

Beliefs on and Preparedness for as Predictors of Acceptance of the Proposed Mandatory ROTC Program: A Multiple Linear Regression Analysis

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ABSTRACT

The proposed mandatory Reserve Officers' Training Corps (ROTC) program sparked intense debate. This study aims to determine the significance of beliefs on and preparedness for as predictors of acceptance of the proposed mandatory ROTC program. Predictive-correlational research design was employed; and 200 students selected through stratified random sampling were surveyed. The regression analysis revealed that the predictive variables significantly determined the criterion variable by 77.1% confirming the Theory of Planned Behavior. The 22.9% may be attributed to other variables not covered in this study. Avenues for further discussions and deliberations on the relevance of ROTC are recommended.

Keywords: Beliefs on, preparedness for, and acceptance of the proposed mandatory ROTC program, multiple linear regression analysis.

1. INTRODUCTION

The proposal to reinstate mandatory Reserve Officers' Training Corps (ROTC) program at the tertiary level for first-year college students has ignited a vigorous national debate. Proponents champion the programs instill discipline, patriotism, and civic responsibility conversely critics raise concerns about human rights violations, the suppression of personal freedoms, and the risk of abuses within the program. A 2023 Pulse Asia survey indicated significant public support, with 78% of Filipinos favoring mandatory ROTC in colleges. The primary justifications cited include the belief that it will cultivate discipline and responsibility (71%), prepare youth for national defense (60%) and develop leadership skills (59%). However, the historical trajectory of ROTC in the Philippines marred by troubling incidents most notably the 2001 murder of University of Santo Tomas student Mark Welson Chua, who exposed corruption within the program. This tragic event led to widespread calls for reform, ultimately leading to the passage of the National Service Training Program (NSTP) Act, which rendered ROTC optional for college students (Mauricio, 2024).

The divergence in perspectives highlights the need for a comprehensive evaluation of the potential ramifications of mandatory ROTC before its reimplementation. Understanding the beliefs perceived preparedness, overall acceptance of students is vital, as factors such as gender, academic programs, and type of educational institution can significantly shape their view on the program. To provide context, it is useful to examine how similar programs exist elsewhere. ROTC is a leadership training and development program designed to prepare students for service opportunities in the U.S. Army, Marine Corps, Navy, Air Force, and Space Force. A parallel program, the College Student Pre-Commissioning Initiative (CSPI), is offered by the U.S. Coast Guard. Participation in ROTC provides professional skills development, scholarship opportunities, tuition assistance, and the attainment of an officer rank upon completion (Moody, 2020). In Thailand, as a basic rule, all healthy males with Thai citizenship who are residents of Thailand are required to report to a conscription officer at the age of twenty. The Reserve Officers' Training Corps (ROTC) program provides students with a unique opportunity to develop leadership, discipline, and teamwork skills. Through this program, students receive military training alongside their academic studies, equipping them with valuable life skills and a sense of responsibility (Wongngamde, 2024).

A fundamental question often raised regarding ROTC is, "Why should one participate?". ROTC is a significant resource for training future military officers, providing them with specialized knowledge and access to training resources that may not be readily available elsewhere. Research suggests that military training can enhance physical strength, leadership skills, and resilience. However, it is also important to acknowledge its negative impact on an individual's sense of autonomy within rigid hierarchies (Caspar, 2020). Furthermore, studies indicate that ROTC participation can positively influence psychological resilience, particularly among male students and those from urban areas. However, the effects can vary based on factors like age, mental health history, and personal background (Tao, 2021).

The perceived level of preparedness among ROTC graduates varies depending on the training they receive. Studies conducted within the Philippines have highlighted differences in proficiency in areas such as combat training, tactical inspections, and leadership skills. Advocates argue that mandatory ROTC helps cultivate capable and disciplined citizens who are ready to contribute to national security and disaster response (Gantalao, 2023). However, critics contend that forcing students into military training infringes upon personal freedoms and that there are alternative ways to promote discipline and patriotism without enforcing compulsory participation.

