

**LIVED EXPERIENCES OF THE RESERVIST PERSONNEL IN HANDLING
RESERVE OFFICERS' TRAINING CORPS CADETS**

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In Partial Fulfillment
of the Requirements for the Degree
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ABSTRACT

Leadership development occupies an important place within military educational activities, especially when considering the preparation of future officers to respond to personal as well as professional challenges. The study explored the experiences of reservists in handling Reserve Officers' Training Corps (ROTC) cadets to understand their leadership approaches, challenges, and contributions to cadet development. The study employed a qualitative phenomenological design that used purposive sampling. It was participated by 8 Reserve Officer Training Corps (ROTC) reservist officers who were enrolled in one of the higher education institutions in Misamis Occidental. The data were gathered through an interview guide as the primary research instrument. It was analyzed using thematic analysis to identify recurring leadership themes and experiential patterns. The study revealed 3 themes: leadership development through mentorship, responsibility and experiential learning, challenge of enforcing discipline and cadet compliance amid diverse behaviors and resilience and self-motivation as core coping mechanisms in overcoming leadership struggles. The study showed that accountability and discipline were the main pillars of leadership, which formed the foundation for ROTC reservist growth, and to overcome challenges and foster growth, resilience and self-assurance were crucial, while role modeling and the development of values influenced the morals and character of cadets, which boosted trust. It may be recommended that ROTC leadership development initiatives may continue strengthening mentoring systems, experiential leadership training, and reflective learning strategies to further enhance discipline, accountability, resilience, and ethical leadership among future reservist officers.

Keywords: *ethical decision-making, experiential learning, leadership challenges, leadership development, military training*

DEDICATION

*This paper is dedicated to our parents and siblings,
whose unconditional love, sacrifice, and encouragement
have been our greatest source of strength.*

*We also dedicate this to our friends, who have
continuously inspired and supported us throughout
this academic journey;*

And also

*We extend this dedication
to all the courageous and dedicated individuals
who serve in the ROTC program, who's unwavering
commitment and perseverance inspire us all.
To the mentors and trainers who tirelessly guide
and nurture future leaders, your influence is invaluable.
May this research serve as a token of appreciation for your
dedication and as a step toward enhancing leadership development
for generations to come.*

The Researchers

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INTRODUCTION

Background of the Study

The law that initially established the Reserve Officers' Training Corps (ROTC) in the Philippines is Commonwealth Act No. 1, also known as the National Defense Act, enacted in 1935. This act mandated military training for all college students. Later, Republic Act No. 7077, the "Citizen Armed Force of the Philippines Reservist Act," further defined and organized the ROTC program within the broader framework of the Citizen Armed Force. The Reserve Officers' Training Corps (ROTC) in the Philippines is a college-based military training program designed to prepare students for national defense and instill discipline, leadership, and patriotism among the youth. Its importance lies in cultivating a sense of civic duty, enhancing disaster preparedness, and strengthening the country's reserve force for times of national emergency or crisis. Developing strong leadership skills within the ROTC environment is important because it molds future leaders who can make sound decisions in times of crisis (Bonadonna, 2020; Pelkey, 2021).

To become a Reserve Officers' Training Corps (ROTC) officer in the Philippines, students must be natural-born Filipino citizens, physically and mentally fit, and enrolled in a college or university with an ROTC program. The National Service Training Program (NSTP) Law, Republic Act No. 10742, mandates all tertiary students to participate in community service as a vital component of their holistic development (Salvador, 2021; Muhallin, 2021). Its primary aim is to enhance civic consciousness and defense preparedness among the youth, thereby fostering patriotism and nationalism. NSTP comprises three main components: Literacy Training Service (LTS), which aims develop the literacy skills of marginalized groups; Civic Welfare Training Service (CWTS),

focusing on community development projects that promote social responsibility; and Reserve Officers Training Corps (ROTC), designed to prepare students for national defense and leadership roles through military training and related activities. These components collectively equip students with the skills, values, and discipline necessary to serve their communities and the country effectively, reinforcing the importance of social responsibility and active citizenship in their personal and professional growth.

The functions of a Reserved officer are not only do they have skills equipped as cadets, they handle the intricacies of military operations, increasing operational readiness and efficiency, but they are also easily transferable to civilian life (Crook, 2022; Luzipo, 2020). As students in ROTC learn to work together, communicate, and motivate teams, they build a solid foundation for fruitful careers in business, public service, and other professions. In the end, the leadership skills learned through ROTC not only serve the military but also society as a whole by creating thoughtful, civic-minded citizens (Walsh, 2023; Mattis et al., 2021).

Learning about the experiences of ROTC officers can give us a glimpse of the actual challenges and achievements in becoming effective leaders. The officers relate their own stories on how they handle difficult situations, such as balancing training with academic work, working with teammates, and resolving personal issues (Gagnon, 2024; Merritt, 2022). Their experiences go beyond what we find in books, offering valuable lessons in resilience, adaptability, and effective communication. By listening to their stories, we gain deeper insight into the true meaning of leadership and how the journey shapes both individual officers and the military as a whole. ROTC is essential for students because it develops leadership, discipline, and patriotism in students, equipping them with

teamwork, decision-making, and resilience skills. It fosters personal growth, responsibility, and confidence, preparing students for future roles in national service and community contributions. Overall, ROTC helps shape well-rounded individuals ready to positively impact society and the country.

This research filled the empirical gap by carefully examining the experiences of ROTC officers to examine how discipline, responsibility, confidence, and resilience interacted across time to inform their development as leaders. These areas are mostly absent from the literature on empirical research. This study, thus, seeks to fill the gap by providing rich, qualitative understandings of the experiences of advanced ROTC officers as they develop into leaders. In filling this gap, this study will provide new understandings of how leadership emerges in specialized training in applied, but sustainable, contexts. While ample literature discussing discipline, responsibility, confidence, and resilience in developing leadership within ROTC exists, there is less concrete knowledge on how these values interact to support long-term leadership effectiveness for reservists. Most have examined these values either individually or through a particular training module, but not in the aggregate to understand how these values interact to build a leadership capacity over time.

There are few studies that take a backward approach by examining a situation using the lived experiences and reflections of ROTC officers, that warrant a generalization and particularly and study in a generalizable way to other training contexts or cultures. This presents a challenge for full understanding of how values of discipline and responsibility are cultivated, built-upon and operationalized for real-world applications in leadership. Filling this gap could have contributed to a fuller understanding of leadership processes for

development, ultimately allowing for more effective training strategies and mentoring opportunities for trainees within the ROTC experience.

Much of the existing literature has concentrated on the relationship between emotional resilience and decision-making under pressure in ROTC officers and how these processes affect their development as leaders. Some literature recognized resilience as a prominent characteristic of certain leaders, but very few systematically researched resilience development alongside training processes that targeted the development of confidence. Equally important, there was a lack of systematic empirical data to understand how the processes of feedback, reflective practices, peer support, and mentorship solely contributed to the processes of deepening these characteristics of reserve officers.

Therefore, this was an opportunity to fill the gap by conducting qualitative investigations that explored the officers' lived experiences - a practice that would have revealed fine details of their leadership experiences from internal and external lenses while enhancing leadership resilience and ethical behavior of readiness officers. In doing so, the empirical literature would have enhanced the theoretical underpinning of leadership development and inform more custom-made leadership development initiatives in military training contexts.

Theoretical Framework

This study was anchored on Transformational Leadership Theory by Bernard Bass in (1985) and Situational Leadership Theory by Dr. Paul Hersey and Dr. Ken Blanchard in (1969).

The Theory of Transformational Leadership centers on leaders who develop an exciting vision and motivate their team to pursue it, to establish a shared sense of purpose and a set of elevated goals that surpass the self-interest of any single individual (Nyakomitta, 2021; Dhiman & Kumar, 2021). This study was grounded in transformational leadership theory, which posited that effective leaders inspire, motivate, and foster positive change within their followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Khan et al., 2022; Gupta, 2025). This theory emphasized the importance of leaders' ability to influence followers' attitudes and behaviors to achieve shared goals, especially in high-pressure environments such as ROTC training. It suggested that leadership development was a dynamic process influenced by the leaders' capacity to connect with and motivate others, thereby enhancing their followers' commitment and performance. The framework assumed that the development of personal attributes like discipline, responsibility, and self-awareness were integral components of transformational leadership. By applying this theory, the study sought to understand how ROTC officers embodied these transformational qualities during their leadership journey.

Several studies had employed transformational leadership theory to explore leadership development in military and educational contexts. For instance, Ahsan (2025) examined how transformational leadership fostered lifelong learning and personal growth among military personnel, highlighting the role of inspiring visions and individualized support. Likewise, Allen et al. (2022) disrupted traditional leadership paradigms by linking transformational leadership to adult learning theories, demonstrating how leadership practices could significantly influence individual development. Agbor (2021) explored

African-born leaders in the US Army, revealing that transformational principles contributed to their ability to navigate cultural and racial challenges effectively. These studies underscored the relevance of transformational leadership as a robust framework for understanding leadership evolution within structured training environments like ROTC, emphasizing the significance of values, motivation, and personal growth.

In applying this theory to the study, the researchers focused on how ROTC officers demonstrated transformational leadership qualities throughout their training. The study analyzed their experiences in developing their discipline, responsibility, and self-awareness as aspects of inspiring and motivating others. It also investigated how their resilience and ethical practices aligned with the principles of intellectual stimulation and individualized consideration. The officers' narratives of leadership growth were interpreted through the lens of transformational leadership, enabling the researchers to identify patterns of influence and motivation that facilitated their development as principled and effective leaders. This approach provided a comprehensive understanding of how transformational leadership theory manifested in the officers' journey toward leadership excellence.

Hersey and Blanchard's Situational Leadership Theory (SLT) suggested that a leader was successful based on their ability to adapt their style to the maturity and readiness of their followers. Therefore, there would be no best leadership style; rather, leaders would assess the competence and confidence of their followers to determine whether to engage in directing, coaching, supporting, or delegating behavior. SLT urges the importance of being flexible, as the leader will want to change based on how the team member develops in order to supple performance and development. SLT is a theory that seeks to keep leader

behavior aligned with the developmental stage of the followers, thereby promoting and effectiveness of the leader, following development of the followers in complex and dynamic situations.

A number of studies provided concrete evidence behind the situational leadership approach in the various contexts of leadership practice. For example, Goleman (2000) indicated that flexible leadership styles improved team performance by accounting for the emotional and developmental needs of followers much like the situational approach promotes. In a military context, Fielder (1967) suggested leaders need to modify their approaches to leadership based on both the task and the maturity of the team to ensure mission success. Hersey and Blanchard (1988) also indicated that leaders who had the competence to switch from one leadership style to another saw increases in team cohesion and motivation. This research demonstrated that leadership practices that change depending on the needs of the situation, as advocated by the situational approach, can positively contribute to the growth, motivation, and effectiveness of followers.

This research project utilized SLT by investigating how ROTC leaders varied their leadership style according to the cadets' maturity and readiness levels. The framework guided the examination of leader behaviors based on directing, coaching, supporting, or delegating in the various training scenarios. It was assumed that positive leaders recognized their cadets' developmental needs and adapted their approach to promote the development of leadership and resilience skills. In addition, the identification of SLT allowed for a secondary layer of understanding of how changes demonstrated by leaders contributed to cadets' development, confidence, and ability to perform under challenges. Overall, it

provided a framework and lens to examine the dynamic leadership processes at play within the ROTC program.

Conceptual Framework

This part presents the different concepts identified in the study through the different themes.

Leadership development in the Reserve Officers' Training Corps (ROTC) is significantly affected by mentorship, responsibility, and learning experiences. In the context of the Reserve Officers' Training Corps, senior officers and trainers in the program act as mentors who help the cadets in developing leadership skills. Through mentorship, the cadets are able to acquire advice, feedback, and support in dealing with issues such as balancing academic work and military training. This enables the cadets to acquire leadership skills that are useful in the military as well as in civilian life. Another factor that affects leadership development in the Reserve Officers' Training Corps is responsibility. In the Reserve Officers' Training Corps, the cadets are given leadership roles in which they are assigned duties such as managing teams, planning training sessions, and promoting discipline among their peers. This enables the cadets to develop a deeper understanding of the importance of their roles and the value of the mission of serving the nation.

