

Comprehensive Study on the Impact of Camp Life on Emotional Wellbeing of High School Students

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Abstract: This study examines how socialization and camp-life experiences contribute to the emotional development and peer relationships of Scouts and Guides students. The Scouting and Guiding movement promotes experiential and practical learning through teamwork, outdoor activities, and community living, all of which are essential elements influencing the emotional and social growth of young learners. A mixed-method research design was adopted, involving survey responses from 100 Scouts and Guides students.

The findings indicate that participation in camp activities significantly improved students' emotional maturity, empathy, communication skills, and positive peer relationships, commonly expressed as brotherhood and sisterhood. Students reported feeling more confident, cooperative, responsible, and emotionally aware after engaging in structured camp programs. Interactions during group tasks, shared responsibilities, and outdoor challenges helped strengthen mutual understanding and trust among peers.

The study concludes that well-organized socialization and outdoor education programs through Scouting and Guiding camps play a vital role in developing emotional intelligence and fostering healthy peer relationships among students. Such experiences support holistic education by nurturing both emotional well-being and strong social bonds, making Scouting and Guiding an effective platform for youth development.

Keywords: Camp, Scout, Guides, Emotional Wellbeing.

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I. INTRODUCTION

Scouting and Guiding are youth movements that promote character building, leadership qualities, and responsible citizenship through meaningful social interaction and outdoor experiences. A key component of these programs is camp life, where students learn to cooperate, share responsibilities, and work together to solve problems. During adolescence, a period often marked by emotional changes and a strong need for peer acceptance, such experiences provide valuable opportunities for emotional and social development.

Socialization refers to the process through which individuals acquire the behaviors, values, and skills needed to function effectively in society. Within the Scouts and Guides framework, socialization takes place through group activities, community service, and camping experiences. Camp life, which involves teamwork, physical challenges, and shared

duties, helps students develop empathy, resilience, self-discipline, and mutual respect. Living and working together in a camp setting encourages understanding and trust among peers, strengthening feelings of brotherhood and sisterhood. This research aims to examine how socialization and camp-life experiences influence the emotional growth and peer relationships of Scouts and Guides students.

➤ *Null Hypothesis (H₀):*

Socialization and camp-life experiences do not have a significant effect on the emotional development or peer relationships (brotherhood and sisterhood) of Scouts and Guides students.

➤ *Alternative Hypothesis (H₁):*

Socialization and camp-life experiences have a significant and positive impact on the emotional development

and peer relationships (brotherhood and sisterhood) of Scouts and Guides students.

II. REVIEW OF LITERATURE

➤ *Influence of Scout Camping According to Baden-Powell (1908)*

Robert Baden-Powell, the founder of the Scouting movement in 1908, strongly emphasized the role of camp life and outdoor experiences in shaping the character and moral values of young people. According to him, learning that takes place in natural surroundings is far more effective than classroom instruction alone. Scout camping provides real-life situations where boys and girls learn by doing, which helps them develop self-reliance, discipline, and responsibility.

Baden-Powell believed that camp life encourages teamwork and cooperation, as scouts live together, share duties, and solve problems collectively. Activities such as cooking, setting up tents, group games, and outdoor challenges teach patience, leadership, and respect for others. Through these shared experiences, scouts learn to understand different perspectives, develop empathy, and build strong bonds of friendship, often described as brotherhood and sisterhood.

He also highlighted that living close to nature helps young people become emotionally balanced and morally strong. Facing challenges in camps builds courage, resilience, and confidence. Baden-Powell viewed scouting camps as a training ground for good citizenship, where values like honesty, service, and loyalty are practiced daily. Thus, scout camping plays a vital role in emotional growth, character formation, and healthy social relationships among students.

Larson (2000) highlighted that structured youth programs play a crucial role in developing leadership skills, cooperation, and emotional regulation among adolescents. In the context of Scout camping, these structured environments provide clear roles, shared goals, and guided activities that encourage students to take responsibility and work together effectively. Camp settings allow scouts to practice leadership by leading teams, organizing activities, and making decisions that affect the group as a whole.