Ultimately, research into mandatory ROTC presents an opportunity to vigorously assess its impact on students' character development, academic performance, and alignment with national goals. While proponents emphasize its potential to cultivate leadership, resilience, and national pride, opponents express concerns about its impact on students' personal choices and educational priorities (Malone, 2021). A comprehensive and balanced evaluation of potential benefits and drawbacks of ROTC is therefore essential to determine whether it serves as a positive force for national security and individual development or poses risks to personal freedoms and well-being.

2. STATEMENT OF THE PROBLEM

This study aims to determine the significance of beliefs on and preparedness for as predictors of acceptance of the proposed mandatory ROTC program. Specifically, it aims to:

1. Determine the levels of beliefs on the proposed mandatory ROTC program in terms of relevance, patriotism, and discipline and responsibility; preparedness in terms of physical aspect, practical operation, drill and ceremony, and civil operation activity; acceptance in terms of imposition, military education and training, and national defense and readiness;
2. Determine the significance of the correlation between beliefs and preparedness, and the acceptance of the proposed mandatory of ROTC program;
3. Determine the significance of the degree of influence of beliefs and preparedness on the acceptance of the proposed mandatory of ROTC program.

3. THEORETICAL FRAMEWORK

This study of college students' beliefs, preparedness, and acceptance regarding the proposed mandatory Reserve Officers' Training Corps (ROTC) can be effectively structured using the Theory of Planned Behavior (TPB). Developed by Icek Ajzen in 1985 as an extension of the Theory of Reasoned Action (TRA). TPB posits that behavioral intentions are shaped by the following factors: attitudes, subjective norms, and perceived behavioral control. This framework provides a robust lens through which to understand the factors influencing students' perspectives and readiness concerning mandatory ROTC. Moreover, it also explains how personal beliefs about ROTC influence students' attitudes, intentions, and actual preparedness. Using TPB can measure and predict ROTC students' preparedness based on their beliefs and perceptions, providing valuable insights for policymakers and educators to enhance the implementation and acceptance of the mandatory ROTC program.

4. METHOD

This study adopts a progressive-predictive research approach which emphasizes the quantification and verification of data to facilitate statistical analysis. Specifically, a descriptive-correlational study is utilized the levels of beliefs, preparedness, and acceptance among college students concerning the proposed mandatory ROTC program for the academic year 2024–2025.

A descriptive-correlational design suitable for systematically collecting data that describe a phenomenon, situation, or population. It focuses on addresses the "what, when, where, and how" aspects of the research problem rather than exploring the underlying causes or "why" questions. Unlike experimental research, this design does not involve manipulation of variables, instead, it emphasizes identifying, observing, and measuring variables as they naturally occur.

The primary data collection methods used for this study are surveys and observations, which yield systematic and quantifiable data suitable for statistical analysis (Creswell & Creswell, 2023). This design is particularly appropriate for the objectives of this study, as it allows the researcher to examine patterns and relationship among key variables, without altering the natural setting. Moreover, the descriptive correlational is well-suited for investigations seeking to explore connections between different aspects within a specific context. This aligns with the study's goals of examining relationships among students' beliefs, preparedness, and acceptance. This approach aligns with the research's intention to analyze existing data and the relationships rather than introducing experimental interventions (Babbie, 2020).

The respondents of the study are the two hundred first-year college students who are enrolled in the National Service Training Program - Reserve Officers' Training Corps (NSTP-ROTC) course in the

academic year 2024-2025 from different tertiary levels in North Cotabato of Region XII. The province is situated in the SOCCSKSARGEN region (composed of South Cotabato, Cotabato, Sultan Kudarat, Sarangani, and General Santos City) where various tertiary schools emerge with different types of classification – sectarian schools, non-sectarian schools, state universities and colleges, and local universities and colleges. These schools played an important role in shaping the community.

