

The Extent of Implementation and Influence of Boys and Girls Brigade Philippines (BGBP) Programs

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Abstract

This study examines the extent of implementation and influence of the Boys and Girls Brigade Philippines (BGBP) programs. Its objectives are twofold: first, to assess the extent of implementation of its programs and determine their impact on its recipients; and second, to introduce a quality program for other institutions to adopt in addressing current societal challenges and preparing students for the VUCA world. The research employs a descriptive comparative design, utilizing both quantitative and qualitative data analysis methods. The quantitative data analysis used mean scores, frequency count, Kruskal-Wallis H Test, and Post-Hoc Analysis (Dwass-Steel-Critchlow-Fligner Pairwise Comparison). Qualitative data were analyzed using thematic analysis. The study involved 144 respondents, including administrators, teachers, students, and alumni of BGBP. Key findings reveal that all the BGBP programs are highly implemented. Also, all the BGBP programs are highly influential. There is a highly significant difference in the perception of administrators, teachers, and students on the implementation and influence of the programs. The program offers numerous benefits, such as spiritual growth, learning to live and lead for Christ, and developing leadership skills. Challenges faced include leadership issues, financial constraints, inconsistency in implementation, students' attitudes, and parental support. To enhance the program, recommendations include strengthening the set standard, elevating the mentoring system, reinforcing parental involvement, and seeking financial support. Additionally, policymakers and curriculum makers may consider adopting BGBP as a benchmark, as it addresses current challenges and prepares students for the rapidly changing world.

Keywords: Boys and Girls Brigade Philippines, Quality Programs, Evaluation Research, Implementation, Influence

Introduction

The Department of Education envisions Filipinos who deeply love their country and possess values and skills that empower them to reach their full potential and contribute significantly to nation-building (DepEd Vision, 2012). School is where young minds are formally nurtured, developed, and prepared for a better and brighter tomorrow. It is where potential is discovered, and skills, abilities, and talents are honed. It is where the next generation of leaders, workers, and entrepreneurs of the nation are trained, equipped, and prepared. With such a crucial role, educators are mandated by laws to provide quality education.

Quality education is the mission of any educational institution not only in the Philippines but around the world. The Philippine constitution explicitly said in Article XIV, Section 1, that the State shall protect and promote the right of all citizens to quality education at all levels. Moreover, one of the global goals is quality education. Sustainable Development Goal 4 clearly states “Ensure inclusive and equitable quality education and promote lifelong learning for all.” There are many contributors to achieving quality education. One of which comes from quality programs and activities that a school or an institution can provide to its students. Education International (EI), a Belgium-based organization, defined quality education as one that focuses on the social, emotional, mental, physical, and cognitive development of each student. The Education Bureau of Hongkong also said, one of the roles of schools is to offer students balanced learning opportunities in the five aspects of development, moral, intellectual, physical, social, and aesthetic, as well as nurture them to be responsible citizens.

The Boys and Girls Brigade Philippines (BGBP) is a program that supports the previous definitions, articulations, and mandates. It is an international program that is Christian-based with an emphasis on leadership, character development, service, personal development, and skills enhancement. It provides learning opportunities that reinforce the development of social, emotional, spiritual, and cognitive aspects of the learners. It also inculcates patriotism and nationalism as it teaches the children their responsibilities to their community and their country. Moreover, this program envisions a brigade of boys and girls who are followers of Jesus Christ in every barangay in the Philippines. These brigadiers must demonstrate devotion, discipline, and duty to God, their country, and the world. To fulfill this vision, there is a curriculum for each brigadier to finish. There are camps organized at the local, national, and international levels that would help them develop their talents and skills. There are drills to help them be disciplined. BGBP teaches the Kinder to Senior High students spiritual values, develops their moral character and personal discipline, and teaches them to perform their duties and responsibilities as Filipino citizens by involving themselves in different community service.

These programs of BGBP reinforce Article II, Sections 13 and 17, and Article XIV, Section 3 No. 2 of the Philippine Constitution. Section 13 states that the government acknowledges the important role of young people in building the nation and will support and safeguard their physical, moral, spiritual, intellectual, and social well-being. It will instill a sense of patriotism and nationalism in the youth and promote their participation in public and civic matters. Section 17 also states that the State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development. Moreover, Article XIV, Section 3 No. 2 states that educational institutions shall inculcate patriotism and nationalism, promote compassion for humanity, uphold human rights, recognize the contributions of national heroes in the country's history, educate students about their rights and responsibilities as citizens, reinforce ethical and spiritual values, nurture moral integrity and personal self-control, encourage critical and imaginative thinking, and advance scientific, technological knowledge, and promote vocational efficiency.

Furthermore, the holistic approach of the BGBP programs can help address the deteriorating values of Filipino teens nowadays. Recent research says, that the decline of morality among teenagers nowadays is very evident (Cordero, 2013). Cordero pointed out three main causes of decline which are mass media, peer pressure, and poor family involvement. Jordan (2022) has the same articulation in his study on the diminishing values of the Filipino Youth. He explained further that the moral values and discipline that were prominent in most teenagers in the past are slowly diminishing. Most of the younger generations

are gradually disregarding even the simplest of morals like respect, care, consideration, self-discipline, and self-control. Such should not be taken lightly as they are the future of our nation. Teachers express the same observations too. In one of the articles published in Sun Star Pampanga, Elizabeth Pangilinan, a teacher, expresses her observation in her 27 years in the teaching profession, she is a witness to the fading respect and obedience in the values system of many students. She attributed this to their exposure to social media influencing their behaviors. Furthermore, in the US, Brenan and Wullcoxon (2022), reported that 50% say the state of moral values is "poor"; 37% "only fair" 78% think moral values in the U.S. are getting worse, and "consideration of others" is cited as a top problem with the state of moral values. The BGBP programs can help address these deteriorating values

Additionally, this is a program that Dep-Ed can adopt. It can be an alternative for ROTC and CAT which the current President wants to revive. This program is not only limited to High School or Senior High School since its curriculum starts from Preschool to Senior High School. From the early years of schooling, the program's core values are inculcated. Students are taught to know God as their Creator and be devoted to Him, show discipline at all times, and fulfill their duties and responsibilities as students, children, and citizens. In addition, students are now in the VUCA world. The world and the future that awaits for them are said to be VUCA- Volatile, Uncertain, Complex, and Ambiguous and the best way to prepare them is not by looking ahead but by concentrating on the present. Focusing on their strengths, unique perspectives, and their interests. Create environments in which they are valued, loved, and seen. Create opportunities for them to develop the abilities, character, and principles that guide them in making informed decisions and using their strengths to creatively solve current issues. This approach will equip them to bring their full potential, inquisitiveness, ingenuity, and problem-solving mindset to confront future VUCA worlds that are beyond our current imagination (Raab, 2021). These articulations are also the objectives that BGBP wants to attain in each of its programs.

With these in mind, the researcher evaluated the implementation of BGBP programs as well as its influence on its recipients. The organization seems to have great programs that are aligned with the nation's goal of quality education and that can help address the problems in society. However, there is no research-based data that will prove this because there has been no research conducted since it started. Knowing the extent of implementation and influence of these programs on the administrators, the teachers who taught it, and the students who have gone through its curriculum would greatly help the organization, especially in improving its curriculum and service. This study will be the first research study on BGBP that has been conducted ever since it started. Its result will significantly help the organization, especially in improving its programs and in crafting new programs to meet the present needs of the incoming generations of brigadiers. Moreover, this can serve as the premise of the organization to craft new policies needed for the betterment of the organization as a whole. In addition, the result of this study can be one of the bases should the programs be recommended or adopted by the Department of Education or other private schools and institutions. Also, this can be used by curriculum developers for creating or improving instructions. They can integrate its curriculum, method, process, and others that they will find relevant in the learning process and to the growth and development of the students.

Conceptual Framework

1. The BGBP and its Programs

The BGBP as a school program offers exciting and meaningful programs to all its brigadiers. These

programs are designed to help the brigadiers learn, live, and lead for Christ. However, a program is only as good as how it is implemented. Proper and effective implementation of it is vital. Knowledge and strategy are essential to make the lesson relevant and enjoyable for each brigadier in each level (BGBP Manual, pg.62). Studies suggest that students' involvement in school programs is linked to their academic and personal growth (Christisons, 2013). Christisons observed that students who take part in extracurricular activities tend to achieve better academically and experience enhanced character development, particularly in time management and leadership skills, leading to more positive social development, and greater interest in community involvement. Llego (2023) also emphasized in his article that activities can help students learn new skills, make new friends, and explore different interests. These can also help them develop leadership skills and build confidence.

1.1. The Basic Officers Training Course (BOTC)

Training is one of the essential foundational steps to make sure that members can do their tasks correctly and efficiently. Like any other organization, training is a part of their annual activities. Training is the systematic process initiated by the organization that facilitates relatively permanent changes in the knowledge, skills, or affect/attitudes of organizational members (Kraiger, 2017). Also, Foster (2019) found in his study that there is a positive correlation between the competencies of each member and the long-term growth and productivity of organizations. BOTC is a two to three-day training course given to new teachers who are willing to become officers of BGBP. The BGBP as an organization will formally be introduced to the new teachers in this training. It is vital that each member has a clear understanding of the organization so that they may fulfill their given roles and responsibilities wholeheartedly (BGBP Manual).

1.2. The 8-week Program

This program is given to the brigadiers during the first weeks of the school year. Like in the BOTC of the new teachers, the 8 lessons about BGBP will be discussed with them. For the former brigadiers, this will help them recall what is BGBP all about. However, for the new brigadiers, this will be the time that the organization will be introduced to them. Each company aspiring to be part of the BGBP organization must make sure that their brigadiers are able to finish at least 5 lessons of the 8 to be able to join their company enrollment service.

1.3. The Enrollment Service

This is a ceremony done on an annual basis. It may be conducted per individual companies, combined companies, or on a regional basis. This is done only after a company has completed the given requirements such as the completion of the 8-week program of the brigadiers and BOTC for the officers. In this ceremony, each brigadier, officer, and parent of the brigadiers will be declaring their oath, promising to wholeheartedly do their given roles and responsibilities as a member of the company. Each division of the company has its own declaration as well as the officers and parents of the brigadiers. After the enrolments service, the company is officially registered with the BGBP organization and will be added to the roster of members.

1.4. The Curriculum

The BGBP curriculum outlines the lessons that each brigadier will go through the school year after being enrolled in the company. Each level or division of the company has a specific curriculum which last for 3 years. The focus of each curriculum is to help boys and girls LEARN, LIVE, and LEAD for CHRIST. The first curriculum is called the SMILE Curriculum (My Service, My Movement, My Investment, My Life, and My Energy). This curriculum is for the Discoverers who are aged 3-5 years old, and enrolled in

the Preschool level. The aim of this is to help them desire His statutes and make them their heritage forever; for they are the joy of the heart (Psalm 119:111). Second is the LIGHT Curriculum (My Light at Home, My Light at Play, My Gift of Actions, My Heart for Others, and My Neighborhood) which is for the Challengers who are 6 to 8 years old, enrolled in the Primary level, Grades 1-3. This curriculum aims to help the challengers desire to “let their light shine before men, that they may see their good deeds and praise The Father in heaven (Matt. 5:14-16). The next curriculum is the HEART curriculum (My Heart to Serve, My Environment, My Activity, My Responsibility, and My Treasure) for the Bravehearts aged 9-11 years old, enrolled in the intermediate level, Grades 4-6. This curriculum aims to help the Bravehearts desire “to do the will of God from their heart. Serve wholeheartedly as if they were serving the Lord not men,” (Ephesians 6:6-7). The fourth curriculum is the CROWN (My Career, My Responsibility, My Outreach, My Wealth, My Navigation) for Adventurers aged 12-15 years old, enrolled in the Junior High School level, Grades 7-10. This program aims to help the Adventurers’ desire “to complete in the games that go into strict training... and they do it to get a crown that will last forever.” 1 Corinthians 9:25. Lastly, the VALOR curriculum (My Valor, My Attitude, My Leadership, My Outreach, My Resources) is for the Explorers aged 16-18 years old, enrolled in the Senior High School level or Grades 11-12. This program aims to help the Explorers’ desire “to be steadfast and immovable, always abounding in the work of the Lord knowing that your toil is not in vain in the Lord.” 1 Corinthians 15:58.

