This study investigates the students' perception and attitude towards the Mandatory Reserve Officers' Training Corps (ROTC) of the Senior High School students in Matanao National High School. This study uses a descriptive-quantitative, non-experimental design using a correlational technique. A total of 1494 Senior High School students are studying at Matanao National High School. Using quota sampling, data were gathered using the survey questionnaires distributed to 100 respondents who were willing to participate in the survey. The study revealed that the level of perception and attitude of the Senior High School students is high. Furthermore, significant relationships between the variables were measured, and the data have shown a positive correlation between the perception and attitude of Senior high school students toward mandatory ROTC.

Keywords: perception, attitude, ROTC, Philippines
Chapter 1
INTRODUCTION

Rationale

President Ferdinand "Bongbong" Marcos Jr. proposed that Congress approve a law requiring the Department of Education (DepEd) to support the ROTC program for Senior High School students during the first SONA. The goal of the proposed House Bill (HB) 4500, also known as the "ROTC Act of 2022," is to improve the government's capacity to create the needed labor force and to expand its human resources during times of conflict, natural disasters, and local or global emergencies. The program (ROTC) is believed and seen to foster a culture of discipline and responsibility; impart opportunities to inculcate the values of patriotism, citizenship, and character-building; provide training that will develop students' leadership skills. In this study, Senior High School students' perceptions of their physical and psychological talents were compared to the extent of knowledge. The researchers think their perception is essential to how well-prepared they are for the program (ROTC).

Constructive patriotism is characterized by the conviction that each individual and the government should work to advance the nation (Schatz, 2020). The program (ROTC) can be a way to instill patriotism in the students that can help them value the country with morals and conduct. According to this theory, global citizenship creates more diversified societies that call for participation in broader, more inclusive definitions of citizenship (Banks, 2017; Davies et al., 2018). It will develop a sense of nationalism and patriotism in the youth and promote civic and public affairs involvement.

The State shall promote and preserve the youth's physical, moral, spiritual, intellectual, and social well-being and acknowledge their critical contribution to nation-
building following Article II Section XIII of the Philippine Constitution of 1987. The ROTC program develops the students' physical and psychological skills and their understanding of how the program operates and what it can provide. It also teaches citizenship and patriotism, both of which are essential for carrying out the program. The program aims to raise students' moral character and prepare them to help their country in times of disaster or other calamities.

This study is timely in today's setting, especially since the current government is pursuing to revive the program (ROTC) for the youth. The researchers aim to accomplish this study to understand better the perception and attitude of the Senior High School students in Matanao National High School toward mandatory Reserve Officers’ Training Corps (ROTC). The schools in the municipality of Matanao will also benefit significantly from this study.; both private and public schools if the program (ROTC) is approved and mandated.

**Objectives**

The primary goals of this research are to examine the level of perception and attitude of the SHS students towards Mandatory ROTC and measure the significant relationship between the two variables. The researcher hopes to accomplish the following objectives:

1. To determine the level of students' perception of Mandatory Reserves Officers' Training Corps in terms of:
   1.1 Physical Capabilities;
   1.2 Psychological Capabilities; and
   1.3 Extent of Knowledge.

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2. To determine the level of students’ attitude toward Mandatory Reserves Officers' Training Corps in terms of:
   2.1 Patriotism; and
   2.2 Global Citizenship.

3. To measure the significant relationship between the perception and the attitude of Senior High School students towards Mandatory Reserves Officers’ Training Corps.

Hypothesis

At a significance level of 0.05, the hypothesis was tested.

There is no significant relationship between the perception and attitudes of Senior High School students toward mandatory Reserve Officers’ Training Corps (ROTC).

Review of Related Literature

This section presents the related literature and published studies collected from online articles, books, and academic publications to provide a clearer understanding of the study.

Students’ Perception

Prior to joining ROTC, the cadet's formative years were marked by meaningful experiences and notable people, which supplied crucial initial impressions of leadership. Both prominent people and experiences were essential for this group of people. The cadets started the process they were enrolled in ROTC of evaluating their leadership qualities and the leadership expertise of others (Hajjar, 2020). Each student clarified how their objectives developed from clusters with a vague and romanticized utilitarian component to a more focused application of their abilities in the military, which could be attributed to their increasing military experience. They shifted their perspective from
seeing language proficiency as a means of competing now and in the future (a future utility aim) to a more significant fascination with the nexus between the instrumental perception of cultural Knowing-doing skills, integrative motivation, and knowledge (Chiocca, 2020).

ROTC cadets about service members suffering from PTSD and service members they intend to lead. While these cadets are merely beginning their socialization into the military organizational culture, many may already have developed a perception of service members with PTSD (Gontz, 2019). There is no other way to encounter people in contexts and discourses different from our own unless we embrace the paradoxical reality that we are describing real people and that the description is always our own, to some degree, a work of our perceptions and imaginations (Strader, 2019). This gap in the literature indicates that it is worth investigating how military personnel perceives emotional trauma and how this perception impacts their lives and coping strategies (Agius & Grech, 2022).