The study involved two hundred first-year college students enrolled in the National Service Training Program - Reserve Officers' Training Corps (NSTP-ROTC) during the academic year 2024-2025. These respondents were from various tertiary institutions across North Cotabato of Region XII, Philippines. To ensure a representative and unbiased sample, the study employ a stratified random sampling technique. This method involves dividing the population into distinct strata based on relevant characteristics, such as sex, degree program, and school type. Respondents were then randomly selected from each stratum. This approach ensures proportional representation of key subgroups within the population enhancing the precision and generalizability of the finding while preserving the randomness and equal selection probability inherent in probability sampling (Drost, 2020).

A total sample size of 200 respondents was determined to be adequate for the study's objectives. In social science research, a sample size of 200-300 respondents generally provides an acceptable margin of error typically between 3% and 7%, depending on variability and confidence levels. As Minsel (2024) notes, a sample sizes of 200 to 300 respondents provide an acceptable margin of error and fall before the point of diminishing returns. For the present study, the utilization of random sampling is considered superior in terms of obtaining a truly representative sample of college students in the region. This approach enhances the study's validity, reliability, and generalizability of findings, making it the most suitable choice for this research endeavor.

This study employed carefully researcher-made survey questionnaire to gather comprehensive data on college student's perceptions of the proposed return of the ROTC program. It examined the independent variables and dependent variables, including beliefs, preparedness, and acceptance. The survey questionnaire consisted of close-ended questions and was used to profile respondents based on independent variables, ensuring clarity and efficiency in data collection. Meanwhile, a 5-point Likert scale measured the variables, allowing respondents to express their levels of belief, preparedness, and acceptance. This methodology ensures a structured and reliable approach to assessing student perceptions of the ROTC program.

Securing Permission to Conduct the Study. Before data collection, the researcher obtained a letter of permission from the Graduate School Dean of HCDC to ensure that the study had been reviewed and that the research instrument was ready for use. The HCDC Ethics Review Committee further evaluated the instrument to verify its alignment with the research objectives. Following this, the researcher followed CHED's protocol and sought approval through the proper chain of command. Letters of permission were sent to the Holy Cross Graduate School office and once approved, forwarded to the presidents of college institutions. The final approval letter, along with an informed consent form, was then distributed personally and/or virtually to the respondents.

Identifying and Inviting Respondents. The researcher carefully selected respondents based on predetermined criteria. Identified individuals were approached personally and/or virtually and provided with an informed consent form, which outlined the study's purpose, their role, and their rights as participants. Those who declined participation were respected, and alternative respondents were sought to meet the required sample size.

Distributing Survey Questionnaires. To ensure effective data collection, the researcher built rapport with respondents before distributing the survey questionnaires. Ethical considerations were strictly observed, and respondents were required to confirm their voluntary participation by checking a consent box in the digital form. This step ensured that respondents understood the nature of the research and authorized the use of their responses for the study.

Administering and Retrieving Surveys. Respondents were given the flexibility to schedule their participation in the survey, with the researcher accommodating both one-on-one sessions (lasting a maximum of 30 minutes) and online responses. After the surveys were completed, the researcher carefully retrieved and organized the data, ensuring that all responses were accounted for and securely stored.

Collating and Analyzing Data. After collecting at least 200 valid responses were collected, the researcher compiled and tabulated the data. Appropriate statistical tools were then applied to analyze and interpret the findings, ensuring that the results accurately addressed the study's objectives.

In this study, a rigorous and systematic data analysis process was employed to derive meaningful insights from the collected data. The data analysis procedures were as follows:

Correlation Analysis – Pearson's correlation coefficients were calculated to examine the strength and direction of relationships between variables. This analysis helped determine whether significant associations existed, such as the correlation between beliefs, preparedness, and acceptance. **Regression Analysis – Multiple regression analysis** was conducted to assess the impact of independent variables (sex, degree program, and school type) on dependent variables (beliefs, preparedness, and acceptance of the ROTC program). This analysis evaluated the extent to which independent variables predicted variations in the dependent variables. Overall, these data analysis procedures ensured a thorough and systematic examination of the collected data. They allowed the researcher to draw meaningful conclusions and gain a deeper understanding of college students' perspectives on the proposed return of the ROTC program.

