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The Perceived Readiness of Senior High Schools of Surigao Del Norte Division for the Rotc Implementation

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Abstract*: This study examined the perceived readiness of Senior High Schools in Surigao del Norte Division for ROTC implementation, focusing on the status of available training staff, physical facilities, training grounds, learning resources, and funding vis-vis the profile of the school i.e. school size and its track offering. Using a descriptive research design, data were gathered from thirty-one schools through a validated researcher-made instrument, and analyzed using frequency count and thematic analysis. Findings indicated that most schools were small schools, primarily offering the academic track, with many teachers having a Basic Citizen's Military Training (BCMT) background. While computers were commonly available, only eight schools had suitable training grounds, and learning resources varied. Funding was a major challenge, relying heavily on government allocations and donations. The study concluded that advanced teacher training, facility upgrades, additional staff, dedicated training grounds, comprehensive learning resources, and sufficient funding are crucial for successful ROTC implementation. An action plan is recommended to guide schools and stakeholders, emphasizing collaboration with government agencies to meet program implementation requirements.*

Keywords: *perceived readiness, ROTC, ROTC implementation*

I. Introduction

Patriotism and nationalism are fundamental values that play a crucial role in fostering responsible citizenship and strengthening national security. In the Philippines, the government recognizes the significance of cultivating these values, particularly among the youth, through structured programs like the Reserve Officers' Training Corps (ROTC). Republic Act No. 7077 of 1991, also known as "*An Act Providing for the Development, Administration, Organization, Training, Maintenance and Utilization of the Citizen Armed Force of the Armed Forces of the Philippines and for Other Purposes,*" serves as the legal foundation for the development of the country's citizen armed force.

Under the above law, Article IV, Section 11 of this Act, *Citizen Soldiers* are defined as reservists of the Armed Forces of the Philippines (AFP) who have been formally incorporated into the Reserve Force. These reservists include graduates of the ROTC basic and advanced courses, as well as individuals who have completed authorized basic military training and have been issued orders as enlisted reservists or reserve officers. This provision highlights the importance of military training programs in developing a ready and capable reserve force that can be mobilized during times of national emergencies, crises, or when the country's sovereignty is under threat.

Maintaining ROTC programs in educational institutions, particularly in senior high schools and colleges, is vital to achieving the objectives set forth in *Republic Act No. 7077* (1991). These programs not only prepare students for potential military service but also instill essential values such as discipline, patriotism, and nationalism. Through participation in ROTC, students develop a deeper sense of responsibility toward their country, learn the importance of unity and teamwork, and understand their role in upholding peace and security. As specified in Article VII, Section 39 of the law, ROTC units shall be established and maintained to provide military training for students with the goal of developing enlisted and officer reservists. The program includes mandatory basic ROTC training during the first two years and optional advanced ROTC training for an additional two years. The distribution of ROTC units across the major services of the Armed Forces of the Philippines (AFP) is designed to align with the projected manpower requirements of their respective reserve components (*Republic Act No. 7077*, 1991).

Despite efforts to strengthen the civilian reserve force in the Philippines, challenges persist due to issues such as hazing and other malpractices. In response to these concerns, legislative measures have been proposed to revitalize the Reserve Officers' Training Corps (ROTC) program. In 2019, Senate Bill No. 2232, known as the "Senior High School Reserve Officers Training Corps (ROTC) Act," was filed to mandate ROTC training for senior high school students in both public and private institutions. Further emphasizing this initiative, President Ferdinand Marcos Jr., in his 2022 State of the Nation Address, urged Congress to pass legislation making ROTC mandatory for senior high school students, aiming to enhance youth discipline and bolster national defense readiness. These developments underscore the ongoing efforts to address the weaknesses in the civilian reservist force by reinstating and strengthening the ROTC program within the educational system.

While ROTC is currently available to college students under Republic Act 7077, its absence at the senior high school level raises concerns about the preparedness of younger students for national service. To address this, a Senate bill has been passed proposing the inclusion of ROTC in the senior high school curriculum to instill nationalism and patriotism among students. Be that as it may, if this bill is passed into law, for this initiative to succeed, it is crucial to design a clear and age-appropriate curriculum that fosters discipline, civic responsibility, and love for country, without creating an environment where abuse or violence can occur. Safeguards must be firmly in place to protect students from hazing and other harmful practices, and instructors should be well-trained not only in military knowledge but also in ethics and youth development. The program must be supported by proper funding, facilities, and oversight to ensure it is carried out fairly, effectively, and with students' safety and personal growth at the heart of its implementation.

Recognizing these challenges, the researcher, a college ROTC instructor, sought to assess the readiness of senior high schools in the Division of Surigao del Norte for ROTC implementation. This study addressed the growing concerns of school heads regarding institutional capacity, resource availability, and the safe and effective execution of the ROTC program. Specifically, it focused on evaluating the readiness of training staff, the adequacy of school facilities, and the availability of learning resources.

Given these concerns, there is an urgent need to assess the preparedness of senior high schools to ensure that the ROTC program is implemented effectively, safely, and sustainably. By addressing these gaps, this study aimed to provide valuable insights and practical recommendations for school administrators and policymakers, ultimately supporting the successful rollout of the ROTC program. In doing so, it sought to promote discipline, patriotism, and national defense readiness among the youth, preparing them to become responsible citizens and future leaders of the nation.

II. Method

This part describes the research design of the study, the research locale, the population and participants of the study, the sampling design, the research instrument, the data-gathering procedure, the scoring and quantification of data, and the statistical treatment of the study.

III. Research Design

This study utilized a descriptive research design to determine the perceived readiness of the Senior High Schools of the Division of Surigao del Norte for the ROTC Implementation in terms of training staff, physical facilities, training ground, learning resources, and funding. This design was appropriate because it allowed the researcher to collect firsthand information from respondents, analyze their perceptions, and describe the current state of preparedness. It provided a clear and comprehensive snapshot of the existing conditions, making it effective for evaluating readiness levels and identifying potential gaps.

Research Locale

The study was carried out in the Senior High Schools within the Division of Surigao del Norte, covering 31 schools offering various tracks: Academic, Technical-Vocational and Livelihood (TVL), Sports, and Arts and Design. These schools are geographically separated, with significant distances between them, and are all classified as public basic education institutions of the Department of Education.

Population and Respondents of the Study

The study was participated by teachers in the selected Senior High Schools of the Division of Surigao del Norte. Table 1 below presents the schools' names and the number of respondents.

