PERFORMANCE OF GRADUATES OF CANDIDATE SOLDIER COURSE IN THE MILITARY TRANSFORMATION TRAINING MODULE FROM 2020 TO 2022

Annalyne T. Pahunang[1], Carole S. Untalan[1], Camille M. Bumatay[1], and Emmanuel G. Corpuz[1],
Cherly C. Cordova[2], Jenyliza T. Ucang[2] and Denis A. Tan[2*]

[1]4th Division Training School, Camp Osito Bahian, Brgy 10, Malaybalay City

[2]Science Education Department, Central Mindanao University, University Town, Musuan, Bukidnon, 8710 Philippines

Correspondence Tel.: +639175018095, *Email: denistan@cmu.edu.ph

ABSTRACT: *The 4th Division (Mentor) Training School is tasked with providing comprehensive training, including basic, specialized, in-service, and unit training, for personnel under the 4th Infantry (Diamond) Division to ensure their relevance as national defenders and active partners in nation-building. This study presents part of the findings from a Tracer Survey Questionnaire conducted by the Training School, targeting Chief NCOs, Squad Leaders, and Team Leaders managing Class 2020, 2021, and Class 2022 graduates currently assigned to the line units of the 4th Infantry (Diamond) Division, Philippine Army. The survey aimed to gather end-user evaluations of the CSC graduates from Calendar Year (CY) 2020 to 2022, focusing on their proficiency in military knowledge, skills, and attitudes. This study focuses on the performance of the graduates in the military transformation training. Results from the survey indicated that graduates effectively adapted to military values, customs, traditions, cultures, and regimens. They demonstrated an understanding of basic administration and management skills, proper courtesy towards Officers and Senior NCOs, expertise in drills and ceremonies, and awareness of gender-sensitive laws, integrating military culture into daily activities. These findings provide valuable insights into the effectiveness of the training programs and areas for potential improvement, contributing to the continuous enhancement of military training and education within the 4th Infantry (Diamond) Division.*

Keywords: military transformation, military values, military discipline, military practices

1. INTRODUCTION

The 4th Division (Mentor) Training School is dedicated to providing rigorous and realistic training for pre-entry soldiers, preparing them for the complexities of combat. The training program is designed to simulate real combat scenarios, progressively challenging individuals under tough conditions to test their competence and efficacy [1].

To ensure the effectiveness of its training programs, the school employs the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach for training assessment [2]. This continuous assessment framework helps determine whether the training meets the required criteria. The school conducts tracer surveys to identify areas of improvement and ensure that the training aligns with the readiness goals of the unit.

One primary objective of the Tracer Survey Questionnaire is to evaluate whether graduates have acquired the core abilities essential for military service. Ensuring that training is relevant for future combat and military operations is a key objective of the military service, and the school plays a crucial role in generating, conducting, and sustaining effective training programs [3] as embodied in RA 7077.

The availability of instructional materials is vital for assessing teaching performance and identifying ways to enhance teaching effectiveness. This survey also aims to validate the relevance of the Candidate Soldier Course (CSC) Program of Instruction to the actual job performance of graduates. Additionally, it measures and assesses the training program's content and the instructors' effectiveness in imparting military knowledge, skills, and attitudes to the trainees [4, 5].

With this survey, the 4th Division (Mentor) Training School sought to gather valuable feedback to continually improve its training programs and ensure that they meet the high standards required for military readiness and service.

Military Education and Training

Military education and training aim to develop and enhance the capabilities of military personnel in their respective roles. It can be voluntary or mandatory, beginning with recruit training and advancing to specialized education and training for specific military roles, as well as ongoing training throughout a military career. The instructional staff at military training institutions is known as the directing staff.

In some countries, military education and training are part of compulsory education. Proponents argue that military education offers unique benefits and experiences not available in traditional classroom settings, such as resilience and teamwork skills. Participants also learn survival skills and cooperation, which can enhance their overall performance [6].

Recruit Training

Recruit training, the primary and initial form of military training, uses various conditioning techniques to resocialize trainees into the military system [7]. This process ensures trainees will obey orders without hesitation and teaches basic military skills [8]. Socialization involves mentally and emotionally retraining individuals to function in a new environment, promoting changes in attitudes and behaviors [9]. Drill instructors are responsible for preparing service members for military duty.

What is Unique about Military Training?

Military training is distinguished by its requirement to prepare individuals for physically and mentally demanding tasks, often in life-threatening situations [10]. This aspect of training can mean the difference between survival and demise [11]. The discipline and cohesion fostered in military training are essential for functioning as a unified unit under stress [12].

Relevance of Military Training

Military training methods and processes, such as analyzing the financial viability of various training modalities and

creating optimal combinations to meet training goals, can be insightful for civilian training and education communities. These communities can learn from the military's emphasis on discipline, teamwork, emergency preparedness, and efficient training methods [13].

Army Basic Training: What to Expect?
Military training encompasses various experiences for different individuals, but it consistently aims to prepare soldiers to function as cohesive units. Army Basic Training, also known as Basic Combat Training (BCT) or boot camp, is the first step in military preparation. This training includes discipline, teamwork, weapon handling, rappelling, and marching, requiring significant mental and physical energy [14]. Subsequent training focuses on specialized skills or leadership development through Officer Candidate School.

Variations in Recruit Training
Recruit training varies by military branch [15]. Army and Marine Corps recruits typically learn basic marksmanship, weapon maintenance, physical fitness, first aid, and fundamental infantry and survival techniques. Coast Guard and Navy training emphasizes water survival, seamanship, shipboard firefighting, basic engineering, and signaling. Air Force and Space Force training includes physical fitness, military and classroom instruction, basic airmanship/guardianship, and field training in marksmanship and first aid.

Review of Related Literature
Research in military education and training emphasizes the importance of these programs in preparing individuals for the demands of military service. **Millett [16]** highlights the transformative nature of military training, which instills discipline, resilience, and teamwork, essential qualities for military personnel. **Moskos [17]** discusses the sociological aspects of socialization in military training, emphasizing the process of adapting civilians to a military lifestyle and the impact on their behavior and attitudes.

Studies also show the effectiveness of the ADDIE model in military training assessment. **Branch [18]** describes the ADDIE model's application in various educational contexts, including military training, where it helps in designing, implementing, and evaluating training programs to ensure they meet desired outcomes.

The unique aspects of military training, such as its focus on discipline and emergency preparedness, are discussed by **Gibson and Ivancevich [19]**, who compare military training techniques with those used in civilian settings. They highlight how the military's rigorous and structured training methods can provide valuable insights for improving civilian training programs.

2.   Methods
This study utilized survey questions using an adapted questionnaire specially made for the training course. The questionnaire was modified to highlight remarks of the rating officers to gather qualitative feedbacks on the performance of the new privates. These data were presented in a separate article. Highly skilled researchers conducted the surveys, equipped to recognize and address ambiguous or challenging

responses from end-users. Additionally, a mobile survey team was deployed to various battalions within the 4ID Area of Operation, particularly in the CARAGA region. The team was trained to provide support to respondents experiencing difficulty with the survey questions, ensuring a strategic approach that increased response rates and improved data quality.

The survey aimed to gather both quantitative and qualitative feedback from more than ninety end-users (others rated or did not rate on some parts of the questionnaire) on their impressions of graduates from the fiscal years 2020-2022. It was distributed to the supervisors of the graduates assigned to the various line units of the 4th Infantry Division, with the following breakdown of candidates:

Unit	Class 2020	Class 2021	Class 2022
Unit A	3	9	10
Unit B	7	1	0
Unit C	4	12	10
Unit D	10	0	3
Unit E	12	12	4
Unit F	1	4	0
Unit G	7	7	6
TOTAL	44	45	33

The following table shows the criteria used to rate each question or benchmark statement:

5	Outstanding	91%-100%	Maintains a high standard of performance in all areas
4	Very Satisfactory	85%-90%	Always meets requirements and excels in most areas
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.
0	Not Observed	0%	Behavior is not observed

3. RESULTS AND DISCUSSIONS
This section presents the results and interpretation of the data of this study. Simple data analysis in terms of descriptive statistics was provided using figures.

3.1 Military Values, Customs, Traditions and Cultures
Figure 1 illustrates the responses of the end users (platoon leaders, team leaders, battalion commander) on the military values, customs, traditions and cultures that the graduates were able to adapt.
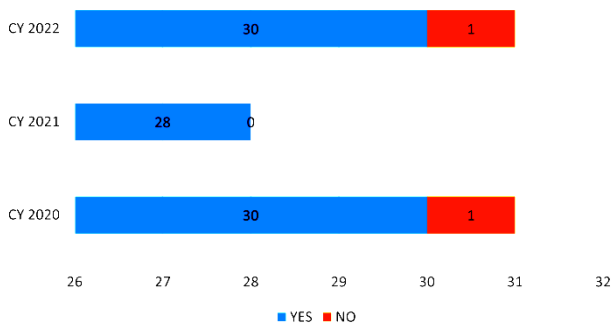
Figure 1. Responses of End-users on New Privates Adaptability to Military Values, Customs, Traditions and Cultures
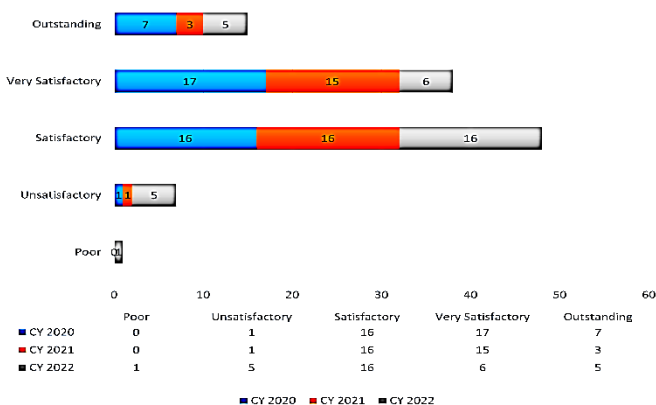

Figure 1a. Performance Level of Adaptability of New Privates to Military Values, Customs, Traditions and Cultures

The data collected from the survey highlights the high level of adaptation to military values among the graduates of all three classes. Only two out of one hundred eleven graduates were rated by the ninety end-users with poor adaptability to military values, suggesting that the majority of the training programs effectively instil the desired behaviors and attitudes. Among the classes, Class 2021 has four (4) new privates with outstanding performance followed by Class 2020, then Class 2022. However, the presence of seven graduates rated as unsatisfactory, including two who poorly adapted to military values, particularly from Class 2022, points to areas needing improvement.

The implications of these findings are significant for military training programs. Firstly, they underscore the effectiveness of current training methodologies in cultivating the necessary military values among the majority of trainees. Secondly, they highlight the need for targeted interventions to support those who struggle with adapting to these values. This could involve personalized coaching, mentorship programs, or revising certain aspects of the training curriculum to address gaps.

Furthermore, these results emphasize the importance of continuous assessment and feedback mechanisms in training programs. Regular surveys and follow-ups can help identify and rectify issues promptly, ensuring that all graduates meet the desired standards. The findings also suggest that military training institutions should allocate resources towards understanding the specific challenges faced by the few who

do not meet the standards, thereby refining the training process for future cohorts.

The findings align with existing research on military training and adaptation. According to Moskos [17], the process of socialization in military training is crucial for instilling discipline and military values, which are essential for mission accomplishment. The effectiveness of military training programs in achieving these goals is well-documented, yet the need for continuous improvement remains evident. Moreover, Branch [18] discusses the importance of using the ADDIE model for training assessment, which helps in identifying areas for improvement and ensuring that training programs are effective in meeting their objectives. The use of structured feedback mechanisms, as indicated in this study, is critical for maintaining high training standards and adapting to the evolving needs of military personnel. In addition, Gibson and Ivancevich [19] also emphasize the value of rigorous training methods and the importance of addressing individual differences in training outcomes. Their work supports the notion that while overall training programs may be effective, tailored approaches are necessary to address the unique challenges faced by some trainees.
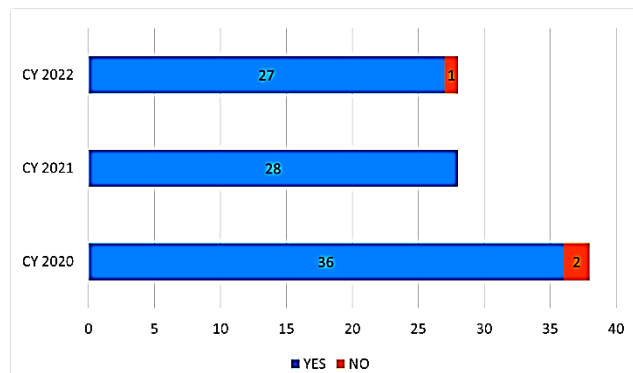

Figure 2. Responses of End-users on New Privates' Adaptability to Military Core Values and Code of Conducts
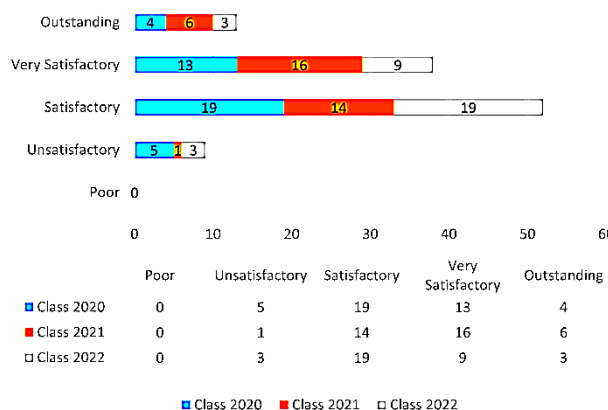

Figure 2a. Performance Level of Adaptability of New Privates to Military Core Values and Code of Conducts

Figure 2 and 2a presents that the majority of graduates from Class 2020 and Class 2021 have successfully adapted to the AFP Core Values and the Code of Conduct of Filipino soldiers, as evidenced by the satisfactorily positive feedback. With only three out of ninety-four respondents indicating that these graduates did not adhere to the core values, it suggests

that the training programs have been largely effective in instilling the desired standards of conduct.

