

Exploring the Implementation of the Boys and Girls Brigade Philippines in Loakan Baptist Church Christian Education Center

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ABSTRACT

This study examines the implementation of the Boys' and Girls' Brigade Philippines (BGBP) program at Loakan Baptist Church Christian Education Center (LBCCEC), with a focus on its effectiveness in promoting student discipline and character development. Utilizing a qualitative research design, the researcher identified key challenges, including inconsistent lieutenant training, limited stakeholder engagement, generic program activities, and resource constraints. Through interviews with 16 officers, the research uncovered systemic gaps that hinder the program's capacity to achieve its objectives. The findings underscore the importance of coordinated leadership, stakeholder involvement, and continuous evaluation in strengthening extracurricular initiatives. Recommendations are provided to guide the BGBP's ongoing development, emphasizing the need for clear accountability, sustainable partnerships, and adaptive program management.

INTRODUCTION

The increasing incidence of moral issues among children and adolescents highlights the need for schools to strengthen character education and student discipline. Gogo (2020) identified societal concerns such as corruption, violence, dishonesty, and indiscipline, while Lukman (2021) reported that youths continue to engage in behaviors including stealing, drug abuse, violence, and examination malpractice. These concerns underscore the responsibility of educational institutions to implement structured programs that cultivate discipline, moral values, and responsible citizenship among students.

Discipline is a fundamental component of character development that influences students' academic performance and social behavior. Teachers contribute significantly to developing discipline through modeling, guidance, and habituation (Rohyani et al., 2021; Subiarto & Wakhudin, 2021). Among school-based interventions, scouting has consistently been recognized as an effective approach to character education. Setyawan and Wakhudin (2023) concluded that "the character of discipline can be formed by the application of extracurriculars, such as scouting activities," leading to fewer violations of school rules and improved student participation. Likewise, Paramita et al. (2022) found that scouting develops discipline, honesty, teamwork, and other positive values. Studies have further shown that scouting enhances leadership (Meraksa et al., 2022), academic performance, motivation, and conflict resolution (Asensio et al., 2020), while promoting ethical behavior (Boy Scouts of America, 2024) and consistent disciplined practices such as punctuality and task completion (Nureva & Tohir, 2020). Despite these documented benefits, schools may encounter challenges related to logistics, curriculum alignment, and educator preparedness when implementing scouting programs (Suratman et al., 2024; Hidayah et al., 2023). Nevertheless, evidence indicates that well-structured programs supported by trained educators contribute to improved discipline, character formation, and academic outcomes (Kariithi, 2024; Mokaya & Karanja, 2021; African Union, 2020).

The Boys' and Girls' Brigade Philippines (BGBP), locally known as Brigadang Gabay ng Bata, is a structured scouting organization that promotes Christian values, discipline, leadership, and community service. Although previous studies have established the educational benefits of scouting, limited research has examined how the BGBP specifically shapes student discipline within Philippine basic education institutions. Addressing this gap, the present study investigates the implementation of the BGBP at Loakan Baptist Church Christian Education Center (LBCCEC), the contributions of BGBP officers in shaping student discipline, the challenges encountered by administrators and lieutenants in implementing brigade activities, and the policies and procedures that may further strengthen the program's impact on discipline and character development.

This study contributes to the literature on character education by providing a comprehensive understanding of how structured programs such as the BGBP enhance student discipline, moral values, and holistic development. It further explains how participation in scouting activities cultivates essential

character traits, including responsibility, respect, leadership, and ethical behavior, thereby supporting broader theories of character education. The findings are expected to provide practical insights for teachers and educators in utilizing structured extracurricular programs to foster student discipline, while also informing school administrators and curriculum designers in developing policies and curricula that effectively integrate character-building initiatives into basic education.

THEORETICAL REVIEW

This study is anchored on Social Learning Theory (Bandura), Constructivist Learning Theory, and Character Education Theory, which collectively explain how structured extracurricular programs such as the Boys' and Girls' Brigade Philippines (BGBP) contribute to the development of student discipline. Social Learning Theory posits that individuals acquire behaviors through observation and imitation of role models. Within the BGBP, students learn disciplined behavior by observing and emulating their lieutenants and fellow brigadiers during drills, ceremonies, and other brigade activities (Simply Psychology, n.d.). Constructivist Learning Theory explains that learners actively construct knowledge through experience and reflection (Iqbal, 2020). Accordingly, hands-on BGBP activities, including drills, knot tying, bandaging, camping, and leadership exercises, provide opportunities for students to internalize discipline through active participation. Complementing these perspectives, Character Education Theory emphasizes that schools cultivate ethical values such as responsibility, respect, fairness, and citizenship through meaningful educational experiences rather than classroom instruction alone (Singh, 2019). These principles are reflected in the BGBP curriculum, which integrates discipline, leadership, moral values, and community service as essential components of student development.