Experiential learning also reinforces the leadership skills of the cadets through the direct experience of participating in the training exercises, drills, and community engagement programs. Through this direct experience, the cadets are able to experience the challenges of leadership. The direct experience of the cadets in leadership situations helps them to understand the practical application of the theoretical leadership skills. The

leadership skills of the ROTC officers are not only useful for the military but also for the contribution to the development of the community.

Maintaining discipline and ensuring that cadets comply with the set standards is one of the major challenges that ROTC officers face despite the diversity of attitudes, personalities, and backgrounds of the students. The fact that ROTC cadets are from different academic programs means that some of the cadets will respond differently to the military discipline and training. Some cadets will take the military discipline very well, while others will find the military discipline too demanding in terms of discipline and responsibility. ROTC officers also face the challenge of ensuring that the cadets are disciplined as they implement the set standards during training. The importance of maintaining discipline in ROTC cannot be overemphasized since discipline is a major value in the military. The fact that some cadets may be disobedient, disobedient, or unmotivated to the set standards means that the ROTC officer has a major challenge in terms of leadership. The officer will have to rely on the leadership skills that have been developed over the years as a result of mentorship and experience.

Experiential learning in the ROTC program enables the officer to progressively develop the capacity to deal with these issues of discipline. The officer is able to learn how to deal with situations of conflict, how to keep the team motivated, and how to maintain discipline within the team. This enables the officer to develop the capacity to deal with these issues of discipline, thus becoming a better leader who can maintain discipline while ensuring teamwork and respect within the team.

Resilience and self-motivation are two important qualities that help the ROTC officers to deal with the challenges they face during their journey to becoming leaders. As

discussed in the training of the ROTC, the officers have to deal with the challenges of the rigorous activities involved in the military, their education, and their personal lives. These challenges sometimes make the officers feel stressed and uncertain, especially when they have to lead and manage their fellow cadets. They learn to stay resilient and determined in the face of such challenges.

Self-motivation is the other important quality that helps the ROTC officers to stay committed to their duties and responsibilities. Unlike other activities and tasks, the training of the cadets in the ROTC requires the cadets to have their own motivation and drive to ensure they perform to the expectations of the physical, mental, and leadership challenges. They have to motivate themselves to improve their performance and to serve as examples to their fellow cadets. Through their training and actual leadership experiences, the officers in the ROTC program improve their resiliency and motivation levels. Experiential learning helps them deal with challenges like leading, conflicts, and decision-making, which enables them to learn from their mistakes and failures, helping them to improve and become better leaders. Therefore, resiliency and motivation become important coping strategies for the improvement and development of the officers as responsible leaders in the context of the ROTC program.

Mentorship and peer support within the ROTC program is another factor that contributes to the strengthening of resilience and self-motivation among officers. Mentorship by senior officers and instructors offers encouragement, feedback, and advice on how to deal with leadership struggles. Through mentorship, officers gain confidence in their leadership ability and acquire knowledge on how to overcome leadership struggles.

This mentorship system therefore encourages officers' self-motivation in enhancing their leadership ability despite the leadership struggles they encounter.

Building resilience and self-motivation among ROTC officers prepares them for military and civilian roles. The leadership struggles that officers encounter during the ROTC training help in building their character, discipline, and problem-solving skills. These skills enable officers to deal with future challenges in life with confidence, flexibility, and a strong sense of responsibility. This means that the ROTC training does not only help officers develop their leadership skills but also prepares them for positive contributions to society and national development.

Leadership Development
Through Mentorship,
Responsibility and
Experiential Learning

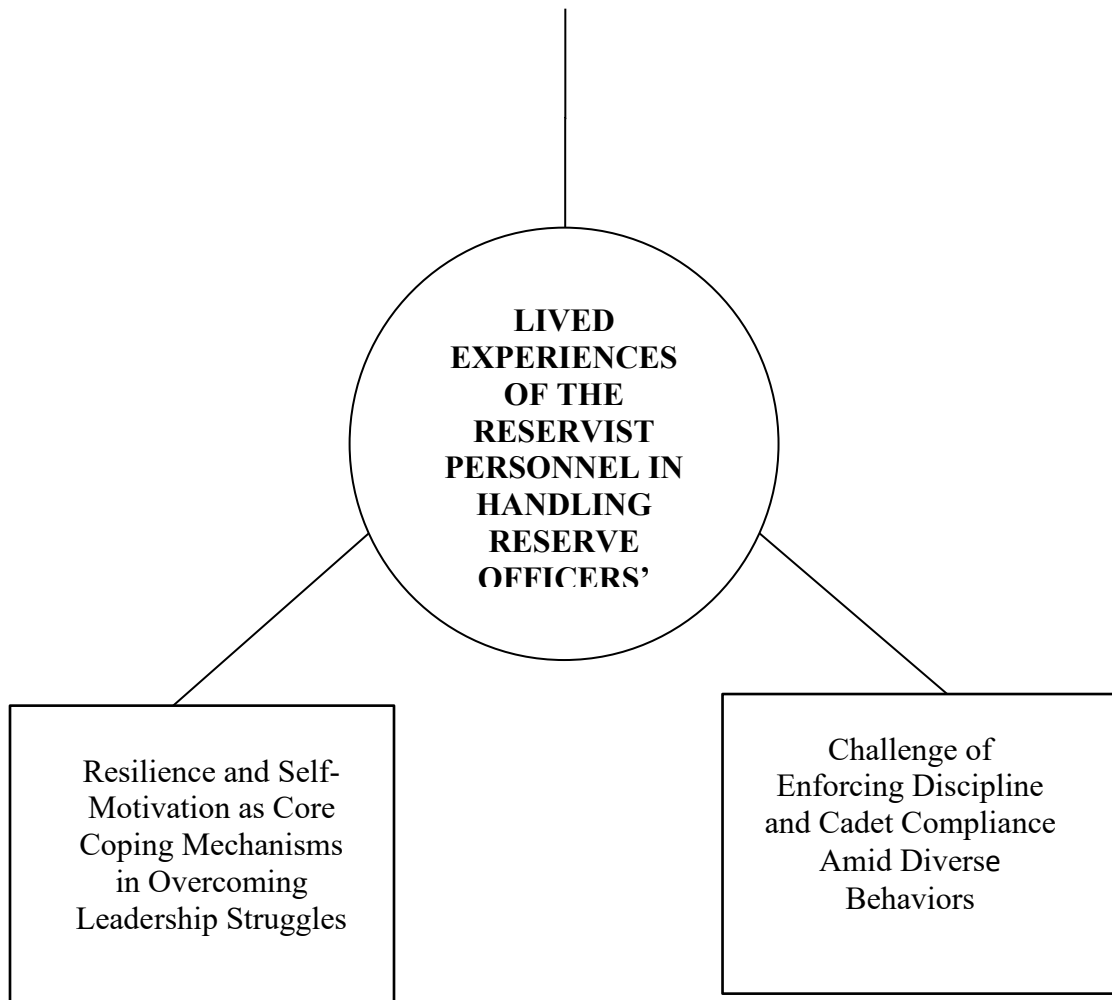


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study explored the experiences of reservists in handling Reserve Officers' Training Corps (ROTC) cadets to understand their leadership approaches, challenges, and contributions to cadet development. It aimed to examine how reservists apply discipline, guidance, and leadership strategies in fostering the personal and professional growth of cadets. Specifically, this study aimed to:

1. Examine the lived experiences of reservists in handling and managing ROTC cadets;
2. Explore the challenges encountered by reservists in supervising and guiding cadets during ROTC activities; and
3. Determine the coping mechanisms of reservists in handling struggles while handling ROTC cadets.

Significance of the Study

This study holds significant value for ROTC cadets, instructors, educational institutions, researchers, and society. It offers insights into the challenges and growth experiences of reserve officers in developing leadership skills, helping cadets understand common obstacles and effective strategies for personal and professional growth. For ROTC educators, the findings emphasize instructional and mentorship practices that enhance leadership training. Overall, this study enriches existing knowledge on military leadership, resilience, and transformation, highlighting how ROTC programs produce disciplined, responsible, and empathetic leaders who contribute to national progress and community well-being.

RESEARCH METHODOLOGY

Design

This research utilized a phenomenological study, a qualitative research method used to explore, understand, and analyze a specific instance, individual, group, organization, or event in depth and within its real-life context. To explore the lived experiences of advanced ROTC officers as they develop their leadership skills. Grounded as a phenomenological study, the study uncovered the essence of these officers' experiences, focusing on the challenges, transformations, and growth they undergo throughout their training. The research examined how ROTC programs foster key leadership qualities such as discipline, resilience, and teamwork, while also delving into the emotional and psychological dimensions of their leadership development. The goal was to provide a deeper understanding of how advanced ROTC officers navigated their leadership journeys and the factors that shaped their readiness for future leadership roles.

Setting

This study was conducted in one of the higher educational institution in Misamis Occidental, Philippines. A dynamic and developing region in Northern Mindanao, provides a relevant context for exploring the unique challenges and experiences of ROTC officers in their leadership development. The research focused on the lived experiences of these advanced officers, examining how their ROTC training shapes their leadership skills, emotional resilience, and personal growth. By conducting the study in this specific location, the research seeks to understand how the local community dynamics, social support systems, and available resources in Region 10 influence the leadership development of ROTC officers. This setting provides a deeper insight into how the ROTC

program in this region contributes to shaping the leadership abilities of future officers within both local and broader contexts.

Participants

The number of participants were eight (8) ROTC officers determined by data saturation and purposive sampling. The selection of participants was based on the inclusion criteria: (1) Reservist of ROTC (2) serving 6 months (3) willingness to share their leadership experiences.

Instrument

The data-gathering instrument for this study was an interview guide. The interview guide consisted of three sections. Questions were open-ended to encourage detailed, thoughtful responses and avoided leading or biased phrasing. Topics were grouped into themes such as background, experiences, behaviors, perceptions, and challenges to help organize the interview flow.

The first section included demographic questions such as age, academic background, and the duration of time the participant had spent in the advanced ROTC program. The second section focused on the lived experiences of the advanced ROTC officers, exploring their development of leadership skills, emotional resilience, and the personal challenges they encountered during their training. The third section addressed the coping strategies, sources of motivation, and support mechanisms that helped the officers manage their training and enhance their leadership abilities.

To ensure the collection of rich and nuanced data, face-to-face, in-depth interviews were conducted. The interview guide was reviewed by the College Research Committee to

ensure that it aligned with ethical standards and safeguarded the rights and well-being of the participants throughout the research process.

Data Gathering Procedure

Before conducting the interviews, the researcher obtained permission from the Dean of the College to carry out the study at the university and will submit a request letter to the local authorities for approval. The researcher then identified potential participants among advanced ROTC officers and provides them with comprehensive information about the study's purpose and the interview process. Informed consent obtained from each participant, ensuring that they voluntarily agree to participate and fully understand the study's objectives. Ethical considerations carefully addressed, and the College Research Committee reviewed the research protocol to ensure compliance with ethical guidelines.

During the interviews, the researcher used a voice recorder and take detailed notes to ensure the accuracy and completeness of the participants' responses. These methods helped maintain the integrity and reliability of the data. Participants assured that their responses will remain confidential, with measures in place to protect their privacy and anonymity throughout the study. In alignment with ethical standards, the researcher adhered to the guidelines set forth by Republic Act No. 10173, the "Data Privacy Act of 2012," to ensure the privacy and security of the participants' personal information and data throughout the research process.

Ethical Considerations

Throughout the research process, strict adherence to ethical guidelines was maintained. Prior to beginning data collection, the College Research Committee approved the study, and the researcher completed all required ethics-related forms to ensure the research adhered to ethical standards and safeguarded the rights and well-being of the participants.

An Informed Consent Form was provided to each participant during the data collection phase, ensuring that they voluntarily sign it as a confirmation of their participation in the study. The purpose and objectives of the study were clearly communicated, emphasizing that the participants' identities would remain confidential and that their anonymity would be preserved throughout the research process. The in-depth, face-to-face interviews were conducted in private settings chosen by the participants to ensure their comfort and privacy. After the interviews, any recorded data were transcribed, and the original recordings were deleted immediately to protect participants' privacy.