Furthermore, badge work is given after the brigadiers finish a set of lessons. A badge work is an application of the set of lessons that they have learned. This is done through performances, community service, and other appropriate activities as determined by the officer. For each well-done badge work, a badge is given. A badge is a recognition of the brigadier’s achievement or merit. It is also a symbol of his/her diligence and accomplishment. All brigadiers are expected to complete their entire curriculum for the year with one piece of handwork or project and 90% attendance for the year for them to earn the Final Badge. Badges differ in symbol and colors and it is based on their curriculum and their year level.

1.5. The BGBP Camps

One of the first activities of BGB from its birth is the camp. Camping is a co-curricular outdoor activity that is conducted outside the classroom (Syed, 2020). It is usually associated with a recreational activity in which one stays outdoors temporarily, normally in tents, and generally in the mountains or any place far from developed areas (Ryalls & Petri, 2013). In BGBP, camping is one of the activities of the brigadiers. Camping activities are an avenue for them to develop their skills and abilities in many areas. Syed (2020) mentioned that an outdoor activity like camping improves personal development in individuals who participate in it. Also, Garts & Bruce (2003), as cited by Syed (2020), suggested a positive effect of camping on the development of immediate and short-term life skill behavior in youth campers. In this study, the campers reported that they made new friends, developed new skills, and became more independent and capable of self-care. The goals of BGBP camps are beyond these identified benefits. BGBP camps aim to develop the different skills and abilities of its brigadiers spiritually, physically, educationally, and socially. Moreover, it aims to develop their leadership skills according to the Word of God. There are different camps of BGBP. These are the Company Camp, L.E.A.D Camp, S.E.R.V.E Camp, and National and International Camps. Each Camp is a pre-requisite of the other. The brigadiers’ performance is evaluated and will serve as the basis for joining the next camps.

1.6. The Drills and Commands

Drills and commands are one of the most important parts of BGBP. Drills offer both fun and discipline. There are three main purposes of drills. The first is to promote the habit of obedience, self-respect, self-control, concentration, and physical bearing. Secondly, it is to develop leadership. Drills can provide a valuable opportunity for the officer to exercise and develop his/her leadership if this opportunity is rightly and wisely used. Furthermore, it opens an avenue to train and expose young leaders to exercise their natural leadership skills as well. Lastly, drills encourage company esprit-de-corps. The success of drills in a company is dependent on the quality of the command, the ability and competence of the leader, and the enthusiasm of the brigadiers. It is a Team Effort! Drills have further proven that it affects other forms of activities one engages in. Discipline, perseverance, and excellence are not limited to drill activities but spill over to other engagements and commitments.

2. Implementation of BGBP Programs

Research shows that the quality of implementation plays a significant part in bringing about outcomes (Durlak, 2011). A program implemented poorly or even moderately has goals that are unlikely to be achieved, or the results will be less significant but with high-quality implementation, success is more likely. Child Care Technical Assistance Network further explained that effectively implemented programs stand a better chance of achieving intended outcomes and producing positive outcomes for children. The BGBP Manual clearly states that a program is only good as to how it is implemented. Proper and effective implementation is vital to the life of any program. Knowledge and strategy are essential to make the lessons relevant and enjoyable for each brigadier.

There are four components that every BGBP program desires to develop in each brigadier. These are spiritual, physical, educational, and social/service. Spiritually, all programs desire that the brigadiers will learn and understand Christ's way of life so that they may live it and lead for Him. Physically, the brigadiers will develop their physical skills, participate in games and physical activities, and learn to take care of themselves. In the educational aspect, the brigadiers will widen their interest, cultivate meaningful pursuits, and improve their knowledge and skills. Lastly, for the social and service, the brigadiers will understand themselves in relation to others, and learn to be at service at home, church, community, country, and the world.

The programs of BGBP have a time frame that closely matches a school calendar, approximately 10 months. Their implementation has requirements which are all written in the BGBP manual to make sure that goals are achieved. The BOTC and 8-week program will be given to the officers and brigadiers in the first two months of the school year. After these trainings, they will now do the enrollment service to be officially part of the organization. The curriculum will be given immediately to the brigadier after the enrollment service. There are 6 components in each program level with 4 lessons in each. At the end of the school year, a final badge will be awarded to each brigadier who has successfully completed the whole curriculum. The STAR Program Method is expected to be utilized as an official format of teaching. Also, the officers handling the Teaching of each curriculum are expected to be nature and Scripture-founded Christians. They should have a complete review and study of the curriculum to have a good grasp of the lesson and know how to make it relevant to the learners.

BGBP Camps such as the Company Camp, L.E.A.D Camp, S.E.R.V.E Camp are organized by the Company Captain with the help of the officers. The National Camps are set every two years while the SAMPULONG Camp is set every 10 years. In addition, the organization has a set of policies and

requirements that help guide the organization in its regular operations and procedures to effectively implement its programs and achieve its goals and aspirations. The set rules and regulations are required and expected to be followed by every member of all BGBP companies. The organization has its etiquette too which is a set of rules or customs that control accepted behavior.

3. Influence of BGBP Programs

Influence is defined as the capacity to have an effect on the character, development, or behavior of someone or something (Oxford Dictionary). It is the ability or power to inspire or motivate an individual to act in one way or another (Tinuoye, 2022). Hence, it is an indicator of the success of any programs and activities of an organization. The extent of the influence of any program and activities indicates whether its objectives or purpose is a failure or a success. Gyabaah (2021) researched the impact of Girls Brigade UK and she enlisted lots of impacts. The girls' confidence had increased, and it helped develop their social skills, sense of identity, and awareness of their environment.

The goals and objectives of all the programs of BGBP are guided by its Vision and Mission. These vision and mission statements serve as a compass, a focal point, and give a sense of direction and a destination for the organization (Prachi, n.d.). Moreover, as stated in the BGBP manual, an organization without a vision will perish. The vision and mission of BGBP give meaning to why the members do what they do. The vision gives the big picture and sets the direction of where the organization wants to be while the mission shows how the vision is going to be accomplished. It answers why they do what they do and it gives a purpose for the organization's existence.

The BGBP's vision is "A Brigade of boys and girls who are followers of Jesus Christ in every barangay in the Philippines." The BGBP's Mission is "To help every boy and girl in the Philippines become followers of Jesus Christ who demonstrates devotion, discipline, and duty to God, country, and the world." The BGBP's vision and mission clearly state what influence the organization wants to make specifically to the teachers and students, a follower of Jesus Christ who demonstrates its core values-Devotion, Discipline, and Duty to God, country, and the world. Each of its programs and activities is specifically designed to help every officer and brigadier Learn, Live, and Lead for Christ through Modeling, Mentoring, and Multiplying (BGBP Manual pg. 15-17)

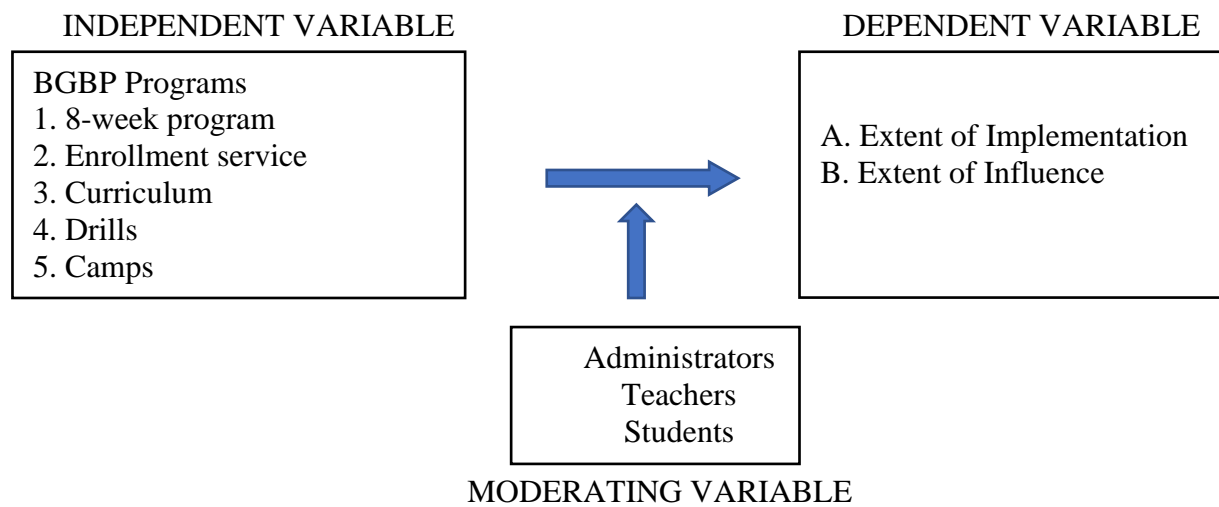
4. BGBP Officers

They are the school administrators and teachers who have committed to fulfilling the vision and mission of BGBP. They should have gone through the Basic Officer Training Course. They are growing Christian, 21 years old and above, and have the desire to invest in the lives of the youth. They have leadership qualities and a teachable heart. The officers have greater roles and responsibilities as outlined in the BGBP Manual. They are a Leader, Manager, and a Shepherd. Furthermore, they should be a Model, a Mentor, and a Multiplier.

5. Brigadiers

All the students from K to 12 who are currently enrolled in an officially registered company or school with the BGBP are called brigadiers. The brigadiers adhere to the vision, mission, and policies of the BGBP. They are expected to show respect to others and the environment. The empty jar in the middle of the BGBP logo represents them, the boys and girls who thirst for God's Word and are ready to be filled.

Figure 1: The Paradigm of the Study



Statement of the Problem

The Boys and Girls Brigade Philippines is a program that some private Christian Schools have adopted. This study sought to know the extent of implementation and influence of the BGBP programs on the administrators, teachers, and students who have gone through its curriculum. Specifically, it answered the following questions.

1. What is the extent of implementation of the following BGBP programs in the different BGBP companies in the Philippines?
 - a. 8-week program
 - b. Enrollment service
 - c. Curriculum
 - d. Drills
 - e. Camps
2. What is the extent of the influence of the following BGBP programs on the students and teachers?
 - a. 8 - week program
 - b. Enrollment service
 - c. Curriculum
 - d. Drills
 - e. Camps
3. What is the difference in the extent of implementation of the BGBP programs as evaluated by the following?
 - a. Administrators
 - b. Teachers
 - c. Students
4. What is the difference in the extent of influence of the BGBP programs as evaluated by the following?
 - a. Administrators
 - b. Teachers
 - c. Students
5. What are the benefits of the BGBP programs on the Teachers and students?