5. RESULTS AND DISCUSSIONS

This portion presents the findings and narrative presentation based on the data gathered. The presentation was organized based on the statement of the problem sequence in the statement of the problem.

Table 1. Level of Beliefs, Preparedness and Acceptance

Variables	SD	Mean	Descriptive Level
Beliefs	0.60	4.28	Very High
Relevance	0.66	4.27	Very High
Patriotism	0.62	4.27	Very High
Discipline and Responsibility	0.70	4.29	Very High
Preparedness	0.58	4.21	Very High
Physical Aspect	0.68	4.12	High
Practical Operation	0.64	4.21	Very High
Drill and Ceremony	0.64	4.27	Very High

Civil Operation Activity	0.61	4.26	Very High
Acceptance	0.56	4.29	Very High
Imposition	0.59	4.26	Very High
Military Education and Training	0.60	4.31	Very High
National Defense and Readiness	0.59	4.29	Very High

4.20-5.00 Very High, 3.49-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

Table 1 shows the level of beliefs, preparedness, and acceptance of mandatory ROTC impletation. It presents the statistical results on the respondents' levels of beliefs, preparedness, and acceptance regarding the subject under study. The assessment includes standard deviation (SD), mean scores, and their corresponding descriptive levels.

In beliefs, the overall mean score for beliefs is 4.28, classified as "Very High", indicating strong confidence and agreement among respondents. The subcategories show consistently very high ratings, with relevance ($M = 4.27$, $SD = 0.66$), patriotism ($M = 4.27$, $SD = 0.62$), and discipline and responsibility ($M = 4.29$, $SD = 0.70$). These results suggest that respondents strongly uphold the importance of these values in the context of their education and training.

In preparedness, the overall preparedness level is rated "Very High" ($M = 4.21$, $SD = 0.58$), demonstrating students' confidence in their readiness. However, the physical aspect of preparedness is rated slightly lower ($M = 4.12$, $SD = 0.68$, High) compared to other subcategories, which all fall under the "Very High" category: practical operation ($M = 4.21$, $SD = 0.64$), drill and ceremony ($M = 4.27$, $SD = 0.64$), civil operation activity ($M = 4.26$, $SD = 0.61$). This suggests that while respondents feel highly prepared overall, physical readiness could be an area for improvement.

In acceptance, the respondents' acceptance level is also "Very High" ($M = 4.29$, $SD = 0.56$), showing strong support and willingness toward implementation. The subcategories confirm this trend, with imposition ($M = 4.26$, $SD = 0.59$), military education and training ($M = 4.31$, $SD = 0.60$), and national defense and readiness ($M = 4.29$, $SD = 0.59$). These results indicate a strong endorsement of the principles and implementation related to military education, training, and national defense.

The results indicate that respondents exhibit very high levels of beliefs, preparedness, and acceptance, demonstrating strong support, engagement, and readiness in the areas assessed. The only aspect rated slightly lower (high) was the physical aspect of preparedness, suggesting a potential area for further improvement. However, overall, the findings highlight a highly positive outlook and strong commitment across all measured variables.

In beliefs, respondents strongly perceive the topic as relevant, which means that ROTC is an important topic. This high level of perceived relevance aligns with findings by Salazar and Cuarteros (2023), also showed strong perceptions of the relevance of ROTC programs among the students. A very high level of patriotism is evident among the respondents. Similarly, the study of Brecio et al. (2023) found that ROTC programs significantly contribute to the student's sense of patriotism and national pride, which is also aligned with the results of the study of the researcher. Discipline and responsibility are the highest-rated aspects under beliefs, showing strong adherence to discipline and responsibility. Students' belief that discipline and responsibility of a student will improve through enrollment in the ROTC program. This finding is consistent with Candaza et al. (2023), who emphasized the role of ROTC programs in fostering discipline and responsibility among students, not only for themselves as well as in the community.

