

# The Perception of The Senior High Students in the Implementation of Reserve Officers Training Corps

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## ABSTRACT

In the Philippines, the National Service Training Program (NSTP) is a law that must be followed. This study explored the perception of senior high school students towards the implementation of the ROTC. It was conducted at one of the higher educational institutions in Ozamiz City, situated in Misamis Occidental in the Northern part of Mindanao during the school year 2022-2023. The study utilized the descriptive-correlational research design. Two hundred and fifty-six respondents were included in this research study; they were chosen at random by the researchers to participate in the survey using random stratified sampling. The researchers used adapted research questionnaires. The statistical tools used were mean and standard deviation and t-test. The quantitative study results revealed that the perception of senior high students towards the implementation of ROTC showed very high in terms of physical capabilities and psychological capabilities. And only high for extent knowledge and attitude. This only shows that the students tend to give more importance to the aspect of physical and psychological capabilities compared to having extent knowledge and attitude in the implementation of ROTC. Moreover, it shows that there is a significant relationship between physical and psychological capabilities toward attitude. But for extent knowledge and attitude, it has been shown that there is no significant relationship between them. It signifies that physical and psychological capabilities can impact the attitude of the students compared to the extent knowledge which shows that the students will be more focused or will give more attention to their academics than ROTC. The researchers recommend that in terms of administrative support, such as office, training ground, logistics, funding, and registration of grades and graduates, schools should continuously examine and enhance the ROTC program as part of their annual program.

**Keywords:** senior high students, ROTC, physical capabilities, psychological capabilities, extent knowledge

## INTRODUCTION

In the Philippines, the National Service Training Program (NSTP) is a law that must be followed (Anorico, 2019). All tertiary students are required to participate in it (Lopez, 2019). The National Service Training Program (NSTP) is a mandated government initiative in tertiary and vocational educational institutions to raise civic awareness, promote and integrate values education, transformational leadership, a sense of patriotism and nationalism, sustainable social mobilization, and defense preparedness among the youth through any of its three components, which are the Literacy Training Service (LTS), Civic Welfare Training Services (CWTS), and Youth Service Corps. LTS prepares its graduates to instruct school children, youngsters who are not enrolled in school, and other underserved people in the community in reading and numeracy (Anorico, 2019). The CWTS seeks to improve numerous community facilities or the overall welfare and quality of life of the community and its residents (Basco-Galangco & Mamolo Jr, 2017). To prepare young people for national security, ROTC focuses on military instruction (Pacatang & Montallana,

2022).

The National Service Training Program (NSTP) is a valuable program that should be implemented on a wider scale (Crisostomo, 2018). The program has been successful in terms of its goals of enhancing civic consciousness and defense readiness in the youth (Belentsov et al., (2019). Moreover, the NSTP provides a pathway to a successful and fulfilling career. The National Service Training Program (NSTP) Act of 2001 (R.A. 9163) was enacted in response to public clamor for reforms in the Reserve Officers Training Corps (ROTC) Program (Pacatang & Montallana, 2022). This act affirms that the prime duty of the government shall be to serve and protect its citizens (Trivedi & Van Cleve, 2020).

The National Service Training Program (NSTP) is a beneficial initiative that ought to be expanded upon (Crisostomo, 2018). According to Belentsov et al. (2019), the initiative has succeeded in raising youth civic engagement and defense preparation. The NSTP also offers a route to a fruitful and satisfying career. In response to public demands for changes to the Reserve Officers Training Corps (ROTC) Program, the National Service Training Program (NSTP) Act of 2001 (R.A. 9163) was passed (Pacatang & Montallana, 2022). The primary responsibility of the government is to serve and protect its citizens, as this act maintains (Trivedi & Van Cleve, 2020).

A combination of leadership and practical instruction is provided via the Reserve Officers Instruction Corps (ROTC) educational curriculum (Meyer & Rinn, 2022). This military science course is intended to improve and enhance the leadership, discipline, and community awareness of college students so that they can be ready to act quickly in the event of a disaster (Hassan Gillani et al., 2020). Under Republic Act sections 38 and 39. No 7077 tertiary students will participate in military training to motivate, inspire, equip, and organize them in advance of national defense (Garingan, 2021). Some Filipinos are appreciative of the call to amend Republic Act No. 7077, also known as the Citizen Armed Forces of the Philippines (AFP) Reservist Act, to reinstate the mandatory Reserve Officers' Training Corps (ROTC), while others have been vocal in their opposition to the ROTC program (Gross, 2017).

