



The Sentiments Of Stakeholders On Mandatory Reserve Officer Training Corps (ROTC).

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ABSTRACT: This study evaluates the sentiments of stakeholders of Tarlac province on the mandatory Reserve Officer Training Corps (ROTC) being implemented specifically to Criminology program. Through carefully analyzing stakeholders' opinions, especially on program concerns, challenges, and recommendations, this study explores the dedication to effective administration and comprehensive development of the program. By understanding the nuanced viewpoints and concerns of individuals and groups directly involved in the program's implementation and participation, this research aspires to provide valuable insights into the local dynamics and considerations shaping the discourse around compulsory military training. The methodology involves a complex assessment and evaluation derived from surveys and interviews with stakeholders. This comprehensive method offers a detailed perspective on the mandatory implementation of ROTC program. This research contributes to the Armed Forces of the Philippines in enhancing the implementation of ROTC program and further provides significant contribution to the development of a more successful, inclusive, and well-supported ROTC program that fulfills the needs of all stakeholders and favorably influences the development of future generations.

I. INTRODUCTION

1.1 Background of the Study

The diverse perspectives on the mandatory ROTC program underscore the complexity of balancing national security priorities with the protection of students' rights and welfare. As the program continues to evolve, it is imperative to foster open dialogue and collaboration among stakeholders to ensure that their concerns and interests are effectively addressed. Furthermore, the ongoing discourse highlights the necessity of developing a program that not only instills discipline and patriotism but also promotes a culture of respect, inclusivity, and ethical conduct within the educational framework. Some countries, such as South Korea and Finland, mandate ROTC programs for all citizens in an effort to strengthen national defense and guarantee a strong reserve force. On the other hand, nations such as the United Kingdom and Canada provide ROTC on a voluntary basis, giving people the freedom to decide whether or not to join based on their professional and personal objectives (Kim and Sa, 2022). This variation in strategy captures the distinct viewpoints and concerns of every country with regard to personal freedom, national security, and the place of the military in society. A well-established global tradition, the Reserve Officers' Training Corps (ROTC) program is carried out in many nations. It seeks to inculcate discipline, patriotism, and fundamental military skills in young people in order to prepare them for future military service. Still up for debate, though, is whether the program should be required or voluntary in many countries, including the Philippines.

The Reserve Officers' Training Corps (ROTC) program has been a long standing tradition in the Philippines, aimed at instilling discipline, patriotism, and military preparedness among students in higher education. However, there are divergent thoughts on whether ROTC should remain mandatory or be made voluntary for students. Advocates of mandatory ROTC argue that it fosters nationalism and a sense of duty towards the country. They believe that inculcating military principles and skills from a young age helps build a strong foundation for national security and defense. Supporters also argue that the program provides leadership training, physical fitness development, and crucial life skills that can benefit students in their future careers. On the other hand, opponents of mandatory ROTC voice concerns regarding its alleged hazing

practices and abuse of authority within the program. Critics argue that mandated participation can lead to cases of physical and mental abuse, which undermines the purpose of instilling discipline and patriotism. Furthermore, some stakeholders believe that making ROTC voluntary respects the freedom of choice and ensures that those who participate do so willingly and genuinely. Both viewpoints have valid arguments, and this ongoing debate has sparked discussions and reforms in the country. By examining the sentiments of different stakeholders involved, we hope to shed light on the multifaceted nature of this issue and contribute to a better understanding of the perspectives surrounding mandatory ROTC in the Philippines.

The current National Service Training Program (NSTP), three components are offered, namely the Reserve Officers Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CTWS), each lasting for a period of one year or two semesters. Since the first semester of the academic year 2002-2003, all freshman male and female students at the tertiary level are mandated to complete any one of the three components within one year as a prerequisite for graduation from any baccalaureate degree course or from any two-year technical/vocational course.