Table 1

Distribution of School Respondents

No.	**Name of Schools**	**Number of Respondents**
1	Tubod National High School	1
2	Alegria Stand Alone SHS	1
3	Mainit National High School	1
4	Matin-ao National High School	1
5	Hacienda National High School	1
6	Taganito National High School	1

7	Claver National High School	1
8	Gigaguit National High School	1
9	Campo National High School	1
10	Bacuag National High School	1
11	Pananay-an National High School	1
12	Lakandula National High School	1
13	Placer National High School	1
14	Amando Fabio Sr. National High School	1
15	Taganaan National High School	1
16	Cawilan National High School	1
17	Toledo National High School	1
18	Surigao Norte National High School	1
19	San Francisco National High School	1
20	Malimono National High School	1
21	Bunyasan National High School	1
22	Masgad National High School	1
23	Cansayong National High School	1
24	Pili National High School	1
25	Talavera National High School	1
26	Magpayang National High School	1
27	Dakung Patag National High School	1
28	Paco National High School	1
29	Payapag National High School	1
30	Cantapoy National High School	1
31	Mayag National High School	1
	Total	**31**

Sampling Design

For the sampling design, each of the 31 Senior High Schools in the Division of Surigao del Norte has a single designated personnel or teacher in charge/coordinator capacitated for co-curricular programs like Citizens Army Training (CAT) and ROTC. Since there was only one responsible personnel per school, the same was selected as the respondent. This approach ensured that the most knowledgeable and relevant individual represented each school, providing accurate and consistent data. This sampling method is uniformly applied across all schools, as each institution has only one designated representative.

Research Instrument

The researcher used a researcher-made instrument. Part I is a checklist on the school profile of the respondent based on i.e. school size and or track offering. Part II of the instrument is a combination of an open-ended question on the perceived readiness for the ROTC program implementation along the aspects, i.e. training staff, physical facilities, training ground, learning resources, and funding, and the checklist on the availability and applicability of the same aspects.

Validation and Reliability of the Research Instrument

The researcher submitted the checklist to the thesis adviser for face and content validation, after which three other experts in the field further evaluated it. A reliability test or tryout was deemed unnecessary, as the instrument was a checklist, not a scaled questionnaire.

Data Gathering Procedure

The researcher obtained a permit from the Schools Division Superintendent of Surigao del Norte to conduct the study. Following this, participants were requested to provide their consent to take part in the research. Each participant signed a consent form, indicating their willingness to participate while ensuring the confidentiality of their information.

Before the final administration of the checklist, the respondent in each school was given an orientation by the researcher. This orientation aimed to explain the purpose of the study, clarify the contents of the checklist, and ensure that respondents fully understood how to complete the instrument accurately and honestly.

With the necessary approvals secured and the orientation completed; the researcher distributed the checklist to the respondents. The completed checklists were collected at the scheduled retrieval time, and then sorted, tallied, and scored. The gathered data were statistically analyzed by the statistician, followed by the interpretation of the results

Coding and Quantification of Data

The answers of the respondents in the checklist were coded as follows for frequency count, i.e.,

Part I

School Size
1- Small (9 teachers & below)
2- Medium (10 -29 teachers)
3- Large (30-50 teachers)
4- Very Large (above 50 teachers)

Track Offering
1- Academic Track
2-Arts & Design Track
3-Sports Track
3-Technical Vocational & Livelihood Track

Part II

Training Staff
1-Basic ROTC Graduate
2-Advance ROTC Graduate
3-Probationary Officer Training Corps (PTC) Graduate
4-Basic Citizens Military Training Graduate or its equivalent

Physical Facility
1-Office intended for ROTC
2-Armory
3-Filing Cabinet
4-Wooden Rifles
5-Computer

Learning Resources
1-Brochure about ROTC
2-Pamphlets about ROTC
3-Poop Sheets about ROTC
4-Books about ROTC
5-E-Books about ROTC

Statistical Treatment

The answers of the respondents on their perceived readiness for ROTC program implementation were analyzed and interpreted using frequency count and percentage. The textual descriptions of respondents' answers were thematically analyzed.

IV. Results and Discussions

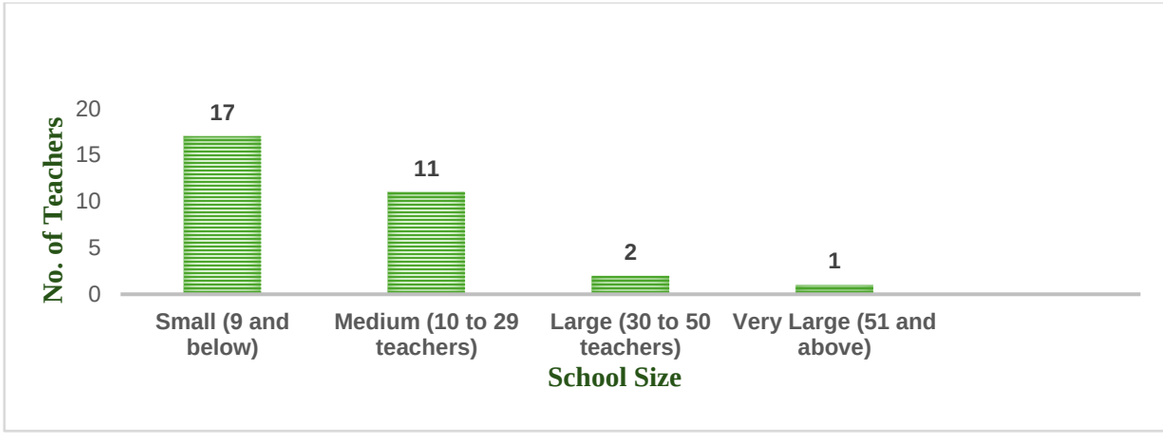
This part presents the analysis and interpretation of data derived from participants' responses. The data analysis and presentation adhered to the sequence outlined in the study's problem statement, with Tables and corresponding textual descriptions arranged accordingly. Subsequently, a discussion follows exploring implications drawn from the analysis.

The Profile of the School in terms of School Size and Track Offering

Figure 2.1 presents the profile of the school in terms of school size according to the number of teachers, categorized into as small (with 9 teachers & below), medium (with 10 -29 teachers), large (with 30-50 teachers), and very large (above 50 teachers.

Figure 2. 1

School Profile in terms of School Size

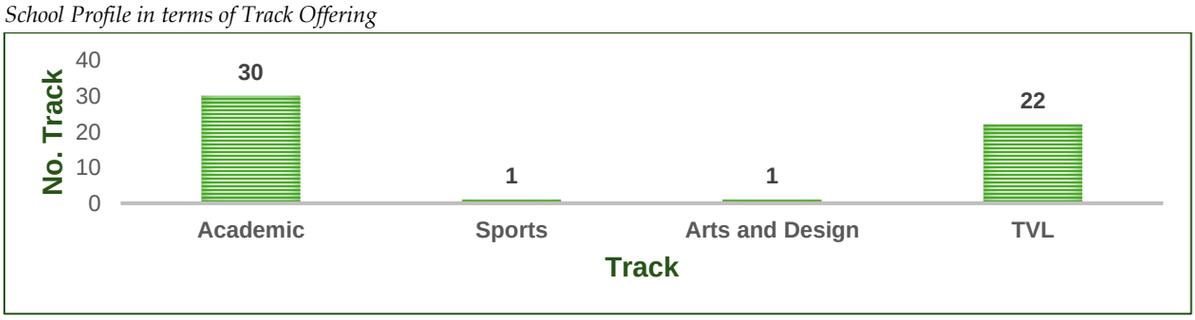


As shown in the figure, the small-sized schools comprised the largest portion of the school profile in terms of size. These were followed by medium-sized schools, with large-sized schools coming next. Ranking the lowest in number was the very large school, which had the fewest participants. This distribution highlights the predominance of smaller institutions among the respondents in the study. This distribution suggests that the perspectives gathered in the study are largely reflective of small schools of DepEd, which may have unique challenges and needs when it comes to implementing the ROTC program. The data hinted that the majority of the schools are categorically small schools composed of nine teachers or below.

