



RESERVE OFFICERS' TRAINING CORPS (ROTC) IN LOCAL COLLEGES AND UNIVERSITIES IN METRO MANILA: A MULTI-DIMENSIONAL ANALYSIS

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ABSTRACT

This study assesses the implementation of the Reserve Officers' Training Corps (ROTC) in selected local colleges and universities in metro Manila, emphasizing regulations, regulations and directives, public relations advocacy campaigns, and unit goals/accomplishments. The research is focused on evaluating the level of ROTC implementation and distinguishing notable variations among institutions. It is limited to six respondent schools in Metro Manila, offering a detailed comparative analysis within this specific educational and geographic context. Data was collected using standardized questionnaires to assess compliance with regulations, public relations activities' efficacy, and unit objectives' achievement. The data was analyzed using Analysis of Variance (ANOVA) within a quantitative framework. The results show that ROTC programs effectively implement the variables studied. However, there are significant differences in implementation levels among institutions, indicating variability in program execution, possibly due to variations in institutional priorities, resource allocation, and ROTC leadership effectiveness. This study supports Huntington's theoretical framework about the equilibrium between military professionalism and social integration, highlighting the difficulties of aligning military education with civilian expectations and norms. The results emphasize the need for specific strategies to improve the standardization and effectiveness of programs. It suggests sharing best practices and enhancing leadership training within ROTC units to address disparities and enhance the quality of training and community engagement in the NCR.

KEYWORDS: Reserved Officers Training Corps, Local Colleges and Universities, Regulation and Directives, Public Relations Advocacy Campaign, Unit goal/accomplishment

INTRODUCTION

Reserved Officers' Training Corps (ROTC) aims to offer military education and training to prepare students for national defense readiness. The specific objectives are to train college students for emergency service in the Armed Forces of the Philippines (AFP) and to equip them for participation in the reservist program with the potential to become commissioned officers in the AFP. All branches of the Philippine Armed Forces employ graduates of the ROTC Advance Program. Around 75% of the AFP officer corps in 2008 were ROTC graduates from the officer preparation schools of the various services. Via a merit-based incentive program, the ROTC offers qualifying student cadets academic incentives in exchange for their promise to serve in the military reserve or, if given a chance, on active duty in the AFP following graduation.

Currently, ROTC is an optional program part of the NSTP because of the death of UST student Mark Welson Chua on March 18, 2001. His death is widely believed to be linked to his exposé of alleged irregularities in the Reserve Officers' Training Corps unit of the university. His death catalyzed the passage of Republic Act 9163, or the "National Service Training Program Law," which removed completion of mandatory ROTC as a precondition for graduation for male college students in the Philippines.

According to CHED, the number of cadets enrolled in ROTC has decreased from more than 800,000 during the 1999–2000 academic year to 150,000 as of 2011. Five hundred colleges and institutions participated in the ROTC program during the first quarter of 2011. This is a significant decrease from the 20,000 schools that offered ROTC before implementing the National Service Training Program. In the ten years from 2002 to 2012, the NSTP's ROTC component graduated 1,435,000 students.

Comparatively, 8,614,000 and 538,700 graduates have come from the NSTP's CWTS and LTS components. The biggest issue with introducing ROTC is the decline in cadet numbers. The students could be called upon to serve as backup soldiers in the case of war, invasion, tragedy, or another calamity.

The ROTC program is essential for training college and university students for future military duty and leadership positions. This curriculum, integrated within higher education institutions, is designed to provide students with the skills and information required to become commissioned military officers. The study examines the implementation of ROTC programs, focusing on compliance with rules, the effectiveness of public relations efforts, and the accomplishment of program objectives. This report thoroughly examines the ROTC's operational environment in specific educational institutions from many perspectives.

Regulatory compliance is a significant problem with ROTC programs, presenting several obstacles and issues. The inconsistency in implementing regulations and directives can significantly affect the quality and uniformity of ROTC training. The study explores the difficulties of successful public relations advocacy campaigns, which are crucial for drawing volunteers and gaining community support. The research discusses the challenges in reaching unit goals, emphasizing the importance of defined standards, sufficient resources, and robust evaluation methods to guarantee the program's effectiveness and significance.

This study aims to thoroughly evaluate the implementation of the ROTC program in selected local colleges and universities in metro Manila to improve its efficacy and ensure it aligns with



national security goals. The research aims to provide significant information for legislators, educational leaders, and military authorities by focusing on regulation and directives, public relations advocacy campaigns, and unit target accomplishment. The ultimate objective is to enhance the ROTC program to support its members and the nation effectively, assuring its continued importance in shaping future military and civilian leaders. This study aims to tackle present obstacles and enhance the ROTC program to meet its stakeholders' goals better.