Thus, we chose a highly stressful officer training environment with a discrete stressor period as the context for this research. The approach to intervention testing is best considered a “during stressor exposure” framework (Chmitorz et al., 2018). Symptoms of anxiety, depression, and perceived stressor frequency were selected as our primary outcomes for three reasons. First, reducing symptoms of depression and anxiety in Cadets is a desired organizational outcome (Crane et al., 2019). People’s perception is crucial in democratic countries because it can significantly influence political decision-making. In an authoritarian state, the role of people’s perception is insignificant, and there is no room for debate in domestic politics. Perception plays a significant role in a country because it will have consequences in domestic politics and influence international relations (Thida, 2021). Martial Law experiences have affected their perception of the
Philippine government and political leaders. Some of them said that the country's situation during the Marcos administration continues to be the same to this day. Extrajudicial killings are still present, and only a few people can access social resources (Pangalinan et al., 2021). The perception that the state military campaigns have been heavy-handed; protracted internal displacement following the battles and slow state reconstruction processes; human rights abuses by the army; and the sense of betrayal by the government during peace negotiations (Herbert, 2019).

**Physical Capabilities**

Students are challenged mentally and physically as part of the Army Reserve Officers' Training Corps (ROTC) program to hone their leadership and critical thinking abilities (Cannon, 2021). In the ROTC population, most musculoskeletal injuries happen when physical training (PT) occurs. However, research on the regimented physical training programs used by ROTC divisions still needs to be completed. Injury prevention practices may be limited without assessing physical training routines (LaPrade, 2022). Whether ROTC is voluntary or mandatory, some students still have the same opinions; they see it as an instrument of government repression and a specialized talent that not everyone has the mental, physical, or psychological capability for. However, there is still a physical, mental, and psychological need that most individuals cannot meet or are not up to military standards. Furthermore, ROTC needs to be reevaluated because it essentially functions as a manpower reserve for the state by assisting the military in building up its reserve force (Adil, 2018). Military members, collectively and individually, have experienced the benefits of physical fitness. The success of completing special military operation commencement training is influenced by having a high degree of physical fitness (Matthews et al., 2020). Common lower extremity musculoskeletal
ailments can jeopardize a soldier's ability to deploy and complete their mission and quality of life. Military physical training frequently includes repetitive exercises, explosive movements, impact forces, and severe joint angles, all of which increase the risk of injury (Redinger, 2020).

Improving organizational leadership is a topic that has been thoroughly researched. The results indicate that the enhancement of overall leadership is often linked to the ability to display appropriate leadership behaviors. Elevated physical fitness levels have theoretically been associated with improvements in various leadership behavior variables; however, no studies have investigated the direct influence of physical fitness on leadership behaviors (Wolfe, 2018). Cadets in the ROTC program must first attain the necessary levels of physical fitness before they may graduate and join the military. These programs emphasize physical fitness and training (Jeffers, 2021). Friedl (2018) says maintaining minimum amounts of fat-free mass is essential for preventing injuries among military personnel. Suggests that possessing more body fat may hurt cadets' fitness levels in ROTC and general health and well-being.

As a result, ROTC cadets need to achieve and keep a healthy body composition. The Army Reserve Officers' Training Corps (ROTC) Program puts students through mental and physical challenges to help them acquire particular leadership and critical thinking skills (Cannon, 2021). Management choices have been significant for the military when it comes to recruits' physical training (Bornstein et al., 2018)

**Psychological Capabilities**

According to Baptiste (2018), it is crucial to remember that people's "natural" capacity for managing stress varies depending on their particular psychological
characteristics. Grabar (2018) asserts that tacit knowledge underlies many leaders' subjective views of leadership development in the Finnish Defense Forces and that learning from experience surpasses theory-focused instruction.

Higher degrees of confidence, positive emotions, dedication, motivation, focus, ambitions, attention/arousal, and lower levels of anxiety are the key elements that determine the occurrence and appearance of the flow experience, according to a recent review of psychological flow state studies in sports (Stamatelopoulou et al., 2018). Performance in marksmanship is a complex ability for amateur enthusiasts, athletes, and tactical (military and law enforcement) athletes. Peak performance is linked to the positive psychological state of "flow," which happens when we feel that difficulties and our skills are in balance. Stressors like poor sleep quality interfere with shooting performance and can also lessen the sensation of flow (Cohen et al., 2022). However, there is still a physical, mental, and psychological need that most individuals cannot meet or are not up to military standards. Additionally, ROTC is a problem since it needs to be reevaluated; assisting the military in building up its reserve force essentially functions as a manpower reserve for the state (Adil, 2018). A critical factor in determining goal achievement is perseverance in pursuing worthwhile goals through work and commitment (Latham & Locke, 2018). One personal asset that has gained attention recently as a significant psychological factor influencing behavioral endurance is mental toughness (Beattie et al., 2019). Perseverance is a behavioral trait that "reflects sustained goal pursuit in the face of adversarial circumstances" (Moshontz & Hoyle, 2018).

