

PROFICIENCY LEVEL OF THE GRADUATES OF CANDIDATE SOLDIER COURSE (2020-2022) IN THE COMBAT FITNESS MODULE AND ARMY WARFIGHTING MODULE

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ABSTRACT: A Training School is an institution whose task is to provide basic, specialized, in-service, and unit training for personnel under the 4th Infantry (Diamond) Division, primarily to make them relevant in their role both as defenders of the country as well as an active partner in nation building conducted a Tracer Survey to the line units of 4th ID, Philippine Army where newly graduated privates under Class 2020-2022 are presently assigned. This survey collected ratings of the end-users regarding their evaluation of the Candidate Soldier Course graduates in their proficiency level based on the courses in the Combat Fitness and Army War Fighting Module. The findings of the study showed that almost 100% of the graduates develop the combat fitness and warfighting skills. Ninety-six (96) passed the screening, with 2 or 3 failing the screening courses on the rope and rappelling courses and 3-6 failing in warfighting courses. In terms of proficiency level more than 95% of the respondents were at least at a satisfactory level, with only 2-14 out of 111 who were rated below satisfactory level.

Keywords: Combat Fitness, Army Warfighting, Proficiency Level

1. INTRODUCTION

The Division Training School educated pre-entry soldiers to be as realistic as possible, to be as close to combat as possible, and to place them in realistic combat circumstances. Individuals were trained progressively under tough settings to test their competence and efficacy. The school used the ADDIE approach to meet the unit criteria as their training assessment. Whether they met or did not meet the criterion, the school continued to perform tracer survey research to identify and ensure that the training was effective and met the readiness goal.

One of the goals of this survey is to determine whether the graduates have learned the core abilities necessary of everyone in the military service. As we all know, one of the key objectives of military service is to ensure that the training conducted is for future combat and military operations; hence, the school and its people help generate, conduct, and sustain the most effective training.

The availability of instructional materials as a main instrument in assessing teaching performance and identifying how faculty can increase and improve teaching effectiveness also confirms the training's efficacy and efficiency at the institution. Additionally, to validate the relevance of the Candidate Soldier Course (CSC) Program of Instruction to the job being performed by graduates after graduation, as well as to measure and assess the training program of instruction and the instructor's effectiveness in teaching military knowledge, skills, and attitude of the trainees.

Specifically, it sought to answer the following questions:

- 1) What is the frequency of CSC graduates' completion of combat fitness and warfighting skills in terms of the following activities:
 - a. Rope Course Courses
 - b. Rappelling Courses
 - c. Infantry Operations
 - d. Map reading
 - e. Marksmanship Skills
 - f. Combat TTPs and SOPs
 - g. Army Survival Skills?

- 2) What levels of proficiency in combat fitness and army warfighting skills did the graduates develop in terms of:
 - a. Rope Course Courses
 - b. Rappelling Courses
 - c. Infantry Operations
 - d. Map reading
 - e. Marksmanship Skills
 - f. Combat TTPs and SOPs
 - g. Army Survival Skills?

2. REVIEW OF RELATED LITERATURE

Military Education and Training

Military education and training are processes that aim to establish and improve military personnel's capabilities in their respective roles. Military training can be voluntary or mandatory. It begins with recruit training and progresses to education and training specific to military roles and additional training during a military career. The military personnel who make up the instructional staff at a military training institution are known as the directing staff.

Military education and training are compulsory in some countries. The organizers believe that military education can provide benefits and experiences not available in traditional classroom settings, such as setback education. Furthermore, participants can learn survival skills such as cooperation and resilience during their military education, which helps them improve their overall performance.

Some factors highlighted as having affected training effectiveness include trainees' individual characteristics, organizational context and culture, course design, organizational commitment, and career development expectations [1].

Moreover, Smith and Adams's [5] research on "Individualized Feedback and Training for Drill Performance Improvement" demonstrates that individualized feedback significantly improves drill performance among military personnel. It further presents that tailoring input to each individual's needs helps address specific weaknesses and reinforces strengths [5].

