



PERCEPTION AND IMPLEMENTATION OF ROTC AMONG ISAP STUDENT: ITS IMPACT TO THEIR LEVEL OF PATRIOTISM AND NATIONALISM

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ABSTRACT: *This study aimed to examine the perception and implementation of the Reserve Officers' Training Corps (ROTC) program among International School of Asia and the Pacific (ISAP) students and its impact on their level of patriotism and nationalism. The research design employed was a descriptive-inferential method, which inferred a quantitative approach to gather data and draw meaningful conclusions. The data-gathering tool used for this study was a self-made questionnaire distributed to 250 respondents, comprising ISAP students. The questionnaire was designed to assess students' perceptions of the ROTC program, including their understanding of its purpose, their level of involvement, and their perception of its impact on their patriotism and nationalism. Additionally, demographic information such as age, gender, religion, year level, and course were collected to analyze any potential variations in responses. The collected data were analyzed using descriptive statistics to summarize the perceptions of ISAP students regarding the ROTC program and its implementation. Inferential statistics, such as correlation analysis and regression analysis, were employed to examine the relationship between ROTC participation and the level of patriotism and nationalism among the respondents. The findings provided valuable insights into the impact of the ROTC program on students' sense of national identity and civic engagement. Results revealed varying perceptions of the ROTC program among ISAP students, ranging from positive to negative, as well as potential differences based on demographic factors. The analysis of the relationship between ROTC participation and patriotism and nationalism provided a deeper understanding of the program's influence on these constructs. The study's findings may have implications for educational institutions seeking to enhance their students' sense of patriotism and nationalism through ROTC programs or similar initiatives.*

Keywords: ROTC, ISAP students, perception, implementation, patriotism, nationalism.

INTRODUCTION

The Reserve Officers Training Corps (ROTC) was a longstanding program designed to instill discipline, leadership, and patriotism among college students. Originating from military practices, ROTC programs are implemented in various countries worldwide, including the Philippines. The Philippines, a nation with a rich history and enduring national identity, has



viewed ROTC as a crucial component in cultivating the spirit of patriotism and nationalism among its youth.

This research aims to delve into the perception and implementation of ROTC in the Philippines and explore its impact on the level of patriotism and nationalism among college students. By analyzing the experiences, attitudes, and beliefs of the students engaged in ROTC, we can gain valuable insights into the effectiveness of this program and its influence on the overall nationalistic sentiments of Filipino youth.

ROTC programs in the Philippines vary in their structure and implementation across different educational institutions. This research will analyze the methodologies, training modules, and activities employed in ROTC programs to assess their effectiveness in developing a sense of patriotism and nationalism among college students. Factors such as the duration of the program, integration with academic curriculum, and opportunities for leadership development will be examined to determine the impact on students' nationalistic sentiments.

This research would investigate direct and indirect effects of ROTC on the level of patriotism and nationalism among college students in the Philippines. By examining changes in attitudes, behavior, and civic engagement, we can gauge the program's efficacy in shaping students' nationalistic sentiments. Additionally, the research will explore whether ROTC participation influences career choices, involvement in community service, and commitment to upholding democratic values.

Understanding the perception and implementation of ROTC and its impact on the level of patriotism and nationalism among college students is essential for nurturing a sense of national identity and fostering active citizenship in the Philippines. By exploring these aspects, this research seeks to contribute to the ongoing discourse surrounding ROTC and provide valuable insights for shaping the future of the program to meet the evolving needs of Filipino youth in an increasingly globalized world.

STATEMENT OF THE PROBLEM

The primary focus of this study was to assess the Perception and Implementation of ROTC among ISAP students; Its impact to their level of patriotism and nationalism. The focus of this exploration is to tackle the subsequent significant inquiries:

1. What is demographic profile of the respondents in terms of??
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Religion
 - 1.4. Year level
 - 1.5. Course
 - 1.6. Have an ROTC experience
2. What are the rules and regulation of ROTC implementation to ISAP students as to:
 - 2.1. Health Aspects
 - 2.2. Behavior and attitude Aspects
 - 2.3. Level of Patriotism Aspect
 - 2.4. Level of Nationalism Aspect
3. Is there a significant difference in the perception of the respondents regarding ROTC when grouped according to their profile?



