

The Implementation of National Service Training Program

Eleanor Gatchalian-Garingan

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ABSTRACT

The aim of the current study is to ascertain the level of operation of NSTP also the degree of weightiness of complications encountered by the respondents along choices of anxiety as program aims, management and operation, program activity workforce and personnel expansion, civic packaged, resource management in addition data organization then database assessment. Within the scope of this general aim the following question is sought an answer: Do degree of weightiness of complications encountered by the respondents in joining the activities change significantly in terms of (1) gender, (2) age (3) civil status, (4) ethnic affiliation (5) educational attainment (6) number of years of experience in NSTP variables? The present study has the characteristics of descriptive model. The participants include 286 implementers and students who take weightiness of complications at 2014-2015 Academic year at Quirino State University. Questionnaire was used to gather evidence from the respondents. Facts were statistically evaluated by means of mean, t-test also F-test: all were employed in SPSS. According to results, areas of concern of the program should be fully implemented, supervised, and monitored. Sex, age, civil status, ethnic affiliation, highest educational attainment, and years in NSTP affects the degree of weightiness of complications encountered by the respondents in joining the activities.

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Keywords:¹

National service training program, literacy training service, civic welfare training service, reserve officer training corps, program component

INTRODUCTION

As globalization expands, encouraging today's youth to train and work with people from diverse cultural groups, emphasis partnerships between the projects and communities, and understand their role in enacting change in the community is very challenging. Remarkably, safety is one of the concerns of all people and promote the general welfare of the State, and manifest individual armed otherwise public assistance (Mendoza & Pardo, 2018). The 1987 Philippine Constitution provides "the state recognizes the vital role of the youth in nation-building, the State shall promote civic consciousness among them and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate the ideals of patriotism, nationalism, and advance their involvement in public and civic affairs. They shall be motivated, trained, organized and involved in military, literacy, civic welfare programs and other similar endeavors in the service of the nation" (New Revised NSTP IRR, 2009).

The implementation of the National Service Training Program (NSTP) plays a vital role to the welfare of individual to become good leaders in the community. It is a project focus at strengthening public awareness and security readiness in the adolescence thru emerging beliefs of assistance and nationalism. Based from the New Revised IRR (2009) "The National Service Training Program (NSTP) was implemented by the Commission on Higher Education in the year 2001 as per the enactment of RA 9163 otherwise known as the National Service Training Program (NSTP) Act of 2001 in cooperation with the Department of National Defence (DND) and the Technical Education Skills Development Authority (TESDA)".

The three (3) program components of National Service Training Program (NSTP) are: (1) Reserve Officers' Training Corps" (ROTC) – refers to the program component, institutionalized

eleanor.garingan@qsu.edu.ph, Quirino State University, orcid.org/ 0000-0001-9051-7254

under Sections 38 and 39 of Republic Act No. 7077, designed to provide military training to tertiary level students in order to motivate, train, organize and mobilize them for national defense preparedness. (2) "Literacy Training Service" (LTS) – a program component designed to train the students to teach literacy and numeracy skills to school children, out-of-school youths and other segments of society in need of their services. (3). "Civic Welfare Training Service" (CWTS) – refers to the activity's contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and moral of the citizenry and other social welfare services.

The NSTP as a training package for tertiary students shall be undertaken for an academic period of two (2) semesters. NSTP 1 as prescribed in the guidelines set by the CHED imports to equip the student-trainees with the relevant skills, function knowledge, right attitudes and a wide array of topic of good citizenship values, leadership, drug education, disaster preparedness and national security concern while NSTP 2 is focused on the concept of community immersion as an approach to establish link between the community and students from the NSTP implementing schools towards local development through a process involving three phases: improving the youth's understanding of the community and how it works through experiential learning; conduct needs assessment survey of residents; and implementing a program/project to address an issue (Mendoza & Pardo, 2018).