On the other hand, Figure 2.2 below presents the school profile on the school's track offering. The offerings include an academic track, a sports track, an arts and design track, and a technical-vocational livelihood (TVL) track.

Figure 2.2

School Profile in terms of Track Offering



Based on the data, it can be inferred that the academic track is the most commonly offered track among the participating schools, which implies that there remains a strong traditional emphasis on college preparation in the Philippine education system. This prevalence likely reflects both institutional priorities and societal values that continue to view university education as the preferred pathway for career advancement and social mobility. The dominance of academic tracks suggests that schools may have more established resources, qualified teachers, and facilities to support these conventional curricula compared to technical-vocational or arts-focused programs. This track includes the Business, Science and Engineering, Humanities and Social Sciences, and General Academic Strands. These strands are designed to equip learners with the foundational knowledge and skills necessary for higher education, ensuring alignment with their chosen college programs.

Each strand provides students with specialized learning experiences tailored to their academic strengths and career aspirations. For instance, the Technical-Vocational Livelihood (TVL) Track equips students with practical TVL skills for employment and entrepreneurship. Meanwhile, the Sports Track prepares students for careers in athletics, coaching, and sports science by developing their skills in game strategy, sports officiating, and physical fitness training, essential for becoming professional athletes, trainers, or sports analysts.

On the other hand, the Arts and Design Track nurtures creative talents and prepares students for careers in the creative industry. Students engage in visual arts, theater, music, and multimedia production, honing their artistic techniques and creative expression for future roles in performance arts, graphic design, and media production.

Lastly, the Academic Track provides a strong foundation for higher education. The Academic Track is designed for students who plan to pursue higher education in colleges and universities. It provides a strong foundation in various academic disciplines, ensuring that students acquire the necessary knowledge, skills, and competencies for their chosen fields of study. This track is divided into different strands, each catering to specific academic and career interests. The Accountancy, Business, and Management (ABM) strand focuses on entrepreneurship, financial literacy, marketing, and management skills, preparing students for careers in business, finance, and corporate leadership. Meanwhile, the Science, Technology, Engineering, and Mathematics (STEM) strand emphasizes analytical thinking, scientific inquiry, and technical skills, making it ideal for students interested in engineering, medicine, computer science, and other science-related fields. The Humanities and Social Sciences (HUMSS) strand develops critical

thinking, communication, and research skills, which are essential for careers in education, law, writing, and public service. Lastly, the General Academic Strand (GAS) offers a broad curriculum, allowing students to explore different fields before committing to a specific college course, making it an ideal choice for those who are still undecided about their future career paths.

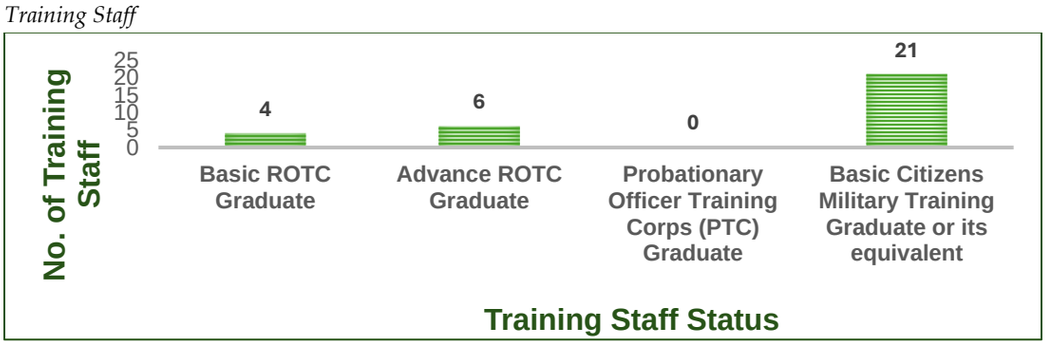
By aligning with the curricular programs offered in higher education institutions (HEIs), these strands not only provide students with a strong academic foundation but also help them refine their interests and career pathways, ensuring they are well-prepared for the demands of tertiary education.

The Schools Perceived Level of Readiness along the areas of Training Staff, Physical Facilities, and Learning Resources

Figure 3.1 presents the perceived readiness status of the training staff of the participating schools in Surigao del Norte Division Senior High Schools for ROTC implementation.

Figure 3.1

Training Staff



As revealed in the figure, there are twenty-one (21) Basic Citizens Military Training (BCMT) graduates, six (6) Advanced ROTC graduates, and four (4) Basic ROTC graduates designated as in charge of the ROTC program in respective schools, and no probationary status. These data denote that most of the ROTC coordinators are graduates of BCMT.

Further, this data implies that while a majority of the training staff of the participating schools in the Surigao del Norte Division have undergone the BCMT, their level of expertise and competency are still insufficient to meet the standards and requirements of the ROTC program.

As stipulated in Guidelines from Department of National (DND) and Commission on Higher Education (CHED) regarding on Implementation of Reserve Officer Training Corps (ROTC) in the Philippines , ROTC training staff are required to meet specific qualifications to ensure effective instruction, i.e., (1) Educational Background, where instructors must possess at least a baccalaureate degree and at least basic ROTC or Advance ROTC Graduate to be eligible for commissioning through ROTC programs; (2) Army ROTC Military Training, where instructors are expected to have completed relevant military training and possess experience in military education to effectively deliver the ROTC curriculum; (3) Compliance with AFP Standards, where training staff must adhere to the standards set by the Armed Forces of the Philippines (AFP) to maintain consistency and quality across ROTC programs; and (4) Continuous Development, where training staff are encouraged to engage in continuous professional development to stay updated with the latest methodologies and defense strategies.

That being said, the participants of this study also recognized that their current level of readiness, particularly regarding the adequacy and qualifications of training staff, remains inadequate. This underscores the need for additional, more specialized training to ensure they can meet the program's requirements effectively. Without further training and development, the existing staff may struggle to provide the quality of instruction and leadership expected in the ROTC program.

The researcher validated participants' perceived readiness regarding the training staff of each participating school. Ten (10) participants were purposively chosen and were asked to answer Part II of the checklist, containing the open-ended question, i.e., *How does your school's current training staff's qualification and/or level of experience impact the overall readiness of the ROTC implementation, and what improvements would you suggest?* The general and original utterances of the participants were recorded and tabled for thematic analysis.