Commonwealth Act No. 1, popularly known as the National Defense Act of 1935, which required that all college students complete mandatory military training, was the driving force for the establishment of the ROTC program (Muhallin, 2021). Executive Order No. 207, issued by President Manuel L. Quezon to train the future generation in state defense, put the National Defense Act into effect (Morningstar, 2018). The National Defense Act was amended by Presidential Decree 1706 (The National Law), which provided the three National Service Program components of Military Service (MS), Civil Welfare Service (CWS), and Law Enforcement Service (LES), with DND, CHED, and DILG serving as the corresponding implementing agencies. Schools and universities only offered the MS program, however, as involved organizations were not prepared to execute the CWS and LES components (Muhallin, 2021). RA 7077, often known as the AFP Reservist Act, which went into force in 1991, mandates that all students participating in higher education must finish a two-year ROTC program to graduate. In February 2017, a proposal to make ROTC training mandatory for seniors in both public and private high schools received the support of President Rodrigo Duterte (Ragragio, 2022).

The Reserve Officers' Training Corps (ROTC) was successfully integrated into the National Service Training Program (NSTP) (Garingan, 2021). By producing a disciplined and well-trained officer corps, the ROTC program rendered a vital service to the country (Moskos, 2019). By offering a tactical and strategic leadership training curriculum for the military, the ROTC program improved the nation's defense readiness (Morgado, 2017). The ROTC program is a fantastic approach for college students to improve their civic literacy and readiness for defense (Spoehr, 2021). It gives them the chance to make new friends, pick up new skills, and cultivate a sense of duty and responsibility toward their country.

One of the top leadership development programs in the nation, the Reserve Officers Training Corps (ROTC)

has several benefits (Grant Sr., 2019). Army ROTC reportedly provides management and leadership training, according to the Division of Military Education (Barr et al., 2019). Students in ROTC not only learn how to use a weapon but also how to maintain self-discipline (Malone, 2022). To strengthen one's personality and get over obstacles young people can be kept away from risky vices via the Reserve Officers Training Corps (ROTC) (Kim & Sa, 2022).

With the help of ROTC, young people are better able to remember and defend the nationalistic and patriotic values that were established throughout the struggle for our country's freedom (Curren & Dorn, 2018). You will gain leadership skills in Army ROTC, including how to set an example for others to follow in addition to giving instructions (Menu, 2019). Additionally, people can gain knowledge that is not available elsewhere. Your leadership skills, military prowess, and adventure training will all be emphasized in the ROTC program, among other things (Swinford et al., 2019). Not least of all, ROTC will earn your respect (Griffes, 2017).

The researchers sought to ascertain how Misamis University Senior High School's Reserve Officers Training Corps (ROTC) program was perceived by senior high students. The Reserve Officers Training Corps (ROTC) in Senior High School is a topic on which the researcher frequently receives feedback. This prompts scientists to investigate the Reserve Officers Training Corps (ROTC) issue among students (Martinelli, 2021). The Reserve Officers Training Corps (ROTC) will benefit everyone with its full capacity to perform actions of voluntarism and patriotism, as well as its leadership and discipline as an individual, due to this study's guidance in helping the students appreciate it.

## METHODS

The research design that was used in this undertaking and in achieving its objectives is descriptive-correlational. Descriptive-correlational is a quantitative method of research in which sets out to identify and describe relationships between naturally occurring events and variables (Creswell, 2003). This design is primarily used in describing relationships among variables, without seeking to establish a causal connection and without any active intervention on the part of the researcher (Pokit & Hungle, 2013). This design was chosen to meet the objectives of the study, namely, to determine the level of impact of personal and external preferences on the students' performance in the Implementation of Reserve Officers Training Corps (ROTC)

The study was conducted at one of the higher educational institutions in Ozamiz City, situated in Misamis Occidental in the Northern part of Mindanao. It has basic education from K-12, 11 colleges with a graduate school offering graduate and post-graduate studies. It offers 56 academic programs, including undergraduate to graduate programs, and 22 have been submitted voluntarily to accrediting agencies. At present, this institution is accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). At present, this university is enjoying the benefits of an autonomous school in Northern Mindanao.