The discourse surrounding the mandatory ROTC program in the Philippines has not only captured the attention of policymakers and educators but has also garnered significant interest from various stakeholders, including students, faculty members, military personnel, community leaders, and civil society organizations. This dynamic engagement reflects the multifaceted nature of the issue, highlighting the intersecting concerns of national security, student welfare, educational policy, and human rights. As the country navigates this complex terrain, it becomes increasingly crucial to delve into the sentiments and experiences of these diverse stakeholders, thereby fostering a comprehensive understanding of the implications and challenges associated with the mandatory ROTC program. By examining these perspectives, we aim to contribute to the ongoing discourse and facilitate informed decision-making, ultimately paving the way for the evolution and refinement of the ROTC program in the Philippines to align with the changing needs and aspirations of the nation.

With the support of policy formulation and policy intervention, this study may provide a thorough understanding on the status, problems, and challenges on the implementation of ROTC Program. This will allow them to put in place the necessary steps to advance and enhance the ROTC program, which may be helpful in the continuous development of mandatory ROTC

The study undertake a comprehensive exploration of the perspectives and attitudes held by stakeholders involved in the compulsory Reserve Officers' Training Corps (ROTC) program in Tarlac. Its primary objective is to conduct a detailed analysis of three crucial dimensions. Firstly, it seeks to identify the problems, issues, and concerns associated with mandatory ROTC. Secondly, it aims to propose and develop a plausible formulation of potential measures to improve the implementation of the ROTC program. Lastly, the study endeavors to assess and delineate the potential determination of implications for public administration based on the study's findings. The findings of this study aim to inform policy discussions and potential reforms related to the mandatory ROTC program, fostering a more comprehensive and inclusive approach to its implementation in Tarlac and potentially serving as a model for similar initiatives nationwide.

1.2 Statement of the Objectives

The study aims to analyze the sentiments of stakeholders in the implementation of mandatory Reserve Officer Training Corps (ROTC).

Specifically, the study aimed to address the following objectives:

- 1 To narrate the sentiments of stakeholders in the implementation of mandatory Reserve Officer Training Corps (ROTC)
- 2 To determine the problem encountered by the stakeholders on the implementation of mandatory Reserve Officer Training Corps (ROTC).
- 3 To propose measures to solve the prevailing problems experienced by the stakeholders.
- 4 To determine the implications of the study to public administration?

1.3 Delimitations of the Study

The scope of this study focused on the sentiments of stakeholders regarding the implementation of the ROTC, with a specific focus on the province of Tarlac. The study explored the perceptions, opinions, and attitudes of various stakeholders involved in the ROTC program, including students, parents/guardians, teachers, and military personnel.

This study was delimited by several key factors. Firstly, it focuses exclusively on the province of Tarlac, and thus the findings may not be broadly applicable to other provinces or regions within the country. Secondly, the research was concentrated on specific stakeholder groups, including students, parents/guardians, teachers, military personnel within Tarlac, beside them, there are no other.

Moreover, the study was temporally delimited to the current sentiments surrounding the mandatory ROTC program, without the inclusion of historical data or sentiments from previous years. Additionally, the study was confined to the use of the English language for data collection and analysis, potentially limiting the exploration of sentiments expressed solely in local languages or dialects. Lastly, the study was delimited to quantitative research methods, particularly, via survey method, involving statistical analysis or numerical measurements of sentiment levels. This limitation may exclude nuanced sentiments that could be better captured through qualitative methods like interviews or focus group discussions.

II. RESEARCH METHODOLOGY

This chapter offers a thorough explanation of the techniques and steps taken to carry out the study that shows the research design, research locale, selection criteria and participants, research instrument, data collection, data analysis, the role of researcher, and potential ethical issues which the researcher can use to evaluate the validity and reliability of the study's findings.

Additionally, the purpose of this chapter is to address the research question, hypothesis, methodology in research, to elucidate and defend the techniques and protocols utilized for data collection and analysis..