In Qurino State University, the above phases were undertaken using common modules namely: Physical organization, Orientation on the NSTP (R.A. 9163 and IRR), self-awareness and values development, good citizenship, nationalism and voter's education, peace education, entrepreneurship, environmental awareness, drug education, health education, disaster management and preparedness, basic leadership training, national security concerns, and community needs assessment. The remaining two modules show characteristic parameters of the LTS and CWTS. The former deals on Literacy and Numeracy Skills Training while the latter covers Dimensions of the Development that tackles; Health, Environment, Entrepreneurship, Safety, Recreation, Morals of the Citizenry and other social welfare concerns. The second semester is the Community Immersion of the students. As mandated by law, the Department of National Service Training Program of the University fulfill its responsibilities on condition that proper public assistance to the chosen clientele. Higher education reforms must focus on authentic learning experiences. Reliable knowledge practices afford students encounter undertaking and perspective, students can get chance to interrelate with circumstances and answer the issue by reasoning and experiential events. (Nunagchalerm, 2014, Prasertsang & Nunagchalerm, 2013 & Butin, 2010) Knowledge skills can mold learner's former perception to suitable innovative involvements and then configuration to appropriate approach. Emerging reliable practice in a sited knowledge situation can deliver students to stimulate expert applies within the experience and traits. Service learning is an important part of pedagogy for constructing links between universities and community, while enhancing learning for students at the same time (Sullivan, 2002). Furthermore, assistance knowledge as a praise behavior enlightening practice in which students join in a systematized assistance undertaking to confront the recognized public desires also to mirror on the assistance undertaking to achieve a deeper emphatic of the course content, to create a comprehensive obligation of the training and to develop and enriched wisdom of public concern (Bringle R. G. 2012). Assistance knowledge is, hence, observed as a civic commitment studies, thus knowledge is improved also achieves the needs of the community (Smith, 2018).

On the other hand, in a study revealed that respondents encountered moderately serious problems in the implementation of NSTP. The faculty respondents perceived the higher seriousness of the problems that the student respondents who perceived it only as slightly serious. (Mendoza, L.P. et.al. 2018). In line with this, the implementation of NSTP is likewise affected and must be improved.

Moreover, in a study, discovered that implementers of non - military program component perceived certain problems along community/extension, information management program, and monitoring and evaluation program considered serious (Reyes, 2009). In contrary to this, certain emphasis on integrative serving in the social assistance sector the blending of social assistance and assistance knowledge forms an active where the outcomes are commonly valuable; the public, the undergraduate, and the academy can advantage from assistance knowledge undertakings (Desmond & Stahl, 2011). Moreover, study shows that the possible advantage of assistance knowledge on global rule are increased. Global assistance knowledge plans advance encourage in a diversity of changed fields. For illustration undergraduates reveal progress in multicultural growth, describing substantial growths in multicultural understanding and multicultural responsiveness (Sindt & Pachmayer, 2005)

Legal Bases in the Implementation of NSTP

In its Preamble, the 1987 Philippine Constitution says that the "sovereign Filipino people, imploring the aid of Almighty God," ordain and promulgate this constitution 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". Commonwealth Act No. 1, otherwise known as the "National Defense Act," was enacted by the National Assembly of the Philippines on 21 December 1935. It provided for obligatory military service for all male citizens of ages between 18 and 30 (Philippine Laws, Statutes and Codes) Presidential Decree No. 1706, otherwise known as the "National Service Law," was signed by President Ferdinand Marcos on 8 August 1980. It made national service obligatory for all Filipino citizens and specified three categories of national service: civic welfare service, law enforcement service, and military service (Philippine Laws, Statutes and Codes) Republic Act 7077, otherwise known as the "Citizen Armed Forces of the Philippines Reservist Act," was enacted by the 8th Congress of the Philippines on 27 June 1991. The Reservist Act provided for organization, training, and utilization of reservists referred to in the Act as "Citizen Soldiers." The primary pool of manpower for the reservist organization is graduates of the Reserve Officers' Training Corps basic and advanced courses (Philippine Laws, Statutes and Codes).