On the other hand, to attain operational effectiveness, one

crucial factor that research highlights are the strict adherence to military protocols. Accordingly, deviations from established protocols can lead to significant risks and adverse consequences. The effectiveness of training programs directly correlates with the level of compliance with protocols and inadequate or outdated training contributes to lower compliance rates. [6]. Another study emphasizes that adherence to established procedures is critical for the success of military operations. Non-compliance can lead to operational failures and increased risks during missions [7]. The critical role of leadership training in shaping the organizational behavior of military units was also highlighted. Effective leadership is essential for maintaining discipline, cohesion, and mission readiness.[8]

Emphasis on the importance of transformational leadership in military training environments was also highlighted. Leaders who inspire and motivate their subordinates are more likely to foster a positive training atmosphere and enhance performance. Military leaders must be adaptable, adjusting their leadership styles to meet the diverse needs of their trainees and the specific demands of the training environment.

Communication was another factor to consider. The findings highlight that open and transparent communication is essential for effective leadership. Leaders who encourage feedback and dialogue create a more inclusive training environment, which can lead to improved morale and engagement among trainees [11].

Training programs should go beyond physical conditioning to encompass psychological resilience and decision-making efficacy under duress. Bespoke training regimens and support frameworks tailored to address the unique requirements of each service branch are advocated [13].

The article "Curriculum Review and Enhancement in Military Training" by White [14] focuses on the importance of regularly reviewing and enhancing military training curricula to ensure effectiveness and relevance. It advocates for a competency-based approach to training, where curricula are designed around the specific skills and knowledge required for military roles. This ensures that training is aligned with operational needs [14].

Recruit training

The primary and initial form of military training, recruit training, employs various conditioning techniques to resocialize trainees into a military system, ensure that they will obey all orders without hesitation, and teach basic military skills. Resocialization, as a sociological concept, refers to the process of mentally and emotionally "retraining" individuals so that they can function in a new environment; it promotes changes in an individual's attitudes and behaviors. The drill instructor oversees the process of preparing the service members for military duty [2]. It was also highlighted that deliberate practice is essential for mastering complex military drills. This type of practice involves focused, repetitive training aimed at improving performance and addressing specific weaknesses [4].

Military higher education faces challenges related to the comprehensiveness and demands of knowledge, requiring the development of complex skills such as critical thinking, understanding of military operations, and adaptability to

different contexts. It was also noted that there is a need to reflect on appropriate methodologies that promote learning in new generations of officers and incorporate the latest trends and innovations in the learning environment [3].

WHAT IS UNIQUE ABOUT MILITARY TRAINING?

A. TRAINING AS DISCIPLINE

To perform physically and mentally demanding tasks at the highest levels of proficiency, military training must equip individuals to go into harm's way. Perhaps the most distinctive aspect of military training is this requirement. It might be the difference between survival and demise.

RELEVANCE OF MILITARY TRAINING

Why should people interested in training for the civilian world pay attention to military training? It does, after all, have the distinctive emphases previously mentioned, but these are distinctions in emphasis. In civilian training circles, there are also discussions about crew, group, team, and unit training; discipline to complete the necessary work; and emergency preparedness.

Training and education communities elsewhere may find it interesting that military training places a strong emphasis on creating methods and processes for analyzing the financial viability of various training modalities and creating the best possible combinations of these modalities to meet training goals [9].

Army Basic Training: What to Expect?

To various people, military training can mean quite different things, yet it is a clear concept. It means training soldiers in the field or sailors at sea so that they function as a cohesive, unified unit, according to the commander of a military unit.

The first step in becoming ready to serve in the military is basic training. Basic Combat Training (BCT) or Army boot camp is the first step. After that, you'll receive specialized training in your line of work. Alternatively, you can attend Officer Candidate School to develop your leadership abilities for the Army.

You will learn discipline, teamwork, weapon handling, rappelling, and marching during basic training. The work requires a lot of mental and physical energy. You'll push your boundaries and endure stress. Arrive prepared and aware of what to expect [10].

