CUB SCOUT PROGRAM IN PRIMARY SCHOOL: CURRENT PRACTICES, CHALLENGES AND WAYS TO OVERCOME

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Abstract

Primary Education of Bangladesh is very much focused on students' overall development to ensure quality education. Thus the government has pursued different types of intervention to ensure students' development. Cub Scout program was one of the interventions to ensure overall development. The study was attempted to explore the current practices of the cub scout program and how this can be strengthened. Another purpose of the study was to understand the perception of stakeholders on the Cub Scout program in terms of the overall development. This research was important because there has been no study on Cub scout current practices as well as to see the challenges behind it. The study was also important because it can provide valid information about how this useful program can be strengthened. A qualitative research approach was chosen to conduct the study. Interview, FGD and Observation methods were used as data collection method. The purposive and convenient sampling procedure was selected for this study. Data analysis was done following content analysis techniques. Key findings of the study were that the cub scout program was not practiced properly in the school premises, stakeholder's perception showed that cub scout can play an important role in students' academic achievement, leadership skill development, involvement with voluntary and philanthropic works and some life skill development. But roles of cub scout in students' development were not recorded. Cub Scout program can be strengthened if stakeholders' coordination and proper supervision and monitoring are ensured.

Key word: *Cub Scout, overall development, intervention, perception, stakeholders, philanthropic.*

I. Introduction:

The main objective of primary education system of Bangladesh is to ensure overall development of the students. Only academic excellence cannot ensure overall development of students. "Educational experiences should not only include achieving formal knowledge to develop student's intellectually and mentally but also communicate for student's social, physical and spiritual development" (NCTB,1998, p.7). That is why varieties of educative experiences are to be exchanged in school programs that may contribute a long, happy and normal life of the students (CERID, 2004). According to Nath & Mahbub (2008, p.83) "young people learn through various means and ways including textbooks, sports and games, science activities, cultural activities and so on". Thus schools are instructed to practice extra or co-curricular activities as if student's overall development can be ensured. Extra or co-curricular activity refers student's involvement with some other activities (eg. Sports, singing, scouting, dancing, debate etc.) beyond of their regular academic activity. Studies showed that adolescent who participated in the variety of activities having more opportunity for leadership enhancement (Gambone & Arbreton, 1997). Students' participation in extracurricular activities has been identified as an important aspect of their higher education experience (Cole et al., 2007). Extra or co-curricular activity helps to develop student's physical, social, moral and cultural development. According to Ghosh (2011) Scout playing a major role in developing student's responsible, honest and good citizen as a co-curricular activity. "Extracurricular activities give emphasize upon aesthetic as well as spiritual development which are the essential part of education" (Billah, 2017, p.1). Although some ethical knowledge and education have been incorporated into some subjects in primary level but those are insufficient. These lessons are practice oriented but there is a little opportunity to practice (Kabir & Imam, 2010). "Since scout is one of the co-curricular activity" (Bangladesh scout, 2017, p.19), that is why co-curricular activities mostly cub scout program has been taken into consideration in the primary school for students practical learning and practicing. According to Powell (1908, p.6) "By the term 'Scouting' is meant the work and attributes of backwoodsmen, explorers and frontiersmen. In giving the

elements of these two boys we supply a system of games and practices which meets their desires and instincts and at same time education". So scouting can create domain for practicing ethical knowledge and education.

Scouting was begun with publishing a book "Scouting for Boys" by its founder Baden-Powell during 1908. Later observing the eagerness of younger boys to become Boy Scouts and based on the Rudyard Kipling's *Jungle Book,* Baden-Powell made a public announcement of the Wolf Cub program during 1916. In America, the Boy Scout of America adopt a program for younger boys by 1929 named "Cub Scouting" with older boy Scouts as leaders, to tie into home, church, school and Boy Scouting (Pack 295, n. d.). So "Cub Scout" is a part of boy scout in which younger mainly from 7 to 10 years aged students are involved (Bangladesh Scout, 2017, p. 20). The main objectives of the cub scout are development of student's good leadership skill, good characteristics, moral and spiritual growth, good friendship skill and fitness (Boy Scout of America, 2018). According to honorable Prime Minister of Bangladesh Sheikh Hasina (2018) "the role of scouts in social development activities and grooming up children as worthy citizens would take forward the country with the ideals of war of liberation". In United States of America Cub scout is a prominent program for primary school which can play an important role in overall development of students from the very beginning of their student life through "develop their character, leadership skill, responsibility, fitness and a love for fun while learning" (Boy Scout of America, 2018).

This research is very much focused on analyzing the practices of cub scout program in primary school and how stakeholder perceive the role of cub scout. The research was conducted in two government primary schools of a district in Bangladesh.

In the context Bangladesh research work on cub scout was not done very much and researcher has not found similar kind of studies that are relevant to this research topic. There are some studies nationally and internationally which mostly focused on importance of scout, role of scout and purpose of cub scout etc. This study can be a source of valid information to know why cub scout program is not practiced properly and what are the gaps existing among the stakeholders.