2.1 Selection Criteria of Participants

The thirty (30) stakeholders were participants of this study. From these 30 participants, ten (10) were students who took Criminology Course, ten (10) were parents of a ROTC Cadet, five (5) were teachers, and five (5) were members of the armed forces of the Philippines. The participants of this study must be one of the following: 1.) an ROTC Cadet particularly Criminology students those who are mandatory to take ROTC program; 2.) He/she must be a member of the ROTC Training Staff; 3.) A NSTP or ROTC Coordinator; or 4.) A parent or legal guardian of a ROTC cadet or student. The participants were a vital source of input information that helped provide the necessary data.

Purposive sampling was utilized in the study upon identifying the participants. This type of sampling technique is a non-probability type which selects participants suiting the criteria needed by the researcher. It was considered that the sample was representative of the population in order to make a conclusion about the population from it (Statistics Canada).

2.2 Data and Sources of Data

The researcher utilized two (2) instruments: (1) Interview Guide and (2) Documentary Analysis.

Interview Guide. A systematic list of questions and suggestions was created to help the researcher in conducting qualitative research. In order to collect data, the researcher used a self-made interview guide. The guide was created in a way that allowed for the validation of the problems and challenges on the implementation of the ROTC program as well as recommendations to enhance the program as input on the study. **Documentary Analysis.** After obtaining clearance and the necessary authorities, the researcher assessed the legal and technical compliance with standards using the current numbers of the stakeholders and other important documents, such as communication letters, clearances to conduct interviews, and a list of pre-determined participants. Similarly, these materials' privacy were protected.

2.3 Theoretical Framework

In order to provide a clear explanation of the fundamental ideas behind the case of mandatory ROTC in the Province of Tarlac. This study employed the Input-Process-Output (IPO) model to comprehend the varied opinions of various stakeholders regarding the mandatory ROTC program. It categorizes them into students, parents/guardians, teachers, and military personnel. These sentiments are shaped by individual values, beliefs, experiences, and expectations, and their interaction with the program structure. Moreover, the study recognizes the importance of examining the power dynamics between these stakeholders, acknowledging how their differing levels of influence can impact the implementation and sustainability of the ROTC program within the university setting. Additionally, it suggests that a nuanced understanding of stakeholder perspectives can contribute to the development of tailored strategies that address concerns while maximizing the program's overall effectiveness and acceptance. The study's implications for public administration were ultimately determined and considered its output. The graph is divided into three columns in which the objectives and processes are included.

2.4 Data Analysis

The researcher gathered data and put it into tables in order to portray the findings in an enticing and compelling method. The data was meticulously recorded, transcribed, and then extensively analyzed to provide the participant's experiences with a meaningful context. This ultimately resulted in its assessment by the application of the subsequent statistical methods:

2.4.1 Frequency

Provides a statistical depiction of the frequency with which several issues were faced by stakeholders in the ROTC implementation. This statistical metric was essential for recognizing persistent issues and problems. In statistics the frequency of an event is the quantity of times it happened in the study.

2.4.2 Percentage

It simple means “per hundred”. The calculation involves dividing the entire or complete number by 100.

III. RESULT AND DISCUSSION

3.1 The Common Life Experiences

Table 3.1: The Common Life Experiences

Similarities	Status of Stakeholders
Understanding to the ROTC Program	The majority of them are aware of the purpose of the ROTC as well as the advantages the program offers.
Perception on Mandatory ROTC	The majority agreed to mandatory ROTC. From the thirty (30) participants, only one (1) objected to the program's implementation.
Implementation of ROTC to respective ROTC Units	The majority of participants interviewed, ho were interviewed are in favor of ROTC being implemented at their respective campuses. Moreover, there are school administrators that need support with administrative tasks.
Satisfaction of the Program	Participants of this study are satisfied how the program has been implemented. The majority of them gave the show an 9 out of 10.
Motivation	Instilling discipline and leadership abilities in young people is the driving force behind participants' decision to enlist in ROTC.

