

Reserve Officers' Training Corps: A Case Study on The Aspiring Advance Officers

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ABSTRACT

Reserve Officer Training Corps, aspirants struggled too much in training and academic requirements. This study explored the challenges and coping mechanisms encountered and employed by aspiring advanced ROTC officers in adhering to their training and academics. It was participated by the aspirants in Misamis University, Ozamiz City, Misamis Occidental. Interview responses were analyzed using Yin's 5-Step analysis approach to analyze the data and allow researchers to analyze textual data (Yin, 2009). This study generated four themes 1. Family, Relatives, and Peer Influence 2. Difficulties in coping with academic-related concerns 3. Gearing towards the achievement of becoming an officer 4. Positive Outlook. As a result, most participants face different challenges and coping mechanisms in responding to ROTC training and academic requirements. These challenges create an impact physically and mentally, which is extremely stressful during training and in dealing with academics. Given that participants in the ROTC program come from diverse backgrounds and have varying levels of experience and preparation for military training and academic requirements. ROTC programs must recognize these differences and tailor their training and support accordingly. This may involve providing additional resources and support to participants struggling with certain aspects of the training or academic requirements, as well as recognizing and accommodating the unique challenges faced by participants from different backgrounds and determining the importance of resilience and adaptability in the face of challenges. ROTC participants who can develop effective coping mechanisms and strategies for managing the program's demands are more likely to succeed and excel in their training. By acknowledging and addressing the diverse challenges and coping mechanisms of ROTC cadets, the program can help build the resilience and adaptability of the cadets, which will be valuable in their future military endeavours. Further, the aspirants learned the use of managing their time wisely. This study highlights the importance of a positive outlook, time management, and resilience in dealing with challenges in training and academics.

Keywords: Academics; Aspirants; Challenges; Training; Reserve Officers Training Corps (ROTC).

1. Introduction

ROTC is the nation's premier leadership development program (Rinka, 2019). These programs are separated into four options: Army, Navy, Air Force, and Maritime, each with criteria and benefits (Ramos et al., 2021). ROTC (Reserve Officers' Training Corps) has prepared citizen soldiers for leadership positions in the Army and, later, other military branches (ROTC, 2019).

Students can participate in two to four-year programs to earn a minor in military science leadership (MSL) and any other major offered. Scholarships are also available for students who join the ROTC. Students will receive a commission in the Army after graduation, including the Army Reserve, active duty, or National Guard. Its goal is to prepare students to serve as officers in their country's military forces following graduation (Rinka, 2019). Today, ROTC remains a strong and well-resourced commissioning source for the United States military, with active programs at over 275 universities (Moore & Swick, 2018). Moreover, it reaches the 50 states, the District of Columbia, Puerto Rico, and Guam, with an enrolment of more than 20,000 Cadets. It produces approximately 60 percent of the second lieutenants who join the active Army, the Army National Guard, and the U.S. Army Reserve (Steele, 2019).

According to the New Revised IRR (2009), "the Commission on Higher Education implemented the National Service Training Program (NSTP) in 2001 in accordance with the enactment of RA." 9163, also known as the National Service Training Program (NSTP) Act of 2001, was enacted in collaboration with the Department of

National Defense (DND) and the Technical Education Skills Development Authority (TESDA)." The National Service Training Program (NSTP) consists of three (3) programs: (1), (2), and (3). "Literacy Training Service" (LTS) - a program component that trains students to teach reading and numeracy skills to schoolchildren, out-of-school youths, and other segments of society in need of their services (2).

"Civic Welfare Training Service" (CWTS) - refers to any activity that contributes to the general welfare and the betterment of life for members of the community or that improves its facilities, particularly those devoted to improving health, education, the environment, entrepreneurship, safety, recreation, and the morale of the citizenry, as well as other social welfare services, and (3). ROTC - refers to the program component established by Sections 38 and 39 of Republic Act No. 7077 to provide military training to tertiary-level students to motivate, train, organize, and mobilize them for national defense preparation. The Reserve Officers' Training Corps (ROTC) heavily emphasizes members' education and leadership skills development (Meyer, 2022). The government established ROTC to cultivate young people who are civic-minded and committed to nation-building (Saban & Saban, 2021).