Guided by these theoretical foundations, the study assumes that participation in structured BGBP activities, together with the guidance and modeling provided by BGBP officers, promotes the development of student discipline and character. The conceptual framework adopts an Input-Process-Output (IPO) paradigm. The inputs consist of the experiences of BGBP officers regarding program implementation, their roles in shaping student discipline, the challenges encountered, and their recommendations for program improvement. The process involves the collection of qualitative data through interviews and its analysis using thematic analysis. The output is the formulation of policies and procedures intended to strengthen the implementation of the BGBP and further enhance student discipline and character development at Loakan Baptist Church Christian Education Center.

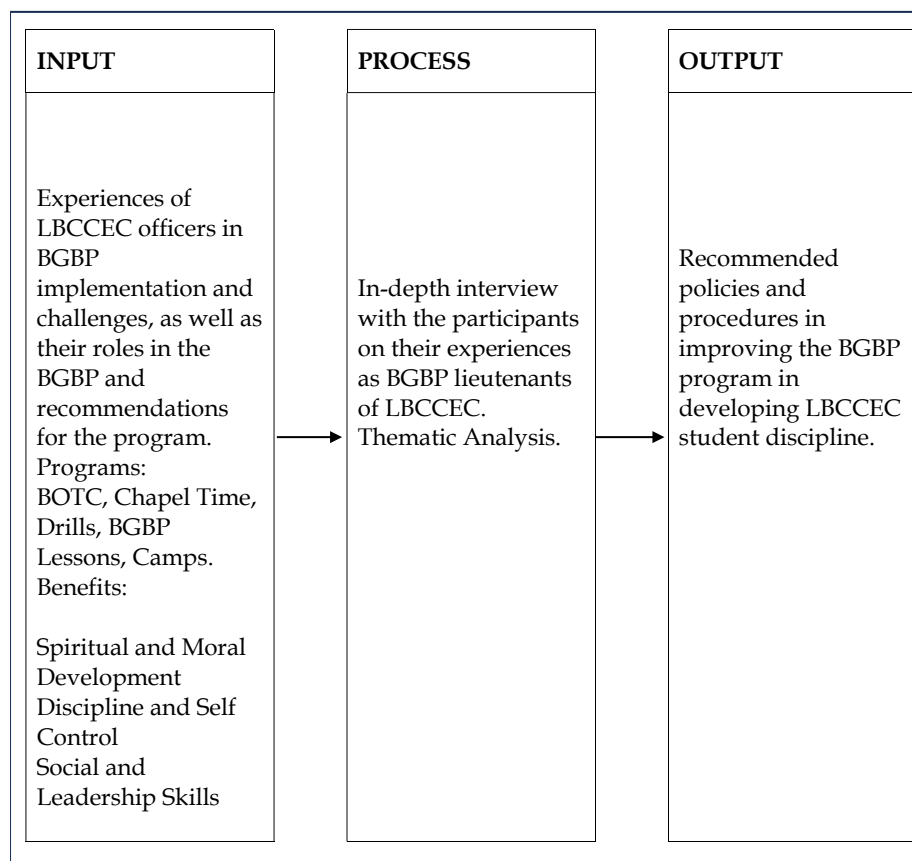


Figure 1. Conceptual Framework

METHODOLOGY

Research Design

This study employed a qualitative descriptive-narrative research design to explore how the Boys' and Girls' Brigade Philippines (BGBP) shapes student discipline at Loakan Baptist Church Christian Education Center (LBCCEC). A qualitative approach was adopted to capture the lived experiences and perspectives of BGBP officers regarding program implementation, its contributions to student discipline, the challenges encountered, and recommendations for program improvement. Narrative inquiry enabled participants to describe their experiences and reflections in depth, providing rich insights into the phenomenon under investigation (Ntinda, 2019).

Participants and Research Locale

The study was conducted at Loakan Baptist Church Christian Education Center (LBCCEC). Participants consisted of all 16 BGBP officers serving during the Academic Year 2024–2025, including lieutenants, officers without platoons, the company captain, and the company commissioner. A total population sampling technique was employed because the target population was small and possessed the specific qualifications required for the study. Eligible participants were teachers who had completed the BGBP Basic Officers Training Course (BOTC), while non-officers, teachers without BOTC training, and individuals with potential conflicts of interest were excluded.

Table 1. Population of the Study

Divisions	Number of Participants
Discoverer Lieutenants	1
Challenger Lieutenants	4
Braveheart Lieutenants	4
Adventurer Lieutenants	2
Lieutenants with no platoons	3
Captain	1
Commissioner	1
Total	16

Data Collection

Data were gathered using a researcher-developed semi-structured interview guide aligned with the study objectives. The interview guide underwent content validation by the University of Baguio research committee and a research professor and was pilot-tested with two former BGBP lieutenants. Individual face-to-face interviews were conducted at the participants' most convenient time and location. Interviews were audio-recorded with participants' consent and were conducted in English, Filipino, or Ilocano to facilitate clear and authentic responses.