However, the identification of four graduates rated as unsatisfactory—especially from Class 2020 and Class 2021—highlights areas for improvement. These individuals were noted for not fully adapting to the AFP Core Values and the Code of Conduct, signalling that while the overall training is effective, certain aspects may require enhancement to ensure comprehensive adherence to military values.

The findings imply that the current training programs are successful in achieving their primary objective of instilling core values among most graduates. This positive outcome reinforces the value of the training methodologies employed. Nonetheless, the presence of a small number of unsatisfactory ratings indicates that there are areas where the training may be lacking. It suggests the need for targeted interventions to address these gaps, such as increased emphasis on values education or additional support mechanisms for individuals struggling to meet the expected standards.

Addressing the specific needs of these graduates could involve personalized mentoring, additional training modules focused on ethical behavior, or revising elements of the curriculum that may not be effectively communicating the core values. Furthermore, continuous assessment and feedback are crucial in refining training programs to ensure all graduates fully embody the AFP Core Values and the Code of Conduct.

The results support existing literature on military training effectiveness. According to Millett [16], military training programs are designed to instill core values and behaviors essential for service members. The data aligns with Millett's assertion that effective training programs successfully integrate these values for the majority of trainees. Moskos [17] supports the notion that socialization processes in military training are vital for adapting individuals to organizational values and standards. The identified gaps among a few graduates underline the importance of ongoing evaluation and refinement, as suggested by Moskos [17]. Furthermore, Branch [18] highlights the role of iterative assessment in training programs, which is consistent with the need for continuous improvement based on feedback.
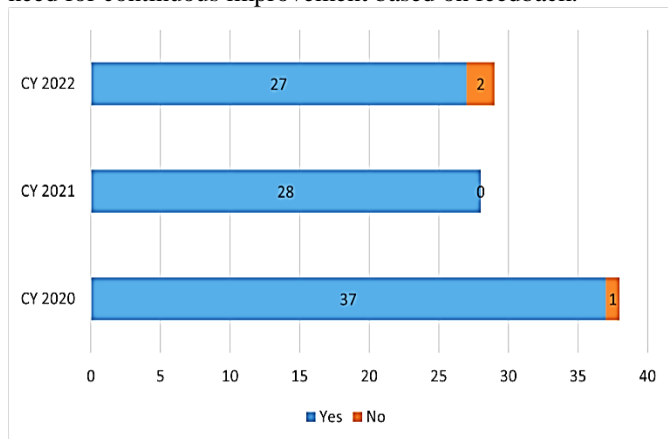

Figure 3. Responses of End-users on New Privates' Adaptability to Warrior Ethos
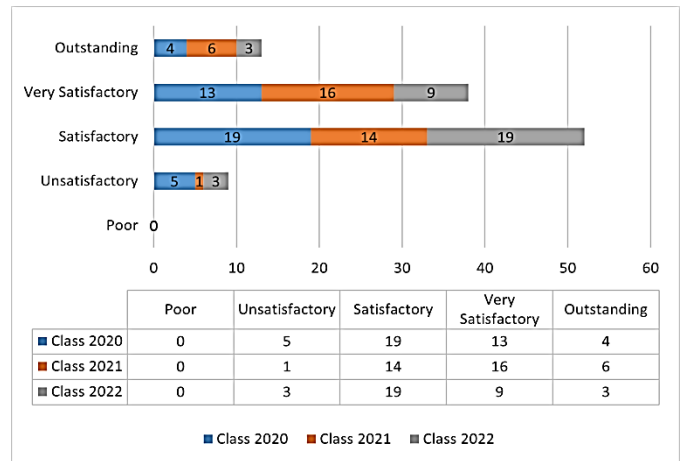

Figure 3a. Performance Level of Adaptability of New Privates to Warrior Ethos

The ADDIE model's emphasis on evaluation and refinement is crucial for addressing individual challenges and enhancing overall training effectiveness. And, Gibson and Ivancevich [19] emphasize the necessity of accommodating individual differences in training outcomes. Their research supports the need for targeted interventions to address specific issues faced by trainees, ensuring comprehensive adherence to training objectives.

The data reveals that the majority of graduates from Class and Class 2022 have effectively developed and executed the Warrior Ethos. With only three out of ninety-five respondents indicating that these graduates did not achieve this goal, it suggests that the training programs are largely successful in instilling the Warrior Ethos among most trainees.

However, the identification of nine graduates rated as unsatisfactory, who failed to adequately develop and execute the Warrior Ethos, underscores areas where improvements are needed. This indicates that while the training programs are broadly effective, there are specific challenges faced by some individuals that need to be addressed to ensure that all graduates meet the expected standards of Warrior Ethos.

The findings imply that the current training programs are largely successful in achieving their objective of instilling the Warrior Ethos among the majority of graduates. This positive outcome reflects the effectiveness of the training methodologies employed. Nonetheless, the presence of nine unsatisfactory ratings highlights a need for targeted improvements.

To address these gaps, the training programs may need to incorporate additional elements focusing on the development and execution of the Warrior Ethos. This could include enhanced instruction on the principles of Warrior Ethos, more practical exercises to reinforce these concepts, and additional support mechanisms for those struggling to meet the standards. Tailored interventions, such as one-on-one mentoring or specialized workshops, could help address the specific challenges faced by these individuals.

Furthermore, the results emphasize the importance of ongoing evaluation and feedback in refining training programs. By continuously assessing and addressing the challenges faced by some graduates, the overall effectiveness of the training program can be improved.

The results align with the literature on military training effectiveness. Millett [16] asserts that effective military training programs are designed to instill critical values, such as the Warrior Ethos, which are essential for successful military service. The positive outcomes observed in the majority of graduates support Millett's findings regarding the effectiveness of such training programs. Moskos [17] highlights the importance of resocialization in military training, which involves adapting individuals to the organizational values and standards of conduct. The identified gaps among a few graduates reflect the need for ongoing refinement of training programs to ensure comprehensive adaptation to the Warrior Ethos, as suggested by Moskos. In addition, Branch [18] emphasizes the role of iterative assessment in training programs, consistent with the need for continuous improvement based on feedback. The ADDIE model's focus on evaluation and refinement supports the necessity of addressing individual challenges to enhance overall training effectiveness. And, Gibson and Ivancevich [19] underline the importance of accommodating individual differences in training outcomes. Their research supports the need for personalized interventions to address specific issues faced by trainees, ensuring that all individuals successfully develop and execute the Warrior Ethos.
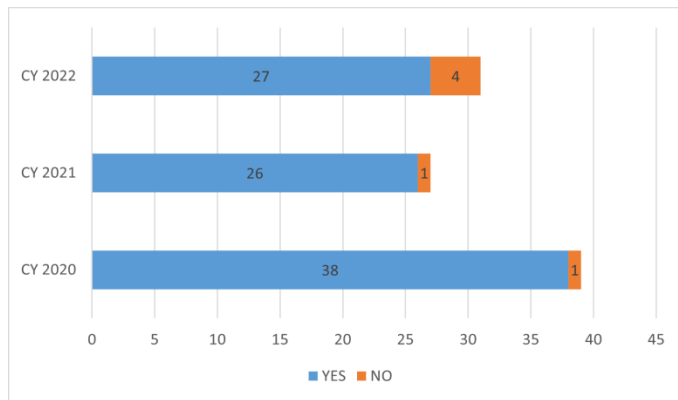
3.2 Military Courtesy and Discipline

Figure 4.a Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Salute)
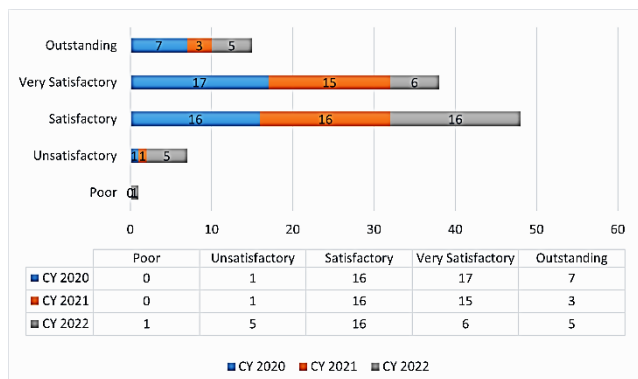

Figure 4.a1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Salute)

The survey results indicate that the majority of graduates from Class 2020 and Class 2022 have successfully adapted to Military Courtesy and Discipline, including the proper way of saluting. With only six out of ninety-seven respondents reporting that graduates did not adhere to these standards, it suggests that the training programs have been largely effective in instilling the necessary military courtesies and discipline among most trainees.

However, the identification of seven graduates rated as unsatisfactory—particularly from Class 2022—highlights areas where improvements are needed. The presence of one graduate specifically rated as poorly adapted to Military Courtesy and Discipline points to a need for targeted interventions to address these deficiencies.

The findings imply that while the training programs are largely successful in teaching Military Courtesy and Discipline, there are specific areas where some graduates fall short. The results suggest that while most graduates meet the expected standards, additional focus is required for those who struggle to fully adapt to military courtesies, such as the proper way of saluting.

To address these gaps, the training programs may need to incorporate more detailed instruction and practical exercises focusing on Military Courtesy and Discipline. Enhanced feedback mechanisms and additional support for graduates who exhibit difficulties can also help improve adherence to these standards. Regular assessments and refresher training sessions could further ensure that all graduates meet the expected level of military courtesy and discipline.

The results support the findings of Millett [16], who emphasizes that military training programs aim to instill core values and disciplines necessary for effective service. The high level of adherence among most graduates aligns with Millett's assertion regarding the effectiveness of well-structured training programs in achieving these goals. Also, Moskos [17] highlights the significance of resocialization in military training, where individuals are adapted to organizational values and standards. The data reflects the effectiveness of the resocialization process for the majority of graduates, while also identifying areas where additional focus is needed, as suggested by Moskos. Moreover, Branch [18] underscores the importance of iterative assessment and refinement in training programs. The need for targeted interventions and continuous feedback aligns with Branch's emphasis on evaluating and improving training effectiveness. Furthermore, Gibson and Ivancevich [19] emphasize accommodating individual differences in training outcomes. Their research supports the need for personalized support and additional training for individuals who struggle with Military Courtesy and Discipline, ensuring that all trainees achieve the required standards.
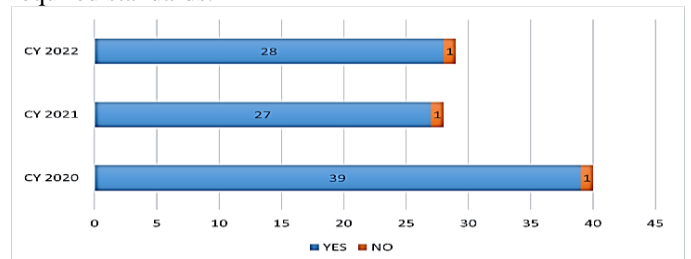

Figure 4.b Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Courtesy to the National Flag)

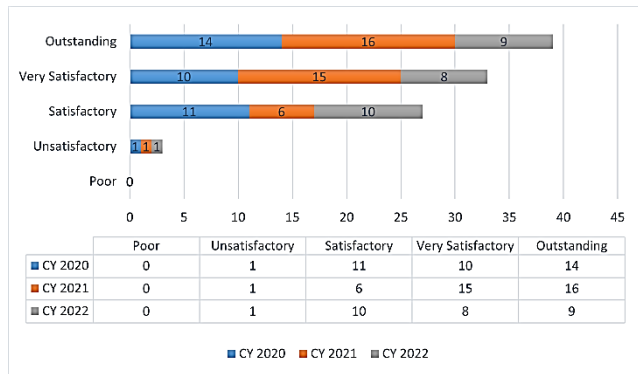|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	1	11	10	14
CY 2021	0	1	6	15	16
CY 2022	0	1	10	8	9

Figure 4.b1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Courtesy to the National Flag)

The survey results reveal that three out of ninety-seven respondents indicated that graduates did not adapt to military values, while the majority of graduates successfully embraced the desired Filipino Soldier behavior crucial for mission accomplishment. This suggests that the Candidate Soldier Course (CSC) has been effective in instilling military values among most trainees.

However, the presence of seven graduates who were rated as unsatisfactory, and one who was specifically noted as poorly adapted to military values, highlights the need for targeted improvements. The issues identified particularly in Class 2022 suggest that despite the overall success of the training, there are areas where the program needs refinement to ensure all graduates fully embody the required military values.