6. What are the challenges encountered by the teachers and students in the implementation of BGBP programs?

Methodology

This chapter presents the research design and methods used in this study. These helped the researcher make the study systematic in data analysis and interpretation. This chapter specifically includes the research design, locale and population, data collection instruments, data collection procedure, and treatment of data.

Research Design

This study used the descriptive-comparative design of research. It is a quantitative research design that aims to describe the difference between groups in a population without manipulating the independent variable (Cantrell, 2011). This involves comparing data across different groups or periods to identify similarities or differences (Hassan, 2023). This research collected data on the extent of implementation and influence of the BGBP programs from different groups of respondents. The responses were compared to determine and describe the differences and similarities.

This study employed a combination of both quantitative and qualitative research designs. The data needed in the statement of problems 1 to 5 are quantitative and these were drawn using a survey questionnaire. On the other hand, the data needed in the statement of problem number 6 is qualitative. It is focused on identifying the challenges the respondents experienced in the implementation of the BGBP programs and activities. The question on this was included in the survey questionnaire then an interview was done to further enrich the study. Quantitative research produces objective data that can be clearly communicated through statistics and numbers. This is done in a systematic scientific way so the studies can be replicated by someone else (Williams 2021). Moreover, quantitative research is often used to standardize data collection and generalize findings (Williams 2021). It creates a general understanding across different settings and populations (Bhandari 2023)

Population and Locale of the Study

This study was conducted in the different schools in the Philippines that are implementing the different BGBP programs. These schools are found in the Cordillera Administrative Region, Western Visayas, Central Visayas, and Davao Region. The respondents were 15 national and regional officers/administrators of the BGBP, 19 teachers who have taught BGBP for 3 to 5 years, 110 students from Grades 9, 10, 11, and 12, and the alumni who have gone through BGBP since their elementary years. In total, there were 144 respondents. All the respondents were chosen through a convenience sampling method.

Data Collection Instruments

The main instrument used in this study was a researcher-made survey questionnaire. The items were taken from the BGBP manual. The survey questionnaire was subjected to content validation by 4 teachers and one administrator who were all former officers of BGBP. Content validity evaluates how well an instrument covers all relevant parts of the construct it aims to measure (Nikolopoulou, 2023). To enrich the data that were elucidated from the questionnaire, interviews with some respondents were

done. Respondents further explained how the BGBP programs influenced their lives. They also explained the challenges they have encountered in the implementation of the BGBP programs and activities.

Data Collection Procedure

These are the procedures that helped the researcher collect the data for this research. First, a survey questionnaire to answer the extent of implementation and extent of influence of the BGBP programs was crafted and presented for validation and further approval. Secondly, a letter to the BGBP President to conduct the study was sought. After this, a letter to the principals of the schools where the data were gathered was given. The letter asked permission to conduct the study with their teachers and students. Upon approval, the questionnaires were given to the respondents to answer. A hard copy was given to those who were near or around the researcher’s area. For those who are in far places, the questionnaire was given to them through a Google Form. One-on-one interviews were also scheduled with some of the respondents to further clarify and confirm the quantitative and qualitative data gathered. Furthermore, the study guaranteed the anonymity of participants by not requiring them to indicate their names or any identifiable information as a way to guarantee the ethical standard of anonymity in social research. Respondents were assured of the confidentiality of all the answers they would be providing. The data that were gathered were not shared with unauthorized persons or with those who have no direct bearing on the study.

Treatment of Data

The quantitative data were collated and organized statistically. The statements of problem numbers 1 and 2 were analyzed by computing the mean scores. The extent of implementation was rated using a 4-point scale of agreement. The mean level of agreement was compared to the Likert scale range which implies the extent of implementation coded as Not Implemented (NI), Weakly Implemented (WI), Implemented (I), and Strongly Implemented (SI). Moreover, the extent of influence was also rated using the same 4-point scale of agreement. The mean level of agreement was compared to the Likert scale range which implies the extent of influence coded as Not Influential (NI), Weakly Influential (WI), Influential (I), and Strongly Influential (SI).

Likert Scale Range with the Extent of Implementation and its Implication

| Likert Scale Range | Level of Agreement | Implication |
|--------------------|--------------------|---------------------------|
| 1.00-1.75 | Strongly Disagree | Not Implemented (NI) |
| 1.76-2.50 | Disagree | Weakly Implemented (WI) |
| 2.51-3.25 | Agree | Implemented (I) |
| 3.26-4.00 | Strongly Agree | Strongly Implemented (SI) |

Likert Scale Range with the Extent of Influence and its Implication

| Likert Scale Range | Level of Agreement | Implication |
|--------------------|--------------------|---------------------------|
| 1.00-1.75 | Strongly Disagree | Not Influential (NI) |
| 1.76-2.50 | Disagree | Weakly Influential (WI) |
| 2.51-3.25 | Agree | Influential (I) |
| 3.26-4.00 | Strongly Agree | Strongly Influential (SI) |

Moreover, the data collected in the statement of problems number 3 and 4 were analyzed using the Kruskal-Wallis H Test. This is sometimes called the “one-way ANOVA on ranks”. It is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable (McClenaghan, 2023). Also, Post-Hoc Analysis specifically Dwass-Steel-Critchlow-Fligner Pairwise Comparison was used to test which pair of means are significantly different. In addition, this study used nonparametric statistics since the data were collected from a sample that does not follow a specific distribution. Furthermore, the qualitative data were organized and analyzed using thematic analysis. According to the article Teaching and Teacher Education, (2021), “A thematic analysis is “a method for identifying, analyzing, and reporting patterns (themes) within data” (Braun & Clarke, 2006). This helped the researcher closely examine the qualitative data and identify common themes from the responses that came up repeatedly.

Result and Discussions

This chapter contains a detailed presentation and discussion of data analysis and the results of this study. The findings are presented under the following major headings: the extent of the implementation of the BGBP programs, the extent of influence of the BGBP programs, differences in the extent of implementation of the BGBP programs, differences in the extent of influence of the BGBP program, benefits of the BGBP programs, and challenges in the implementation of the BGBP programs.

1. The Extent of Implementation of BGBP Programs

1.1 The 8-week program

Table 1. The Extent of Implementation of the BGBP 8-week Program

| The 8-Week Program | Ad- min | DE | Teac hers | DE | Stu- dents | DE | Mean SD=0.3 94 | DE |
|--|------------|----|--------------|----|---------------|----|----------------------|----|
| 1. The objectives of the program are communicated. | 3.80 | HI | 3.89 | HI | 3.39 | HI | 3.50 | HI |
| 2. Each lesson is presented in an engaging and dynamic manner. | 3.60 | HI | 3.79 | HI | 3.19 | I | 3.31 | HI |
| 3. The Word of God is evident in each lesson. | 3.80 | HI | 3.95 | HI | 3.19 | I | 3.35 | HI |
| 4. Activities involve collaboration and teamwork. | 3.80 | HI | 3.95 | HI | 3.43 | HI | 3.53 | HI |
| 5. All the lessons and skills learned are evaluated. | 3.20 | I | 3.42 | HI | 3.39 | HI | 3.37 | HI |
| Overall Mean | | | | | | | 3.50 | HI |

Table 1 illustrates the implementation level of the BGBP 8-week Program. Overall, respondents express a strong agreement that the program is highly implemented with the grand mean of 3.50. This implies that the program is being executed effectively and efficiently. It is successfully meeting its intended goals and objectives. Moreover, “activities involve collaboration and teamwork” is the aspect of the program with the highest mean of 3.53. It is notable that all the respondents (administrators, teachers, and students) share a consensus on the implementation of this aspect of the 8-week program. This

implies that the program's activities are done collaboratively fostering teamwork. It has effectively encouraged and facilitated cooperation. Hence, the respondents perceive this aspect as particularly well implemented, effective, and successful. The brigadiers most likely experienced and valued its benefits. Also, the high mean rating further highlights the significance of this aspect and its positive impact on the overall program experience. Miller (2024) discussed in his article that collaboration and teamwork are essential components in any program, as they foster communication, shared responsibility, and the pooling of diverse skills and perspectives. He further mentioned that it helps address challenges, identify opportunities, and ensure all stakeholders' needs and interests are considered. This collaboration likely contributed to the overall success of the 8-week program. On the other hand, “each lesson is presented engagingly and dynamically” is the aspect of the program that has the lowest mean, though it is still highly implemented. This implies that the lessons’ delivery and participants' engagement need improvement. This indicates that the activities given in the program are not as effectively designed to capture the interest and attention of the participants. This further shows an area for program implementors to look into. They can consider reviewing the program design and evaluating the content and delivery of the activities to ensure they are relevant, interactive, and engaging for the target participants. They can enhance facilitation skills by training facilitators, and incorporate diverse learning methods to cater to different learning styles and maintain brigadiers' interest. Also, a regular gathering of feedback from participants to understand their preferences and identify areas for improvement can help tailor the program to better meet their needs and expectations. Engaging and dynamic lessons and activities can significantly contribute to the success of learning (Douma, 2024). Also, Merriam et al., (2007) argue that engaging activities not only enhance learning but also contribute to the overall success of the program by fostering motivation, participation, and a sense of community among learners. In addition, this aspect together with the “The Word of God is evident in each lesson” has the lowest mean according to the students. These aspects have a mean of 3.19 which is interpreted as implemented. This implies that these aspects are not as fully implemented as the others. The students do not see it as strongly reinforced, practiced, or observed in the program. This also indicates that these aspects may not have been as effective or prioritized or these can be present in the program, but not impactful or engaging for the students.

1.2. The BGBP Enrollment Service

Table 2. The Extent of Implementation of the BGBP Enrollment Service

| Enrollment Service | Ad- min | DE | Teach- ers | DE | Students | DE | Mean SD=0.415 | DE |
|---|------------|----|---------------|----|----------|----|------------------|----|
| 1. The objectives of the program are communicated. | 3.80 | HI | 3.84 | HI | 3.33 | HI | 3.44 | HI |
| 2. The activity is done on an annual basis. | 3.40 | HI | 3.74 | HI | 3.37 | HI | 3.42 | HI |
| 3. The given format of the program is followed. | 3.60 | HI | 3.42 | HI | 3.26 | HI | 3.32 | HI |
| 4. Brigadiers memorize their declarations. | 3.20 | I | 3.16 | I | 2.98 | I | 3.03 | I |
| 5. Parents are encouraged to be part of the ceremony. | 3.60 | HI | 3.68 | HI | 2.93 | I | 3.10 | HI |

| | | | | | | | | |
|---|------|----|------|----|------|----|------|----|
| 6. There is a pass-in review of the brigadiers. | 4.00 | HI | 3.79 | HI | 3.63 | HI | 3.69 | HI |
| 7. The chaplain takes the lead during the enrollment service. | 4.00 | HI | 3.79 | HI | 3.51 | HI | 3.60 | HI |
| Overall Mean | | | | | | | 3.37 | HI |

Table 2 illustrates the extent of implementation of the enrollment service. Overall, respondents agree that the program is highly implemented with a grand mean of 3.37. This indicates that the program has been effectively put into practice and is being implemented as intended. This is well-executed with all the necessary parts in place to achieve its goals and objectives. Also, the result shows that the desired outcome of the program which is to formally recognize the brigadiers as they commit to be part of BGBP for the school year is most likely achieved. The highest overall mean among the different aspects of the program is the pass-in-review of the brigadiers. This implies that the pass-in-review is regarded by the respondents as well-executed and done excellently compared to the other aspects. This shows that this is the highlight of the program. This further indicates that those who are on top of this aspect are exerting much effort to achieve the best results or outcomes possible. On the other hand, the aspect of the program with the lowest mean is memorizing their declaration. The three groups of respondents have the same perception as simply “implemented”. This implies that this aspect is not as well-executed as the others or it is executed but not done excellently. This shows that this aspect needs to be evaluated further to identify the issues that need to be addressed.

