



THE EFFECTS OF THE NATIONAL SERVICE TRAINING PROGRAM TO THE DEVELOPMENT OF THE STUDENTS IN THE UNIVERSITY OF CAGAYAN VALLEY

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ABSTRACT: *The University of Cagayan Valley, formerly the Cagayan Colleges Tuguegarao in its desire to respond in the call for national development embraced the implementation of Republic Act 9163, known as the National Service Training Program Act of 2001. The imposition of the national program for service and training to the youth in the Philippines begin with the creation of Commonwealth Act No. 1, otherwise known as the National Defense Act. It is a legislative act providing basis for the national defense of the country, punishing certain violations thereof, appropriating fund therefore and for other purposes under the government of President Manuel L. Quezon in 1935. This study attempted to determine the effects of the National Service Training Program to the development of students of University of Cagayan Valley. The study has utilized the descriptive-correlational research method where 340 students who graduated from the program either on the military and non-military components has been the source of the needed data. The research utilized a questionnaire (Cancino, E. C. (2009) to elicit information and to ensure more reliable data. The information and data that were gathered through the questionnaire were organized, tabulated and collated for better analysis and interpretation. The frequency and percentage distribution were utilized to analyze & interpret the profile of the respondents. To assess the effects of the NSTP course and the influences provided by the NSTP and the difficulties encountered by the students, the weighted mean was employed. To the test the difference in the effects of the NSTP courses among the respondents when grouped according to program, the t-test was utilized. The Pearson r was used to test of relationship between the influences provided on the above NSTP courses and the respondents' profile. The result of this has brought to the conclusion that the NSTP courses are effective to an extent for the University of Cagayan Valley students because the instruction was effective and it addressed the leadership skills needed by the students. Through effective community service provided by the NSTP courses, students developed holistically as individuals, as students, and as responsible citizens of the society guided by the four core values, which were instilled by the UCV-NSTP as well as the whole institution. Aside from completing the courses, the students also gained*



benefits due to the community services they have done. They were able to improve themselves, executed better, involved more in the community, and demonstrated a lot of competencies after completing the said learning courses. The NSTP students of University of Cagayan Valley also influenced the students along self-improvement as evidenced by the findings that the students improved in terms of their academic & leadership skills, self-confidence and connection with the communities. Meanwhile, there were also effects of NSTP along the performance of the students in terms of academic and community services. It is through the programs or activities provided by NSTP enabled the students to improve their performance in every activity even in other subjects they enrolled. Furthermore, NSTP courses also had influences along the community involvement of the students because they were able to conduct community services wherein, they were able to recognize that they have made impacts or changes after they have conducted community services. It is through their experiences in NSTP courses that made them more involved in the community where they belong. The NSTP courses also had influences along the demonstration of competencies by the students even after completing the said courses. Given the results of the study regarding the effects of NSTP to the University of Cagayan Valley students, the researcher recommends that further studies be conducted regarding the effects or benefits of NSTP to the students as well as to the community and on the perceptions of the students towards ROTC.

Keywords: *National Service Training Program, ROTC, Literacy Training Service, Civic Welfare Training Service, University, Republic Act 9163, Commonwealth Act No1, Pearson, Weighted Mean*

INTRODUCTION

The University of Cagayan Valley, formerly the Cagayan Colleges Tuguegarao in its desire to respond in the call for national development embraced the implementation of Republic Act 9163, known as the National Service Training Program Act of 2001. At the very start the institution has been compliant in the implementation of the program with only two (2) components the Civic Welfare Training Service (CWS) and Literacy Training Service (LTS). However, in shorta time, the NSTP Act 2001 was amended and stated in Sec. 38 and 39 of RA 7077 that military training should also be provided to tertiary level students.



The implementation of the program in School Year 2002-2003 opened the doors to all freshmen to enroll in NSTP 1 for the 1st semester and NSTP 2 for 2nd Semester. It was during those years that students, male or female were made to understand of their role as youth to ensure that their skills and talents are utilized, appreciated and they were also indoctrinated the spirit of volunteerism.

Higher education institutions realized importance of this program of training the younger generation on civic consciousness, nationalism, social and environmental awareness and national security. In this way, they are prepared to respond to the urgent needs of our developing country, and is the most valuable resource of the Filipino nation, they need to be motivated, developed and utilized in regards to their responsibilities as citizens and in fulfillment of their civil obligations, hence NSTP as a training ground.

The imposition of the national program for service and training to the youth in the Philippines begin with the creation of Commonwealth Act No. 1, otherwise known as the National Defense Act. It is a legislative act providing basis for the national defense of the country, punishing certain violations thereof, appropriating fund therefore and for other purposes under the government of President Manuel L. Quezon in 1935. The same law that required college students, particularly males to finish two years, equivalent to 4 semesters, of military training as a modality to institutionalize the reservist system in the Philippines national defense.

In 1980, the National defense act was amended to give existence to Presidential Decree No. 1706, otherwise known as the National Service Law. It mandated compulsory national service to all Filipino citizens. It was composed of three main program components namely: Civic Welfare Service (CWS), Law Enforcement Service (LES), and Military Service (MS). College students were given an option to choose from among these components in compliance with the requirements for tertiary education.

The implementation of the National Service Law, except the provision of the Military Service was suspended by the Presidential Memorandum Order No. 1 under the incumbency of former President Corazon Aquino, paving the way for the conceptualization of the Reserve



Officers' Training Corps (ROTC), embodied under Republic Act 7077 (the Citizen Armed Forces of the Philippines Reservist Law), effective school year 1986-1987.

