

# The Attitude Of Filipinos In The Proposed Integration Of Mandatory Reserve Officers Training Corps (Rotc) In The Philippine Basic Curriculum

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## Abstract

This survey sought to determine whether Filipino high school students, police trainees, teachers, and parents favor the proposal of mandatory integrating the Reserve Officers Training Corps (ROTC) in the basic senior high school curriculum. The specific posed questions are: What are the demographic profiles of the respondents? What is the respondents' attitude toward the ROTC program concept in terms of motivating, training, organizing, and mobilizing the youth? Is there a significant difference in their attitude when grouped by age, gender, and religion? Are Filipino high school students, police trainees, teachers, and parents in favor of the proposed mandatory integration of ROTC in the senior high school curriculum?

Approximately 802 of the 1076 respondents who participated in the survey are young adults, primarily female and Roman Catholics. Most or 94% of them strongly agree that the ROTC program can motivate and train students to become government partners in the preservation and development of the state. They strongly agree that in the event of a national mobilization, it can assist in mobilizing and organizing students to respond in national security. Although, significant difference was noted as to among respondents in their attitude toward the ROTC program but they totally support the idea of making it mandatory.

Keywords: Attitude, Motivation, Organization, Mobilization, Reserve Officers Training Corps, ROTC, ROTC Program, National Security Preparedness.

### **Introduction**

Patriotism has been in the heart of the Filipino people even before the Spaniards set foot on the soil of the Philippine Islands. The camaraderie among men who fought and liberated the country in numerous wars are well-recorded in books. Not only has that, but Filipinos, in the context of patriotism, perceived the same as love and care for fellow citizens which is apparent as whenever the country collectively face hardships. As times passed by, particularly on the development of educational reforms, the Philippine government doubled time to determine and formulate ways to strengthen the capability of its citizens to defend the nation; through passing acts and implementing laws that are carefully drafted to ensure that the nation withstands difficulties that it may face.

The National Defense Act of 1935, enacted by the Philippine National Assembly, states that the preservation of the state is the obligation of every citizen. It also provided for mandatory military service for all citizens and their inclusion in the reserve force, ready to respond in any cases of national mobilization. Following the enactment of Executive Order No. 59 by then President Ferdinand E. Marcos, mandatory admission to the Reserve Officers' Training Corps (ROTC) in all Philippine colleges and universities were institutionalized.

Two decades had passed since the government made mandatory ROTC an option to the Philippines' educational institutions and a significant number of changes have evolved within the society; in education, technological advancements, the status quo, and crime and peace rates. Recently, no less than President Ferdinand Marcos Jr. in his first State of the Nation Address (SONA), called Congress to make ROTC as a mandatory part of the curriculum program in all private and public senior high schools. The revival of its mandatory implementation aim to motivate, train, organize, and mobilize students for disaster preparedness, national defense, and capacity

building for risk-related situations. However, different youth organizations and student leaders are disagreeing with the said proposal by urging the Senate to reject the bill and redirect their efforts and funding towards more substantial issues. With the disagreements, and changes that it might bring in the senior high school curriculum, the researcher finds it reasonable to ascertain the attitudes of many Filipinos towards mandatory implementation of ROTC, hence, this research.

### **Problem Statement**

The purpose of this study was to determine the attitude of Filipinos in the proposed mandatory integration of the Reserve Officers Training Corps (ROTC) in the Basic Senior High School curriculum.

Specifically, it sought to answer the following questions:

1. What are the demographic profiles of the respondents?
2. What is the respondents' attitude toward the ROTC program concept in terms of motivating, training, organizing, and mobilizing the youth?
3. Is there a significant difference in the respondents' attitude when grouped by age, gender, and religion?
4. Are Filipino high school students, police trainees, teachers, and parents in favor of the mandatory implementation of ROTC?

### **Methodology**

The researcher used the descriptive research method in ascertaining the attitude of Filipinos to the program concepts of ROTC. It was conducted nationwide with the help of Philippine National Police from different Regional Special Training Units (RSTU). There are 1070 respondents composed by police trainees, senior high school students, teachers, and parents who were selected randomly to participate in the study. Utilizing the researcher made questionnaire as survey instrument, the respondents were asked to rate the four factors namely: Motivating, Training, Organizing, and Mobilizing. The agreement or disagreement to each of the indicators ranges from one as the lowest to five as the highest. The tallying and tabulating of scores take place after the respondents answered the

questionnaires. The processing of the data commensurate using Statistical Package in Social Sciences (SPSS).

