program with Cultural Diversity and resilience Domain.

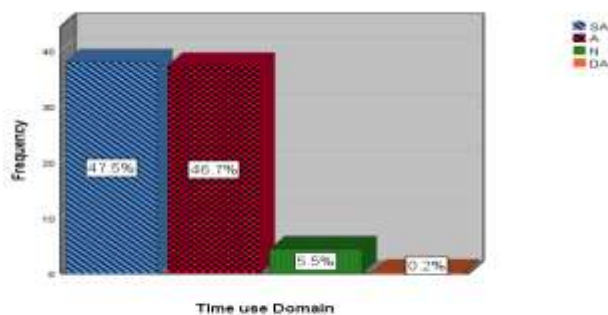


The culture domain of the Gross National Happiness looks at the diversity and strength of cultural traditions. Figure 8. it shows the relationship of scouting program in the school under Lhuentse district with cultural diversity and resilience domain of the GNH philosophy. 51% of the respondents had opted in the strongly agree and 40.8% in the agree level of the agreement. There were 7.5% of the participants in the neutral category and at least a 0.8% in disagree level of the agreement. However, we can clearly say from the given figure that there is a positive relationship of scouting programs with cultural diversity and resilience domain of GNH.

Time Use Domain

As shown in the following figure (Figure 9.) 47.5% of the students strongly agreed to the domain and 46.7% agreed that the scouting programmes have helped the development of time management amongst the students.

Figure 9. Relationship of scouting program with Time Use Domain.

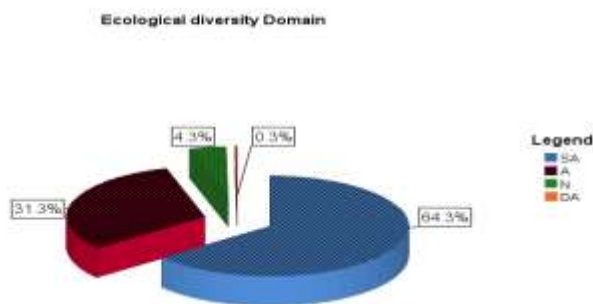


This shows that scouts students are well aware of the time management and the skills learnt from the scouting programs are benefiting and impactful in their daily lives. 5.5% of the participants opted for the neutral level and there are 0.2% of the respondents who disagree on the items of the questionnaire.

Ecological Diversity Domain

The levels of agreements in each item for the ecological diversity domain of the Gross National Happiness philosophy is shown in (Figure 10.) 64.2% strongly agreed and 31.2% agreed. 4.2% of the respondents opted to stay in neutral and 0.2% had disagreed on scouting as the channel to promote the ecological diversity domain of GNH philosophy in the schools. However, from the figure we can clearly say that there are positive impacts of the scouting programs in educating the ecological diversity domain in the schools as total of 95.4% of the respondents agreed with the positive attitudes towards the domain.

Figure 10. Relationship of scouting program with Ecological Domain.

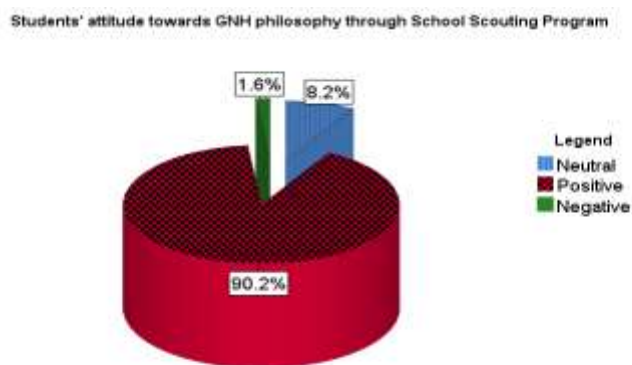


IX. Discussion

The study revealed that scouting programs in the schools have positive impact in educating all the nine domains of Gross National Happiness philosophy in the schools under Lhuentse dzongkhag. The scouting programs in the schools of Lhuentse Dzongkhag has been main channel to cultivate, educate and promote the philosophy of GNH in the schools.

The overall percentage of positive and negative attitudes towards the relationship of scouting program and GNH as shown in (Figure 11.) is significantly high in the positive attitudes (90.2%). The percentage of positive attitudes calculated by the researchers by computing the result of 'strongly agree' and 'agree' levels of agreement from the 5-Likert scale used in the questionnaire. However, there are 8.2% of the respondents in the neutral perceptions and at least a minimal of 1.6% in the negative attitudes on the relationship of scouting programs and the GNH philosophy.

Figure 11. Percentage of Positive and Negative attitude towards the relationship of Scouting Program and GNH.



The most positive impact of the scouting programs is relatively seen high in the ecological diversity of the GNH domain with 64.2% strongly agree level of the agreement. As expressed by Jembo (2019), in his journal, scouting program has helped in understanding why nature matters and scouting makes more aware of the environment to do best to be eco-friendly and further stated that outdoor scout activity encourages youth to spend more time in clean and safe environments (Tshering & Jatsho, 2020).

Good governance domain is another domain with the maximum impact next to ecological diversity with 55.2% in strongly agreed and agreed by 35.7%. Scouting programs promotes leadership skills in youth the studies done by Meraksa, et al. (2022), found out that scouts have a strong meaning in building students' character. Further the previous finding of Mislia, Mahmud & Manda (2016), stated that in scouting activities, students are guided and prepared for the future by giving them many skills such as leadership, patriotism, creativity, personality and building noble character. The scouting programs in the schools of Lhuentse district have proven that scouting have positive impact on educating the philosophy of GNH in the schools.

The other nine domains of the Gross National Happiness- psychological well-being domain, standard of living domain, health domain, education domain, community vitality domain, cultural diversity and resilience domain, and time use domain are found out in the average result, with the positive attitudes towards the relationship of school scouting programs with the domains of GNH. In all the domains of the Gross National Happiness, researchers have found that it is comparatively positive attitudes on the impact of scouting programs in promoting GNH philosophy and its domains. In education domain respondents responded maximum in strongly agree and agree level of agreement. They believed scouting programs in the school is more of educational related program and very much useful to boost their knowledge in classroom learning. As cited by Tshering & Jatsho (2020), scouting is an educational movement necessary for young people to promote a holistic development at this juncture of educational transformation.

X. Recommendations

The researchers have found out that scouting programmes in the Dzongkhag has high level of agreement on the impact of GNH philosophy by conducting school scouting programs. Moreover, there should be more health and community related programs for the scouts in the Dzongkhag. As they are the domains having respondents in disagree level of agreement.

Researchers has found out that scouting programs are more benefiting to female gender in the schools of the very district. So, researchers encourage to have equal involvement of the gender in all the activities of the school scouting programs.

XI. Conclusion

This research has studied the impacts of school scouting programs in promoting Gross National Happiness philosophy in the schools under Lhuentse Dzongkhag. The research findings have concluded with the positive findings on the relationship of school scouting program and GNH philosophy and recommended to have scouting programs in the schools to cultivate the Gross National Happiness philosophy and imparting the wholesome education to the students. One of the limitations of this study was the exclusion of school scouts' leaders for this research, which has limited their perception about the scouting programs in the schools.

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