3.2 Problems Encountered

Table 3.2 Problems Encountered

Problems Encountered	<i>f</i>	%
Lack School Administrator's Support (Facilities and Equipment)	10	33.33%
Negative Perception of the Program (Hazing and Abuse)	10	33.33%
Time/ Schedule of ROTC Training Day	7	23.33%
Lack of Government Support (Funds)	6	20%
Advocacy Campaign	3	10%
Lack of Personnel Assigned (Military Personnel)	3	10%
Support from Parents	2	6.66%
Physical Training (Exposure to sunlight and extra exercise)	1	3.33%

3.2: As shown from above in Table 2 for Problems Encountered by stakeholders, the two (2) most pressing issues were the program's unfavorable perception and school administrators' lack of support with a frequency of 10 and a percentage of 33.33%. This issue contributes a big factor on the implementation of the program's effectiveness. The lack of facilities and equipment been utilized during training days influence the

learning outcome of every ROTC cadet. Further, the negative or wrong perception of individuals on the program, resulted to low number of enrollees for ROTC component in the various state universities and colleges in the province of Tarlac.

The time or the schedule of ROTC training day was the second on the ranking with a frequency of 7 and a percentage of 23.33%. This problem involves the time of cadets or students reporting to ROTC who have conflicts with their academics that as ROTC administrator in Region 3, this was resulted to low fill up of advance ROTC cadets and sometimes they left the program. Additionally, several ROTC units had their training sessions on Sundays, which affected their family time. When we discuss ROTC with parents, the majority of them cite this as one of their issues.

Moreover, government support which resulted to a frequency of 6 and a percentage of 20% is one of the problems encountered by stakeholders. This involves the funds supported and downloaded to a military installation to carry out the mission for the ROTC program. The cadets' required set of uniforms and benefits is insufficient to sustain them.

For advocacy campaign and lack of personnel (military) assigned with a frequency of 3 and a percentage of 10%. Reserve Officers' Training Corps (ROTC) programs suffer from a lack of support, which can lead to a number of issues including a decline in enrollment, a lack of understanding of the program's advantages. The lack of advocacy leads to misinformation and interpretation of the program. In addition, the lack of quality personnel assigned to respective ROTC units is one of the problems of its implementation.

On the other hand, support from parents is one that may hinder the implementation of mandatory ROTC programs in the region. However, a frequency of 2 and a percentage of 6.66% out of the total respondent. It means this reason is not that big impact as noted it rank 7th of the 8th parameter the researcher validated.

These various reasoned enumerated in the Table above influence the mandatory implementation of ROTC program in the Region. The need of more comprehensive and relevant curriculum that foster nationalism and civic society to help the implementation of mandatory ROTC. On the issue on Physical training that ROTC cadets will exposure to sunlight and conduct extra exercise rank at the bottom. It means that it is not true that students oppose to the mandatory ROTC because they will be expose to sunlight. As the table and the percentage says it is the least reason thereon.

3.3 Propose intervention measures

Table 3.3: Propose Intervention Measures

Problems	Proposed Measures	Objectives	Strategies	Expected Outcomes
Lack of Personnel Assigned as ROTC Training Staff	AFP should employ additional quality personnel with ROTC background to handle ROTC.	To fill-up the low personnel assigned in every ROTC Units. To achieve standard learning among cadets.	Scrutinized the selection of personnel be assigned in every ROTC Unit.	Increased number of enrollees. Produce quality and productive ROTC Cadets.
Lack of Advocacy	Conduct information and education campaigns about the benefits of mandatory ROTC.	Increase awareness of the benefits of mandatory ROTC among stakeholders.	Develop and distribute informative materials about ROTC. Organize seminars and workshops on ROTC. Engage with stakeholders	Increased understanding of the benefits of ROTC among stakeholders. Increased support for mandatory ROTC.

