

AN ANALYSIS OF THE IMPACT OF PARTICIPATION IN THE NATIONAL SERVICE TRAINING PROGRAM II

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ABSTRACT

*This study is about service-learning and the core values of LPU-Laguna. Survey questionnaires were given to 234 students enrolled in the National Service Training Program II. Weighted mean was used to get the students' participation, perception of learning and the adherence to the core values. Using Pearson's chi-square, results show that there is significant relationship between the colleges students belong with and their adherence to the core values. Spearman rho was used to look into the relationship of students' participation in service to the core values of LPU-Laguna (rho-value=.609**, Sig.2-tailed=.000). Spearman rho was also used to see the relationship of students' perception of learning in service (rho-value=.198**, Sig. 2-tailed=.002). Results show that there is significant relationship among the students' level participation, students' adherence to the core values and students perception of learning.*

Keywords: participation, learning, adherence to core values.

INTRODUCTION

The National Service Training Program can be traced back or related to the history of Reserve Officers Training Corps (ROTC). The latter is based on Republic Act No. 7077 or otherwise known as Citizens Armed Forces of the Philippines Reservists Act whereas the former is from Republic Act No. 9163 which is commonly known as National Service Training Program Act of 2001.

Similarly, the NSTP Act of 2001 was established mainly with the goal of preparing and training Filipino citizens to protect the country against

external or internal threats (Caday, 2013). Because of public clamor to reform the ROTC at that time due to many cases of abuses and hazing which resulted in deaths of some students, CHED conceptualized NSTP during the Arroyo administration.

NSTP has three components, namely Reserve Officers Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS). ROTC was designed to provide military training to tertiary level students in order to train and mobilize them for national defense preparedness. LTS serves to train students to teach literary and numeracy skills to school children, out-of-school youths and other segments of society. CWTS designs activities that will contribute to the general welfare and betterment of life from the community (Espiritu et. al, 2012).

In LPU-Laguna, students take up NSTP II, which is a course that focuses on community work. Student's capabilities were taken into consideration in assigning them into two major NSTP components CWTS and LTS, CBA and CAS students were assigned to LTS component while CITHM, COECS and CAM were designated to take up CWTS. LPU-Laguna has many partner communities for several years from 2002 until now. From 2002-2010, NSTP II students were involved in CWTS like clean-up drive projects as per invitation of nearby communities. In addition, LPU-Laguna also had partnership with Barangay 3, Sto. Tomas, Batangas under a memorandum of agreement. The table below highlighted LPU – Laguna's partner communities, nature of the services offered and years of partnership to these different institutions:

Community Partners	Nature of NSTP work	Year/s of partnership
Calamba DepEd		
Real Elem. School	-Math tutorials	2008 -
Jose Platon Elem. School	-Reading	present
Makiling Elem. School	comprehension	
Saimsim Elem. School	-Computer Literacy	
PuttingLupa Elem. School	(pupils &teachers)	
Makiling National HS	-Basic hygiene	
DSWD	education	
Makiling Day Care Center	- Feeding Program	
Bahay ni Maria (Home for the Aged)	- Gardening	2013
	- Feeding	
Bahay ni San Jose (Home for the poor boys)	- Gardening	2014
	- Feeding	
Gawad Kalinga (Majada, Canlubang)	- Beautification	2013 -
	- Feeding	present
	- Gardening	
	- House building	
	- Livelihood	
	- Health Program	

Indeed, LPU-Laguna truly implements the thrust of NSTP program, serving for the benefit of the marginalized members of the community. NSTP has two-pronged mission – for students to serve and learn from service. Many researchers discussed the benefits in participating in service-learning activities. Service learning papers of Carino and Florencio (2002) define service learning as a method whereby students engage in public service activities as part of their coursework, allowing them to apply and validate concepts and theories learned in the classroom to real-life situations while at the same time directly responding to people's needs. Austin and Sax (1998) mentioned that service-learning can develop the academic, life-skills and civic responsibility of students (Astin & Sax, 1998). There are other authors that explain the benefits of service-learning such as that of Janet Eyler and

Dwight E. Giles Jr. (1999) of “Where’s the Learning in Service-Learning.” Benefits include becoming a better citizen, innovative, sense of volunteerism, nationalism among others. In addition, participation in service-learning can improve personal spiritual growth, leadership skills, critical thinking, and many more. (Bringle, 2005; Ejiwale, 2008; Eyler et. al, 1999; Levesque-Bristol, 2009).