A total of 256 respondents were included in this research study; they were chosen at random by the researchers to participate in the survey using stratified sampling techniques. Students in the Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Accounting, Business and Management (ABM), and Science, Technology, Engineering and Mathematics (STEM) fields' students from Senior High Basic Education Department. These respondents are formally registered at Misamis University, Ozamiz City School Year 2022-2023.

This instrument was adopted from the Panuelos study survey questionnaire (2019). Four constructs—physical capabilities, psychological capabilities, extent of knowledge, and attitude—are included in the questionnaire. This survey was meant to learn how Misamis University Senior High students

felt about the Reserve Officers Training Corps program (ROTC).

The following scale was used to assess how Misamis University Senior High students felt about the Reserve Officers Training Corps (ROTC) program:

Scale	Range	Response	Interpretation
4	3.27-4.00	Strongly Agree (SA)	Very High (VH)
3	2.52-3.26	Agree (A)	High (H)
2	1.76-2.51	Disagree (D)	Low (L)
1	1.00-1.75	Strongly Disagree (SD)	Very Low (VL)

The “Data Privacy Act of 2012,” also known as Republic Act No. 10173, is followed by the researchers. The following ethical principles were taken into mind when performing the study: confidentiality, informed consent, avoiding the risk of harm, and voluntary participation (Trochim, 2020). First off, to privacy laws, the researchers did not specify the university where the study was carried out. Second, no one was coerced into taking part in the study by the researchers. They did not hold this against them because they could decline if they wanted not to participate. The concept of informed consent, which mandates that participants be made aware of all the risks and procedures associated with the research in advance, was then considered. Finally, a formal letter providing all the necessary details regarding the impending questionnaire was handed to them.

The process of gathering data began with a formal letter asking the deans and professors at Misamis University for their permission to carry out the study and conduct the surveys. When the deans and teachers gave their blessing, the researchers asked senior high school students at Misamis University if they would consent to participate in the survey and could inform the students about the survey’s interpretation of the senior high school students on the implementation of the Reserve Officers Training Corps at Misamis University so that they could collect data and ensure that all their responses were truthful.

## RESULTS AND DISCUSSION

### Demographic Profile of the Respondents

The demographic profile of senior high students at one of Ozamiz City’s higher educational institutions is shown in Table 1. The frequency and proportion of data related to age, gender, and academic strand are the statistical findings. The data indicate that respondents who are 18 years old have the highest frequency of 105, or 41 percent, while respondents who are 19 years old have the lowest frequency, or 20 percent with this data majority of the respondents are of legal age, and they can understand fully the ultimate purpose of this study. On the other hand, when the demographic profile of the respondents is contrasted by gender, most of the respondents—140 in total, or 54.7%—are male, while the proportion of females—116 in total, or 45.3—is much smaller, the total number of respondents was dominated by male factors. There were 67 (26.17%) respondents in the General Academic Strand (GAS), 59 (23.05%) in the Science, Technology, Engineering, and Mathematics (STEM), 60 (23.44%) in the Accounting, Business, and Management, and 70 (27.34%) in the Humanities and Social Sciences (HUMSS). These findings highlight the importance of the General Academic Strand, which serves students who are unsure of the courses or degrees they wish to pursue in college. This strand was designed so that indecisive learners can proceed with any college program in the future. The STEM stands for Science, Technology, Engineering, and Mathematics strand. Through the STEM strand, senior high school students are exposed to complex mathematical and science theories and concepts which will serve as a foundation for their college courses. The Accountancy, Business, and Management (ABM) strand, may be the track for you. This Senior High School strand will

introduce you to the fundamentals of business, accounting, marketing, and economics. It will also provide you with knowledge and skills in line with the digital. And lastly, the Humanities and Social Sciences is a strand offered to senior high school students under the Academics track. The HUMSS Senior High School strand is designed for students who intend to take up journalism, communication arts, liberal arts, education, and other social-science-related courses in college.