Literature Review

Carter (2019) examined Samuel Huntington's thesis on civilian control of the military, providing a fundamental examination of the relationship between military and civilian sectors in a state. Huntington differentiated between subjective and objective control, supporting the latter to sustain a professional military that functions autonomously while still adhering to societal norms and standards. This conceptual framework is especially relevant in situations such as the Cold War period, where differences in ideology between military goals and civilian beliefs might possibly weaken the concept of civilian control over the military. Carter's analysis emphasizes the lasting significance of Huntington's paradigm, showcasing its effectiveness in examining the intricate interactions and conflicts that define military-civilian relationships, particularly considering the changing nature of warfare and defense tactics.

Spiegeleire et al. (2014) and the legal and institutional frameworks in R.A 7077 and the University of Colorado (2019) provide insights into the strategic and organizational requirements that influence military policies and ROTC programs. The books emphasize the importance of policies and programs in ensuring national defense, developing military capabilities, and grooming future military leaders. The connection of ROTC objectives with Huntington's advocate for objective control is clear in the programs' emphasis on professional military education. This focus strives to develop military skills and guarantee that upcoming leaders understand ideas that go beyond the military realm, combining functional and societal requirements.

Black (2014) and Albaum & Duerr (2011) explore the importance of public relations initiatives within ROTC programs. Their observations emphasize the importance of developing and implementing successful communication tactics to improve the public's view of ROTC programs and, consequently, gain support for them. This effort is in line with Huntington's belief that public relations serves as a link between military goals and wider societal ideals and expectations. The decrease in ROTC involvement, as pointed up by Cudis (2019), indicates possible challenges in reaching this alignment. It implies that even with sincere public relations initiatives, there can be a gap in effectively involving potential participants and gaining broad community support.

The studies conducted by Ezell & Davis (2021), Sun Tzu (2018), and Kenton (2020) highlight the importance of logistics strategy and the influence of organizational policies on the effectiveness of military activities. They are expanding Huntington's functional imperative into military logistics by promoting advanced decision-support technologies to improve operational efficiency and adaptability. This highlights the complicated nature of military logistics, stressing the need for systems that can facilitate strategic and tactical decision-making while simultaneously handling the intricacies of contemporary military operations.

Pandey & Asthana (2017) present a significant criticism on how restricted rules affect job satisfaction in the military. Their research indicates that having policies is crucial for discipline and operational consistency, but overly strict policies might harm

morale and satisfaction among people. This discovery presents a complex challenge to Huntington's paradigm, suggesting that the quest for objective control and professional autonomy needs to be balanced with the welfare and drive of military people. Maintaining a balance is crucial for sustaining a proficient and dedicated military force.

Objectives of the Study

The study assessed the implementation of the Reserve Officers' Training Corps program of selected local colleges and universities in Metro Manila, namely Taguig City University, Pamantasan Lungsod ng Muntinlupa, University of Makati, City University of Pasay, Navotas Polytechnic University and Pamantasan Lungsod Ng Marikina to serve as the basis towards a Program Plan to enhance its operation.

Specifically, it sought to answer the following problems:

1. What is the level of Implementation of the Reserve Officers' Training Corps among the selected local colleges and universities in metro Manila as assessed by the six respondents' schools in terms of:
 - 1.1 Regulation and Directives,
 - 1.2 Public Relations Advocacy Campaign and
 - 1.3 Unit goal/accomplishment?
2. Is there any significant difference in the level of implementation of the Reserve Officers' Training Corps among the local colleges and universities in terms of the variables above?
3. What program plan may be proposed to enhance the implementation of the ROTC program of selected local colleges and universities in Metro Manila?

METHODOLOGY

This study used a quantitative research method with a survey approach to investigate the implementation of the Reserve Officers' Training Corps (ROTC) in chosen local colleges and universities in Metro Manila and to detect notable differences among these institutions. The survey aimed to gather quantitative data on three main variables: 1) compliance with Regulations and Directives, 2) efficacy of Public Relations Advocacy Campaigns, and 3) attainment of Unit Goals/Accomplishments. Each selected school's ROTC program included six participants who were asked to score various aspects of the program's implementation using a four-point rating scale. Descriptive statistics were utilized to assess the general level of implementation, and inferential statistics, particularly ANOVA (Analysis of Variance), were used to identify any notable variations in implementation levels among various institutions. The results were used to create a program plan to improve the implementation of ROTC in the local colleges and institutions of the NCR.

In addition, the study utilized the descriptive survey research method to evaluate the implementation status of the Reserve Officers' Training Corps program in selected Local Colleges and Universities in Metro Manila. The institutions included were Taguig City University, Pamantasan Lungsod ng Muntinlupa, University of Makati, City University of Pasay, Navotas Polytechnic University, and Pamantasan Lungsod ng Marikina. The assessment focused on regulation, directives, records and reports, public relations advocacy campaigns, and unit goals/accomplishments. The purpose of the descriptive research approach was to collect information on the current state, focusing on describing actual situations rather than evaluating or interpreting them (Creswell, 2009). The descriptive technique aims to accurately depict or portray a person or group's attitudes, behaviors, or qualities. It can be described as a purposeful procedure of collecting, analyzing, categorizing, and organizing data about current conditions, practices, beliefs, processes, trends,



cause and effect relationships, and then accurately interpreting this data using statistical methods.