Data Analysis

Interview data were analyzed using Braun and Clarke's six-phase thematic analysis. Audio recordings were transcribed, translated when necessary, coded, and organized into themes and subthemes. The identified themes were reviewed, refined, and validated by the research adviser to ensure credibility, consistency, and alignment with the study's theoretical framework before interpretation and reporting.

RESULTS AND DISCUSSION

Implementation of the Boys and Girls Brigade Philippines (BGBP) Program at Loakan Baptist Church Christian Education Center

The findings demonstrate that the implementation of the Boys and Girls Brigade Philippines (BGBP) program at Loakan Baptist Church Christian Education Center is characterized by a structured leadership system, systematic officer preparation, and a holistic approach to values formation. The program extends beyond ceremonial drills and physical activities by integrating leadership development, character education, and spiritual formation into its regular implementation. Participants consistently emphasized that the program is anchored on clearly defined organizational roles and comprehensive training, enabling officers to effectively facilitate activities that promote discipline and Christian values among learners.

One of the most prominent findings revealed that BGBP officers primarily function as lieutenants responsible for instructing students in drills, discipline, and organizational procedures while simultaneously serving as role models.

Rather than merely teaching marching commands, officers described their responsibilities as guiding learners through daily activities that reinforce obedience, responsibility, and teamwork. Their instructional role requires them to demonstrate the attitudes and behaviors expected from brigade members, thereby allowing students to learn appropriate conduct through observation and consistent interaction. This finding suggests that leadership within the BGBP program is experiential, wherein officers influence learners not only through direct instruction but also through personal example.

The emphasis on modeling appropriate behavior reflects principles of social learning, wherein learners acquire desirable behaviors by observing credible role models within their environment. Because officers consistently interact with students during drills, ceremonies, and classroom-related activities, they become influential agents in shaping learners' discipline and moral conduct. Such findings indicate that the effectiveness of the BGBP program depends not only on the curriculum but also on the character and competence of those entrusted to implement it.

Another significant finding highlights the importance of the Basic Officer Training Course (BOTC) as the primary mechanism for preparing officers before assuming their responsibilities. Participants consistently described BOTC as an essential component of program implementation because it equips officers with the knowledge and practical competencies necessary to conduct drills, teach brigade lessons, manage student behavior, and organize activities. The training likewise familiarizes officers with the history, philosophy, mission, and organizational procedures of the Boys and Girls Brigade Philippines, thereby strengthening their understanding of the program's educational and spiritual objectives.

The findings further indicate that officer preparation is viewed as a continuous professional development process rather than a one-time orientation. Both experienced and newly appointed officers participate in refresher training to reinforce previously learned competencies and remain updated with organizational policies and instructional practices. This continuing preparation reflects the organization's commitment to maintaining implementation quality while ensuring consistency across different school years. Continuous training also enhances officers' confidence and instructional effectiveness, enabling them to respond more appropriately to learners' developmental and behavioral needs.

Beyond technical competence, participants emphasized that officer training cultivates leadership qualities grounded in Christian principles. The preparation process encourages officers to exercise responsibility, integrity, humility, and servant leadership while carrying out their duties. Consequently, the BOTC serves not only as a skills development program but also as an avenue for personal character formation among program implementers. This dual emphasis supports the broader mission of the BGBP, which seeks to develop both competent leaders and morally upright individuals capable of influencing young people positively.

Collectively, these findings suggest that successful implementation of the BGBP program depends upon the interaction of three interrelated components:

competent leadership, systematic officer preparation, and values-oriented instruction. Leadership provides organizational direction, training develops implementation competence, and Christian values establish the moral foundation that guides both officers and students. The integration of these components enables the program to function as a comprehensive character education initiative rather than simply a co-curricular organization.

Furthermore, the structured implementation observed in the study demonstrates that discipline is intentionally cultivated through organized routines, leadership modeling, and continuous mentoring rather than through punitive approaches. The consistent participation of trained officers allows students to experience discipline as a process of personal growth and community responsibility. Such an approach aligns with contemporary perspectives on positive discipline, which emphasize guidance, consistency, and relationship-building as essential elements of effective character development.

Overall, the findings indicate that the implementation of the Boys and Girls Brigade Philippines program at Loakan Baptist Church Christian Education Center is sustained by organized leadership structures, continuous officer development, and a deliberate integration of Christian values into daily educational practice. These implementation strategies establish a supportive environment where discipline, leadership, responsibility, and spiritual growth are developed simultaneously, thereby fulfilling the organization's mission of nurturing well-rounded learners equipped with both moral character and leadership competence.