The NSTP Act, Republic Act 9163, also known as the NSTP Act of 2001, was created from the combination of Senate Bill 1824 and House Bill 3593. This program comprises of the following components: ROTC, Civil Welfare Training Services (CWTS), and Literacy Training Services (LTS), which are made optional that first year students can choose at the start of the enrolment (Philippine Laws, Statutes and Codes). The Philippine Rural Reconstruction Movement (PRRM), the first among the NGO, embarked on a community development program with a fourfold approach: education, livelihood, healthcare, and self-governance (Philippine Rural Reconstruction Movement & NGO-initiated Coops). One of the goals of CHED as per Memorandum Order 25 s. 2005 is for SUCs/HEIs to become “engines of growth” contributing significantly to poverty alleviation, food production, and sustainable natural resource management through massive technology promotion and commercialization. Extension services are provided in answer to the desires and pressing anxieties of the civic it assists. The engagement role makes the academy’s existence sensed in the public. It comprises the claim of current and innovative information and skill and those created in the academy to expand the value of life of the society. Over the engagement project, society are vested with the suitable information, outlook and competency. On the other hand, in a study revealed that respondents encountered moderately serious problems in the implementation of NSTP. The faculty respondents perceived the higher seriousness of the problems that the student respondents who perceived it only as slightly serious (Mendoza & Pardo, 2018). In line with this, the implementation of NSTP is likewise affected and must be improved. Moreover, in a study, discovered that implementers of non- military program component perceived certain problems along community/extension, information management program, and monitoring and evaluation program considered serious (Reyes, 2009). After the promulgation of the NSTP Act of 2001, there are some questions like, Are the NSTP programs, projects, and activities properly implemented by the higher education institutions? It can only be assess by a systematic and scientific investigation to measure the implementation.

It is important and necessary to cater various aspects of the community life. It was deemed necessary to conduct this study to assess status or extent of implementation of the NSTP as a basis to improve and enhance its programs, projects, and activities.

The general aim of the research was to assess status or extent of implementation of the NSTP as a basis to improve and enhance its programs, projects, and activities. In line with this purpose, the following research questions were determined:

What is the extent of implementation of NSTP along areas of concern?

What is the level of seriousness of problems encountered by the implementers in joining the activities?

What is the significant differences on the level of seriousness of problems encountered by the implementers in joining the activities when they are grouped by profile?

METHOD

Research Model

The research is conducted in descriptive model. Descriptive model aims to describe the nature of condition after it had been completed and afforded by the respondents. The sample of the present research is constituted from the NSTP implementers and students, who take weightiness of complications in Quirino State University, in the academic year of 2014- 2015. The participants were selected via “random sampling” method.

Study Group

The respondents of this study were composed of the NSTP Implementers from the state, colleges and universities nationwide and the students along the three component of NSTP of Quirino State University form part of the population from where the respondents were taken. This research was conducted at Quirino State University, Diffun Campus, School Year 2014-2015. The software G-Power was used to determine the sample. Frequency distribution of implementers and students, taking part in the present study, in terms of variables was shown in Table 1.

Table 1. Frequency Distribution of Implementers with regard to variables

Variables	N	%
Gender		
Male	52	60.46
Female	34	39.53
Age		
21-30	15	17.44
31-40	21	24.41
41-50	19	22.09
51 and above	31	36.04
Civil Status		
Single	25	29.06
Married	52	60.46
Single Parent	2	2.32
Widow/Widower	5	5.81
Separated	2	2.32
Annuled	0	0
Ethnicity		
Ilocano	32	37.20
Ifugao	1	1.16
Ibaloy	1	1.16
Tagalog	24	27.90
Visaya	13	15.11
Others	15	17.44
Highest Educational Attainment		
Bachelors' Degree	6	6.97
With Masters' Unit	21	24.41
Masters Graduate	20	23.25
With Doctoral Unit	23	26.74
Doctoral Degree Holder	16	18.60
Number of Years of Experience		
1-5	36	41.86
6-10	28	32.55
11-15	14	16.27
16 and above	8	9.30