Variations in recruit training

Recruit preparation varies by military branch:

- Basic marksmanship with individually assigned weapons, field maintenance of weapons, physical fitness training, first aid, and fundamental infantry and survival techniques are typically taught to recruits for the Army and Marine Corps.
- Training for the Coast Guard and Navy typically emphasizes water survival, physical fitness, fundamental seamanship, and shipboard firefighting, basic engineering, and signaling.
- Physical fitness training, military and classroom instruction, basic airmanship/guardianship, and field training in basic marksmanship and first aid are typically included in Air Force and Space Force training.[15]

2. RESEARCH METHODOLOGY

This is a descriptive study which made use of a survey questionnaire. The supervisors rated students' proficiency in combat and warfighting skills using a 5-point Likert scale.

This survey was created to gather feedback from end-users on

the proficiency level of CSC graduates from the fiscal year 2020-2022. This survey was given to the supervisors of the graduates assigned to the various line units of 4ID, with the following breakdown:

Class	No. of Respondents
CY 2020	44
CY 2021	45
CY 2022	33
Total	122

The supervisors rated the graduates using the following skill indicator as provided in the module

No.		%	Qualitative Description
5	Outstanding	91-100	Maintains high standard of performance in all areas
4	Very Satisfactory	85-90	Always meets requirements and excels in most areas Meets normal requirements and job standards
3	Satisfactory	75-84	Meets normal requirements and job standards
2	Unsatisfactory	71-74	Sometimes deficient on important performance job requirements and standards
1	Poor	70 & below	Grossly deficient in performance usually falls in all job requirements.

Descriptive statistics such as frequency and percentages were used to analyze the data gathered.

3. RESULTS AND DISCUSSION

Combat Fitness and War Fighting Skills Screening

Table 1 Frequency of CSC graduates who passed the standard in the activities per module.

Activities/Skills	Respondents Rated by Supervisors	Y	N
Rope Courses	96	93	3
Rappelling Courses	96	93	3
Infantry Operations	96	92	4
Map Reading	97	91	6
Marksmanship	96	93	3
Combat TTS/Sops	95	91	4
Army Survival Skills	96	93	3
Total number of respondents		122	

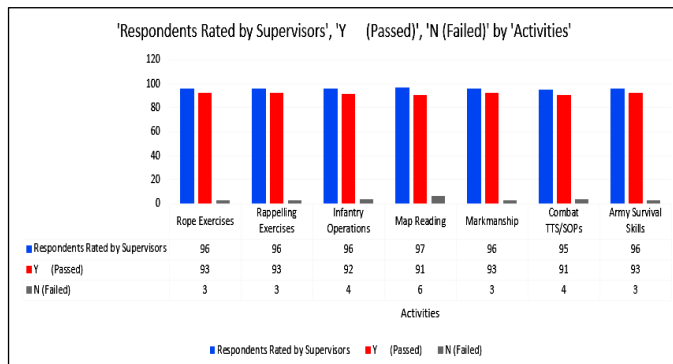


Figure 1 Frequency of CSC graduates who passed the standard in the activities per module.

Table 1 presents the number of respondents per class rated by the supervisor. Not all the respondents were rated by the supervisors, only 96-97 of 122 were rated which was at most 79.51% of the mentioned respondents. The survey revealed that 96.88% of the rated respondents were able to develop their physical strength and stamina through rope course courses.

The data indicates that three (3) out of ninety-six (96) respondents were unable to effectively develop physical strength and stamina in the Rope and Rappelling Course while 93 out of 96 respondents were able to develop their physical strength and stamina. For warfighting skills specifically on infantry operation 92 out of 96 passed, 91 out of 97 for map reading, 93 out of 96 for marksmanship, 91 out of 95 for combat TTPs and SOPs, and 93 out of 96 for army survival skills.