			through social media and other online platforms.	
Lack of transparency in the implementation of mandatory ROTC	Enhance transparency in the implementation of mandatory ROTC.	Ensure transparency in the implementation of mandatory ROTC.	Establish a clear and transparent process for the implementation of ROTC. Regularly communicate with stakeholders about the implementation of ROTC. Solicit feedback from stakeholders on the implementation of ROTC.	Increased trust in the implementation of ROTC. Reduced concerns about the implementation of ROTC.
Inconsistencies in the implementation of mandatory ROTC across different schools	Standardize the implementation of mandatory ROTC across different schools.	Ensure consistency in the implementation of mandatory ROTC across different schools.	Develop and implement a standardized ROTC curriculum. Provide training and support to ROTC instructors. Monitor the implementation of ROTC in different schools.	Improved quality of ROTC instruction. Reduced disparities in the implementation of ROTC.
Perceived burden of mandatory ROTC on cadets	Reduce the burden of mandatory ROTC on cadets.	Make ROTC training more flexible and accessible. Provide support services to cadets. Conduct regular surveys to assess the burden of	Increased satisfaction with ROTC among cadets. Reduced dropout rates from ROTC.	Increased satisfaction with ROTC among cadets

		ROTC on cadets.		
Low resources	Secure additional resources for the implementation of mandatory ROTC.	Obtain the necessary resources to effectively implement mandatory ROTC.	Seek funding from the government and private sector. Collaborate with other organizations to share resources. Identify and implement cost-saving measures.	Adequate resources to implement mandatory ROTC effectively. Reduced financial burden on schools and stakeholders.

3.3: The sentiment of the stakeholders on the mandatory ROTC in the Province of Tarlac revealed a range of opinions, from strong support to neutrality to concern. To address these diverse sentiments, a comprehensive approach is necessary. First, enhance advocacy and improve resources. Conduct a symposium for parents to educate them about the benefits of ROTC, address misconceptions, and foster a more positive perception of the program. Also, ensure adequate funding for ROTC, training materials, and supplies to support effective instruction and enhance the overall learning experience. Additionally, transparency, accountability and gradual pilot testing. Establish regular feedback mechanisms, such as surveys and focus group discussions, to gather input from stakeholders on the effectiveness of the ROTC program and identify areas for improvement. Implement clear performance metrics and accountability measures to ensure that the ROTC program is achieving its objectives and meeting the expectations of stakeholders. Consider implementing pilot programs in select schools to test the effectiveness of proposed intervention measures and gather feedback before wider implementation.

The intended intervention measures seek to improve the overall efficacy of the Province of Tarlac's mandated ROTC program while also addressing stakeholder sentiments. We may improve student perceptions of ROTC and promote higher participation by establishing a more encouraging, welcoming, and resource-rich atmosphere. We can make sure that the ROTC program keeps helping to shape the lives of future generations by regularly reviewing and improving these protocols.

3.4 Implications to Public Administration

The Province of Tarlac's viewpoint study of stakeholders about mandatory ROTC emphasizes the need for a more complex and inclusive approach to the program. Policies pertaining to ROTC are established and carried out by public administrators, and the results of this study offer important new perspectives on efficient public administration.

To learn about the many viewpoints that stakeholders have on ROTC, public administrators should actively interact with students, parents, teachers, and the armed forces. By taking a participative approach, the program will be better able to correct misconceptions, highlight areas of concern, and develop a sense of shared ownership.

Public administrators should address the concerns raised by stakeholders, such as time management challenges, facilities limitations, and negative perceptions of ROTC. By providing adequate support, resources, and training, public administrators can create a more conducive and positive environment for ROTC implementation.

Public administrators should consider the feasibility of a hybrid approach that combines mandatory ROTC for some students with voluntary participation for others. This could provide students with flexibility while maintaining a core group of participants to ensure the program's sustainability.

Public administrators can make a significant contribution to the development of a more successful, inclusive, and well-supported ROTC program that fulfills the needs of all stakeholders and favorably influences the development of future generations by carefully weighing the implications of the stakeholder sentiment analysis and putting comprehensive strategies into practice.

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