Data Analysis

In this study, Moustakas' (1994) data analysis technique of phenomenological reduction was employed to analyze the lived experiences of advanced ROTC officers in their leadership growth. The process involved several key steps: (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing; To reduce the influence of preconceived notions and biases, the researcher used bracketing, also known as epoch, to suspend any personal judgments. This facilitated a deeper, unbiased inquiry into the officers' experiences in leadership development. During the topic selection, participant identification, and interviews, the

researcher consciously set aside personal assumptions to ensure that the study remained focused on the authentic experiences of the advanced ROTC officers. Bracketing allowed for open-ended questions that encouraged participants to freely express their leadership development journeys without being influenced by the researcher's expectations.

Horizontalization; in this step, the researcher systematically analyzed the officers' responses by listing all relevant verbatim expressions from the interviews. Each statement was treated with equal value, while irrelevant, repetitive, or off-topic statements were discarded. The remaining statements, referred to as "horizons," highlighted the meaningful aspects of the officers' lived experiences, focusing on the challenges, emotional resilience, and leadership transformations they encountered during their ROTC training.

Clustering into Themes; Once the horizons were identified, the researcher grouped the data into central themes that captured the essence of the officers' experiences. The data were reduced to invariant horizons—key themes that reflected the most significant leadership growth experiences, emotional resilience, and personal development. These themes were grouped to form cohesive "textural language," representing the emotional, social, and psychological challenges the ROTC officers faced during their training.

Textural Description; The textural description focused on the "what" of the ROTC officers' experiences. The researcher used verbatim excerpts to form meaning units that encapsulated the essence of the officers' lived realities as they navigated their leadership growth. These meaning units were organized within the identified themes to provide a rich, nuanced understanding of their leadership development, including the challenges and emotional resilience involved.

Structural Description; The structural description explored the “how” of the officers’ leadership development. This step involved identifying the underlying structures and contexts, such as the emotional, social, and psychological factors that influenced their leadership growth during ROTC training. The goal was to capture the dynamic processes and conditions that shaped their leadership abilities.

Textural-Structural Synthesis; The final step involved synthesizing the meaning units and descriptions from both the textural and structural analyses. This synthesis created a comprehensive narrative that presented a holistic understanding of the advanced ROTC officers’ leadership growth. By combining the textural and structural elements, the researcher captured the essence of their experiences, shedding light on the complexities of leadership development, the challenges they faced, and the transformations they underwent during their training.

The study participants’ responses were analyzed using NVivo software to assist in organizing and identifying the final themes, ensuring a structured and systematic analysis of the data. NVivo helped the researcher identify key patterns, relationships, and themes in the data, leading to a deeper understanding of the leadership growth of advanced ROTC officers.

RESULTS AND DISCUSSION

This section presents the major themes from the data on leadership development and challenges among ROTC reservists. The findings focus on how mentorship,

responsibility, and experiential learning help build leadership skills in training settings. It also looks at the difficulties reservists face when enforcing discipline and managing cadet behavior, and how these situations affect their leadership methods. Additionally, the section emphasizes the importance of resilience and self-motivation as key coping strategies that help reservists carry out their leadership roles effectively.

Leadership Development through Mentorship, Responsibility and Experiential Learning

This theme deals with the development of leadership through a combination of mentorship, responsibility, and experiential learning in ROTC. It highlights that leadership can be learned not only through knowledge but also through mentorship and experiences. Mentorship plays a vital role in providing guidance to individuals to gain confidence in leadership values. In addition, responsibility plays a vital role in developing accountability in reservists, which enables them to lead others effectively. Experiential learning plays a significant role in reinforcing leadership development in reservists since they get to practice what they have learned in real life.

Leadership development in the ROTC program is a dynamic and continuous process shaped by mentorship, responsibility, and hands-on learning experiences (Gagnon, 2024; Buckley et al., 2025). Through the guidance of instructors and senior officers, reservists receive valuable insights, constructive feedback, and positive role models that help shape their leadership values, attitudes, and decision-making styles. Mentorship provides not only technical knowledge but also moral and emotional support, all reservists to learn from real-life experiences and leadership examples within the m structure (Orlowsky, 2022; Zemmer, 2024).

“Now, I can stand in front of a formation of cadets, give commands, and issue orders with a confident and steady tone.” (R1)

“Leadership is about staying composed, thinking clearly, and making choices that benefit the team.” (R6)

The statements point out that the development of leadership in ROTC reservists revolves around the process of building confidence, composure, and good judgment skills. According to R1, being a leader means acquiring the confidence required to give commands while standing in front of the formation in a clear way. On the other hand, according to R6, a leader should be able to remain calm, think and make decisions that would work in the best interest of the whole team. Therefore, based on the statements presented above, one can state that leadership entails much more than just exercising authority since it is a process that revolves around confidence, composure, and responsibility.

Mentorship is key in developing leaders among ROTC reservists as it helps shape their personalities and behavior through good advice and proper guidance from their mentors. With the assistance of instructors and other senior officials, the cadets get to develop essential values like discipline, integrity, and perseverance. Mentoring also aids ROTC reservists in developing self-confidence and enhancing their decision-making abilities under difficult conditions. It provides an understanding of the expectations and roles of being a leader.

“Through their mentorship, I realized the value of discipline, integrity, and perseverance.” R3

*“My instructors and mentors have played a huge role in shaping me as a leader.”
R6*

“Their influence has inspired me to become a transformational leader.” R4

These statements point out the significance of mentorship in ensuring the development of leadership qualities among the ROTC reservists through inculcating fundamental values and self-development. According to R3, mentoring assisted them in understanding the significance of discipline, integrity, and determination, which are key attributes in any good leader. In addition, according to R6, their instructors and mentors have had a significant contribution towards their leadership qualities, indicating that mentorship is an important factor in developing one's leadership potential. Moreover, according to R4, this kind of mentorship motivated them to be a transformational leader, implying that mentorship not only helps in nurturing skills but also helps to develop leadership perspectives and aspirations.

Responsibility is another key component of developing leadership qualities in ROTC reservists. This is because it instills discipline in the cadets. Whenever they are entrusted with leadership positions, they are supposed to be responsible for everything that happens. Through responsibility, cadets get the chance to acquire the necessary skills needed for effective leadership and task management. They become dependable people ready to face the realities of life.

“They helped me build confidence, make better decisions, and understand what true responsibility means.”R8

“These experiences are important because they prepare me to take responsibility, guide a team effectively, and handle real-life challenges where leadership is required”R3

These statements indicate that responsibility is a critical element in developing leadership qualities in the ROTC reservists, as it promotes self-accountability and leadership skills. As indicated R8, they have gained an opportunity to develop self-

confidence, decision-making skills, and gain an understanding of what responsibility entails. They explain that it contributes towards shaping their behavior and mental attitude towards life. In addition, R3 also explains that they are well-equipped with the necessary leadership skills through their experiences in taking responsibility, guiding a team, and facing the challenges of leadership. From these findings, it can be concluded that responsibility involves the process of developing the required knowledge and confidence in leading other people in challenging situations.

Experiential learning is necessary for building leadership skills because it lets cadets use what they learn in class in real-life situations and hands-on training. Drills and field leadership evaluations are two examples of activities that give people a chance to practice being a leader in tough and changing situations. Experiential learning is one of the major considerations when it comes to the development of ROTC leadership. With the help of drills, field training, and leadership assessments, cadets will be able to put their knowledge into practice. In addition, such exercises allow the development of essential traits such as discipline, cooperation, flexibility, and decision making. Moreover, experiential learning helps cadets feel more confident because they have to deal with challenges that are not easy to solve.

“It prepares me for the future leadership roles by providing hands-on experience in commanding and managing teams and time.” R8

‘Through various training exercises, especially during drills and field leadership evaluations, I’ve developed essential leadership skills such as discipline, teamwork, and decision-making.’ R4

The statements illustrate that learning by experience is a critical aspect in the development of leadership abilities among the ROTC reservists due to its practical

approach, which allows people to apply their knowledge in practice. For example, R8 stated that these kinds of activities are important because they help get ready for future positions, which requires commanding and controlling groups. Moreover, R4 argued that through participating in trainings, drills, and field evaluations, one gains experience and develops skills including discipline, cooperation, and making decisions. Thus, according to both respondents, learning through experience is important as it helps develop competence and confidence.

Leadership development gets stronger through guided mentorship, growing responsibility, and ongoing hands-on learning in the training environment (Miao & Nduneseokwu, 2025; Rodríguez et al., 2021). Experienced leaders offer direction, support, and helpful feedback that aid individuals in improving their leadership skills and building confidence (Kouzes & Posner, 2024). As responsibilities grow, leaders learn to manage teams, make good decisions under pressure, and take responsibility for their actions and results (Goldsby et al., 2020; Tannenbaum et al., 2021). Practical training activities, like drills, evaluations, and real-time leadership tasks, act as important learning platforms where theoretical knowledge is used in real situations. These experiences together build self-discipline, character, and adaptability, enhancing overall leadership ability (Spohrer, 2024; Aziz et al., 2024).

The relevance of the study being carried out arises from the fact that it enables a more in-depth investigation into the development of leadership skills that are being shaped through mentorship, accountability, and experiential learning. Based on an investigation of the experiences of the reservists, it is observed that the development of skilled leaders requires the application of directed learning, hands-on experience, and accountability.

Therefore, it may prove to have relevance to the development of leadership skills within quasi-military settings. Furthermore, it may serve to have importance to other researchers who feel the need to investigate experiential learning theories of character development.

The research shows that mentorship together with assigned duties and hands-on learning experiences can successfully develop leadership abilities. The research results demonstrate that leadership development through mentorship and assigned responsibilities and hands-on learning experiences directly support the Theory of Transformational Leadership. The mentoring relationship between instructors and senior officers enables them to create role models who deliver personal support to reservists because their mentors model behavior which shapes future leaders. The ROTC program uses structured experiences to help reservators develop their confidence and accountability and their ability to make ethical decisions because transformational leadership processes exist within the program. The results show that ROTC leadership formation develops essential skills which transform students into dedicated leaders who take responsibility for their purpose in life.

The results implied that training programs for leaders should still place emphasis on mentoring, responsibility, and experiential education as the basis of developing leaders. Improvements in the quality of mentor-mentee relationships and increased access to real-world leadership experience may result in improved decision-making abilities, responsibility, and confidence in the trainees. It can also be noted that the inclusion of practices related to reflection and peer-teaching exercises can add to the development of character and effectiveness in leaders. For organizations involved in the execution of programs that offer leaders, the implications of the study can additionally show the way to

the development of flexible, responsible, and competent leaders in all sectors of an organization.

Challenge of Enforcing Discipline and Cadet Compliance Amid Diverse Behaviors

This theme reveals the difficulties reservists experience when attempting to maintain discipline, authority, and compliance among ROTC cadets who exhibit resistance, disobedience, or varying attitudes and behaviors during training activities (Wongngamdee, 2024; Stone, 2022). Their accounts show that leadership in the ROTC context extends beyond simply exercising authority; reservist officers must continuously adjust their leadership approaches to manage diverse personalities while still promoting unity, teamwork, and respect within the group (Massey, 2023; Longoria, 2025). The challenge becomes more pronounced when some cadets display low motivation, limited discipline, or poor responsiveness compared to their peers, which can disrupt training flow and affect group morale (Centola, 2025; Malone, 2022).

Reservists shared that one of the challenges they have met in the process of overseeing cadets related to achieving the right balance between the use of authority and being highly accessible as leaders (Jackson, 2021; Yaya, 2021). They have stated that working with cadets having varied personality traits, attitudes, and motivational levels is demanding and even frustrating, but also presents significant and valuable leadership challenges for them to learn and develop through such experiences as those involving cadets showing disobedience and lack of discipline. As the reservists have learned through such experiences, the use of authority and gaining the submission of cadets are not the determinants of discipline and submission, but gaining respect as competent, honest, and consistent leaders through actions and performance (Malone, 2022; Massey, 2023).

In such situations, leaders are required to strike a careful balance between firmness and approachability, ensuring that rules are enforced consistently while also understanding the underlying reasons behind cadet behavior (Barnett, 2021; Wilson, 2024). Fairness and empathy play a critical role in sustaining respect and cooperation, as overly rigid enforcement may lead to resentment, while excessive leniency can weaken authority (Carvacho et al., 2025). Overall, the struggle to enforce discipline reflects the personal and professional pressures faced by reservists as they navigate issues of obedience, respect, and accountability, while striving to maintain order, cohesion, and a positive training environment within ROTC activities (Griffin, 2023; Kelley et al., 2023).