Fundamentally, this exam calls on participants to push past physical and mental exhaustion to perform as well as they can give their level of physical fitness or aerobic
capacity. Notably, even after adjusting for an objective indicator of physical fitness, the positive correlation between mental toughness and behavioral tenacity on the beep test remains true (Giles et al., 2018). The use of isolated (such as having unrealistic time expectations to complete a task) and enduring (such as physical fatigue) challenges during selection tests for entry into elite military trials candidates' psychological, physical, emotional, and cognitive capabilities, which is a crucial factor for the operationalization of behavioral perseverance (Moshontz & Hoyle, 2018). Completing challenging military selection courses depends on grit, resilience, and cognitive aptitude (Farina et al., 2019).

**Extent Knowledge**

Knowledge, like tangible objects, can be gathered, stored, distributed, packed, and delivered (Bolisani et al., 2018). Military commanders are accountable for their troops' efficient communication. Although crucial for this communication, much research on active listening in the military has not been conducted (Player, 2018). Being a cadet officer is difficult; the term is typically used to describe people undergoing military officer training. Responsibility is described as a duty or task that you must carry out and the quality of being dependable, accountable, and liable. A junior trainee learns new information throughout training (Cardiner, 2019). Given that 50% of cadets enlist in the military upon graduation Harding and Kershner (2018), JROTC can be a program students use when making critical career decisions.

Coursework for the JROTC program primarily covers military customs and history that is branch specific. All participating students are required to wear the uniforms of the military personnel in their respective departments, and it is common practice for them to come dressed in their military uniforms at least once per week for the whole day of instruction at their school (Harding & Kershner, 2018). In addition to finishing the courses, the students benefited from their involvement in the community. After completing the
aforementioned learning courses, they were able to develop themselves, perform better, get more involved in the community, and exhibit a variety of competencies (Muhallin, 2021).

In Philippine law and tradition, civilian dominance over the military is firmly established. The Philippines, an island about the size of Arizona, is the second-most populous nation in Southeast Asia after Indonesia. It is also one of the poorest nations in the area in terms of per capita income and other conventional economic development measures. The political traditions and governmental structure of the Philippines are strongly modeled after those of the United States. The country is currently democratizing (Muego, 2019). Unlike other cadet selection courses, the ROTC cadet candidates can only apply and are selected among students from universities authorized by the school corps consulted with the Ministry of National Defense (Kim & Sa, 2022). Among the most notable Filipino units in the USAFFE, the Hunters ROTC, founded by and initially The Philippine Military Academy's cadets, make up the After Eleuterio, Hunters ROTC is also referred to as "Terry's Hunters. "Terry Magtanggol" Adevoso assumed leadership after being captured by Hugh Straughn, the unit's commander. Miguel Ver (creator and chief executive officer) was recognized as one of Luzon's most effective guerilla groups (Hall & Pitt, 2020).

**Students’ Attitude**

One's attitude toward something can be expressed in various ways, including like-or-dislike expressions (Kurniawan et al., 2020). Men were rarely perceived as a problem in the SAF, a notable exception being the negative attitudes espoused by male officers towards new female recruits. For the most part, men were considered a solution rather than an obstacle, especially with regard to military staffing needs (Persson & Sundevall,
The role of attitude in social psychology has evolved over time. It plays a crucial part in the justification of social behavior. It is typically described as a tendency to react favorably or unfavorably to a thing, person, place, or event (Manoharan, 2019). Both active and passive forms of destructive leadership are associated with negative outcomes related to leader performance and subordinate attitude, behaviour, health and well-being (Fosse et al., 2019).

Military-related attitudes and explicitly stated that eligible participants must have served, or are currently serving, in the U.S. military between 2001 and the present day (Hart & Lancaster 2019). A large segment appeared to have no qualms about criticizing civilian leaders and seemed to believe they should be able to express their political views without limits, attitudes that suggest either that they do not recognize the disconnect between their professionalism and these attitudes or that they do not think their professionalism requires them to maintain a nonpartisan ethic (Brooks, 2020). Furthermore, we have no reason to believe that a younger and more liberal sample will significantly alter the relationship between our moral factors and attitudes toward nuclear weapons (Rathbun & Stein, 2020). A long preparatory period associated with the reorientation or destruction of the traditional values of the victim nation, changing them to the psychological attitudes and myths of the active side (Thomas, 2019).

**Patriotism**

Patriotism implies a sense of belonging to a community and a commitment to one's nation and fellow citizens. As a result, people who strongly identify with their country may feel more pressure to take action, which could have an impact on their attitudes and behavior, including how they respond to the COVID-19 crisis (Everett et al., 2020 and Oosterhoff & Palmer, 2020). Suggest a more thorough, multifaceted concept of national identity that encompasses traditional patriotism, positive patriotism, and glorification. In
fact, studies have shown that various types of national identification have varying relationships with participation in society (Rupar et al., 2020). Individuals with a high level of constructive patriotism, in contrast to those with a low level, are primarily motivated to participate in various political and social activities that will benefit their country and fellow citizens (Rupar et al., 2020). Additionally, because constructive patriotism is future-focused, those who possess it firmly are more likely to favor actions with long-term goals (Jamróz-Dolińska et al., 2020). Patriotism is an influential emotional bond people have with their country or region.