Preparedness received an overall very high rating, indicating that respondents felt well-prepared in various aspects. However, one subcomponent—physical aspect, was rated as high, meaning that while respondents still feel adequately prepared, this area has slightly lower confidence compared to others. Practical operation has strong confidence in operational preparedness. Salazar and Cuarteros (2023) reported similar findings, emphasizing students' confidence in their practical operational skills gained through ROTC training. Drill and ceremony has high proficiency and appreciation for structured drills. This aligns with Brecio et al. (2023) who found that student's proficiency in drills and ceremonies contributes to their overall sense of preparedness in a life situation. Civil operation activity has a strong engagement with civil operations. The preparedness of a student is helpful in daily activities, especially in emergency cases such as earthquakes, life and death situations, and may also help others in times of need. In this aspect of preparedness, the study's findings aligns with Candaza et al. (2023), who emphasized the importance of civil operations in ROTC programs that these will have a positive impact to the student's well-being.

Acceptance also scored very high overall, reflecting strong support and approval among respondents. All subcomponents showed very high level, showing consistency in high acceptance levels. Imposition has strong agreement with the implementation of policies or practices. This finding is supported by Salazar and Cuarteros (2023), who reported strong acceptance of ROTC rules and regulations and policies among students. Military education and training has the highest-rated aspect, suggesting strong support for military education and training programs. This is what Brecio et al. (2023) also found underscoring that student highly value military education and training as part of their ROTC experience. National defense and readiness has a very high level of awareness and preparedness regarding national defense. This has implication to today's concern, specifically the West Philippine Sea and the territorial dispute between the Philippines and China. If the problem is not peacefully addressed, it may result to a worse scenario probably a war. Student, as a citizen of the country, seem to be ready to defend the country's sovereignty. In their study, Candaza et al. (2023) emphasized the role of ROTC programs in improving students' preparedness for national defense.

Table 2. Correlation Table

Variables	Acceptance			
	r-value	p-value	Decision on H_{01}	Interpretation
Beliefs	0.797	0.000	Reject	Significant
Preparedness	0.839	0.000	Reject	Significant

Table 2 is the relationship between acceptance, beliefs, and preparedness. It presents the results of the examination of the correlation between beliefs, preparedness and acceptance to determine how these variables influence one another.

The r-value of 0.797 for beliefs and acceptance indicates a strong positive correlation, meaning that individuals with stronger beliefs tend to have higher levels of acceptance. The r-value of 0.839 for preparedness and acceptance suggests an even stronger positive correlation, indicating that those who feel

more prepared are more likely to accept the related concepts or programs. The p-values for both relationships are 0.000, which is below the 0.05 significance level. This leads to the rejection of the null hypothesis (H_0), confirming that these relationships are statistically significant.

The results indicate that higher levels of beliefs and preparedness contribute to greater acceptance. This suggests that reinforcing positive beliefs and enhancing preparedness can lead to stronger acceptance among respondents. The strong correlation also highlights the interconnected nature of these variables, emphasizing the need for comprehensive programs that build both confidence and readiness to foster greater acceptance.

The findings reveal that both beliefs and preparedness have a significant and strong positive relationship with acceptance. It suggests that fostering strong beliefs and ensuring adequate preparedness may contribute to greater acceptance levels. Notably, the correlation between preparedness and acceptance is slightly stronger, indicating that feeling well-prepared plays a crucial role in promoting acceptance.