1.3. The BGBP curriculum

Table 3. The Extent of Implementation of the BGBP Curriculum

| Curriculum and Lessons | Admin | DE | Teachers | DE | Students | DE | Mean | DE |
|--|-------|----|----------|----|----------|----|----------|----|
| | | | | | | | SD=0.426 | |
| 1. There is a prepared curriculum for each level. | 3.60 | HI | 3.79 | HI | 3.40 | HI | 3.47 | HI |
| 2. Every lesson is presented through the STAR Method. | 3.60 | HI | 3.74 | HI | 3.09 | I | 3.23 | I |
| 3. All lessons are presented in an engaging and dynamic manner. | 3.20 | I | 3.84 | HI | 3.23 | I | 3.31 | HI |
| 4. Activities are varied and challenging. | 3.20 | I | 3.63 | HI | 3.35 | HI | 3.38 | HI |
| 5. Officers handling the Teaching of each Program level are expected to be mature and Scripture-founded Christians. | 3.40 | HI | 3.83 | HI | 3.43 | HI | 3.48 | HI |
| 6. The officers review and study the program completely to have a good grasp of the lesson and know how to make it relevant to the learners. | 3.20 | I | 3.74 | HI | 3.28 | HI | 3.33 | HI |
| 7. The officers reinforce the four components that the program de- | 3.20 | I | 3.74 | HI | 3.35 | HI | 3.38 | HI |

| | | | | | | | | | |
|---|---------|----|------|----|---------|----|------|----|--|
| sires to develop in each lesson. | | | | | | | | | |
| 8. Students are required to bring their Bible and BGB Notebook in every meeting. | 4.00 | HI | 3.84 | HI | 3.60 | HI | 3.67 | HI | |
| 9. A badge work, an application of the lessons learned, is given to each brigadier after finishing the 4 lessons in each component. | 3.00(I) | I | 3.79 | HI | 3.22 | I | 3.27 | HI | |
| 10. A badge is given to the students who have completed their given badgework. | 3.20(I) | I | 3.74 | HI | 2.84 | I | 2.99 | I | |
| 11. A pin is given to students who have completed the whole curriculum during the school-end Recognition Day. | 3.40 | HI | 3.74 | HI | 3.12 | I | 3.23 | I | |
| 12. A number of merits (80) must be maintained to get a badge. | 3.60 | HI | 3.58 | HI | 3.10 | I | 3.22 | I | |
| 13. Attendance and participation of each brigadier during lessons are noted and given points. | 3.40 | HI | 3.74 | HI | 3.12(I) | I | 3.38 | HI | |
| Overall Mean | | | | | | | 3.33 | HI | |

Table 3 presents the extent of implementation of the BGBP curriculum. The overall mean, 3.33, shows that the respondents have a strong agreement that it is highly implemented. It implies that the BGBP curriculum is thoroughly followed and effectively put into practice by the officers who are in charge of teaching. This suggests that the content and method outlined in the curriculum are successfully done or integrated into the teaching and learning process. This also shows that the curriculum has an organized, well-defined structure with specific objectives, learning outcomes, and assessment criteria that teachers easily follow and execute. In addition, the curriculum is relevant to all the people involved. Amongst the different aspects of the curriculum, it is notable that “the brigadiers are required to bring their Bible and BGB notebook every meeting” is agreed by the three groups of respondents as highly implemented. The respondents see this aspect as the one that is well executed among all other aspects of the curriculum. This implies that the teachers strictly require the brigadiers to have their Bibles and notebooks in every meeting. This shows that the Bible is the basis and standard of the curriculum and all the other teachings and activities of BGBP. This result further shows that the curriculum reinforces the BGBP core values and beliefs. Additionally, this also implies that BGBP emphasizes the importance of note-taking and active engagement during meetings. This shows that the notebook is seen as a tool for the brigadiers to organize their thoughts, take note of the lesson they have learned, and write their reflections. This also ensures that they stay on track and follow through with assigned tasks. However, it is also noted that “a badge is given to the students who have completed their given badge work” has the lowest mean. This implies that this aspect is not being fully or effectively carried out. This indicates that the implementors have not fully optimized or maximized the potential benefits of this particular feature of the curriculum. This also indicates that the program is not providing adequate recognition and appreciation to the

brigadiers who successfully complete their badge work. This could potentially lower their motivation and engagement in the program. The rating further shows the need for improvement or closer attention to this aspect and ensures that the badge system is properly implemented and recognized. Implementors can consider reevaluating the badge system of the curriculum and make necessary adjustments to maximize its benefits for students.

In conclusion, all the respondents strongly agree that the BGBP curriculum is highly implemented. However, there were noted differences of perceptions in the different aspects of the curriculum. This is because of the different roles the respondents play in the curriculum. Considering the areas administrators rated as implemented but not highly implemented, these are all observed during the teaching of the lessons which they do not see. Moreover, the main implementors of the curriculum are the teachers. Looking at their feedback, it shows that they strongly implement all the identified areas. Considering the perspective of the students who are the recipients of the program, 8 out of 13 aspects are rated as simply “implemented”. These are aspects that the administrators and teachers have to look into and do the needed troubleshooting. This further implies that the officers who are in charge of the training of the teachers must give more intentional training specifically in the delivery of the lessons. Because of the high turnover of teachers (Wang, 2019 and Baker, 2021), some of the teachers teaching the curriculum are new and were only equipped during the 1 or 2 days BOTC. Their performance as evaluated by the students show that the duration of training given is not enough for them to fully understand their roles and responsibilities as officers as well as the pedagogies of teaching BGB, thus, they are not confident in teaching it. As some student respondents mentioned, “Teachers need to be more trained and qualified to be able to connect with the students properly and properly teach them the lessons and commands”. Another also said, “Students had a hard time enjoying and cooperating in the BGB programs if the officers themselves seem not to know what to do or are not doing correctly. It is imperative that the teachers clearly understand their roles as BGBP Officers. They are the Models, Mentors, and Multipliers (BGBP Manual, pg.37-38). In addition, their qualifications are a growing Christian, desiring to invest in the lives of the youth, committed to the BGBP Vision-Mission, with leadership qualities, and a teachable heart (BGB Manual, pg. 34). Officers handling the teaching of each program level are expected to be mature and Scripture-founded Christian (BGBP Manual, pg.62) If they do not meet such qualifications, teachers will end up simply finishing the curriculum with the students just like another regular subject. Furthermore, these results also imply that administrators or the BGB Captain must consider devising a monitoring or evaluation tool to be used for the program. This is to ensure that the goals of BGB through its curriculum are attained. Another area obviously noted as merely implemented by the students is the badgework and earning a badge. The implementors are giving badgework but students do not see it as one. This implies that implementors must consider giving a badgework that the students would find more challenging and meaningful as an application of the lessons they have learned. Moreover, BGBP pins have not been consistently given due to a lack of supply and also the finances needed for it.

1.4. The BGBP Drills

Table 4. The Extent of Implementation of the BGBP Drills

| Drills | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.453 | DE |
|---------------------------------------|-------|----|----------|----|----------|----|------------------|----|
| 1.The objectives of having drills are | 3.80 | HI | 3.74 | HI | 3.28 | HI | 3.40 | HI |

| | | | | | | | | |
|--|------|----|------|----|------|----|------|----|
| communicated. | | | | | | | | |
| 2. There is an allotted time for drills at every meeting. | 3.80 | HI | 3.84 | HI | 3.48 | HI | 3.56 | HI |
| 3. The teachers are trained to execute drills and give the commands properly to the brigadiers. | 3.60 | HI | 3.53 | HI | 2.99 | I | 3.13 | I |
| 4. The brigadiers are trained to respond correctly and promptly to the given commands. | 3.60 | HI | 3.68 | HI | 3.39 | HI | 3.45 | HI |
| 5. The brigadiers learn to move in a disciplined and synchronized manner in a squad, platoon, and company. | 3.60 | HI | 3.79 | HI | 3.29 | HI | 3.39 | HI |
| 6. Obedience, discipline, self-control, physical bearing, and concentration are reinforced during drills. | 3.80 | HI | 3.89 | HI | 3.39 | HI | 3.50 | HI |
| 7. The Young Leaders are trained and exposed to exercise their natural leadership skills during drills and activities. | 3.60 | HI | 3.89 | HI | 3.48 | HI | 3.55 | HI |
| 8. Inspection is done during drills. Inspection includes proper wearing of uniform and checking the materials to be brought. | 3.80 | HI | 3.84 | HI | 3.33 | HI | 3.62 | HI |
| 9. Squad/Platoon leaders are trained on how to execute inspection and impose merits/demerits objectively. | 3.40 | HI | 3.84 | HI | 3.33 | HI | 3.40 | HI |
| Overall Mean | | | | | | | 3.45 | HI |

Table 4 presents the extent of implementation of the BGBP drills. Overall, the implementation is deemed to be high with a grand mean of 3.45. It implies that this program is well executed and effectively carried out. The officers responsible for carrying out the drills, as well as the brigadiers who experience or participate in drills, believe that these are effectively and rigorously executed. The high implementation indicates that the drills are a significant part of the BGBP's training and discipline, and the implementors and participants take them seriously. This shows that BGBP puts importance on maintaining order, discipline, and teamwork within the organization. The aspect of the program with the highest mean of 3.62 is the inspection. Inspection is done during drills and it includes the proper wearing of uniform and checking the materials to be brought (BGBP Manual). This implies that inspection is being carried out effectively and thoroughly during drills. This indicates that the officers are following the necessary protocols or the set standards during drills. Moreover, it shows that inspections play a crucial role in ensuring discipline, uniformity, and preparedness among the brigadiers. The feedback further highlights the significance of inspection in maintaining high standards of appearance, organization, and readiness. It reinforces the importance of adhering to protocols and fostering a sense of responsibility and pride among the brigadiers. On the contrary, the aspect of the drills with the lowest

mean is “the teachers are trained to execute drills and give the commands properly to the brigadiers”. Its mean is 3.13 which is interpreted as merely implemented. This implies that this aspect is only executed to a basic level or its implementation is considered to be at a relatively lower level compared to other aspects. This shows some concerns or room for improvement in the training and preparedness of the teachers to effectively carry out drills and provide clear commands to the brigadiers. This could potentially affect the overall effectiveness and efficiency of the drills, as well as the confidence and performance of the brigadiers who rely on clear and accurate commands from their officers. This result is consistent with some of the answers of the brigadiers on the question about the challenges they experienced. Some students mentioned that “Teachers need to be more trained to be able to teach them the lessons and commands properly”. They have observed that their teachers are not so equipped to execute and give commands. The BGB Captains may consider more intentional training on drills especially for the new officers to ensure a satisfactory degree of proficiency in executing or giving commands. The success of drills in a company is dependent on the quality of the command, the ability and competence of the leader, and the enthusiasm of the brigadiers (BGBP Manual, pg. 31). The performance of the teachers has a direct correlation with the student’s performance (Padmini, 2016). Moreover, this aspect has the lowest mean under teachers’ responses which also validates that the teachers themselves find the training given to them not enough to make them confidently execute drills and give commands to the brigadiers. In conclusion, the BGBP Drills are deemed to be high in implementation as perceived by the respondents. All expected aspects of drills were strongly implemented except the item that the “teachers are trained to execute drills and give the commands properly.” Also, the BGB drill is a platform for developing the leadership skills of the brigadiers. This further shows that BGBP is committed to training and mentoring their brigadiers to become servant leaders.