Scope and Delimitation

The study focused on the implementation of the Reserve Officers' Training Corps program of selected local colleges and universities in the National Capital Region, namely Taguig City University, Pamantasan Lungsod ng Muntinlupa, University of Makati City University of Pasay, Navotas Polytechnic University and Pamantasan Lungsod Ng Marikina in terms of compliance with Regulations and Directives, efficacy of Public Relations Advocacy Campaigns, and attainment of Unit Goals/Accomplishments as the basis of the Researcher to enhance its operations through a program plan. The respondents in this study were the six NCR schools under local government, consisting of their NSTP director, ROTC coordinator, ROTC officers/commandants, and ROTC cadets. These groups of respondents are assured to be knowledgeable and aware of the extent to which the ROTC program is implemented in selected colleges and universities. The setting of the study was explicitly concentrated in selected local colleges and universities, namely Taguig City University, Pamantasan Lungsod ng Taguig, University of Makati, City University of Pasay, Navotas Polytechnic University, and Pamantasan Lungsod ng Marikina from the School Year 2019 – 2020 to 2021 to 2022.

Data Gathering Tool

A researcher-made questionnaire was used as the main instrument for gathering data for this study. It combines the checklist and the Four-Point Rating Method of Summated Ratings. For the checklist part, suggested responses are enumerated with the respondents' indicating choices with check marks or by ranking. On the other hand, the Four-point Rating scale is a set of attitude items, all considered of approximately equal attitude value, and to each subject's response with degrees of agreement or disagreement. The score of such scale is summed, or summed and averaged, to yield an individual's attitude score. In this study, using the Four-point rating method, four responses were used to describe the respondents' assessment of a scale value assigned to each of the four responses. Starting with a particular category, all favorable responses are scored four (4) through one (1), and unfavorable responses are scored in the opposite order. The items in the questionnaire were checked for validity against another similar instrument in some related studies and through consultation with the dissertation adviser and other experts. The items were also checked for face validity; that is, every item was examined to see if it was related to the problems of the study. The questionnaire was then pre-tested for internal validity to ten (10) persons not included as respondents. The pre-test results were collated and analyzed to determine the weaknesses and defects of the instrument. Accordingly, the necessary correction was made, and the questionnaire was constructed in its final form.

Data Gathering Procedures

The researcher began the data collection process for this study by thoroughly reviewing and analyzing essential documents and relevant information that matched the study's theme. The first stage entailed gathering, analyzing, interpreting, and reviewing existing literature, reports, and relevant documents to understand the obstacles and implementation status of the Reserve Officers' Training Corps (ROTC) in chosen local colleges and universities in Metro Manila. This initial phase was crucial in pinpointing the precise issues and topics of investigation that the study intended to tackle. The theoretical and contextual foundation supported the creation of research questions and the survey instrument, ensuring the study was based on pertinent academic and practical factors.

After doing a preparatory examination of literature and documents, the researcher requested formal authorization from

the management of the local colleges and universities to conduct the survey. This entailed creating and sending requests that detailed the study's goals, importance, and anticipated impact on comprehending the ROTC's implementation obstacles and achievements. Obtaining consent from the universities was essential since it validated the research methodology and enabled access to the six identified responder groups vital to the study. The respondents, representing many stakeholders in the ROTC programs, were chosen to offer unique viewpoints and insights on the study's main focus areas.

Further, after acquiring the required permits, the researcher distributed the meticulously crafted survey questions to the participants. This stage was carefully planned to guarantee high response rates and high-quality data gathering. The questionnaires were distributed and collected in a way that prioritized the convenience and anonymity of the respondents, thus promoting their complete and truthful engagement. The researcher carefully gathered the filled questionnaires and then organized and combined the research results in preparation for detailed analysis. The generated data were subsequently sent to the research adviser for evaluation, amendments, and endorsement. The iterative feedback and revision process significantly improved the study's rigor, validity, and reliability, preparing for insightful analysis and relevant results that could impact the broader discourse on ROTC implementation in the region.

Treatment of Data

This study analyzed quantitative data from a survey performed in selected local colleges and universities in Metro Manila to evaluate the implementation of the Reserve Officers' Training Corps (ROTC). The weighted mean was used to assess the status of the ROTC implementation regarding regulations, records, public relations, and unit goals and to pinpoint issues related to human resources, facilities, logistics, training, and budget. The weighted mean was calculated using a procedure that used the sum of the frequency multiplied by the number of respondents, using a four-point Likert scale to assign relative weights (ranging from 1 to 4) to the responses. The weights represented different verbal interpretations ranging from "Fully Implemented" to "Not Implemented" for the ROTC's implementation levels and scales designed in a similar approach for evaluating problem severity and recommended levels.