Table 2.1

How will the current training staff's qualifications impact the overall ROTC implementation?

Participant	Codes	Constructs	Themes	Descriptions
1	Staff Qualification & Training			

3 **5** **8**	Capacity Building Programs Advanced ROTC Requirement Instructor Training & Certification	Staff Qualification and Training	Enhancing ROTC Effectiveness Through Qualified Instructors, Structured Training, and Leadership Development	ROTC program implementation hinges on highly qualified instructors, ongoing training, and strong leadership development, as these elements enhance the readiness of training staff, strengthen cadet skills, and cultivate a disciplined, professional, and well-prepared ROTC unit.
2 **4** **6** **9**	Experience and readiness Active-Duty Training (ADT) Staff Competitiveness and Adequacy Effectiveness of ROTC Implementation	Program Implementation & Effectiveness		
7 **10**	Discipline and Leadership Development Moral and Professional Standards	Discipline and Leadership Development		

From the Table, it can be gleaned that there are ten (10) codes generated from the verbatim utterances of the participants, and from these codes were the three (3) constructs derived, i.e. staff qualification and training, program implementation, and effectiveness, and discipline and leadership development. Some of these utterances are expressed as follows:

"…It would be the best to conduct/provide further training to the staff to prepare him of the corresponding tasks attached to the position". (P3)
"Current training staff qualification is not that competitive as to implementation proper due to the number of training staff. We need to train more staff to be ready for an effective implementation". (P6)

"…The improvements I would suggest is to provide advanced military training and leaderships courses and Advanced tactical training for the cadets to enhance their skills in the field". (P10)

From the participants' utterances to the constructs, emerged one (1) theme for the perceived status of training staff for ROTC program implementation, i.e.

Theme: *Enhancing ROTC Effectiveness Through Qualified Instructors, Structured Training, and Leadership Development.*

The sole theme describes that ROTC program implementation hinges on highly qualified instructors, ongoing training, and strong leadership development, as these elements enhance the readiness of training staff, strengthen cadet skills, and cultivate a disciplined, professional, and well-prepared ROTC unit. It reveals that the successful ROTC program implementation relies on highly qualified instructors, continuous training, and leadership development to ensure the readiness of training staff and the effectiveness of cadet training. However, in the case of the majority of the participating schools of Surigao del Norte Division, most training whose level of expertise and competency is deemed insufficient to meet the strict ROTC standards. This discrepancy highlights a critical gap in instructor qualifications and preparedness, reinforcing the need for advanced training, refresher courses, and leadership development programs to align with ROTC requirements.

The theme directly reflects deficiencies in both change commitment and change efficacy dimensions of organizational readiness. Regarding change commitment, while the importance of qualified instructors and leadership development for ROTC implementation is acknowledged in principle, the actual resource allocation and prioritization of instructors or training staff appear insufficient. This suggests a potential disconnect between stated values and operational commitment to meeting ROTC standards. The instructors' current qualification levels indicate either limited organizational resolve to pursue the necessary changes or incomplete understanding of what implementation truly requires.

For change efficacy, the results reveal a significant capability gap. The identified "critical gap in instructor or training staff qualifications and preparedness" demonstrates that schools in the Surigao del Norte Division lack collective confidence in their ability to implement ROTC programs effectively. This diminished efficacy stems from tangible deficiencies in instructor expertise and competency relative to established ROTC standards. The perceived

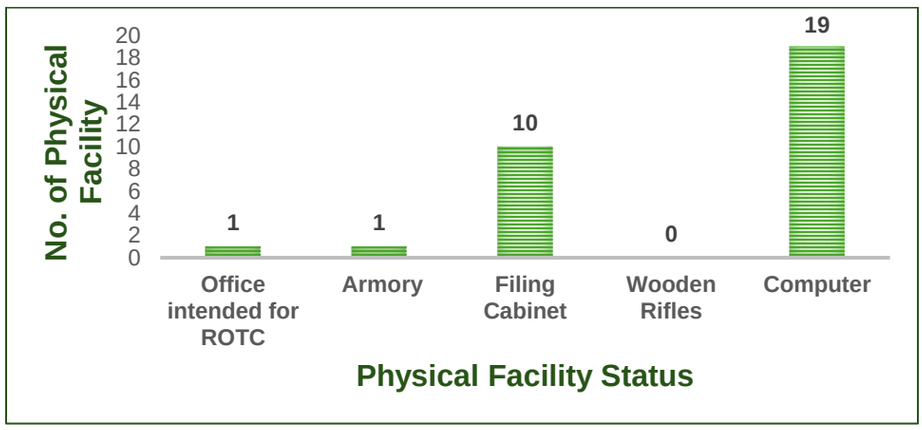
readiness is negatively affected by this awareness of inadequate human resource capabilities, which creates uncertainty about successful implementation.

Moving forward, perceived readiness could be enhanced by addressing both components simultaneously. Change commitment could be strengthened through comprehensive orientation programs demonstrating the value and benefits of proper ROTC implementation, coupled with clear administrative support and resource allocation that signals organizational prioritization. Change efficacy could be improved through systematic instructor development programs, including advanced training and refresher courses specifically designed to bridge identified competency gaps, alongside creating structured mentorship systems to build collective confidence in implementation capabilities. This dual approach would transform the current perception of unreadiness into a more positive organizational outlook on ROTC implementation feasibility.

On the other hand, in the area of perceived readiness of the available physical facilities of the participating schools, the identified descriptions included ROTC office, armory, filing cabinet, wooden rifles, and computers. Figure 5 shows that nineteen (19) schools have computers, ten (10) with filing cabinets, one (1) with armory, one (1) with office intended for ROTC, and none with wooden rifles. Based on this data, it can be found that the facilities commonly available are computers.

Figure 3.2

Physical Facilities



The data on the perceived readiness on the area of the available physical facilities in participating schools suggest that while some essential resources are present, there are significant gaps in infrastructure that could hinder the effective implementation of the ROTC program. The fact that computers are the most commonly available facility, with 19 schools having them, indicates that schools may have invested in digital resources, which can be beneficial for record-keeping, administrative tasks, and even virtual training components. However, the lack of other crucial ROTC-related facilities highlights potential challenges in fully supporting the program's operational needs. The limited physical infrastructure for ROTC implementation is evident in the fact that only one school has an armory and an ROTC office, suggesting that most schools lack designated spaces for military training activities, equipment storage, and administrative functions. This absence could lead to logistical difficulties in organizing training sessions and securely storing ROTC materials.

Additionally, the complete absence of wooden rifles indicates a significant gap in training tools. Since wooden rifles are often used for drills, discipline training, and basic military instruction, their absence suggests that schools may struggle to conduct hands-on training exercises, thereby limiting the practical experience of cadets.