Scout camping also strongly promotes cooperation, as participants must depend on one another to complete tasks such as setting up campsites, preparing meals, maintaining cleanliness, and participating in group challenges. These cooperative activities teach scouts the importance of communication, trust, and mutual support. Through regular interaction and collaboration, students learn to manage differences, resolve conflicts peacefully, and respect diverse opinions.

Larson emphasized that such programs offer emotionally safe spaces where young people can learn to regulate their emotions while facing challenges. In scout camps, students experience both success and difficulty, helping them develop patience, adaptability, and emotional control. Overall, scout camping, as a structured youth

program, effectively nurtures leadership qualities and cooperative behavior, contributing to positive peer relationships and emotional growth.

➤ *Teamwork in Outdoor Experiential Learning*

Sibthorp and Morgan (2011) emphasized that outdoor experiential learning plays a significant role in fostering teamwork among young participants. In scout camping, students engage in group-based activities that require cooperation, shared decision-making, and collective problem-solving. Tasks such as navigating trails, building shelters, and completing challenges encourage individuals to rely on one another's strengths. Through these experiences, scouts learn effective communication, mutual trust, and accountability. Working together in outdoor settings also helps students build confidence in their abilities while strengthening group unity. As a result, teamwork developed through experiential learning contributes to emotional growth and strong peer relationships. *Sibthorp, J., & Morgan, C. (2011)*.

Camp-based learning experiences play a meaningful role in building strong peer connections among adolescents. In scout camping, students spend extended time together, sharing daily routines, responsibilities, and challenges. These shared experiences encourage open interaction, cooperation, and mutual support, which gradually strengthen friendships. Participating in group activities helps students overcome shyness and feel more comfortable expressing themselves. The inclusive and supportive camp environment reduces feelings of isolation and social fear, allowing students to develop trust and confidence in their peers. As a result, scout camping nurtures a strong sense of belonging, promoting brotherhood and sisterhood among participants.

➤ *Empathy Development Among Scouts and Guides*

Participation in Scouts and Guides programs has been associated with stronger empathetic understanding among students. Camp activities and group-based tasks encourage participants to listen to others, respect different viewpoints, and respond sensitively to the needs of their peers. Living together in camp settings exposes students to diverse personalities and emotions, helping them become more aware of how their actions affect others. Through service activities, teamwork, and shared responsibilities, scouts and guides learn to care for one another and offer support when needed. These experiences gradually strengthen interpersonal communication and emotional sensitivity, resulting in higher levels of empathy compared to students who do not take part in such programs.

III. METHODOLOGY

Qualitative Analysis Using Questionnaires Qualitative analysis through questionnaires was used to gain deeper insight into the emotional and social experiences of Scouts and Guides students. Open-ended questions allowed participants to freely express their thoughts, feelings, and personal experiences related to camp life and social interaction. This method helped capture students' perceptions of emotional growth, confidence, teamwork, empathy, and

peer relationships developed during scouting and guiding activities.

The responses were carefully reviewed and categorized into common themes such as emotional awareness, cooperation, leadership, empathy, and feelings of brotherhood and sisterhood. Many students described positive changes in their ability to communicate, manage emotions, and build friendships after participating in camps. The questionnaire also revealed how shared responsibilities and group challenges contributed to trust and mutual understanding among peers.

Qualitative questionnaires provided rich, descriptive data that could not be obtained through numerical measures alone. They highlighted individual voices and real-life experiences, offering a clearer understanding of how socialization and camp life influence emotional development. Overall, this approach helped explain not only what changes occurred, but also how and why these changes were meaningful to Scouts and Guides students.

Students who has attended scouts and guides camp were involved as sample and the sample size is 100.aged between 13 and 15. Feed back collected using questionnaire. and through the personal interview Data is collected and mean value was calculated to arrive at the result.



Fig 1. Camp Activity



Fig 2-Team Work

➤ *Scoring Scale*

- No Impact
- Low
- Neutral
- High
- Very High

Table 1 Questionnaire.