Program Activities and Strategies Supporting the Implementation of the Boys and Girls Brigade Philippines (BGBP) Program

The findings further revealed that the effectiveness of the Boys and Girls Brigade Philippines (BGBP) program is reinforced through a variety of structured activities that intentionally integrate spiritual formation, character education, leadership development, and positive behavioral reinforcement. Participants consistently described these activities as essential components of the program because they provide learners with regular opportunities to practice Christian values while developing discipline, responsibility, and interpersonal skills. Rather than functioning as isolated events, these activities collectively establish a learning environment where character formation becomes an integral part of students' daily educational experiences.

One of the most significant implementation strategies identified by the participants is Chapel Time, which serves as the primary avenue for nurturing students' spiritual growth. Participants emphasized that Chapel Time provides learners with opportunities to engage in Bible reading, worship, prayer, devotional reflections, and discussions centered on Christian teachings. These activities allow students to connect biblical principles with everyday situations, enabling them to develop a stronger understanding of moral decision-making and ethical behavior. The findings suggest that spiritual instruction is not treated as a separate component of the curriculum but rather as the moral foundation upon which discipline and character development are built.

Participants further explained that Chapel Time encourages learners to reflect on their actions and relationships with others. Through guided reflections and biblical discussions, students become more aware of the importance of honesty, compassion, humility, forgiveness, and respect. This reflective process promotes self-awareness and personal accountability, encouraging learners to internalize Christian values rather than merely complying with school rules. Consequently, discipline within the BGBP program is understood as a manifestation of personal conviction rooted in faith instead of simple obedience to authority.

The findings also demonstrate that the integration of biblical principles into regular school routines strengthens the consistency of character education. Rather than limiting values instruction to religious subjects, teachers and officers intentionally reinforce Christian teachings during classroom activities, brigade drills, assemblies, and daily interactions with students. Such consistency enables learners to recognize that Christian values are expected across various learning situations, thereby promoting the practical application of moral principles in both academic and social contexts.

Another important strategy identified by participants is the conduct of drills, ceremonies, and marching exercises, which are viewed as effective means of cultivating discipline, teamwork, and responsibility. Participants consistently described drills as activities requiring students to follow commands accurately, maintain self-control, and cooperate with fellow brigade members. These structured exercises encourage punctuality, attentiveness, perseverance, and respect for established procedures. Through repeated participation, learners gradually develop habits associated with discipline and personal responsibility. Beyond their physical component, drills also function as opportunities for leadership development. Students are assigned specific responsibilities during formations, ceremonies, and group activities, allowing them to practice decision-making, communication, and cooperation. Officers intentionally provide guidance while gradually encouraging learners to assume greater responsibility in leading their peers. This progressive leadership development enables students to build confidence while strengthening their ability to work collaboratively toward common objectives.

Participants likewise highlighted the importance of recognition and awarding systems as motivational strategies that reinforce desirable behaviors. Students who consistently demonstrate discipline, leadership, responsibility, and active participation receive certificates, badges, promotions, and public recognition during school activities. These forms of recognition serve not only as rewards for achievement but also as positive reinforcement that encourages learners to sustain appropriate behaviors. Rather than fostering unhealthy competition, participants emphasized that the recognition system inspires students to continuously improve themselves while motivating their peers to exhibit similar positive attitudes.

The findings suggest that recognition contributes significantly to learners' intrinsic motivation by affirming that good character and responsible behavior are valued by both the school and the brigade organization. Public

acknowledgment of positive conduct reinforces students' sense of accomplishment, self-worth, and commitment to maintaining high standards of behavior. Such reinforcement aligns with educational approaches that emphasize encouragement and positive behavioral support as effective alternatives to punitive disciplinary practices.

In addition to formal activities, participants underscored the importance of daily behavioral reinforcement in sustaining the objectives of the BGBP program. Officers and teachers consistently monitor students' conduct throughout the school day by providing immediate feedback, encouragement, reminders, and guidance whenever necessary. Positive behaviors are acknowledged promptly, while inappropriate actions become opportunities for counseling and reflection rather than punishment alone. This continuous reinforcement enables students to understand the reasons behind behavioral expectations and encourages them to make responsible choices independently.

The findings further reveal that the implementation of the BGBP program extends beyond school-sponsored activities through the active participation of teachers, administrators, parents, and church leaders. Participants noted that collaboration among these stakeholders strengthens the consistency of behavioral expectations across different environments. Parents reinforce values learned in school, teachers integrate character education into classroom instruction, administrators provide institutional support, and church leaders contribute to students' spiritual formation. Such collaboration creates a unified support system that enhances the overall effectiveness of the program.