II. Purpose of the study

Primary education system is very much focused on ensuring student's overall development. Apart from other activities "Ministry of Primary and Mass Education and Bangladesh Scouts working on ensuring cub scouting program in every schools so that the aim of primary education can be achieved" (Bangladesh scout, 2017, p.19). That is why based on the research problem this study wants to explore what is the current practices of cub scout program in the school premises and what factors involved behind the problem.

This study focused on the stakeholder opinions, perceptions and impressions especially of the cub scout team members, unit leaders (the trained teacher on cub scout of the school), and head teachers on cub scout in the school premises. What they think about how cub scout can play an important role in student's overall development.

III. Significance of the Study

Cub scout plays an important role of student's overall development and government also has shown a deep eagerness to ensure cub scout in school premises (Kamal, 2018). Thus cub scout has become an important issue in present days. This research is important because it can provide a remarkable advancement of cub scout program in our education system.

Based on the research result existing knowledge gaps regarding cub scout can be identified easily. Furthermore, based on this research result policy maker can get valid information on present initiatives that have been taken. It also will help them to take necessary steps for strengthening cub scout programmed throughout the country.

This research also will identify some developmental areas and based on research findings will provide some recommendations for further improvement of cub scout program in primary schools.

IV. Objective

1. To explore the current practice of cub scout programmed in primary schools
2. To find out the challenges schools face to implement the program.
3. To explore stakeholder's perception about the program.

V. Research Questions

1) What is the current practice of cub scout program in primary schools?
2) What challenges schools face?
3) How stakeholders perceive the role of cub scout in overall development of the students?

VI. Methodology

This research followed a qualitative research design. As the research mainly intended to find out how cub scout program was being practiced and how much knowledge teachers had about cub scout program thus qualitative approach was better method to find out because there were more qualitative information and less numeric data.

For data collection three methods were selected from various qualitative research methods. Those were: Interview, Focus Group Discussion (FGD) and Observation.

VII. Data collection methods and tools

According to Jonson & Christensen (2004, p.9) "Interview is a good method for measuring attitudes of the interviewee. It provides information about participants' internal ways of thinking". "The importance of interviewing method is not only shows us a holistic snapshot, message, news and reports but also give the interviewees the opportunities to express and illustrate the right situation and circumstance of that problem or issue" (Alshenqeeti, p.n.39). Through interview we can get in depth understanding about individual's perception, view and feelings. That is why to know the current practices of cub scouting, challenges and ways to overcome, interview can be an effective source of information for this study. In this study interviews were conducted with cub trained teachers (unit leader) and head teachers to explore their experiences, opinions and impressions. Two semi-structured interviews were carried out with help of interview guideline. First one was used for trained cub teachers and second one for head teachers. This study focused to explore cub scout team's perception, opinion and impression on current practices, challenges and ways to overcome of the challenges of cub scout. That is why FGDs were conducted with cub scout teams following FGD guideline to get data as a homogeneous group's perception. Focus group provides "a rich and detailed set of data about perceptions, thoughts, feelings and impressions of people in their own words" (Stewart & Shamdasani, 1990, p.140). In this study two FGDs were conducted in two schools for rapid data collection. In average nine students from class 3-5 were participated in the FGDs. FGDs were conducted in a separate room of the schools where a free & fair environment was created so that the students can feel free to give their opinion.

. "It is important to collect observational data (in addition to attitudinal data) because what people say is not always what they do" (Jonson & Christensen, 2004, p.10). So observation can help the study to explore actual fact relies on current practices, challenges for cub scout. Observation was done with the help of observation checklist.

VIII. Observation

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p 79). Observations enable the researcher to describe existing situations using the five senses. This looks carefully, listen carefully, pay attention, experience the context and write down what actually happened without intervening.

In this study cub scout activity was observed twice in one school to know what participants do actually in the natural setting. Because what people say does not always do in practically. "It is important to collect observational data (in addition to attitudinal data) because what people say is not always what they do" (Jonson & Christensen, 2004, p.10). So observation can help the study to explore actual fact relies on current practices, challenges for cub scout. Observation was done with the help of observation checklist.

IX. Data collection procedure

Researcher has been working as an academic supervisor for last eight years. In those years, researcher has seen cub scout program and has also helped to manage some of their activities. During data collection, researcher has stayed mindful about the fact that he should not use his own judgment about the cub scout program as he has experience of it. Researcher tried to be careful that he is a researcher in this particular context and he should have to avoid stereotype way of decision making. However, it had been a struggle to maintain the focus as purely a researcher and not a supervisor in terms of forming opinions. Therefore, in order to avoid biasness, researcher had to keep his thoughts and judgments at a neutral level, not letting any of his prior experiences get in the way of his data collection and analysis.