According to Kim and Sa (2022), ROTC has produced approximately 200,000 officers in the 60 years since its inception, contributing to national security and establishing their stature and function as national development leaders. Tullao (2019) also mentioned that this program is intended to develop quality commissioned officers for the Philippine Armed Forces. In 2000, the Philippine government introduced the National Service Training Program (NSTP), a two-semester course component required of all country Bachelor and technical vocational students (Lopez, E., 2019). Army ROTC trains officer cadets who will serve in the military after graduating from college (Meme, 2020). These cadets earn college credit and work toward a degree while also undergoing military training to become officers (Radzak et al., 2021).

Academic achievement is a well-known predictor of future income and career trajectory (Whipple et al., 2021). Throughout their military reservist careers, these ROTC students will make numerous decisions that have far-reaching consequences beyond academic success or failure (Meme, 2020). According to Baumgartner (2019), ROTC programs can provide students with both positive (leadership) and negative (time management) experiences. ROTC cadets experience great tension and worry during their first year of college, referred to as the "first-year adjustment" reaction (Pelkey, 2021). New Cadets frequently need help to adjust to the program's requirements, which include maintaining physical health, keeping high grades, and leading their peers in numerous activities (Pelkey, 2021). To broaden and deepen the pool of future strategic talent and understanding, it is necessary to understand the goals and motivations of Reserve Officer Training Corps (ROTC) cadets (who are college students pursuing their academic studies while simultaneously receiving military training in university settings before becoming officers and other future military personnel) and what they perceive to impact their development (Chiocca, 2020). To avoid role conflict, it is critical to understand the appropriate boundaries (Pelkey, 2021).

The ROTC program in the Philippines has a long history and has undergone significant changes over the years (Rinka, 2019). A case study on aspiring advance officers in the program can provide insights into the effectiveness

of these changes and determine how well they prepare participants for future leadership roles. The experiences of ROTC participants in the Philippines can offer valuable insights into the development of leadership skills and the challenges of military training and academic requirements in the Philippine context. These insights inform the ongoing improvement of the ROTC program in the Philippines and potentially contribute to the broader development of leadership training programs in the country. This study on aspiring advanced officers in the program can provide a balanced and nuanced perspective on the ROTC program and help identify areas for improvement and reform. The ROTC program in the Philippines plays a crucial role in national defense and security (Garingan, 2021). By examining the experiences of aspiring advanced officers in the program, researchers can gain insights into the Philippine military's challenges and opportunities and contribute to ongoing efforts to strengthen the country's defense capabilities.

This study aimed to determine the challenges and coping mechanisms of aspiring advanced ROTC officers in the training and academic requirements. Conducting this study can contribute to the ongoing development and improvement of the ROTC program and college endeavor as a whole. The researchers wanted to know what problems and coping methods aspiring advanced ROTC officers used to complete their training and academic requirements. When the researchers were working on academic and training projects simultaneously, they received much unfavorable feedback. As a result, the researchers were inspired to investigate the study's concerns.

2. Materials and Methods

The case study research design was employed in the study. Data analysis became the focus after data had been gathered. In this phase, the data were used to ascertain what happened in the researched case; the researcher knows the case's particulars and scans the data for patterns. The study followed the six stages of Yin's (2009) case study. Accordingly, case study research involves intensive analysis of an individual unit. Yin (2009) defined a case study as an observational inquiry that considers the case by answering the 'how' and 'why' concerning the phenomenon of interest beyond the researcher's control. The transcripts of all the interviews were evaluated in this study using Yin's case study methodology. The six phases of case study research: are plan, design, prepare, collect, data, analyze, and share a report. This study design is suitable for determining challenges encountered and coping mechanisms employed by aspiring advanced ROTC officers.

The study was conducted inside the campus of Misamis University, Ozamis City Misamis Occidental where participants studied. The proponents identify ten (10) criminology students at Misamis University that aspires to be one of advanced ROTC officers as the participants of the study. Participants involved in the interview were required to have personal experiences about the concern of the study. The participants were selected through the following inclusion criteria: (1) A bonafide student of Misamis University, (2) Officially enrolled in the Criminology program, (3) Currently part of the ROTC officers' Trainees and (4) Willing to participate in the study. The researchers developed an interview that serves as a tool for gathering participant data.

Furthermore, they were asked the main question concerning the challenges encountered and coping mechanisms employed. The use of a recording device was also present, which recorded the response of the participants during the conducted interview.