The study used Analysis of Variance (ANOVA) to determine if there were significant differences in the level of implementation of ROTC across different universities about the specified aspects. ANOVA, invented by Ronald Fisher and described by Larson (2008), is utilized to compare variances across groups (between variance) and within groups (within variance) to get the F-value, which signifies the presence or absence of statistically significant differences. By employing this method, the researcher could thoroughly examine the data and provide a detailed assessment of the current ROTC program implementation condition. This assessment emphasized the program's strengths and areas that could be enhanced among the participating schools.

Ethical Considerations

The study on implementing the Reserve Officers' Training Corps (ROTC) in chosen local colleges and universities in Metro Manila strictly followed ethical guidelines to maintain research integrity and safeguard participants' rights. Before collecting data, legal permission was acquired from the institutions' management, and informed consent was gained from all participants, ensuring their voluntary involvement and the confidentiality of their answers. The research design and technique were meticulously developed to prevent any possible injury or discomfort to participants. It was ensured that all data obtained would be exclusively used for the



study, and any identifying information would be anonymized in the results. This ethical framework helped ensure a courteous and responsible interaction with participants while enhancing the legitimacy and dependability of the study's results.

RESULTS AND DISCUSSION

Level of implementation of the Reserve Officers' Training Corps of Selected Local Colleges and Universities in Metro Manila

The following tables illustrate the respondents' evaluation of the level of implementation of the Reserve Officers' Training Corps of selected local colleges and universities in Metro Manila in terms of regulation and directives, public relation advocacy campaign, and unit goal/accomplishment.

Table 1
Level of Implementation of Reserve Officers' Training Corps in Terms of Regulation and Directives

Local Colleges and Universities							
Regulation and Directives	A	B	C	D	E	F	Total
1. The LCUs have updated with ready references such as Laws, Circulars, SOP, and other policies regarding ROTC. Republic Act 9163 (NSTP Law) RA 8049 (Anti-Hazing law) Guidelines for the implementation of basic ROTC program	3.24 (I)	3.19 (I)	3.66 (FI)	3.28 (I)	3.48 (I)	3.27 (I)	3.34 (I)
2. Localized memorandum or guidance from the unit regarding any of these policies	3.41 (I)	3.21 (I)	3.34 (I)	3.30 (I)	3.14 (I)	3.69 (FI)	3.34 (I)
3. Communications sent to the school administration are properly filed.	3.32 (I)	3.48 (I)	3.39 (I)	3.25 (I)	3.65 (FI)	3.21 (I)	3.38 (I)
4. Communication received from higher headquarters correctly filled	3.17 (I)	3.11 (I)	3.21 (I)	3.06 (I)	3.39 (I)	3.40 (I)	3.22 (I)
5. Use publication on bulletin boards for information and dissemination	3.28 (I)	3.51 (FI)	3.49 (I)	3.27 (I)	3.58 (FI)	3.48 (I)	3.43 (I)
Over-all Weighted Mean	3.28 (I)	3.30 (I)	3.42 (I)	3.23 (I)	3.45 (I)	3.41 (I)	3.33 (I)

Legend: Verbal Interpretation (V.I.)

3.50 – 4.00 = Fully Implemented (FI)

2.50 – 3.49 = Implemented (I)

the computed weighted mean (M):

1.50 – 2.49 = Less Implemented (LI)

1.00 – 1.49 = Not Implemented (NI)

Table 1 shows the respondent's evaluation of the level of implementation of the Reserve Officers' Training Corps of selected local colleges and universities in Metro Manila regarding regulation and directives. Data show the overall weighted mean of 3.33, which is implemented, and that University A implemented the localized memorandum or guidance from the unit regarding any of these policies based on the mean score of 3.41 and implemented communication received from higher headquarters correctly filled as indicated from the mean score of 3.17. In contrast, university B fully implemented publication on bulletin boards for information and dissemination, as described by the mean score of 3.51, and implemented communication received from higher headquarters, which was correctly filled, as defined by the mean score of 3.11.

On the other hand, University C fully implemented and updated with ready references such as Laws, Circulars, SOP, and other policies regarding ROTC. Republic Act 9163 (NSTP Law) RA 8049 (Anti-Hazing law) Guidelines for implementing basic ROTC program as indicated by the mean score of 3.66, but implement communication received from higher headquarters correctly filled based on the mean score of 3.2. In contrast, University D implemented a localized memorandum or guidance from the unit regarding any of these policies, as indicated by the mean score of 3.30, and implemented communication received from higher headquarters, which was correctly filled, as seen by the mean score of 3.06. Moreover, University E fully implemented communications sent to the school administration properly filed as described from the mean score of 3.65, but implemented localized memorandum or guidance from the unit

regarding any of these policies as revealed from the mean score of 3.14, while University F fully implemented localized memorandum or guidance from the unit regarding any of these policies as reflected from the mean score of 3.69, and implement communications sent to school administration properly filed as shown from the mean score of 3.21.