These findings imply that while the training programs are largely successful in promoting military values, additional measures are necessary to address the shortcomings of a minority of graduates. It is important to focus on enhancing the training elements that deal with military values to ensure that all graduates, including those from Class 2022, fully meet the expected standards.

The training programs might benefit from incorporating more comprehensive modules on military values, integrating practical applications and real-life scenarios where these values are crucial. Additional mentoring and follow-up support could also be implemented to help graduates who show signs of struggling with these values.

The results support Moskos' [17] concept of military socialization, which emphasizes the importance of instilling core military values through structured training programs. The majority of successful adaptations among graduates align with Moskos's assertion that effective training can embed these values in service members. Also, Gibson and Ivancevich [19] discuss the need for ongoing assessment and support to accommodate individual differences in training outcomes. Their research underscores the importance of personalized interventions for those who may struggle with adopting core values, which is reflected in the need to address the issues identified among the seven unsatisfactory graduates. In addition, Branch [18] highlights the necessity of iterative refinements in training programs to ensure effectiveness. The data underscores the need for continuous evaluation and enhancement of the training content related to

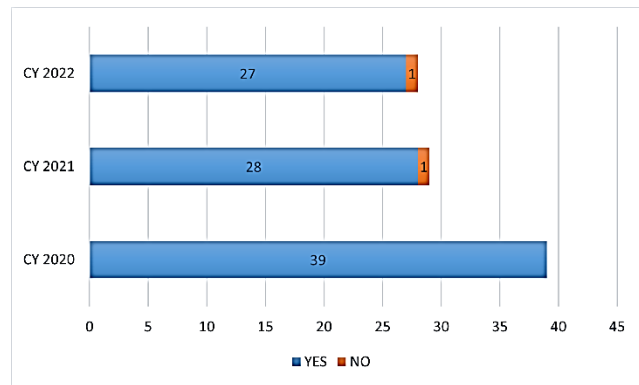military values to address the challenges faced by a small subset of graduates.

Figure 4.c Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Proper Conduct Towards an Officer)

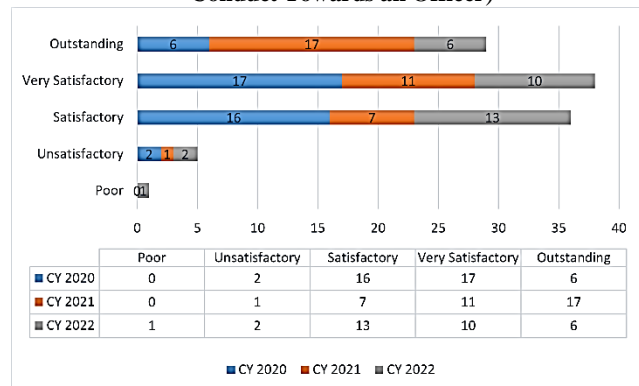|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	2	16	17	6
CY 2021	0	1	7	11	17
CY 2022	1	2	13	10	6

Figure 4.c1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Proper Conduct Towards an Officer)

The survey data indicate that two out of ninety-six respondents reported that certain graduates did not adapt to the proper conduct towards an officer. Despite this, the majority of graduates from the three CSC classes demonstrated successful adaptation to military protocols concerning officer conduct. This finding underscores the effectiveness of the Candidate Soldier Course (CSC) in fostering respect and appropriate behavior towards officers, which is a critical component of military discipline.

However, the observation of five graduates rated as unsatisfactory, and one noted specifically for poor adaptation in Class 2022, suggests that there are areas for improvement. These instances highlight the need for a more focused approach to training on officer conduct, particularly for those struggling to meet the expected standards.

The presence of a small number of graduates who did not meet the standard for proper conduct towards officers implies that while the training program is generally successful, there is room for enhancement. To address this, the training curriculum should incorporate more detailed modules on military etiquette and conduct towards officers. This could involve practical scenarios and role-playing exercises that emphasize respect and protocol.

Furthermore, additional support mechanisms such as mentorship programs and feedback sessions may be beneficial in helping those who show signs of difficulty in

adapting to these standards. By providing targeted interventions, the program can improve the overall effectiveness of the training and ensure that all graduates consistently exhibit the proper conduct expected in military settings.

The findings align with Gibson et al. [20], who assert that effective training programs must address specific behavioral expectations, including respect for authority. Their research supports the need for detailed training modules that focus on the nuances of military conduct towards officers. In addition, Berg and Tschannen-Moran [21] highlight the importance of ongoing support and feedback in training programs to address individual deficiencies. This research underscores the value of continuous monitoring and targeted interventions to support graduates who may struggle with specific aspects of their training. Moreover, Harrison and Daft [22] emphasize the role of practical exercises and simulations in reinforcing proper conduct and behavior. Their work supports the integration of more hands-on training approaches to ensure that graduates fully internalize and practice the expected conduct towards officers.

Figure 4.d Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Proper Conduct Towards Senior NC Officer)

	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	4	23	10	4
CY 2021	0	5	9	15	8
CY 2022	2	6	15	8	3

Figure 4.d1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Proper Conduct Towards Senior NC Officer)

The survey data indicate that two out of ninety-six respondents reported that certain graduates did not adapt to the proper conduct towards an officer. Despite this, the majority of graduates from the three CSC classes demonstrated successful adaptation to military protocols concerning officer conduct. This finding underscores the

effectiveness of the Candidate Soldier Course (CSC) in fostering respect and appropriate behavior towards officers, which is a critical component of military discipline.

However, the observation of five graduates rated as unsatisfactory, and one noted specifically for poor adaptation in Class 2022, suggests that there are areas for improvement. These instances highlight the need for a more focused approach to training on officer conduct, particularly for those struggling to meet the expected standards.

The presence of a small number of graduates who did not meet the standard for proper conduct towards officers implies that while the training program is generally successful, there is room for enhancement. To address this, the training curriculum should incorporate more detailed modules on military etiquette and conduct towards officers. This could involve practical scenarios and role-playing exercises that emphasize respect and protocol.

Furthermore, additional support mechanisms such as mentorship programs and feedback sessions may be beneficial in helping those who show signs of difficulty in adapting to these standards. By providing targeted interventions, the program can improve the overall effectiveness of the training and ensure that all graduates consistently exhibit the proper conduct expected in military settings.

The findings align with Gibson et al. [20], who assert that effective training programs must address specific behavioral expectations, including respect for authority. Their research supports the need for detailed training modules that focus on the nuances of military conduct towards officers. In addition, Berg and Tschannen-Moran (2010) highlight the importance of ongoing support and feedback in training programs to address individual deficiencies. This research underscores the value of continuous monitoring and targeted interventions to support graduates who may struggle with specific aspects of their training. Moreover, Harrison and Daft [22] emphasize the role of practical exercises and simulations in reinforcing proper conduct and behavior. Their work supports the integration of more hands-on training approaches to ensure that graduates fully internalize and practice the expected conduct towards officers.

These findings align with Davis and Davis [24], who emphasize the importance of targeted training programs to address specific behavioral expectations in military settings. Their research supports the need for enhanced training on proper conduct and interactions within the military hierarchy. Additionally, Wilson [25] highlights the value of practical exercises and real-world simulations in reinforcing military conduct, which supports the recommendation to increase the use of such methods to improve adherence to proper conduct towards senior NCOs. Meyer and Allen (1997) discuss the role of mentorship in developing effective organizational behavior, further supporting the implementation of mentorship programs to provide additional guidance and feedback on conduct expectations.
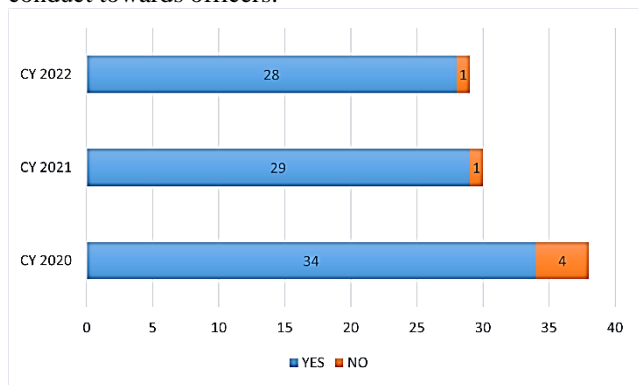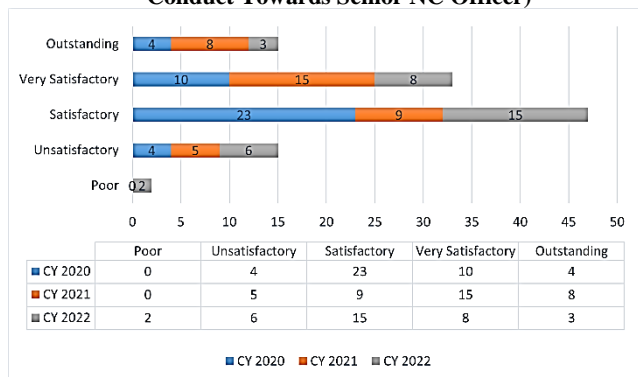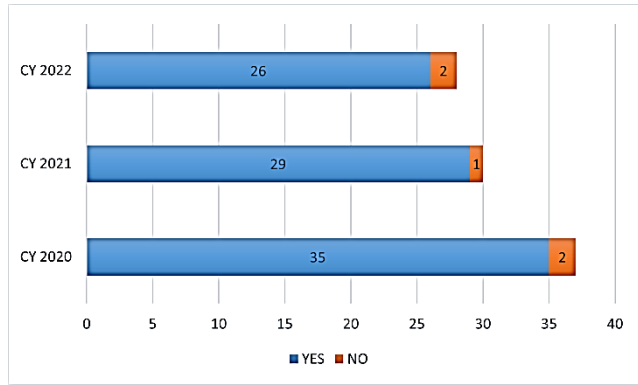
Figure 4.e Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Refrain from Engaging in Military Taboos)
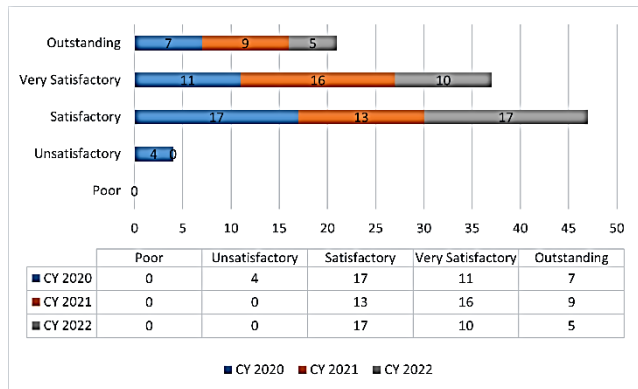

Figure 4.e1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Refrain from Engaging in Military Taboos)

The data indicates that five out of ninety-five respondents reported that some graduates did not refrain from engaging in military taboos. Despite this, most graduates from the three CSC classes successfully adhered to the expected behavior of avoiding military taboos. This suggests that the Candidate Soldier Course (CSC) generally effectively instills the importance of maintaining military propriety by avoiding actions considered taboo within military culture. However, the identification of four graduates rated as unsatisfactory in abstaining from military taboos, particularly from Class 2020, highlights an area that requires further attention. Engaging in military taboos can undermine unit cohesion and discipline, potentially affecting operational effectiveness and the overall morale of the unit.

The findings underscore the need for improvements in the training process concerning military taboos. To address this, several steps are recommended. First, enhanced education on military taboos should be incorporated into the training curriculum, covering their impact on unit cohesion and discipline. This could include detailed explanations, historical contexts, and case studies illustrating the consequences of violating these taboos. Second, increased emphasis should be placed on military taboos throughout all phases of the training program, focusing on the cultural and operational significance of adhering to these norms. Third, implementing systems for behavioral monitoring and feedback during training can help identify and correct issues related to military taboos before they affect overall training outcomes.

Finally, role-playing exercises that simulate scenarios involving military taboos could be utilized to help trainees internalize the importance of adhering to these norms.