The integration of school, family, and church also demonstrates that character development is viewed as a shared responsibility rather than the sole obligation of teachers or brigade officers. Participants believed that learners develop positive behaviors more effectively when they receive consistent guidance from significant adults in multiple contexts. This collaborative approach strengthens the sustainability of behavioral change because students experience similar expectations both inside and outside the classroom.

Overall, these findings indicate that the implementation of the Boys and Girls Brigade Philippines program is strengthened through complementary educational strategies that address learners' cognitive, social, emotional, spiritual, and behavioral development. Chapel Time nurtures spiritual maturity; drills and ceremonies cultivate discipline and leadership; recognition systems reinforce positive behavior; and continuous collaboration among teachers, parents, administrators, and church leaders provides sustained support for character formation. Together, these interconnected strategies transform the BGBP program into a comprehensive character education initiative that promotes holistic learner development rather than focusing solely on behavioral compliance.

Contribution of the Boys and Girls Brigade Philippines (BGBP) Program to Students' Discipline and Character Development

The findings of the study demonstrate that participation in the Boys and Girls Brigade Philippines (BGBP) program contributes significantly to the holistic

development of learners by fostering discipline, Christian character, leadership, responsibility, respect, and social competence. Participants consistently described the program as extending beyond extracurricular engagement, emphasizing that its activities intentionally shape learners into morally responsible, spiritually grounded, and socially competent individuals. Through its integration of spiritual instruction, leadership opportunities, and structured behavioral expectations, the BGBP program creates an environment where character development becomes a continuous and experiential process rather than a collection of isolated lessons.

A prominent finding of the study is the program's contribution to the development of self-discipline among learners. Participants consistently observed that students who actively participate in brigade activities become more punctual, obedient, responsible, and capable of regulating their own behavior. Rather than relying solely on external supervision, learners gradually develop an internal sense of accountability that guides their decisions both inside and outside the classroom. This suggests that discipline cultivated through the BGBP program evolves from compliance with rules toward the formation of personal responsibility and self-regulation.

The findings further indicate that students develop greater awareness of the consequences of their actions through consistent participation in structured brigade activities. Daily routines, ceremonial practices, leadership responsibilities, and behavioral expectations provide repeated opportunities for learners to exercise self-control, patience, and perseverance. Participants noted that these experiences enable students to appreciate the importance of discipline not merely as a school requirement but as an essential life skill that influences academic performance, interpersonal relationships, and future responsibilities. Such observations suggest that the program encourages learners to internalize disciplined behavior through meaningful experiences rather than through fear of punishment.

Beyond behavioral discipline, participants emphasized the program's substantial contribution to Christian character formation. The integration of biblical teachings throughout brigade activities encourages learners to practice honesty, humility, compassion, kindness, forgiveness, and integrity in their daily lives. Participants observed that students increasingly demonstrate empathy toward classmates, become more respectful toward teachers and parents, and exhibit greater willingness to help others without expecting recognition. These behavioral changes indicate that Christian values are gradually internalized through consistent exposure to faith-based instruction and practical application in everyday interactions.

The findings likewise suggest that spiritual formation strengthens learners' moral reasoning by providing ethical principles that guide decision-making. Rather than simply memorizing biblical passages, students are encouraged to reflect on how Christian teachings apply to real-life situations involving friendships, conflicts, responsibilities, and personal choices. This reflective process allows learners to evaluate their own behavior in light of biblical values, thereby promoting genuine moral development rather than

superficial conformity to expected behaviors. Consequently, character education within the BGBP program extends beyond knowledge acquisition toward the transformation of personal attitudes and conduct.

Leadership development also emerged as one of the program's most significant contributions to student growth. Participants consistently reported that brigade members are provided with numerous opportunities to assume leadership responsibilities during drills, ceremonies, school activities, and organizational events. These responsibilities allow learners to develop confidence, communication skills, initiative, and sound decision-making while working collaboratively with peers. Through progressive leadership experiences, students gradually become more capable of organizing activities, solving problems, and guiding fellow learners toward shared objectives.

Importantly, participants emphasized that leadership within the BGBP program is founded upon the principle of service rather than authority. Learners are encouraged to understand that effective leadership involves responsibility, humility, cooperation, and concern for the welfare of others. Officers intentionally model servant leadership by demonstrating fairness, respect, patience, and accountability in their interactions with students. As learners observe these examples and gradually assume similar responsibilities themselves, they begin to recognize leadership as an opportunity to serve rather than dominate. This perspective contributes to the development of socially responsible leaders capable of exercising influence through positive example and ethical conduct.

The findings also reveal that the BGBP program strengthens learners' sense of responsibility by encouraging them to fulfill assigned duties consistently and independently. Participants noted that students become more dependable in completing classroom tasks, maintaining cleanliness, participating in school activities, and observing organizational procedures. As learners repeatedly perform these responsibilities, they develop habits of accountability that extend beyond brigade activities into their academic work, family responsibilities, and community involvement. Such findings suggest that responsibility is cultivated through repeated practice and meaningful participation rather than through occasional instruction.