As a mentality, patriotism can promote social cohesiveness, but it can also be exclusive to minorities of other nationalities (Ariely 2018). The potential for patriotism to produce collective identifications, which has been theorized about, now seems plausible, given the stronger correlation between patriotism and migration statistics and effective democracy (Erez & Laborde 2019). Patriotism can encourage a society’s cohesiveness, foster solidarity and social commitment, and help immigrants integrate (Ariely 2018). Moreover, patriotism also demonstrates similarities with a raised and subsequently exclusive national consciousness (Ariely 2018). Much less research has been done on the connection between patriotism and regional identification than on the relationship between patriotism and nationalism (Heinrich 2020). The term "love of country" is used to describe patriotism (Gilbert & Garcia 2020). This type of patriotism is distinguished by a primarily cosmopolitan interpretation of citizenship, distancing itself from any form of national attachment (Laborde & Erez, 2020).

**Global Citizenship**

Since the 1990s, the market for education development on a worldwide scale has expanded. There is a need for shared references in teacher education as the conditions
and contexts of education change globally. Still, there are also sufficient reasons against unitary attempts to carry out policy goals (Wiksten, 2020). It is claimed that as societies become more diverse in globalization, it engages more inclusive and broader conceptions of citizenship (Davies et al., 2018). Global citizenship requires people to feel a profound sense of responsibility for the welfare of all societies, not just their own (Khalid et al., 2022). Global citizens experience empathy and self in personal and social affective textures that mask the political and military causes of humanitarian crises (Gruenewald & Witteborn, 2022). Influential international investigations not only provide unbiased assessments of how well students and teachers are performing, but they also serve as platforms for recommending policy agendas through the establishment of global measurement standards like the global competence OECD (2018) that teaches students the procedures to adhere when helping others, service-learning initiatives, or voluntary programs that aim to preserve the school environment and encourage pro-environment behavior. It is argued that these programs are effective at preparing students to be global citizens (Casmana et al., 2021).

**Theoretical framework**

Vygotsky (1978) thought that social context and scaffolding were important components of internalized learning (Bodrova & Leong, 2007). He proposed the idea of a zone of proximal development (ZPD), where the true capacity of a learner was symbolized by "the gap between the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers and the level of actual developmental level as determined by independent problem solving" (Vygotsky, 1978). He said several techniques might be employed, such as demonstrations, leading
inquiries, or aid from an initial cue, to help learners succeed when attempting to accomplish unfamiliar tasks. This teaching method is perfectly suited for teaching leadership skills via a mentoring process. According to Vygotsky (1978), culture provides learning opportunities through signs and symbols frequently displayed in language and social interaction. Moreover, according to Vygotsky (1978), “Culture development appears twice first, on the social level, and subsequently on the individual level. “ He saw human’s capacity to assimilate social and historically-based knowledge as a distinctive quality that differentiates them from other animals”. History has shown that in order to remain relevant and effective, leaders have had to be adaptable and come up with new ways to communicate with their people. In this study, sociocultural theory can be attached to the research due to the possibility of using various methods, such as demonstrations, leading questions, or aid from beginning prompts, to increase learners' chances of success when attempting to accomplish an unfamiliar task. These techniques may be especially well suited for mentoring-based leadership training.

By creating a functional theory of servant leadership that set the way for more focused research, Patterson (2003) bridged the gap between being leader-focused and follower-focused. She outlined the principles, or virtues, that serve as the foundation for servant leadership. She refers to these principles as servant leadership constructions. According to Patterson (2003), prevalent leadership theories like transformational leadership need to sufficiently describe the values, like selflessness, that are occasionally displayed by leaders. Patterson claims that servant leadership theory, which is follower centered, explains such behavior since it "shows leaders focused on the organization and is insufficient to explain behavior that is selfless in nature, or follower-focused" (Patterson, 2003). The servant-leader is characterized by these traits and is inspired by internal virtues (constructs). Servant leaders are defined by these virtues, which also influence
their attitudes, traits, and behaviors. According to Patterson, servant leaders are individuals who serve with a focus on the followers, whereby the followers are the primary concern, and the organizational problems are secondary. The attributes that make up the servant-leader constructs are good moral qualities, universal goodness, or moral excellence.

This theory is grounded in the Reserve Officers' Training Corps (ROTC). The ROTC program aims to train students for AFP duty, provide military education, and activate them for national defense readiness. Additionally, addressed under this include youth access to the military, regular ROTC participation, and exposure to highly developed civilian thought. These elements make it easier for someone to participate in ROTC. As a result, the mandated ROTC program in the Philippines is significant to the theory of servant leadership. On the other hand, the hypothesis is dependent on how Senior High School students’ attitudes and perception to the curriculum (ROTC).