Several participants explained the difficulties they had faced in terms of self-discipline and good leadership skills among ROTC members. According to R2, at first, it was perceived that one type of leadership could be used for all people; however, it was discovered that adjustments needed to be made according to personality. R6 mentioned the problem of how to be stern yet likable when working with cadets. R7 stated that respect should be earned with competence and character rather than being popular. R1 said that how a leader reacts to insubordination might affect the level of discipline in the group.

“At first, I used to believe that one leadership style could work for everyone, but I quickly learned that leadership is not one-size-fits-all.” (R2)

“A big obstacle I faced was learning how to balance being strict with being approachable.” (R6)

“I learned that respect is earned through competence and integrity, not popularity.” (R7)

“One of the challenges I faced was transitioning my leadership approach from military settings to more civilian or academic environments.” (R4)

“How a leader responds to disobedience can greatly affect the overall discipline of the unit.” (R1)

“The fear of making mistakes, especially in front of peers or instructors, can make it harder to step up and lead.” (R3)

The theme also depicts how the challenge of enforcing discipline makes reservists continuously adopt and readjust their leadership strategies in relation to the behavior and responsiveness of the cadets they supervise. They often have to deal with situations where some cadets are cooperative and disciplined, others resistant, unmotivated, or holding different attitudes toward authority (Barber, 2022; Mulvaney, 2022). In that respect, reservists learn to apply different approaches—firm and directive on some occasions and supportive and understanding on others—to maintain order and preclude possible disciplinary issues from negatively affecting group cohesion. These experiences show that leading in ROTC is not about giving orders but about managing behavioral diversity, conflict, and respect in a structured training environment (Massey, 2023; Chico, 2021)

In addition, this particular study is also important in the sense that it offers empirical information on the actual leadership experiences encountered by individuals in the reserves. In other words, it offers a better understanding with respect to how experiences involving the enforcement of discipline among cadets, conflict between cadets, and related issues impact leadership competency. In this respect, the particular study is one that contributes to the scant literature presently available on the development of ROTC leaders from a qualitative perspective and could count as a useful resource in the development of more effective training models that focus on emotional intelligence, adaptive leadership, and making ethical decisions.

The research results which show the difficulties of maintaining discipline and cadet discipline show diverse behavior patterns together with Hersey and Blanchard's Situational Leadership Theory because this theory states that leaders must adjust their leadership

techniques according to the readiness and maturity stages of their followers. The experiences of reservists demonstrate that leaders need to use multiple leadership methods because they must adjust their directorial and coaching and supportive styles according to the motivation and discipline and responsiveness of each individual cadet. Leaders need to establish strict boundaries which they must enforce while creating an atmosphere which makes their team members feel safe to share their thoughts because personnel need to feel secure during their performance evaluations. The findings of this study demonstrate that SLT fundamental principle which states that adaptive leadership enables leaders to lead effectively while helping their followers grow works within complex ROTC environments.

The implications of the above findings reside in proving the point that the issues affecting the reservists in dealing with the cadets influence the reservists in a crucial manner with regards to the development of leadership skills and disciplinary traits. The experiences with disobedience, personality clashes, and issues of compliance help the reservists develop more emotional intelligence and familiarity with decision-making. The bad implications related to the process of leadership development of the reservists imply a lack of appropriate training at the present state. Improving the said aspects would be a positive point for the reservists to deal with discipline effectively while creating a pleasant and efficient training environment for the cadets.

Resilience and Self-Motivation as Core Coping Mechanisms in Overcoming Leadership Struggles

This theme highlights how reservists address challenges related to managing and leading ROTC cadets by drawing on personal resilience, self-motivation, and a strong sense of purpose (Malone, 2022; Smith, 2022). Their experiences reveal that they have

learned to derive strength from formal training, institutional principles, guidance from superiors, and personal consultations, which help them continue fulfilling their leadership responsibilities despite stress, pressure, and recurring setbacks encountered in working with ROTC cadets (Barry, 2024; Bonadonna, 2020; Castaneda, 2020). Through these experiences, reservists gradually develop the ability to remain composed, adaptable, and solution-oriented when faced with difficult situations or resistance from those they lead (Sethi, 2024; Skene, 2023).

Reservists described how they use self-reflection as a process of recognizing vulnerabilities and setting goals for improvement, which keeps them motivated (Karwat, 2020; Griffith & Ben, 2021). Reservists also conveyed how they cope with leadership challenges by remembering what drives them within the ROTC experience, considering challenges as an avenue for growth and improvement as leaders (Looser, 2024). Reservists described how they also learn from past ROTC experiences, reflecting upon guidance leaders within these programs to use as a source of motivation when struggling with leadership issues.

Moreover, this theme emphasizes that resilience allows reservists to recover from mistakes and challenges, while self-motivation sustains their commitment to leadership even in demanding circumstances (Biggs, 2021; Harper, 2022). These coping mechanisms enable them to maintain confidence, discipline, and accountability, which are essential qualities in guiding and influencing cadets effectively. Overall, the theme underscores that resilience and self-motivation are not only personal strengths but also essential leadership competencies that empower reservists to rise above challenges and perform their roles effectively in managing and mentoring ROTC cadets (Irizarry, 2020; Parilla & Wills,

2021). The reservists conveyed how, when they face challenges or become disillusioned with leading cadets, they cope with these struggles by looking within themselves, reflecting upon their experience and individual purpose within ROTC (Gagnon, 2024; Clark, 2023).

The participants provided insights into how they handle leadership issues in ROTC through self-reflection, resilience, and self-motivation. According to R8, they always engage in self-reflection, identifying areas where they need to improve themselves and set achievable goals. Similarly, R1 reported drawing inspiration from past training, experiences, and mentorship from others whenever they encountered difficult situations. R6 also noted that struggling helped them to grow and that making mistakes was an opportunity for learning, while R7 added that improving constantly was an important aspect of leadership. R4 stated that remaining committed to achieving future goals together with peers and mentors was a crucial factor, while R5 said ROTC training was their coping mechanism in many ways.

“I prioritize self-reflection, identifying areas for improvement and setting specific goals.” (R8)

“When I face challenges or difficulties, I think back to my training the lessons I’ve learned, the experiences I’ve gone through, and the people who guided me along the way.” (R1)

Working through those struggles made me stronger and taught me not to be afraid of failure, because every mistake can turn into a lesson.” (R6)

“I focused on the process of continuous improvement, understanding that leadership is a journey, not a destination.” (R7)

“Despite these challenges, I stayed focused on my long-term goals and leaned heavily on peer support and mentorship.” (R4)

“This training is not just for fun and games it has become my coping mechanism in all aspects of life.” (R5)

In addition to showing the theme of the reliance of reservists on their internal strength and motivational driving forces, the theme also reveals the importance of the mindset of the reservists as part of the coping process, where instead of regarding errors, tiredness, and emotional pressures as challenges, the reservists learn to view them as valuable learning experiences through which they develop themselves and enhance their leadership identity as part of their journey as leaders in order to develop those skills through perseverance even in difficult circumstances such as working with uncooperative cadets, juggling different responsibilities, and battling self-doubts as part of their journey as leaders (Corlett & McConnachie, 2021; Mann & Brinkley, 2021).

The importance of these findings is not just about their significance to the study but is generally important in that it highlights the crucial element these individuals exhibit that contributes to their overall effectiveness as leaders even under emotionally, physically, and relationally trying circumstances within their roles as leaders for cadets. Unfortunately, even with these findings, it appears that the theme is one that resonates well with the existing literature available on the need for leadership development to include wholesome efforts not just for efficiency but for overall effectiveness. Nonetheless, it is true that by recognizing the significance of developing the elements these individuals exhibit, it is possible to ensure that these individuals can continue to be capable leaders even under trying circumstances.

The research shows that resilience and self-motivation function as essential coping abilities which directly support the Theory of Transformational Leadership because this theory shows how leaders use their inner strength to create positive change through their ability to motivate others and maintain their vision. The idealized influence and

inspirational motivation of reservists stems from their use of self-reflection and personal purpose and continuous improvement because these practices enable them to display discipline and perseverance and dedication during high-pressure situations which increases their leadership credibility. The research findings demonstrate that resilience and self-motivation serve as coping mechanisms but also act as transformational traits which help ROTC leaders maintain their authority and inspire others while successfully managing challenging training situations.

These results also imply that leadership development tools, especially in the ROTC, need to be integrated with methods that enhance key attributes such as resilience, self-motivation, and emotional intelligence. Beyond traditional physical training, ROTC programs should intentionally incorporate activities that encourage personal reflection, emotional awareness, and adaptive thinking. Techniques that promote reservists to think reflectively, manage stress effectively, and engage in mentorship relationships can help them develop healthier coping mechanisms and sound decision-making skills. Having mentors to guide reservists through challenges allows them to better understand their strengths, address weaknesses, and respond appropriately to emotionally taxing situations. Ultimately, reserve forces would be able to perform leadership tasks more effectively if ROTC leadership tools provided comprehensive support systems that not only emphasize physical preparedness but also strengthen mental resilience, emotional stability, and interpersonal relationships essential for effective leadership.

CONCLUSION AND RECOMMENDATION

The ROTC program is key in shaping the leadership skills of reservists by instilling discipline, responsibility, confidence, and resilience. Through structured training and mentorship, cadets learn to manage responsibilities, make decisions under pressure, and face challenging situations. Mentors and peers act as role models, offering guidance and reinforcing values like integrity, loyalty, and accountability. These experiences help cadets internalize leadership principles and apply them in both military and everyday situations.

ROTC produces leaders who are skilled, reliable, principled, and capable of inspiring trust in others.

To improve leadership development, ROTC programs may keep emphasizing structured mentorship and hands-on leadership experiences. Activities that mimic real-world decision-making under pressure can boost adaptability and confidence. Regular feedback and reflective practices should be included to help cadets learn from mistakes and improve their skills. Encouraging peer support and teamwork will promote accountability and build resilience. By combining these strategies, cadets can effectively use discipline, responsibility, and ethical leadership in both professional and personal settings.

Moreover, this research recommends that the ROTC institutions could continually improve their leadership development programs by focusing on the psychological preparedness and values-based leadership aspects of the ROTC members. Moreover, the opportunity for self-reflection and feedback can be an added benefit in strengthening the leadership competencies required by the ROTC members for dealing with the diverse cadet behaviors and difficult leadership situations. The ROTC institutions can thus provide the ROTC members with the necessary tools for the well-rounded development of the ROTC members by making them competent in handling leadership positions in the military as well as other fields.

In addition, reservists need to engage in self-directed learning while they seek mentorship and practice resilience and adaptability in different situations to develop their personal leadership skills. The Armed Forces of the Philippines (AFP) and ROTC institutions should establish comprehensive programs that teach emotional intelligence and stress management and situational leadership training to help their cadets become better

leaders. The institutions should implement longitudinal tracking of cadet development to measure the lasting effects of leadership training and mentorship programs. Future researchers should study how transformational leadership and situational leadership work together in ROTC environments while investigating how psychological readiness and coping strategies affect leadership performance to improve leadership development programs.

DECLARATION OF THE USE OF AI TOOLS

We recognize the utilization of ChatPDF [<https://www.chatpdf.com/>] in assisting with the Background of the study.

We provided the following prompt: “Generate a topic outline list for this study, ranging from general to specific.”

We utilized the output as a foundation for crafting the introduction.

We recognize the role of Grammarly in assisting with the review of the entire document for spelling, grammar, spacing, and sentence structure.

We provided the subsequent prompt: “Enhance the clarity, accuracy, and brevity of this research.”

We applied the findings to correct the language and expressions, and revised the text to enhance the overall paper

We recognize the use of ChatGPT [<https://chat.openai.com/>] to assist in the creation of the Significance and Theoretical Framework of the study.

We provided the prompts: “Generate 5 significance of the study” and “Develop 2 theories applicable to this research.”

We utilized the results to create ideas for the significance of the study and theoretical framework.

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APPENDIX A

INTERVIEW PROTOCOL

Introduction:

1. Introduce self and the purpose of the study.
2. Collections related to the focus of the study.
3. Obtain their consent with assurance of confidentiality.
4. Plan and explain the interview structure, including audio recording and note-taking.
5. Ask if the participant has questions at this point.
6. Test the equipment for recording audio so that it is actually functioning before the interview
7. Establish comfort and readiness to continue with the interview.