Another important contribution identified by participants involves the development of respectful interpersonal relationships. Students reportedly become more courteous toward teachers, cooperative with classmates, and appreciative of authority figures after sustained involvement in the program. Brigade activities requiring teamwork, collaboration, and mutual support provide learners with opportunities to practice listening, patience, empathy, and conflict resolution. Participants observed that these social experiences reduce behavioral conflicts while promoting harmonious relationships within the school community.

The study further found that participation in the BGBP program enhances learners' ability to work effectively with others despite differences in personality, ability, or background. Through collaborative activities, students learn to value cooperation over individual achievement and recognize the importance of

mutual trust in accomplishing shared goals. This emphasis on teamwork contributes not only to improved peer relationships but also to the development of communication and interpersonal skills that are essential for lifelong learning and responsible citizenship.

Participants likewise emphasized that the program contributes to learners' self-confidence and emotional maturity. Students who actively engage in public speaking, leadership assignments, worship participation, and brigade presentations gradually become more comfortable expressing their ideas and interacting with diverse groups of people. These experiences enable learners to overcome fear, build resilience, and develop confidence in their own abilities. Participants observed that increased confidence encourages students to participate more actively in classroom discussions, extracurricular activities, and community programs, thereby expanding opportunities for personal growth.

The findings additionally indicate that the BGBP program supports learners' holistic development by integrating spiritual, moral, intellectual, emotional, physical, and social dimensions of education. Participants consistently viewed character formation as inseparable from academic development, emphasizing that students learn more effectively when they possess self-discipline, positive attitudes, and strong moral values. Consequently, the program complements formal classroom instruction by providing practical experiences through which learners apply the values taught during academic lessons.

Collectively, these findings demonstrate that the Boys and Girls Brigade Philippines program contributes to character development through a comprehensive educational approach that integrates Christian faith, leadership experiences, structured discipline, and meaningful social participation. Rather than producing short-term behavioral compliance, the program encourages learners to develop enduring habits of responsibility, integrity, service, and respect that influence multiple aspects of their lives. The consistency of these findings across participant responses suggests that the BGBP program functions as an effective framework for promoting holistic learner development within a Christian educational environment.

Moreover, the findings underscore the importance of sustained participation in values-oriented programs that intentionally combine spiritual formation with experiential learning opportunities. The integration of leadership responsibilities, faith-based instruction, collaborative activities, and positive behavioral reinforcement enables learners to translate abstract moral principles into observable daily practices. This process strengthens not only individual character but also the broader school culture by fostering respectful relationships, responsible citizenship, and a shared commitment to Christian values.

Challenges Encountered in the Implementation of the Boys and Girls Brigade Philippines (BGBP) Program and Implications for Program Enhancement

While the findings demonstrate that the Boys and Girls Brigade Philippines (BGBP) program effectively promotes discipline and character development, participants also identified several challenges that influence the consistency and sustainability of its implementation. These challenges primarily

relate to resource limitations, varying levels of student engagement, time constraints, parental involvement, and the need for continuous officer development. Despite these concerns, participants emphasized that the challenges are manageable through collaborative efforts among school administrators, teachers, brigade officers, parents, and church leaders. Their responses indicate that strengthening institutional support is essential to ensuring that the program continues to achieve its objectives of holistic learner development.

One of the recurring concerns identified by participants involves the availability of resources and logistical support necessary for implementing brigade activities effectively. Participants explained that certain activities require uniforms, instructional materials, equipment, transportation, and financial resources that are not always readily available. Resource limitations occasionally restrict the conduct of large-scale activities, leadership training, camping experiences, and community outreach programs that form important components of the brigade curriculum. These constraints may reduce opportunities for learners to experience the full range of developmental activities envisioned by the program.

Despite these limitations, participants consistently emphasized that officers and teachers demonstrate creativity and commitment in maximizing available resources. Activities are often modified to suit existing school conditions while preserving their educational objectives. This adaptability reflects the dedication of program implementers to sustaining meaningful learning experiences despite financial and material constraints. The findings therefore suggest that effective implementation depends not solely on resource availability but also on the initiative and collaborative problem-solving abilities of school personnel.

Another challenge identified by participants concerns differences in student participation and motivation. Learners enter the program with diverse personalities, interests, family backgrounds, and levels of prior exposure to Christian values. While many students actively participate in brigade activities, others initially exhibit hesitation, limited confidence, or difficulty adjusting to the program's expectations regarding discipline and responsibility. Participants observed that these differences sometimes require officers to devote additional time and individualized attention to encourage consistent participation.