The participants were identified by their age, sex, year level, and the expected results of the random question. Before collecting the data, the adviser checked the interview guide, and at the same time, it was checked and approved by the panel members before it was administered to the participants. The researcher sought permission from the Dean of the College of Criminology at Misamis University. Following the approval of the letter request, the researcher requested permission from the Dean of the College of Criminology to conduct the study with the identified names of the participants. The researcher then scheduled an interview with the selected individuals and presented the interview schedule. After informing them that the talk had been recorded, the researcher assured the participants that their comments would be maintained in the strictest confidence. Further, the minimum health protocol was observed during the interview, considering the pandemic.

In this study, ethical standards were strictly applied. The researcher strictly observed the voluntary participation of all the participants involved in the study. The interview was not conducted without their consent, allowing them to sign the informed consent form prepared by the researcher. In terms of the participant's identity, the researcher applied the measure to promote anonymity and secrecy by not mentioning my participants' names during the interview. Privacy and confidentiality were always observed, particularly the names of the participants and other information unnecessary to the study. The researcher adheres to the Republic Act No. 10173 guidelines, known as the "Data Privacy Act of 2012".

3. Results and Discussion

This part presented the different themes that were derived from the different responses of the participants of the study during the conduct of the interview. It is evident in the study that the researchers included the age, sex, and year level of the participants. Based on the data gathered, the age of the participants ranges from 18 years old to 21 years old; seven (7) participants were males, and three (3) participants were females. Almost all participants were 1st-year college students, and only one (1) 2nd-year college student. All participants were aspiring advanced ROTC officers and were in the same institution.

Furthermore, based on the responses of the participants of the study, there were four (4) themes identified such as (1) Family, Relatives, and Peer Influence, (2) Difficulties in coping academic related concerns, (3) Gearing with the achievement of becoming an officer and, (4) Positive Outlook. The table below shows the data of the ten (10) participants with their respective code names.

Table 1. The Participants Profile

Code Name	Age	Sex	Year level
P1	19	Male	1 st year
P2	21	Male	2 nd year
P3	18	Male	1 st year
P4	18	Male	1 st year
P5	18	Male	1 st year

P6	20	Female	1 st year
P7	18	Male	1 st year
P8	21	Male	1 st year
P9	18	Female	1 st year
P10	20	Female	1 st year

3.1. Family, Relatives, and Peer Influence

According to the study conducted by Kim & Sa (2022) on the factors influencing cadet application based on percentage states that environmental factors were found in the order of family influence (38.2%), family environment (30.2%), peer group influence (24.6%), social atmosphere (14.6%), and media influence (7.5%). Among them, the influence of family (parents, siblings, relatives, etc.) followed by peer group appears to be the most important factor because families living together can have a direct influence on individuals, and interactions of peers influence the students/cadets to join and continue being an ROTC officer. These are evident in the results of the interview being conducted.

Code Name	Responses
P2	“When I am down, my motivation are my buddies because whenever I saw them very eager to continue, it gave me motivation to keep going and fight harder”.
P3	“I was also inspired and motivated by my father who is a military officer and I want to follow his footsteps or legacy”.
P4	“My motivation for joining is my mother, since I am an only child, I really have to strive hard so that I can pay-off the hardship of my mother”.
P6	“My uncle who is a police officer, inspired me to join becoming an aspirant advance ROTC officer”.
P7	“I was inspired by my older brother, who had been previously an officer of ROTC here in Misamis University and that is the reason why I decided to join as well”.
P9	“My friend, who is also an advance ROTC officer, has inspired me to pursue becoming one, and I have grown to enjoy doing it so”.

The participants' statements highlight the significant influence of family, relatives, and peers in motivating them to pursue a career as an ROTC officer. The enthusiasm and determination of their buddies serve as a source of inspiration, encouraging them to persevere during difficult times (P2) and find enjoyment in their ROTC journey (P9). Additionally, participants express admiration for their military officer father (P3), their uncle who serves as a police officer (P6), and their older brother who was previously an ROTC officer (P7). These role models inspire them to follow in their footsteps and contribute to their respective fields. Furthermore, one participant's motivation