Despite the many continuous roles we all play in life, each of us develops a unique personal identity that is shaped and characterized by the roles we play in society, and that gives our lives personal significance and contributes to the definition of who we are (Burke & Stets, 2009). Identity theories center on how our personal identities are shaped by both internal and external factors, as well as how being a part of other groups affects how we perceive the world. There is a difference between personal and social identity, according to Tajfel (1982). Understanding how identity is produced, changed, and influences behavior is crucial to the developing field of leadership development since our personal identities are made up of our individual perspectives and the influences of others within our social groups (Key-Roberts et al., 2012). Individuals developing a leadership identity have previously been discussed.
The importance of developing leaders to self-reflect on their behaviors and beliefs is frequently mentioned in literature on leader development. Avolio (1999), used the term "self-leadership," while Hiller (2006), investigated how our personal leader schema and our conception of leadership were changed by leadership experiences and cognitive self-evaluations of basic beliefs. Hiller (2006), discovered data linking the self-identity of the leader to leadership phenomena. Identity theory will aid in establishing a solid foundation for the data analysis by offering a recognized benchmark. Identity theory and the implementation of ROTC in the Philippines are related in this study. Despite the many concurrent roles we all play in life, each of us develops a unique personal identity that is shaped and characterized by the roles we play in society, giving our lives personal significance and contributing to the definition of who we are (Burke & Stets, 2009). These factors do influence the SHS students upon allowing themselves to join the program.

**Conceptual framework**

According to Ravitch and Riggan (2017), a conceptual framework can be categorized as what pulls the entire research process together while supporting an argument that demonstrates the significance of the study. It allows the researcher argument that demonstrates the relevance of the study. It will enable the researcher to define the importance of the study as it pertains to the previous while supporting the significance of the current research and the reason the topic should be extended as outlined by the researcher.

Perception is the independent variable of this study with three indicators: Physical Capabilities, Psychological Capabilities, and Extent of Knowledge. Attitude is the dependent variable of this study with two indicators: Patriotism and Global Citizenship. The goal of the study is to understand the perceptions and attitudes of Matanao National
Figure 1. Schematic Diagram Showing the Variables of the Study

**Perception**
- Physical Capabilities
- Psychological Capabilities
- Extent Knowledge

**Attitude**
- Patriotism
- Global Citizenship
High School Senior High School students toward the Mandatory ROTC in the S.Y. 2022–2023.

The figure illustrates the conceptual framework of this study. As shown in the schematic diagram, the variables of the study are perception (IV) and attitude (DV). The arrow depicts the relationship between the two variables.

Significance of the study

The research aims to identify the significant relationship between the perception and attitudes of Senior High School students towards Reserve Officers Training Corps (ROTC). Moreover, this study will provide information to the Department of Education, the institution, the teachers, the students, and future researchers.

**Department of Education.** The Department of Education may use the result of this study that helps consider the students’ perception and attitude attitude towards ROTC.

**Schools.** This study will act as a foundation for supporting the institution to be aware of the student’s perception and attitude towards ROTC in Matanao National High School.

**Teachers.** If this study is successful, this will help the teachers handle future happenings according to or related to ROTC if this will be implemented and will be mandatory to do in all schools acquiring Senior High School students, specifically.

**Students.** This study can contribute to the students, for this will help them determine their capabilities, knowledge, and attitude in the program and for them to be prepared in doing the program (ROTC).

**Future Researchers.** Future researchers that are interested in this topic can use this study as reference material.
Definition of Terms

The terms used in the study are defined as follows:

**Perception.** In this study, perception is defined as how the students perceived the program (ROTC) physically and psychologically and; the range of knowledge they have about it (ROTC). It also acts as the independent variable of the study.

**Attitude.** In this study, attitude is defined as patriotism and the citizenship of the Senior High School students towards the country; it also acts as the study’s dependent variable.

**Mandatory.** In this study, it describes how the program (ROTC) will be done in both public and private schools; it means that no one should be exempted from doing the program.

**Reserve Officers Training Corps (ROTC).** In this study, this program is being perceived and considered by the attitude of the SHS students in Matanao National High School.

**Senior High School.** In this study, Reserve Officers’ Training Core (ROTC) will be implemented in this Basic Education Program.

**Matanao National High School.** The place where the research was conducted.
Chapter 2

METHOD

Presented in this section are the research design, research locale, population and sample, research instrument, data collection, and statistical tool used in the study:

Research Design

This study is a non-experimental-quantitative research design using a correlational technique. The non-experimental quantitative research design was used to assess the relationship between the given variables in the study. The researchers do not intend to manipulate or control any of the variables in this study, which aims to assess the level and relationship between the perception and attitude of the Senior High School (SHS) students toward mandatory Reserve Officers Training Corps (ROTC). Thus, a non-experimental quantitative study was utilized because the variables and the settings will be tampered with on purpose (Radhakrishnan G., 2018). The descriptive correlational design was utilized to explain and investigate the connection among the perception and the attitude of the SHS students toward mandatory ROTC that the researchers aimed to investigate.