X. Data Analysis

Data collection has been done in two schools by using interview, focus group discussion and observation methods of data collection. In this study content analysis method was used to analyze the data collected from the field. A tape recorder was used as a data collection tool for interviewing and FGD of the respondents. Firstly, transcription was done then organization of data and observation notes were written. Then data were reviewed several times and were highlighted with different color highlighters that were corresponded directly with the research questions.

After organizing and matching the data with research questions, the data were reviewed to find out different themes and issues emerging from the data. In this study data categorization by different themes were consistent with the research questions. The next step was to identify the themes and issues for formal presentation of analytical thinking. Citations that were short, interesting, critical, and related to the research questions were selected for this study. If citation was from the observation, then observation notes were used.

For capturing the thoughts and meanings of the data the themes and subthemes were reviewed and written them down on separate piece of paper. The last step was to present the qualitative data. So the main points under each theme were summarized and some direct citations from the data that are related to the themes were provided. Data were cited that added additional information and strengthened the summarized points.

XI. Ethical concern

According to Johnson & Christensen (2004, p.01) "Ethics as the principles and guidelines that help us to uphold the things we value". Ethical issue mean that steps were taken in this research in an unbiased manner and drew each conclusion to the best of researcher ability and without introducing researcher own vested interest (Kumar, 2005). Researcher played his role as a researcher in the field rather as a super visor. In this study researcher behaved well with his respondents. Researcher also assured respondents that all sorts of confidentiality will be maintained. The information provided by the participants will be used by using their pseudo name. Throughout the data collection process researcher strongly considered his respondent's availability and their time.

Before data collection from the respected school's researcher took permission from the gatekeeper as well as from the respondents.

XII. Credibility and Rigor

Before this study researcher went through two research courses which helped the researcher to understand how a research can be carried out. Researcher had a basic training, an orientation and some experiences on cub scout program. That is why researcher became curious about the program and wanted to find the exact causes behind the problem.

Before this study researcher piloted the research tools with the similar groups of informants. According to the piloting, to make findings of the research more reliable, to look at the situation from various perspectives researcher, designed different types of research tools. Then researcher gained some valuable feedback from the peers and faculty members, who helped researcher in developing and enhancing research proposal. After that the field plan was done and followed orderly. Researcher informed the respective authority before going to interviews and observations and took permission for using the tape recorder. The interview place was a quiet room rather than a noisy place. To avoid the reluctant situation researcher tried to create a friendly environment for participants to talk freely. Researcher followed the role of "talk less, listen more". The entire process was quite rigorous, and it has made sure that the instruments were sound and the results were authentic and credible because actually the research participants of this study deal with the problem at the root level.

XIII. Demographic profile of the participants

For this study 02 (two) government primary school, one was termed as school "A" & another termed as school "B" of Natore district of Bangladesh have been selected for research site. Both the schools serve the students from pre-primary to class V. School timing of the schools are same from 9.00am to 4.30pm except on Thursday from 9.00am to 2.30pm. Both the schools were double-shifted.

School "A" was established in the year 1965. There were total 240 students in the school with a head teacher and four assistant teachers. School "B" was established in the year 1940. There were total 328 students in the school with a head teacher and seven assistant teachers. One vacant post for an assistant teacher was found in this school.

Natore district of Bangladesh has already been announced as a 100% cub scout team district by its deputy commissioner. So cub scout teams, trained teachers, head teachers and schools who carried out this program were easier to get for the researcher. That is why these schools have been chosen as research site for this study. The participants for the study were from the chosen schools: cub trained teacher (known as unit leader), head teacher and cub scout team (age 8-10 years). Head teacher and unit leader of both the schools "A" & "B" had Certificate in Education (C-in-Ed) and only unit leaders of the both school had a basic course on cub scout program. Both the unit leader of school "A" & "B" and head teacher of school "B" attained highest educational qualification. Head teacher of school "A" attained B.S.S degree. Service experience of the head teachers of school "A" & "B" were 25 & 23 years respectively. Whereas the unit leaders service experience of school "A" & "B" were 7 & 13 years respectively. Head teacher and unit leader of school "A" were female while head teacher and unit leader of school "B" were male.

Cub scout teams were chosen because they can be important sources of data on current practices of cub scout. Unit leaders were chosen for getting in depth idea about his or her experience on cub scout. He/she also can be a source of data on cub scouts influences and challenges. Head teacher can be a source of data on how he/she manage cub scout in his/her school premises, and what challenges schools face.