E. The BGBP Camps

Table 5. The Extent of Implementation of the BGBP Camps

| Camps | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.436 | DE |
|------------------|-------|----|----------|----|----------|----|------------------|----|
| 1. School Camp | 3.56 | HI | 3.81 | HI | 3.25 | HI | 3.54 | HI |
| 2. Lead Camp | 3.64 | HI | 3.77 | HI | 3.49 | HI | 3.63 | HI |
| 3. Serve Camp | 3.53 | HI | 3.71 | HI | 3.41 | HI | 3.55 | HI |
| 4. National camp | 3.80 | HI | 3.65 | HI | 3.51 | HI | 3.65 | HI |
| Overall Mean | 3.63 | HI | 3.73 | HI | 3.41 | HI | 3.59 | HI |

Table 5 reveals the extent of implementation of BGBP camps. Overall, respondents strongly agree that the details on the Company camps, L.E.A.D. Camps, SERVE Camps, and National Camps were highly implemented with a mean of 3.39. This implies that the camps are well-planned and excellently carried out. The camps have clear goals and objectives that were attained. The set standards and protocols such as activities to be done, safety measures, and logistics are being followed ensuring safe and meaningful learning experiences for the people who are involved in it.

All camps were noted as strongly implemented. However, among them, the National Camp was shown to be well-executed having the highest mean of 3.65. This further implies that the National camp has a higher standard of implementation. This is meticulously planned, rigorously executed, and carefully monitored to ensure a higher level of quality outcome. Also, this has a comprehensive program that

offers valuable learning experiences for the teachers and brigadiers. The people involved in its planning and execution adhere to a high standard and are committed to excellence, providing a learning experience with a high level of quality to the brigadiers. This also indicates that the brigadiers who have attended this camp are equipped and empowered with the skills and characteristics they need as servant leaders in their respective schools.

However, the school camp has the lowest mean of 3.54 among all the camps. Though it is still seen as strongly implemented, it has the lowest average performance compared to all the other camps. It implies that despite all the effort put into its organization, there are some areas that need improvement to enhance the overall experience of the brigadiers. This shows that the officers need to challenge themselves and level up the quality of the implementation of their school camp. Additionally, school camps serve as a training ground for young leaders. Hence, it is suggested that the officers must strictly adhere to the standard of its implementation to ensure its quality. Furthermore, according to the detailed evaluation of the respondents on school camps. The administrators and teachers say that the aspect “young leaders facilitate during the camp”, is an area that needs improvement. This implies that the young leaders are not yet given the full authority to facilitate the camp. This indicates that they are not yet ready for the task or teachers do not want to compromise quality thus, they do not let all of them fully facilitate. This further shows the rigorous training and mentoring of the young leaders and the commitment of the teachers to train and mentor them.

One of the leadership camps of BGBP is the L.E.A.D. camp. Table 21 presents a detailed evaluation of the LEAD camps. The camp has an overall mean of 3.63 which means it is highly implemented. This implies that this camp is well-planned, well-organized, and well-executed according to its intended purpose and objectives. This shows the commitment of implementors to provide meaningful learning experiences to all the brigadiers. This also shows their collaborative effort in preparing all the varied lessons and activities of the camp. However, the aspect of the camp with the lowest means is “learning swimming survival skills”. Teachers and students see it as being carried out but need improvement. This indicates that there are areas of this aspect that need to work on for a better outcome. Some factors affecting the implementation of these aspects are parent’s consent and financial constraints.

Another interesting leadership camp of BGBP is the S.E.R.V.E. camp although this camp is limited only to the young leaders. The high result implies that the SERVE camp has a higher level of quality. This is an avenue for young leaders to be equipped and empowered as leaders. It is meant to enhance their leadership skills. The high result further shows the commitment of the BGB to raise young servant leaders not only for their school but for the community and the country. However, the lowest mean in their evaluation is 3.31 and these are the aspects “YLs are challenged to mentor someone.” and “YLs will go for community service and outreach.”. The interpretation of the mean is still strongly implemented, however, having the lowest mean among others shows that these are areas to consider and improve as they have the potential to affect the overall outcome of the camp. This also indicates that the challenge or opportunity given to them to mentor may not suffice and that they need to be more exposed to community service.

2. Extent of Influence of the BGBP Programs

2.1 The BGBP 8-week Program

Table 6. The extent of influence of the BGBP 8-Week Program

| The 8-week program of BGBP helped me... | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.532 | DE |
|--|-------|----|----------|----|----------|----|---------------|----|
| 1.Be knowledgeable about the organization, its history, mission and vision, and its other fundamentals | 4.00 | HI | 3.89 | HI | 3.53 | HI | 3.71 | HI |
| 2.Grasp the core values of BGB by heart so that I may live the motto | 4.00 | HI | 3.95 | HI | 3.38 | HI | 3.52 | HI |
| 3.Be reminded of my duties and responsibilities as brigadier | 4.00 | HI | 3.89 | HI | 3.42 | HI | 3.54 | HI |
| 4.Be reminded to obey the policies with a joyful spirit | 4.00 | HI | 3.89 | HI | 3.39 | HI | 3.52 | HI |
| 5.Be more confident as a brigadier. | 4.00 | HI | 3.89 | HI | 3.30 | HI | 3.45 | HI |
| Overall Mean | | | | | | | 3.51 | HI |

Table 6 presents the extent of influence of the 8-week program of BGBP. Overall, respondents express a strong agreement regarding the influence of the 8-week program. It has a grand mean of 3.51 which is described as highly influential. The high result implies that the program successfully educated them about the organization's history, mission, vision, and fundamentals. This helped them understand the core values of BGBP, live up to the motto, understand their duties and responsibilities, follow policies with a positive attitude, and ultimately boost their confidence as brigadiers. In addition, the strong influence also shows that the program is well-implemented. This validates the general view of the respondent on the extent of the implementation of the program which is highly implemented. As Durlak (2008) discussed that the level of implementation achieved is an important determinant of program outcomes. On the other hand, the aspect "Be more confident as a brigadier" has the lowest mean of 3.30. This score though is still high and is interpreted as highly influential implies that the 8-week program is not enough to make the brigadiers confident enough to say that they know BGBP very well. This can be one of the reasons why this is done annually at the start of the school year for all brigadiers. In summary, the 8-week program sets the standard of BGBP. It is strongly influential to the administrators, teachers, and students. It has a profound effect on them and on their roles and responsibilities. It helped them have a comprehensive understanding of the fundamentals of BGBP.

2.2. The BGBP Enrollment Service

Table 7. The extent of influence of the BGBP enrollment service

| Enrollment Service helped me | Admin | DE | Teachers | DE | Students | DE | Mean SD=602 | DE |
|--|-------|----|----------|----|----------|----|-------------|----|
| 1.Memorize and say my declaration wholeheartedly | 3.36 | HI | 3.68 | HI | 3.21 | I | 3.31 | HI |
| 2.Renew my commitment as a brigadier/ officer. | 3.80 | HI | 3.84 | HI | 3.27 | HI | 3.40 | HI |
| 3.Exercise my leadership skill | 3.80 | HI | 3.89 | HI | 3.25 | I | 3.40 | HI |

| | | | | | | | | |
|---|------|----|------|----|------|---|------|----|
| 4. Boosted my confidence as a brigadier | 4.00 | HI | 3.90 | HI | 3.17 | I | 3.55 | HI |
| Overall Mean | | | | | | | 3.37 | HI |

Table 7 illustrates the extent of influence of the BGBP Enrollment Service. The high overall mean of 3.37 implies that the enrollment service is effective and has a great impact on the lives of the respondents. This has shaped their beliefs and affected their perspectives about BGBP. This has set a trend or a standard for the schools. The results show that the intended goals and objectives of the program were achieved. This also indicates the strong collaboration between the officers making the program meaningful to all who are involved. In addition, the respondents say that the most influential aspect of BGBP enrollment service to them is “it boosted their confidence as a brigadier”. This aspect has the highest mean of 3.55 which is interpreted as highly influential. This result implies that respondents are more confident of themselves as members of the organization after the enrollment service. It allows them to feel that they belong. This also shows that the activities within the program are relevant, greatly contributing to making them feel confident as a part of the organization. On the contrary, the aspect with the lowest mean is “Memorizing my declaration wholeheartedly”. It has a mean of 3.31 which is described as strongly implemented. It is further noted that this aspect has the lowest mean according to the rating of all the respondents. This implies that memorizing the declaration is not so significant for them. This result also validates the extent of its implementation. It was seen that this aspect is merely “implemented” hence, the influence of it on the brigadiers is lower than the others.

C. The BGBP Curriculum

Table 8 shows the extent of influence of the BGBP curriculum. Overall, the curriculum is highly influential with the mean of 3.49. This implies that in a general consensus of the respondents, the curriculum has a great significance on them. The curriculum is making a meaningful difference in the lives of the officers and brigadiers, shaping their opinions and beliefs. This helps them be grounded in their faith, develop their skills, and gain more knowledge. This further indicates that the curriculum’s intended goals and objectives are attained. This also shows that BGBP has a very effective curriculum aligned with its vision and mission, making a difference in the lives of all those who are involved in it. Furthermore, it is notable that the aspect “Reminded me to be a good steward of my environment.” has