LPU-Laguna, therefore, through their NSTP II programs and with their institutional values seeks to empower students of NSTP II to engage their community as the latter benefits from the former while at the same time the former learns from the latter. As stated in the course objectives, NSTP II’s goal is for students to apply the core values of LPU-Laguna.

The core values of LPU-Laguna are God-centeredness, Leadership, Integrity, Innovation, Nationalism, Service-Orientation. In several meetings, Dr. Peter Laurel, LPU-Laguna President, emphasized the need to place God first in the core values of LPU-Laguna. As an institution, LPU-Laguna is non-sectarian and it respects various religions. LPU-Laguna also wants its students and graduates to display leadership qualities in and out of the school. Integrity refers to being honest, fair, and morally accountable whatever they do. Innovation refers to creativity and the ability to apply unique ideas in various situations and problems. Nationalism refers to love of country. Service-orientation refers to the sense of volunteerism and willingness to help the community. The LPU-Laguna core values then serves as the motivation while the NSTP II program becomes the vehicle that facilitates learning amongst the students.

Learning must be inclusive, that is, holistic. With its vision to be the leading industry-driven educational institution by 2018, Lyceum of the Philippines University-Laguna seeks to produce graduates with high level of

professional competence and personal development. Hence, with all its program offerings including its National Service Training Program II, LPU-Laguna creates many learning opportunities so that students would develop their professional and life skills.

Theoretical Framework

This research uses the role theory which emphasizes that our behaviour is based on the enactment of our roles. Thus, each person or organization in a given society has their own social roles. By fulfilling their roles in the society, they have the opportunity to engage themselves in the socialization process in which participants learn and shape their attitudes, values, and behaviours.

The authors used a conceptual framework showing the students' level of participation in service-learning (NSTP II) by looking at the perceived time students got involved in NSTP II, students' perceived effort and skills they have given in service-learning (NSTP II) and the perceived contribution given by students during service-learning (NSTP II).

Likewise, the authors would like to see if the relevance and effectiveness of NSTP II activities have further contributed to the students' learning thus, facilitates adherence to LPU Laguna's core values. The researchers also included the students' perception of learning in NSTP II or service-learning. The framework therefore, shows that the students' perception of learning is related to the students' adherence to the core values of LPU-Laguna.

Conceptual framework of service-learning

(National Service Training Program II) in LPU-Laguna

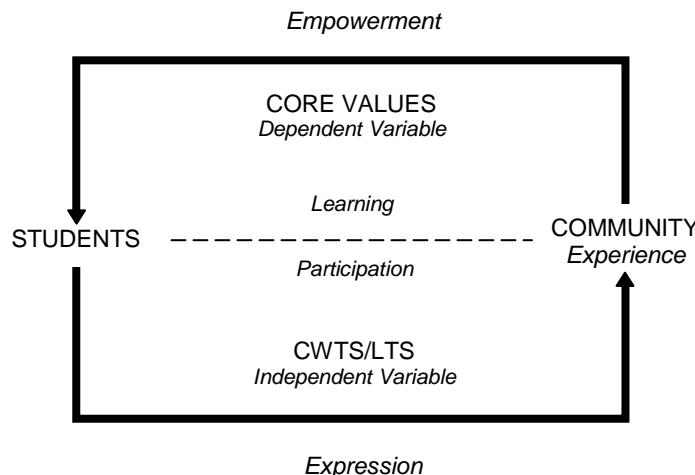


Figure 1. Conceptual framework of the study

NSTP II serves as the platform of expression for community service with Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) as its program for their many activities. The community then becomes the 'learning venue' or the classroom/laboratory where students 'experience' learning. Eyler and Giles (1999) made the conclusion: "The thing that separates –service-learning from other field-based and experiential forms of learning is the service, the giving to others, and students seem aware of this particular value." Thus, in this process the students' participation is expected and becomes so significant with his personal development (learning). Basically, this personal development encompasses social, behavioral and moral aspects of the students. Thus as Honnet & Poulsen (1989) puts it, "Service, combined with learning, adds value to each and transforms both."