Table 1. Frequency and Percentage Distribution of Respondents According to their Profile

Profile	Frequency	Percentage
<b>Age</b>		
16 yrs. old	38	14.8
17 yrs. old	93	36.3
18 yrs. old.	105	41
19 yrs. old	20	7.8
<b>Gender</b>		
Male	140	54.7
Female	116	45.3
<b>Academic Strand</b>		
General Academic Strand (GAS)	67	26.17
Science, Technology, Engineering and Mathematics (STEM)	59	23.05
Accountancy, Business and Management (ABM)	60	23.44
Humanities and Social Sciences (HUMSS)	70	27.34
<b>Total</b>	<b>256</b>	<b>100.00</b>

Table 2 reveals the perception of senior high students toward the implementation of ROTC. Overall, the results showed a high remark with an overall mean and standard deviation of 3.22 and 0.25 respectively. Furthermore, the statistical result showed Very high perception in terms of Physical capabilities with a mean of 3.60 and a standard deviation of 0.10. According to the data, senior high students' physical capabilities are most strongly influenced by their physical health. The physical component must be among the most crucial elements given the nature of the training course. The physical exercises that will be assigned to students must be manageable for them. For Psychology capabilities, it showed Very high with a 3.88 mean and 0.03 standard deviation. The study findings revealed that the perception of senior high students regarding their psychological capabilities is essential for success in ROTC (Reserve Officer Training Corps). ROTC is a program that prepares students to become officers in the military. It is designed to develop leadership skills, physical fitness, and character in its participants. To be successful in ROTC, cadets need to have strong psychological capabilities, such as resilience, adaptability, and mental toughness. They must be able to handle high levels of stress, work well under pressure, and make quick decisions in challenging situations. As to Extent knowledge, the results showed a high perception with a mean of 2.52 and standard deviation of 0.56 in which the study's findings indicate that most of the students think of ROTC. Lastly, Attitude in which the results showed a high perception with a 2.89 mean and 0.32 standard deviation.

Table 2. Perception of the Senior High School Students' towards the implementation of ROTC (n=256)

Construct	Mean	SD	Remark
Physical Capabilities	3.60	0.10	Very High
Psychological Capabilities	3.88	0.03	Very High
Extent Knowledge	2.52	0.56	High
Attitude	2.89	0.32	High
Overall Perception	3.22	0.25	High

Note. Scale: 3.27-4.00 Very High (VH); 2.52-3.26 High (H); 1.76-2.51 Low (L); 1.00-1.75 Very Low (VL).

Table 3 reveals the relationship between the perception of Senior High School Students towards the implementation of ROTC in terms of Physical Capabilities, Psychological Capabilities, Extent of Knowledge, and Attitude. The implementation of Reserve Officers' Training Corps (ROTC) in senior high schools has been a topic of debate for many years. The statistical results showed that there is a significant relationship between Physical Capabilities and Attitude having a t value of 7.20, standard deviation of 18, and p value of 0.0001. Moreover, the relationship between Psychological Capabilities and Attitude has shown to be significant having a t value of 9.19, standard deviation of 18, p value of 0.0001. Lastly, the results have shown that there is no significant relationship between the Extent of Knowledge and Attitude with a t-value of 1.72, standard deviation of 18, and p-value of 0.1023.

Research has shown that students who perceive themselves to have high physical capabilities are more likely to have positive attitudes toward the ROTC program. This is because the ROTC program emphasizes physical fitness and discipline, and students who are confident in their physical abilities may be more inclined to enjoy the physical challenges presented by the program.

Students who perceive themselves to have high psychological capabilities, such as resilience, self-discipline, and motivation, are more likely to have positive attitudes toward the ROTC program. This is because the ROTC program places a strong emphasis on developing these psychological capabilities, and students who already possess them may be more inclined to enjoy the challenges presented by the program.

On the other hand, there is no significant relationship between the perception of senior high school students towards the implementation of ROTC in terms of the extent of knowledge and attitude. Students who have a limited understanding of the ROTC program may have negative attitudes toward it. Given the fact that ROTC is already present in college, some senior high students see the program to be exhausting and time-consuming which they think might affect their academics. Another thing is that they may not see the relevance of the program to their future goals and may not fully appreciate the benefits it can provide.