These findings highlight the need for enhanced training on physical programs, specifically on combat and warfighting modules since not all the graduates passed the courses. While many graduates succeed, there is an opportunity to improve by focusing on the development of physical strength and stamina through these courses. Training programs should therefore focus more on the specific physical demands of rope and rappelling courses to improve overall performance. Additionally, targeted physical conditioning programs should be implemented to address the deficiencies noted. These programs should aim to enhance strength, endurance, and coordination specifically required for combat skills. Regular assessments and feedback throughout the training process are also essential for identifying and addressing physical limitations early. Providing constructive feedback and additional activities can help recruits improve their performance. Furthermore, integrating advanced training techniques, such as simulated rappelling scenarios and progressive difficulty levels, can help recruits gradually build the necessary physical skills and confidence for combat fitness courses.

While most recruits perform effectively, the observed difficulties among some indicate that training programs should be adjusted to address gaps in understanding and practical application. To bridge the gap between theoretical knowledge and real-world performance, training should emphasize realistic combat scenarios. Incorporating simulation courses and field training that closely mimic actual combat conditions can help recruits better apply their knowledge and skills. Additionally, identifying recruits who

struggle early on allows for targeted support and tailored instruction to improve their proficiency. Regular performance evaluations and practical tests throughout the training process are also crucial for assessing recruits' abilities under stress, addressing performance issues promptly, and ensuring they are fully prepared for combat situations.

Training programs should emphasize these critical fitness requirements to ensure all recruits are adequately prepared. Additionally, implementing more rigorous assessments to evaluate recruits' physical strength and stamina before and after participation in the Rope and Rappelling Courses can help identify and address weaknesses early. Individualized support and tailored improvement plans can further assist recruits who struggle, addressing specific weaknesses in their physical fitness. Incorporating progressive training techniques that gradually increase in intensity could also enhance recruits' ability to build physical strength and stamina more effectively over time.

The importance of structured physical fitness programs and the effectiveness of progressive training techniques in developing combat readiness. Their study shows that recruits who engage in a well-structured and gradually intensified fitness regimen are better prepared for military service [17]. Taylor et al. [16] discuss how individualized support can significantly improve physical fitness, with tailored training programs addressing specific weaknesses leading to better performance. Wilson [8] highlights the value of rigorous physical fitness assessments, which help identify recruits needing additional support and ensure all meet the physical standards required for effective combat training.

Johnson and Lee [18]) discuss the significance of targeted physical conditioning in military training, noting that specialized programs tailored to specific course demands can significantly enhance performance. Davis et al. [19] emphasizes the benefits of ongoing assessment and feedback, showing that regular evaluations and constructive feedback contribute to better skill development and performance. Brown [20] supports the use of advanced training techniques, demonstrating that progressively challenging scenarios and simulations effectively prepare recruits for complex physical tasks.

Combat Fitness and War Fighting Skills Proficiency

Table 2 Proficiency Level of CSC Graduate on Combat Fitness and War Fighting Modules

Activities	1	2	3	4	5	Total
Rope courses	0	2	24	35	23	84
Rappelling	0	3	40	34	25	102
Infantry Operations	0	3	43	35	20	101
Map Reading	0	10	43	40	18	111
Marksmanship	0	5	39	40	18	102
Combat TTS/Sops	1	5	45	45	13	109
Army Survival Skills	2	12	38	39	15	106

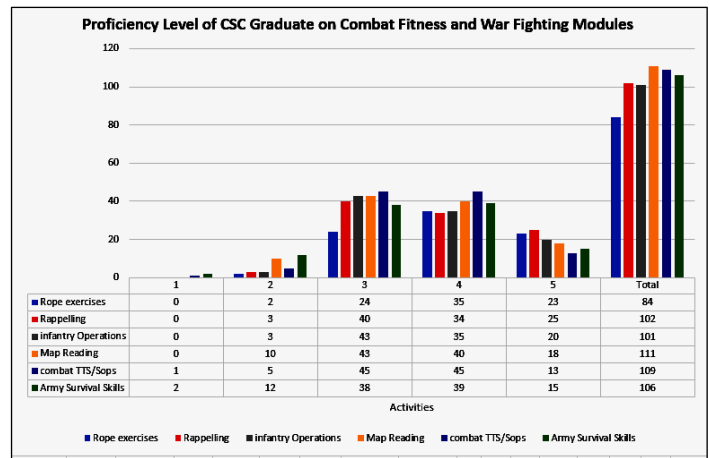


Figure 2: Proficiency level of CSC Graduate on Combat Fitness and War Fighting Module

Table 2 presents the proficiency level of CSC graduates in the Combat Fitness through rope and rappelling courses and Warfighting Skills through infantry operation, map reading, marksmanship, combat TTPs and SOPs and army survival skills. The level of proficiency is rated from 1 as the lowest to 5 as the highest.