In an interview, a school administrator said, "The school provides bulletin boards to inform cadets for information and dissemination." Another school administrator remarked, "The university ensures that the ROTC department is grounded with government laws and school policies based on Republic Act 9163 (NSTP Law)." The National Defense Act was amended in 1990 by Presidential Decree 1706 (The National Law), which offered the three (3) components of the National Service Program, namely: Military Service (MS), Civil Welfare Service (CWS), Law Enforcement Service (LES) with DND, CHED & DILG respectively as implementing agencies. In 1991, RA 7077, or the AFP Reservist Act, was enforced, prescribing a two (2) year ROTC Program as a requirement for graduation to all tertiary-level students.

Spiegeleire et al. (2014) said that military policy (also called defense policy or defense policy) is public policy dealing with multinational security and the military. It comprises the measures and initiatives governments must take about decision-making and strategic goals, such as when and how to commit national armed forces.



The analysis uses references from Huntington's theoretical framework, as discussed by Carter in 2019, and empirical data on ROTC implementation in local higher education institutions to show the complex relationship between theoretical predictions and real-world military-civilian interactions in educational environments. Quantitative data from various regulatory and directive metrics for ROTC programs in the National Capital Region indicate that the majority of local colleges and universities have achieved a "Implemented" status, with weighted means falling between 3.22 and 3.45 on a scale where 3.50 to 4.00 represents "Fully Implemented." There is strong compliance with important rules and legislation like the Republic Act 9163 (NSTP Law) and RA 8049 (Anti-Hazing Law). However, there is still potential for enhancement to achieve complete implementation.

Huntington's distinction between subjective and objective control and his support for the latter is evident in the organized and professional manner in which ROTC is implemented in the participating schools. This systematic strategy, striving for a proficient military operating independently while following civilian norms and standards, reflects the disciplined control Huntington advocates. The variation in implementation scores among different regulatory and directive components indicates a complex interaction between the functional requirements of

military training and the societal requirements of educational institutions. This is especially clear in the regions where scores are close to reaching the "Fully Implemented" status, showing a deeper connection with Huntington's concept of objective control through professional education and adherence to set norms.

Furthermore, the findings from Spiegeleire et al. (2014), in conjunction with the frameworks in R.A 7077 and the University of Colorado (2019) emphasizing the strategic significance of military policies and ROTC programs, are practically reflected in the statistics. The establishment of ROTC programs at local colleges and universities shows a continuous effort to link them with broader strategic and organizational goals, focusing on improving military capabilities and grooming future leaders. Alignment is essential for maintaining a professional military force that meets the functional needs of national defense and adheres to democratic scrutiny and civilian management, as described by Huntington. The analysis indicates that ROTC programs are mainly established in participating institutions, but achieving complete implementation and adherence to Huntington's concept of objective control is still ongoing. This reflects the overall difficulties in aligning military training with educational goals and societal values.

Table 2

Level of Implementation of Reserve Officers' Training Corps in terms of Public Relations Advocacy Campaign

Local Colleges and Universities							
Public Relations Advocacy Campaign	A	B	C	D	E	F	Total
Conduct an anti-terrorism information drive	3.52 (FI)	3.23 (I)	3.38 (I)	3.38 (I)	3.41 (I)	3.22 (I)	3.35 (I)
ROTC Advocacy Campaign	3.29 (I)	3.57 (FI)	3.26 (I)	3.39 (I)	3.28 (I)	3.39 (I)	3.36 (I)
Gender Awareness Campaign	3.37 (I)	3.11 (I)	3.50 (FI)	3.42 (I)	3.35 (I)	3.47 (I)	3.37 (I)
Anti-Hazing Law Campaign	3.19 (I)	3.41 (I)	3.18 (I)	3.21 (I)	3.14 (I)	3.52 (FI)	3.45 (I)
Illegal Drugs Awareness campaign	3.48 (I)	3.52 (FI)	3.42 (I)	3.48 (I)	3.39 (I)	3.41 (I)	3.45 (I)
Over-all Weighted Mean	3.38 (I)	3.37 (I)	3.35 (I)	3.39 (I)	3.32 (I)	3.40 (I)	3.39 (I)

Legend: Verbal Interpretation (V.I.)
3.50 – 4.00 = Fully Implemented (FI)
2.50 – 3.49 = Implemented (I)

the computed weighted mean (M):
1.50 – 2.49 = Less Implemented (LI)
1.00 – 1.49 = Not Implemented (NI)

Table 2 shows the respondent's evaluation of the level of implementation of the Reserve Officers' Training Corps of selected local colleges and universities in Metro Manila regarding public relations advocacy campaigns. Data show the overall weighted mean of 3.39, which is implemented. It was found that University A fully implemented the conduct of an anti-terrorism information drive based on the mean score of 3.52 but implemented the anti-hazing Law Campaign as indicated by the mean score of 3.19. In contrast, University B fully implemented the OTC Advocacy Campaign based on the mean score of 3.57 and implemented the Gender Awareness Campaign, as revealed by the mean score of 3.11.