stems from a desire to alleviate their mother's hardships as an only child, driving them to work harder (P4). Thus, the influence of family, relatives, and peers plays a pivotal role in shaping the participants' aspirations and determination to excel in the ROTC program. Among them, the influence of family (parents, siblings, relatives, etc.) followed by peer group appears to be the most important factor because families living together can directly influence individuals, and interactions of peers influence the cadets to join and continue being ROTC officers. High levels of involvement from their cadre, need fulfillment, and self-determined motivation (Raabe et al., 2020). The implication of family being a significant source of motivation for aspiring ROTC cadets extends beyond the immediate influence on their decision to join the program. It emphasizes the crucial role that supports systems, particularly within the family, plays in the cadets' overall success and perseverance throughout their ROTC journey. By recognizing the support and inspiration provided by their family members, aspiring ROTC cadets can leverage this connection to fuel their motivation and drive. They can draw strength from their family's belief in their abilities and use it as a reminder of the importance and impact of their chosen path. This recognition can instill a sense of purpose and commitment, enabling cadets to overcome obstacles and challenges that may arise during their training and academic requirements.

3.2. Difficulties in coping academic related concerns

Aspiring advanced ROTC officers found out that they have experienced difficulties in coping with their academics when endeavors in ROTC are going on at once. According to Baumgartner (2019), ROTC programs might present positive (Leadership) and challenging experiences (time management) for students. These are evident in the results of the interview conducted.

Code Name	Responses
P1	"When I decided to be an aspirant, it is stressful because sometimes I cannot cope up with the subjects' lesson and several meetings conducted by our seniors here in Misamis University".
P2	"I find it really, really hard when it comes to examinations and requirements that needs to be passed on time. There are times that I can't submit my requirements on time because of my hectic schedules in ROTC and in class".
P3	"The challenges that I faced was when activities in academic and training works at the same time, is that it triggers my emotion on how to deal with it already, I don't know what to do first and I often be late in passing my projects sometimes".
P5	"I often got no time to study my lessons and sometimes be discouraged of my performance in academic but I am still learning the process".
P7	"I only have a limited amount of time when the two are going on at once, and it's also challenging to be left behind in other things like, exercises and quizzes".

Statement from participant 1 stated that being an ROTC aspirant can be stressful when trying to keep up with subjects' lessons and senior-led meetings. Other participants (P2, P3) extended the significant challenges in

meeting deadlines for exams and requirements, led to considerable struggle due to a hectic schedule, triggering emotional stress and confusion regarding task prioritization resulting in the failure to submit activities on time. Difficulties during training and academics included receiving poor grades due to exhaustion, impacting my motivation to study further. Being a student and advanced ROTC officer is challenging as it leaves me with limited time to study, sometimes resulting in discouragement regarding my academic performance (P5) and being left behind in exercises and quizzes (P7). Further, participant 9 stated that being a student and advanced ROTC officer was very challenging due to the need for effective time management when academics, quizzes, exams, and training overlap.

This statement implies that balancing ROTC training and academic requirements can be challenging for aspiring cadets. However, by developing strong time management skills, persevering through setbacks, prioritizing their obligations, and taking care of themselves, cadets can overcome these challenges and succeed in the program. Balancing ROTC training, academic requirements, and personal activities can take time, and it can be easy to become overwhelmed. According to Baumgartner (2019) that the challenges perceived in the program were time management and heavy workload; there were different stresses in balancing time and responsibilities in the ROTC program, which can be very stressful. As such, aspiring cadets may need to develop strong time management skills to ensure they can meet all their obligations.

3.3. Gearing towards the achievement of becoming an officer

The participants of ROTC aspirants indulge themselves in joining ROTC to become an officer officially at the end of the training. These are evident in the results of the interview conducted.

Code Name	Responses
P1	“I wanted to enhance my capabilities, be more physically and mentally ready in becoming an officer someday. I also aim for a better goal in life and wanted to inspire many aspirants in the near future”.
P2	“I pushed myself to be one of the aspirants of ROTC officer is that I want to discipline myself in order for me to enhance my strength, lessen my weaknesses, build my confidence, and develop my leadership skills”.
P3	“I was driven to become an aspirant because of my desire to become a government official someday”.
P5	“I joined the advance ROTC program because I wanted to be physically and mentally disciplined. I also want to advance in the program so that I may get a rank quickly if ever I apply for army or in the PNP organization”.
P6	“Ever since I really want to see myself working for the PNP organization someday”.
P7	“I want to join the ROTC in order for me to learn, be disciplined, and see what has to be corrected from myself right now”.