**Results and Discussion**

Age-Related Frequency and Percentage Distribution of the Respondents.

The demographic data of the respondents by age is shown in Table 1. It is evident from the record that all of the respondents of this study were at the age of majority. From 1076 covered population, 74.54% are between the ages of 18 to 30. In contrast, the two extreme age that ranges from 41 to 50 correspond to 9.94% of the respondents while 13.48% are in between 51 years old and above.

**Table 1. Frequency Distribution of Respondents by Age**

Age	Frequency (f)	Percent (%)
51 years old and above	22	2.04
41-50 years old	107	9.94
31-40 years old	145	13.48
18-30 years old	802	74.54
<b>Total</b>	<b>1076</b>	<b>100</b>

Distribution in Frequency and Percentage of the Respondents by Gender.

The data below shows the frequency distribution of the respondents according to gender. Out of 1076 respondents, 64.22% of them were female (f=691) and 35.78% 385 were male. This means that of the total number of respondents, majority are female.

**Table 2. Frequency Distribution of Respondents by Gender**

Gender	Frequency (f)	Percent (%)
Male	385	35.78
Female	691	64.22
<b>Total</b>	<b>1076</b>	<b>100</b>

Frequency and Percentage Distribution of the Respondents According to Religion.

By reference to the data below showing the demographic profile of the respondents according to religion, it is

noticeable that out of 1076 only 49.34% of them were Roman Catholic. On the other hand, there are other religions listed with a frequency (f) of 37 or 3.44%.

**Table 3. Distribution of Respondents by Religion**

Religion	Frequency (f)	Percent (%)
Roman Catholic	531	49.34
Iglesia ni Cristo	199	18.5
Islam	155	14.41
Christian	154	14.31
Others	37	3.44
<b>Total</b>	<b>1076</b>	<b>100</b>

Table 4 shows the demographic profile of the respondents according to the agreeableness or not in the proposed mandatory integration of ROTC in the Senior High School curriculum wherein data revealed that out of 1076 respondents, 94.33% of them agrees to the mandatory revival of ROTC (f=1015) and 5.67% or 6 opposed to the said idea.

**Table 4. Frequency Distribution of Respondents Favorance to ROTC**

Attitude	Frequency (f)	Percent (%)
Yes/Favorable to Mandatory Integration of ROTC in Senior High School Curriculum	1015	94.33
No/Not Favorable to Mandatory Integration of ROTC in Senior High School Curriculum	61	5.67
<b>Total</b>	<b>1076</b>	<b>100</b>

In ascertaining the the level of attitude of the respondents in the program concept of ROTC in terms of motivating the youth, it is evident from the table below that the program can really entice students to help the children, women, and elderly with a mean of 4.74. They strongly agree that ROTC induces students to perform well in the community with the mean of 4.63. This is for the reason that the ROTC is primarily focused on the nation and character building, which integrates Filipino traits such as being ready to extend their assistance to the community in any possible means. Specifically, the program aimed to prepare young people in the goals of instilling patriotism, nationalism, and character building.

**Table 5. Level of Attitude of the Respondents on the Program Concept of ROTC in terms of Motivation**

<b>Program Concept of ROTC (Motivating)</b>	<b>Mean</b>	<b>Description</b>
1. Induces students to perform well in the community.	4.63	Strongly Agree
2. Drive students to contribute in nation-building	4.58	Strongly Agree
3. Encourage students to actively help the needy in any way possible.	4.68	Strongly Agree
4. Inspire students to help maintain the cleanliness of the community.	4.69	Strongly Agree
5. Entice students to help the children, women, and elderly.	4.74	Strongly Agree
<b>Overall Mean</b>	<b>4.67</b>	<b>Strongly Agree</b>

<b>Legend</b>	<b>Description</b>
4.20 - 5.00	Strongly Agree
3.40 - 4.19	Agree
2.60 - 3.39	Moderately Agree
1.80 - 2.59	Disagree
1.00 - 1.78	Strongly Disagree

Table 6 shows that indicators number 2 and 5 obtained an average mean of 4.68. Respondents strongly agree that the ROTC program can teach them to promote government programs aimed to enhance peace and security and guide students how to educate different sectors of the community to fight violence, prevention of crimes and addiction.