Opening Questions

1. What are your experiences in the ROTC program? What leadership skills have you gained so far, and how do you think these will help you in your future career.
2. In your ROTC training, have there been moments where you struggle with developing leadership qualities? How did you work through those challenges?

Core Questions

1. How would you describe your leadership development in ROTC? What specific skills or techniques have been most impactful for you, and why do you think these are important for your future?
2. Have you encountered any difficulties in developing leadership skills during your ROTC training? Can you identify any specific challenges or obstacles, and how did you overcome them?

3. What challenges does ROTC reservist face in developing leadership abilities?
Do you feel there are aspects of ROTC training that make it difficult to build these skills, and how do these challenges affect your training?
4. In what ways have ROTC instructors and mentors influenced your leadership skills? How would you describe their role in helping you grow as a leader?
5. On a personal level, how has ROTC influenced your growth in terms of self-discipline and personal development? How do these qualities contribute to your leadership abilities?
6. Emotionally and psychologically, how do you feel about your leadership development in ROTC? Have your feelings about your leadership potential changed since you started?
7. When facing difficulties with leadership or personal growth in ROTC, how do you stay motivated and focused on improving?

Concluding Statements

1. Thank you for sharing your experiences and insights. Your contributions are very valuable to this study.
2. Would you be interested in receiving a summary or a copy of the study's results once it's completed?
3. If you have any further questions or concerns about the interview or study, feel free to reach out. Is there anything else you would like to clarify or discuss before we finish?

APPENDIX B

TRANSMITTAL LETTER



Misamis University
Ozamiz City
College of Criminology



August 23, 2025

Virgilio H. Onganiza, PhD
NSTP Director
H.T. Feliciano St, Ozamis, 7200
Ozamiz City, Misamis Occidental

Dear Dr. Onganiza;

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, *"A Case Study on Reservists in Handling Reserve Officers' Training Corps Cadets"* as a requirement for the course Criminological Research.

In this regard, we humbly request your good office to allow us to conduct face-to-face interviews with the ROTC Reservists officers under your headquarter. Be assured that informed consent will be secured from the participants before the actual interview and the data to be gathered will be used solely for research purposes.

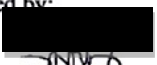
Your approval of this request will contribute to the success of our educational endeavors. For inquiry, you may contact us on this number 09454658086

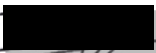
God bless and more power.

Respectfully yours,


JANBA JANE Y. ANDOY
Group Leader

Noted by:


MARKDY Y. ORONG, DIT
Instructor


JOSE F. CUEVAS JR., PhD
College Dean

Approved by:


VIRGILIO H. ONGANIZA, PhD
NSTP Director

APPENDIX C

TRANSCRIPT OF THE INTERVIEW

Reservist 1

As a child, I was always quiet and shy. I rarely spoke up or raised my voice, and I often struggled with confidence when it came to expressing myself in front of others. However, my experiences in ROTC have had a significant impact on my personal growth. Through training, leadership opportunities, and hands-on experience, I have developed a stronger sense of confidence and presence. I've learned how to speak with authority, clarity, and purpose. Now, I can stand in front of a formation of cadets, give commands, and issue orders with a confident and steady tone—something I never imagined myself doing before. ROTC has truly helped me come out of my shell and find my voice. As I've mentioned, I used to be a quiet and reserved child, and at first, it was a real struggle for me to adapt to the ROTC lifestyle. I lacked the confidence to raise my voice and assert myself as a leader. Speaking in front of others, especially in a commanding role, felt intimidating and unfamiliar. However, through consistent training and the opportunity to lead cadets, I gradually developed the skills I once lacked. Over time, I found my voice, built my confidence, and became someone who can lead with authority and purpose. ROTC has played a major role in shaping me into the person I am today. I would say that my development was gradual and slow at first, but over time, I was able to learn and grow through my experiences especially through teaching and leading cadets. By stepping into a leadership role, I learned how to improve my speaking skills, becoming more confident and effective in how I communicate. These skills are not only valuable within ROTC, but I believe they will be essential in my future career as a law enforcement officer. In that field, strong communication is crucial not just for giving instructions, but for building trust and effectively engaging with the community. The ability to speak clearly, confidently, and respectfully is something I've developed through ROTC, and it's something I'll carry with me into my professional life. The greatest obstacle I faced was my nature as a quiet and reserved child. It took time and effort to overcome these qualities and work on improving myself. Growing up, I rarely spoke up and had no experience in commanding others or giving orders. Leadership felt completely out of reach for me. However, my time in ROTC has helped me develop the confidence and communication skills necessary to lead. Through training and hands-on experience, I've learned how to give clear commands, take initiative, and speak with authority skills I never imagined I would have. ROTC played a major role in helping me grow beyond my quiet nature and step into leadership. I think the biggest challenge I've faced as a leader is commanding cadets who are unwilling to follow orders those who are difficult to manage and tend to disobey commands. Dealing with this kind of behavior can be frustrating, but it is a true test of leadership. However, there are effective ways to handle such situations, including proper disciplinary measures and

applying leadership skills that encourage respect and cooperation. How a leader responds to disobedience can greatly affect the overall discipline of the unit. If one cadet disobeys and it goes unchecked, it can set a precedent and potentially spread throughout the group, undermining authority and cohesion. That's why it's essential to lead with firmness, fairness, and consistency. I owe a great deal of respect to my senior instructors and mentors, as they played a crucial role in shaping me into the person I am today. They encouraged me to continue with the training, even during difficult moments, and taught me the proper ways of giving and executing commands. Their guidance, support, and example have had a lasting impact on me. I believe they have greatly influenced my growth, not only as a person but also in my journey toward becoming an advanced ROTC officer. I believe that ROTC training has greatly improved and developed my discipline. Before the training, I lacked self-discipline I would sleep whenever I wanted, eat whatever I liked, and follow no real structure in my daily life. However, through ROTC, I have not only trained my body but also shaped my mindset to become more disciplined and responsible. I've learned to follow instructions even when no seniors are around to supervise, and I've developed the habit of doing the right thing consistently. This discipline has had a positive impact on many aspects of my life, particularly in terms of my health how I eat, how I manage my time, and how I take care of myself. I believe these habits are not only beneficial physically, but also greatly contribute to my mental well-being. Yes, I believe that throughout the course of my training, my leadership skills have significantly improved and developed. I have learned how to lead effectively, even in situations where people may be unwilling to follow at first. I've discovered various strategies to encourage compliance and cooperation, and I've been successful in carrying out the tasks assigned to me. For example, during the theoretical examinations, I realized that leadership requires not only authority, but also a great deal of interpersonal and communication skills. Guiding others to understand and retain what they need to learn demands patience, empathy, and the ability to motivate—qualities I have honed through experience. When I face challenges or difficulties, I think back to my training—the lessons I've learned, the experiences I've gone through, and the people who guided me along the way. I remember their words, the values they instilled in me, and the knowledge they shared. In those tough moments, I draw strength from what they taught me and apply those lessons to push through whatever obstacles I'm facing. Their influence reminds me that I am not alone in the struggle and that I have the tools, discipline, and mindset to overcome adversity.

Reservist 2

When it comes to experience I can describe my own experience, more like a climate change. Why? Because there's lots of unexpected occasions that I encounter as an individual, as I have said it more like a climate change we did have an insight on what's was going to happened but we didn't visualize the exact measurements on how we should prepare for it. So, this program has broadened my knowledge on how should I come up

with something. This ROTC Program has mold me, us, for the greater future that was ahead of us. Through this journey I'd encounter lots of changes not only in physical aspect but also on psychological, mental and spiritual. By these training, I gained something that even I didn't expect. With the help of ROTC Program, my perspective in life has change. There were lots of hardships, muscle pains, self-discipline, sweats, obstacles that I need to conquer and lots of patience, endurance, courage and it also challenged my will to survive. As for leadership skill I believe that Decision Making is the one that I gained and got attached to. As a leader I need to think critically, agile on making input and output decisions, I need to be precise, I need to know where should I stand for, what I'm fighting/aiming. Every movements, I should make an insignificant result that not only give me good results but also to those people who are with me. So, I strongly believes that every steps and decisions will serve as one of the fundamental core for my upbringing in the near future. There were lots of instances that I struggled, at the beginning I keep cheering myself that I can do it, if they can then I could also but somehow the reality is different from what I imagined, it only shows how brutal life was. Being in this program was like a battlefield, i need to sharpen my mind and body, every leadership skills that I learned I gain it through every soreness of my muscles, the pain, the responsibility, my dedication, my own belief and my resilience. there were times that I doubt my own capabilities, moments where I feel so low morale, nervousness and scary thoughts come and goes that somehow overlaps my own confidence. Before I gained those skills, I always remind myself that I need to know its different strengths and weaknesses before I teach this to someone else. Days, months and years has passed but here I am still continuing what I've been dreaming for. I conquer those struggles by believing that every sweats and pain that I experienced it reminds me that struggles and difficulties are meant for us to become stronger and braver. It also thanks to my fellow ROTC officers and those cadets that I bonded well, to my parents and especially to Him (God), they give me strength to achieve higher outcomes because I knew that they believed in me and their rooting for my journey. So, when I looked back at the past me who struggles, all I can say is that your stronger and I'm proud of you because you conquer every struggles and hardships. My leadership development in ROTC has been a steady and ongoing journey. It didn't happen overnight, and it wasn't easy—but it was worth every challenge. Over time, I've grown into someone who is more confident, responsible, and capable of guiding others. I've learned to be more aware of my surroundings, to think ahead, and to reflect on my decisions, especially when they affect the team. Among the many skills I've learned, the most impactful have been effective communication, discipline, and decision-making. Communication is essential because it allows me to lead clearly and confidently. I've realized that giving commands is one thing but making sure they're understood and executed properly is another. I've learned to listen actively and speak with purpose. Discipline has also been crucial in shaping me as a leader. Following rules, meeting expectations, and being consistent in my actions help build trust within the team. It's not just about obeying orders it's about being a role model and

showing others that you're reliable and committed. Decision-making is another key skill. In ROTC, situations often require quick and effective judgment. I've learned that sometimes, even if you're unsure, you need to make a choice and stand by it. These moments taught me accountability and the importance of analyzing both risks and outcomes. All these skills will be incredibly important in my future, whether I choose a military career or a different path. Leadership isn't limited to ROTC—it's a life skill that helps in every area, from career development to personal relationships. The habits and mindset I've developed in this program will stay with me for life. Yes, I've encountered several difficulties while developing my leadership skills in ROTC. One of the most challenging aspects was dealing with people who had different personalities, attitudes, and work ethics. As a leader, it's not always easy to get everyone on the same page, especially when individuals think or act in very different ways. At first, I found it hard to adapt. I used to believe that one leadership style could work for everyone, but I quickly learned that leadership is not one-size-fits-all. To overcome this, I practiced patience, and I made a conscious effort to listen more closely. I started observing how people responded to different forms of communication and motivation, and I adjusted my approach accordingly. Some needed firm guidance, while others responded better to encouragement and support. Another challenge I faced was managing my own emotions, especially under stress. I worked through this by developing better self-control and emotional intelligence. I learned that a good leader doesn't just react—they respond with intention. Through these challenges, I became more flexible, understanding, and open-minded. I realized that being an effective leader isn't just about giving orders—it's about building relationships and earning the respect of your team. ROTC reservists face several challenges when it comes to developing leadership skills. One of the biggest issues is time management. As reservists, we juggle academic responsibilities, personal commitments, and the demands of ROTC training. It can be overwhelming to try to excel in all areas at once, and the pressure can take a toll on your ability to focus and lead effectively. Another challenge is adapting to strict discipline and structure, especially for those who are new to the military environment. Learning to follow rules precisely while also thinking like a leader can be mentally exhausting at times. There's a fine balance between being a follower and stepping up as a leader, and finding that balance is not always easy. Stress also plays a big role. ROTC training pushes you to your physical and mental limits. The stress of expectations, drills, and leadership responsibilities can be intense, and if not managed properly, it can affect performance and confidence. However, these very challenges are what help shape us. They teach resilience, adaptability, and grit. The difficulties force us to grow, to stay disciplined even under pressure, and to push past our comfort zones. While the challenges are tough, they are also the reason why ROTC leadership training is so effective it prepares us for real-world pressure and high-stakes decision-making. ROTC instructors and mentors have greatly influenced my leadership skills by serving as role models. They don't just teach us drills and commands; they also show us how to lead with integrity, discipline, and

fairness. Their feedback whether in training exercises or personal guidance helped me see my strengths and areas that needed improvement. They also challenged me to step out of my comfort zone, giving me responsibilities that tested my decision-making and accountability. Because of their influence, I learned that leadership is not only about giving orders but also about inspiring trust and respect from those you lead. On a personal level, ROTC has shaped me into a more disciplined and responsible individual. The program demands punctuality, commitment, and consistency, which forced me to build habits that also apply in my daily life. I learned to manage my time wisely, control my emotions, and stay committed even when tasks become difficult. These qualities contribute directly to my leadership abilities because a leader must be an example to others. By becoming more disciplined and improving my personal character, I feel more capable of guiding others and setting a positive standard within the team. Emotionally and psychologically, my journey in ROTC has been transformative. At first, I doubted my leadership potential and sometimes felt anxious about handling responsibilities. Over time, through training, experience, and guidance from mentors, I became more confident and secure in my abilities. I now see myself as someone capable of leading others with both strength and empathy. My mindset has shifted from self-doubt to self-belief, and I understand that mistakes are part of growth. This change has strengthened my resilience, allowing me to face challenges with a clearer and more positive outlook. When I face difficulties with leadership or personal growth in ROTC, I stay motivated by focusing on my goals and reminding myself why I joined the program in the first place—to serve, to lead, and to grow as a person. I draw strength from my peers, who face the same challenges, and from the values instilled in us such as honor, discipline, and duty. I also take setbacks as opportunities to learn rather than as failures. By keeping a positive attitude and trusting the process, I'm able to push through challenges and continue improving as both a cadet and a leader.