Table 2. Frequency Distribution of Students with regard to variables

Variables	LTS		CWTS		ROTC	
	F	%	F	%	F	%
Sex						
Male	11	20.37	29	32.95	38	65.51
Female	43	79.62	59	67.04	20	34.48
Age						
15-17	28	51.85	38	43.18	19	32.75
18-20	24	44.44	44	50.0	38	65.51
20 above	2	3.70	6	6.81	1	1.72
Civil Status						
Single	54	100	88	100	58	100
Married	0	0	0	0	0	0
Ethnicity						
Ilocano	34	62.96	40	45.45	33	56.89
Ifugao	9	16.66	30	34.09	19	32.75
Tagalog	5	9.25	6	6.81	4	6.89
Others	6	11.11	12	13.63	2	3.44

Data Collection Tools

In data collection, the main instrument utilized was a questionnaire adapted from Reyes P. (2009). It consisted of three sections namely: Section A is the personal data section, section B consist of areas of concern and Section C consist of possible problems encountered in the implementation of NSTP. The questionnaire, which revealed four - point Likert type scale (outstandingly implemented, satisfactorily implemented, moderately implemented, rarely implemented) , included 21 items, out of which 7 were areas of concern and 14 were seriousness of problems encountered.

Data Analysis

For data analyses, SPSS (Statistical Package for Social Science) was used. The items were on a four - point scale of Outstandingly Implemented (OI) = 4, Satisfactorily Implemented (SI) = 3, Moderately Implemented (MI) = 2, Rarely Implemented (RI) = 1. Section C consisted of 14 possible problems encountered in the implementation of NSTP. The respondents were asked to mark on the item that they have encountered according to the extent of its seriousness. The items were on a four - point scale of Very Serious (VS) = 4, Serious (S) = 3, Moderately Serious (MS) = 2, Not at all (NA) = 1. Analyses revealed the following descriptive information; 3.26 – 4.00 – Outstandingly implemented, 2.51 – 3.25 – Satisfactorily implemented, 1.76 – 2.50 – Moderately implemented 1.00 – 1.75 – Rarely implemented while 3.26 – 4.00 – Very Serious, 2.51 – 3.25 –

Serious 1.76 – 2.50 – Moderately Serious 1.00 – 1.75 – Not at all. The collected information was treated with mean, t-test and F-test. 0.05 was accepted as the significance level in the research. As parametric tests, the independent samples t-test, one-way analysis of variance (ANOVA) was employed.

RESULTS

This section presents the findings and their interpretation concerning whether the status or extent of implementation of the NSTP as a basis to improve and enhance its programs, projects, and activities differed according to their gender, age, civil status, ethnic affiliation, educational attainment, and number of years of experience in NSTP

Table 3. Mean scores of the respondents in the extent of implementation of NSTP

AREAS OF CONCERN	IMPLEMENTERS'		LTS		CWTS		ROTC	
	M	D	M	D	M	D	M	D
1.Program Objectives	2.46	MI	2.04	MI	2.16	MI	2.72	SI
2.Administration and Organization	2.42	MI	2.84	S	2.56	SI	2.76	SI
3.Curriculum	3.00	SI	2.52	S	2.68	SI	2.40	MI
4.Training Staff and Staff Development	2.71	SI	2.00	M	2.28	MI	2.76	SI
5.Community/Extension Program	2.35	MI	2.44	M	2.32	MI	3.36	OI
6.Resource Management	2.75	SI	2.24	M	2.32	MI	3.08	SI
7.Information Management/ Program Monitoring and Evaluation	2.78	SI	1.92	M	2.32	MI	3.00	SI
Mean	2.63	SI	2.28	MI	2.37	MI	2.86	SI

Table 3 presents the mean scores obtained from the four subscales of implementation of NSTP. In order to determine the extent of implementation of NSTP based on their subscale scores. The arithmetic mean ranges of the scale were determined interpreted as outstandingly implemented for a score of 3.26 – 4.00, satisfactorily implemented for 2.51 – 3.25, moderately implemented for 1.76 – 2.50, rarely implemented for 1.00 – 1.75. When the mean scores of the participants in the four subscales of extent of implementation of NSTP were examined according to these ranges, it was determined that they had a satisfactorily implemented which indicate a reasonable state of implementation in NSTP among the implementer’s while the students show that the areas of concern in NSTP is moderately implemented by the LTS and CWTS while satisfactorily implemented by the ROTC respondents. This could be attributed to the varying concern of the participants.