METHODOLOGY

This offers a comprehensive overview of the research methodology implemented in the study. The researcher provides a detailed explanation of the processes involved in acquiring, presenting, and analyzing relevant data and information necessary to address the research objectives and inquiries. This study presents an in-depth analysis of the underlying reasons and justifications for the chosen research design, the participants engaged in the study, the instrument employed for data collection, the methodology utilized for data gathering, and the statistical technique applied for analysis

The study will utilize the descriptive-inferential method to gather and analyze data on the Perception and Implementation of ROTC among ISAP students, specifically focusing on its impact on their level of Patriotism and nationalism. The descriptive method will be applied to provide a comprehensive overview of the relationship between ROTC implementation and the profile variables of the respondents. This approach will help the researchers gain deeper insights and interpret the data accurately, ensuring the study yields precise results. Additionally, the inferential method will be employed to draw meaningful conclusions from the analyzed data, enabling readers to gain a thorough understanding of the topic based on the study's findings.

This present study would include all students Of International School and Asia and the Pacific college department as the population; thus 250 total numbers of respondents were selected through the use of simple random sampling procedure as constituent-respondents respectively. The simple random sampling procedure is a type of probability sampling method employed by researchers to randomly select a subset of participants from a population. This selection is based on the participants' availability and willingness to respond to questionnaires. By using this method, each member of the population has an equal opportunity to be chosen. Furthermore, it is important to note that data collection is aimed at obtaining responses from as large a percentage as feasible within this randomly chosen subset.

In this study, self-made questionnaire was the main data gathering tool which would be based on the given Implemented rules and regulation of the department of military science and tactics. The questionnaire composes of three parts: Part 1 would determine the profile variable of respondents which include age, sex, religion, year level, course and experienced in ROTC subject while; Part 2 of the questionnaire would determine the impact of ROTC on the respondents in connection to their health aspects, behavior and attitude aspect, level of patriotism aspect and level of nationalism aspect. Part 3 would be the structured interview which determine the possible recommendations from the advanced officers, faculty of criminology and ROTC personnel. The researchers used a "Likert scale" for the questionnaire. It has a corresponding value of 4 as the highest, which is strongly agree, 3 as agree, 2 as disagree, and 1 as strongly Disagree.

The data was tabulated into different specific groups and was analyzed and interpreted based on the elicited answers from the respondents. The following statistical tools were used in the interpretation and analysis of the data. The researcher used a descriptive and inferential approach to statistics to analyze the data. For the first statement of the problem, descriptive statistics such as frequency and percentage distribution were used to treat the profile of the respondents. For the second statement of the problem, Weighted Mean was applied to the



responses of the participants. This was conducted with numerical weights using a 4-point Likert scale to ascertain the level of patriotism and nationalism of the respondents. Lastly, for the third statement of the problem, Analysis of Variance was utilized to determine the impact of ROTC on the level of patriotism and nationalism of the respondents.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Profile Variables of the Respondents

AGE	FREQUENCY	PERCENTAGE
18-20	94	37.60
21-23	135	54.00
24 and above	21	8.40
SEX		
MALE	130	52.00
FEMALE	120	48.00
RELIGION		
ROMAN CATHOLIC	191	76.40
BORN AGAIN	36	14.40
IGLESIA NI CRISTO	12	4.80
JEHOVA'S WITNESS	8	3.20
PROTESTANT	3	1.20
YEAR LEVEL		
FIRST YEAR	56	22.40
SECOND YEAR	60	24
THIRD YEAR	42	16.80
FOURTH YEAR	92	36.80
COURSE		
COCJE	141	56.40
CASTE	31	12.40
CITE	12	4.80
CBEM	66	26.40
HAVE A ROTC EXPERIENCE?		
YES	178	71.20
NO	72	28.80