XIV. Result

In this chapter data were presented which have been collected through different data collection methods. The data collection methods were interviews with head teacher and unit leader, focus group discussion with cub scout team members and observation of cub scout activity (mainly pack meeting). After data collection an

intensive analysis was done and some major themes were identified after having the data analysis and categorization. The themes are

1.Cub scout program in the school
2.Present scenario of cub scout activity in school premises
3. Supervision and Monitoring of cub scout program
4.Perception of stakeholders about cub scout program
5.Role of cub scout in overall development of student's
6.Challenges and limitations

Theme 1: Cub Scout Program in the School:

Cub scout program in school "A" was started in 2017 while in school "B" it was started in 2006. Head teacher of school "B" got an orientation before joining this school while the head teacher of school "A" did not have any training or orientation on cub scout. Both the schools have cub scout trained teacher known as "unit leader". Unit leader of both schools got basic training in 2017 and 2012 respectively. Unit leader formed the cub scout team with the assistance of head teacher. According to the unit leader of school "A"

Cub scout team is formed considering class 3, 4 and 5 students. Firstly, teacher brief about cub scout and asked the students who are interested to join cub scout. Students are motivated and show their interest. Then teacher select the students according to their needs that is 24 students. If interested students are more than that of the 24 students then it is said to them that they will be included next year when class five students will leave the school (Interview #1, 08-10-18).

Unit leader of school "B" stated similar system of Cub Scout team formation. In both the FGDs Cub scout team members stated that they are selected by the teachers based on their result and other performances. Few cub scout members mentioned that they are in cub scout team for 2 or 3 years. "We are in cub scout for last two years" said Samad and Zabbar (FGD#2, 14-10-18) and "We are in cub scout for last three years" said Ashim, Hafiz. Mostofa, Rakib and Sumon (FGD#1, 13-10-18).

Theme 2: Present scenario of cub scout activity in school premises

Cub scout activities in the school are focused on regular pack meeting. From document review it is clear that schools have to conduct at least one pack meeting for 60-90 minutes in any day of a week. Unit leader of school "A" mentioned in the interview that in her school pack meeting is conducted regularly on Thursday from 2.00pm to 2.30pm. "This timing was suggested in basic training" (Interview #1, 08-10-18). While unit leader of school "B" mentioned that in his school pack meeting is conducted on same day in exception with timing that is from 1.30pm-2.30pm. Both the unit leader mentioned that students show enough curiosity for cub scout activity on respected day.

Head teacher of school "A" could not say the exact time of pack meeting of her school rather said it is written to unit leader. Head teacher of school "B" said that in his school pack meeting is conducted on Thursday after 1.00pm. Head teacher of both the schools stated that earlier pack meeting was conducted after the regular class time or school time but from 2018 pack meeting has been incorporated into regular class routine. They also mentioned that they provide every assistance to the unit leader to ensure cub scout activity.

In first observation in school "A" it was observed that duration of pack meeting was very short and prescribed activities were not maintained. In second observation although the duration and prescribed activities was increased but were not up to the mark. In both the observations it was observed that unit leader and members were not skilled and efficient, and their body language showed that they are not in regular practice.

Theme 3: Supervision and Monitoring of cub scout

It is known that AUEOs, UEOs, ADPEOs and DPEOs have been tagged for supervising and monitoring cub scout activity in field level. But it has been found that only 05(five) pack meetings in school "A" & only 06(six) pack meetings in school "B" have been conducted in last six months. According to the head teacher of the schools and unit leader of school "A" it is conducted once in a week. Unit leader of school "A" said that "yes, I try to do pack meeting regularly" (Interview #1, 08-10-18). Unit leader of school "B" said that "without any especial reason or work it is practiced regularly" (Interview #3, 10-10-18). So it should have been at least 18(eighteen) in last six months. In both the schools it was found that there were only two register one is used for admission and another is used for attendance and regulation but meeting regulation is not written in the regulation register. Unit leader of school "B" said that "attendance is given but regulation is not done" (Interview #3, 10-10-18). There was no debit & credit register, inspection register, badge register, notice book, group register, stock register and materials register. Even both the schools don't have any bank account for maintaining cub scout fund according to the government circular. Still these two schools did not get their registration, although according to unit leader of school "A" they paid their registration fees during October 2017.

Theme 4: Perception of Stakeholders about Cub Scout:

Research participants have some perceptions on cub scout. Unit leader and head teacher of school "A" stated that through cub scout, students learn help to others, honor to elders and love the younger. Unit leader of school "A" also said that "if someone involved with cub scout in primary school he will be able to play a great role in boy scout in high school" (Interview #1, 08-10-18). Head teacher of school "B" said that if the cub scout subjects can be incorporated into the students' mind so that they can be developed as an ideal citizen of the country. According to unit leader of school "B"

The subjects of cub scout are good. Because it helps the students become self-dependent. But it can be done without cub scout. So cub scout is not the only way to provide cub scout lessons because these lessons are also provided to another more than 250(two hundred and fifty) students in his school who are not involved with cub scout. Since cub scout does not consider all the students thus it is not important. If it would consider 100% students of the school, then it would have been good. Besides of this, some lessons of cub scout are taught through different subject's knowledge such as gardening, cultivation of domestic animal etc. So subjects of cub scout are important but it's not like that these should be taught through cub scout. Because it does not seem to have any reflection in student's practical life (Interview #3, 10-10-18).