Table 8. The extent of influence of the BGBP curriculum

| Curriculum | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.540 | DE |
|---|-------|----|----------|----|----------|----|------------------|----|
| 1. Lead me to know my Creator | 4.00 | HI | 3.89 | HI | 3.50 | HI | 3.60 | HI |
| 2. Helped nurture my relationship with God. | 4.00 | HI | 3.89 | HI | 3.48 | HI | 3.59 | HI |
| 3. Taught me to be a servant leader | 4.00 | HI | 3.89 | HI | 3.46 | HI | 3.58 | HI |
| 4. Reminded me to be a good steward of my environment. | 4.00 | HI | 3.89 | HI | 3.53 | HI | 3.63 | HI |
| 5. An avenue where I can express my thoughts and ask questions to my teacher. | 4.00 | HI | 3.79 | HI | 3.22 | I | 3.38 | HI |
| 6. I am challenged to step up in all | 4.00 | HI | 3.84 | HI | 3.26 | HI | 3.41 | HI |

| | | | | | | | | |
|---|------|----|------|----|------|----|------|----|
| areas and lead | | | | | | | | |
| 7.Widened my interest | 4.00 | HI | 3.79 | HI | 3.40 | HI | 3.38 | HI |
| 8.Value myself as God’s precious possession | 4.00 | HI | 3.95 | HI | 3.19 | I | 3.5 | HI |
| 9.Developed my physical and social skills | 4.00 | HI | 3.74 | HI | 3.28 | HI | 3.42 | HI |
| 10. Developed my talents and skills | 4.00 | HI | 3.84 | HI | 3.35 | HI | 3.37 | HI |
| Overall Mean | | | | | | | 3.49 | HI |

the highest mean of 3.63 which is described as “strongly influential”. This implies that the respondents find the lessons and activities on stewardship of their environment more relevant and impactful for them. They find the activities such as community service, clean-up drives, tree planting, recycling, and others (BGBP Manual) more meaningful and have made a difference in their lives. This result further indicates that the BGBP curriculum develops responsible citizens who love and take care of their environment. Conversely, the aspect of the curriculum with the lowest mean, 3.37, is “Developed my talents and skills” though this is still interpreted as strongly influential. This implies that the curriculum has still a significant positive impact on the development of the talents and skills of the brigadiers. However, it may not be as strong or impactful as the other aspects. This shows that some areas related to this particular aspect need to be improved to make it more influential. Also, looking at the perceptions of the students, there are two aspects with a mean that is interpreted as merely “implemented”. These are “Value myself as God’s precious possession” and “An avenue where I can express my thoughts and ask questions to my teacher.” These show that the brigadiers see the impact of these aspects of the curriculum as not so significant to them compared to the others. These imply that the curriculum helps them see themselves as worthy, precious God’s possession and serves as an avenue for them to express their thoughts and ideas, however to a certain limit only. These further shows the areas that need to be checked for it to be more impactful to the brigadiers. On the area of valuing themselves as God’s possession, students do not perceive the same level of influence as administrators and teachers in this aspect as they are still in the process of developing their self-concept and do not yet fully understand the importance of this aspect (Erikson, 1968). This is further explained by the theory of Erickson on self-concept and his study on Identity: Youth and crisis. Furthermore, this is further supported by the challenges the students’ mentioned in the qualitative part of this study. Many student respondents mentioned about feelings of insecurity, anxious about themselves, and having no confidence at all. This implies that BGB must continue to be more intentional in directing brigadiers to develop their identity in Christ.

D. The BGBP Drills

Table 9 shows the extent of influence of the BGBP drills. As perceived by the respondents, all expected aspects of Drills were highly influential with the mean of 3.55. This implies that the goals and objectives of the drills were achieved. The drills are making a significant and powerful impact on the lives of those who are involved in it. It helps them develop their skills, especially in the physical aspect. Furthermore, it is noted that the aspect with the highest mean is “Helped me maintain personal hygiene and good grooming.” This is the most influential part of the program for all the respondents. This shows that BGBP reinforces or puts greater emphasis on personal hygiene and good grooming during drills.

Table 9. The Extent of Influence of the BGBP Drills

| Drills | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.507 | SI |
|---|-------|----|----------|----|----------|----|------------------|----|
| 1.Taught me to submit to authority | 4.00 | HI | 3.79 | HI | 3.48 | HI | 3.58 | HI |
| 2.Helped me maintain good discipline, conduct, and cooperation at all times | 4.00 | HI | 3.79 | HI | 3.48 | HI | 3.58 | HI |
| 3.Helped me maintain personal hygiene and good grooming | 4.00 | HI | 3.89 | HI | 3.49 | HI | 3.60 | HI |
| 4.Helped me respond promptly to all commands | 4.00 | HI | 3.68 | HI | 3.46 | HI | 3.55 | HI |
| 5.Developed the habit of obedience, discipline, self-control, self-respect, concentration, and physical bearing | 4.00 | HI | 3.79 | HI | 3.42 | HI | 3.53 | HI |
| 6.Developed my leadership skills | 4.00 | HI | 3.74 | HI | 3.35 | HI | 3.47 | HI |
| Overall Mean | | | | | | | 3.55 | HI |

This is done during the inspection where everyone is intentionally checked from their haircut, nails, accessories, proper wearing of uniforms, and others. This shows that the officers had been consistently reinforcing this part of the drill. This high result also indicates that BGBP cares about the health and wellness of its recipients. On the contrary, the lowest mean is 3.47 which is the aspect “Developed my leadership skills” although the descriptive equivalent still says “highly influential”. This implies that the drill is still a great avenue especially for the officers and brigadiers to develop their leadership skills. However, this also shows a need for improvement. This indicates the need to open more opportunities for the officers and brigadiers to develop their leadership through drills. In summary, these positive results of the evaluation of BGBP drills further indicates that this is a great program, making a meaningful impact on all its recipients regardless of position. It helps them submit to authority, and maintain discipline, personal hygiene, obedience, self-control, and develop their leadership skills.

E. The BGBP Camps

Table 10. The Extent of Influence of the BGBP Camps

| Camps helped me... | Admin | DE | Teachers | DE | Students | DE | Mean SD=0.461 | DE |
|---|-------|----|----------|----|----------|----|------------------|----|
| 1. Taught me to become a servant leader | 4.00 | HI | 3.89 | HI | 3.32 | HI | 3.47 | HI |
| 2. Developed my leadership skills | 4.00 | HI | 3.89 | HI | 3.35 | HI | 3.49 | HI |
| 3. Boosted my self-confidence | 4.00 | HI | 3.89 | HI | 3.22 | HI | 3.39 | HI |
| 4. Taught me to overcome discomfort, share tents with other campers, and respect one another. | 4.00 | HI | 3.89 | HI | 3.36 | HI | 3.50 | HI |
| 5. Taught me to be independent | 3.80 | HI | 3.89 | HI | 3.43 | HI | 3.50 | HI |
| 6. Learned varied skills and lessons | 3.80 | HI | 3.89 | HI | 3.45 | HI | 3.53 | HI |

| | | | | | | | | |
|---|------|----|------|----|------|----|------|----|
| 7. Taught me teamwork in all the activities | 4.00 | HI | 3.89 | HI | 3.36 | HI | 3.54 | HI |
| 8. Taught me knot tying, tent pitching, cooking, and other survival skills. | 3.80 | HI | 3.89 | HI | 3.36 | HI | 3.41 | HI |
| 9. Learned First aid from experts | 3.80 | HI | 3.95 | HI | 3.38 | HI | 3.36 | HI |
| 10. Learned to work and serve one another | 3.80 | HI | 3.95 | HI | 2.99 | I | 3.52 | HI |
| 11. Learned to read maps and compass navigation | 3.80 | HI | 3.95 | HI | 2.95 | I | 3.20 | I |
| 12. Learned swimming survival skills | 3.80 | HI | 3.95 | HI | 3.19 | I | 3.17 | I |
| 13. Learned to go out of my comfort zone to reach out to other young people | 3.80 | HI | 3.95 | HI | 3.30 | I | 3.35 | HI |
| 14. Challenged to sacrifice myself for another's sake | 3.80 | HI | 3.95 | HI | 3.27 | HI | 3.42 | HI |
| 15. Learned to mentor the younger ones | 3.80 | HI | 3.89 | HI | 3.36 | HI | 3.44 | HI |
| 16. Learned to serve the community | 3.87 | HI | 3.78 | HI | 3.28 | HI | 3.48 | HI |
| 17. Challenged to grow in my relationship with others | 3.87 | HI | 3.78 | HI | 3.28 | HI | 3.41 | HI |
| Overall Mean | | | | | | | 3.42 | HI |

Table 10 reveals the extent of the influence of the BGBP camps. The overall mean is 3.42 which has a descriptive equivalent of highly influential. This implies that the camps are relevant, meeting the needs of all those who are involved in them. The camps have contributed to their growth, development of their skills, or to their roles and responsibilities. Camps have made a meaningful difference in their lives, influencing their beliefs and perspectives. This high result indicates that the intended purpose and objectives of the camps are attained. The implementors who are organizing the camps are doing a great job, as the recipients find it highly influential. The aspect of the camps with the highest mean of 3.54 is “Taught me teamwork in all activities”. This implies that the recipients find the activities of the camps that involve teamwork more meaningful for them. As Khawama et.al., (2017) working on a team benefits the individual on a personal level as it fulfills especially their social needs. Teamwork is one of the 21st-century skills. The high result on the influence of teamwork shows that BGBP camps are developing or reinforcing such 21st-century skills. Conversely, the aspect with the lowest mean is “Learned swimming survival skills”. It has a mean of 3.17 which is interpreted as merely “influential”. This implies that learning swimming survival skills is not as significant to them compared to their other aspect. Although, having the rating of influential still shows that this aspect has somehow impacted the recipients to some extent. Aside from this aspect, there is also one that is noted as “influential”. This is “learned to read maps and compass navigation” which is one of the most important skills that BGBP desires to develop. These results are consistent with what is noted in its extent of implementation. Quoting one of the responses of the teachers mentioned during the interview “Some factors that have

limited its implementation were finances, availability of materials and trained personnel, and parents' support in allowing their children to go to camps". Students find it not strongly implemented thus, not strongly influential to them as well. This observation on this aspect shows this could be the potential reason for its lower level of influence. In summary, respondents strongly agree that the camps were strongly influential to them. This clearly shows that camps are beneficial to all the people involved in many ways regardless of roles or position. Hence, BGBP must continue to organize camps for its brigadiers as it reinforces many skills that classroom settings cannot sometimes provide.

3. Differences in the Extent of Implementation

Table 11. Differences in the Extent of Implementation of the BGBP Programs

| BGB Programs | Administrator | Teacher | Student | H | P |
|---------------------------|--------------------|--------------------|-------------------|----------|--------|
| | Mean | Mean | Mean | | |
| 1. 8-Week Program | 3.64 ^{ab} | 3.80 ^a | 3.43 ^b | 16.58*** | <0.001 |
| 2. Enrollment Service | 3.66 ^a | 3.63 ^a | 3.29 ^b | 24.46*** | <0.001 |
| 3. Curriculum and Lessons | 3.38 ^{ab} | 3.75 ^a | 3.25 ^b | 22.37*** | <0.001 |
| 4. Drills | 3.67 ^a | 3.79 ^a | 3.36 ^b | 20.37*** | <0.001 |
| 5. Camp | 3.63 ^a | 3.77 ^{ab} | 3.29 ^b | 23.97*** | <0.001 |
| Grand Mean | 3.93 ^a | 3.75 ^a | 3.32 ^b | 52.4*** | <0.001 |

Legend:

p>0.05 not significant p<0.05 *significant p<0.01**very significant P<0.001 *** highly significant

Table 11 reveals the difference in the perception of the administrators, teachers, and students regarding the extent of implementation of the BGBP. Kruskal Wallis Test was used at a 5% level of significance. The p-value greater than 0.05 implies no significant difference while less than 0.05 would mean significant difference. Post-Hoc Analysis specifically the Dwass-Steel-Critchlow-Fligner Pairwise Comparison was used to test which pair of means are significantly different.

Overall, the extent of implementation of the different BGBP programs as perceived by the administrators, teachers, and students are significantly different (H (2, n = 144) = 52.4, p <0.001). The pairs that are mostly with significant differences according to post hoc analysis are the perceptions between administrators and students and between teachers and students. This implies that the administrators and teachers see the extent of implementation of the BGBP programs differently from the students.