Result show that only 2 out of 84 received a below satisfactory for rope courses, 3 out of 102 for the rappelling courses with below satisfactory rating, 3 out of 101 is below satisfactory in infantry operations, 10 out of 111 is below satisfactory in map reading, 6 out of 109 failed to get a satisfactory level and 14 out of 106 received a below satisfactory rating.

These results show that more or less 90% of the CSC graduates received at least a satisfactory rating in their combat skill and warfighting proficiency level. The proficiency level is good, but a lot of improvement can still be made.

Results from the three CSC courses show that most graduates demonstrate effective map reading skills. Despite this, ten graduates received unsatisfactory ratings due to their inability to effectively perform map reading tasks during combat operations.

Smith and Green [21] emphasize the importance of practical application in military training, noting that realistic simulations and field courses enhance operational effectiveness. Jones et al. [22] discuss targeted support strategies, highlighting how additional instruction and focused interventions improve performance for recruits facing specific challenges [22]. Lee and Green [23] support the use of regular performance evaluations, suggesting that continuous assessments and practical testing contribute to better preparedness and competence.

This discrepancy suggests a need for enhanced training focus on practical map reading skills. While many graduates grasp map reading theoretically, applying these skills during combat operations proves challenging [24]. Training programs should therefore emphasize practical map reading courses within simulated combat scenarios to improve real-world application. Integrating map reading into broader operational training can help graduates apply these skills in context, creating scenarios where map reading is critical to

mission success. Additional support, such as interactive tools or supplementary materials, and personalized coaching could further assist those struggling with map reading. Continuous assessment and feedback during training are also crucial, allowing for early identification of issues and timely interventions to improve proficiency. The data underscores that, while theoretical understanding is strong, practical application of map reading skills remains a challenge, indicating that further improvements are needed in the training program [25].

The data indicates that while most new privates demonstrated effective marksmanship skills, certain areas require attention. Specifically, three out of ninety-six respondents reported difficulties among new privates in utilizing their marksmanship skills. Despite this, the majority of graduates performed effectively in this area, according to the results of the three CSC Courses. However, seven graduates received unsatisfactory ratings, highlighting a gap in achieving the desired proficiency levels in marksmanship.

The data reveals significant overall success in the application of Combat Tactics, Techniques, and Procedures (TTPs) and Standard Operating Procedures (SOPs) among new privates, as evidenced by the outcomes of the three CSC Courses. However, the performance of some graduates highlights a need for further attention to ensure a comprehensive understanding and application of these critical military skills. Four out of ninety-five respondents observed that certain new privates struggled with adapting to Combat TTPs and SOPs. Despite this, the majority of graduates effectively applied these principles. Nevertheless, five graduates received unsatisfactory ratings, and one graduate was rated poorly for failing to adhere to Combat TTPs and SOPs.

To address these issues, the training program needs focused enhancements. Targeted improvements should address specific areas where graduates struggle, such as precision, accuracy, or performance under stress. Enhanced drills, simulations, and individualized coaching could bridge these gaps. Additionally, integrating regular assessments and immediate feedback during training will help identify and correct issues early, allowing for timely support and adjustments. Providing increased practice opportunities and advanced training scenarios can further elevate the skill levels of those who are struggling. Finally, a review and adaptation of training protocols based on feedback and performance data is essential to ensure that the methods remain current, effective, and aligned with practical application [26]. The data supports the overall effectiveness of the marksmanship training program but also underscores the need for improvements to address the challenges faced by some graduates.