Cub scout members of both the schools stated that cub scout helps to develop some skills such as gardening, good manners (e.g. help to others, behave well with others, honor to elder, discipline maintain) etc. In FGD they also mentioned that cub scout helps to keep them separate from doing something as their wish.

Theme 5: Role of Cub Scout in Student's Overall Development:

5.1 Role in Academic Development and Progress:

Research participants viewed that cub scout plays an important role in student's academic development and progress. Head teacher and unit leader of school "B" mentioned that due to the cub scout, students learn how to do their work properly. They seem to be punctual and attentive to their lessons. Finally, they can improve themselves and can ensure their progress in academic point of view. According to the head teacher of school "B" there are some students who progressed a lot due to the influence of cub scout. He said that "due to the cub scout activity students' mental development happened, through this development they are attentive to their academic task. It was seemed that the student whose class roll was at 6 or 7 but due to the cub scouting they were progressed at roll 3 or 4" (Interview #4, 11-10-18).

According to cub scout team members of school "A" "There was a student Rahim who was not attentive, during class time he went to a shop in the Bazar for watching television. But after entering into cub scout team that student would not go to the outside during class time and day by day he became an attentive student." (FGD # 1, 13-10-18)

In this regard One other member said that his brother preferred to sleep rather than reading and he was not attentive at all but after enrolling into cub scout team his brother became attentive. Now he does not sleep as much as earlier (FGD # 1, 13-10-18).

5.2 Role in Development of Physical Fitness:

Unit leader of school "A" stated that there is some exercise in cub scout which plays an important role for maintaining physical fitness of the students. Unit leader of school "B" stated that it was observed that students who are involved with cub scout, are clearly ahead than that of the other students in physical activities such as assembly, sports competition etc. Unit leader of school "A" said that "I know there are some physical exercise in cub scout activity which play a role in students' physical development. As a result, students get mental refreshment" (Interview #1, 08-10-18). Head teacher of school "A" said that "In scouting activities student takes exercise, run and they do their other activities from which physical development is happened" (Interview #2, 09-10-18). Head teacher of school "B" stated that "there are some physical activities in cub scouting which ensure students' physical development. Besides of this cub scout is completely disciplined program which plays a role in physical development" (Interview #4, 11-10-18).

5.3 Role in Leadership Skill Development:

The research participants expressed positive opinions during data collection process. Unit leader of school "A" and head teacher of school "B" stated that "in some cases when responsibility is not given to anyone for a specific work in those cases cub scout members took responsibilities willingly to complete the work. Such as head teacher of school "B" said that cub scout members always lead the cleaning activity of the school. He also mentioned that leader changed one to another among cub scout team members. Thus it plays an important role in student's leadership skill development. Unit leader of school "B" mentioned that

There was a student who did not speak much. But when he was chosen for giving command in cub scout activity then leadership skills were developed within him gradually. Now, that student is a leader of boy scout in the high school. So cub scout can play an important role in leadership skill development of the students (Interview #3, 10-10-18).

Unit leader of school "A" said that all the cub scout members want to be a leader because they want to give command like other leaders. In this way they are interested to achieve leadership qualities.

5.4 Role in Moral and Ethics Development:

Unit leader of both the schools stated that cub scout is important for student's moral and ethics development. They mentioned that there is a lesson on morality and ethics in 'cub scout law and motto' such as help to others in every single day. Head teacher of school "B" said that if cub scout members get anything in the school which is lost by others, they give it back to the teacher so that it can be returned to the right person. He also said that this tendency is very much obvious in cub scout members than that of the other students. Unit leaders of the schools mentioned cub scout members do many voluntary and philanthropic works.

Cub scout team members think that cub scout plays an important role in developing moral and ethics of the students'. Cub scout members mentioned several examples of moral and ethics development within them. Such as, they showed politeness, attentiveness, neat & cleanness rather stealing things, misbehaving and quarreling with others.

Apart from the above mentioned development cub scout can play an important role in some life skills development. Such as cub scout members mentioned that in cub scout they learn different kinds of knot making by the rope which help them to bind their domestic animals. They also stated that cub scout can develop student's gardening skill. Unit leader of school "B" mentioned that "cub scout developed students catering skill of domestic animals such as cultivation of duck and hen etc." (Interview #3, 10-10-18).