Table 4. Mean scores of the respondents in the seriousness of problems encountered

PROBLEMS	IMPLEMENTER		LTS		CWTS		ROTC	
	S'							
	M	D	M	D	M	D	M	D
a. Too many topics	2.50	MS	2.56	S	2.68	S	2.36	M
b. Lack of provisions for training	3.50	VS	2.84	S	2.72	S	2.68	S
c. Unmanageable number of trainees	2.57	S	2.72	S	2.76	S	2.12	M
d. Lack of commitment	3.00	S	3.00	S	2.36	M	3.40	S
e. Lack of internalization of the aims by the trainees	3.35	VS	2.60	S	2.60	S	2.04	M
f. Lack of facilities, equipment and supplies	3.75	VS	2.36	MS	2.60	S	2.52	S
g. No clean direction for the organization and mobilization of graduates	3.14	S	3.04	S	2.60	S	2.80	S
h. Lack of exposure of students for organization	3.10	S	3.08	S	3.16	S	2.04	M
i. Lack of fund support	3.46	VS	2.88	S	2.48	M	2.36	M
j. Lack of functional network	3.96	VS	2.52	S	2.48	M	2.36	M
k. Lack of Barangay Leaders Support	3.39	VS	2.88	S	3.00	S	2.80	S
l. Lack of Resources	3.25	S	2.40	MS	1.96	M	2.64	S
m. Low-level of sustainability	3.39	VS	2.28	MS	1.88	M	2.48	M
n. Lack of Feedback Mechanism (Monitoring and Evaluation)	2.89	S	2.40	MS	1.88	M	2.96	S
Mean	3.23	S	2.71	S	2.51	S	2.54	S

Table 4 presents the mean scores obtained from the four subscales in the seriousness of problems encountered. The arithmetic mean ranges of the scale were determined interpreted as very serious for a score of 3.26 – 4.00, serious for 2.51 – 3.25, moderately serious for 1.76 – 2.50, not at all for 1.00 – 1.75. When the mean scores of the participants in the four subscales in the seriousness of problems encountered were examined according to these ranges, it was determined that they had serious problems encountered in NSTP. This could be attributed to the common problems of the participants.

Table 5. Results of the one-way analysis of variance of the areas of concern in NSTP related to age and ethnic affiliation variables.

AREAS OF CONCERN	IMPLEMENTERS		STUDENTS		
	Age p-value	Ethnic Affiliation p-value	LTS p-value	CWTS p-value	ROTC p-value
1.Program Objectives	.001*	.048*	.001*	.000*	.005*
2.Administration and Organization	.000*	.046*	.000*	.471	.000*
3.Curriculum	.003*	.180	.003*	.005*	.000*
4.Training Staff and Staff Development	.594	.000*	.594	.000*	.019*
5.Community/ Extension Program	.006	.005*	.006	.000*	.000*
6.Resource Management	.057	.000	.057	.000	.001
7.Information Management	.768	.000	.768	.049	.001

p-value of 0.05 and below are significant and above 0.05 are not significant

The differences in the participants’ areas of concern in NSTP scores according to their age and ethnic affiliation were statistically significant for the subscales of strategy use and evaluation. The Anova on the frequency on areas of concern along age reveals significant on program objectives, administration and organization, and curriculum while along ethnic affiliation, majority of the areas is significant except on curriculum by the implementer’s respondents. Along students’ respondents, on age, program objectives, administration and organization, and curriculum is significant by the LTS students. Along CWTS reveals that majority is significant except in administration and organization and ROTC reveals significant in all areas.