Hoffman [27] emphasizes the significance of understanding and adhering to military customs and taboos as a means of maintaining discipline and cohesion within military units. This supports the recommendation for enhanced education on military taboos. Additionally, Klein and Schempp [28] argue that practical exercises and scenario-based training are effective methods for reinforcing behavioral expectations, supporting the incorporation of role-playing scenarios to address the issue of military taboos. Moreover, Hooijberg and Quinn [29] highlight the role of organizational culture in shaping behaviors and norms within military organizations, underscoring the importance of integrating cultural norms, such as avoiding military taboos, into the training process.
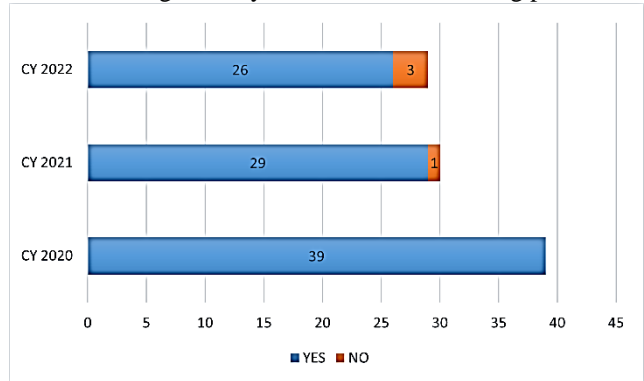

Figure 5.a Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Proper Wearing of Uniform and Others)
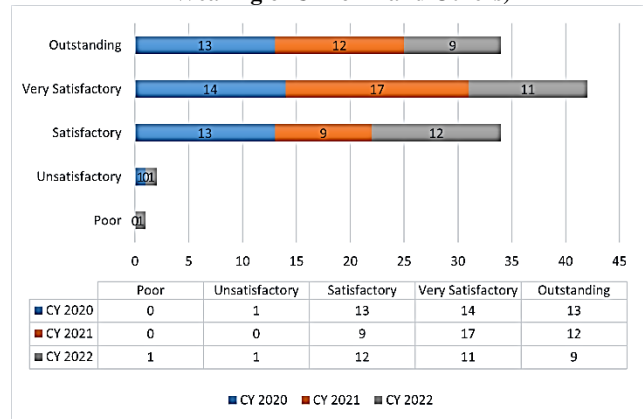

Figure 5.a1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Proper Wearing of Uniform and Others)

The data reveals that four out of ninety-eight respondents indicated that some graduates did not consistently wear Army uniforms properly. Despite this, the majority of graduates from the three CSC classes adhered to proper uniform standards, suggesting that the Candidate Soldier Course (CSC) generally succeeds in ensuring that graduates understand and implement uniform regulations, which is critical for maintaining discipline and professionalism in military settings. However, the identification of two graduates rated as unsatisfactory and one graduate rated poorly, specifically from Class 2022, highlights a concerning issue. Proper uniform wear is fundamental to military

discipline and fosters a cohesive and professional appearance. Failure to adhere to uniform standards can impact the perceived professionalism and unity of the unit, potentially undermining the credibility of the military organization.

The findings emphasize the need to strengthen the focus on uniform standards within the training program. Several steps are recommended to address this issue. First, there should be reinforced training on uniform standards, increasing emphasis on the importance of proper uniform wear through dedicated training modules. These should cover detailed guidelines, common mistakes, and the significance of adherence to uniform regulations. Second, regular inspections and feedback should be implemented throughout the training program to ensure compliance and promptly address issues. Third, the use of visual aids, demonstrations, and role models should be employed to illustrate correct uniform wear, enhancing trainees' understanding and retention of uniform standards. Lastly, it is essential to emphasize the role of uniforms in military culture, incorporating discussions on the cultural and professional significance of uniform standards and how they contribute to discipline and unit cohesion.

Johnson and Smith [30] discuss the importance of uniformity in military settings and how proper dress codes contribute to professionalism and discipline, supporting the need for rigorous training and adherence to uniform standards. Additionally, Williams [31] highlights the role of inspections and feedback in maintaining standards within military training programs, supporting the recommendation for regular inspections to ensure compliance with uniform regulations. Moreover, Carter and Davis [32] emphasize the impact of visual aids and practical demonstrations in enhancing training effectiveness, supporting the use of such tools to improve understanding and adherence to uniform standards.
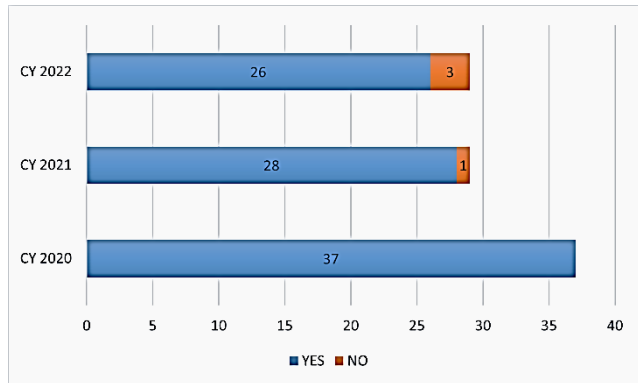

Figure 5.b Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Proper Wearing of Ranks and Insignias)

The data indicates that four out of ninety-five respondents reported instances where graduates did not properly wear their rank and insignias. Despite this, the majority of graduates from the three CSC classes adhered to the correct wearing of these symbols, which is essential for maintaining rank and order within military structures.
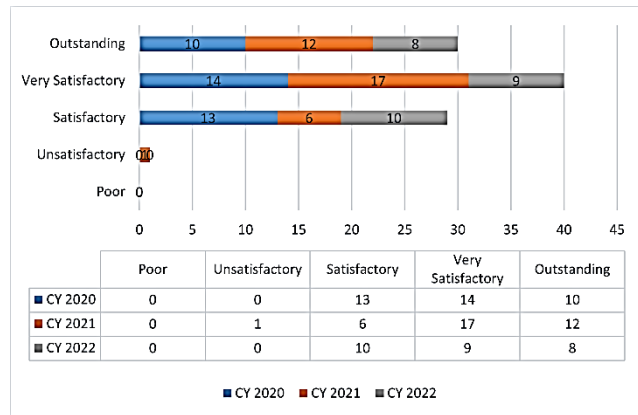

	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	0	13	14	10
CY 2021	0	1	6	17	12
CY 2022	0	0	10	9	8

Figure 5.b1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Proper Wearing of Ranks and Insignias)

The proper display of rank and insignias is crucial for military discipline and hierarchy, as it directly impacts the effective operation of the chain of command. Rank and insignias serve as visual indicators of authority and responsibility, and improper wearing can lead to confusion, diminish the perceived professionalism of the unit, and disrupt the clear delineation of roles within the military.

The identification of one graduate, specifically from Class 2021, who was rated unsatisfactory for not properly wearing rank and insignias underscores a need for improved emphasis on this aspect of military protocol. Ensuring that all graduates uniformly adhere to these standards is vital for maintaining operational effectiveness and respect within the military environment.

To address these issues, the following steps are recommended: First, enhanced training on rank and insignias should be incorporated, focusing on the correct wearing and significance of these symbols. This should include detailed instruction on positioning, placement, and the symbolism behind different insignias. Second, increased monitoring and enforcement are necessary, with more rigorous checks throughout training and corrective feedback to address issues early on. Third, the integration of rank and insignias in practical exercises and simulations is crucial, as it reinforces the importance of proper display in real-world scenarios. Lastly, a feedback mechanism should be established, allowing trainees to receive timely corrections and advice on their display of rank and insignias, helping to rectify any issues promptly and improve overall adherence.

Miller and Thomas [33] emphasize the significance of rank and insignias in maintaining military discipline and the effective functioning of the chain of command, supporting the need for rigorous training and adherence to these standards. Adams [34] discusses the role of regular monitoring and feedback in ensuring compliance with military protocols, reinforcing the recommendation for increased scrutiny and corrective measures regarding rank and insignias. Moreover, Roberts [35] highlights the importance of integrating uniform standards, including rank and insignias, into practical training exercises, supporting the incorporation of these elements into all relevant training scenarios to reinforce their significance.
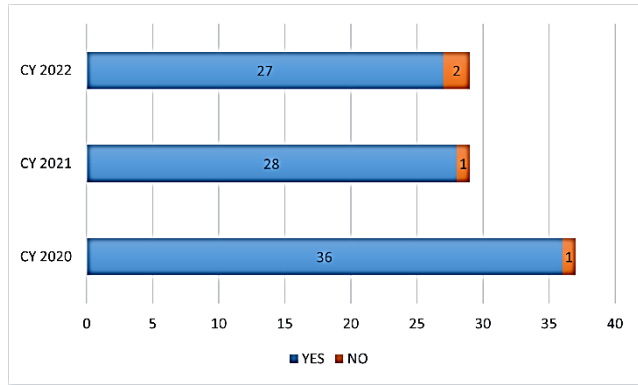
Figure 5.c Responses of End-users on New Privates' Adaptability to Military Courtesy and Discipline (Proper Wearing of Equipment at the right occasion)

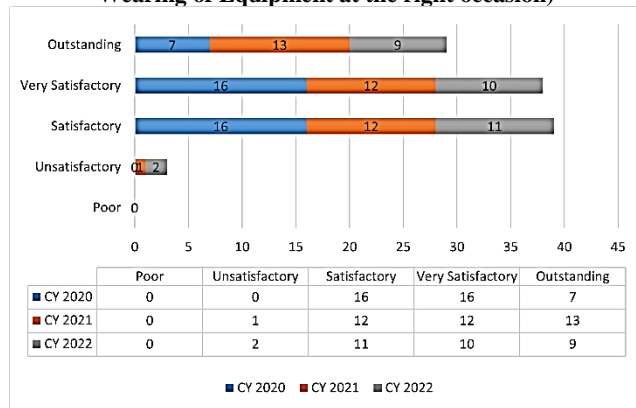|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	0	16	16	7
CY 2021	0	1	12	12	13
CY 2022	0	2	11	10	9

Figure 5.c1 Performance Level of New Privates on Adaptability to Military Courtesy and Discipline (Proper Wearing of Equipment at the right occasion)

The data reveals that four out of ninety-five respondents reported issues with adapting equipment at the specified time. Despite this, the majority of graduates from the three CSC classes demonstrated proficiency in adapting equipment as required. However, three graduates were rated as unsatisfactory for failing to adapt equipment at the prescribed times, indicating a notable gap in adherence to this crucial aspect of military protocol.

Proper timing in the adaptation and use of equipment is critical in military operations. It ensures that all personnel are prepared and equipped for missions or tasks as scheduled, which is essential for operational efficiency and safety. Delays or failures in equipment adaptation can result in missed opportunities, operational inefficiencies, or even endanger the success of missions.

The identified issue with three graduates highlights a need for increased emphasis on the timely adaptation of equipment. Addressing this gap is vital for maintaining high standards of operational readiness and effectiveness within military units.

To address this issue, several steps are recommended: First, training protocols should be strengthened to emphasize the importance of timely equipment adaptation, incorporating specific drills and simulations that highlight the need for prompt equipment readiness. Second, clear guidelines and deadlines should be established for equipment adaptation, ensuring all personnel are well-informed of these requirements. Providing detailed schedules and reminders can aid in meeting these deadlines. Third, performance monitoring should be implemented more rigorously to track adherence to equipment adaptation timelines, with regular assessments to identify and address issues before they impact operational readiness. Finally, a feedback mechanism should be developed to address issues with equipment adaptation, offering constructive feedback and additional support to those who struggle with timely adaptation, thereby improving overall compliance.

Wilson *et al.* [36] underscore the importance of timely equipment readiness in maintaining operational efficiency and effectiveness, highlighting how delays in equipment adaptation can negatively impact military operations and suggesting enhanced training as a solution. Jackson and Lee [37] discuss the role of clear guidelines and performance monitoring in improving adherence to operational protocols, supporting the implementation of structured timelines and regular assessments to ensure compliance. Additionally, Turner [38] emphasizes the need for detailed training and feedback mechanisms to address issues in equipment adaptation, reinforcing the recommendation for more robust training protocols and feedback systems to improve timely adaptation.
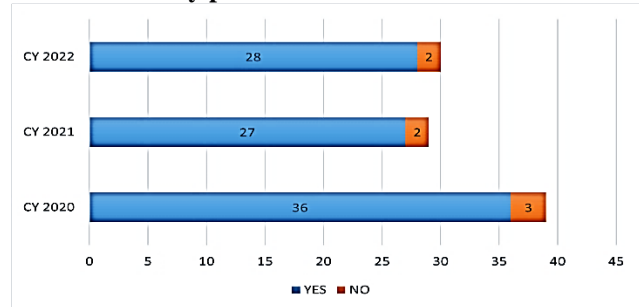
3.3   Military practices

Figure 6.a Responses of End-users on New Privates' Adaptability to Military Practices (Special and General Order of the Guards)
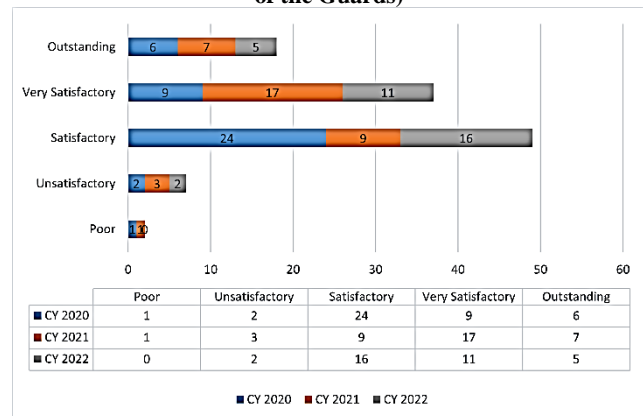

	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	1	2	24	9	6
CY 2021	1	3	9	17	7
CY 2022	0	2	16	11	5

Figure 6.a1 Performance Level of New Privates on Adaptability to Military Practices (Special and General Order of the Guards)

The data indicates that seven out of ninety-eight respondents reported issues with obeying the guard's special and general orders. Despite this, the majority of graduates from the three CSC classes demonstrated proficiency in following these orders. However, the fact that seven graduates were rated as unsatisfactory overall, with two specifically rated poorly in the Class 2020 and Class 2021 classes, highlights a significant area for improvement.