Theme 6: Challenges and Limitations of cub scouting:

Research participants of this study mentioned some challenges and limitations during data collection process. Unit leader of both the schools and head teacher of school "B" stated that in cub scout training teachers do not get any honorarium or TA/DA while in any other training they get these benefits. Not only that but also teachers are to pay for cub scout training. For example, teachers are to pay money for training convenience, breakfast, lunch etc. Unit leader of school "A" mentioned that "It is very difficult to receive cub scout training for a women teacher staying into a tent at night. Family members do not support for these kinds of training. She also mentioned that after taking classes it becomes very difficult for unit leader to conduct pack meeting" (Interview #1, 08-10-18). Head teacher of school "B" stated that

If daily routine is maintained properly then it becomes difficult to get enough time for cub scout activity. If someone is engaged with cub scout, then teacher shortage is occurred. Some students could not buy their cub scout uniform and necessary equipment's. Guardians are often de-motivated/ not interested to send their children for night holding outside from their home. Some specific schools are to attend in different programs at different level. So only those schools are to face struggle than that of the other schools (Interview #4, 11-10-18). Unit leader of school "B" stated that

When cub scout members are asked for making cub scout dress because of poverty some members left cub scout team. Some members could not pay their fees for breakfast on every Thursday. He mentioned that according to the instruction of basic training, cub scout fund should have been maintained by unit leader but practically it did not happen in most of the schools because head teachers have taken that authority. Other assistant teachers of the school do not show much interest in cub scout, even they don't want to allow cub scout members to go for pack meeting especially while they are taking classes. Head teacher of the school goes to observe pack meeting occasionally which motivated unit leader negatively. He also mentioned that unavailability of cub scout equipment's (badge, scarf etc.) in rural level is a limitation of cub scout (Interview 3, 10-10-18).

Head teacher of both the schools stated that yearly ten-taka fee for every student of class 3 to class 5 is not enough for continuing cub scout activity properly. Cub scout team members of school "A" mentioned that some students could not buy scout dress and other equipment.

Lack of involvement of parents in cub scout has been identified as a limitation by all the respondents except head teacher of school "A". Unit leader of school "B" stated that

If parents and other teachers were involved with cub scout, it would have been better. Because involving with the cub scout, they would know whether the cub scout is doing good for the student or not. Parents would know how their money is spending in cub scout. If it is ensured so that the other untrained teachers can be able to continue cub scout activity in absence of unit leader (Interview #3, 10-10-18).

Unit leader of school "A" also mentioned that because of guardian's unconsciousness "One day a guardian of a student asked her about cub scout fee that why would they pay money for buying school's cup-plate" (Interview #1, 08-10-18). Here guardian considered cub scout as school's cup-plate. She also mentioned that if the parents and other teachers were involved so that existing gaps could have been identified by them.

Head teacher of school "B" stated that if the parents and other teachers are involved then they will be able to assess whether cub scout playing any role in improving student's development or not. Unit leader of school "B" mentioned that "usually cub scout role is not assessed for avoiding separation among the students" (Interview #3, 10-10-18). Head teacher of school "A" said that "Since parents will not understand the program thus they need not to be involved with cub scout" (Interview #2, 09-10-118).

XV. Key Findings:
In summary the major findings regarding this study can be identified as follows-
    a) Cub scout program was not practiced properly in the school premises. Most of the time schools tried to do paper-pencil work to show authority that they practice cub scout program.
    b) Stakeholders gave positive view on cub scout. They think that if the program is strengthened then it will work for students' betterment.
    c) Parents and other untrained teachers were not strongly involved with cub scout. As a result, they felt to understand the importance and behave in a way that this was not their program.
    d) Roles of cub scout were not observed or recorded. As it was not measured thus teacher & students didn't show enough courage to practice it sincerely.
    e) Cub scout had some challenges and limitations in the field level which affected the program adversely.

XVI. Discussion

Cub scout is one of the program being implemented in primary schools of Bangladesh to shape the students as a well human being. This study was aim to explore root causes laying behind the low or dissatisfactory practices of cub scout as well as to see the challenges schools face. Not only that but also to understand how stakeholders perceiving the role of cub scout in students' overall development. Data were collected from two rural government primary schools in Natore district. The four major area of this study were cub scout program and its current practices in school, stakeholder's perception about cub scout, challenges and limitations of the program and what can be done for the betterment of the program.

Through documents review it has been observed that Ministry of Primary and Mass education started cub scouting in the government schools, kg schools and Ebtedayee Madrasa since 1995 (Bangladesh Scout, n. d.). But from the result it was understood that the cub scout program was not started at the same time throughout the country. Data from the field suggested that head teachers and assistant teacher were not trained at that time. Due to the lack of proper training they were not been able to run this program from 1995. So there was a gap between program initiation and teacher training. According to Ghosh (2009b) an interested teacher was supposed to be trained urgently from each school to formation a cub scout team. But still these kinds of gap are obvious in this study. DPE has also found the gap and very recently has wanted the list of untrained teachers from the field (Ahammed, 2018). Without having any training or skill it is quite difficult to continue a program like cub scout. Similarly, if the program and training do not start at one time, it can create a chance to remain the program unfruitful. Besides of this result this study revealed that the other teachers also did not show any interest to involve with the pack meeting and acted as they were not responsible. As a result, unit leader might have felt burden with the program and thought it is not so obligatory and maintained the program with just paper & pencil. So, all the teachers need to have some sort of training so that they can realize the importance of the program can support the unit leader properly.