The analysis of participant characteristics in the study revealed several noteworthy trends. In terms of age distribution, the highest concentration of participants, comprising 54.5% of the sample, fell within the 21-23 age range. Conversely, the age bracket of 24 and above represented the smallest cohort, accounting for only 8.40%. This pattern suggests that the ROTC program predominantly appealed to adult participants. When considering gender distribution, the study indicated that 52.00% of respondents identified as male, while the remaining 48.00% identified as female. This distribution implies a notable gender disparity, with a greater enrollment of males in the ROTC program compared to females. Religious affiliation also emerged as an influential factor. Among the respondents, 74.40% identified as Roman Catholic, marking the largest group. In contrast, a mere 1.20% identified as Protestant, constituting the smallest group. This observation suggests that Roman Catholic individuals were more inclined to enroll in the ROTC program compared to those of other religious backgrounds. Moving on to year level, the data revealed that the highest percentage of participants, accounting for 36.80% of the sample, were in their fourth year of study. Conversely, the



third-year level constituted the lowest percentage at 16.80%. This distribution suggests that a substantial portion of participants were in their fourth year, potentially indicating a heightened likelihood of prior exposure to the ROTC program. When examining participants' fields of study, the College of Criminal Justice Education emerged as the leading contributor with 56.40% of participants originating from this college. In contrast, the College of Information Technology and Engineering had the lowest representation, comprising only 4.80% of participants. This distribution hints at the prevalence of ROTC enrollment among students in the College of Criminal Justice Education. In terms of ROTC experience, the study demonstrated that a significant proportion of respondents, totaling 71.20% of the sample, possessed prior ROTC exposure. Meanwhile, 28.80% of respondents lacked such experience. These findings underline that a substantial majority of participants had some degree of familiarity and prior engagement with the ROTC program.

Table 1. The Extent of Rules and Regulation of ROTC Implementation to ISAP Students as to their Health Aspects

STATEMENT	MEAN	DESCRIPTION
1. Exercises encompass running, push-ups, sit-ups, and various other activities aimed at enhancing strength, stamina, and perseverance.	3.14	AGREE
2. Students are provided with ample fitness opportunities, which include weekly exercises, battle focus tactics training, and lab sessions to enhance their overall fitness levels.	3.04	AGREE
3. An array of hurdles and difficulties that a student might encounter, encompassing tasks like buddy carries, low crawls, and rope climbing.	2.98	DISAGREE
4. Encountering obstacles that urge individuals to surpass their usual physical boundaries and strive for achievements they might not have believed possible.	3.00	AGREE
5. Present a multitude of chances for students and cadets to elevate their fitness levels and relish diverse forms of exercise.	3.00	AGREE
6. Uphold a standard of both physical and mental fitness for the students	3.07	AGREE
7. Provide comprehensive training to college students, imparting the fundamental aspects of Military Service, with the aim of producing proficient reservists for the Armed Forces of the Philippines.	3.01	AGREE
CATEGORICAL MEAN	3.03	AGREE

Table 1 provides insights into the extent of rules and regulations governing the implementation of the ROTC program for ISAP students, particularly in relation to their health aspects. The comprehensive categorical mean of 3.03, indicating an interpretation of "agree," highlights that students enrolled in ROTC are required to engage in physical exercises aimed at enhancing their physical and mental fitness. Notably, the statement emphasizing the variety of exercises, including running, push-ups, sit-ups, and other activities designed to improve strength, stamina, and perseverance, achieved the highest mean of 3.14, signifying a general agreement among the respondents.

However, a different trend emerges with the statement about encountering challenges such as buddy carries, low crawls, and rope climbing, as it garnered the lowest mean of 2.98, implying a sentiment of disagreement. This suggests that there might be reservations among respondents regarding certain physically demanding tasks. Despite this, the overall pattern



suggests that the ROTC program and its activities have a positive impact on the health aspects of students, contributing to their overall well-being.