Reservist 3

My leadership has significantly improved through drills, group tasks, and speaking in front of others. During drills, I learned the importance of discipline, precision, and commanding presence, which are essential traits of a leader. Group tasks helped me understand teamwork, responsibility, and decision making, while speaking in front of others boosted my confidence and communication skills. These experiences are important because they prepare me to take responsibility, guide a team effectively, and handle real-life challenges where leadership is required. I believe these skills will be valuable not just in ROTC, but also in my academic journey, future career, and community service. Yes, I experienced struggles, especially when it came to speaking up and leading my group. At first, I was hesitant and afraid of making mistakes, which made me doubt my abilities. However, I overcame this by carefully observing good leaders and role models in ROTC, learning from their strategies, and applying their techniques in my own leadership style. I also practiced

more, whether it was giving commands, leading activities, or participating in discussions, until I felt more comfortable. Over time, I learned to trust myself and believe that mistakes are part of the process of growth. My leadership development in ROTC has been a steady journey of growth, filled with both challenges and valuable learning experiences. When I first started, I wasn't sure how to be a leader, and I often felt unsure about how to guide others. But as time passed, I started to develop skills that helped me feel more confident and capable in leadership roles. One of the most impactful skills I've developed is communication. Being able to clearly express instructions, provide feedback, and listen to others has been essential in building trust with my team. I've learned that a good leader must not only speak confidently but also be willing to listen and understand others' perspectives. This has helped me connect with my team and create a more cooperative and respectful environment. Another important technique I've learned is staying calm under pressure. There are moments in ROTC when things don't go as planned, and learning how to stay composed has allowed me to make better decisions and support my team more effectively. This ability to stay focused, even when things are stressful, is something I know will be useful in the future—whether in the military or any other career path. These skills are important because they are not just for ROTC; they are life skills. Leadership is something I will carry with me wherever I go, and the techniques I've learned in ROTC have given me a strong foundation to become someone others can rely on. Yes, I have definitely encountered difficulties while trying to develop my leadership skills in ROTC. One of the biggest challenges I faced was the fear of failure. I was often worried about making the wrong decision or saying the wrong thing while leading a group, especially in front of my peers and instructors. This fear made me hesitant to take initiative, which affected my confidence as a leader. Another challenge was balancing the responsibilities of ROTC with my academic workload and personal life. It was sometimes hard to manage everything at once, and this added pressure made it more difficult to focus on improving my leadership skills. To overcome these challenges, I reminded myself that growth takes time and effort. I started accepting that mistakes are part of the learning process and that no leader becomes great without going through challenges. I also began to manage my time more effectively, setting specific goals and organizing my schedule so I could give proper attention to both ROTC and my other responsibilities. I sought feedback from my instructors and asked for guidance from more experienced cadets. Their advice helped me improve and gain new perspectives on how to lead more effectively. Slowly but surely, I began to gain more confidence and felt better prepared to face leadership challenges head-on. Time pressure and fear of making mistakes are among the biggest challenges I faced in ROTC. The demanding schedule often requires us to perform tasks quickly while maintaining discipline and accuracy, which can be very stressful. The fear of making mistakes, especially in front of peers or instructors, can make it harder to step up and lead. However, these challenges also became opportunities to grow stronger, more focused, and more resilient. I learned that effective leaders are not those who never fail, but those who

learn from their mistakes and improve under pressure. My ROTC instructors and mentors played a vital role in shaping my leadership skills. They not only guide us in drills and lessons but also correct our mistakes and provide constructive feedback. Their encouragement motivates me to keep improving and not give up even when I face difficulties. They help me identify my strengths and weaknesses and show me how to turn weaknesses into areas of development. Through their mentorship, I realized the value of discipline, integrity, and perseverance in leadership. On a personal level, ROTC has taught me valuable habits such as waking up early, following rules consistently, and working hard without excuses. These habits have strengthened my self-discipline and sense of responsibility. I also learned the importance of leading by example showing commitment, respect, and dedication inspires others to do the same. These qualities contribute to my leadership abilities because they make me more reliable, trustworthy, and capable of influencing others positively. Emotionally and psychologically, I feel more confident and proud of myself as I continue my leadership journey in ROTC. At first, I doubted my skills and felt insecure about whether I could handle the responsibilities of a leader. But through experiences, challenges, and the support of my mentors and peers, I began to see my own growth and potential. My mindset shifted from fear and self-doubt to determination and confidence. Now, I strongly believe that I have what it takes to be a good leader, and I continue to push myself to improve every day. When facing difficulties with leadership or personal growth in ROTC, I remind myself of my goals and the reason why I joined the program. Staying positive and motivated helps me focus on improvement instead of failure. I also seek guidance from instructors and advice from peers whenever I struggle, because I believe leadership is not about doing everything alone but knowing when to ask for help. Most importantly, I treat every experience whether success or failure as a lesson to grow and become better.

Reservist 4

My experience in the ROTC program has been transformative, shaping me into a more disciplined, focused, and capable individual. Through various training exercises, especially during drills and field leadership evaluations, I've developed essential leadership skills such as discipline, teamwork, and decision-making. These were especially tested when I was given the opportunity to lead drills and mentor newer cadets. Taking charge in those moments not only taught me how to manage a team under pressure but also helped me understand the value of clear communication and accountability. These leadership traits are not only critical in military contexts but are highly transferable to any future career, especially in roles that require managing teams, making quick decisions, and maintaining integrity under pressure. Yes, especially in the beginning, I struggled with assertiveness and public speaking. While I had ideas and a desire to lead, I sometimes found it difficult to voice my thoughts with confidence, particularly in front of peers and superiors. To overcome this, I took the initiative to volunteer for leadership roles even when I felt unsure.

I gradually became more comfortable leading small group discussions, giving commands during drills, and taking feedback from instructors. Repeated exposure, along with consistent encouragement from my mentors, allowed me to gain confidence and significantly improve both my assertiveness and public speaking abilities over time. My leadership development in ROTC has been both intentional and multi-faceted. Beyond ROTC training, I've attended leadership seminars, read military leadership manuals, and participated in student council initiatives to broaden my understanding and experience. The most impactful skills I've developed include emotional intelligence, conflict resolution, and adaptability. I've learned how to remain calm in high-stress situations, assess the needs of my team, and make sound decisions based on both logic and empathy. These skills are vital because leadership today whether in the military or civilian life isn't just about authority, but about inspiring others, adapting to change, and building trust within a team. Yes, one of the challenges I faced was transitioning my leadership approach from military settings to more civilian or academic environments. While ROTC teaches a structured and disciplined form of leadership, I found it difficult to apply the same techniques in settings where hierarchy was less defined. To adapt, I sought feedback from both military mentors and civilian leaders, and I started applying more flexible communication strategies. I learned how to adjust my tone, understand the audience better, and lead by example rather than command. This adaptability has helped me become a more well-rounded leader, capable of thriving in diverse environments. As a reservist, one of the main challenges in developing leadership abilities is balancing traditional military expectations with modern leadership demands. ROTC training is rooted in discipline and structure, but today's leadership also requires flexibility, emotional intelligence, and collaboration. It can sometimes be difficult to navigate both worlds simultaneously. Additionally, managing time between academics, ROTC responsibilities, and personal life can create pressure. Despite these challenges, I stayed focused on my long-term goals and leaned heavily on peer support and mentorship. I reminded myself of the bigger picture and maintained my commitment, even during stressful times. ROTC instructors and mentors have played a crucial role in my leadership development. Their feedback both positive and constructive has helped me identify my strengths and areas for improvement. They encouraged me to reflect regularly on my leadership style and provided real-time examples of how to lead with integrity and confidence. I've also learned the importance of mentorship by observing how they guide and support cadets. Their influence has inspired me to become a transformational leader one who uplifts and motivates others to achieve their best. I plan to continue developing in this direction through consistent training, self-reflection, and seeking mentorship in every stage of my journey. ROTC has had a profound impact on my personal growth, especially in the areas of self-discipline, time management, and resilience. The program demands a high level of commitment, from physical training to academic responsibilities and leadership tasks. Through this, I've developed a strong internal drive and learned how to prioritize my goals effectively. These qualities have made me more

reliable and accountable—not just as a leader, but in all areas of my life. They’ve helped me stay focused during difficult times and maintain a consistent performance, which are essential traits in any leadership position. Since joining ROTC, I’ve grown significantly in terms of emotional maturity and confidence in my leadership potential. Early on, I often questioned whether I had what it took to lead others effectively. Over time, however, I’ve had many opportunities to lead projects, participate in student council work, engage in community outreach, and take initiative in group activities. These experiences, combined with the training I received, helped me develop perseverance and a proactive mindset. I now see leadership not as something you’re born with, but something you earn through hard work, reflection, and continuous growth. Whenever I encounter setbacks or feel discouraged, I remind myself of why I joined ROTC in the first place to challenge myself, serve with purpose, and grow into a leader who can make a difference. I also rely on my support system fellow cadets, mentors, friends, and family who provide encouragement and honest feedback. Additionally, I track my progress through journals and self-assessments, which help me recognize how far I’ve come. This keeps me motivated, grounded, and focused on continuous improvement, even when the journey becomes difficult.

Reservist 5

My experiences in ROTC program is I have conducted or am a part of RSCT or ROTC summer camp training during the summer break of Misamis University I have also participated in ARAPT or Academic Phase ROTC training last summer 2024. So, the leadership skills that I have gained so far is that I have undertaken pre-deployment training and also the ROTCAT training last time so I obtain leadership skills various characteristics of becoming a good leader. The leadership thought in ROTC is very much capable in building or molding me as a future law enforcement officer I think it would be enough to justify that becoming a law enforcement someday with this capabilities and characteristics obtain today will help me soon. During my ROTC training there are moment that I have struggled especially when I became a sick call I became a part of sick call team wherein I became vulnerable to flues and suffering sickness during my training now the struggle with developing leadership qualities is I cannot or did not participate on those particular classes that involves leadership training and assessment skills and I work through that challenges in a way that I have conducted in my own research and also the modules that is administered towards us is what I am coping with every day. I describe my leadership in ROTC as one and become the vital part of becoming a ROTC officer because becoming an officer needs a lot of traits and qualities in order to be a good officer. In accordance with Republic Act 7077, also known as the ROTC Act or the “NSTP Law,” ROTC is not easily granted to ordinary basic cadets who are not aspirants. Becoming an aspirant or officer provides a clear path to becoming a competent ROTC officer. My instructors and mentors were the ones who influenced me to become a leader. They molded and guided me to

become the ROTC officer I am today. They taught me military justice, military courtesy, and many other essential tables of specifications. These teachings helped shape the leader I have become. Emotionally and psychologically, yes ROTC has helped me a lot. We undergo neurological tests, and here in ROTC, we are trained to maintain emotional and psychological stability. There are times when the training affects us personally. Sometimes we experience low morale, and other times, high morale. When our instructors notice that we are struggling, they lift our spirits through various means such as “happy hours” or by reducing our exercises. This kind of support helped me develop resilience as an ROTC officer. It transformed my emotional and psychological vulnerabilities. ROTC taught me how to carefully analyze situations so I can justify what I’ve learned and understand my own capabilities. I have undergone three trainings, including COCC (Cadet Officer Candidate Course). I use motivation as my foundation as an ROTC officer, and it serves as my daily guide. If I give up now, all of my efforts from the beginning would go to waste. This training is not just for fun and games it has become my coping mechanism in all aspects of life. It is where I learn and where I draw strength from, and it motivates me to stand where I am today. I remain focused and committed to improving myself. I also teach basic cadets various specifications to help them learn, which in turn helps me build my own character. Teaching is one of my strengths, and it has greatly helped me as an ROTC officer. That’s why I am still motivated and inspired to teach cadets both advanced and basic.