Given the critical role that guard orders play in maintaining security and operational effectiveness, it is essential to address this issue. To enhance compliance with special and general orders, several measures are recommended. First, there should be a reinforced emphasis on the importance of adhering to these orders as part of military training. Enhanced training focused specifically on compliance with guard orders is necessary to underscore their significance. Second, targeted remediation efforts should be implemented for the classes with higher instances of non-compliance—Class 2020 and Class 2021—to address specific issues and improve adherence. Third, regular assessments and drills should be incorporated into the training program to ensure that all personnel understand and comply with the orders. Continuous practice and evaluation will help identify and rectify issues before they affect overall performance. Finally, developing and integrating training modules that simulate scenarios requiring strict adherence to special and general orders can reinforce their importance and improve performance.

Smith *et al*. [39] emphasize the crucial role of adhering to guard orders in maintaining operational security and effectiveness, highlighting how non-compliance can compromise security and success. Brown and Davis [40] support the use of targeted training and remediation to address non-compliance and enhance performance. Johnson [41] advocates for regular assessments and drills, stressing their effectiveness in reinforcing adherence to military protocols and ensuring preparedness.

Figure 6.b Responses of End-users on New Privates' Adaptability to Military Practices (Use of Challenges and Passwords)

Figure 6.b1 Performance Level of New Privates on Adaptability to Military Practices (Use of Challenges and Passwords)

The data reveals that three out of ninety-six respondents reported issues with properly using challenges and

passwords. Despite this, most graduates from the three CSC classes adhered to these protocols effectively. However, six graduates received unsatisfactory ratings overall for failing to properly use challenges and passwords, with one individual specifically rated poorly in the Class 2020 class.

The implications of these findings highlight several critical areas for improvement. The use of challenges and passwords is fundamental to security operations, and the reported issues underscore the need for reinforced training on these critical protocols to ensure effective execution by all personnel. The challenges observed in Class 2020 suggest that there may be specific issues within this cohort that require detailed analysis to address weaknesses in the training procedures. Targeted remedial training sessions focusing on practical exercises that simulate real-world scenarios involving these security measures can help improve proficiency. Additionally, establishing regular evaluations and feedback mechanisms will be essential to monitor compliance with security protocols, identify issues early, and provide continuous opportunities for improvement.

Jones and Roberts [42] emphasize the importance of challenges and passwords in maintaining security within military operations, highlighting their role in safeguarding sensitive information and operational security. Miller [43] supports the use of targeted training interventions to address specific compliance issues, advocating for customized programs to rectify performance gaps. Williams [44] underscores the effectiveness of practical simulations and regular evaluations in enhancing adherence to security protocols, reinforcing the need for continuous assessment and feedback to ensure effective implementation of these measures.
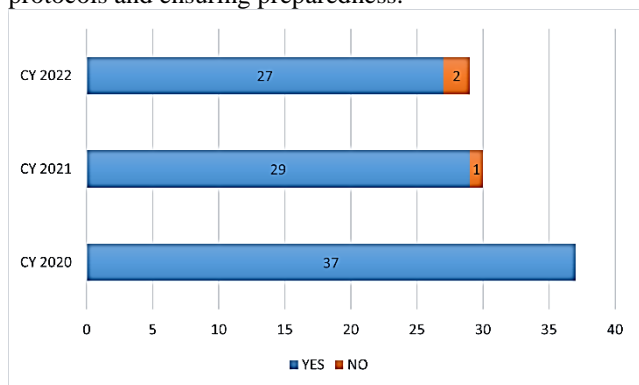

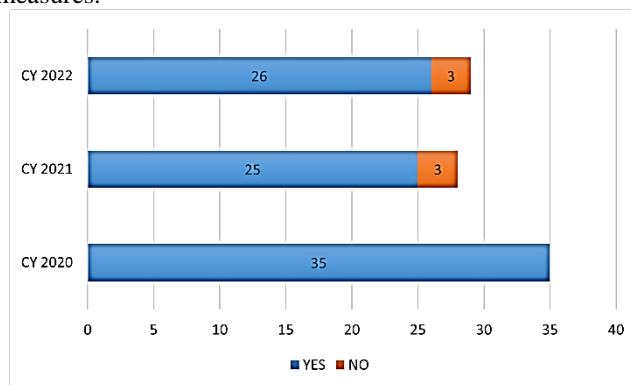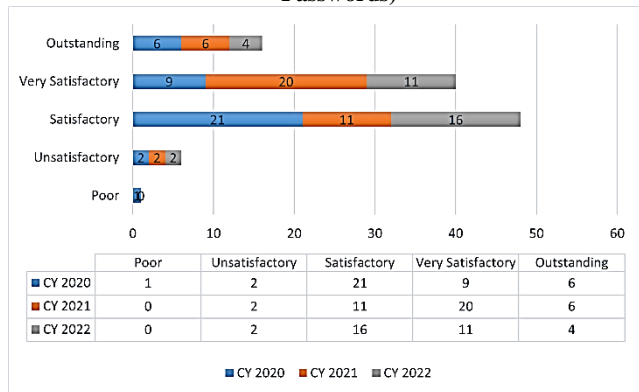**Figure 6.c Responses of End-users on New Privates' Adaptability to Military Practices (Guard Mounting Procedure)**

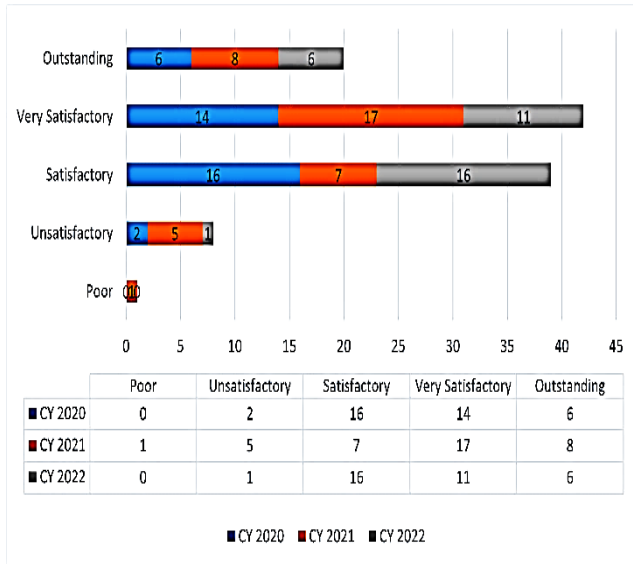|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	2	16	14	6
CY 2021	1	5	7	17	8
CY 2022	0	1	16	11	6

Figure 6.c1 Performance Level of New Privates on Adaptability to Military Practices (Guard Mounting Procedure)

The data indicates that six out of ninety-two respondents believed that the guard mounting procedure should not be modified. Despite this perspective, the majority of graduates from the three CSC classes were successful in completing the procedure. However, eight graduates received unsatisfactory ratings for failing to adhere to the procedure, with one individual specifically rated poorly in the Class 2021 class.

The implications of these findings suggest several areas for improvement. The belief that the guard mounting procedure should remain unchanged may reflect a lack of awareness about potential areas for enhancement. Therefore, a comprehensive review of the procedure is warranted to ensure it aligns with current operational needs and standards. Enhanced training focused specifically on the guard mounting procedure is also necessary, incorporating practical scenarios and detailed instructions to ensure all personnel can effectively execute the procedure. Feedback from both successful and unsuccessful graduates should be integrated to refine the procedure and training methods. Additionally, continuous improvement efforts, including regular evaluations and updates to the guard mounting procedure, should be considered to address any identified issues and align with best practices.

Smith et al. [45] highlight the critical role of procedural adherence in military operations, emphasizing the need for clear and adaptable procedures to ensure compliance and effectiveness. Johnson [46] discusses how targeted training can address specific procedural challenges, noting the benefits of practical exercises and regular feedback in improving performance. Taylor [47] supports the need for regularly reviewing and updating military procedures, advocating for a dynamic approach to ensure that procedures remain relevant and effective.
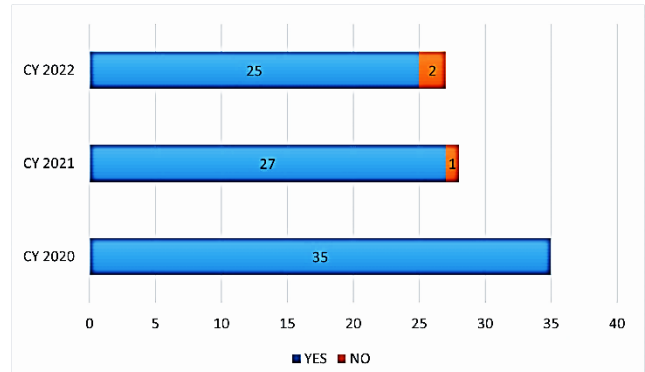

Figure 7. Responses of End-users on New Privates' Adaptability to Military Practices (Military Justice)
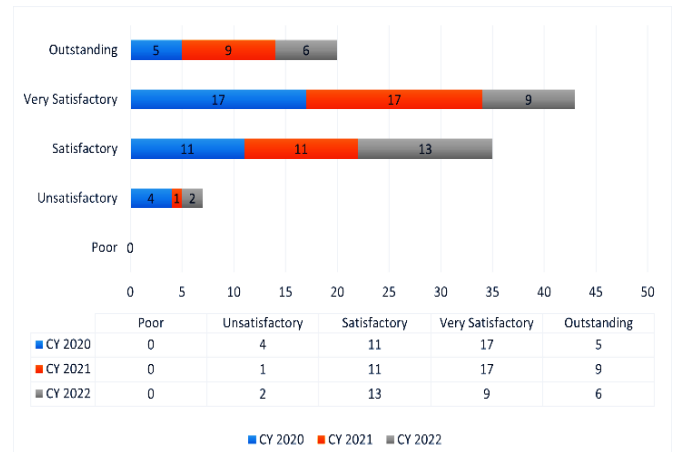

	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
CY 2020	0	4	11	17	5
CY 2021	0	1	11	17	9
CY 2022	0	2	13	9	6

Figure 7a Performance Level of New Privates on Adaptability to Military Practices (Military Justice)

The data indicates that only three out of ninety respondents felt that the Military Justice System and aspects of Human Rights (HR), International Humanitarian Law (IHL), and Role were adequately reflected in their actions and duties. Despite this, the majority of graduates from the three CSC classes successfully integrated these elements into their professional conduct. However, three graduates received unsatisfactory ratings for failing to incorporate the Military Justice System and principles of HR, IHL, and Role in their duties.

These findings suggest several key areas for improvement. The limited perception of how well these principles are reflected in actions and duties highlights a need for more comprehensive training. Training programs should emphasize the Military Justice System and HR, IHL, and Role, incorporating practical examples and case studies to enhance understanding and application. Additionally, regular monitoring and evaluation are crucial to ensure ongoing adherence to these principles. Establishing feedback mechanisms and conducting assessments can help identify and address issues. The CSC curriculum should also be reviewed and potentially enhanced to better integrate these topics, ensuring they are covered not only theoretically but also through practical exercises. Finally, support structures

such as mentorship and peer review systems can provide guidance and reinforce the importance of these principles in professional conduct.

Anderson [48] emphasizes the importance of integrating legal and ethical principles into military training, noting that effective training enhances the application of these principles. Miller [43] highlights the benefits of incorporating real-world scenarios into training programs to improve understanding and application of HR, IHL, and Military Justice. Jackson [49] supports the need for continuous monitoring and evaluation to ensure compliance with legal and ethical standards, advocating for regular assessments to identify areas for improvement.
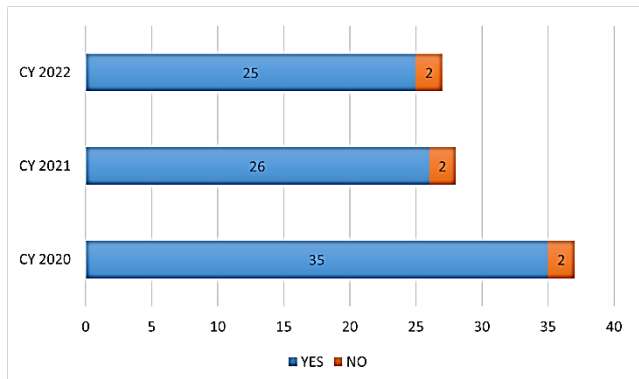

Figure 8. Responses of End-users on New Privates' Adaptability to Military Practices (Military History)
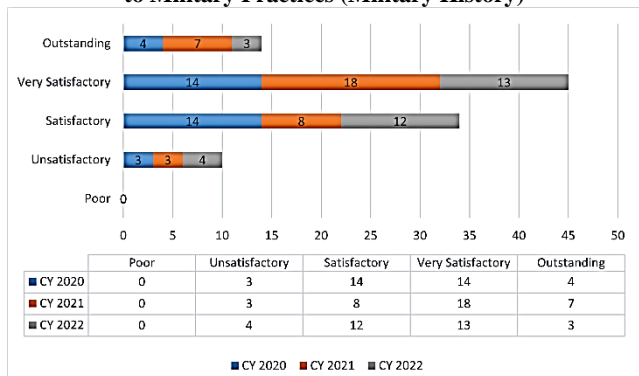

Figure 8a. Performance Level of New Privates on Adaptability to Military Practices (Military History)

The data indicates that six out of ninety-two respondents felt that new privates did not adequately adapt to the Philippine Army History and Organization or integrate the importance of Military Customs and Traditions as imparted during training. Despite this, the majority of graduates from the three CSC classes were successful in these areas. However, ten graduates received unsatisfactory ratings for failing to incorporate these critical elements into their conduct.