Research Locale

This study was conducted at Matanao National High School, located in Brgy. Poblacion, Matanao, Davao del Sur. The researchers chose this school because it is a well-known study location for many students; this study has not been done
Figure 2. Map Showing the Location of the Study
in any institution in the Municipality, so the researchers believe that it would be a better setting. Compared to its neighboring school, Matanao National High School is a public school that provides a K-12 curriculum and complete Strands/Tracks options, making it appropriate for many students to enroll.

**Population and Sample:**

A total of 1,494 Senior High School students were the participants in the study. The researchers chose only 100 respondents among the 1,494 students using Quota sampling allocated from Grade 11 and 12 students. Respondents must be enrolled in Matanao National High School officially for the academic year 2022-2023. The researchers used Quota sampling in conducting this study. The universe is first described using quota sampling, which then creates precise quotas for the unit structures that will be included in the sampling and selects individuals to fit within them (Iliyasu & Etikan, 2021).

Respondents have the right not to participate in the study, and those will withdraw or choose not to continue as a respondent will not be penalized. All respondents’ responses will be kept confidential.

**Research Instrument**

The instrument that was used for gathering data are survey questionnaires adapted from Physical Capabilities, Psychological Capabilities, and Extent Knowledge among Senior High School of Makati High School (Panuelos, 2019) and Patriotism and Global Citizenship from the Research of Social Studies (Ali, 2016). The researchers gave out questionnaires with a total of 64 items categorized into 5 indicators: Physical and Psychological Capabilities, Extent Knowledge, Patriotism and Global Citizenship. This is
the computation of means that was scaled and rated using the 1-5 Likert-Scale as follows to determine the level of perception and attitude of the senior high school students towards ROTC:

<table>
<thead>
<tr>
<th>Range of Mean</th>
<th>Verbal Interpretation</th>
<th>Descriptive Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.50-5.00</td>
<td>Strongly agree</td>
<td>The measure mentioned in the item was always agreed upon. This means that the students strongly perceive the item.</td>
</tr>
<tr>
<td>3.49-4.50</td>
<td>Agree</td>
<td>The measure mentioned in the item was frequently but not always agreed upon. This means that the student was clearly influenced by the item.</td>
</tr>
<tr>
<td>2.50-3.49</td>
<td>Neutral</td>
<td>The measures mentioned in the item were not agreed upon for a considerable amount of time. This indicates that their perspective was unaffected by any of the items.</td>
</tr>
<tr>
<td>1.50-2.59</td>
<td>Disagree</td>
<td>The measure mentioned in the items wasn't agreed upon for a very long time. This indicates that the object has no impact on the way the students see it.</td>
</tr>
<tr>
<td>1.00-1.59</td>
<td>Strongly disagree</td>
<td>These measures mentioned in the items were never agreed upon. This indicates that the item had no major impact on the students' perception.</td>
</tr>
</tbody>
</table>

This is the overall interpretation of the mean of both variables (Perception and Attitude). After the data being analyzed and computed, the researchers used this interpretation to indicate the emean of each variable.,
2.50-3.49 Neutral The measures describe in the indicator has neutral ratings.
1.50-2.59 Low The measure describe in the indicator has low ratings
1.00-1.59 Very low These measure describe in the indicator has very low ratings.

Data Collection

The researchers carried out the study as described below to gather information:

1. **Determine the Sample size of the Senior High School students.** The researchers determined the sample size to be used as the final respondents of the Senior High School (SHS) in Matanao National High School, Davao del Sur. The respondents from the population of the SHS students were chosen using random quota sampling. A number of 100 SHS students are taken based on the number of SHS students studying in Matanao National High School.

2. **The research study's instrument's production, administration, and retrieval process.** The researchers will aim to contextualize the instrument by rephrasing the items to reflect the local context using questionnaires modified from a study. The researchers enlisted three (3) academicians to help validate the structure and content of the questionnaires used to collect the data. Then, the respondents will physically administer and receive the instruments, which the researcher will collect from them.

3. **Distribution of the survey questionnaires.** The researchers distributed the survey questionnaire during the students' break, which was conducted on December 1, 2022. The students were given enough time to fill out the survey questionnaires and thanked the respondents afterward.

Electronic copy available at: https://ssrn.com/abstract=4413415
4. Gathering of the result. Following the collection of the completed instruments, the data was collected, analyzed, and interpreted. The data was encoded, and the researchers used statistical tools. The researchers went to the assigned statistician after obtaining the mean and correlation coefficient to check if it was wrong with the computation. Researchers then used the findings to develop appropriate recommendations.

Statistical Tool

The procedures were carried out under the study’s objectives and the level of measurement of the variables. To provide a more thorough analysis and evaluation of the data, this study used descriptive statistics and Pearson r.