On the other hand, University C fully implemented the Gender Awareness Campaign, as seen from the mean score of 3.50, and implemented the Anti-Hazing Law Campaign based on the mean score of 3.10. However, University D implemented an Illegal Drugs awareness campaign, as revealed by the mean score of 3.48, and implemented an Anti-Hazing Law Campaign, as shown by the mean score of 3.21. Moreover, University E implemented the conduct of an anti-terrorism information drive, as reflected in the mean score of 3.41, and implemented the Anti-Hazing Law Campaign, as indicated by the mean score of 3.14. University F

fully implemented the Anti-Hazing Law Campaign, as noted in the mean score of 3.52, and implemented the Conduct of Anti-terrorism Information Drive, as seen by the mean score of 3.22. The ROTC was established to prepare college students for possible service activities for the government activities and to train officers and enlisted personnel to do advocacy campaigns.

Staff said in an interview, "The ROTC department of UMAK is doing its objectives of conduct of anti-terrorism information drive among students and the recent ordinance focusing on Gender and development awareness campaign." Another ROTC official recalled, "The school initiated many activities from GAD sensitivity issues to terrorism, strengthening drugs campaign and the anti-hazing law Campaign."

According to Black (2014, 68-71), Public Relations activities will seek the ROTC unit to focus on critical stories, such as special promotions, and the nature of the message may vary between the actual media outlets targeted and their audiences.

Carter (2019) analyzed Huntington's thesis on civilian control. He highlighted the importance of ROTC public relations campaigns as a modern representation of the military's efforts to uphold societal trust and relevance, particularly in a post-Cold War era



marked by changing military-civilian dynamics. Implementing campaigns on anti-terrorism, gender awareness, and illegal drugs aims to align military objectives with civilian beliefs and values to prevent ideological differences that could weaken civilian control over the military, as warned by Huntington.

The findings of Spiegeleire et al. (2014) and the frameworks outlined in R.A 7077 and the University of Colorado (2019) align with the ROTC's strategic and organizational initiatives to comply with societal and educational requirements, as demonstrated in advocacy campaigns. These initiatives align with Huntington's support for advanced military education beyond conventional military instruction, integrating societal issues like gender awareness and anti-hazing legislation into their educational

programs and community engagement efforts. The differences in implementation levels, ranging from 'Implemented' to 'Fully Implemented' across various campaigns and colleges, demonstrate the persistent challenges in achieving alignment. This reflects concerns raised by Black (2014), Albaum & Duerr (2011), and Cudis (2019) about the effectiveness of public relations in garnering broader community support for ROTC programs. This situation demonstrates the challenges of implementing Huntington's model in actual military education and outreach, highlighting the importance of ongoing efforts to improve the efficiency of these campaigns. This is crucial to ensure that they meet their goals and reinforce the connection between the military and civilians per societal values and expectations.

Table 3
Level of Implementation of Reserve Officers' Training Corps In terms of Unit Goal/Accomplishment

Local Colleges and Universities							
Unit goals accomplishment	A	B	C	D	E	F	Total
Spearhead CIVAC Activities	3.28 (I)	3.52 (FI)	3.38 (I)	3.45 (I)	3.24 (I)	3.20 (I)	3.34 (I)
Participation in Command Directed Activities	3.42 (I)	3.48 (I)	3.41 (I)	3.17 (I)	3.19 (I)	3.27 (I)	3.32 (I)
Participation in College/ University Activities	3.51 (FI)	3.16 (I)	3.26 (I)	3.21 (I)	3.62 (FI)	3.40 (I)	3.32 (I)
Community extension	3.28 (I)	3.40 (I)	3.31 (I)	3.38 (I)	3.28 (I)	3.32 (I)	3.32 (I)
Innovations and Improvement in ROTC Training	3.64 (FI)	3.29 (I)	3.34 (I)	3.19 (I)	3.11 (I)	3.47 (I)	3.34 (I)
Over-all Weighted Mean	3.42 (I)	3.36 (I)	3.34 (I)	3.27 (I)	3.28 (I)	3.33 (I)	3.32 (I)

Legend: Verbal Interpretation (V.I.) the computed weighted mean (M):
 3.50 – 4.00 = Fully Implemented (FI) 1.50 – 2.49 = Less Implemented (LI)
 2.50 – 3.49 = Implemented (I) 1.00 – 1.49 = Not Implemented (NI)