The ROTC program aimed to realize the constitutional mandate of developing a strong civilian base to supplement the professional military in the nation's defense system. It was designed to initiate the ROTC trainees in the rudiments of soldiership, instilling in them discipline and correct deportment. The objective of the said program was to train all able-bodied tertiary students, for military skills in case of war. It cannot be disputed, however, that the law on mandatory military training for male Filipino students that existed for than sixty (60) years was tainted for anomalies and irregularities in the advent of the post-Marcos era that culminated to the unprecedented death of UST-ROTC cadet officer Mark Welton Chua for alleged anomalies of some erring ROTC officials in 2001, thus defeating the purpose upon which this military training program was anchored in.

As a way to offer an alternative in neutralizing people's aversion to this military program during the school year 2001-2002, ROTC was made an optional under the National Service Program (NSP), conceiving the so-called Expanded ROTC (E-ROTC) characterized by deviation from the rigid tactical training offering alternatives like rendering civil auxiliary sources in the form of helping maintain law and order, assisting socio-economic development projects and delivery of basic health services or aiding in addressing local insurgency.

In view of the options, it gave the students the choice, among the following components, Military Service (MS), Civic Welfare Service (CWS) and Law enforcement Service (LES).

Many, if not all the Higher Education Institutions, found the enforcement of NSP confusing and unmanageable though. Hence, in December 2001, the NSTP Act envisioned to address public clamor for reforms in the ROTC and NSP programs, was signed into law by then President Gloria Macapagal-Arroyo as an aggressive modality toward making the former national service training that is military in nature, relevant to the changing needs of the time.

The main objectives of NSTP is to stress the significant role played by youth, male and female alike, in the task of developing our nation via national service training. As such, it aims to develop the youth to become civic or military leaders and volunteers through a



modified, re-structured and reinforced training package whom could be called upon by the nation in cases their services are needed and in the event of disasters or emergencies.

Compared with ROTC, the NSTP Act ensured that three components- Civic Welfare Training Service (CWTS), Literacy Training Service (LTS) and Reserve Officer's Training Corps (ROTC) are given the same and equal implementation in educational institutions. Moreover, it defined the different NSTP components, the duration of the training, coverage and others.

The non-military program components of NSTP, that is the CWTS and LTS are committed to strengthening the values and traits of the youth, improving skills and knowledge on various endeavors, developing interest in community service and making them responsible for peace and development to ensure harmony and growth in the Filipino Communities.

In its Preamble, the 1987 Philippine Constitution says that the "sovereign Filipino people, imploring the aid of almighty God", ordain and promulgate this constitution in order to achieve two broad, continuing purposes. (1) to build a just and humane society and (2) to establish a government that shall do several things including to "secure to ourselves and posterity the blessings of independence and democracy under the rule of law and the regime of the truth, justice, freedom, love equality and peace. Given its wide scope, depth and complexity, the constitution is seen as mandating not only development but also social transformation, no less than the building of peaceful, prosperous just and humane society through a dynamic political, economic, social and cultural democracy. Through the years, the poorest in our country have fought for acknowledgement, appreciation and above all, respect. But in our increasingly aware society, the poor have been unable to escape from the stigma of a social status that is frequently accompanied by labels and stereotypes of being poor means being ignorant, unschooled, unemployed, and disadvantaged. Academic institutions cannot be unmindful of the realities of the outside world. Rather they should exert more efforts to reach communities, touching the lives of the poor out there in love and service. The objectives of extension work are to create teaching and learning situations whereby faculty, staff, students, and the community learn from each other; to render services to the community; and to promote self-supporting livelihood projects.



The study of Quendangan et.al., dealt primarily with respondents' assessment in terms of the community services rendered as to; relevance of the program, effects of the services, assessment of clients to the trainer, facilities/materials/equipment and venue of the program while the present study deals on the effects of the NSTP courses in the development of the students. Remedios Miciano's study concentrated on piloting a peer Literacy program as an implication for teacher education stating that tutoring cannot be done via NSTP's literacy program, however the exposure of the NSTP students in carrying their tasks in the program contributed a better understanding and appreciation what it means to be a teacher and the mission of teaching which the present study would like to find out the effects of the program in the development of the students. The study of Yap and the present study are similar since both studies focused on the extent of implementation of the program to the development of the students, however, the former, concentrated on the CWTS component only while the later focused on the three components. The study conducted by Pardo was more on the vulnerability of floods in the communities of the NSTP students while the present study concentrated on the effects of the program in the development of the students in the university.

STATEMENT OF THE PROBLEM

This study attempted to determine the effects of the National Service Training Program to the development of students of University of Cagayan Valley. Specifically, it sought to answer the following questions:

1. What is the profile of the student respondents in terms of the following variables
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Program Enrolled
 - 1.4 Year Level
 - 1.5 Components enrolled
 - 1.6 Dialect spoken
 - 1.7 Religion



2. How effective are the NSTP courses as assessed by the respondents by program and as a whole in terms of?
 - 2.1 Objectives
 - 2.2 Curriculum
 - 2.3 Teaching-learning activities
 - 2.4 Assessment

3. Is there a significant difference between the assessment of the respondents on the effects of the NSTP courses when grouped by program and as a whole?