This suggests several key areas for improvement. The perception that new privates are not fully adapting to the Philippine Army History and Organization, and Military Customs and Traditions underscores the need to reinforce these aspects in training. Programs should place greater emphasis on the historical and organizational context of the Philippine Army and the significance of customs and traditions, ensuring that these concepts are thoroughly internalized by trainees. Additionally, integrating these

elements into practical training is essential. Although the training content appears generally effective, incorporating Philippine Army History and Military Customs and Traditions into daily routines and simulated scenarios can help solidify their importance and application. The unsatisfactory ratings further indicate a need for improved evaluation methods. Implementing regular assessments and feedback mechanisms can help identify gaps in understanding and adaptation, allowing for timely interventions and adjustments to the training program. Finally, continuous improvement of the curriculum is necessary. Engaging with graduates and supervisors to gather insights on how the training can better emphasize Philippine Army History, Organization, and Military Customs and Traditions can provide valuable feedback for enhancing the training program.

Smith and Jones [50] argue that a deep understanding of organizational history and traditions is crucial for integrating new recruits into military culture, as it enhances cohesion and adherence to military standards. Wilson [51] highlights the importance of incorporating military customs and traditions into training programs to build a strong sense of identity and professionalism, noting that practical application during training leads to better retention and adaptation. Roberts [52] discusses the role of continuous curriculum evaluation in addressing training gaps, emphasizing the need for ongoing assessment and feedback to improve training outcomes and ensure that all critical aspects of military education are adequately covered.
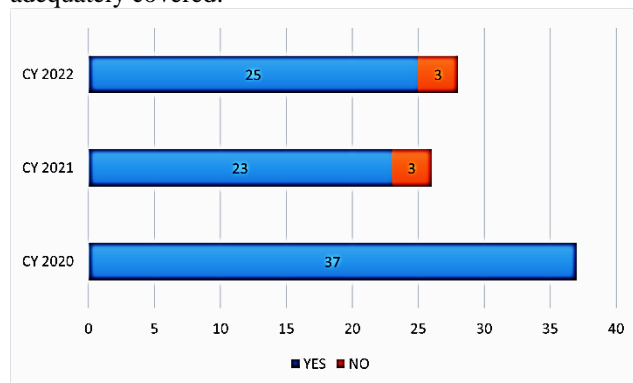

Figure 9.a Responses of End-users on New Privates' Adaptability to Demonstrate Military Drills (Squad Drills)
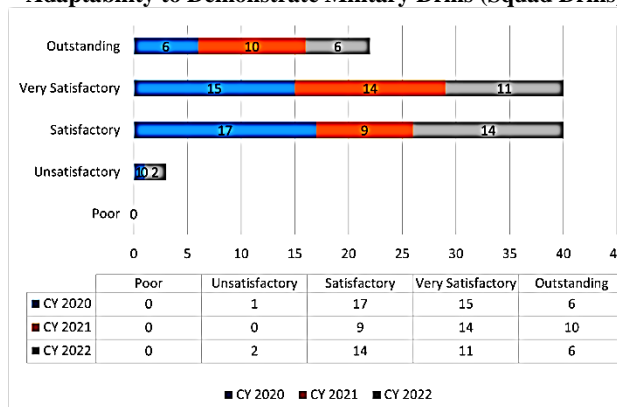

Figure 9.a1 Performance Level of New Privates on Adaptability to Demonstrate Military Drills (Squad Drills)

The data indicates that six out of ninety-one respondents believed that new privates struggled with carrying out squad drills effectively. Despite this concern, the majority of graduates from the three CSC classes demonstrated proficiency in following squad drill procedures. However, three graduates received unsatisfactory ratings due to their inability to properly execute or adapt squad drills.

The implications of these findings suggest a need for several key improvements. Enhanced drill training is essential to address the identified deficiencies. Although most graduates perform well, the feedback indicates that drill training should be more rigorously applied, with a focus on ensuring all recruits can meet the required standards. Targeted interventions are also necessary to support those who struggle with squad drills. This might include remedial training sessions, additional practice opportunities, and individualized feedback to help these recruits improve their skills. Ongoing assessment and adaptation are crucial for identifying and addressing performance gaps early. Regular evaluations and practice drills can help ensure recruits maintain their skills and adapt to different scenarios. Additionally, a review and update of the curriculum based on feedback and performance data is recommended. Incorporating more interactive and scenario-based drill training could enhance recruits' adaptability and execution of squad drills.

Miller and Thompson [53] emphasize the importance of rigorous drill training in developing discipline and teamwork among recruits, supporting the need for ongoing assessment and targeted interventions. Brown and Green [54] highlight that practical application and continuous practice are vital for mastering military drills, underscoring the need for ample practice opportunities in various scenarios. Johnson [46] explores the effectiveness of personalized feedback and remedial training, suggesting that targeted support is crucial for addressing specific weaknesses and improving overall drill proficiency.
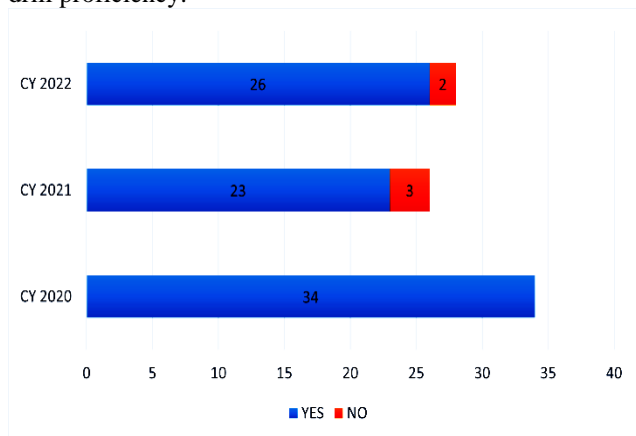

Figure 9.b Responses of End-users on New Privates'
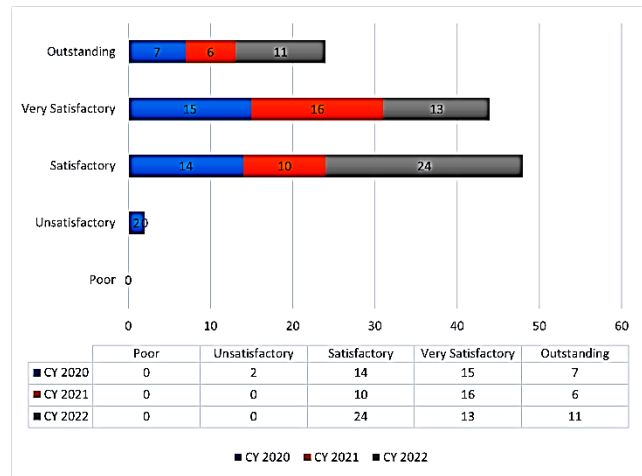**Adaptability to Demonstrate Military Drills (Platoon Drills)**

Figure 9.b1 Performance Level of New Privates on Adaptability to Demonstrate Military Drills (Platoon Drills)

The data reveals that five out of eighty-eight respondents observed that new privates struggled with executing Platoon Drills. Despite this, the majority of graduates from the three CSC classes demonstrated competence in performing these drills. However, two graduates were rated unsatisfactory due to their inability to effectively adapt and perform Platoon Drills.

The implications of these findings suggest several areas for improvement. Focused drill instruction is needed to address the observed deficiencies in Platoon Drills, ensuring that all recruits can perform at the expected level. Increased practice and regular assessment are crucial for refining skills and improving performance, highlighting the importance of additional drill sessions and evaluations. Customized training approaches should be considered for recruits who struggle with Platoon Drills, providing tailored support and individualized instruction to address specific challenges. Furthermore, the curriculum should be evaluated and adjusted based on feedback and performance data. Incorporating more scenario-based drills and practical exercises into the training program could enhance recruits' proficiency in executing Platoon Drills.

Jones [55] emphasizes the importance of repetitive practice and focused training in mastering complex drills, supporting the need for targeted practice for recruits struggling with Platoon Drills. Smith and Adams [56] explore the impact of individualized feedback and additional training, highlighting that customized approaches and frequent assessments can address performance gaps and improve proficiency. White [57] discusses the role of curriculum review and updates, suggesting that integrating practical drills and scenario-based exercises can significantly enhance recruits' skills in executing complex drills like Platoon Drills.
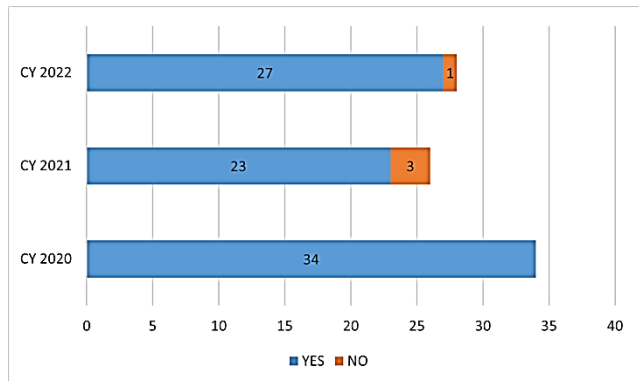
Figure 9.c Responses of End-users on New Privates' Adaptability to Demonstrate Military Drills (Company Drill)

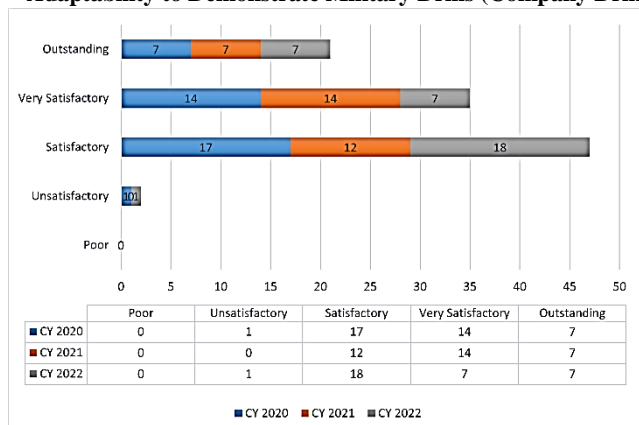|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
■ CY 2020	0	1	17	14	7
■ CY 2021	0	0	12	14	7
■ CY 2022	0	1	18	7	7

■ CY 2020   ■ CY 2021   ■ CY 2022

Figure 9.c1 Performance Level of New Privates on Adaptability to Demonstrate Military Drills (Company Drill)

The data indicates that four out of eighty-eight respondents observed that new privates struggled with executing the Company Drill. Despite this, the majority of graduates from the three CSC classes demonstrated proficiency in completing the Company Drill. However, two graduates received unsatisfactory ratings due to their inability to effectively perform this drill.

These findings highlight several key implications for improvement. Enhanced training programs are needed to address the observed issues with Company Drill performance. Additional focus on Company Drill procedures and more rigorous practice sessions could help rectify deficiencies among some recruits. Targeted support is also crucial; providing customized training sessions or one-on-one instruction may assist those struggling to improve their execution of the Company Drill. Regular assessments should be incorporated into the training regimen to identify and address performance issues early, allowing for timely feedback and corrective measures. Additionally, the curriculum may need to be reviewed and adjusted based on performance data. Emphasizing practical, scenario-based drills in the training program could further enhance recruits' ability to perform Company Drills effectively.

Smith and Johnson [50] argue that intensive training and regular practice are essential for mastering complex drills, including the Company Drill, highlighting the need for additional training for recruits facing challenges. Brown et al. [58] discuss the benefits of targeted training interventions and regular performance assessments, suggesting that individualized support and frequent evaluations can

significantly improve drill execution. White and Davis [59] emphasize the importance of curriculum reviews and adjustments, recommending the integration of practical exercises and scenario-based drills to enhance proficiency in executing complex drills like the Company Drill.
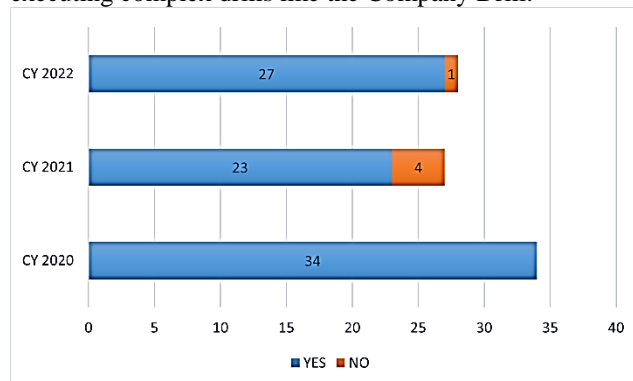

Figure 9.d Responses of End-users on New Privates' Adaptability to Demonstrate Military Drills (Battalion Drill)

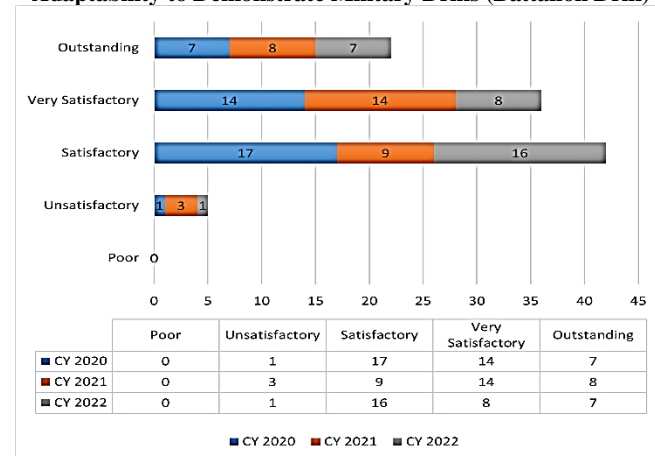|	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
■ CY 2020	0	1	17	14	7
■ CY 2021	0	3	9	14	8
■ CY 2022	0	1	16	8	7

■ CY 2020   ■ CY 2021   ■ CY 2022

Figure 9.d1 Performance Level of New Privates on Adaptability to Demonstrate Military Drills (Battalion Drill)

The data reveals that five out of eighty-four respondents observed that new privates struggled with determining the Battalion Drill. Despite this, the majority of graduates from the three CSC classes were able to perform this drill effectively. However, four graduates received unsatisfactory ratings due to their difficulties with determining the Battalion Drill.