Table 6. Results of the independent samples t-test on the degree of seriousness of problems encountered in NSTP

Problems	LTS	CWTS	ROTC
	p-value	p-value	p-value
a. Too many topics	.730	.667	.184
b.Lack of provisions for training of trainer’s	.129	.667	.406
c.Unmanageable number of trainees	.768	.667	.134
d.Lack of commitment	.141	.667	.023*
e.Lack of internalization of the aims by the trainees	.530	.667	.725
f.Lack of facilities, equipment and supplies	.841	.423	.071
g. No clean direction for the organization and mobilization of graduate	.145	.868.	.267
h.Lack of exposure of students for organization	.018*	.423	.013*
i.Lack of fund support	.134	.423	.184
j. Lack of functional network	.391	.423	.379
k.Lack of Barangay Leaders Support	.139	.478	.197
l.Lack of Resources	.794	.478	.034*
m.Low-level of sustainability	.888	.667	.134
n.Lack of Feedback Mechanism (Monitoring and Evaluation)	.934	.667	.017*

p-value of 0.05 and below are significant and above 0.05 are not significant

There was a statistically significant difference on lack of exposure of students for organization while along ROTC, shows that there is significant on lack of commitment, lack of exposure of students for organization, lack of resources, and lack of feedback mechanism (monitoring and evaluation).

Table 7. Results of the one-way analysis of variance on the degree of seriousness of problems encountered in NSTP of the implementers' participants.

Problems	Age	Civil Status	Ethnic Affiliation	HEA	Years in NSTP
	p-value	p-value	p-value	p-value	p-value
a. Too many topics	.149	.743	.002*	.151	.023*
b. Lack of provisions for training of trainer's	.357	.258	.019*	.026*	.000*
c.Unmanageable number of trainees	.022*	.400	.002*	.115	.006
d.Lack of commitment	.216	.089	.569	.000*	.238
e. Lack of internalization of the aims by the trainees	.738	.041*	.128	.654	.131
f. Lack of facilities, equipment and supplies	.248	.932	.000*	.584	.355
g. No clean direction for the organization and mobilization of graduate	.000*	.010*	.864	.010*	.001*
h.Lack of exposure of students for organization	.169	.939	.481	.940	.049*
i.Lack of fund support	.013*	.226	.157	.000*	.002*
j. Lack of functional network	.162	.289	.025*	.062	.122
k.Lack of Barangay Leaders Support	.437	.420	.219	.757	.467
l.Lack of Resources	.066	.999	.040*	.485	.291
m.Low-level of sustainability	.036*	.795	.000*	.321	.660

p-value of 0.05 and below are significant and above 0.05 are not significant

The differences in the participants' degree of seriousness of problems encountered in NSTP differ significantly in accordance with age, civil status, ethnic affiliation, highest educational attainment, and years in NSTP. There is significant on unmanageable number of trainees, no clean direction for the organization and mobilization of graduate, lack of fund support and low-level of sustainability on age. Lack of internalization of the aims by the trainees on civil status is also significant. On ethnic affiliation, is significant on on too many topics and others. Lack of provisions for training of trainer's, on highest educational attainment. Too many topics, lack of provisions for training of trainer's, no clean direction for the organization, lack of exposure of students for organization, and lack of fund support is significant on years in NSTP.

Table 8. Results of the one-way analysis of variance on the degree of seriousness of problems encountered in NSTP of the students' participants.