In Correlation Between Beliefs and Acceptance the correlation analysis results present a strong positive relationship between beliefs and acceptance among respondents. The r-value indicates a robust correlation, suggesting that as beliefs strengthen, acceptance levels also tend to increase. The p-value is below the significance level, leading to the rejection of the null hypothesis (H_0). This means that the relationship is statistically significant, and individuals with stronger beliefs are more likely to exhibit higher levels of acceptance. The findings align with Salazar and Cuarteros (2023), who emphasized the role of beliefs like patriotism and discipline in increasing students' acceptance of ROTC programs. Their research demonstrated that students with strong beliefs were more supportive of ROTC-related policies and initiatives. Similarly, Brecio et al. (2023) found that beliefs related to responsibility and national pride significantly enhanced students' acceptance of ROTC programs. Their study highlighted the importance of fostering positive attitudes and values to improve overall acceptance. Candaza et al. (2023) also supported these conclusions, showing that strong beliefs in the relevance of ROTC and its role in disaster preparedness positively influenced students' acceptance levels. Their research underscored the need to strengthen beliefs to enhance overall acceptance among students.

In Correlation Between Preparedness and Acceptance the r-value indicates an even stronger positive correlation between preparedness and acceptance. This means that individuals who feel more prepared also tend to have higher acceptance levels. The p-value confirms statistical significance, leading to the rejection of the null hypothesis (H_0). The strong correlation suggests that enhancing preparedness may lead to greater acceptance of related programs, policies, or initiatives. Salazar and Cuarteros (2023) found that students' preparedness, particularly in operational and practical skills, was crucial for their acceptance of ROTC programs. Their study showed that well-prepared students were more likely to support ROTC activities and policies. Similarly, Brecio et al. (2023) reported that students' preparedness in drills, ceremonies, and civil operations positively influenced their acceptance of ROTC programs. Their research emphasized the importance of preparedness in fostering support for ROTC initiatives. Candaza et al. (2023) also highlighted the role of preparedness in enhancing acceptance levels. Their study found that students who felt well-prepared were more likely to support ROTC programs, especially those related to disaster preparedness and national defense.

Overall, the results emphasize the significance of beliefs and preparedness in shaping acceptance levels. By focusing on enhancing students' beliefs in the relevance and importance of ROTC programs and improving their preparedness, educators and policymakers can contribute to greater acceptance and

support for ROTC initiatives. This approach can lead to more effective and successful ROTC programs, ultimately benefiting both the students and the community.

Table 3. Regression Table

Predictor	Estimate	Stand. Estimate	SE	t	p	Decision on H_{02}
Intercept	0.504		0.148	3.40	0.000	
Course Experience	0.360	0.386	0.048	7.58	0.000	Reject
Institutional Support	0.532	0.552	0.049	10.83	0.000	Reject
R= 0.878, $R^2= 0.771$, Adjusted $R^2=0.769$, F=332.0, Sig.=0.000						

Table 3 is the Regression Table. It presents the results of the regression analysis to determine how course experience and institutional support influence the acceptance of dependent variable. The statistical results include estimates, standardized estimates, standard error (SE), t-values, and p-values to assess the significance of these predictors.

In the course experience, the estimate is 0.360, standardized estimate is 0.386, t value is 7.58, and p value is 0.000 (significant). Since $p < 0.05$, the null hypothesis (H_{02}) is rejected, confirming that course experience significantly influences the dependent variable. The institutional support, the estimate is 0.532, standardized estimate is 0.552, t value is 10.83, and p value is 0.000 (significant). The p-value leads to the rejection of H_{02} , indicating that institutional support has a significant impact.

The overall model fit, the R value is 0.878, indicating a strong correlation between the predictors and the dependent variable. R^2 is equal to 0.771, meaning that 77.1% of the variance in the dependent variable is explained by course experience and institutional support. Adjusted R^2 is equal to 0.769, suggesting a stable model. F value is 332.0, p value is 0.000, confirming the model's overall significance.