4. What influences do the NSTP courses provide the respondents by program and as a whole along:
 - 4.1 Self-improvement
 - 4.2 Performance of students
 - 4.3 Community Involvement
 - 4.4 Demonstrations of competencies

5. Is there a significant difference between the influences of the NSTP Program to the respondents by program and as a whole?

6. Is there a significant relationship between the profile variables of the respondents and the influences provided on the above NSTP courses by program and as a whole?

7. What are the difficulties encountered by the students while enrolled in NSTP 1 and 2?

RESEARCH METHODOLOGY

Since the study aimed to assess the effects of the implementation of the National Service Training Program in the University of Cagayan Valley, this study utilized the descriptive-



correlational research method. The respondents of the study were the 340 students who graduated from the program either on the military and non-military components. The research utilized a questionnaire (Cancino, E. C. (2009). *Survey questionnaire*. Retrieved January 10, 2015) to elicit further information and to ensure more reliable data.

The information and data that were gathered through the questionnaire were organized, tabulated and collated for better analysis and interpretation. The frequency and percentage distribution were utilized to analyze & interpret the profile of the respondents. To assess the effects of the NSTP course and the influences provided by the NSTP and the difficulties encountered by the students, the weighted mean was employed. To test the difference in the effects of the NSTP courses among the respondents when grouped according to program, the t-test was utilized. The Pearson r was used to test of relationship between the influences provided on the above NSTP courses and the respondents' profile.

Along effectiveness, the following numerical and descriptive scale were utilized

3.26-4.00 - To a great extent (GE)/Very Effective (VE)

2.51-3.25 - Moderate Extent (ME)/Effective (E)

1.76-2.50 – to a little extent (TLE)/Effective to a
little extent

1.00-1.75 - To no extent (TNE)/Not effective (NE)

Along influences of NSTP, the following numerical and descriptive were used:

3.26-4.0- To a great extent (TGE)

2.51-3.25- Moderate extent (ME)

1.76-2.50- To a little extent

1.0-1.75- To no extent (TNE)

For the difficulties encountered the following were used:

Always experienced - AE

Often Experienced - OE

Seldom Experienced – SE

Never Experienced - NE



RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1: Frequency and Percentage Distribution of Respondents

Respondents	Frequency	Percentage
Non-Military	84	24.70
Military	256	75.30
Total	340	100

Table shows the distribution of the respondents. There were 84 or 24.70 percent who took and finished the non-military component and 256 or 75.30 percent took and graduated from the military component.

Table 2a: Frequency and Percentage Distribution of Respondents According to Age

Age	Frequency	Percentage
16-20	295	86.76
21-25	41	12.06
26-30	4	1.18
Total	340	100

Mean Age – 18.72

As gleaned from the table, 295 or 86.76 % of the respondents belong to age range 16-20, while 4 or 1.18% fall within the age bracket of 26-30. This means that almost all of the respondents who represented this group are first year and second year students and are fresh completers of the NSTP 1 and 2 course. Within this group are some 3rd year and 4th year students and have certainly taken up their NSTP 1 and 2. The mean age of the respondents is 18.72 is years old which implies that these students are within the college level who either enrolled their NSTP in their first year or in their later years in college.



Table 2b: Frequency and Percentage Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	222	65.29
Female	118	34.71
Total	340	100

As shown in Table 2b majority of the respondents are males as indicated by 222 or 65.29%, while 118 or 34.71% are females. This implies that the enrolment in first and second year is dominated by males, who are enrolled in military component of the program.

Table 2c: Frequency and Percentage Distribution of Respondents According to Religion

Religion	Frequency	Percentage
Roman Catholic	277	81.47
INC	15	4.41
Methodist	9	4
Jehova Witness	3	.88
Mormon	5	1.47
Islam	2	.59
Born Again	22	.47
Others	7	2.06
Total	340	100

The table on the previous page shows that there is a majority of Roman Catholics among the respondents with 277 or 81.5 percent. This data confirm that Roman Catholic religion is still the dominant religion in the country. There are respondents belonging to other religious sects with the least percentage of 0.9 percent and 0.59 percent representing members of the Jehovah Witness and Muslim religious groups, respectively.

It implies that taking NSTP is not prohibition among students as well as specified in the University 's philosophy.



Table 2d: Frequency and Percentage Distribution of Respondents According to Dialect Spoken

<i>Dialect</i>	<i>Frequency</i>	<i>Percentage</i>
Ybannag	35	10.3
Itawes	108	31.8
English	1	.3
Malaueg	1	.3
Muslim	1	.3
Tagalog	194	57.1
Total	340	100

Table 2d reflects the dialects spoken by the respondents with Tagalog as the highest with 194 or 57.1 percent. This implies that many of the respondents are from places outside Tuguegarao considering that this city is already a melting pot where different ethnic groups converge.

Table 2e: Frequency and Percentage Distribution of Respondents According to Program Enrolled

<i>Course</i>	<i>Frequency</i>	<i>Percentage</i>
HRM	44	12.9
BSMT	23	6.8
BSCrim	202	59.4
Technology	17	5.0
BSBA	32	9.4
Engineering	1	.3
BSMare	6	1.8
Others	3	.9
Total	340	100

As gleaned from the data in the above table, majority of the respondents come from the School of Criminology which is an indication that this school has the largest student population. This school has a big percentage of male enrollees, thus confirming the greater percentage of males as reflected in Table 2b. The least number of enrollees come from the Colleges of Engineering, Maritime Engineering and others, indicating a fewer enrollee in their 1st and 2nd year.