The community needs education in order to combat threats of leftists and other terror groups; knowledge is key to maintaining peace and order in society. Further, it was found out that the respondents envision that the program may pave the way to capacitate the youth and empower them to influence different sectors in the dangers of sympathizing with anti-government groups. The mission of the NSTP is twofold: to educate students and then to preserve the community. Numerous scholars have discussed the advantages of participating in service-learning activities. Carino and Florencio (2002) as cited by Losabia and Gabriel (2015) said that through this program students can actively take part in serving the public by applying their knowledge to real-life situations.

**Table 6. Level of Attitude of the Respondents on the Program Concept of ROTC in terms of Training**

<b>Program Concept of ROTC (Training)</b>	<b>Mean</b>	<b>Description</b>
1. Educate students to participate in information, education, and communication campaigns against anti-government groups.	4.63	Strongly Agree
2. Teach students to promote government programs aimed to enhance peace and security.	4.68	Strongly Agree
3. Prepare students to join a citizen's crime watch to maintain peace and order in the community.	4.59	Strongly Agree
4. Inculcate to students to engage in non-formal education aimed for nation- building.	4.52	Strongly Agree
5. Guide students how to educate different sectors of the community on how to fight violence, prevention of crimes and addiction.	4.68	Strongly Agree
<b>Overall Mean</b>	<b>4.62</b>	<b>Strongly Agree</b>

<b>Legend</b>	<b>Description</b>
4.20 - 5.00	Strongly Agree
3.40 - 4.19	Agree
2.60 - 3.39	Moderately Agree
1.80 - 2.59	Disagree
1.00 - 1.78	Strongly Disagree

Table 7 shows that the respondents strongly agree that ROTC organize students to promote activities that contribute to the wellness of the community with an average mean of 4.66. The data implies that it is indeed helpful for students to undergo the program as they will be given the opportunity to lead in programs and even in small groups in the community that may contribute to the betterment of society in any way possible.

**Table 7. Level of Attitude of the Respondents on the Program Concept of ROTC in terms of Training in terms of Organizing**

<b>Program Concept of ROTC (Organizing)</b>	<b>Mean</b>	<b>Description</b>
1. Organize students to promote activities that contribute to the wellness of the community.	4.66	Strongly Agree
2. Manage students to put up the organization which promotes well-being of the community.	4.62	Strongly Agree
3. Order students to join socioeconomic organization/s aimed for the development of the community.	4.58	Strongly Agree

4. Compel students to actively participate in dialogues between the LGU and the community stakeholders towards achieving desired outcomes.	4.53	Strongly Agree
5. Drive students to promote programs for the different sectors of the community in order to contribute to community-building.	4.61	Strongly Agree
<b>Overall Mean</b>	<b>4.60</b>	<b>Strongly Agree</b>

Legend	Description
4.20 - 5.00	Strongly Agree
3.40 - 4.19	Agree
2.60 - 3.39	Moderately Agree
1.80 - 2.59	Disagree
1.00 - 1.78	Strongly Disagree

Table 8 shows that the respondents strongly agree to the idea that the ROTC program can prepare for students to assist local/national government authorities in the maintenance of peace and order in the community. Data implies that ROTC will definitely prepare students for possible service in the event of an emergency which aims to enhance their career and later on enlist as active members of the AFP.

Alvarez (2022) highlighted the aim of ROTC in one of the speeches of President Ferdinand Marcos Jr. where he shared that ROTC aimed to encourage, train, organize and mobilize students for national defense readiness, including disaster preparedness and capacity building for risk-related situations. It is important to be prepared at all times since the Philippines is frequently struck by calamities.