But since serving-learning “suffers from the lack of a well-articulated conceptual framework” (Eyler & Giles, 1994), the aforementioned framework here simply demonstrates the undeniable relationships between participation (expression) and learning (empowerment) through service (experience).

Objectives of the Study

The study was conducted to analyze the impact of participation in NSTPII; particularly, the level of participation in service-learning of LPU-Laguna students, the impact of participation in terms of the students' learning, as well as the adherence to the core values of LPU-Laguna. The general profile was also analyzed in terms of how it has significant relationship with the adherence to the core values.

METHODOLOGY

The research design utilized is a one-shot, cross sectional survey. The data gathering method is a survey, using survey questionnaires as research instrument. Students enrolled in the National Service Training Program II (NSTP II) in the first semester of school year 2014-2015 are given survey questionnaires related service-learning and LPU-Laguna's core values. Data were analyzed using descriptive and inferential statistics.

Respondents of the Study

Out of 668 students enrolled in NSTP II in the first semester of school year 2014-2015, 234 were selected as respondents though stratified random sampling representing 35% of the total population.

Table 1. Distribution of respondents according to profile

College	Freq	Percent
Arts and Sciences	12	5.1
Business and Accountancy	50	21.4
Computer Studies	20	9
Engineering	62	26.5
International Tourism and Hospitality Mgt	90	38
Gender	Freq	Percent
Male	92	39
Female	142	61
NSTP Activity	Freq	Percent
CWTS	154	66
LTS	80	34

The most number of students were from CITHM with 38% followed by COE with 26.5% while the lowest is CAS with 5.1%. Males comprise 39% while females are 61% of the total respondents. Majority of the students participated in CWTS (66%) while 34% participated in LTS.

Date Gathering Procedure

Students were asked to answer the survey questionnaires at the end of the first semester. Questions were asked to know the level of participation of students in service-learning. Participation is measured by the students' actual attendance record (no. of hours or meetings) in NSTP II, their effort and skills (no. of recorded attendance and teachers observation on the students community project participation), and financial contribution in NSTP II or service-learning. Students were also asked if they have learned in NSTP II or service-learning. In addition, the perceived adherence to the core values was assessed on 6 measures namely: God-centeredness, Leadership, Integrity, Innovation, Nationalism, & Service-orientation. In

addition, the general profiles of the respondents were also included such as gender, college, number of hours of participation & type of service-learning (NSTP) Activity. Students' were asked to choose if they Strongly-agree, Agree, Disagree, Strongly Disagree, and N/A or Not applicable with the statements given.

Statistical Treatment

The weighted mean was used to get the general profile of respondents, level of participation, perception of learning, and the adherence to LPU-Laguna's core values. Pearson's chi-square was used as the statistical treatment to look if there is a significant relationship between the general profile of respondents and the perceived level of adherence to the core values of LPU-Laguna. If the sig-value is less than .05, then the two variables have significant relationship.

Spearman rho was used to look at the relationship between the perception of learning in service-learning (NSTP II) and the level of adherence to the core values of LPU-Laguna. Spearman rho was also used as the statistical treatment to determine if there is significant relationship between the levels of participation in NSTP II or service-learning with the level of adherence to the core values of LPU-Laguna. If the sig-value is less than .05, then the two variables have significant relationship

Findings

The research shows that the students' level of participation in service-learning (National Service Training Program II) is high with the weighted mean of 3.91. This implies that students' have given their best in their participation in NSTP II because they gave their time, talents, and resources in serving the community.