This observation resonates with Nevada's research (2013), which emphasizes that the ROTC program offers cadets a diverse range of fitness opportunities aimed at enhancing their physical capabilities. These opportunities encompass a structured regimen of regular weekly exercises, battle training sessions, and practical lab activities scheduled throughout the week. The provision of physical training at least thrice a week ensures a consistent routine for cadets. The exercises involve various activities, including running, push-ups, sit-ups, and other exercises geared toward building strength, endurance, and resilience. Nevada's findings align with the positive perception reflected in the study's results, where participants acknowledged the program's role in enhancing their physical health capabilities.

Table 2. The Extent of Rules and Regulation of ROTC Implementation to ISAP Students Based on their Behavioral Aspects

STATEMENT	MEAN	DESCRIPTION
1. Acquire the skills to be a true leader, embodying more than just someone who issues orders, but someone who leads by setting an exemplary precedent	3.07	AGREE
2. Training in mental attitude and state that instills instinctive obedience and appropriate conduct in all circumstances.	3.01	AGREE
3. Highlighting the significance of setting a positive example and fostering a well-disciplined organization through continuous development and maintenance.	3.05	AGREE
4. Promote culture of discipline and responsibility	3.03	AGREE
5. Learn about techniques and principles of leadership and management	3.05	AGREE
CATEGORICAL MEAN	3.04	AGREE

Table 2 provides an examination of how the rules and regulations governing the ROTC program's implementation influence the behavioral aspects of ISAP students. The overall categorical mean of 3.04, denoting "Agree," emphasizes that a substantial majority of ROTC-enrolled students hold a favorable view of the program's capacity to foster positive behavior and ethical conduct through military discipline. Of particular note, the statement underscoring the acquisition of skills to become authentic leaders who set exemplary standards achieved the highest mean at 3.07, indicating a widespread agreement among respondents. This suggests that participants recognize the program's effectiveness in nurturing leadership qualities that extend beyond mere authoritative directives. However, the statement concerning training in mental attitude and states that inculcate instinctual obedience and appropriate behavior across circumstances garnered a slightly lower mean of 3.01, still aligning with an interpretation of "Agree." This insight suggests that the ROTC program and its activities exert a beneficial influence on students' behavioral facets, impacting their demeanor and cultivating respect for others.

These findings resonate with Sears' research (2022), which underscores the comprehensive leadership training offered by Army ROTC. This training places emphasis on leadership through personal conduct, encompassing roles that stretch beyond giving commands to embody qualities like counseling, strategic thinking, and motivating – analogous to pivotal managerial roles in corporate settings. The development of leadership skills and military tactics is achieved through a blend of classroom teaching and field exercises, contributing to holistic student growth while adhering to a regular schedule akin to other college students. In a distinct study conducted by Jackson et al. (2011), a comparative analysis was conducted between the intentions of ROTC students and those of their



counterparts in the general college population. This study unveiled that ROTC students exhibited a reduced inclination to seek psychological services, maintained less favorable perceptions of mental health practitioners' expertise, and showcased less readiness to address the stigma associated with mental health. Although not directly aligned with the discussed behavioral aspects, this literature introduces greater depth to the understanding of ROTC students' attitudes and viewpoints.

Table 3. The Extent of Rules and Regulation of ROTC Implementation to ISAP Students as to their Patriotism Aspects

STATEMENT	MEAN	DESCRIPTON
1. An act of patriotism that would prepare the country for any threat to its sovereignty	2.99	DISAGREE
2. A strong focus on instilling values and beliefs to foster a deep sense of love and devotion for one's country and nation.	3.06	AGREE
3. Teach younger generations about the essence of patriotism	3.06	AGREE
4. Unite people for the overall well-being and prosperity of the nation	3.06	AGREE
5. Be aware and responsible of the issues in our country	3.04	AGREE
CATEGORICAL	3.04	AGREE

Table 3 presents an evaluation of the impact of rules and regulations in the ROTC program's implementation on ISAP students' patriotism aspects. The overall categorical mean of 3.04, signifying "Agree," reflects that students engaged in ROTC hold a positive perception regarding the program's role in cultivating love and devotion for their country.