This is explained by the different roles of the respondents in the programs. The administrators and teachers are the implementors of the programs while the students are the recipients. The varying levels of involvement and expectations associated with each role can lead to unique perspectives on the program's implementation. The similar perception of the administrators and teachers further implies that they are both strongly involved in the implementation of the programs, they have the same understanding of the goals and objectives of the programs and they are accomplishing them together. Such strong partnerships between administrators and teachers help improve student achievement (Rubinstein and McCarthy, 2014) and have a positive impact on students (O'Brien, 2014).

Students, on the other hand, are the primary recipients of the program. Their perspectives on the implementation of the programs differ in some aspects from the administrators and teachers. Louis et.al (2008) said, these may be influenced by some factors such as the program's relevance to their needs, the

clarity of its objectives, and the extent to which they perceive the program as beneficial to their learning and personal development. In addition, students may also consider the program's accessibility, the quality of instruction, and the level of engagement and support they receive from teachers and peers (Hagreaves et.al 1996). This is supported by the study of Kurniawan, (2015) who mentioned that learners tend to see or perceive the same thing differently. Their different perceptions are caused or affected by many factors including internal such as thoughts, feelings, willingness, needs, motivation, and attention, and external such as stimulus, environment culture, and beliefs (Walgito, 2001 cited by Kurniawan, 2015). This further shows that in BGBP, there are distinct roles and responsibilities of the people involved and each one is doing its part. There is no overlapping of roles and responsibilities.

4. Differences in the Extent of Influence

Table 12. Differences in the Extent of Influence of the BGBP Programs

| BGB Programs | Administrator | Teacher | Student | H | P |
|---------------------------|-------------------|-------------------|-------------------|---------|--------|
| | Mean | Mean | Mean | | |
| 1. 8-Week Program | 4.00 ^a | 3.91 ^a | 3.38 ^b | 35.9*** | <0.001 |
| 2. Enrollment Service | 3.80 ^a | 3.83 ^a | 3.23 ^b | 28.7*** | <0.001 |
| 3. Curriculum and Lessons | 4.00 ^a | 3.84 ^a | 3.35 ^b | 37.5*** | <0.001 |
| 4. Drills | 4.00 ^a | 3.78 ^a | 3.45 ^b | 24.0*** | <0.001 |
| 5. Camp | 3.63 ^a | 3.77 ^a | 3.29 ^b | 24.1*** | <0.001 |
| Grand Mean | 3.93 ^a | 3.82 ^a | 3.34 ^b | 36.3*** | <0.001 |

Legend:

p>0.05 not significant
highly significant

p<0.05 *significant

p<0.01 **very significant

P<0.001 ***

Table 12 reveals the difference in the perception of the administrators, teachers, and students regarding the extent of influence of the BGBP and Activities. Kruskal Wallis Test was used at a 5% level of significance. The p-value greater than 0.05 implies no significant difference while less than 0.05 would mean significant difference. Post-hoc analysis specifically Dwass-Steel-Critchlow-Fligner Pairwise Comparison was used to test which pair of means are significantly different.

Overall, the extent of influence of the different BGBP programs as perceived by the administrators, teachers, and students is highly significant ($H(2, n = 144) = 36.3, p < 0.001$). The pairs that are mostly with significant differences according to post hoc analysis are the perceptions between administrators and students and between teachers and students. There is no significant difference in the perception of administrators and teachers. This implies that the different BGBP Programs have a different level of influence between the respondents.

The results show that implementors (administrators and teachers) wholeheartedly understand the mission, vision, goals, and objectives of BGBP. They strongly agree with the goals of each program. They themselves have experienced its benefits such as changes in their beliefs and attitudes, skill development, professional growth, collaboration, and teamwork. In short, they are experiencing what they are teaching. As a result, they claim that BGBP programs are all influential to them, leaving a positive impact on the lives of their students.

On the other hand, student respondents see the influence of the BGBP programs differently. Their general view on the extent of influence of the BGBP programs on them is also highly influential

however, there are some aspects that they see as merely “influential”. It is a positive view however; it can be leveled up. As the recipient of the programs, they directly experience the impact of these programs. This further implies that the passing on of implementors is not yet in full blast. Several studies concluded that inadequate training and support given to implementers are significant barriers to passing on the benefits of the program to the learners (Guskey, 2000; Desimone 2009; Darling-Hammond, 2017). Implementers of programs may feel the full benefit of it but struggle to pass it on to learners due to some factors. This can be because of inadequate training and support. Implementers may not have the necessary skills, knowledge, and resources to deliver the programs effectively to the learners.

Another factor to take note of is the lack of motivation and engagement. Implementers may be motivated by the program's benefit but struggle to engage the learners. In the book of Hargreaves and Fullan (2012), they argued that when teachers are engaged and motivated, they are more likely to pass on the benefits of the program to learners. One more factor to consider is limited resources. The study of Desimone et.al., (2003) highlights the importance of providing resources to support the implementation of programs. With these findings supported by research, it is suggested that BGBP will continue to organize training to equip and empower the administrators and teachers until they will overflow to the brigadiers. Implementors are challenged to continue to excel more in the roles and responsibilities to strongly influence their brigadiers.

5. Benefits of BGBP Programs

Table 13. The Benefits of BGBP Programs

| Benefits of BGBP | Frequency Count | Percentage | Rank |
|---|-----------------|------------|------|
| 1. Spiritual growth | 132 | 91.03% | 1 |
| 2. Learned to live and lead for Christ | 130 | 89.66% | 2 |
| 3. Learned and developed servant leadership | 120 | 82.76% | 4 |
| 4. Developed physical skills | 110 | 75.86% | 8 |
| 5. Learned to take care of myself | 112 | 77.24% | 7 |
| 6. Cultivated meaningful pursuits | 79 | 54.48% | 13 |
| 7. Learned first aid skills, orienteering skills, survival skills, and swimming skills | 94 | 64.83% | 12 |
| 8. Widened my interest | 77 | 53.10% | 14 |
| 9. Promotes habits of obedience and discipline | 123 | 84.83% | 3 |
| 10. Learned to understand myself in relation to others. | 97 | 66.90% | 11 |
| 11. Learned to be at service at home, church, in the community, in the country, and in the world. | 98 | 67.59% | 10 |
| 12. Developed leadership skills | 116 | 80.00% | 6 |
| 13. Model of good conduct and behavior | 117 | 80.69% | 5 |
| 14. Developed environmental awareness as a social responsibility | 100 | 68.97% | 9 |

Table 13 shows the benefits of the BGBP programs along with the frequency count and percentage of the respondents who acknowledged each benefit. The top three most common benefits cited by the respondents among the various benefits are spiritual growth, learning to live and lead for Christ, and

learned and developed leadership skills. The number 1 benefit of BGBP is spiritual growth. There are 132 respondents (91.03%) reporting experiencing spiritual growth as a result of their participation in the BGBP programs. It is a significant aspect of personal development that many respondents evidently found value in through the program. The second most reported benefit is learning to live and lead for Christ, with 130 participants (89.66%) acknowledging this positive transformation in their lives. This suggests that the programs of BGBP played a role in nurturing a deeper understanding of faith and leadership rooted in Christian principles among the respondents. These top two most cited further indicate that the BGBP program has a strong focus on fostering the spiritual development of its members. This is supported by the responses of the brigadiers during the random interviews done in the Sampulong Camp 2023. Most of the brigadiers claim that one of the impacts of BGBP programs in their lives is their spiritual growth. Brigadiers specifically mentioned “BGB brought me closer to God, BGB changed my perspective in life and I discovered more things that are Christ-like, BGB deepened my knowledge about the Lord and His commandments, BGB helped me have a more intimate relationship with God, BGBG taught me about God and helped me find my way back to Him, My faith grew stronger as I grow older in this organization.

Another prominent benefit of BGBP programs is learning and developing servant leadership skills. These high results imply that BGBP is very intentional in developing the leadership skills of all its members. This is also supported by the data gathered in the Sampulong Camp 2023. Brigadiers mentioned the valuable lessons they gained from BGB and many highlighted on being an exemplary servant leader, and a good influencer. Servant Leadership is one of the areas that BGBP desires to develop for its brigadiers. The topics and activities of the camps especially LEAD and SERVE Camps are designed to develop a servant heart of all the brigadiers who are part of it. BGBP has also other programs that reinforce this such as outreach programs, community service, tree planting, clean-up drives, and others.

In addition to spiritual development, BGBP also helps its members in their physical, personal, and character development. There are 106 (75.86%) respondents who identified physical skills development as a significant benefit. A variety of skill-based benefits are also mentioned, such as first aid, orienteering, survival skills, and swimming with 90 (64.83%) respondents, as well as widening interests with 73 (53.10%) respondents. These activities help develop character such as habits of obedience and discipline (84.83%) thus, they can model good conduct and behavior (80.69%). Moreover, the BGBP program's emphasis on self-care (77.24%) and cultivating meaningful pursuits (54.48%) highlight its commitment to its members' well-being and happiness. This shows that BGBP not only promotes overall health and well-being but also helps the members discover new interests and passions, and develops their character. As brigadiers during the Sampulong Camp 2023 also said, BGB taught me discipline, self-control, to overcome my fears, be kind, be a good role model, to obey, to come out of my comfort zone, be resilient when facing struggles, be more confident, and to have devotion, discipline, and duty. Furthermore, BGBP is also committed to developing its members' social skills, responsibility, and community involvement. 93 (66.89%) respondents said that BGBP helped them learn to understand themselves in relation to others, 94 (67.59%) respondents said they learned to be at service in various settings, and 96 (68.97%) respondents said they developed environmental awareness. Amongst the 14 benefits of BGBP, it is also noted that “widened my interest” is the lowest in ranks. 73 out of 144 (51.10%) respondents said that BGBP helped them widen their interest. This implies that BGBP programs allow some members to widen their interests but not for all. Some do not see the program as

an opportunity to enhance their skill or interests or they do not see the alignment of their interest to the programs of BGBP. It is suggested that the programs must be delivered or executed in a holistic way that can generate discussions afterward, shape opinions and beliefs, and also alter perspectives. Doing so opens the door to opportunities leading to widening their interest.

These diverse benefits reflect the holistic approach of BGBP programs in enhancing the different aspects of the lives of those who are involved in it. Also, the overall data underscores the positive impact of the BGBP programs on each member, with the majority of them experiencing spiritual growth, personal development, and enhanced leadership skills as a result of their engagements. The program appears to have successfully fostered a supportive environment for growth and learning, leading to transformative experiences of the members.

6. Challenges in the Implementation of BGBP Programs

Challenges play a crucial role in the growth and development of any organization. These may be daunting, but they catalyze organizational growth, innovation, and success. They provide opportunities for learning, innovation, and improvement. Challenges in implementing a school program are encountered in different areas such as in the leadership, the process of implementation, the perception of the recipient of the programs, and others.

