

THE PERCEIVED EFFECT OF MANDATORY RESERVED OFFICER TRAINING AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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The Reserve Officer Training Corps (ROTC) in the Philippines is designed to train tertiary-level students in areas such as national defense, leadership, discipline, and professionalism. Despite its objectives, the program has faced criticism due to reported health risks and incidents of mistreatment. This study investigated the perceived impact of ROTC on skill development, leadership capabilities, and defense preparedness, while also aiming to inform students about the program's significance. Grounded in Allan Kolb's Experiential Learning Theory (1984)—which emphasizes cognitive development through real-life experience—the research explored how personal growth is shaped by active participation. Specifically, the study examined the perceptions of Grade 12 Humanities and Social Sciences (HUMSS) students regarding the Mandatory ROTC, identifying the challenges they encounter and proposing an action plan to support future curriculum development. The study aimed to evaluate the perceptions of 200 Grade 12 Humanities and Social Sciences (HUMSS) students through a descriptive–quantitative research design. To ensure an unbiased representation of the population, the researchers employed a cluster sampling technique. Data were collected using a structured questionnaire, and responses were analyzed using frequency, percentage, ranking, and mean. A Likert scale was used to measure students' attitudes and opinions, with options ranging from “strongly agree” to “strongly disagree.” The study revealed that students have a generally positive perception of the ROTC program, particularly in areas such as defense preparedness, leadership development, time management, discipline, personal growth, and professional readiness. Despite these benefits, 22% of respondents identified community service requirements as a notable challenge. To enhance student perception and program effectiveness, the following recommendations are proposed: Strengthen teamwork through collaborative tasks and leadership-building activities. Incorporate mindfulness techniques to support mental well-being and reduce stress. Promote better coordination between academic and ROTC responsibilities by involving students, parents, and teachers in planning and support efforts. These initiatives aim to create a more balanced and enriching ROTC experience for all participants. Students generally view the Mandatory Reserved Officer Training Corps (ROTC) positively, particularly for its contributions to defense preparedness, leadership skills, discipline, personal development, and professional growth. However, challenges remain, especially in areas related to community service obligations and mental health concerns. To improve the ROTC program, it is recommended to: Reinforce skill-building initiatives, particularly in leadership and discipline. Implement flexible scheduling to support students' academic balance. Develop orientation and awareness programs to help students better understand the goals and structure of ROTC. These improvements aim to foster a more supportive, informed, and balanced ROTC experience for all participants.

RECOMMENDED CITATION

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