P8	“I am aiming that one day, I can join the army so that I can aid others in need and serve them”.
P9	“I took it as my inspiration so that it will help me in exercising self-discipline and would help me enhance my capability”.
P10	“I was motivated to pursue becoming an aspirant in ROTC because it has a great advantage whenever I apply for army or be in police organization soon”.

The participants expressed various reasons for their motivation to become ROTC officers and join the advanced ROTC program. Their aspirations revolve around personal growth, career goals, inspiring others, and serving their country. They share a common desire to enhance their capabilities, both physically and mentally, in order to become effective officers in the future. They aim to develop their strengths, address weaknesses, build confidence, and cultivate leadership skills through the discipline and training offered by the ROTC program. Some participants are driven by their ambition to become government officials, seeing the ROTC program as a valuable stepping stone toward that goal. They recognize that the program can provide them with the necessary discipline, skills, and experiences to excel in such roles. In order to foster a sense of camaraderie and mentorship, they also express a strong desire to support and mentor other aspirants who share their passion for joining the military. The participants also have specific career goals, such as joining the military or working for the Philippine National Police (PNP). They see the ROTC program as a way to get ready for these chances and perhaps move up in rank more quickly.

The advantages that being an ROTC aspirant can bring when applying for jobs in the army or police organizations also serves as motivation for the participants. They appreciate the program's contribution to giving them a competitive edge and expanding their career options. The main driving forces behind the participants' participation are their aspirations for professional advancement, personal growth, inspiring others, and improving their nation. They wanted to look at that potential route, and being in the program helped them grow on that path or did not deter them from their aspirations of joining the military for their careers (Baumgartner, 2019).

This implies that the aspirant ROTC cadet is motivated to enhance their capabilities and become more physically and mentally ready. This indicates a desire for personal growth and development, which is valuable for anyone, especially those who aspire to become leaders. They have the desire to inspire others and become a leader. This is an important trait for aspiring officers, as they will be responsible for leading and motivating others. They are willing to work hard and overcome challenges to achieve their goals. This indicates a strong sense of perseverance, which is valuable for anyone, especially those who aspire to become officers. Finally, they are motivated by a desire to impact the world and inspire others positively. This is an admirable goal, and it indicates a strong sense of social responsibility.

3.4. Positive Outlook

In times of difficulty managing and coping with the training and academic requirements, the aspirants look forward to self-motivation, personal inspiration, and time management. These are evident in the results of the interview conducted.

Code Name	Responses
P1	"I balance my time by having time management and setting schedule on every appointment so that I can be able to cope up since I already set schedules ahead of time".
P2	"In terms of balancing my time, I have set a certain schedule allotted for training and academics".
P3	"I always think positive that I can surpass it and I can achieve my goal soon".
P5	"In dealing with managing my studies and ROTC, I prefer doing academics every weekday and ROTC every weekend".
P6	"I was able to utilize time management during difficult times, being positive and by constantly praying for a successful outcome".
P7	"I managed my time effectively now by creating timetables that allow me to have time for academic and ROTC".
P8	"I use self-motivation to keep going".
P9	"When dealing with challenges my sister told me to manage my time wisely".
P10	"I've learned to balance my time already and that is why I practice myself to have time management, self-discipline and a well-conditioned physical and mental being".

Based on the provided responses, it can be inferred that the individual has developed effective strategies for balancing their time and achieving their goals. They emphasize the importance of time management, setting schedules, and utilizing timetables to allocate time for different activities. They also express a positive mindset and self-motivation as key factors in overcoming challenges and staying focused on their objectives. Additionally, the individual mentions the advice received from their sister to manage time wisely, enabling them to dedicate sufficient time to academic studies and ROTC training. Through these practices, they have learned to maintain a well-balanced lifestyle that incorporates self-discipline and ensures their physical and mental well-being. A positive outlook was the best weapon that the study participants used. Utilizing staying positive despite hectic schedules, they still managed to surpass those challenges and cope. However, despite a heavy workload, there was also a common theme for overcoming their challenges by keeping their mind on their future goals (Baumgartner, 2019).