PROBLEMS	AGE			ETHNIC AFFILIATION		
	LTS p-value	CWTS p-value	ROTC p-value	LTS p-value	CWTS p-value	ROTC p-value
a. Too many topics	.030*	.044*	.000*	.000*	.038*	.015*
b.Lack of provisions for training of trainer's	.000*	.049*	.002*	.003*	.053	.183
c.Unmanageable number of trainees	.025*	.178	.181	.001*	.045*	.506
d.Lack of commitment	.000*	.005*	.000*	.365	.089	.069
e.Lack of internalization of the aims by the trainees	.000*	.122	.000*	.031*	.000*	.091
f.Lack of facilities, equipment and supplies	.042*	.002*	.000*	.002*	.096	.220
g. No clean direction for the organization and mobilization of graduate	.000*	.036*	.001*	.611	.633	.082
h.Lack of exposure of students for organization	.000*	.007	.191	.558	.000*	.719
i.Lack of fund support	.000*	.042*	.067	.157	.042*	.773
j. Lack of functional network	.013*	.133	.002*	.001*	.015	.321
k.Lack of Barangay Leaders Support	.000*	.357	.001*	.105	.000*	.010*
l.Lack of Resources	.007	.004*	.001*	.000*	.867	.069
m.Low-level of sustainability	.219	.004*	.005*	.000*	.241	.032*
n.Lack of Feedback Mechanism (Monitoring and Evaluation)	.125	.000*	.000*	.003*	.270	.222

p-value of 0.05 and below are significant and above 0.05 are not significant

Table 8 represents that there is a significant difference along age and ethnic affiliation by the LTS, CWTS, and ROTC students.

Based from the Anova table, along age majority of the problems is significant except on lack of resources, low-level of sustainability, and lack of feedback mechanism by the LTS students. Along CWTS, majority of the problems is also significant except on unmanageable number of trainees, lack of internalization of the aims by the trainees, lack of exposure of students for organization, lack of functional network, and lack of Barangay leaders support. Along ROTC, majority of the problems is significant except on unmanageable number of trainees, lack of exposure of students for organization, and lack of fund support.

As gleaned from the Anova, on ethnic affiliation, majority of the problems is significant except on lack of commitment, no clean direction for the organization and mobilization of graduate, lack of exposure of students for organization, lack of fund support, and lack of Barangay leaders support. Along CWTS, too many topics, unmanageable number of trainees, lack of internalization of the aims by the trainees, lack of exposure of

students for organization, lack of fund support, and lack of barangay leaders support is significant. Along ROTC, too many topics, lack of barangay leaders support and low-level of sustainability is also significant.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study investigated the extent of implementation of NSTP composed of the NSTP Implementers from the state, colleges and universities nationwide and the students along the three components of NSTP of Quirino State University 2014-2015 academic year had significantly different concerns and problems according to their gender, age, civil status, ethnic affiliation, educational attainment, and number of years of experience in NSTP. The results of analyses revealed that the areas of concern in NSTP was determined that they had a satisfactorily implemented while the students show is moderately implemented by the LTS and CWTS while satisfactorily implemented by the ROTC respondents. When the participants' seriousness of problems encountered scores were examined, it was determined that the participants had serious problems encountered in NSTP. This finding is reinforced that, service learning is considered as an active experiential learning that allows students to develop academically by learning how to think critically about their experiences and relate to their class work (Sterling, 2007). It involves the purposeful integration of thought and practice, which is an application of theory to real-life situations. Such task can be considered non-traditional learning experience which allows students to connect the cognitive learning in the classroom with their affective learning at the community service-learning site (Steffes, 2004).