In this study it was found that the teacher selected the cub scout members according to their choice and they usually did not show any interest to change the members for ensuring more enrollment in cub scout program. That is why students enrolled once were staying for 2-3 years. As a result, other interested students can be de-motivated. This might have been allowed due to the lake of proper instructions such as cub scout team members will be changed in every year. So it is clear that there was some weakness in terms of management instructions of the program. Along with this the program was very much focused on only 24 students and teacher were focused on older members because they have some experience which can be useful for teacher's performance. These kinds of fact might have influenced implementers not to consider the program seriously rather just let it go. As a result, the way of enrollment of the other students is almost closed. That is why, these kinds of weakness need to be removed for ensuring the equal opportunity to be enrolled in cub scout.

Schools were instructed to conduct at least one pack meeting for 60-90minutes in any day of the week and incorporate the pack meeting in regular class routine (Ghosh, 2009a). Result of this study suggested that they have incorporated the pack meeting in class routine but participants provided scattered information about the timing and duration of pack meeting which suggested that they were not in deep touch. Instead of these, respondents were said that pack meeting was conducted regularly. But in document review it has been found that they conducted a very few number of meetings in last six months. Insufficient registers, inability to say cub scout 'law' & 'motto' by the members and induced pack meeting activity suggested that pack meeting has not been conducted regularly. If it would have been practiced regularly then students could be able to say cub scout 'law' & 'motto' and unit leader and team member could be able to do a sequential and successful pack meeting for at least one hour (Observation notes). Similarly, Mamun & Abdullah (2015, p.n.01) found that "Cub scouting activities are also not satisfactory". Despite of these, respondents might be giving such kind of information in interviews for saving themselves from unknown consequences of their dissatisfactory work.

Data also revealed that there was no intensive supervision and monitoring of pack meeting because in supervisors' supervision format there was no scope to observe or check the pack meeting activity rather to check only the schools have cub scout team or not. So, it is important for the supervisors to supervise pack meeting as

well as whole cub scout activity intensively. But due to the prescribed supervision format supervisors could not do that. So they might think that supervision of whole cub scout activity is not much important for them. Thus there should be a space in the prescribed supervision format so that the supervisor can supervise the whole program. Realizing the fact Ghosh (2009b) instructed the field supervisors' how they will monitor and supervise the cub scout activity intensively. Not only that but also it was found in literature that all the school conducts pack meeting on Thursday so supervisors had no chance to observe more than one pack meeting in a week which affected cub scout's current practices. If pack meeting would have conducted in different days of the week so that supervisors could have observed more pack meetings.

Data on perception of the stakeholders about cub scout program revealed that cub scout can play an important role in students' overall development by developing students' academic progress, physical fitness, leadership skill, ethics and value and some life skills. Cub scout works to achieve the 10 purposes such as character development, spiritual growth, good citizenship, sportsmanship & fitness, family understanding, respectful relationships, personal achievement, friendly service, fun & adventure and preparation for Boy Scouts through cub scouting (Cub Scout America, 2018). All the respondents expressed a positive view in both interviews and FGDs. Realizing the importance unit leader of school "B" questioned that why we are giving these chances only to the 24 students instead of huge number of students of the school's. Since students are enthusiastic for cub scout and it is playing a vast role in student's overall development. Thus it should be opened for each and every students of the school. "Scout is the only extracurricular activities that must be followed by all students in the Elementary School, High School and Senior High School in Indonesia" (As cited in Prianto, 2016, p.2).

Result of this study showed several examples which suggested that cub scout can play an important role in student's academic development and progress. Similarly, Interactive (2015, p.32) found in his research that "More than half of all Boy Scouts agreed that scouting has improved their performance in academic and non-academic areas, particularly in Athletics, science, reading and math". He also mentioned that scouts are more likely than boys who have never scouts to report they earned mostly A's. Scout itself an education system in which students learnt about regular exercising of their learning which ultimately develops their academic developments (Bangladesh Scout, 2015, p.97).

According to the literature and result of this study there were some physical exercise and other physical activities in cub scout. Data from the research participants revealed that cub scout members were physically strong and fit than that of the other students. Since cub scout ensured students' physical fitness thus they seemed to be proactive in different activities such as assembly, sports competition etc. Interactive, (2015, p.26) mentioned that scouting increases scouts interest in physical fitness. He found that more than half of the 275 scouts' physical fitness skills were excellent. According to the Health Fitness Revolution (2015, p.1) "hiking and trekking trips that Boy and Girl Scouts perform help their members to increase their physical fitness and gain an appreciation for moving their bodies".