Reservist 6

My experiences in ROTC have really changed me. When I first joined, I didn’t fully understand how much discipline it would take. Waking up early, following strict routines, and sticking to every schedule was not easy at the start. But over time, I began to see discipline as more than just rules — it became a habit that helped me stay consistent and focused. I’ve learned that discipline doesn’t only apply in training, but in everyday life too, like balancing schoolwork, personal responsibilities, and ROTC tasks. This skill will definitely help me in my future career because it gives me the ability to stay dependable, work under pressure, and not give up when things get hard. One of the biggest struggles I faced in ROTC was building confidence as a leader. When I was first put in charge of others, I felt nervous and worried about making mistakes in front of my squad. Sometimes I even doubted whether I was meant to be a leader at all. But what helped me was practice and support from my mentors. I started to push myself to speak up more, give clear instructions, and listen to feedback. Slowly, I realized that leadership isn’t about being perfect — it’s about learning and improving along the way. Working through those struggles made me stronger and taught me not to be afraid of failure, because every mistake can turn into a lesson. I would describe my leadership development in ROTC as steady growth. When I first started, I didn’t know how to handle responsibility or work under pressure. But with training and guidance, I’ve learned important skills like teamwork,

decision-making, and staying calm during challenges. For example, during drills, I had to make quick decisions to keep my group moving together. These moments taught me that leadership is about staying composed, thinking clearly, and making choices that benefit the team, not just yourself. I believe these skills are very important for my future because in any career, there will be moments when others will look to me for direction and support. A big obstacle I faced was learning how to balance being strict with being approachable. At first, I thought leadership meant giving orders and making sure everyone followed them, no matter what. But I quickly realized that this doesn't always work. People don't just follow because you're strict they follow when they respect you. That meant I had to listen more, show empathy, and set an example instead of just giving commands. I overcame this by watching my mentors, who led with fairness and respect, and by practicing patience with my peers. Now, I understand that leadership is about guiding and inspiring, not just controlling. There are definitely challenges in ROTC that can make leadership development tough. One of the hardest parts is handling the pressure. The expectations are high, and sometimes you feel like there's no room for mistakes. It can be physically and mentally exhausting to keep up with the demands. But I think these challenges are also what make ROTC effective. They push you to grow stronger and to keep going even when you're tired or stressed. Because of those tough moments, I've learned resilience the ability to bounce back and keep moving forward which is one of the most valuable leadership qualities. My instructors and mentors have played a huge role in shaping me as a leader. They didn't just train me in drills or routines they showed me what real leadership looks like. They've been tough on me when I needed discipline, but they also encouraged me when I needed confidence. Their feedback has been honest and sometimes hard to hear, but it's always helped me improve. I look at them as role models, because they lead with both authority and fairness. Seeing how they balance those qualities has taught me to try to do the same in my own leadership. On a personal level, ROTC has changed me a lot. I've become more disciplined and responsible in my daily life. I've learned to wake up early, manage my time, and stick to commitments even when I don't feel like it. This personal discipline carries over into my leadership because it shows others that I don't just expect effort. I practice it myself. Being disciplined has also made me more mature and self-aware. It's helped me understand that being a leader means setting the standard, not just giving instructions. Emotionally and mentally, my view of leadership has really shifted since I joined ROTC. At first, I didn't think I had what it took to be a leader. I was quiet, unsure of myself, and afraid of failing. But over time, ROTC has helped me build confidence and see that leadership isn't about being perfect it's about growing and pushing yourself. I feel stronger now, not just physically but mentally, because I've learned to keep going even when things are tough. I've also gained more belief in my own potential. Now I see myself as someone who can lead, and that's a big change for me. When I face difficulties with leadership or personal growth in ROTC, I stay motivated by reminding myself why I joined in the first place to challenge myself and become someone who can

be relied on. There are definitely moments when things get overwhelming, especially when juggling school, training, and personal responsibilities. But what helps me stay focused is setting small, achievable goals and reflecting on how far I've come. I also stay motivated by looking at the people around me my peers and mentors who push themselves every day. Their determination inspires me to keep improving. Another thing that keeps me going is the understanding that growth doesn't happen overnight. Every tough situation, every mistake, and every setback is an opportunity to learn and get better. Instead of letting failure discourage me, I've learned to use it as fuel. I take feedback seriously, think about what I could've done differently, and try again. Staying motivated, for me, comes down to having the mindset that leadership is a journey not something you master right away, but something you work on every day through effort, resilience, and self-reflection.

Reservist 7

My experiences in the ROTC program were foundational. It wasn't just about learning tactics; it was about forging character and understanding the immense responsibility of leadership. I gained proficiency in everything from tactical planning and land navigation to effective communication and troop welfare. The most crucial skill was learning to make decisive decisions under pressure, often with incomplete information, and then owning the outcome. This ability to assess, decide, and act, while prioritizing the mission and the well-being of my subordinates, is indispensable. In my career, whether in uniform or in any civilian leadership role, this translates directly into effective problem-solving and the ability to inspire confidence in those I lead. It's about being the calm in the storm. Absolutely, Cadet. Any leader who says they haven't struggled is either lying or hasn't truly led. For me, an early challenge was learning to effectively delegate and trust my subordinates. I was inclined to micromanage, believing I could do it best myself. This led to burnout for me and stifled initiative in my team. I overcame this by consciously applying the principles of mission command: providing clear intent, allocating resources, and then empowering my team to execute. I learned to conduct thorough After Action Reviews (AARs) both with my team and personally to identify what went wrong, what went right, and how to improve. It taught me that true leadership isn't about doing everything yourself, but about building and empowering a capable team. My leadership development in ROTC was a crucible. It systematically broke down my civilian assumptions about leadership and rebuilt them with military discipline, ethics, and purpose. The most impactful skill was adaptive leadership – the ability to shift my approach based on the situation, the mission, and the individuals I was leading. Whether it was a fast-paced field exercise, a complex planning session, or a sensitive counseling situation, ROTC taught me to read the environment and adjust my style. This adaptability is paramount for any officer, as no two situations are identical, and it ensures you can effectively lead diverse groups towards a common objective, regardless of the challenges presented. One significant difficulty was learning to lead my peers. It's a unique challenge to transition from being a friend to being

a commander, responsible for their performance and discipline. The obstacle was balancing camaraderie with the need for firm, impartial leadership. I overcame this by consistently adhering to the Army Values, demonstrating fairness, and always putting the mission and the welfare of the unit first. I learned that respect is earned through competence and integrity, not popularity. It required tough conversations and sometimes unpopular decisions, but ultimately, it solidified my understanding of professional boundaries and the true meaning of accountability. ROTC reservists face a unique balancing act, Cadet. Their primary challenge is integrating demanding military training with civilian academic and professional lives. The limited time for immersion in the military environment compared to active-duty cadets can make it difficult to consistently apply and refine leadership skills. The fragmented nature of their training often condensed into weekends or summer camps, means they must be exceptionally disciplined in self-study and proactive in seeking additional leadership opportunities. This can affect their training by requiring them to accelerate their learning curve and maintain a constant state of readiness, even when not actively drilling. It demands a high degree of personal initiative to bridge any experiential gaps. My ROTC instructors and mentors were absolutely critical. They weren't just teachers; they were living examples of what an officer should be. They provided invaluable guidance, sharing their hard-won experiences and offering candid, constructive criticism that forced me to confront my weaknesses. Their role was multifaceted: they were coaches on tactics, counselors on personal development, and unwavering upholders of professional standards. They instilled in me the core Army Values – Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage – showing me how these aren't just words, but the bedrock of effective leadership. ROTC profoundly reshaped my self-discipline and personal development. The rigorous demands early mornings, physical training, academic excellence, and constant adherence to standards instilled a level of discipline that permeates every aspect of my life. It taught me the importance of meticulous planning, time management, and unwavering commitment to objectives. These qualities are non-negotiable for a leader. Without self-discipline, you cannot expect it from your subordinates. It enables me to maintain composure under stress, make rational decisions, and consistently set an example for others. It's the internal compass that guides my actions and ensures I remain focused on the mission. Emotionally and psychologically, my journey through ROTC was one of profound transformation. I started with a degree of uncertainty, perhaps even self-doubt, about my capacity to lead others, especially in high-stakes environments. However, through the systematic challenges the physical demands, the tactical problems, the ethical dilemmas I developed a deep-seated confidence. I learned to trust my training, my judgment, and my ability to adapt. My feelings about my leadership potential have shifted from hopeful aspiration to a firm, tested conviction. I now understand that leadership isn't about being fearless, but about effectively managing fear and uncertainty to achieve objectives and protect those under my command. My motivation always came back to the core purpose: the mission and the welfare of my future soldiers. I

reminded myself why I joined ROTC to serve, to lead, and to make a difference. I also relied heavily on my peer network; we pushed each other, held each other accountable, and offered support during tough times. Furthermore, I consistently sought feedback from my instructors and senior cadets, viewing every setback as a learning opportunity. I focused on the process of continuous improvement, understanding that leadership is a journey, not a destination. It's about resilience, learning from every experience, and never losing sight of the ultimate goal.

Reservist 8

ROTC has been one of the most challenging yet rewarding experiences of my life. It wasn't just an organization it was a serious commitment that taught me discipline, leadership, and self-awareness. Balancing ROTC with being a full-time student was tough. I had to manage early morning physical training every Saturday, attend classes on tactics, leadership, and military history, all while keeping up with academic requirements. The hardest part was field training long days under the sun, sleeping in the woods, and running drills nonstop. It was exhausting, both physically and mentally, but those moments taught me resilience and showed me the value of hard work and determination. Yes, I faced a lot of difficulties, especially balancing academics and ROTC duties. At times, we lacked resources, which made training even more challenging. But instead of giving in to negativity, I chose to stay positive. I overcame challenges by managing my time well, setting priorities, and asking guidance from my seniors. Their mentorship, along with my determination, helped me push through and stay focused on my goals. My ROTC instructors were a big part of my journey. They gave me valuable guidance, honest feedback, and the encouragement I needed to grow. They helped me build confidence, make better decisions, and understand what true responsibility means. Their influence helped shape the leader I am today not just in ROTC, but in life. ROTC taught me discipline and how to value time, leadership and better teamwork. These skills contribute significantly to leadership abilities by fostering confidence, responsibility and teamwork. It prepares me for the future leadership roles by providing hands-on experience in commanding and managing teams and time. I've seen first-hand how ROTC can transform individuals into confident leaders. They build resilience, emotional intelligence and a strong sense of responsibility. This program shaped us into a capable and compassionate leader. I prioritize self-reflection, identifying areas for improvement and setting specific goals. I seek guidance from mentors and seniors. Staying organized and focused on tasks helps me manage stress and build momentum. By adapting to obstacles and learning from setbacks, I continue growing as a leader.