When the participants' areas of concern in NSTP scores were examined according to their age and ethnic affiliation, it was found statistically significant. This finding is supported that service-learning activities are intended to reinforce classroom content while also providing a beneficial service to the community. However, poor design can also reinforce students' existing paternalistic and stereotypical ideas of community members as being deficient and students acting as community savior (Fisher,2010 & Chupp 2010). In addition, service-learning is a long way from the academic center stage in higher education, but it is moving in that direction with increasing speed (Bringle, 2012). There was a statistically significant difference on lack of exposure of students for organization while along ROTC, shows that there is significant on lack of commitment, lack of exposure of students for organization, lack of resources, and lack of feedback mechanism (monitoring and evaluation). This finding is supported that it allows students to participate in an organized knowledge, skills, and attributes which community determined and reflected on the community service in such away to gain further understanding of course content, appreciation of local knowledge, and enhancing sense of public mind. The local knowledge will be preserved as well as community service success. Learners will be appreciated with local knowledge and way of learning, traditional values, skills and morale (Seider, 2013 & Dixit & Goyal 2011). In addition, such benefits, that students get from the service learning experiences, are able to improve their soft skills such as communication skills, critical thinking, civil responsibility, and their sense of care for others (Anaya, 2003). Also, service learning in human service students also enhances the development of communication skills, self-reflection, and confidence (Woodside, Carruth, Clapp, & Robertson, 2006). The differences in the participants' degree of seriousness of problems encountered in NSTP differ significantly in accordance with age, civil status, ethnic affiliation, highest educational attainment, and years in NSTP. This finding is supported that service learning is a powerful pedagogical tool that linking community service to academic learning where is local knowledge and modern knowledge are rich (Campbell, 2013). It integrates students' classroom instruction with community learning experiences (Petracchi, 2016 & Schelbe 2014). Furthermore, service-learning has always been more than "doing good" and therefore, we must instruct students in a way that allows them to develop a need for social awareness and civic engagement (Green, 2003) Moreover, all students and staff must develop awareness of social inequalities and injustices and then work alongside community members to produce change for good (Amerson, 2012). Table 8 represents that there is a significant difference along age and ethnic affiliation by the LTS, CWTS, and ROTC students. This could be attributed to the fact that service learning is a means to providing students with real-life experiences in a situated-learning environment. It is an educational approach that combines community service, academic coursework, and work-based applied learning. It has the potential to change student attitudes toward a course and a subject (Stoecker, 2014, Maddrell, 2014, & Butler, 2013). In addition, as students connect with the community and project, their mindsets are transformed as they desire to contribute to lasting change through reflection and action (Kiely, 2004).

Furthermore, the study established that, areas of concern of the program should be fully implemented, supervised, and monitored. Monitoring was found to be essential because they seemed to agree that it positively impacted on the academic performance. Implementation is the process of executing a plan or policy so that a concept becomes a reality. Administration and organization is one of the areas of concern reveals significant difference. Productivity improves organizations effectiveness and efficiency. Work plan makes proper utilization of time, resources and budget. A clear plan gives a sense of aim and accomplish a project. When we make a work plan there is emergence of new ideas and methods that can be evaluated and then implemented in a proper way (Henry Bennett 2014). Similarly, on the degree of seriousness of problems encountered in NSTP of the students' respondents. Researches support this finding (Butler, M. 2013; Kiely, R. 2004; Maddrell, J. 2014; Stoecker, R. 2014) found significant difference along age on lack of resources, low-level of sustainability, and lack of feedback mechanism by the LTS students. Along CWTS, is also significant except on unmanageable number of trainees, lack of internalization of the aims by the trainees, lack of exposure of students for organization, lack of functional network, and lack of Barangay leaders support. Along ROTC, majority of the problems is significant except on unmanageable number of trainees, lack of exposure of students for organization, and lack of fund support. Some researches support this finding (Crabtree, R. D. 2013; King, J.T. 2004; Ver Beek, K. 2002). In addition, this finding is reinforced that, service learning is considered as an active experiential learning that allows students to develop academically by learning how to think critically about their experiences and relate to their class work are necessary (Sterling M. 2007). In addition, it involves the purposeful integration of thought and practice, which is an application of theory to real-life situations. Such task can be considered non-traditional learning experience which allows students to connect the cognitive learning in the classroom with their affective learning at the community service-learning site (Steffes, J.S. 2004). The limitations of this study are as follows: The study is limited to NSTP Implementers from the state, colleges and universities nationwide and the students along the three components of NSTP of Quirino State University, Philippines in 2014-2015 academic year. In line with the results obtained from this study, the following recommendations are made:

- Attaining program objectives
- Revisiting the curriculum for enhancement
- Sustaining community immersion for student development
- Managing and securing available resources
- Disseminating information for awareness
- Attending at least one seminar, training, or workshop once a year for faculty development
- Updating on the current issues and trends in education

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