Table 14. Challenges in the implementation of BGBP programs

| THEME | CHALLENGES | No. of Respondents |
|---------------------------------------|---|-----------------------------|
| Leadership | I have gone through challenges such as leading a platoon and creating activities for school camps. | R86 |
| | Some officers need to be more trained and qualified to be able to connect with the students and properly teach them the lessons and command them during the drills. Students can have a hard time enjoying and cooperating in the BGBP programs if the officers themselves seem to not know what to do or are not doing it correctly. | R12, R72, R90, R108 |
| | In our company and region, we find it hard to implement BGB if the school administration is not supportive to it. | R90, R91, R110, R114 |
| | The changes of teachers from one year to another, different sets of teachers so need to train again and again | R5, R28, R106, R82 |
| | To lead and be a good leader and servant to others | R85, R111, |
| Inconsistencies in the implementation | There is no standard in the delivery of lessons. Engagement largely depends on the teacher who is teaching | R10, R58, R94, R95 |
| | No standard of drills | R131, R116, R112 |
| | I am confused when executing commands | R75, R113 |
| | Our company is inconsistent | R7, R8, R25, 107, R14, R115 |
| Attitude of | Some do not take it seriously | R118 |

| | | |
|----------------------|---|---|
| brigadiers | | |
| | Dealing with self-confidence, insecurities | R129, R117, R119, R121 |
| | Staying under the sun | R17, R16, R18, R20, R22, R26, R29, R33, R44, R49, R52, R77, R80, R103, R138 |
| | Strict implementation of Rules | R61, R73, R9, R74 |
| | Having to do all things because of someone's mistake | R73, R91 |
| | Obedience, discipline, self-control | R9, R93, R74, R32, R35, R36, R57 |
| | Physically demanding and tiring | R63, 130, 101 |
| Financial Challenges | Funds are needed to be able to participate | R143 |
| | Financial Issues | R68, R144 |
| Parents' support | Challenges I have observed currently, include those that come with the current generation and their premium on comfort. There is a trend where parents disallow their kids from these kinds of exposure because of the discomfort or "danger" their kids would face throughout the participation, especially the outdoor activities. Moreover, today's prevalence of technology also deprives many kids from the interest of exploring the outdoors or attending camps. | R107 |
| | The one challenge that I encountered in the implementation of some BGBP programs were those times when some parents (although not many) would not let their children to attend the camps or when some parents will stay at the camp site wherein their children would tend to go to their parents instead of participating in some activities. | R99 |
| | I have encountered difficulties in going to camps because my parents do not allow me to go to all. | R67 |

These are the challenges in implementing the BGBP programs. First, is in the area of leadership. Teachers mentioned that “in our company and region, we find it hard to implement BGB if the school administration is not supportive of it” (R90, 91, 110, 114). This implies that some schools adopted BGBP as their program but their administrators do not fully support the fulfillment of its mission and vision. The school administration is the pillar that keeps the school up and running (Elbanna, n.d). Part of their roles is to choose programs that support the achievement of their mission and vision. However, they have to make sure that they will also show support in the implementation of it so that it will serve its purpose. There is a positive impact of supportive leadership on the successful implementation of educational initiatives (Leithwood et.al, 2004). In addition, this identified challenge is a reminder to the BGBP school officers who are usually from the administration to be true to their oath every enrollment

service promising their support to the officers in whatever they can morally and financially (BGBP Manual).

Another challenge is, “There is a high turnover of teachers in private schools causing them to train again and again” (R5, R28, R82, R106). This implies that BGBP is also affected by the turnover of teachers. It is also a factor affecting its effectiveness. The high turnover of teachers is indeed one of the most pressing concerns confronting school administrators nowadays (Garcia and Weiss, 2019). As a result of the high turnover, BGBP companies do the BOTC every year. However, despite the training, intensive as it may be, there is still an effect on the quality of instruction. Some student respondents commented, “Some officers need to be more trained and qualified to be able to connect with the students and properly teach them the lessons and commands” (R12, R72, R90, R108). One further mentioned that “students had a hard time enjoying the programs if the officers themselves seem to not know what to do or are not doing correctly, (R108). Another also added that “not all are equipped and competent” (R12). Such are commonly observed in the new officers as they are still navigating the programs, and gaining the confidence to execute them.

Student leaders also mentioned challenges they encountered such as “the pressure to be a responsible, good model, and servant leader to others (R85 and R111). These are common struggles experienced by student leaders. These comments show that student leaders feel pressured when given leadership roles. This indicates that they needed to be mentored or properly guided as they took responsibility to lead. Although, one of them further pointed out that “these helped him take up leadership roles, and become an example and a good model to the younger ones” (R85). This shows a positive response to the challenges they have encountered. This indicates that despite being challenged, students find BGBP as an opportunity to grow in their leadership skills.

Inconsistencies in the different areas of implementation of programs are also among the challenges identified by the respondents. Six respondents mentioned that “their company is inconsistent” (R7, R8, R25, 107, R14, R115). Some specifically pointed out that “there is no standard of drills” (R10, R58, R94, R95) and “there is no standard in the delivery of lessons wherein engagement largely depends on the teacher who is teaching” (R131, R116, R112). These comments show that the inconsistencies are in the implementation of drills and in the teaching of the lessons. These further imply that the set standards of teaching the lessons are not being followed by all the teachers. This shows that there are teachers who deliberately engages with the students when teaching BGBP but there are also those who do not. The high turnover of teachers that was mentioned earlier can be associated with this. Moreover, another area of inconsistency is in the implementation of drills. This shows that the BGBP drills have no standard. Hence, two brigadiers said, “I am confused when executing commands” (R71, R113). This was a notable observation during the Sampulong Camp 2023. The students requested to perform their drills as a school. This is because of the different orientations of drills and commands in each company or region. Some companies follow PNPA, and PMA, and others use Western ways of drills. Uniformity of commands and their practice are important to the unity of the organization as well (BGBP Manual). The student’s attitude towards the implementation of BGBP programs is also an area where challenges are encountered. Many of them rant about staying under the sun during drills and camps (R17, R16, R18, R20, R22, R26, R29, R33, R44, R 49, R52, R77, R80, R103, R138). This implies that BGBP drills and camps are done outdoors and mostly under the sun. This shows that students are not comfortable with it and they find it physically demanding, tiring, and energy-draining. However, such are parts of training promoting good habits such as obedience and discipline, developing leadership, and also

encouraging company esprit de corps (BGBP, Manual). Even in other programs having military-like training such as CAT and ROTC, the purpose of drills is for discipline and these are mostly done outdoors and under the sun. Moreover, on a positive note, some of the respondents added to their answers recognizing the fruit of their persistence to challenges. Drills are tiring and difficult but I have learned a lot, and my skills are improving (R102). It is all to develop our resilience and discipline (R26). BGB is helpful in maintaining order and discipline between students (R93). It helped me overcome challenges and foster meaningful relationships (R101). A brigadier also shared “Because of BGB, she overcame her being introverted, developed confidence and expanded her comfort zone” (R96). Another also recognized that “she manages the challenges she encountered because of the lesson BGB taught” As the Scripture says in Hebrews 12:11, “No discipline seems pleasant at the time, but later on it will produce a harvest of righteousness.”

Other respondents also mentioned “obedience, discipline, and self-control” (R9, R93, R74, R32, R35, R36, R57). This implies that not all can easily obey, and show discipline and self-control at once. All are a work in progress and officers and brigadiers are not an exemption. This further shows that BGBP programs desire to help develop the right character of all its members. In addition, student respondents mentioned that they are challenged with “dealing with self-confidence and interacting with others” (R127 R129, R117, R119, R121). These are common challenges experienced in physically demanding activities, when working with a team, and by young people who are in the adolescent stage.

Another area to consider is the involvement and support of the parents. An administrator respondent disclosed that “some parents do not allow their children to attend camps or when some parents will stay at the campsite wherein their children would tend to go to their parents instead of participating in the activities” (R99). It is the same with what a student respondent said, “I have encountered difficulties in going to camps because my parents do not allow me to go at all” (R67). This indicates that some parents are not supportive of the BGBP programs specifically the camps.

Two respondents also mentioned that the challenges they have encountered are in the area of finances. Funds are needed to be able to participate (R68, R144). One of the challenges I encountered was financial issues (R143). This shows that BGBP is not well-funded. This indicates the need for each companies to be creative in looking for their source of funds. Zeman et.al., (2017) also found out in their national investigation that the majority of parents reported financial barriers as a significant concern, with many citing high costs as a reason for not letting their children participate in school activities including camps. Funds are indeed needed for a successful program.

Summary

1. The BGBP programs are highly implemented.
2. The BGBP programs are highly influential.
3. There is a significant difference between the extent of implementation of the BGBP programs as perceived by the administrators, teachers, and students.
4. There is a highly significant difference between the extent of influence of the BGBP programs as perceived by the administrators, teachers, and students.
5. The top three most common benefits of the BGBP programs are spiritual growth, learning to live and lead for Christ, and learning and developing leadership skills.
6. The challenges encountered in the implementation of the BGBP programs are in the areas of leadership, inconsistencies in the implementation, students’ attitudes, financial issues, and parental

support.

Conclusion and Recommendation

Conclusions

Based on the salient findings of the study, the following were drawn:

1. The BGBP programs are successfully executed and their intended goals and objectives are achieved.
2. The BGBP programs are making a meaningful difference in the lives of those who are involved in them. These programs contribute to their overall success and well-being.
3. The different roles and responsibilities of the people involved in a program affect their perception on the extent of its implementation.
4. The extent of influence of a program on the people involved differs. The programs are more influential to the implementors than the recipients.
5. The BGBP programs are beneficial, specifically helping the people involved in it deepen their relationship with God, teaching them to live and serve others emulating the example shown by Jesus Christ, and developing their leadership skills.
6. Challenges are present in all organizations, showing opportunities for learning and improvement leading to innovation, growth, and success.

Recommendations

In the light of the conclusions, the following are the recommendations:

1. Implementors (administrators and teachers) to create a model that shows the standard of the implementation of the BGBP programs.
2. Implementors to consider a thorough evaluation of the enrollment service and aim to make it more meaningful to the brigadiers.
3. Implementors to devise a monitoring and evaluation tool to be used to deliberately assess the implementation of the BGBP programs.
4. Implementors to be more intentional in equipping and empowering themselves specifically on how they will strongly influence the brigadiers.
5. Implementors to provide holistic activities that can open doors of opportunities for the brigadiers to discover or develop their areas of interest.
6. Implementors to consider the time and venue of conducting BGBP drills. They are to thoroughly review the main purpose of having drills and be guided by it.
7. Administrators to intentionally give their full support to their teachers in the implementation of the BGBP programs. An evaluation or monitoring system can be devised to check on their performance.
8. Teachers to make an intentional mentoring program for the student leaders.
9. Administrators to create an intentional and intensive training and mentoring program for all the teachers, especially the new ones. Consider the accreditation of BGBP Officers' trainings. Moreover, administrators are to be proactive in addressing the high turnover of teachers in their schools.
10. Teachers are to be evaluated and monitored in teaching the curriculum, making sure they will follow the set standard of teaching the lessons.

11. Administrators to agree on the standard of drills to follow. Teachers are to be intentionally trained in executing and giving commands.
12. Implementors to find financial support or sponsors for all the activities. They can partner with agencies that support their programs.
13. Implementors to consider creating an activity that will honor or recognize the support of the parents. This will be an opportunity for parents to know more about BGBP and encourage them to actively support their child participate in all its activities.
14. Implementors to actively reinforce the memorization of the declaration of the brigadiers, including the officers, and parents during the enrolment service.
15. Policymakers and curriculum makers to benchmark BGBP and its programs. Its strong influence on the implementers and its recipients shows that it is a meaningful program that can address the current challenges in our society and prepare students for the VUCA world that awaits them. Moreover, its diverse benefits also reflect its holistic approach to enhancing the different aspects of the lives of those who are involved in it.

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