S.NO	QUESTION	1	2	3	4	5
1.	I am able to identify my emotions during camp activities.					
2.	Camp experiences helped me understand my strengths and weaknesses.					
3.	I can manage my emotions well in difficult or stressful situations.					
4.	I try to understand how my fellow scouts/guides feel.					
5.	Camp life has made me more caring and supportive toward others.					
6.	I respect the feelings and viewpoints of my peers.					
7.	I enjoy working together with others during camp activities.					
8.	I willingly share responsibilities with my team members.					
9.	Camp activities taught me the importance of cooperation.					
10.	I feel responsible for helping my group succeed.					
11.	I try to solve conflicts calmly without arguments.					
12.	I communicate openly with my peers during camp life.					
13.	I feel comfortable expressing my ideas to my group.					
14.	Camp experiences helped me build strong friendships.					
15.	I feel a strong sense of brotherhood and sisterhood among scouts and guides.					

Table 2 Discussion

Dimension	Average	Interpretation
Emotional Awareness	4.3	High
Empathy	4.5	Very high
Teamwork and Cooperation	4.7	Very high
Conflict Resolution Peer Communication and Bonding	4.3	very high
Overall	4.5	Very high

The qualitative findings indicate a strong positive impact of scouting and guiding camp experiences on students' emotional and social development. Emotional awareness recorded a high mean score of 4.3, showing that students became more conscious of their own feelings and better able to understand and manage emotions during group interactions. Empathy achieved a very high score of 4.5, reflecting students' improved ability to understand others' perspectives and respond with care and sensitivity. Teamwork and cooperation scored the highest with a mean of 4.7, indicating that camp activities greatly strengthened collaborative skills, shared responsibility, and mutual support among peers. Conflict resolution, peer communication, and bonding also showed a high level with a mean score of 4.3, suggesting that students developed healthier ways of expressing themselves, resolving disagreements, and forming strong peer relationships. Overall, the combined mean score of 4.5 demonstrates a very high level of emotional growth and positive peer bonding, highlighting the effectiveness of scouting and guiding camp life in fostering brotherhood and sisterhood among students.

IV. RESULT

The findings of the study clearly indicate that socialization and camp-life experiences have a positive influence on the emotional development and peer relationships, often described as brotherhood and sisterhood, among Scouts and Guides students. Participants who regularly took part in camp activities demonstrated higher levels of empathy, self-regulation, and cooperative behavior. They were better equipped to handle disagreements calmly and showed improved communication skills when interacting with peers. Such outcomes suggest that camp participation helps students develop constructive social behaviors and emotional stability.

These results align with earlier research which highlights the value of structured youth programs and outdoor experiential learning in promoting social and emotional competence. Studies by Larson (2000) and Sibthorp and Morgan (2011) emphasize that active engagement in group-based outdoor settings supports the development of leadership, teamwork, and emotional awareness. The camp setting functions like a "small community," where students experience real-life social situations and learn to practice empathy, shared responsibility, and community living.

Furthermore, the emotional skills developed during camp experiences often extend beyond the camp environment. Students tend to display better classroom behavior, improved peer interactions, and increased focus on academic tasks. This suggests that scouting and guiding

camps contribute not only to emotional growth but also to overall personal and educational development.

V. CONCLUSION

This study concludes that socialization and camp-life experiences play a crucial role in enhancing emotional development and peer relationships, commonly expressed as brotherhood and sisterhood, among Scouts and Guides students. Living together in camps, sharing daily responsibilities, and participating in outdoor challenges provide students with meaningful opportunities to understand others, work cooperatively, and communicate effectively. These experiences help students develop empathy, teamwork, leadership qualities, and emotional maturity in a natural and supportive environment.

Camp activities encourage young people to collaborate, respect individual differences, and handle emotions in constructive ways. By facing real-life situations such as problem-solving tasks, group decision-making, and conflict management, students gain confidence and emotional awareness. The skills learned during camp life extend beyond the campsite, positively influencing students' behavior, discipline, and interactions in school and community settings.

Based on these findings, it is recommended that schools and The Bharat Scouts and Guides organization organize camps and outdoor educational programs more frequently. Including practical, experience-based activities can strengthen emotional and social learning outcomes among students. Future research may focus on examining gender-based differences and exploring the long-term impact of scouting and guiding experiences on behavior and emotional well-being in adulthood.

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