The data reveals that while the Army Survival skills program is largely successful and most new privates demonstrate proficiency in applying these skills, there are some exceptions. Out of 96 respondents, three reported that certain new privates faced challenges in applying the skills effectively. Additionally, despite the overall effectiveness of the program, twelve graduates received unsatisfactory ratings, with two being rated poorly due to their inability to meet the expected standards in Army Survival skills. These findings suggest that although the training is generally well-

implemented, there are areas that require attention to ensure consistent competency among all graduates. The discrepancy between the overall success of the Army Survival skills program and the performance of a few graduates indicates a need to reassess the training.

The implications of these findings suggest several areas for improvement. First, the presence of unsatisfactory ratings among a small group indicates a need for enhanced training focus. Refining the program to include more intensive, scenario-based training could improve the adaptation and application of Combat TTPs and SOPs among all recruits. Tailored support, such as personalized training modules or mentorship programs, should be provided for those struggling with these concepts to address individual deficiencies. Additionally, integrating continuous evaluation and feedback mechanisms into the training process will help identify challenges early and enable timely interventions. Finally, reviewing and adapting the training curriculum based on feedback and performance data will ensure that it remains relevant and effective, incorporating updated tactics and lessons from recent military operations. The data supports the overall effectiveness of the Combat TTPs and SOPs training program, though targeted improvements and support are needed to ensure that all graduates meet the required standards.

Enhancing training methods, increasing practical courses, and focusing more on individual performance evaluations could address these gaps, ensuring all graduates are proficient in these essential skills. The difficulties faced by some graduates in applying for Army Survival skills highlight the need for additional support. Providing supplementary training, one-on-one coaching, or remedial sessions could help those who are not meeting expectations, ensuring they reach the required competency level. The unsatisfactory and poor ratings among a subset of graduates emphasize the importance of ongoing evaluation and improvement of the training programs. Regularly updating the curriculum to incorporate the latest survival techniques and best practices will enhance overall program effectiveness and reduce performance discrepancies. Introducing a feedback mechanism for both graduates and instructors can help identify specific areas needing improvement in the Army Survival skills program. This iterative approach will allow for continuous refinement of the training program and timely resolution of issues as they arise. The data suggests that the Army Survival skills program is largely successful, with most graduates effectively applying these skills, as evidenced by the outcomes of the three CS Courses, where most graduates performed well. However, the performance issues observed among a small group of graduates underscore the need for targeted improvements and support to ensure consistent competency across all trainees.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the above findings, the following conclusion are made:

The data gathered provides a significant insight into the effectiveness of training programs in developing combat readiness. The results indicate that while a majority of graduates performed satisfactorily in various physical and

tactical skills, there are notable gaps that require attention to enhance overall proficiency.

The study's results demonstrate that 96.88% of respondents effectively developed their physical strength and stamina in the Rope and Rappelling Courses which are critical for combat readiness. However, a small percentage of graduates received unsatisfactory ratings, indicating that not all recruits are adequately prepared for the physical demands of military operations. The same were observed in other areas, such as Infantry Operations, Map Reading, Marksmanship, and Combat Tactics, where while most recruits performed well, a few struggled significantly, suggesting that the training programs may not be uniformly effective for all individuals.

The following recommendations are submitted for consideration:

1. Training programs maybe be adjusted to emphasize the specific physical and tactical demands of combat operations. This includes integrating more rigorous and targeted physical conditioning programs that focus on strength, endurance, and coordination.
2. Implement tailored training plans for recruits who struggle with specific skills. Personal coaching and mentorship programs can provide the necessary support to address individual weaknesses and enhance overall performance.
3. Incorporate continuous evaluation and feedback mechanisms to onitor recruits' progress. Regular assessments will help identify areas of difficulty early, allowing for timely interventions and adjustments to training methods.
5. Adopt progressive training techniques that gradually increase in intensity. This approach can help recruits build physical strength and stamina more effectively over time, ensuring they are better prepared for the challenges of military service.
6. Regularly review and adapt the training curriculum based on feedback and performance data. This will ensure that training remains relevant, effective, and aligned with contemporary military standards and practices.

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