**Table 8 Level of Attitude of the Respondents on the Program Concept of ROTC in terms of Training in terms of Mobilizing**

Program Concept of ROTC (Mobilizing)	Mean	Description
1. Prepare for students to assist local/national government authorities in the maintenance of peace and order in the community.	4.68	Strongly Agree
2. Ready the students to participate in outreach programs initiated by the local/national government.	4.67	Strongly Agree
3. Assemble students to lead in communal activities which are aimed to educate different sectors on peace and security.	4.64	Strongly Agree



4. Provoke students to promote the progressive long-term change in the community aimed to violence and other crimes.	4.60	Strongly Agree
5. Prepare the students to Actively participate in activities which addresses health, social and environmental problems, and/or peace and order.	4.67	Strongly Agree
Overall Mean	4.65	Strongly Agree

<b>Legend</b>	<b>Description</b>
4.20 - 5.00	Strongly Agree
3.40 - 4.19	Agree
2.60 - 3.39	Moderately Agree
1.80 - 2.59	Disagree
1.00 - 1.78	Strongly Disagree

The table below shows the results of the Analysis of Variance (ANOVA) for each factor. By reference to the respondents' Age Profile, the researcher finds that the F-value is equal to 8.322 while the p-value is 0.015 tested at 0.05 level of significance. Thus, the null hypothesis which states that "there is no significant difference in respondents' attitude in the program concept of ROTC in terms of age" is rejected. This means that there is sufficient evidence to claim that age causes statistically significant differences in their attitude as to the program concept of ROTC.

Moreover, by looking into respondents Religion, the 3.692 F-value indicates a statistically significant difference from the said group as the p-value of 0.055 is less than 0.05 level of significance. Hence, rejecting the null hypothesis, which states that there is no significant difference in the attitude of respondents to the program concept of ROTC in terms of Religion. The evidence sufficiently support the inference that religion causes statistically significant difference in their attitude in the program concept ROTC.

In general, the data manifestly shows that the positive attitude of respondents in the program concept of ROTC as part of the Senior High School Curriculum significantly varies since the P-value (.093) is less than 0.05 level of significance. Furthermore, the F-value (5.20) in the data tells us that the difference between sample mean is way high compared to the difference within samples thereby rejecting the null hypothesis, which states that

"there is no significant difference in the attitude of the respondents in the proposed integration of mandatory ROTC in Senior High School Curriculum.

The result as to the difference in the attitude of the respondents may be viewed from the context of the sufficiency of knowledge and information they got about the proposed program from significant others. Moreover, it is wise to conclude that their attitudes vary as some respondents tend to take a career path related to military service shortly after graduation and this decision might have been supported by their parents or guardians. This proposition finds support from the theory of Mezirow as cited by Main (2022) who stated that students may modify their thinking based on new knowledge. Their worldview is enhanced by their learning, which helps them to understand new ideas and concepts. Hence, it is best if the teacher will clearly introduce the concept of ROTC in schools for students to better appreciate the proposed program.

**Table 9 ANOVA Test Statistics on the Attitude of the Respondents on the proposed mandatory integration of the ROTC in the Senior High School Curriculum when Grouped According to their Demographic Profile.**

Profile	F-Test	Sig Value (P)	Decision	Interpretation at a 5% level
Age	8.322	0.015	Reject	There is a significant difference among the age group
Gender	0.133	0.728	Accept	There is no significant difference between genders
Religion	3.692	0.055	Reject	There is a significant difference among religions
Favorance to Mandatory ROTC	5.920	0.093	Reject	There is a significant difference among the groups in their attitude towards the program concept of ROTC

### Conclusions

Of the 1076 participants of this study, about 802 are young adults, mostly women and Roman Catholics. The majority of them overwhelmingly agree that the ROTC program may

inspire and prepare students to work with the government in preserving and developing the state. Majority concurs that it can help organize and mobilize students to respond in the case of a national movement. Although the respondents' attitude toward the program concept of ROTC varied significantly by religion and age, it is remarkable that 94% of them completely favor the concept of making it mandatory.

### **Recommendations**

The agreeableness of the respondents to the proposed mandatory integration of Reserved Officers Training Corp (ROTC) as an integral part of the senior high school curriculum depicts a strong message that the state can turn to these young adults in advancing the national security goal of safeguarding and preserving national sovereignty and territorial integrity. Therefore, it is advised that curriculum experts and developers from Department of Education (DepEd), may consider integrating ROTC as a mandatory subject. Students are more engaged when they have a better understanding of the concept framework. As a result, the researcher vehemently advocates for the need to educate students on its significance in advancing national security. Along with the variables used in this study, the researcher takes into account the possibility that there may be additional factors influencing the responses. Thus, the proponent strongly urges the conduct of additional research to identify additional variables that may reveal the degree of agreement to the program concept of ROTC from various sectors across the country.

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