The findings indicate that officers respond to these differences by employing supportive and encouraging approaches rather than punitive measures. Students are gradually introduced to leadership opportunities, group activities, and responsibilities according to their readiness and developmental needs. Positive reinforcement, mentoring, and continuous guidance help learners gain confidence and become more actively involved in the program. This individualized approach demonstrates that character formation is recognized as a gradual developmental process requiring patience, consistency, and understanding rather than immediate behavioral transformation.

Participants also identified time management as a practical challenge affecting implementation. Because brigade activities are integrated with regular

academic responsibilities, teachers and officers must carefully balance instructional time with character-building activities. School schedules, curricular requirements, examinations, and other institutional programs occasionally limit the amount of time available for brigade-related activities. Consequently, certain activities may need to be shortened, rescheduled, or integrated into other school programs.

Nevertheless, participants emphasized that the school intentionally incorporates brigade objectives into routine educational practices to maximize available instructional time. Rather than treating BGBP activities as separate from academic learning, teachers integrate Christian values, leadership opportunities, and behavioral expectations into daily classroom experiences. This integration allows character education to continue even when formal brigade sessions are limited by scheduling constraints. The findings therefore suggest that successful implementation depends upon flexible planning and effective curriculum integration rather than the quantity of allocated instructional time alone.

The study likewise highlights the importance of parental involvement in reinforcing the values taught through the BGBP program. Participants acknowledged that learners demonstrate greater consistency in practicing discipline and Christian values when parents actively support program objectives at home. However, varying levels of parental participation occasionally affect the continuity of students' character development outside the school environment. Some learners receive strong encouragement from their families, while others have fewer opportunities to reinforce the values promoted through brigade activities.

Participants consistently emphasized that strengthening communication between the school and families can enhance the effectiveness of the program. Parents who understand the objectives of the BGBP program become better equipped to reinforce positive behaviors, encourage participation, and model Christian values within the home. The findings therefore indicate that character education is most effective when schools and families function as collaborative partners sharing common educational goals and behavioral expectations.

Another significant challenge identified by participants concerns the need for continuous leadership development among brigade officers. Although the Basic Officer Training Course provides comprehensive preparation, participants acknowledged that changing educational contexts require ongoing professional development. New instructional strategies, emerging student needs, technological developments, and evolving leadership practices necessitate continuous learning among officers to ensure that program implementation remains responsive and effective.

The findings suggest that regular refresher training, mentoring programs, leadership seminars, and collaborative learning opportunities strengthen officers' instructional competence and confidence. Continuous professional development likewise promotes consistency in program implementation by ensuring that officers maintain a shared understanding of organizational objectives, leadership principles, and best practices in character education. Such preparation enhances the capacity of officers to address contemporary

educational challenges while preserving the core mission and values of the BGBP program.

Participants further emphasized the importance of institutional commitment in sustaining long-term program success. Administrative support, teacher collaboration, church involvement, and organizational partnerships collectively create conditions that enable the BGBP program to function effectively. Participants observed that schools demonstrating strong leadership commitment are better able to allocate resources, organize activities, encourage teacher participation, and maintain consistent implementation across grade levels. This finding underscores the importance of organizational leadership in fostering an educational environment where character formation remains a shared institutional priority.

The study also revealed that regular monitoring and evaluation contribute significantly to program improvement. Participants explained that continuous assessment allows officers and school administrators to identify strengths, address implementation concerns, and introduce appropriate modifications based on students' developmental needs. Feedback obtained from teachers, parents, officers, and learners provides valuable information for refining activities, improving instructional approaches, and strengthening collaboration among stakeholders. Such reflective practices contribute to the long-term sustainability and effectiveness of the program by promoting continuous organizational learning.

Overall, the findings indicate that the challenges encountered during the implementation of the Boys and Girls Brigade Philippines program do not diminish its effectiveness but instead highlight opportunities for continuous improvement. Addressing resource limitations through collaborative partnerships, strengthening parental engagement, expanding officer development initiatives, integrating character education into regular classroom instruction, and sustaining institutional support collectively enhance the program's capacity to achieve its mission of holistic learner development.

Taken together, the findings of this study affirm that the Boys and Girls Brigade Philippines program serves as a comprehensive character education initiative that integrates Christian values, leadership development, structured discipline, and experiential learning within the educational environment of Loakan Baptist Church Christian Education Center. The program contributes meaningfully to learners' spiritual growth, moral development, leadership competence, and social responsibility while simultaneously fostering a positive school culture grounded in respect, accountability, cooperation, and service. Although implementation challenges remain, the collaborative efforts of administrators, teachers, brigade officers, parents, and church leaders provide a strong foundation for sustaining and strengthening the program. These findings underscore the value of faith-based character education programs as effective approaches to developing disciplined, morally responsible, and community-oriented learners capable of contributing positively to both school and society.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the implementation of the Boys' and Girls' Brigade Philippines (BGBP) program at Loakan Baptist Church Christian Education Center (LBCCEC) and its contribution to students' discipline and character development. The findings indicate that the program is implemented through structured leadership, spiritual formation, values-oriented activities, and experiential learning opportunities that collectively promote discipline, responsibility, leadership, respect, and Christian character among learners. These findings affirm that the BGBP serves as an effective character education program that complements formal classroom instruction by providing meaningful opportunities for learners to internalize positive values through practice and guided participation.