Table 3 shows the implemented overall weighted mean of 3.32. The findings also indicate that University A fully implemented innovations and improvement in ROTC training based on the mean score of 3.64 and implemented community extension as indicated by the mean score of 3.28, while University B fully implemented spearhead CIVAC activities as seen from the mean score of 3.52, and implemented participation in College/ University Activities as indicated from the mean score of 3.16. On the other hand, University C implemented participation in command-directed activities, as described by the mean score of 3.41, and in college/university activities, as revealed by the mean score of 3.26. In contrast, University D implemented spearhead CIVAC Activities, as indicated by the mean score of 3.45, and implemented participation in Command Directed Activities, as seen by the mean score of 3.17. Moreover, University E fully implemented participation in College/ University Activities, as reflected in the mean score of 3.62, and implemented innovations and Improvement in ROTC training based on the mean score of 3.11. In contrast, University F implemented innovations and Improvements in ROTC training, as seen from the mean score of 3.47, and implemented spearhead CIVAC Activities, as indicated by the mean score of 3.20.

Basic ROTC focuses on equipping its graduates with the five fundamental skills of LEAD, SHOOT, MOVE, NAVIGATE, and COMMUNICATE. These five skills are embedded in lectures and training under the two Military Science courses to be taken under Basic ROTC: Military Science 1 and Military Science 2. In an interview, an ROTC staff from TCU said, "The ROTC department was established to teach students the values of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment while instilling in

them self-esteem, teamwork, and self-discipline." Another staff member from UMAK said in an interview, "The ROTC spearheads CIVAC Activities, including school inaugurations, school foundation weeks, etc., in a parade in reviews." According to the University of Colorado, the Army ROTC Program's goal is to recruit, develop, and commission college-educated men and women to serve as officers in the United States Army. Participants in the program are commissioned as Second Lieutenants in the Army upon graduation with a bachelor's degree.

This data illustrates how Huntington's theory emphasizes the significance of a military force that upholds professional standards and engages in societal and community activities to strengthen its relationships with the civilian sector. The diverse execution levels in various tasks highlight the ROTC units' endeavor to harmonize military instruction with their involvement in communities and institutions, reflecting Huntington's conceptual framework. The 'Fully Implemented' statuses in various places indicate successful integration of ROTC programs into social and educational frameworks, showing alignment between ROTC objectives and broader societal and institutional goals, as proposed by Huntington.

The strategic and organizational insights from Spiegeleire et al. (2014) and the legislative and institutional frameworks outlined in R.A 7077 and the University of Colorado (2019) demonstrate the structural and policy-driven support that facilitates ROTC programs in achieving diverse objectives. Valuing professional military education and engaging in community and university activities align with the functional and societal priorities emphasized by these frameworks. Nevertheless, the designation of areas as 'Implemented' instead of 'Fully Implemented' indicates



persistent obstacles in achieving these goals comprehensively in all aspects of ROTC training and involvement. This reflects the intricate issues highlighted by Black (2014), Albaum & Duerr (2011), and Cudis (2019) in aligning military goals with civilian expectations and backing through efficient public relations and

community engagement tactics. ROTC programs continuously work to improve their operations and engagement tactics by Huntington's objectives, aiming for a thorough integration of military training with society contributions and innovations.

Table 4
ANOVA Table for Difference in the Level of Implementation of Reserve Officers' Training Corps among the Local Colleges and Universities

Profile		Sum of Squares	Df	Mean Square	F-com	p-value	Decision	Remarks
Regulation and Directives	Between Groups	9.54	5	4.77	3.12	0.000	Reject	Significant
	Within Groups	301.41	715	1.53				
	Total	310.95	720					
Public Relation Advocacy campaign	Between Groups	11.08	5	3.69	3.74	0.000	Reject	Significant
	Within Groups	36.58	715	1.18				
	Total	47.66	720					
Unit Goal/Accomplishment	Between Groups	9.93	5	3.31	3.36	0.002	Reject	Significant
	Within Groups	52.08	715	1.68				
	Total	62.01	720					

Regulation and Directives. The hypothesis was rejected, and therefore, there is a significant difference among the evaluation of the six-respondent local colleges and universities in the level of implementation of Reserve Officers' Training Corps in terms of regulation and directives since the p-value of 0.000 is less than 0.05. Data reveal that the six respondents' local colleges and universities differ in their level of implementation of the Reserve Officers' Training Corps in terms of regulation and directives. This may reflect different administrative strategies, limited resources, or variable levels of importance placed on compliance and adherence to ROTC principles by each institution's management. The variability indicates a requirement for a detailed analysis of the specific variables influencing these disparities, such as institutional support, the expertise and training of ROTC personnel, or the resources assigned to the ROTC program.