Another concern is the minimal storage and record-keeping facilities, as only ten schools have filing cabinets. This raises concerns about the safekeeping and organization of important ROTC-related documents, such as cadet records, training materials, and compliance reports, which are essential for monitoring progress, ensuring accountability, and meeting regulatory requirements. Furthermore, the fact that computers are the most commonly available facility suggests that schools may rely more on digital tools for administrative functions rather than investing in physical training resources. While computers can support the program through communication, scheduling, and online training modules, they cannot replace the essential physical aspects of ROTC training, such as drills and practical exercises.

As stipulated.in Guidelines from Department of National (DND) and Commission on Higher Education (CHED) regarding on Implementation of Reserve Officer Training Corps (ROTC) in the Philippines, institutions offering ROTC programs are mandated to provide adequate physical facilities to support training activities, i.e. (1) Training Grounds, where availability of open spaces for drills and field exercises is essential for practical military training; (2) Classrooms, where properly equipped classrooms are necessary for theoretical instruction and discussions; (3) Storage Facilities, where secure storage areas for training equipment and materials must be maintained; and (4) Safety Measures, where facilities must adhere to safety standards to prevent accidents during training activities. These

facilities ensure that cadets receive comprehensive training in both practical and theoretical aspects of military education.

Overall, the data suggest that while schools may have basic administrative support tools like computers and filing cabinets, they lack key ROTC-specific physical facilities. This highlights the urgent need for investments in dedicated ROTC offices, armories, training equipment, and storage solutions to ensure that schools are fully prepared to support the program. Without these improvements, the effectiveness of ROTC training could be compromised, potentially limiting students' ability to fully engage in and benefit from the program.

The importance of physical facilities in educational programs is emphasized in Mokoro's (2020) study, which examine the adequacy of laboratory facilities for the effective implementation of the competence-based curriculum in public secondary schools in Arumeru District, Tanzania. Mokoro's findings highlight that the availability of appropriate facilities directly impacts the effectiveness of curriculum implementation, as insufficient resources hinder students' ability to gain practical skills and hands-on experience. Similarly, the data on the perceived readiness of physical facilities for the ROTC program in participating schools indicate that while some resources, such as computers, are available, there are significant gaps in essential infrastructure. The absence of key ROTC-related facilities, such as dedicated offices, armories, training equipment, and storage spaces, could present substantial challenges in fully implementing the program. Just as inadequate laboratory facilities in Tanzania's schools limited the effectiveness of science education by restricting students' ability to engage in practical experiments, the lack of essential ROTC physical resources could hinder cadets from acquiring necessary military training and discipline. The limited availability of filing cabinets also raises concerns about proper record-keeping, similar to how poor infrastructure management in educational institutions can affect efficiency and accountability. Mokoro's study affirms that physical facilities play a crucial role in ensuring students can fully participate in practical learning activities, which is directly applicable to the ROTC program. Without adequate investment in ROTC-specific infrastructure, the quality and effectiveness of the training program may be compromised, limiting students' ability to gain the full benefits of the program.

Table 3.2 on page 47 reveals the thematic analysis of perceived readiness for ROTC program implementation in the area of physical facilities. There are 10 codes generated from the participants' utterances, highlighted as follows:
"If the physical facility of the school is available it would really give a positive impact on readiness of ROTC implementation". (P4)

"Currently the school has not yet recovered as to the restoration of the facilities damaged by typhoon Odette. Maybe in due time national government can provide our request". (P6)

"Wooden rifles gives basic ROTC cadets enhance their capability in using and executing the proper handling of manual of arms, as basic training in ROTC". (P7)

From the codes derived the three (3) constructs, i.e., infrastructure readiness, training resources, and human resource capability. Based on these constructs emerged the theme,

Theme: *Comprehensive Readiness for ROTC Implementation requires infrastructure readiness, training resources, human resource capability*

The perceived readiness for ROTC implementation in participating schools is significantly influenced by three key factors: infrastructure readiness, equipment, and human resource capability. Each of these elements plays a crucial

Table 2.2

How will the current status of physical facilities impact the overall ROTC implementation?

Participant	*Codes*	*Constructs*	*Theme*	*Description*
1	Open space in Campo NHS supports ROTC drills.	Infrastructure Readiness	Enhancing Comprehensive Readiness for ROTC Implementation requires infrastructure readiness, training resources, human resource capability	ROTC program implementation relies on a combination of well-developed physical infrastructure, adequate training resources, and experienced staff. The lack of proper facilities and resources can hinder program readiness, while enhancements
2	Additional facilities like training grounds and obstacle courses enhance readiness.			
3	Secure storage for equipment and a medical station is necessary.			

*4***	Covered briefing areas and designated classrooms improve training quality.		in these areas can significantly improve the overall effectiveness of the ROTC training experience.
5	Physical facilities complement battalion formation and ceremonies.		
6	Availability of required facilities indicates program readiness.		
7	Lack of restored facilities due to Typhoon Odette affects readiness.		
8	Wooden rifles are essential for training in the manual of arms.	Equipment	
*4***	Covered briefing areas and designated classrooms improve training quality.		
9	Training staff qualifications and experience influence readiness.	Human Resource Capability	
10	The quality of facilities significantly affects ROTC effectiveness.		

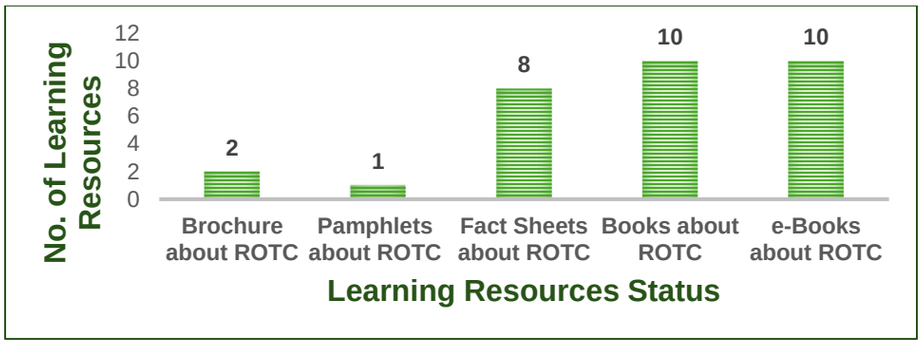
role in determining how well the ROTC program can be executed within the current school environment. While some basic facilities are in place, the lack of essential ROTC-specific infrastructure—like armories, training grounds, and designated instruction spaces—makes it difficult to fully implement the program. Without these key facilities, schools face challenges in providing cadets with the hands-on training they need. The absence of important training resources, such as wooden rifles for drills and physical conditioning courses, further limits cadets' ability to develop the skills and discipline required in ROTC.

Relating the theme to Weiner's theory on projected change commitment across the schools, the identified infrastructure and equipment deficiencies suggest a potential misalignment between stated organizational values and actual resource allocation priorities. While stakeholders may verbally support ROTC implementation, the absence of essential facilities like armories, proper training grounds, and basic equipment such as wooden rifles indicates limited tangible commitment to creating the necessary conditions for program success. This gap between rhetorical support and resource investment likely diminishes the collective resolve of organizational members, as they observe disconnects between proclaimed priorities and operational realities.