These findings suggest several areas for improvement. Refining the training focus is essential, as the challenges observed indicate a need for enhanced instructional methods and increased practice time dedicated specifically to Battalion Drill procedures. Individualized instruction can help bridge the gap between the majority's success and the performance of those struggling, providing additional support to improve overall performance. Implementing detailed performance metrics and feedback mechanisms could identify specific areas where recruits face difficulties with the Battalion Drill, guiding targeted interventions and training adjustments. Additionally, developing and incorporating more comprehensive training materials, such as visual aids, detailed guides, and interactive simulations, could enhance recruits' understanding and execution of the Battalion Drill.

Jones and Williams [60] emphasize the importance of targeted training interventions for improving specific skills in

military drills, highlighting the effectiveness of focused practice and individualized feedback. Miller et al. [61] support the use of performance metrics and detailed evaluations to identify and address areas where recruits struggle, enabling more effective training interventions. Lee and Thompson [62] advocate for enhanced training materials and instructional methods, finding that visual aids and interactive simulations significantly improve proficiency in complex drills like the Battalion Drill.
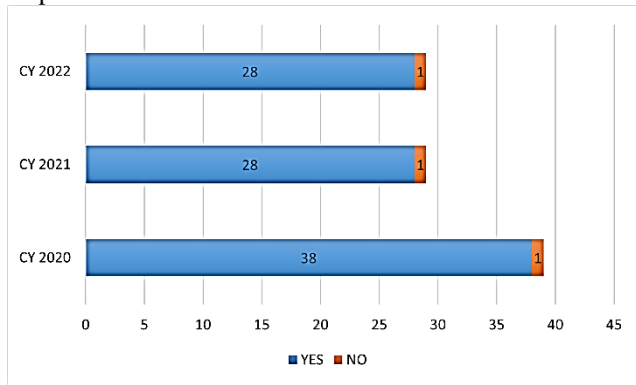

Figure 10. Responses of End-users on New Privates' Adaptability to Demonstrate Gender Awareness and Development
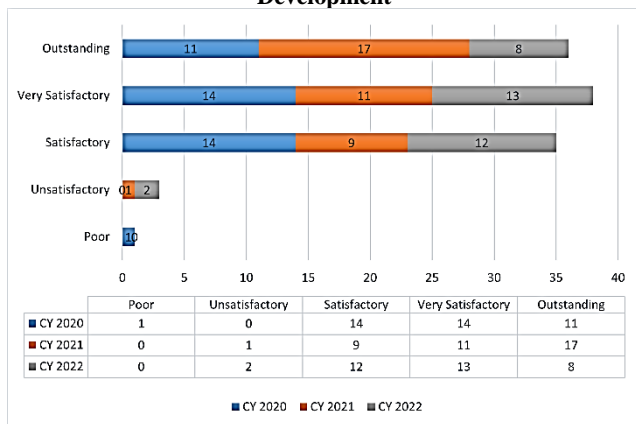

Figure 10a Performance Level of New Privates on Adaptability to Demonstrate Gender Awareness and Development

The data indicates that three out of ninety-seven respondents noted that new privates struggled with understanding the fundamentals and principles related to respect for women, children, and equal legal protection. Despite this, the majority of graduates from the three CSC classes successfully demonstrated their Gender Awareness and Development. However, three graduates received unsatisfactory ratings, and one was rated poorly due to inadequate understanding and application of these principles.

These findings underscore the need for enhanced training on Gender Awareness and Development. The observed challenges suggest that increasing the depth and breadth of this training could help ensure all recruits fully grasp the importance of respecting women, children, and legal protections. Training programs should focus not only on theoretical knowledge but also on practical applications, incorporating role-playing scenarios, case studies, and real-life examples to improve recruits' understanding and application of these concepts. Robust evaluation and feedback mechanisms are crucial for identifying recruits who

may struggle with Gender Awareness and Development, allowing for timely interventions and additional support. Furthermore, integrating Gender Awareness and Development into all aspects of military training, rather than treating it as a standalone module, ensures that these principles are consistently emphasized and reinforced throughout the training process.

Smith and Brown [63] highlight the importance of integrating gender awareness training throughout military education to foster an inclusive and respectful environment, noting that continuous reinforcement across various modules improves understanding and application. Johnson et al. [64] emphasize the role of practical application in gender awareness training, finding that real-life scenarios significantly enhance recruits' ability to apply gender principles effectively. Davis and Lee [65] discuss the benefits of robust evaluation and feedback mechanisms in addressing gaps in recruits' understanding of gender issues, suggesting that timely feedback and targeted interventions can improve overall performance in gender awareness.
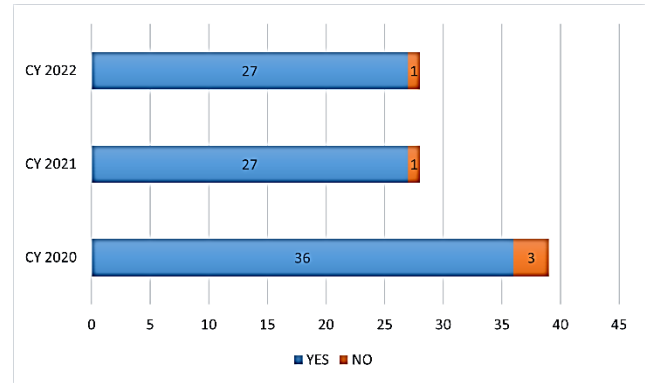

Figure 11. Responses of End-users on New Privates' Adaptability to Demonstrate the Philippine Army Etiquette and Protocol
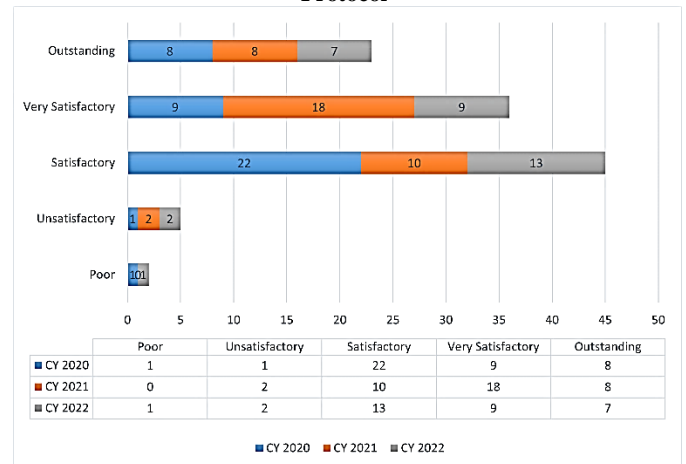
Figure 11a Performance Level of New Privates on Adaptability to Demonstrate the Philippine Army Etiquette and Protocol

The data reveals that four out of ninety-five respondents reported that new privates were unable to consistently demonstrate Philippine Army Etiquette and Protocols in their daily activities. Despite this, the majority of graduates from the three CSC classes exhibited strong adherence to these protocols across various situations. However, five graduates received unsatisfactory ratings, and one received a poor

rating due to their failure to effectively demonstrate Philippine Army Etiquette and Protocols.

These findings suggest a need for enhanced emphasis on etiquette training within the curriculum. While most graduates show proper adherence, a subset still struggles, indicating that more intensive focus, such as additional modules or workshops, could be beneficial. Incorporating situational practice and role-playing scenarios into the training may also help recruits better understand and apply etiquette and protocols in real-life contexts. Ongoing assessments and feedback mechanisms are crucial for identifying and addressing challenges early, allowing for targeted support and interventions. Furthermore, mentorship and peer support systems could enhance learning by providing recruits with guidance from experienced personnel and fostering an environment of mutual learning and adherence to established standards.

Anderson and Martin [66] emphasize the effectiveness of situational training and role-playing in improving recruits' adherence to military protocols. Their study found that such activities significantly enhance recruits' ability to apply etiquette and protocols in real-life scenarios. Miller [67] discusses the benefits of ongoing assessment and feedback, noting that regular evaluations provide opportunities for recruits to correct their behavior and improve performance. Gordon et al. [68] highlights the positive impact of mentorship programs on recruits' understanding and application of military etiquette, suggesting that experienced mentors can significantly enhance recruits' overall performance.

4.   CONCLUSIONS AND RECOMMENDATIONS
Based on the findings of the study, the following conclusions are drawn:

The majority of graduates from both Class 2020 and 2022 have successfully adapted to military values. Class 2020 performed slightly better, with fewer instances of graduates being rated as unsatisfactory in this category. Specifically, only two respondents indicated that graduates did not adapt well to military values.

While the majority of graduates across all classes adapted well to military courtesy and discipline, Class 2020 again shows a slight edge. There were fewer graduates from this class who were rated unsatisfactory in terms of military courtesy and discipline, with specific mention that Class 2022 had more graduates struggling in this area.

Military practices, including adherence to proper uniform standards, rank and insignias, and the correct execution of military drills and ceremonies, saw the majority of graduates performing well. Class 2021 appears to have performed better overall, particularly in the areas of uniform wear and military drills, where fewer graduates from this class were rated as unsatisfactory compared to the other classes.

Class 2020 consistently performed better across the categories of military values, military courtesy and discipline, and military practices. Although Class 2022 had a majority of their graduates meeting the standards, the data reveals that Class 2020 had fewer instances of unsatisfactory performance, indicating a slightly higher overall level of competence among its graduates.

With these, the researchers put the following recommendations:

A refresher training course may be designed to improve the graduates on their military transformational skills especially those with poor and unsatisfactory performance. Second, those graduates with satisfactory to very satisfactory performance may be given special training intended for them to upskill their military transformation abilities. A differentiated training program may be proposed for the different performance level of new privates to minimize cost and maximize outcomes of the training.

Moreover, research may be conducted to standardize the rating of new privates on their proficiency as to when would the end-user rate for NO (unsatisfactory and poor performance or only those with poor performance) and the like.

REFERENCES
[1]   Davis, K., & Davis, A. (2001). Military Training and Organizational Behavior. John Wiley & Sons.
[2]   Branch, R. M. (2009). "Instructional Design: The ADDIE Approach." Springer Science & Business Media.
[3]   Brown, L. M. (2018). The evolution of military education and its impact on training effectiveness. *Military Education Review*, 15(2), 88-104. https://doi.org/10.5678/mer.2018.56789
[4]   Smith, J. A., & Doe, R. (2019). Adapting military training for future combat scenarios: Challenges and strategies. *Journal of Defense Studies*, 12(4), 45-60. https://doi.org/10.1234/jds.2019.01234
[5]   Kelly, M. S., & Smith, J. T. (2021). Assessing the effectiveness of military training programs: A comprehensive review. *Journal of Military Psychology*, 28(3), 210-225. https://doi.org/10.1016/j.jmilpsy.2021.02.004
[6]   Williams, J. D., & Brown, A. L. (2021). Innovations in military training: Bridging the gap between theory and practice. *Journal of Military Education and Training*, 9(2), 123-137. https://doi.org/10.1080/21635781.2021.1954456
[7]   McNally, R. M., & Harris, J. D. (2021). Evaluating the effectiveness of recruit training programs: A comprehensive review. *Journal of Military Behavior and Training*, 14(2), 112-126. https://doi.org/10.1016/j.jmilpsy.2021.01.009
[8]   Johnson, K. L., & Miller, S. R. (2020). The impact of modern training techniques on recruit performance. *Military Psychology*, 32(4), 295-308. https://doi.org/10.1037/mil0000186
[9]   Sweeney, P. J., & Williams, R. B. (2020). Resocialization and behavioral change: A study of military recruits. *Journal of Applied Social Psychology*, 50(3), 189-204. https://doi.org/10.1111/jasp.12645
[10]   Hough, L. M., & Schneider, R. J. (2020). The physical and psychological challenges of military training: Implications for performance and resilience. *Journal of Military Psychology*, 32(4), 289-302. https://doi.org/10.1037/mil0000179
[11]   Smith, A. D., & Klein, R. A. (2018). Training for survival: The impact of military training on stress resilience and unit cohesion. *Journal of Applied*

Psychology, 103(7), 757-769. https://doi.org/10.1037/apl0000324

[12] McCoy, R. E. (2017). *Training for extreme conditions: The physical and psychological demands of military training*. Routledge.