Mean. The researchers used it to evaluate and determine the level of perception and attitude of the Senior High School (SHS) students toward Reserve Officers Training Corps (ROTC).

Standard Deviation. The researchers used it to calculate the amount of dispersion in the data set from each study, variables, and indicators.

Pearson R Correlation. The researchers used it to determine and evaluate the significant relationship between the perception and attitude of the SHS students of Matanao National High School towards mandatory ROTC.

Ethical Consideration

The following are the ethical considerations the researchers have ensured for the participants.

Privacy and Confidentiality. The respondent's individual information or data that may have been necessary for the study was maintained private and
confidential to the highest degree. The researchers took precautions to keep the data confidential from disclosure outside the research setting.

Informed Consent. Validators reviewed the research questionnaires, and none of the respondents received a questionnaire without approval from the appropriate command channels. Each participant received permission letters outlining the significant aspects of the study and what they may anticipate from the researchers and the participants.

Right to Revoke. The researchers guaranteed that the participants' cooperation in the study was completely voluntary and that they have given the right to withdraw at any moment.
Chapter 3

RESULTS

The analysis of the findings based on the data gathered from the respondents is presented in this chapter, which includes: (1) the level of perception of the Senior High School students towards Reserve Officers Training Corps (ROTC); (2) the level of attitude of the Senior High School students towards Reserve Officers Training Corps (ROTC) and; (3) the significant relationship between the perception and attitude of the Senior High School students towards Reserve Officers Training Corps (ROTC).

Level of Perception of the Senior High School Students Toward Mandatory ROTC

Table 1 indicates the statistical result of the Senior High School students' perception of the Reserve Officers’ Training Corps (ROTC). This was done for the purpose of determining the level of perception among the respondents. The computed mean of Physical Capabilities is 4.04 (SD=0.6317) and descriptively interpreted as high, implying that the respondents are capable of taking the mandatory ROTC physically. Moreover, the second indicator, Psychological capabilities, garnered a mean of 4.35 (SD=0.5828), which is interpreted as very high and implies that the respondents are highly capable of taking the program psychologically. The third indicator, Extent Knowledge has a mean of 3.10 (SD=0.5988), interpreted as high, implying that the respondents have a high extent knowledge of the Reserve Officers’ Training Corps. The total mean of this variable has a 3.83 mean score (SD=0.6044), descriptively interpreted as high, which
Table 1: Level of Perception of the SHS Students Toward Mandatory ROTC

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>SD</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Capabilities</td>
<td>4.04</td>
<td>0.6317</td>
<td>High</td>
</tr>
<tr>
<td>Psychological Capabilities</td>
<td>4.35</td>
<td>0.5828</td>
<td>Very High</td>
</tr>
<tr>
<td>Extent Knowledge</td>
<td>3.10</td>
<td>0.5988</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.83</td>
<td>0.6044</td>
<td>High</td>
</tr>
</tbody>
</table>

indicates that the respondents are capable physically and psychologically in taking the program and have a high extent knowledge about mandatory ROTC.

Level of Attitude of the Senior High School Students Toward Mandatory ROTC

Table 2 indicates the statistical result of the attitude of the Senior High School students towards the Reserve Officers’ Training Corps (ROTC). This was done for the purpose of determining the level of attitude among the respondents. The computed mean of Patriotism is 3.88 (SD=0.5001), descriptively interpreted as high, which implies that the respondents have high patriotism toward the country. Moreover, Global Citizenship has a 3.93 mean score (SD=0.4707), descriptively interpreted as high, which indicates the respondents have high global citizenship toward the country. Both patriotism and global citizenship were interpreted as high. The overall mean of the variable is 3.91 (SD=0.7353), descriptively interpreted as high, implying that the respondents’ attitude of the respondents towards mandatory attitude of the respondents towards mandatory ROTC is highly acceptable. This indicates that the attitude of the SHS students in Matanao National High School is high according to their patriotism and global citizenship. The researchers came up to this by analyzing all the data being gathered in the survey.
Table 2: Level of Attitude of the SHS Students Toward Mandatory ROTC

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>SD</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patriotism</td>
<td>3.88</td>
<td>0.5001</td>
<td>High</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>3.93</td>
<td>0.4704</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.91</td>
<td>0.7353</td>
<td>High</td>
</tr>
</tbody>
</table>

**Correlation Analysis of the Variables**

Table 3 is the result of the correlation between the perception and the attitude of the Senior High School students of Matanao National High School towards the Reserve Officers’ Training Corps (ROTC). Descriptive analysis using mean and standard deviation and Pearson product was utilized to determine the relationship between the variables.