In terms of the change efficacy of the same theory, the theme directly undermines stakeholders' confidence in implementation capabilities. The documented lack of ROTC-specific infrastructure and training resources creates a tangible basis for skepticism about successful program execution. When instructors and administrators cannot access fundamental tools needed for proper cadet training, their shared belief in the organization's capability to implement meaningful ROTC education naturally decreases. This diminished efficacy is rational rather than perceptual—it stems from concrete assessment of resource inadequacies rather than psychological resistance.

These factors combine to shape perceived readiness in a cyclical relationship: the visible absence of basic ROTC requirements reinforces doubts about organizational commitment, which further erodes confidence in implementation capability. This demonstrates how perceived readiness emerges not just from abstract attitudes but from practical evaluation of available resources against known program requirements.

Figure 3.3.
Learning Resources



The data in the figure indicates that ten (10) schools have ROTC books, ten (10) have e-books, eight (8) possess fact sheets, two (2) have brochures, and only one (1) has pamphlets. This suggests that some schools have access to instructional materials that can support the implementation of the ROTC program. Supplementary resources, including books, newspapers, informational pamphlets, and other reference materials, play a vital role in enriching instruction, enhancing student engagement, and fostering a deeper understanding of military training concepts. These materials provide a multi-dimensional learning experience, allowing cadets to apply theoretical knowledge to practical scenarios, ultimately strengthening their overall ROTC training.

In the Guidelines from Department of National (DND) and commission on Higher Education (CHED) regarding on Implementation of Reserve Officer Training Corps (ROTC) in the Philippines are primarily outlined in the Implementing rules and Regulations (IRR) of National Service Training Program (NSTP) Act of 2001 (Republic Act No. 9163), as stipulated, ROTC programs must utilize appropriate learning resources to facilitate effective instruction and comprehensive military education, i.e. (1) Curriculum Materials, where institutions should adopt standardized ROTC curricula that cover essential military subjects, leadership development, and civic responsibilities provided by the DND to ensure uniformity in training across institutions; (2) Instructional Aids, where the use of multimedia tools, manuals, and other instructional materials enhances the learning experience for cadets; (3) Training Equipment, where access to training aids such as mock weapons, maps, and communication devices to simulate real-life scenarios;(4) Assessment Tools, where instruments for evaluating cadet performance, including physical fitness tests and theoretical examinations, and (5)Access to CHED Resources, where institutions are encouraged to utilize resources provided by CHED, such as the PHL CHED Connect platform, which offers free access to instructional and learning materials.

The findings of Weiss et al. (2020) on the impact of limited financial resources in pediatric pulmonology fellowship programs closely parallel the challenges faced by schools in acquiring sufficient learning materials for ROTC implementation. Just as financial constraints in medical training programs limit access to essential educational resources such as specialized courses, academic materials, and professional development opportunities, the lack of funding in participating schools affects their ability to provide comprehensive ROTC instructional materials. The data shows that while some schools have books, e-books, fact sheets, brochures, and pamphlets, these resources remain limited and unevenly distributed. Without adequate learning materials, cadets may struggle to gain a thorough understanding of military concepts, discipline, and leadership training, which are critical components of the ROTC program.

The thematic analysis presented in Table 4 revealed key constructs and an overarching theme that accurately reflects the real and perceived readiness of participating schools, as described by their coordinators, in terms of training resources. Highlighted from among the participants' utterances are as follows:

"…must be made available to raise awareness among cadets and set their interests to undergo training. These materials should be readily available in school libraries and bulletin boards". (P6)

"With these available learning resource cadets can have a better understanding of what ROTC is all about". (P7)

"…. to improve availability, schools can partner with the military, provide digital copies, and set up resource center". (P1)

The effectiveness of the ROTC program implementation is closely linked to the availability and accessibility of learning resources that equip cadets with the necessary knowledge, skills, and leadership capabilities. The data suggests that while some schools possess ROTC books, e-books, fact sheets, and other instructional materials, others lack sufficient resources to fully support cadet education. Accessible learning materials—whether in the form of

printed books, digital copies, brochures, or multimedia presentations—are essential in helping cadets develop a deeper understanding of military discipline, leadership, and civic responsibility.

In terms of perceived readiness, the presence of learning resources in some schools indicates a level of preparedness for ROTC implementation. However, gaps in availability highlight the need for schools to strengthen their instructional support by collaborating with military institutions, expanding digital access, and ensuring materials are readily available in libraries and bulletin boards. Easy access to these resources enhances cadets' theoretical knowledge, which complements hands-on training in military drills, ceremonies, and tactical exercises.

Furthermore, leadership development is a critical aspect of ROTC training. Proper educational materials provide cadets with insights into command structure, strategic decision-making, and military ethics, reinforcing their capacity to take on

Table 2.3

How will the current status of learning resources impact the overall ROTC implementation?

PART-ICIPANT	CODES	CONSTRUCTS	THEME	DESCRIPTION
3	Schools can enhance accessibility through military partnerships and digital copies.	Availability and Accessibility of Learning Resources	Strengthening ROTC Readiness through Accessible Learning Resources and Leadership Development"	
5	Easy access to learning materials is essential for cadets' education.			
6	Learning resources should be available in libraries and bulletin boards.			
7	Proper learning tools raise awareness and encourage cadets to undergo training.			
1	Access to ROTC learning resources equips cadets with knowledge, skills, and leadership.	Knowledge and Training		
2	Learning materials aid in understanding military discipline and civic duty.			
8	ROTC materials improve understanding of the program and its objectives.			
9	Theoretical knowledge from books complements practical military training.			
4	Brochures, books, and multimedia presentations support ROTC implementation.	ROTC Leadership and Readiness		
10	Learning resources contribute to the development of leadership and tactical skills.			

leadership roles. When cadets are well-informed, they are better prepared to execute commands, demonstrate discipline, and contribute effectively to their units.

Thus, strengthening ROTC readiness requires not only the provision of adequate physical training spaces but also the enrichment of academic and instructional resources. Schools must actively seek support from relevant

stakeholders to enhance their ROTC programs, ensuring that cadets receive a well-rounded education that integrates both practical training and theoretical knowledge. Through improved access to learning resources, the ROTC program can cultivate competent, disciplined, and well-prepared leaders who are ready to serve and uphold the values of military training.

Relating to change commitment, the uneven distribution of learning resources across schools reveals potential inconsistencies in organizational resolve to fully implement the ROTC program. The presence of learning materials in some schools, while others lack sufficient resources, suggests varying levels of commitment to creating the necessary conditions for program success. This disparity indicates that while certain stakeholders may value the ROTC initiative enough to secure educational materials, the collective commitment across all participating institutions remains fragmented. Without universal access to essential learning resources, the shared organizational value placed on proper ROTC implementation appears compromised, potentially undermining the collective resolve needed for successful change.