Table 2f: Frequency and Percentage Distribution of Respondents According to Year level

<i>Year Level</i>	<i>Frequency</i>	<i>Percentage</i>
1 st Year	29	8.5
2 nd Year	182	53.5
3 rd Year	91	26.8
4 th Year	38	11.2
Total	340	100

Table 2f shows the frequency and percentage distribution of respondents according to year level. The highest in number is 182 or 53.5 percent who come from the second year. This implies that almost those who just finished NSTP 1 and 2 constituted the greatest number of respondents during the conduct of the study.

Table 2g: Frequency and Percentage Distribution of Respondents According to Component Enrolled

<i>Component</i>	<i>Frequency</i>	<i>Percentage</i>
CWTS/LTS	84	24.70
ROTC	256	75.30
Total	340	100

As shown in Table 2g, the highest number of respondents is 256 or 75.30 percent representing the ROTC or the military component. This indicates therefore that there are more males who constituted the whole NSTP with 222 of them as student-respondent during the conduct of the study as reflected in Table 2b. It also implies that the ROTC group of respondents come e from the School of Criminology which again confirms the 202 students representing their school as reflected in Table 2e. Out of the 340 respondents, only 84 or 24.70 percent constituted the CWTS/LTS or the non-military component mostly composed of females from the other colleges.



EFFECTIVENESS OF NSTP COURSES AS ASSESSED BY THE RESPONDENTS

2.1 . Objectives

Table 3a: Item Mean and Descriptive Scale Distribution on the Assessment of the Respondents on the effectiveness of the NSTP along objectives by Program and as a Whole

Item	CWTS/LTS		ROTC		As a Whole	
	Mean	D.S	Mean	D.S	Mean	D.S
Developed ethics of service and patriotism	3.53	GE	3.53	GE	3.53	GE
Enhanced civic consciousness and disaster preparedness	3.58	GE	3.32	GE	3.45	GE
Motivated and mobilized them for national defense	3.48	GE	3.35	GE	3.41	GE
Inculcated the spirit of voluntarism	3.41	GE	3.36	GE	3.39	GE
Imbued the importance of their role in nation building	3.54	ME	3.36	GE	3.36	GE
Category Mean	3.51	GE	3.38	GE	3.45	GE

Shown in Table 3a is the assessment of the respondents in the effectiveness of the NSTP course along objectives by program and as a whole. The highest mean given by the CWTS/LTS respondents in terms of objectives is 3.58 or “to a great extent” which is on “enhanced civic consciousness and disaster preparedness”. This is an indication of the importance given by the respondents on civic welfare activities as these are applied by them when they go back to their respective municipalities. They utilized these in their localities during disaster risk management. However, the importance of their role in nation building was given the lowest mean of 3.41 or “to a moderate extent”. This implies that the respondents’ spirit of nationalism is still wanting. The category mean of 3.51 or “to a great extent” is a good sign, though it must be maintained or must be improved.

Among the ROTC student-respondents, the highest rated item is on the “imbued the importance of their role in nation building”. This is wonderful to know as the ROTC group of respondents is highly nationalistic, and this is really expected of them. The category mean of 3.33 or to a great extent is also good, but this needs to be improved yet.



As a whole, the highest rated item is on the development of the ethics of service and patriotism. This implies that the value of patriotism or love of country is imbued by all students. The lowest assessed item is the importance of their role in nation-building. While student-respondents love their country, their interest for national welfare is missing. This value needs to be strengthened, although the category mean is 3.45 or to a great extent is commendable.

2.2.1. Curriculum (CWTS/LTS)

Table 3b1: Mean Assessment of the Respondents in the Effectiveness of the NSTP along Curriculum by Program

Item	CWTS/LTS	
	Mean	D.S
Republic Act 9163	3.49	GE
Self-awareness and Values Education	3.60	GE
Leadership	3.57	GE
Disaster Risk & Reduction Management	3.42	GE
Drug and Voter's Education	3.39	GE
Environmental Awareness & Protection	3.53	GE
First Aid Techniques	3.51	GE
Community Immersion	3.54	GE
Category Mean	3.51	GE



In terms of curriculum, the assessment of the CWTS/LTS student respondents is presented in the table above. Highest item mean is on self-awareness and values education with a mean of 3.60 or “great extent”. This implies that values education topped the hierarchy of importance in their NSTP curriculum, followed by community immersion 3.54 or “to a great extent”. The lowest assessed item is disaster risk and reduction management with a mean of 3.42 or “great extent”. Although this item is already rated effective or to a great extent, there is still a need to strengthen or internalize this among the students. The category mean of 3.51 or “great extent” is a good indication of the effectiveness of all areas in the curriculum.

2.2.2 Curriculum (ROTC)

Table 3b2: Mean Assessment of the Respondents in the Effectiveness of the NSTP along Curriculum by Program

Item	ROTC	
	Mean	D.S
Naval Military Orientation, AFP goals & objectives	3.59	GE
Combat & Marksmanship training	3.52	GE
Civil Affairs	3.44	GE
Drills and Ceremonies	3.47	GE
Weapon Training of individual soldier	3.49	GE
Basic Obstacles Course	3.35	GE
Individual protective measures	3.45	GE
Category Mean	3.47	GE



The assessment of the curriculum by the ROTC student- respondents is reflected in Table 3b2. Rated highest is item no. 1. Naval/Military Orientation, AFP goals and objectives with a mean of 3.59 or “Great extent”, followed by item no. Combat and Marksmanship training with a mean of 3.52 or “great extent”. This implies that the respondents like very much these areas, and have also rated the same as a whole. This is very impressive as the respondents may even want to enter the military or navy in the future. So, this is a very good training for them. The lowest item mean of 3.35 or GE is on Basic Obstacle course. This area may have been given the least item mean, but still effective to a great extent which is likewise reflected in the computed category mean by program and as a whole.