The implication was that the aspirant ROTC cadet developed effective time management skills, which allowed them to balance their training and academic responsibilities. This is an important trait for anyone, especially those who aspire to become officers, as they will be responsible for managing their own time and their subordinates' time. They have a strong sense of self-efficacy or belief in one's ability to succeed. This is an important trait for anyone, especially those who face difficult challenges, as it can help them stay motivated and persist in the face of adversity. Had has developed resilience, or the ability to bounce back from setbacks and overcome obstacles. This is an important trait for anyone, especially those facing difficult challenges, as it can help them persevere in

adversity. Has a strong faith or belief system that provides them with emotional support and motivation. This can be a valuable resource for anyone, especially those who face difficult challenges. Finally, the aspirant ROTC cadet has developed important coping mechanisms to help them overcome challenges and succeed in their goals. By continuing to utilize time management skills, maintain a strong sense of self-efficacy, develop resilience, and draw upon their faith or belief system, the cadet has the potential to overcome future challenges and achieve success in their ROTC training and beyond.

4. Conclusion

Based on the study, the researchers concluded that family, relatives, and peer influences played a significant role in inspiring aspirants to pursue becoming ROTC officers while being a student. Additionally, the study found that the aspirants were motivated to become physically and mentally fit and disciplined and aspire to become government officials. The participants overcame the challenges and difficulties encountered in their ROTC training and academic requirements by employing coping mechanisms such as positive self-motivation, self-empowerment, and wise time management through planned time schedules. The study suggests that these coping mechanisms significantly affect pursuing a career in the ROTC and achieving personal goals.

5. Recommendations

Based on the findings of the study, here are some possible recommendations that may be offered to the following significant individual:

To the aspiring ROTC Cadets: Stay motivated; keep reminding yourself why you joined the ROTC program. Motivation will help you push through the tough times. Manage your time effectively, and make a schedule that balances your academic requirements, ROTC training, and personal life. Stick to it as much as possible. Seek support, and do not hesitate to ask for help when needed. Talk to your ROTC officers, instructors, or peers for advice and guidance. Stay disciplined, and remember that ROTC is not just about physical fitness; it also involves developing mental and emotional discipline. Practice self-control, respect for authority, and responsibility. Maintain a positive outlook, focus on the positive aspects of your ROTC experience, and celebrate your achievements, no matter how small they may seem. Stay healthy, take care of your physical and mental health by getting enough sleep, eating well, and engaging in regular exercise and stress-reducing activities. Moreover, continuously improve; strive to improve your skills and knowledge through continuous learning and training. Attend seminars, workshops, and other activities to help you become a better ROTC cadet and future officer.

To the ROTC Administrators: They may develop a mentoring program - The ROTC administrator can develop a mentoring program that pairs senior cadets with new ones. This will help new cadets learn from the experiences of senior cadets and provide them with support and guidance throughout their ROTC journey. May provide academic support the ROTC administrator can work with academic departments to provide academic support for the cadets, such as tutoring, study groups, and extra help sessions. This will help cadets balance their academic workload with their ROTC training and ensure they perform well in both areas. May encourage physical fitness the ROTC administrator can encourage physical fitness by providing access to gym facilities and organizing physical fitness events. This will help cadets maintain a healthy lifestyle and ensure they are physically fit for the demands of

ROTC training. To foster a positive culture the ROTC administrator can work to foster a positive culture within the ROTC program by promoting teamwork, inclusivity, and respect. This will help create a supportive environment for all cadets to learn, grow, and thrive.

The Family of the aspiring ROTC cadets': May provide emotional support as the aspiring ROTC cadet goes through the challenges and struggles of their ROTC training and academic requirements; their Family needs to provide emotional support and encouragement. This can be done by actively listening to their concerns, offering encouragement, and celebrating their successes. It may help with time management, the ROTC training and academic requirements can be demanding, and the aspiring cadet may need help managing their time effectively. Family members can help by encouraging them to create a schedule or routine that includes time for studying, ROTC training, and other important activities. Promote a healthy lifestyle; ROTC training requires physical fitness, so the aspiring cadet needs to maintain a healthy lifestyle. The Family can support this by encouraging healthy eating habits, regular exercise, and adequate rest.

Encourage communication with ROTC administrators; if the aspiring cadet needs help with any aspect of their ROTC training, encourage them to communicate with their ROTC administrators. Moreover, lastly may foster a sense of pride and patriotism: Being a part of the ROTC program is a noble and patriotic endeavor. Encourage the aspiring cadet to take pride in their accomplishments and instill a sense of patriotism in them. This can be done by engaging in activities that promote national pride and appreciation for the country's military heritage.

Declarations

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The authors have declared no competing interests.

Consent for Publication

The authors declare that they consented to the publication of this study.

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