Relating to change efficacy, the described resource limitations directly impact stakeholders' confidence in implementation capabilities. When instructors and cadets lack sufficient books, e-books, fact sheets, and multimedia resources necessary to develop understanding of military discipline, leadership, and civic responsibility, their belief in the organization's collective ability to implement the program effectively diminishes. This resource deficiency creates concrete barriers to successful implementation rather than merely perceived obstacles. School personnel may reasonably question their capability to deliver quality ROTC education when fundamental teaching and learning materials are absent or inadequate.

These implications demonstrate how perceived readiness for ROTC implementation emerges from the intersection of commitment and efficacy. The availability of learning resources serves as a tangible indicator of organizational prioritization that influences stakeholders' perceptions of both implementation value and feasibility. Where resources are sufficient, perceived readiness likely increases as stakeholders observe concrete evidence of organizational support; conversely, resource gaps signal limited commitment that undermines confidence in implementation capability. To enhance perceived readiness, consistent investment in comprehensive learning resources across all participating schools would simultaneously address both commitment perception (by demonstrating valuation of the program) and efficacy concerns (by providing tools that enable effective implementation)

On the succeeding page, marked Table 2.4, presents the summary of the percentage distribution in the types of schools along the areas of training staff, physical facilities, and learning resources. The result was interpreted utilizing the 5-Point Readiness Scale, i.e., 1-Not Ready at All, with description - No knowledge or preparation, lacks the necessary resources, confidence, or understanding. Requires significant support to begin implementation; 2-Slightly Ready, with description - Aware of what is needed but only partially prepared; possesses some basic tools or understanding, yet still missing key components;3-Moderately Ready, with description-Has a general plan and some level of preparation; capable of starting with guidance, though challenges are likely to arise; 4-Almost Ready, with description-Well-prepared with most resources already in place; only minor adjustments or final touches are needed before full implementation; and 5-Fully Ready, with description -Completely prepared and equipped; all necessary elements are in place for immediate and successful implementation.

Table 2. 4
Summary Table Showing the Percentage Distribution of Training Staff, Physical Facilities, and Learning Resources According to School Size

	Training Staff		**Physical Facilities**		**Learning Resources**	
Type of Schools	*Frequency*	*Percentage*	*Frequency*	*Percentage*	*Frequency*	*Percentage*
Small	(n=68)		(n=85)		(n=85)	
	47	**78.33%**	50	**58.82%**	51	**60.00%**
Medium	(n=44)		(n=55)		(n=55)	
	40	**90.91%**	52	**94.55%**	47	**85.45%**
Large	(n=8)		(n=10)		(n=10)	
	8	**100%**	9	**90%**	10	**100%**
Very Large	(n=4)		(n=5)		(n=5)	
	4	**100%**	5	**100%**	5	**100%**

90-100=Fully Ready 80-89=Almost Ready 70-79=Moderately Ready
60-69=Slightly Ready 59 & Below = Not Ready At All

Along the area of training staff across the types of schools, the above Table shows data on training staff across 17 small schools. There is a total of 68 personnel, of which 47 are qualified as training staff, resulting in a qualification

rate of 78.33%. Among 11 medium schools, there are 44 personnel in total, and 40 are qualified as training staff, yielding a rate of 90.91%. In 2 large schools, all 8 personnel (100%) are qualified as training staff. Similarly, in 1 very large school, all 4 personnel (100%) are also qualified. It is understood that the 17 small schools, with a qualification rate of 78.33%, are Moderately Ready for ROTC implementation. This indicates they have a general plan and partial preparation—they can start implementation with guidance, but may encounter challenges. The 11 medium schools, with a rate of 90.91%, are Fully Ready for ROTC implementation, that are completely prepared and equipped- all necessary elements are in place for immediate and successful implementation. The same applies to the 2 large schools and the 1 very large school, each with 100% qualification rates—they are Fully Ready for ROTC implementation.

Along the area of physical facilities, the 17 small schools have a total of 85 facilities, with only 50 present, constituting 58.82%. The 11 medium schools have 55 total facilities, of which 52 are present, yielding 94.55%. The 2 large schools have 10 total facilities, with 9 present (90%), and the 1 very large school has 5 facilities, all of which are present (100%). Therefore, the 17 small schools, with only 58.82% of physical facilities present, are Not Ready At All for ROTC implementation. This means they lack knowledge or preparation, resources, confidence, or understanding, and would need significant support to proceed. The 11 medium schools, with 94.55%, are Fully Ready for implementation, that are completely prepared and equipped- all necessary elements are in place for immediate and successful implementation. The same readiness status applies to the 2 large schools (90%) and the 1 very large school (100%).

Along the area of learning resources, the 17 small schools have a total of 85, with 51 available, resulting in 60.00%. The 11 medium schools have 55 total resources, with 47 available (85.45%). The 2 large schools and the 1 very large school each have 10 total learning resources, all of which are available, giving them 100%. This means the 17 small schools, with 60.00% availability, are Slightly Ready for ROTC implementation—they are aware of what is needed but only partially prepared, with some basic tools or understanding but still lacking key elements. The 11 medium schools, at 85.45%, are Almost Ready—they are well-prepared with most resources in place, needing only minor adjustments before full launch. The 2 large schools and the 1 very large school, both at 100%, are Fully Ready for ROTC implementation, that are completely prepared and equipped- all necessary elements are in place for immediate and successful implementation.

Proposed Action Plan for ROTC Implementation

This study on the perceived readiness of the Senior High Schools of the Division of Surigao del Norte for the ROTC Implementation purported to propose an action plan for ROTC implementation. Across the key areas under study are the status and availability of (1) training staff, (2) physical facilities, (3) training ground, (4) learning resources, and (5) funding.

In the area of training staff, the result highlighted that the majority of the training staff of the participating schools in the Surigao del Norte Division have undergone Basic Citizen Military Training (BCMT), but their level of expertise and competency is still insufficient to meet the strict standards and requirements of the ROTC program.

In the area of physical facilities, participating schools reveal gaps that may hinder effective ROTC implementation. While 19 schools have computers, supporting administrative and virtual training needs, other essential ROTC-related facilities are lacking. Only one school has an armory and an ROTC office, highlighting a shortage of designated training and storage spaces. Additionally, the absence of wooden rifles suggests limitations in conducting hands-on training exercises, potentially affecting cadet preparedness.

In the area of training ground, the majority of participating schools need to meet the required training ground standards. This could mean building a dedicated training area or finding an open space that can be used for ROTC activities. A well-prepared training ground is crucial for drills and ceremonies, which involve precise movements, saluting procedures, military formations, reviews, parades, and developing a strong command presence.