Table 2. Respondents' level of participation

I, as a student, have	Weighted Mean	Verbal Interpretation
1. given enough time in doing community work	3.83	Agree
2. given my best effort and skills in NSTP II	3.95	Agree
3. have given contribution in NSTP II	3.96	Agree
Total	3.91	Agree

The study also showed that majority of the students perceived that they have learned from service-learning (National Service Training Program II) with a mean of 4.06. Basically, students learn from their experiences in the community by becoming socially aware of the problems in the community. They also learn to improve their critical thinking skills, leadership skills even their personal spiritual growth among others (Eyler 1999; Eyler, Giles, Stenson and Gray 2003). Studies also show that the academic, life-skills and civic responsibility of students are improved as students participate in service-learning (Astin 1998).

Adherence to LPU-Laguna's core values

The study also shows that students' have high level of adherence with LPU-Laguna's core values with a mean of 4.02. The highest was adherence to the core value of integrity with a mean of 4.16. Basically, students say they have shown integrity during the National Service Training Program II. The mean for integrity is high which shows that majority of the students have shown accountability, honesty and fairness. As Astin et al. (1998) mentioned, service-learning can encourage the increase of the sense of stewardship towards society.

Table 3. Perceived level of adherence to LPU-Laguna core values

Core Values	Weighted Mean	Verbal Interpretation
1. God-centeredness	4.15	Agree
2. Leadership	3.81	Agree
3. Integrity	4.16	Agree
4. Innovation	3.97	Agree
5. Nationalism	4.03	Agree
6. Service-orientation	4.00	Agree
Total	4.02	Agree

The second highest as to adherence to the core values was God-centeredness with a mean of 4.15. In God-centeredness, students believed that in some way, their service-learning experience in the National Service Training Program II actually improved their spirituality.

Many studies actually tell that service-learning and spirituality are related. For instance, Janet Eyler and Dwight E. Giles Jr. (1999), authors of *“Where’s the Learning in Service-Learning”* say that some students believe that spiritual growth and formation is one of the learning outcomes of service-learning. Even Welch & Koth (2003 & 2009), explains the role of spirituality in service-learning. Basically, they emphasized that service-learning is a form of spiritual practice that can transform the lives of the participants.

In the Philippine context, we see service to the community as a way of serving God. As a Catholic country, Filipinos are taught to help the needy and the poor, to practice the faith through actions. In fact, the Modules on Good Citizenship Values published by CHED in partnership with Good Citizenship Movement (2006) emphasizes the role of ‘Pagkamaka-Diyos’ as the key and the core to good citizenship.

The lowest among the adherence to the core values is leadership with a mean of 3.81. Astin, Vogelgesang, Ikeda & Yee (2000) mentioned from their research study that it is possible that in co-curricular leadership development programs other than service-learning courses, students design and operate the program themselves which allows them opportunities to develop their leadership skills and is usually not present in service-learning courses. This validates the findings why leadership has the lowest mean. Hence, the nature of the activities doesn't stimulate leadership skills of the students.

Relationship between college of origin and adherence to the core values

The result of the study shows significant relationship between college where students come from and students' adherence to the core values. Basically, the longer their exposure to the community- partner the higher is their level of adherence to leadership, integrity, nationalism and service-orientation values; the shorter integration and stay in the community the lower is their adherence to the core values. However, the research also showed there is no significant relationship between gender, number of hours of participation in NSTP II, as well as the NSTP activity they participated in

Table 4. College and Adherence to the Core Values.

Variables	Chi Value	SIG (2-SIDED)	VERBAL INTERPRETATION
College vs. Adherence to Leadership	27.192a	.039	Significant
College vs. Adherence to Integrity	32.581a	.008	Significant
College vs. Adherence to Nationalism	26.808a	.044	Significant
College vs. Adherence to Service-orientation	27.427a	.037	Significant

whether it was CWTS or LTS given the number of hour's exposure and the activities they are involved in the community.