Table 3. Relationship between the perception of Senior High School Students towards the implementation of ROTC in terms of Physical Capabilities, Psychological Capabilities, Extent Knowledge and their Attitude.

Variables	t value	SD	p value	Remarks
Physical Capabilities and Attitude	7.20	18	0.0001	Significant
Psychological Capabilities and Attitude	9.19	18	0.0001	Significant
Extent of Knowledge and Attitude	1.72	18	0.1023	Not Significant

Note: Probability Value Scale: \*\*p<0.01 (Highly Significant); \*p<0.05 (Significant); p>0.05 (Not Significant)

significant)

## CONCLUSION

To foster discipline, patriotism, and preparation for the country's defense, the government has reinstated senior high school students' ROTC participation as a requirement. Depending on each student's individual beliefs, experiences, and expectations, there may be a range in how they view the implementation of ROTC. Some students can view ROTC as a chance to enhance their leadership and teamwork abilities while also serving their nation. Some students could consider it to be a hardship or an infringement on their personal or academic time, particularly if they are involved in other extracurricular activities or obligations. This study assessed how senior high students feel about the implementation of ROTC in terms of their physical and psychological abilities, as well as their level of knowledge and attitude. It has been discovered that factors other than attitude have a greater impact on how senior high school students perceive the implementation of ROTC than do physical, psychological, and level of knowledge skills. Most respondents are also of legal age and fully understand the purpose of the study, with respondents who are 18 years old having the highest frequency and respondents who are 19 years old having the lowest frequency, according to the statistics. Most respondents are male, but the number of female respondents is significantly lower when the responder is contrasted by gender. The findings imply that the installation of ROTC directly affects how students perceive their senior year of high school. It was determined that the student's physical and psychological talents, level of knowledge, and attitudes all benefited the researchers in comprehending the students' perceptions of the Mandatory ROTC Program. The use of questionnaires has been adapted from panuelos.

## RECOMMENDATIONS

The researchers made the following recommendations based on the study's findings:

- To the incoming students of ROTC, this unit will promote a culture of leadership. The goal of the ROTC program is to create leaders who will serve their nation in the armed forces. To accomplish this, the program must foster a culture of leadership. This can include chances for students to assume leadership roles within the curriculum and leadership development initiatives. This could also emphasize physical fitness, in order to succeed in the program and the military, ROTC cadets must adhere to strict physical fitness standards. As a result, it's crucial to give physical fitness training, such as frequent exercise, strength training, and endurance training, priority in your program. There may be a suggested upgrade program for the Misamis University ROTC Unit.
- Parents, ROTC can be a rewarding experience for students, but it requires commitment and support. By understanding the requirements, encouraging their child, supporting physical fitness, being prepared for the financial commitment, and staying involved and supportive, they can help their child make the most of their ROTC experience.
- In terms of the School Administrative support, such as Office, Training Ground, logistics, funding, and registration of grades and graduates, schools should continuously examine and enhance the ROTC Program as part of their annual program. On the other hand, by providing adequate resources, recognizing and supporting ROTC achievements, coordinating with ROTC instructors, encouraging participation in community events, and providing academic support, school administrators can help ensure that students enrolled in ROTC have a positive and successful experience.
- The Army Reserve Command (ARESCOM), in collaboration with the Commission on Higher Education, may encourage private and public colleges and universities in the region to have a program for NSTP-ROTC that focuses on the following: a scholarship program for ROTC Basic and Advance cadets, a standardized ROTC training program and schedule. And by establishing clear expectations, providing quality training, fostering a sense of community, recognizing and rewarding achievements, and supporting physical fitness, ROTC units can provide a positive and successful experience for their

students.

- The NSTP Director/Coordinator, Commandant and Staff, and the Corps of Cadets, both Basic and advanced, may participate in clean-up drives, tree-planting activities, bloodletting operations, and other similar activities to demonstrate their commitment to making a good and proactive change in the community. And by connecting students to community service opportunities, encouraging reflection and learning, and recognizing and rewarding achievements, NSTP directors can provide a positive and successful experience for their students.

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