Research participants of this study gave a positive view on leadership skill development through cub scout. They mentioned that cub scout members showed curiosity and eagerness to be a leader than that of the others. Participants also mentioned that cub scout can create a space for leadership skill development. Several examples by the respondents ensured the authenticity of those statements'. In cub scout point of view there are several group in a cub scout and each group has a leader & assistant leader. There is also a senior leader in the unit selected by the other group leaders'. So it is clear to understand that cub scout can promote students' leadership skill. According to Interactive (2015, p.6) 83% scouts who had 5+ years scout experience mentioned that "There have been real-life situations where having been a scout helped me to be a better leader". Hancock et al. (2012) suggested that educator should consider facilitating youth leadership through extracurricular activities involving younger high school students.

Research result of this study also revealed that cub scout can develop students' ethics and value. All the research participants viewed positive influence of cub scout on ethics and value development. Participants mentioned that several examples and incidents which showed that cub scout influence students to practice ethics and moral value in their real life situation. In cub scout program the cub scout 'law' & 'motto' and other objectives is very much linked with student's ethics and moral value development. According to the Interactive (2015, p.7) "As youth, Scouts are taught to live by a code of conduct exemplified in the 12 points (Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, Reverent) of the Scout Law, and they continue to live by these laws in adulthood". In contrast, Hilliard et al., (2014, p.n.22) found that "there was no difference in character attributes between youth enrolled in Cub Scouts and youth not enrolled in Cub Scouts"

Apart from these, the study was resulted that cub scout can develop some life skills of the students. Research respondents mentioned several examples on this aspect. Whatever the role of cub scout in students' development it has not been recorded or observed systematically in the school. Since it is not recorded or observed carefully thus the program did not become an attractive program to the stakeholders. Now the big matter is who will assess the cub scout role. Cub scout learning are very much real life practice oriented thus other stakeholders such as parents, other teachers, friends etc. need to be involved with the assessment. Similarly, respondents viewed that the other stakeholders can play an important role regarding this aspect.

"Parents are encouraged to play an active role in the program so that, through interaction between parents, leaders and friends, boys learn citizenship, compassion and courage" (Peay, 2016, p.1). But at the same time result revealed that parents and other teachers were not strongly involved with cub scout program.

The result of this study showed many challenges and limitations of cub scout program. According to the respondents lack of financial support from the authority has been identified as a major obstacle for cub scout program. For cub scout training and other activities, it has been found that teachers did not get any financial benefits whereas in case other program they usually got this benefits. Due to the poverty many students could not buy scout uniform. Unit leader mentioned, even some of them could not pay minimum fees for breakfast. Here, breakfast works as a stimulus for a successful pack meeting. In this regard, it is clear to understand that, to continue the program in a wealthy way teachers tried to use alternative ways for overcoming the financial deficiency. Unit leaders also did not get much support from their colleagues who are not trained. Receiving cub scout training staying away from the house has been identified as a problem especially for young child and women leaders. Result also showed that cub scout fund is maintained only by the head teacher in the school, which should have been maintained jointly with the unit leader. That is why unit leaders were struggled with ownership of the cub scout program.

XVII. Conclusion:

The objective of the study was to find out the perception of the stakeholders about how the cub scout program were being practiced in the school premises and the role of cub scout in students' overall development. Another purpose of the study was to identify the challenges which were faced by the school as well as to determine what more could be done to strengthen the cub scout program. All these data and analysis together have brought about answer to the fundamental questions, this study was design to answer.

Key findings from the analysis were that cub scout program were not practiced properly in the school premises, monitoring & supervision were poor, stakeholders viewed positively on cub scout role, parents and other untrained teachers were not strongly involved with cub scout, roles of cub scout are not observed or recorded and cub scout program had some challenges and limitations in the field level. The research result revealed that there were some gaps among the stakeholders in terms of knowledge, management, training, willingness etc. which caused the program at the present status.

The researcher learnt from the study that practice of cub scout program in primary schools was somehow difficult as the teachers were overloaded with different kind of works and there was a lack of material for cub scouting and financial support. It was also learnt that community were a little bit aware to support and implement the cub scout program. Finally help from authority, community, supervisor and teacher is needed to go ahead with the program.

XVIII. Recommendations

The findings of the study suggest some steps as the following recommendations are made based on the research objectives:

- ► There can be a circular or order regarding the presence of all teachers and students during pack meeting so that every stakeholder can realize the importance and usefulness of the program.
- ► There should be an instruction that schools can open more than one cub scout unit to ensure much involvement of the students.
- ► More than one teacher can be trained as unit leaders so that they work alternatively. For other teachers at least an orientation can be arranged.
- ► Training can be arranged for social mobilization. In which SMC members, PTA members and parents can be trained on cub scout program.
- ► Record of cub scout role can play an important role in improving students' performances as well as to run the program in expected way.
- ► Pack meeting can be conducted in different days in different schools so that supervisor can observe different school's activity.
- ► Cub scout materials can be provided such as rope, scarf etc. Specific allocation from SLIP budget can be given.
- ► Importance should be given for scout, sport, social service participation while selecting and promoting primary school teacher for their encouragement.
- ► Build and sustain norms of collegiality among teachers, supervisors and community people. A good understanding is needed.

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