At a significance level of 0.05, the mean perception and attitude scores of Senior High School students had an overall r-value of 0.6084 and a p-value of <0.0001, which is extremely significant that indicates that there is a significant relationship between the perception and attitude of the Senior High School students of Matanao National High School towards Reserve Officers’ Training Corps. By analyzing the data of every indicators, the researchers came to an analysis that the students perceived that they are capable of doing the program (ROTC); physically, psychologically, and that they are aware of this program. Furthermore, the students are also patriots and has a global citizenship towards the country. This means that the hypothesis, which states that there is no significant relationship between the perception and attitude of the SHS students in Matanao National High School towards Reserves’ Officer Training Corps, is rejected, signifying that there is a significant relationship between the perception
Table 3: Correlation Analysis of the Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>r</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>14.5233</td>
<td>29</td>
<td>14.67</td>
<td>0.6084</td>
<td>&gt;0.0001</td>
</tr>
<tr>
<td>Attitude</td>
<td>15.1371</td>
<td>33</td>
<td>15.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and attitude of the SHS students in Matanao National High School toward ROTC.
Chapter 4
DISCUSSION

This chapter contains the analysis and discussion determining the level of perception and attitude of the SHS students of Matanao National High School toward mandatory ROTC; and the relationship between the two variables. Conclusion and recommendation were drawn based from the discussion.

Perception of the SHS Students in Matanao National High School Towards Mandatory ROTC.

The level of perception of the SHS students is high. The result on every indicator have least difference in rating. Psychological Capabilities garnered the highest mean, indicating that the Senior High School students in the institution are capable of doing the program psychologically. This is followed by Physical Capabilities, which also have high ratings, implying that the Senior High School students in the institution are capable of doing the program (ROTC) physically. Extent Knowledge which garnered the lowest rating, still has a high interpretation, indicating that the SHS students do have knowledge about ROTC. With this, the results imply that the Senior High School students of Matanao National High School are capable of doing the program, physically and psychologically. It also implies that the SHS students do have a high extent or prior knowledge about the program (ROTC).

This is supported by the study of Adil (2018), which states whether ROTC is voluntary or mandatory, some students still have the same opinions; they see it as nothing more than an instrument of government repression and a specialized talent that not
everyone has the mental, physical, or psychological capability for. However, there is still a physical, mental, and psychological need that most individuals would not be able to meet or are not up to military standards. Furthermore, ROTC needs to be reevaluated because it essentially functions as a manpower reserve for the state by assisting the military in building up its reserve force.

**Attitude of the SHS Students in Matanao National High School Towards Mandatory ROTC.**

The level of attitude of the SHS students in Matanao National High School towards mandatory ROTC is high. Every indicator has least difference with the result. Patriotism which garnered the highest rating, indicating that the Senior High School students of Matanao National High School are patriots towards the country. At the same time, Global Citizenship also got high ratings from the students, which implies that the students are proud citizens of the country. With this, the result showed that the Senior High School students of Matanao National High School have high patriotism and global citizenship toward the country. This is supported by Rupar et al. (2020), which indicates that individuals with a high level of constructive patriotism, in contrast to those with a low level, are primarily motivated to participate in various political and social activities that will benefit their country and fellow citizens.

**Relationship Between the Perception and Attitude of the SHS Students Towards Mandatory ROTC.**

The study's findings indicate that there is a positive relationship between the perception and attitude of the Senior High School students of Matanao National High School. Using the correlational analysis, to ascertain the correlation between the two
variables, the researchers calculated the Pearson r. The finding rejects the hypothesis because it reveals a significant relationship between the two variables.

**Conclusion**

Based on the findings, the researchers obtained these conclusions:

1. The level of perception of the Senior High School students towards Mandatory ROTC was mainly interpreted as high indicating that the Senior High School students are capable of doing the program (ROTC) physically and psychologically. Furthermore, the SHS students also have prior knowledge about the program.

2. The level of attitude of the Senior High School students towards Mandatory ROTC was mainly interpreted as high.

3. There is a significant relationship between the perception and attitude of the Senior High Students of Matanao National High School towards ROTC. Thus, the null hypothesis was rejected.

**Recommendation**

After a thorough review and considering the summary and conclusion beforehand, the following recommendations are presented.

1. The Department of Education may use this research project for them to be aware about the perception and attitude of the students towards Reserve Officers’ Training Corps. This study can help them be aware of the physical and psychological capabilities of the students and how they perceived the program (ROTC).

2. This study will act as a reference to the institution for acquiring better understanding about the program (ROTC). The institution will have a better understanding
about how the program works and how it can affect the physical and psychological capabilities of the students.

3. This study will serve as an information for teachers on how they should handle their students while doing the program for them to do it safely and accordingly. This study will be a great help to the teachers who are also unaware about the program (ROTC).

4. This study can contribute to the students, for this will help them determine their capabilities, knowledge, and attitude in the program and for them to be prepared in doing the program (ROTC). this study will help them be aware of their perception and attitude towards the program (ROTC).

5. This study will be a great to future researchers who want to conduct a study about ROTC. This will help them see various data that this study had been collected.
REFERENCES


Tullao, M., Perception of Criminology Students Towards ROTC Program of Bulacan State University (September 4, 2019). Available at SSRN: https://ssrn.com/abstract=3447813 or http://dx.doi.org/10.2139/ssrn.3447813