Furthermore, the statements emphasizing a strong focus on instilling values and beliefs to foster profound love and devotion for the nation, as well as teaching younger generations about the essence of patriotism, obtained the highest mean of 3.06, indicating a collective agreement among respondents. This suggests that participants recognize the program's efficacy in promoting patriotism by imparting these values and teachings. Conversely, the statement regarding an act of patriotism that prepares the country for any threat to its sovereignty garnered the lowest mean of 2.99, which can be interpreted as "Disagree." This observation suggests that respondents may hold reservations about the program's role in preparing the country for potential threats.

These findings find support in G. Schochet's work (2021) in the International Encyclopedia of the Social & Behavioral Sciences, where patriotism is described as a complex concept involving political allegiance, loyalty, commitment, and dedication. It is underpinned by a deep affection for one's country and is considered one of the oldest political values. This emotional aspect underscores the recognition of a fundamental duty to the state. Furthermore, Barbosa, P.F.'s research (2016) asserts that ROTC offers significant benefits to young Filipinos by nurturing patriotism. The program plays a pivotal role in fostering a profound love for the country, instilling discipline and respect in participants. The fundamental military training provided through ROTC facilitates an understanding and appreciation of the sacrifices made by soldiers in service to the nation. This understanding contributes to a deeper comprehension of why these individuals wholeheartedly dedicate themselves to safeguarding and protecting the motherland. These insights collectively corroborate the positive impact of ROTC activities on students' patriotism aspects.



Table 4 The Extent of Rules and Regulation of ROTC Implementation to ISAP Students based on their Nationalism Aspects

STATEMENT	MEAN	DESCRIPTION
1. Demonstrate the abilities, knowledge, and unwavering commitment to safeguard and uphold the national institutions and sovereignty of the country.	3.03	AGREE
2. Imbue within their minds and hearts a profound affection for our country.	3.02	AGREE
3. It conditions and molds them into being disciplined and respectful	3.06	AGREE
4. Comprehend and value the sacrifices made by our soldiers and law enforcers for the betterment of our nation.	3.04	AGREE
5. Giving our Philippine National Flag and Philippine National Anthem a due respect	3.08	AGREE
6. Respect and adhere the Philippine Constitution provisions as part of the Filipino identity	3.06	AGREE
7. Abide simple rules and regulation for the betterment of the country	3.03	AGREE
CATEGORICAL MEAN	3.05	AGREE

Table 4 examines the influence of ROTC program rules on ISAP students' nationalism aspects. The overall categorical mean of 3.05, interpreted as "Agree," indicates that students participating in ROTC recognize the program's role in promoting values of freedom, justice, and a Filipino identity. In particular, the statement emphasizing the importance of giving due respect to the Philippine National Flag and Anthem obtained the highest mean of 3.08, implying widespread agreement among respondents. This suggests that participants value these national symbols and understand the significance of showing respect. Conversely, the statement about instilling a profound affection for the country garnered a slightly lower mean of 3.02, still aligning with an interpretation of "Agree." This observation implies that the ROTC program and its activities have a positive impact on students' nationalism aspects, fostering pride in their Filipino identity on a global scale.

These findings resonate with PNP Chief Oscar Albayalde's declarations, which emphasize the meticulous design of the ROTC program to nurture patriotism and nationalism among the younger generation. The program aims to cultivate individuals equipped with essential skills, knowledge, and unwavering dedication to safeguard the nation's institutions and sovereignty (Caliwan, C.L., 2019). This alignment underscores the positive effect of ROTC on students' nationalism aspects, promoting a strong sense of pride and identity as Filipino citizens.