The study further revealed that the effectiveness of the program is influenced by several implementation challenges, including the need for continuous officer development, limited material resources, varying levels of stakeholder participation, and constraints related to time and program logistics. While these challenges do not diminish the overall value of the program, they highlight the importance of sustained institutional support and collaborative partnerships in maintaining program quality and ensuring long-term sustainability.

Moreover, the findings demonstrate that the successful implementation of the BGBP program depends on the collective efforts of school administrators, brigade officers, teachers, parents, church leaders, and the wider community. Continuous leadership development, effective communication, regular monitoring, and stakeholder collaboration emerged as essential elements in strengthening program implementation and enhancing its contribution to students' holistic development.

Overall, this study concludes that the Boys' and Girls' Brigade Philippines program is a valuable faith-based educational initiative that promotes discipline and character formation among learners. By integrating Christian values, leadership development, and experiential learning within a supportive educational environment, the program contributes significantly to the formation of morally responsible, disciplined, and socially engaged young individuals. Strengthening existing implementation practices through evidence-informed policies and collaborative leadership will further enhance the program's effectiveness and sustainability.

Based on the findings and conclusions of the study, the following recommendations are proposed to strengthen the implementation and sustainability of the Boys' and Girls' Brigade Philippines (BGBP) program at Loakan Baptist Church Christian Education Center (LBCCEC).

For the School Administration and BGBP Coordinators. Institutionalize a comprehensive officer development program that includes regular Basic Officers Training Courses (BOTC), leadership mentoring, refresher workshops, and periodic competency assessments. Continuous professional development will enhance officers' instructional competence, leadership capacity, and consistency in implementing brigade activities.

For Brigade Officers and Student Leaders. Diversify brigade activities by incorporating leadership laboratories, collaborative service-learning projects, peer mentoring, and experiential learning opportunities that respond to students' developmental needs. Continuous evaluation of activities based on learner feedback is encouraged to maintain relevance, engagement, and effectiveness.

For Teachers and School Personnel. Continue integrating character education and Christian values across classroom instruction and co-curricular activities to reinforce the behavioral and moral principles promoted through the BGBP program. Strengthening the connection between academic instruction and character formation will contribute to more consistent learner development.

For Parents, Church Leaders, and Community Partners. Strengthen collaborative partnerships through regular communication, parent engagement activities, and community-based initiatives that reinforce the values and behavioral expectations taught in school. Active stakeholder participation will provide learners with consistent guidance across home, school, and church environments while enhancing program sustainability through shared responsibility and resource support.

For School Administrators and Community Stakeholders. Develop sustainable resource mobilization strategies through partnerships with local organizations, churches, alumni, and private stakeholders to provide adequate instructional materials, uniforms, camping equipment, and financial assistance for brigade activities. Such initiatives will expand learning opportunities and ensure equitable participation among students.

For Program Monitoring and Evaluation. Establish a systematic monitoring and evaluation framework that includes periodic program reviews, stakeholder consultations, learner feedback, and performance indicators to assess implementation quality and identify opportunities for continuous improvement. Evidence-based evaluation will enable timely adjustments and strengthen overall program effectiveness.

For Curriculum Development. Consider integrating selected indicators of participation, leadership, discipline, and responsible conduct demonstrated through BGBP activities into appropriate components of student assessment, particularly within Christian Education or related learning areas, provided that such integration remains consistent with school policies and educational standards. Formal recognition of students' participation may further encourage active engagement while emphasizing the educational value of character development.

For Future Researchers. Conduct similar studies in other educational institutions implementing the Boys' and Girls' Brigade Philippines program to validate and extend the findings of this research. Future investigations may employ mixed-methods or longitudinal research designs to examine the long-term effects of brigade participation on students' character formation, leadership development, academic engagement, and community involvement across diverse educational contexts.

FURTHER STUDY

Future researchers are encouraged to replicate this study in other educational institutions implementing the Boys' and Girls' Brigade Philippines (BGBP) program to determine the applicability of the findings across different school settings. Comparative or mixed-methods studies may also be conducted to examine the long-term effects of BGBP participation on students' discipline, character development, leadership skills, academic performance, and community engagement. Additionally, future research may evaluate the effectiveness of the proposed policy framework and implementation strategies in improving the sustainability and overall impact of the BGBP program.

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