Along the area of learning resources, it was highlighted that while some schools have access to instructional materials for ROTC, there are gaps that need to be addressed. Ten schools have ROTC books and e-books, eight have fact sheets, two have brochures, and only one has pamphlets. While these resources help enhance instruction and student engagement, the limited availability of supplementary materials may hinder a well-rounded learning experience. Expanding access to diverse instructional resources—such as newspapers, pamphlets, and reference materials—would improve cadets' understanding of military training concepts and strengthen their overall ROTC preparation.

Along the area of funding, the result emphasized the importance of securing consistent and well-managed financial resources to support the program. Without a strong funding mechanism and a clear strategy for resource allocation, the readiness of schools to implement ROTC remains uncertain.

Based on these findings, the proposed action plan for ROTC implementation is grounded in addressing the identified gaps across the areas of training staff, physical facilities, training ground, learning resources, and funding. The action plan outlined the objectives, strategies/activities, time frame, expected output, and expected budget. This action plan for ROTC implementation serves as a structured roadmap to ensure the program's successful integration into senior high schools.

The Proposed Action Plan for ROTC Implementation

OBJECTIVES/ TARGETS	STRATEGIES/ ACTIVITIES	TIME FRAME	PERSONS INVOLVED	EXPECTED OUTPUT	EXPECTED BUDGET
1. **To provide capacity building program to designated ROTC Commandant**	Crafting of Faculty Development Plan that includes capacity building for designated ROTC Commandant	Before ROTC implement ation	School Head, Teachers	Faculty Development Plan	P5,000
2. **To purchase computers, filing cabinets, wooden rifles and put up ROTC office and armory**	Invite sponsors for the needed facilities	Before ROTC implement ation	School Head, Teachers, Parents	Availability of the needed facilities	P250,000
3.To acquire ROTC books, pamphlets, fact sheets and brochures	Send request letter to DepEd; Solicit from LGU, NGOs, PTA, alumni, and other stakeholders	Before ROTC implement ation	School Head, Teachers, Parents	Availability of the required learning resources	P50,000

Summary, Conclusions, and Recommendations

This part of the paper presents the summary, findings, conclusion, and recommendations of the study on the perceived readiness of Senior High Schools in the Division of Surigao del Norte for the implementation of the Reserve Officers' Training Corps (ROTC) program.

Summary

This study is on the perceived readiness of the Senior High Schools of the Division of Surigao del Norte for the ROTC Implementation. This study employed a descriptive survey research design to assess the perceived readiness of Senior High Schools in the Division of Surigao del Norte for ROTC implementation. It focused on five key areas: training staff, physical facilities, training ground, learning resources, and funding.

The study was conducted across 31 public Senior High Schools in Surigao del Norte, covering various academic and technical tracks. Each school had a single designated coordinator or teacher responsible for co-curricular programs like Citizens Army Training (CAT) and ROTC, making them the ideal respondents. A total of 31 respondents—one from each school—participated in the study. Since each school had only one designated personnel for co-curricular programs, a purposive sampling method was used. This ensured that the most knowledgeable and relevant individuals provided data, maintaining accuracy and consistency.

The researcher developed a researcher-made instrument - a checklist to assess the readiness of Senior High Schools for ROTC implementation. The instrument consisted of two parts: Part I, a checklist gathering information on the school profile, including size and track offerings, and Part II, which combined an open-ended question on perceived readiness and a checklist evaluating the availability and applicability of key resources such as training staff, physical facilities, training ground, learning resources, and funding.

To ensure validity and reliability, the tool underwent face and content validation by the thesis adviser and three field experts. A pilot test was conducted with 30 teachers from Timamana National High School, and the results were analyzed by a statistician, yielding a reliability index of 0.70. Upon approval, the tool was administered to the target respondents. After that, the answers of the respondents on their perceived readiness for ROTC program implementation were analyzed and interpreted using frequency count and percentage. The textual description of respondents' answers was thematically analyzed.

Findings

The following are the findings of the study:

The profile of the participants' schools based on school size showed that the majority, totaling seventeen (17), were from small schools, followed by eleven (11) from medium schools, two (2) from large schools, and one (1) from a very large school.

The profile of the participants' schools based on track offerings indicates that thirty (30) schools offer the academic track, twenty-two (22) provide the Technical-Vocational and Livelihood (TVL) track, while one (1) school offers the Sports track and another one (1) offers the Arts and Design track.

The assessment of the training staff's status for perceived readiness in ROTC implementation reveals that the majority of ROTC coordinators are Basic Citizens Military Training (BCMT) graduates, with twenty-one (21) holding this

qualification. Additionally, six (6) are Advance ROTC graduates, and four (4) are Basic ROTC graduates, with none holding a probationary status.

The assessment of the available physical facilities in the participating schools for ROTC implementation includes key resources such as an ROTC office, armory, filing cabinet, wooden rifles, and computers. This result reveals that nineteen (19) schools have computers, ten (10) have filing cabinets, one (1) has an armory, one (1) has a designated ROTC office, and none have wooden rifles.

The assessment of the available learning resources in the participating schools for ROTC implementation includes materials such as brochures, pamphlets, fact sheets, books, and e-books. The data shows that ten (10) schools have ROTC books, ten (10) have e-books, eight (8) possess fact sheets, two (2) have brochures, and only one (1) has pamphlet.

V. Conclusions

Based on the findings of the study, the following conclusions are drawn:

Primarily, the result of the study captured perspectives from small and medium-sized schools, with minimal representation from large and very large schools of DepEd. Additionally, there is a clear predominance of academic track offerings among the participating schools, followed by Technical-Vocational and Livelihood tracks, while Sports and Arts and Design tracks remain significantly underrepresented.

There is a stark contrast between training staff qualification and physical facilities readiness for ROTC implementation, with most coordinators possessing BCMT credentials but schools severely lacking in essential physical facilities (particularly ROTC offices, armories, and wooden rifles) and learning resources (with only about one-third having access to ROTC books and e-books). This significant gap between human resource preparedness and material support suggests that despite having qualified personnel, the ROTC program implementation may face substantial challenges due to insufficient facilities and learning materials, potentially compromising training quality and overall program effectiveness.

Recommendations

In the light of the findings and conclusions of the study, the following are the recommendations:

Future research may aim to include more large and very large schools to provide a more comprehensive understanding of ROTC implementation across diverse educational settings, while education authorities might consider initiatives to expand Sports and Arts and Design track offerings to ensure more balanced curricular options that cater to varied student interests and aptitudes. Additionally, policy makers may examine whether the current predominance of academic tracks adequately serves the full spectrum of student career pathways and talents in the educational landscape.

The DepEd authorities may prioritize substantial investment in ROTC infrastructure by establishing dedicated offices, armories, and procuring essential training equipment like wooden rifles, while simultaneously developing and distributing standardized learning resources such as books, e-books, and supplementary materials to all participating schools. Additionally, a comprehensive resource allocation framework may be implemented to bridge the gap between human resource readiness and material support, ensuring that qualified ROTC coordinators have adequate facilities and educational materials to effectively deliver quality ROTC training program.

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