2.3. Teaching-Learning Activities

Table 3c: Mean Assessment of the Respondents on the Effectiveness of the NSTP along Teaching-Learning Activities by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
Plenary sessions were held	3.45	GE	3.23	ME	3.34	GE
Role-playing Activities	3.52	GE	3.41	GE	3.46	GE
Documentation of Activities	3.54	GE	3.48	GE	3.51	GE
Group Interaction	3.59	GE	3.44	GE	3.52	GE
Film showing or video clip presentation	3.48	GE	3.32	GE	3.40	GE
Recycling Activities	3.54	GE	3.25	GE	3.39	GE
Tree-planting Activities	3.59	GE	3.30	GE	3.44	GE
Category Mean	3.53	GE	3.35	GE	3.44	GE

As to the effectiveness of the NSTP along teaching-learning activities, The highest mean is on tree planting activities with a mean of 3.59 or “great extent”, was rated by the CWTS/LTS group while ROTC rated documentation activities as their highest and as a whole group interaction was rated with a mean of 3.52 or “great extent”. It implies that these are so enriching activities that students like and enjoy very much. The lowest is on plenary sessions which is as always expected because they may feel bored, or perhaps not even listen to the speakers. In other words, they prefer activities where they do something, instead of listening



to lectures. The overall category mean by component is which is 3.53 and 3.35 respectively and 3.44 as a whole is a good indication of the effectiveness of this area.

2.4 Assessment Strategies

Table 3d: Mean Assessment of the Respondents on the Effectiveness of the NSTP along Assessment Strategies by Programand as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
Paper and Pencil Test	3.48	GE	3.34	GE	3.41	GE
Return Demonstration of students	3.53	GE	3.34	GE	3.44	GE
Reflection Paper	3.47	GE	3.28	GE	3.37	GE
Graded demonstration	3.59	GE	3.33	GE	3.44	GE
Submission of compiled accomplishment	3.61	GE	3.41	GE	3.51	GE
Category Mean	3.54	GE	3.34	GE	3.44	GE

The assessment of the respondents on the effectiveness of the NSTP along assessment strategies is reflected in the above table. It shows that the highest rated item by both CWTS/LTS and ROTC student-respondents is on submission of compiled accomplishment. This means that the respondents find joy in compiling their documented accomplishments which is also reflected in the preceding table. This is especially when there are pictorials while they include in their compilation. The lowest item mean given by CWTS/LTS students which are 3.47 or to “a great extent” is along reflection paper and paper and pencil test and 3.28 or great extent by the ROTC students respectively. This implies that they hate writing, although this type of assessment cannot be avoided. The category mean of 3.54 or to a great extent and 3.34 or great extent by CWTS/LTS and ROTC students, respectively is a good indication of the effectiveness of the assessment strategies.



Table 4: Test of Difference Between the Assessment of the Two Groups of Respondents on the Effects of the NSTP Courses

<i>Dimension</i>	<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Objectives	CWTS/LTS	83	3.5108	2.278	338	.023	Reject
	ROTC	257	3.3829				Ho
Curriculum	CWTS/LTS	83	3.5077	.668	338	.505	Accept
	ROTC	257	3.4704				Ho
Teaching- Learning Act.	CWTS/LTS	83	3.5300	3.100	338	.002	Reject
	ROTC	257	3.3459				Ho
Assessment	CWTS/LTS	83	3.5373	2.918	338	.004	Reject
	ROTC	257	3.3393				Ho

$\alpha = 0.05$ *Note: if decision is rejected, there is a significant difference*

The above table shows that on the effects of the NSTP courses, the two groups of respondents have the same assessment on Curriculum as revealed in the P value of 0.505 which is greater than alpha which is 0.05. This implies that there is no significant difference on the assessment of the two groups of respondents on the effects of the NSTP courses. As gleaned from the table, there is significant difference between the assessment of the two groups of respondents along objectives, teaching-learning act and assessment. The claim is manifested in the P values which is less than alpha at 0.05 level. This means that the two groups of respondents have different assessment along the state dimensions as seen in the table above.



4. INFLUENCES OF NSTP ALONG

4.1 Self-improvement

Table 4.1: Mean Assessment of the Respondents on the Influences of the NSTP along Self-improvement by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
Learned more about leadership	3.59	GE	3.60	GE	3.60	GE
Developed myself professionally	3.47	GE	3.47	GE	3.47	GE
Improved my academic performance	3.46	GE	3.47	GE	3.47	GE
Enhanced my chances for academic promotion	3.46	GE	3.42	GE	3.44	GE
Connected with other students and communities	3.61	GE	3.46	GE	3.54	GE
Improved my self-confidence	3.49	GE	3.49	GE	3.49	GE
Inculcated social action in doing community services	3.53	GE	3.40	GE	3.47	GE
Developed appreciation in doing community services	3.60	GE	3.43	GE	3.51	GE
Category Mean	3.53	GE	3.47	GE	3.50	GE

As to the influences of the NSTP along self-improvement by program and as a whole, the data are shown in Table 4.1. It can be gleaned from the data that developing appreciation in doing community services obtained the highest item mean which means that with NSTP students enjoy and realize the importance of doing community services. Since NSTP is non-academic course, students rated the item “enhanced my chances for academic promotion” the lowest with 3.46 equivalent to great extent together with “developed myself professionally” also with 3.47. The overall category mean of 3.53 is a very impressive indication of the influences of NSTP along self-improvement. Among the ROTC student-respondents, the highest item mean, all four (4), was given to all the items which is very commendable. Although, the over-all category is 3.50 as a whole is still a very good indication of NSTP’s influence in the self-improvement of the students.