Public Relation Advocacy campaign. The hypothesis was rejected since the p-value of 0.000 is less than 0.05. Therefore, there is a significant difference in the evaluation of the six respondents from local colleges and universities in terms of the level of implementation of the Reserve Officers' Training Corps in terms of public relations advocacy campaigns. Data shows that the six respondents' local colleges and universities differ in their level of implementation of the Reserve Officers' Training Corps in terms of public relations advocacy campaigns. This demonstrates how ROTC programs at various colleges and universities focus on and implement ways to improve the public's view and backing of the ROTC. The discrepancy could be due to different community environments, levels of skill in public relations within ROTC units, or differences in strategic interests among institutions.

Unit Goal/Accomplishment. The hypothesis was rejected, and therefore, there is a significant difference among the evaluation of the six-respondent Local Colleges and Universities in the level of implementation of Reserve Officers' Training Corps in terms of unit goal/accomplishment since the p-value of 0.002 is less than 0.05. Data reveal that the six respondents' local colleges and universities differ in their level of implementation of the Reserve Officers' Training Corps in terms of unit

goal/accomplishment. Differences in leadership, organizational culture, institutional support, and cadet participation levels differ throughout universities, impacting the efficacy and efficiency of ROTC units in achieving their objectives.

A sophisticated approach is needed to comprehend and tackle the reasons that lead to differences in ROTC program execution among schools. They propose that ROTC programs may have similar goals. However, the way these goals are pursued and the success of these endeavors are impacted by an intricate combination of institutional, administrative, and contextual elements. To address these differences, targeted interventions may be necessary to share best practices, improve institutional support, and promote cooperation among ROTC units in various schools and universities to ensure a consistent and efficient implementation of ROTC programs.

CONCLUSIONS AND RECOMMENDATION

Based on the findings of this study, the following conclusions were drawn:

Implementations

The ROTC programs at selected local colleges and universities are generally implemented in terms of regulations and directives, public relations advocacy campaigns, and unit goals/accomplishments. On average, the institutions have aggressively aligned their ROTC programs with rules, promoted public relations activities to advocate for the ROTC, and made progress toward reaching their unit goals. Although some locations and colleges have achieved 'Fully Implemented' designation, there is variety in the implementation levels of the programs, indicating that while they generally match expected criteria, there are chances for improvement in specific areas.

Significant Difference

The ANOVA results show substantial variations in the ROTC implementation level among local colleges and universities in three variables: Regulation and Directives, Public Relations Advocacy Campaign, and Unit Goal/Accomplishment. Despite the generally excellent implementation status, variations exist in how each university approaches and executes its ROTC program.



The variations may arise from factors such as institutional priorities, resource availability, leadership effectiveness in ROTC units, and the engagement techniques used in public relations.

Theoretical Implications

The results demonstrate the complex relationship between military professionalism and societal integration, emphasizing the intricate difficulties in maintaining independence while following societal norms and standards. This study enhances existing knowledge by presenting empirical proof of the diversity in executing ROTC programs, thus providing a more profound insight into how military education programs manage the theoretical aspects of military-civilian relationships in various institutional settings. It highlights the importance of using Huntington's paradigm to examine the complex interconnections and possible conflicts when integrating military training programs with civilian educational standards and societal norms.

Practical Implications

Practical discrepancies in ROTC implementation among various local colleges and universities indicate a necessity for specific ways to streamline program execution. This involves creating a structure for exchanging optimal methods, especially concerning compliance with regulations, public relations campaigns, and reaching educational and training objectives. The research indicates that ROTC programs could improve by adopting a collaborative strategy that utilizes effective methods from top-performing universities to enhance the program's overall quality.

The study on the implementation levels of Reserve Officers' Training Corps (ROTC) programs at selected local colleges and universities has led to the following suggestions based on the theoretical and practical implications of the findings:

1. Create a best practices framework by setting up a collaborative platform or forum for ROTC programs from other universities to exchange best practices, focusing on regulations and directives, public relations advocacy campaigns, and unit goals/accomplishments. This approach can help lower-performing schools learn successful techniques and innovations from institutions that have attained 'Fully Implemented' status in some aspects of the ROTC program.
2. To improve leadership training, institutions should invest in specialized leadership development programs for ROTC unit commanders and staff due to the crucial role of leadership effectiveness in the differences in ROTC implementation. The training should emphasize strategic planning, change management, public relations, and community involvement skills to provide individuals with the necessary competencies to traverse the intricacies of military education in civilian academic environments.
3. Institutions should evaluate and rectify resource deficiencies that may impede the complete execution of their ROTC programs. This may entail obtaining extra financing, enhancing infrastructure, and guaranteeing access to updated training resources and technologies. Sufficient resource support is essential for improving the quality and efficacy of ROTC training and activities.
4. ROTC programs should create and execute detailed public relations strategies customized to their community's needs and interests to improve the success of Public Relations Advocacy Campaigns. This may involve enhancing awareness via social media, community service initiatives, and collaborations with local organizations to enhance public perception and backing for the ROTC.

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