Table 5 Test of the Difference on the Implementation of ROTC among ISAP Students according to their Profile Variables

VARIABLES		HEALTH	BEHAVIORAL	PATRIOTISM	NATIONALISM
AGE	f/t-value	0.298	0.332	0.470	0.505
	p-value	0.743	0.726	0.628	0.606
SEX	f/t-value	2.39	6.11	3.07	7.84
	p-value	0.123	0.014*	0.081	0.006*
RELIGION	f/t-value	4.68	3.73	4.64	3.87
	p-value	0.017*	0.035*	0.018*	0.031*
YEAR LEVEL	f/t-value	2.99	4.31	3.31	3.82
	p-value	0.034*	0.006*	0.023*	0.012*
COURSE	f/t-value	3.25	3.37	3.46	4.47
	p-value	0.005*	0.004*	0.003*	0.001*

Table 5 presents the outcomes of a test examining the variation in ROTC implementation among ISAP students based on their profile variables: age, sex, religion, year level, and course. The findings



indicate distinctive patterns for each variable. Age, as a variable, did not yield a significant difference in ROTC implementation, with a p-value of 0.298, suggesting uniformity in the program's execution across age groups. Regarding sex, the results highlight a significant difference in ROTC implementation between male and female students. Notably, there is a significant divergence in the realms of behavioral factors (p-value: 0.014) and health (p-value: 0.123), evident from t-values of 6.11 and 2.39, respectively. Similarly, religion plays a substantial role, with significant differences seen in health (p-value: 0.017) and behavioral factors (p-value: 0.035), evident from t-values of 4.68 and 3.73, respectively. Year level demonstrates a significant impact on ROTC implementation, with health (p-value: 0.034) and behavioral factors (p-value: 0.006) being notably different across academic years. The corresponding t-values of 2.99 and 4.31 emphasize these differences. Lastly, course choice exhibits a significant difference in ROTC implementation, underscored by p-values of 0.005 for health and 0.004 for behavioral factors. The t-values of 3.25 and 3.37 reiterate these variations.

CONCLUSIONS

Based on the study's findings, it can be firmly concluded that all rules, regulations, and guidelines pertaining to the application of the Reserve Officers Training Corps (ROTC) were meticulously adhered to and effectively put into practice. Moreover, the ROTC practices have a strong emphasis on closely overseeing students' development in terms of both physical well-being and behavioral aspects. An equally important objective of the program is to instill in students a sense of pride in their country and cultivate a deep commitment to patriotism and nationalism.

RECOMMENDATIONS

Drawing from the outcomes and discoveries of the study, the researchers have devised the subsequent recommendations:

- Firstly, it is advised that the rules, regulations, and guidelines pertaining to the application of the Reserve Officers Training Corps (ROTC) among students should be maintained and, if necessary, improved. This will ensure a structured and effective program for the students.
- Secondly, educational institutions should actively promote and encourage their students to participate in the ROTC, not solely as a requirement under the National Service Training Program, but also the students' overall personal development. By emphasizing the holistic growth that can be achieved through ROTC participation, schools can inspire more students to join the program willingly.
- Furthermore, ROTC instructors should adopt a more disciplined and strategic approach in their teaching methods. By imparting valuable life skills and instilling a sense of discipline, instructors can better prepare their students for future challenges and responsibilities.
- In addition, students are encouraged to actively participate in ROTC exercises, discussions, and seek advice from their instructors. This active engagement will help them become more proficient and capable in the event of national defense needs. By actively seeking guidance and learning from their instructors, students can acquire valuable knowledge and skills that will benefit them in their roles as potential defenders of the nation.
- Lastly, ROTC instructors must always adhere to the guidelines outlined in Republic Act 7077, also called the "Citizen Armed Force or Armed Forces of the Philippines Reservist Act."



Compliance with these guidelines is essential to prevent any instances of maltreatment or mistreatment among the students. By maintaining a safe and respectful environment, the ROTC program can foster positive experiences and promote the well-being of all participants.

- In conclusion, the recommendations based on the study's results call for the maintenance and potential improvements of ROTC rules and regulations, increased promotion of ROTC for holistic growth, the adoption of a disciplined teaching approach by instructors, active engagement from students, and adherence to established guidelines to ensure a positive and respectful learning environment within the ROTC program.

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