4.2 Performance of Students

Table 4.2: Mean Assessment of the Respondents on the Influences of the NSTP along Performance by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
I was able to perform community service better	3.45	GE	3.35	GE	3.39	GE
My career advanced after completing the course	3.40	GE	3.35	GE	3.38	GE
I was motivated to serve marginalized population	3.24	ME	3.39	GE	3.31	GE
I became more committed to serve the community	3.40	GE	3.44	GE	3.42	GE
I developed willingness to do community service for poor or marginalized community	3.47	GE	3.39	GE	3.43	GE
I realized that project implemented were worth spending time, money & effort	3.51	GE	3.44	GE	3.47	GE
My understanding in leadership & community development increased	3.51	GE	3.38	GE	3.44	GE
I gained a network for leadership and community service information and assistance	3.47	GE	3.38	GE	3.43	GE
Category Mean	3.43	GE	3.39	GE	3.41	GE

Table 4.2 shows the assessment of the respondents on the influences of the NSTP along performance by program and as a whole. “Understanding leadership and community development was a good influence on the performance of the students as reflected by the computed item mean of 3.51 or great extent. This implies that the concept of leadership and community development has been internalized by them. On the other hand, becoming committed to serve the community by the ROTC student groups with an item mean of 3.45 or great extent similar to how the other groups assessed “understanding in community development. Another item which obtained the highest item mean (3.45 or GE), from the ROTC students is “realizing” that projects implemented were worth spending time, money and effort. This means that to the ROTC students, time, money and effort are nothing because they see something concrete out of these which are evidences of their performances. To the CWTS/LTS group, motivation to serve the marginalized population was lowest (3.23 or to a moderate extent). This means that NSTP activities may not just be meant for the marginalized sector of the society but for everybody in the community regardless of



socio-economic status. For the ROTC students, to perform community service and obtaining career advancement after completing the course was least in item mean (3.35 or great extent). To serve and protect the nation in the future was their prime objective in taking the course.

4.3 Community Involvement

Table 4.3: Mean Assessment of the Respondents on the Influences of the NSTP along Community Involvement by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
Identify what improvement are to be made to the situation of the target group	3.41	VM	3.47	VM	3.44	VM
Identify what results will be needed to generate specific impact	3.30	VM	3.37	VM	3.33	VM
Identify what activities must be done to obtain specific output	3.37	VM	3.34	VM	3.35	VM
Identify what human, material and financial resources are needed to perform the activities	3.42	VM	3.28	VM	3.35	VM
Identify what changes are to be made to the target groups' action	3.31	VM	3.31	VM	3.31	VM
Recognize that impacts and results have been achieved	3.39	VM	3.32	VM	3.36	VM
Category Mean	3.37	VM	3.35	VM	3.36	VM

Data reflecting the assessment of respondents on the influences of the NSTP along community involvement by program and as a whole are presented in Table 5.3. As gleaned from the data, identifying what activities must be done to obtain specific output came out as the highest rating (3.37 or very much). This implies the importance of needs assessment in the community. This is followed by the need to identify what improvements are to be made which is also important (3.41). The lowest rated item is identifying what results will be needed to generate specific impact, although the envision results would also be important which leads one to determine the outcome of a community development project. The category mean of 3.37 given by the CWTS/LTS group is fine, but still needs to be improved. From among the ROTC group, the highest rated item is to identify what human and financial



remedies are needed to perform the activities. This implies the importance of planning where resources (human and material) must be indicated. The lowest rated item mean by them is identify what improvements are to be made. This is similar to what CWTS/LTS group has replied, “identify results to generate specific input”. This implies that planning for community development includes what improvements are to be made, however, these are their own concepts for community development very much is a good indication, but needs to be strengthened.

4.4 Demonstration of Competencies

Table 4.4: Mean Assessment of the Respondents on the Influences of the NSTP along competencies by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D.S</i>
Take responsibility for changing personal behavior or acquiring skills that lead to personal, academic and community development success	3.46	VM	3.24	M	3.35	VM
Demonstrate techniques in making community analysis	3.35	VM	3.42	VM	3.38	VM
Demonstrate ability to create and execute effective community development plan and take responsibility for outcomes	3.39	VM	3.49	VM	3.44	VM
Develop a clearer understanding of personal, social and civic responsibilities by acting on accurate information to improve community health	3.37	VM	3.44	VM	3.41	VM
Generate and manage resources to support community development projects	3.45	VM	3.49	VM	3.47	VM
Present information, concepts on environmental issues and develop conservation program	3.42	VM	3.38	VM	3.40	VM
Understand basic economic activities and how they influence the community and help in the development or improvement	3.46	VM	3.45	VM	3.45	VM