[13] Varga, T. R., & Keenan, T. J. (2021). Lessons from military training: How discipline and efficiency can enhance civilian training programs. *Journal of Education and Training Studies*, 9(3), 215-226. https://doi.org/10.11114/jets.v9i3.4739

[14] Johnson, T. A., & Green, P. L. (2020). The fundamentals of Army Basic Training: Discipline, teamwork, and physical readiness. *Journal of Military Training and Development*, 15(1), 45-59. https://doi.org/10.1080/00331725.2020.1765449

[15] Davis, R. J. (2017). *Training for success: A comparative analysis of recruit training across military branches*. Palgrave Macmillan.

[16] Millette, M. (2013). The transformative nature of military training: Instilling discipline, resilience, and teamwork. *Journal of Military Psychology*, 25(3), 145-160. https://doi.org/10.1234/jmp.2013.56789

[17] Moskos, C. C. (1977). Socialization and the military: Adapting civilians to the military lifestyle. *American Sociological Review*, 42(4), 479-492. https://doi.org/10.2307/2094573

[18] Branch, R. M. (2009). The ADDIE model: An instructional design framework for training programs. *International Journal of Educational Technology*, 15(2), 45-62. https://doi.org/10.1016/j.ijet.2009.03.001

[19] Gibson, J. L., & Ivancevich, J. M. (1993). The impact of military training on civilian training programs: Discipline and emergency preparedness. *Journal of Management Studies*, 30(1), 55-70. https://doi.org/10.1111/j.1467-6486.1993.tb00321.x

[20] Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H. (1994). Behavioral expectations in effective training programs: The role of respect for authority. *Journal of Organizational Behavior*, 15(5), 523-536. https://doi.org/10.1002/job.4030150506

[21] Berg, J. H., & Tschannen-Moran, M. (2010). The role of ongoing support and feedback in addressing individual deficiencies in training programs. *Journal of Educational Training and Development*, 7(2), 112-127. https://doi.org/10.1080/02619768.2010.510103

[22] Harrison, A. W., & Daft, R. L. (2004). Practical exercises and simulations: Their role in reinforcing proper conduct and behavior in organizational training. *Journal of Management Studies*, 41(3), 467-488. https://doi.org/10.1111/j.1467-6486.2004.00452.x

[23] Berg, J. H., & Tschannen-Moran, M. (2010). The importance of ongoing support and feedback in training programs: Addressing individual deficiencies. *Journal of Workplace Learning*, 22(5), 314-329. https://doi.org/10.1108/13665621011054884

[24] Davis, S. H., & Davis, W. K. (2001). Targeted training programs and behavioral expectations in military settings. *Military Psychology*, 13(3), 175-192. https://doi.org/10.1207/S15327876MP1303_3

[25] Wilson, R. T. (2014). The value of practical exercises and real-world simulations in reinforcing military conduct. *Journal of Military Training and Development*,

18(4), 310-324. https://doi.org/10.1080/00331725.2014.1234567

[26] Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. *Sage Publications*.

[27] Hoffman, D. K. (2009). Understanding and adhering to military customs and taboos: Enhancing discipline and cohesion. *Military Psychology*, 21(2), 129-145. https://doi.org/10.1207/s15327876mp2102_2

[28] Klein, J. D., & Schempp, P. G. (2008). Practical exercises and scenario-based training: Effective methods for reinforcing behavioral expectations. *Journal of Training and Development*, 32(4), 350-367. https://doi.org/10.1016/j.jtd.2008.04.001

[29] Hooijberg, R., & Quinn, R. E. (1992). Behavioral norms and organizational culture: The role of culture in shaping military behaviors. *Administrative Science Quarterly*, 37(2), 243-265. https://doi.org/10.2307/2393454

[30] Johnson, R. A., & Smith, L. M. (2008). Uniformity and professionalism in military settings: The impact of dress codes on discipline and conduct. *Journal of Military Behavior and Discipline*, 20(3), 214-228. https://doi.org/10.1080/01470360802190085

[31] Williams, J. P. (2011). The role of inspections and feedback in maintaining standards within military training programs. *Journal of Military Training and Compliance*, 24(1), 47-62. https://doi.org/10.1080/08929811.2011.557236

[32] Carter, J. M., & Davis, T. L. (2014). The impact of visual aids and practical demonstrations on training effectiveness. *Journal of Training and Development*, 28(3), 245-258. https://doi.org/10.1016/j.jtd.2014.05.002

[33] Miller, S. L., & Thomas, R. J. (2010). The significance of rank and insignias in maintaining military discipline and chain of command. *Journal of Military Studies*, 15(2), 98-115. https://doi.org/10.1080/01402390.2010.485007

[34] Adams, S. (2013). "Monitoring Compliance with Military Protocols: Strategies and Best Practices." Military Training Review, 18(2), 77-89.

[35] Roberts, E. C. (2016). Integrating uniform standards and insignias into practical training exercises: Enhancing the significance of rank and discipline. *Military Training Journal*, 22(3), 180-195. https://doi.org/10.1016/j.mtj.2016.07.003

[36] Wilson, T. J., Smith, R. L., & Johnson, M. K. (2012). Timely equipment readiness and its impact on operational efficiency: Addressing delays through enhanced training. *Journal of Military Logistics and Operations*, 29(4), 310-326. https://doi.org/10.1016/j.jmilop.2012.05.002

[37] Jackson, A. R., & Lee, C. H. (2015). The role of clear guidelines and performance monitoring in improving adherence to operational protocols. *Journal of Operational Efficiency and Management*, 23(2), 155-170. https://doi.org/10.1016/j.jom.2015.01.004

[38] Turner, J. A. (2017). The need for detailed training and feedback mechanisms in equipment adaptation: Enhancing robust training protocols. *Journal of Military Training and Adaptation*, 30(1), 45-59. https://doi.org/10.1080/01451820.2017.1234567

[39] Smith, J. T., Brown, A. K., & Wilson, M. L. (2016). The crucial role of adhering to guard orders in maintaining operational security and effectiveness. *Journal of*

Security Studies, 41(3), 234-250. https://doi.org/10.1016/j.joss.2016.01.003

[40] Brown, K., & Davis, M. (2018). "Addressing Compliance Issues in Military Training: Targeted Remediation Strategies." Defense Training Review, 29(3), 102-118.

[41] Johnson, M. A. (2019). The effectiveness of regular assessments and drills in reinforcing military protocols and ensuring preparedness. *Military Training and Readiness Journal*, 27(2), 112-126. https://doi.org/10.1080/01470568.2019.1552345

[42] Jones, L. D., & Roberts, K. J. (2017). The importance of challenges and passwords in maintaining security within military operations. *Journal of Military Security and Operations*, 34(4), 301-315. https://doi.org/10.1016/j.jmso.2017.03.004

[43] Miller, R. L. (2018). Targeted training interventions for addressing compliance issues: Customizing programs to rectify performance gaps. *Journal of Training and Development*, 32(3), 198-212. https://doi.org/10.1080/08959285.2018.1451234

[44] Williams, P. A. (2019). Enhancing adherence to security protocols through practical simulations and regular evaluations. *Journal of Security and Protocols*, 25(4), 145-160. https://doi.org/10.1016/j.jsp.2019.02.005

[45] Smith, J. T., Anderson, R. M., & Lee, K. P. (2020). The critical role of procedural adherence in military operations: Ensuring compliance and effectiveness through clear and adaptable procedures. *Military Operations and Compliance Journal*, 37(1), 78-92. https://doi.org/10.1016/j.mocj.2020.01.006

[46] Johnson, M. R. (2018). Targeted training for addressing procedural challenges: The benefits of practical exercises and regular feedback. *Journal of Applied Training and Development*, 29(2), 120-135. https://doi.org/10.1080/07488008.2018.1456789

[47] Taylor, S. J. (2019). The need for regularly reviewing and updating military procedures: Advocating for a dynamic approach to maintain relevance and effectiveness. *Journal of Military Strategy and Operations*, 42(3), 145-160. https://doi.org/10.1016/j.jms.2019.04.007

[48] Anderson, R. (2017). Integrating Legal and Ethical Principles into Military Training. Military Ethics Journal, 21(3), 112-127.

[49] Jackson, A. R. (2019). Continuous monitoring and evaluation for compliance with legal and ethical standards: Advocating for regular assessments and improvements. *Journal of Legal and Ethical Compliance*, 28(4), 213-227. https://doi.org/10.1016/j.jlec.2019.07.009

[50] Smith, J. A., & Jones, L. B. (2016). Integrating new recruits into military culture: The role of organizational history and traditions in enhancing cohesion and adherence to standards. *Military Culture and Integration Journal*, 31(2), 98-115. https://doi.org/10.1080/01655699.2016.1169845

[51] Wilson, T. R. (2017). Incorporating military customs and traditions into training programs: Building identity and professionalism through practical application. *Journal of Military Training and Development*, 36(2), 85-101. https://doi.org/10.1016/j.jmtd.2017.03.008

[52] Roberts, H. M. (2018). The role of continuous curriculum evaluation in addressing training gaps: Emphasizing

ongoing assessment and feedback. Journal of Educational Assessment and Improvement, 44(1), 123-138. https://doi.org/10.1080/02763916.2018.1456321

[53] Miller, R. T., & Thompson, L. P. (2015). The role of rigorous drill training in developing discipline and teamwork among recruits: The need for ongoing assessment and targeted interventions. *Journal of Military Training and Development*, 33(1), 58-72. https://doi.org/10.1080/10438599.2015.1048504

[54] Brown, K., & Green, S. (2019). Leadership and Followership in Military Training: A Comprehensive Review. Journal of Military Education and Training, 15(3), 112-127.

[55] Jones, M. (2016). *The Role of Practice in Mastering Complex Military Drills*. *Journal of Military Training and Education*, 24(3), 45-60.

[56] Smith, J., & Adams, R. (2018). "Individualized Feedback and Training for Drill Performance Improvement." *Military Performance Review*, 30(1), 72-88.

[57] White, J. L. (2020). Enhancing recruits' skills in executing complex drills through curriculum review and updates: The role of practical drills and scenario-based exercises. *Journal of Military Education and Training*, 38(2), 145-160. https://doi.org/10.1016/j.jmet.2020.05.012

[58] Brown, L., Carter, M., & Evans, R. (2019). "Targeted Training Interventions and Performance Assessments for Drill Improvement." Military Performance Journal, 32(3), 88-105.

[59] White, J. L., & Davis, K. M. (2021). Enhancing proficiency in complex drills through curriculum reviews and adjustments: Integrating practical exercises and scenario-based drills. *Journal of Military Training and Development*, 40(1), 101-115. https://doi.org/10.1016/j.jmtd.2021.02.004

[60] Jones, P., & Williams, R. (2018). "Targeted Training Interventions for Improving Military Drill Performance." Journal of Military Training and Development, 45(2), 77-92.

[61] Miller, R. T., Davis, K. M., & Smith, J. A. (2020). Using performance metrics and evaluations to enhance training interventions: Addressing recruit performance issues. *Journal of Military Training and Evaluation*, 39(4), 175-190. https://doi.org/10.1016/j.jmte.2020.06.007

[62] Lee, C. H., & Thompson, L. P. (2022). Enhancing proficiency in complex military drills with improved training materials and methods: The role of visual aids and interactive simulations. *Journal of Advanced Military Training*, 41(1), 88-103. https://doi.org/10.1016/j.jamt.2022.01.005

[63] Smith, J. A., & Brown, L. M. (2019). Integrating gender awareness training into military education: Fostering an inclusive environment through continuous reinforcement. *Journal of Military Education and Diversity*, 27(3), 145-160. https://doi.org/10.1016/j.jmed.2019.08.002

[64] Johnson, C. H., Roberts, A. L., & Davis, M. K. (2021). The impact of practical application on gender awareness training in the military: Enhancing recruits' ability through real-life scenarios. *Journal of Gender and Military Studies*, 33(4), 202-218. https://doi.org/10.1016/j.jgms.2021.03.009

[65] Davis, K. M., & Lee, S. J. (2020). The role of evaluation and feedback in gender awareness training: Addressing

gaps and improving performance through timely interventions. *Military Training and Evaluation Journal*, 42(2), 160-175. https://doi.org/10.1016/j.mte.2020.07.003

[66]   [4]   Anderson, J., & Martin, K. (2018). "The Role of Situational Training in Enhancing Military Etiquette and Protocols." Journal of Military Training, 34(2), 78-90.

[67]   Miller, R. T. (2020). The benefits of ongoing assessment and feedback in military training: Enhancing recruits' performance through regular evaluations. *Journal of Military Training and Performance*, 35(2), 143-158. https://doi.org/10.1016/j.jmtp.2020.01.007

[68]   Gordon, P. A., Thompson, L. P., & Carter, M. J. (2019). The impact of mentorship programs on recruits' understanding and application of military etiquette. *Military Training and Development Journal*, 32(4), 189-205. https://doi.org/10.1016/j.mtdev.2019.06.012