The results indicate that both course experience and institutional support significantly influence the acceptance of dependent variable. Among the two, institutional support ($\beta = 0.552$) has a more substantial impact than course experience ($\beta = 0.386$). This suggests that providing adequate institutional resources, guidance, and support systems plays a crucial role in shaping outcomes. Furthermore, the high R^2 value (0.771) suggests that these predictors are highly effective in explaining variations in the dependent variable. Institutions should focus on enhancing both course experiences and support systems to achieve better outcomes.

The regression analysis results indicate that both course experience and institutional support are significant predictors of the dependent variable. Institutional support has a stronger influence compared to course experience, suggesting that institutional factors—such as resources, policies, and support systems—play a more crucial role in shaping outcomes. The high R^2 value demonstrates that the model provides a strong explanation for the variation in the dependent variable.

In Course Experience, the regression analysis results indicate that course experience significantly influences the dependent variable. The estimate is a standardized estimate, and the standard error is (SE). The t-value and p-value indicate a statistically significant effect, leading to the rejection of the null hypothesis (Ho2). This indicates that course experience significantly influences the dependent variable. Salazar and Cuarteros (2023) similarly highlighted the impact of course-related experiences on students' outcomes. Institutional support also plays a crucial role in shaping the dependent variable, with an estimate, a standardized estimate, and a standard error (SE). The t-value and p-value indicate a statistically significant effect, leading to the rejection of the null hypothesis (Ho2). This confirms that institutional support is a significant predictor of the dependent variable. Brecio et al. (2023) also emphasized the importance of institutional support in enhancing students' experiences and outcomes, aligning with these findings.

In Model Summary and Interpretation, the R-value indicates a strong positive correlation between the predictors (course experience and institutional support) and the dependent variable. The R^2 value means that the predictors can explain the variation in the dependent variable. The adjusted R^2 suggests that the model remains highly explanatory even after adjusting for the number of predictors. The F-value and significance confirm that the regression model is statistically significant. The results suggest that both course experience and institutional support are significant predictors of the dependent variable. Institutional support has a stronger influence compared to course experience, suggesting that institutional factors—such as resources, policies, and support systems—play a more crucial role in shaping outcomes. Candaza et al. (2023) also found that institutional support significantly impacts students' experiences and outcomes.

Overall, the results emphasize the importance of both course experience and institutional support in shaping students' outcomes. By focusing on enhancing course experiences and providing robust institutional support, educators and policymakers can contribute to better outcomes for students. This approach can lead to more effective and successful programs, ultimately benefiting both the students and the community.

6. CONCLUSIONS

Based on the findings of the study, it is concluded that beliefs and preparedness are significant determinants of the acceptance of the proposed mandatory ROTC program for college students. This conclusion affirms the Theory of Planned Behavior (TPB), positing that the following factors influence behavioral intentions – attitude towards the behavior, subjective norm, and perceived behavioral control.

7. RECOMMENDATIONS

Based on the conclusion, it is recommended that further research be conducted using predicting variables to trace the 22.9% variance in acceptance of the proposed mandatory ROTC for college students. Avenues for further discussions and deliberations on the relevance of ROTC are recommended. This is crucial in aligning military training programs with the educational goals of students and the broader aim of fostering responsible citizenship. By understanding and addressing the factors influencing acceptance, educational institutions can develop more inclusive and responsive policies that contribute to the attainment of the United Nations Sustainable Development Goal on Quality Education. Ultimately, this

helps promote lifelong learning opportunities and civic engagement among youth, which are essential for building peaceful and sustainable societies.

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Bryan Ray L. Jacob, a 29-year-old social studies major, is a passionate writer with a deep interest in sociology and the dynamics of human behavior. With a background rooted in the study of society and culture, he brings a thoughtful and analytical perspective to his writing. His work often explores the complexities of social structures, identity, and the forces that shape human interaction. Drawing on both academic insights and real-world observations, Bryan aims to engage readers in meaningful conversations about the world around them.

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