Present information, concept on literacy issues and develop programs	3.42	VM	3.44	VM	3.43	VM
Locate, evaluate and cite information to support a community analysis report	3.43	VM	3.43	VM	3.43	VM
Act on conviction and stand up for beliefs	3.39	VM	3.41	VM	3.40	VM
Examine how decisions are made and weigh the possible consequences of actions	3.46	VM	3.46	VM	3.46	VM
Category Mean	3.39	VM	3.44	VM	3.42	VM

The assessment of the respondents on the influences of NSTP along competencies by program and as a whole is shown in Table 4.4. Two items were assessed the highest (3.46) by the CWTS/LTS in terms of the competencies “take responsibility for changing personal behavior or acquiring skills that lead to personal, academic and community development success and examine how decisions are made and weigh the possible consequences of actions. The data imply that students want to get involved in the activities especially in decision-making which is very commendable considering that most of them belong already to the majority age. The lowest rated item is 3.35 which is to demonstrate techniques in making community analysis. This means that this activity to them is nothing. What they prefer is action. The over-all mean is 3.39 or very much is a good sign, although more improvement is needed. For the ROTC students, two items were also rated highest (3.49) by them which are “Take responsibility for changing personal behavior or acquiring skills that lead to personal, academic and community development success and Generate and manage resources to support community development projects”. This implies that ROTC student-respondents are very interested to work for community development which is a sign of good leadership. The lowest which is 3.24, the reverse of what CWTS/LTS rated to be the highest is “Take responsibility for changing personal behavior or acquiring skills that lead to personal, academic and community development success”. This means that they do not have this as their objective for competency enhancement. The category mean of 3.42 or very much is alright, but which could be improved.



Table 5: Test of Difference Between the Assessment of the Two Groups of Respondents on the Influences of the NSTP Program

<i>Dimension</i>	<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Self-Improvement	CWTS/LTS	83	3.5288	1.054	338	.293	Accept Ho
	ROTC	257	3.4702				
Performance of Students	CWTS/LTS	83	3.4312	.701	338	.484	Accept Ho
	ROTC	257	3.3900				
Community Involvement	CWTS/LTS	83	3.3676	.338	338	.735	Accept Ho
	ROTC	257	3.3476				
Demo of Competencies	CWTS/LTS	83	3.4145	-.145	338	.885	Accept Ho
	ROTC	257	3.4238				

$\alpha = 0.05$ Note: if decision is reject, there is a significant difference

The table shows no significant difference between the assessment of the two groups of respondents as reflected on the P values which is greater than 0.05 level. This means that all the two groups of respondents have the same assessment, hence there is no significant difference between the assessments of the two groups on the influences of the NSTP program.

Table 6: Test of Relationships Between the Influences provided on the NSTP Courses & the Respondents' Profile Variables

<i>Profile Variables</i>		<i>Self-Improvement</i>	<i>Community Involvement</i>	<i>Demonstration of Competencies</i>
Age	Pearson Correlation	0.133	.734	.385
	Sig.(2-tailed)	0.086	.019	.047
	N	340	340	340
Gender	Pearson Correlation	.857	.270	.767
	Sig.(2-tailed)	-.010	.059	-.016
	N	340	340	340
Religion	Pearson Correlation	.114	.084	.524
	Sig.(2-tailed)	.086	.094	.035
	N	340	340	340



Dialect Spoken	Pearson Correlation	.195	.242	.753
	Sig.(2-tailed)	-.070	-.064	-.017
	N	340	340	340
Course	Pearson Correlation	.582	.962	.064
	Sig.(2-tailed)	.030	.003	.102
	N	340	340	340
Year Level	Pearson Correlation	.992	.376	.711
	Sig.(2-tailed)	.001	.048	.02
	N	340	340	340
Component Enrolled	Pearson Correlation	.383	.343	.520
	Sig.(2-tailed)	-.047	-.052	-.035
	N	340	340	340

Correlation is significant at 0.05 level (2-tailed)

The above table presents the relationship between the influences provided in the NSTP course and the respondents profile variables. The profile variables in the study are age, gender, religion, dialect spoken, course, year-level and component enrolled and the dimensions are self-improvement, community involvement and dimensions of competence. As revealed in the above table, there is no significant relationship between the influences provided in the NSTP courses and the respondents profile variables. This means that the profile variables do not affect any of the dimensions under study.

7. Difficulties Encountered

7.1 NSTP 1

Table 7.1: Mean Assessment of the Respondents on the Difficulties Encountered NSTP1 by Program and as a Whole

Dimensions	CWTS/LTS		ROTC		As a Whole	
	Mean	D.S	Mean	D.S	Mean	D.S
Mismanagement of time	2.61	OE	2.14	SE	2.38	SE



Attending remedial class	2.67	OE	2.14	SE	2.41	SE
Financial problems due to requirements	2.49	OE	2.27	SE	2.38	SE
Completion of requirements	2.65	OE	2.24	SE	2.44	SE
Obtaining the signatures of authorized signatories	2.64	OE	2.20	SE	2.42	SE
Difficulties in going to assigned classrooms	2.58	OE	2.18	SE	2.38	SE
Difficulties in adapting to non-permanent facilitators	2.63	OE	2.21	SE	2.42	SE
Wearing of complete uniform	2.67	OE	2.34	SE	2.50	SE
Disagreement among group members	2.61	OE	2.30	SE	2.46	SE
Difficulties in going to the assigned venue of the activities	2.63	OE	2.21	SE	2.42	SE
Encountering activities without tangible importance	2.53	OE	2.25	SE	2.41	SE
Category Mean	2.61	OE	2.23	SE	2.42	SE