APPENDIX D

Thesis/Research Data Gathering Approval Form

	Misamis University <i>Ozamiz City</i>	
MISAMIS UNIVERSITY RESEARCH CENTER CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)		
MU-RC-042/13 November 2024		
Thesis/Research Data Gathering Approval Form		
Date: SEPTEMBER 10, 2025		
Name of Authors: ANDOY, JANNA JANE P. GAWAHAN, MIE ASTILLERO, LEE NAVALES CARPIO, HUMPHREY		
College/Department: CRIMINOLOGY DEPARTMENT		
THESIS/RESEARCH TOPIC: EXPERIENCES OF THE RESERVIST PERSONNEL IN HANDLING RESERVE		



APPENDIX E

INFORMED CONSENT



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

INFORMED CONSENT FORM
(PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator
(Nagtuon): Lee Navales Astillero, Janna Jane P. Andoy, Mie Gawahan, Humphrey Carpio
Course: Bachelor of Science in Criminology
College: College of Criminology – Misamis University
Email / Contact Number: 09454658086
Thesis Title: “A CASE STUDY ON RESERVIST IN HANDLING RESERVE OFFICERS’ TRAINING CORPS CADETS”

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Janna Jane P. Andoy</u>, the principal researcher/investigator of the study entitled <u>“A CASE STUDY ON RESERVIST IN HANDLING RESERVE OFFICERS’ TRAINING CORPS CADETS.”</u> We are undergraduate student under the program Bachelor of Science in Criminology at Misamis University in Ozamiz City. I am to conduct the research with _____ as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si Janna Jane P. Andoy, ang nagpahigayon sa pagtuon kabahin sa “A CASE STUDY ON RESERVIST IN HANDLING RESERVE OFFICERS’ TRAINING CORPS CADETS.” Kami mga estudyante sa Bachelor of Science in Criminology sa Misamis University. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahagnglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnong ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study is to <u>examine the experiences of ROTC reservists in handling ROTC cadets and to understand how these experiences contribute to leadership development. This research aims to explore how reservists apply discipline, responsibility, guidance, and leadership strategies, identify the challenges they encounter, and determine how these experiences shape their confidence, resilience, and decision-making skills.</u> <i>(Ang katuyuan niini nga pagtuon mao ang pagsusi sa mga kasinatian sa mga ROTC reservist sa pagdumala ug paggiyà sa mga ROTC cadet ug sa pagsabot kung giunsa kini nakatabang sa pagpalambo sa ilang abilidad sa pagpanguna. Kini nga pagtuon makahatag kung giunsa pag-aplikar sa mga reservist ang disiplina, responsibilidad, paggiyà, ug mga estratehiya sa pagpanguna; mailhan ang mga hagit nga ilang naatubang; ug masabtan kung giunsa sa maong mga kasinatian paghulma sa ilang pagsalig sa kaugalingon, kalig-on (resilience), ug kahusayan sa paghimo og desisyon.</i>
Type of Research	This study will be conducted through interviews. The gathering of data will be conducted in person.



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MU-REB-010/03 March 2022

Intervention (Matang sa Interbensyon sa Pagtuon)	(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)
Selection of Participants (Pagpili sa mga Partisipant)	The selection of the participants is based on the following inclusion criteria: They must be a former ROTC officer who handled cadets and is now a reservist currently involved in training or teaching. (Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: Kinahanglan kanhi silang ROTC officer nga nagdumala sa mga cadet ug karon usa na ka reservist nga aktibong nalambigit sa pagbansay o pagtudlo.)
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. (Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)
Procedure (Pamaagi)	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. (Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)
Duration (Gidugayon)	The gathering of data through the interview will last for 30 minutes to 1 hour. (Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 30 minuto ngadto sa is ka oras)
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. (Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mabalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)
Benefits (Kaayohan)	This study will enable you to shed light or provide deeper understanding of leadership development within the ROTC program. It helps cadets learn effective leadership practices, discipline, and responsibility based on the real experiences of reservists, while guiding reservists and instructors in improving mentoring and training



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MU-REB-010/03 March 2022

	strategies. Thus, your responses shall be highly valued being deemed important in the field of Criminology. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan mas lawom nga pagsabot sa pagpalambo sa pagpanguna sulod sa ROTC program. Makatabang kini sa mga cadet nga makat-on og epektibong mga pamaagi sa pagpanguna, disiplina, ug responsibilidad base sa tinuod nga mga kasinatian sa mga reservist, samtang mogiya usab sa mga reservist ug mga instruktur sa pagpaayo sa ilang mga estratehiya sa paggiya ug pagbansay. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa kriminolohiya.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data (Pag-amping sa Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabanlan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i>



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MU-REB-010/03 March 2022

Kontakon)	Name of the Researcher (Ngalan sa Nagtuon): <u>JannaJaneP. Andoy</u> Cellphone Number/s: <u>09454658086</u> e-mail ad: <u>jane.andoy55@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. (Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.) I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. (Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.) A copy of this Informed Consent Form will be provided to the participant. (Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.) Print Name of Researcher (Ngalan sa Nagtuon): <u>LEE_NAVALES_ASTILLERO, JANNA</u> <u>JANE P. ANDOY, MIE GAWAHAN, HUMPHREY CARPIO</u>
-----------	--



Misamis University

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MU-REB-010/03 March 2022

PART II. CERTIFICATE OF CONSENT

This research entitled "A CASE STUDY ON RESERVIST IN HANDLING RESERVE OFFICERS' TRAINING CORPS CADETS" by Lee Navales Astillero, Janna Jane P. Andoy, Mie Gawahan, Humphrey Carpio with the aim of gathering information and data pertaining to Reservist in handling Reserve Officer Training Corps Cadets, has been presented and explained to me clearly. Since the study involves They must be a former ROTC officer who handled cadets and is now a reservist currently involved in training or teaching, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): _____ Sign
ature of Participant (Pirma sa Partisipante): _____ Date: [_____
MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness

(Ngalan ug Firma sa Testigo)

Thumb mark

APPENDIX F

PARENT'S CONSENT

	MISAMIS UNIVERSITY <i>Ozamiz City</i> Department of Student Affairs & Services
MU-DSAS-006/02June2026	
PARENT'S CONSENT	
Sponsoring Group/Organization	
I am allowing my son/daughter/ward, <u>Humphrey Carpio</u>, to join the <u>Research Data Gathering</u> (activity) to be held on <u>August 30, 2025</u> at <u>Misamis University</u> under the supervision of <u>(Adviser Faculty)</u>. I understand that Misamis University exercises the necessary safety precautions in this activity. In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.	
<u>Myrna A. Carpio</u> Signature over printed name of Parent/Guardian	<u>4/23/25</u> Date
<u>Humphrey Carpio</u> Signature over printed name of Student	<u>4/23/25</u> Date
<i>Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.</i> SUBSCRIBED AND SWORN to before me, this <u>1</u> day of <u>MAY 2025</u> At _____ Philippines, that the herein affiant personally came and appeared with his/her _____ evidence of his/her personal identity.	
Doc No. <u>188</u> Page No. <u>29</u> Book No. <u>140</u> Series of 20 <u>24</u>	BERNADETTE CHIONG-FUENTES NOTARY PUBLIC FOR THE CITY OF OZAMIZ AND THE PROVINCE OF DAVAO DEL NORTE Notary Public Until <u>NOVEMBER 11, 2027</u> PTR No. <u>135 242 674 ROLL NO. 12543</u> IBP No. <u>156 COMPLIANCE NO. 1110018671</u> TIN No. <u>VALID UNTIL APRIL 7, 2026</u> Roll No. <u>LIFETIME IDP NO. 00599</u>

APPENDIX G

DOCUMENTATION



We encountered one of the reservists and asked if we could conduct an interview for our research. He agreed, and this photo was taken during the questioning.



We waited for the availability of one of the reservists, and we took this picture during the interview and questioning.



We took this picture during an interview with one of the reservists after his class, which was conducted at Misamis University.



We took this picture during an interview with one of the reservists at Misamis University.

APPENDIX H

CERTIFICATE OF PUBLICATION



Mediterranean Journal of Basic and Applied Sciences

| Website: www.mjbas.com | Quarterly International Journal | Email: mjbaseditor@gmail.com |
| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79391 |

Certificate of Publication

This is to certify that

Janna Jane P. Andoy

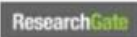
Has published an article entitled

**A Case Study on Reservist in Handling Reserve Officers'
Training Corps Cadets**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences





Mediterranean Journal of Basic and Applied Sciences

| Website: www.mjbas.com | Quarterly International Journal | Email: mjbaseditor@gmail.com |
| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79391 |

Certificate of Publication

This is to certify that

Humphrey Carpio

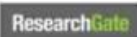
Has published an article entitled

**A Case Study on Reservist in Handling Reserve Officers'
Training Corps Cadets**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Lee Navales Astillero

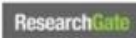
Has published an article entitled

**A Case Study on Reservist in Handling Reserve Officers'
Training Corps Cadets**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Mie Gawahan

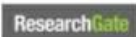
Has published an article entitled

**A Case Study on Reservist in Handling Reserve Officers'
Training Corps Cadets**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



APPENDIX I

TURNITIN RESULTS

JANNA JANE P. ANDOY.docx

 Misamis University

Document Details

Submission ID
trn:oid:::28447:137878739

Submission Date
May 6, 2026, 3:53 PM GMT+8

Download Date
May 6, 2026, 3:55 PM GMT+8

File Name
JANNA JANE P. ANDOY.docx

File Size
79.8 KB

54 Pages

12,638 Words

77,922 Characters

 **turnitin**

Page 1 of 62 - Cover Page

Submission ID trn:oid:::28447:137878739

 **turnitin**

Page 2 of 62 - Integrity Overview

Submission ID trn:oid:::28447:137878739

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

CURRICULUM VITAE



PERSONAL DATA

Name : LEE NAVALES ASTILLERO II
Date of Birth : January 30, 2002
Place of Birth : Jose Abad Santos Street, Ozamiz, 7200 Mis Occ
Civil Status : Single
Home Address : Aquino St., Brgy. Makuguihon, Molave, Zam del Sur
Father : Eric Zamora Astillero
Mother : Jolly Navales Astillero

EDUCATIONAL ATTAINMENT

College : Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2026

Senior High School : Sacred Heart Diocesan School
Barangay Makuguihon, Molave, Zamboanga del Sur
March 2020

Junior High School : Sacred Heart Diocesan School
Barangay Makuguihon, Molave, Zamboanga del Sur
March 2020

Elementary : Molave Bliss Elementary School
Bliss Culo, Molave, Zamboanga del Sur
March 2014

SEMINARS & TRAINING ATTENDED

Effective Communication in Action: Skills and Strategies
Misamis University, Ozamiz City
February 20, 2026

Seminar on Police Report Writing
Misamis University, Ozamiz City
February 27, 2026

CURRICULUM VITAE

PERSONAL DATA

Name : HUMPHREY CARPIO
Date of Birth : December 17, 2002
Place of Birth : Ozamis City
Civil Status : Single
Home Address : Pereyra Village Maningcol
Mother : Imee Lou C. Bacus



EDUCATIONAL ATTAINMENT

College : Bachelor of Science in Criminology
Misamis University
Ozamiz City
December 2026
Senior High School : Ozamiz City School of Arts and Trades
Maningcol, Ozamiz City
June 2022
Junior High School : Ozamiz City School of Arts and Trades
Maningcol, Ozamiz City
March 2020
Elementary : Br. Martin La Salle University
Valconcha St., Brgy. Aguada, Ozamiz City
March 2015

SEMINARS & TRAINING ATTENDED

Effective Communication in Action: Skills and Strategies
Misamis University, Ozamiz City
February 20, 2026

Seminar on Police Report Writing
Misamis University, Ozamiz City
February 27, 2026

CURRICULUM VITAE

PERSONAL DATA

Name : JANNA JANE P. ANDOY
Date of Birth : January 21, 2004
Place of Birth : Tangub City
Civil Status : Single
Home Address : Punta Panaon Misamis Occidental
Father : Epifanio Andoy
Mother : Nelfa Andoy



EDUCATIONAL ATTAINMENT

College : Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2026

Senior High School : Lasalle University Ozamis City
Brgy. Aguada, Ozamiz City, Misamis Occidental
June 2022

Junior High School : Aloran Trade High school
Labo/Mohon, Aloran, Misamis Occidental
March 2020

Elementary : Punta Elementary School
Punta, Panaon, Misamis Occidental
March 2016

SEMINARS & TRAINING ATTENDED

Reserved Officers Training Course
Misamis University, Ozamiz City
2022-2023

Seminar-Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023

United Nations Sustainable Development Goals
Misamis University, Ozamiz City
November 13, 2025

Water Search and Rescue Training
Misamis University, Ozamiz City
December 12-16, 2025

Effective Communication in Action: Skills and Strategies
Misamis University, Ozamiz City
February 20, 2026

Seminar on Police Report Writing
Misamis University, Ozamiz City
February 27, 2026