Participation in service-learning and adherence to core values

Another major result of the research is that the students' perception of learning in NSTP II has significant relationship with their adherence to the core values of LPU-Laguna as seen on Table 4. The results, therefore, have proven that the students' participation and their perception of learning in NSTP II are related and cannot be separated from one another. It can be inferred therefore, that the higher level of students' participation and perception of learning in NSTP II the more they adhere to the core values of LPU-Laguna. A sense of meaning, patience and discipline, care and compassion, love of country, recognizing other people as equals: these are among the qualities Filipino students mention as developed in them as they serve in the community mentioned in the compilation of service learning paper of Carino and Florencio (2002). The research made by Markus Howard, and King (1993) claimed the same when they noted that serving-learning has a positive impact on the personal, attitudinal, moral, and social life of the students hence, adherence to the core values.

Table 5. Level of participation and learning in NSTP II and adherence to the core values of LPU-Laguna

Variables	Rho Value	Sig.(2-tailed)	Verbal Interpretation
Level of Participation-Adherence to the Core Values	.609**	.000	Significant
Perception of Learning-Adherence to the Core Values	.198**	.002	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Relationship of participation in service-learning, learning in NSTP II, and adherence to the core values

The study showed that there is significant relationship between students participation in service-learning and adherence to the core values (ρ -value=.609**, sig (2-tailed)= 000). Moreover, students learning in NSTP II and adherence to the core values have significant relationship (ρ -value=.198**, sig (2-tailed)= .002). The relationship between the students' participation and their perceived learning in community service (NSTP II) are established also by many researches such as Astin and Sax (1998) and Bringle and Hatcher (1996) to mention only few. The former research contends that "participation in voluntary work during the undergraduate years enhances university students' academic development, life-skills development, and sense of civic responsibility." The latter's research as well claims the same but noted that service-learning facilitates learning in many different ways: "Faculty who use service learning discover that it brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem solving skills, and makes teaching more enjoyable."

It is no wonder then that in 2002 with having only 18-20% national rate participation in the community service in the different colleges in the United States, it dramatically increased to 82% in 2004. Since then service learning became popular globally thus studies was conducted in 14 countries to ascertain this phenomena (D.Haski-Leventhal et.al, 2010).

Contextually, Filipinos have a natural bent for service, this positive attribute is premised on the Filipino characteristic *Pakikipagkapwa-Tao*. Palispis (1995) observes that "Filipinos are open to others and feel one with others ... *Pakikipagkapwa-tao* is manifested in a basic sense of justice and fairness and concern for others. It is shown in the Filipino's ability to

empathize with others, the helpfulness and generosity in times of need (*pakikiramay*), the practice of *bayanihan* or mutual assistance and the famous Filipino hospitality.”

As an institution, LPU-Laguna incorporates its core values to be the standard of its corporate responsibility (community service) and its academic objectives (students' learning). Hence, adherence to the core values of LPU-Laguna reflects one's involvement (participation) on the one hand and one's academic commitment (learning) on the other hand. Therefore, if community service then is a demonstration of the Filipino's *pakikipagkapwa-tao* and service- learning serves as a natural breeding ground for learning according to studies, the relationship between the two is all evident. Thus one's level of participation and perception of learning have both an impact to the students' adherence to the core values.

RECOMMENDATION

1. Create a framework for effective and efficient facilitation of CWTS/LTS activities by teachers, to increase motivation among the students, and to foster support from LPU-Laguna community.
2. Develop a curriculum and modules that is program-oriented for CWTS and LTS respectively that can facilitate relevant experiential learning.
3. Design a mechanism that can objectively assess reflective essays of the students to measure their personal and professional development in relation to the core values of LPU-Laguna.
4. Provide training and orientation to all NSTP I & II teachers for better implementation of NSTP programs and activities with strong emphasis on the core values of LPU-Laguna.

5. Closely monitor & improve community projects to ensure sustainability of the program.
6. Further research on self – learning is encouraged to be done in different subjects and a sincere evaluation of the program.

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