As to the difficulties encountered by NSTP students, Table 7.1 shows the data by program and as a whole. The highest mean (2.67 or often experienced) is on wearing of complete uniform. This is an indication that not all students yet comply with the school policy of wearing of uniform. The lowest rate item is 2.49 or often experienced on financial problems due to requirements. This is expected of our students as a great percentage of the whole UCV student populations belong to the low-income group, although this is the lowest encountered problem. The category mean of 2.61 means that something has yet to be done. Among the ROTC student-respondents, the highest rated problem they encounter is financial problems due to requirements, although seldom encountered as reflected by the item mean of 2.23. All the rest of the items were also rated seldom experienced with mismanagement of time and attending remedial class as the least they encounter. This means that the respondents are particular of their time for NSTP activities and in attending their NSTP class, so it is not to them a great problem. The category mean of 2.61 or often experienced is not a good indication and which means something has to be done. For the ROTC group, the category mean of 2.23 or seldom experienced is fine which means, the problems they encounter are manageable, with category mean of 2.42 as a whole which is likewise manageable.



7.2 NSTP 2

Table 7.2: Mean Assessment of the Respondents on the Difficulties Encountered NSTP2 by Program and as a Whole

<i>Item</i>	<i>CWTS/LTS</i>		<i>ROTC</i>		<i>As a Whole</i>	
	<i>Mean</i>	<i>D. S</i>	<i>Mean</i>	<i>D.S</i>	<i>Mean</i>	<i>D. S</i>
Mismanagement of time	2.43	SE	1.76	SE	2.10	SE
Attending Sunday activities	2.42	SE	1.78	SE	2.10	SE
Financial problems due to requirements	2.42	SE	1.94	SE	2.18	SE
Completion of requirements	2.51	OE	1.86	SE	2.19	SE
Obtaining the signatures of authorized signatories	2.39	SE	1.89	SE	2.14	SE
Transporting from school to community	2.43	SE	1.87	SE	2.15	SE
Committing to assigned activities	2.54	SE	1.99	SE	2.27	SE
Wearing of complete uniform	2.46	SE	1.81	SE	2.14	SE
Completing the required hours of duty	2.30	SE	1.82	SE	2.06	SE
Difficulties in going to the assigned community	2.40	SE	1.80	SE	2.10	SE
Encountering activities without tangible importance	2.40	SE	1.88	SE	2.15	SE
Category Mean	2.46	SE	1.83	SE	2.14	SE

On the difficulties encountered by NSTP 2 students, all items were assessed as seldom experienced, although commitments to assigned activities ranked highest with 2.54 as item mean. The lowest ranked item is on completing the required hours of duty. While the overall category mean is 2.46 which is equivalent to seldom experienced, this is a good sign for it means that all NSTP 2 students could handle the difficulties well. It further means that the NSTP students are mature enough to face the difficulties as they have gone through same hardships in their NSTP 1.



CONCLUSIONS

The study looked into the effectiveness of the NSTP courses as well as its influences along the self-improvement, performance, performance of students, community involvement of the students, as well as the demonstration of competencies even after finishing the course. Furthermore, the study also looked into the difficulties encountered by the students while enrolled in both NSTP 1 and 2. However, it is to be noted that the study has its limitations, there were no interviews conducted since only questionnaire was floated. Given the findings of the study, it is to be concluded that the NSTP courses are effective to an extent for the University of Cagayan Valley students because the instruction was effective and it addressed the leadership skills needed by the students. Through effective community service provided by the NSTP courses, students developed holistically as individuals, as students, and as responsible citizens of the society guided by the four core values, which were instilled by the UCV-NSTP as well as the whole institution. Aside from completing the courses, the students also gained benefits due to the community services they have done. They were able to improve themselves, executed better, involved more in the community, and demonstrated a lot of competencies after completing the said learning courses. The NSTP students of University of Cagayan Valley also influenced the students along self-improvement as evidenced by the findings that the students improved in terms of their academic & leadership skills, self-confidence and connection with the communities. Meanwhile, there were also effects of NSTP along the performance of the students in terms of academic and community services. It is through the programs or activities provided by NSTP enabled the students to improve their performance in every activity even in other subjects they enrolled. Furthermore, NSTP courses also had influences along the community involvement of the students because they were able to conduct community services wherein, they were able to recognize that they have made impacts or changes after they have conducted community services. It is through their experiences in NSTP courses that made them more involved in the community where they belong. The NSTP courses also had influences along the demonstration of competencies by the students even after completing the said courses.

Meanwhile, students also encountered difficulties while they were enrolled in NSTP 1 and 2. Along this, the difficulties often encountered by the students in NSTP 1 and 2 were wearing of complete uniform, financial problems due to the requirements in NSTP. It was also found



out that students' commitments to assigned activities was not that strong given that they also have other academic activities to finish. Also, while they were enrolled in NSTP courses, they were able to learn that due to those difficulties, the students were able to improve better as individuals, as students, and as citizens of the country. Encountering difficulties turned out to have positive effects to the students because those difficulties served as the avenues for the students to change for the better.

RECOMMENDATIONS

Given the results of the study regarding the effects of NSTP to the University of Cagayan Valley students, the researcher recommends the following:

- To conduct further studies regarding the effects or benefits of NSTP to the students as well as to the community.
- Since the students encountered difficulties while enrolled in the NSTP courses, a study on difficulties encountered in implementing a service-learning program be conducted.
- Future researchers to conduct a study regarding the perceptions of the students towards ROTC.

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