

## NATIONAL SERVICE TRAINING PROGRAM IN THE UNIVERSITY OF NORTHERN PHILIPPINES

Larry P. Mendoza  
University of Northern Philippines  
UNESCO Heritage City of Vigan

Corazon G. Pardo  
University of Northern Philippines  
UNESCO Heritage City of Vigan  
cgpardo1996@gmail.com  
09175681745

### ABSTRACT

As the society becomes driven by fast-paced technology and quick gratification, convincing today's youth to participate in community-based outreach projects and other similar endeavors in step with national development becomes more challenging ever. This descriptive-qualitative study assessed the status of the National Service Training Program (NSTP) of the University of Northern Philippines (UNP) along Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) components utilizing a questionnaire adapted from Casillan (2014) and supplemented with documentary analysis. Frequency, percentage and mean were used to analyze data. Results of the study showed that most of the NSTP faculty are middle-aged, an equal number of male and female, married, teaching for more than 10 years, BS Degree holders, and NSTP instructors for three years or less, non-teaching in position, permanent and part-time, with monthly salary from 10,000 to 19,000 pesos, never attended NSTP related pieces of training/seminar..

There is an average NSTP enrollment of 1970 for the past three years and with 89% who graduated on time. Several activities, project/programs were undertaken by the students, and the teaching and non-teaching staff who were assigned to teach the program. The budget is dependent on its enrollment. Facilities and equipment are shared. The extent of implementation of NSTP is very high along curriculum, objectives, administration, programs, and services, and budget, fees, incentives, and insurances, but high only along facilities and equipment, activities, faculty/ teaching staff, library resources and on the overall. The respondents encountered moderately serious problems in the implementation of NSTP.

Keywords: NSTP, Civic Welfare Training Service, Literacy Training Service, Implementation

### Background of the Study

As the society becomes driven by fast-paced technology and quick gratification, convincing today's youth to participate in community-based outreach projects and other similar endeavors in step with national development becomes more challenging ever. It is noteworthy that the obligation to defend the State is imposed upon all citizens, including women, and that the service that may be required of them by law must be personal.

The 1987 Philippine Constitution provides " The State recognizes the vital role of youth in the nation building. It shall include in the youth patriotism and nationalism, and encourage their

involvement in public and civic affairs". Further, it is enshrined in its people. The Government is to serve and protect its people. The Government may call upon the people to defend the state and, in fulfillment thereof, all citizens may be required under conditions provided by law, to render personal military or civil service."

The implementation of the National Service Training Program (NSTP) is very important to the welfare of individual to become good leader to the community and mankind. It is a program aimed at enhancing civic consciousness/awareness and defense preparedness in the youth particularly the college students. 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)". This is also an avenue for students to develop the ethics of true, dedicated service and patriotism while undergoing training in any of its three (3) program components:

As stipulated in Republic Act 9163, the three (3) program components of National Service Training Program (NSTP) are: (1) Reserve Officers Training Corps (ROTC) which is a program institutionalized under section 38 and 39 of RA 7077 designed to provide military training to tertiary-level students in order to motivate, train, organize and mobilize them for defense preparedness; (2) Literacy Training Service (LTS) which is a program designed to train students to become teachers of literacy and numeric skills to school children, out-of-school youth and other segments of society in need of their services; and (3) Civic Welfare Training Services (CWTS) which refer to the programs or activities contributory to the general and 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 morals of the citizenry.

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 purports to equip the student-trainees with the relevant skills, function knowledge, right attitudes and a wide array of topic of good citizenship values, leadership, social mobilization community familiarization, etc., while NSTP 2 is hinged on the concept of community immersion as an approach to establish link between the community and students from 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; conduction needs assessment survey of

residents; and implementing a program/project to address an issue or a set of issues based on felt needs.

In UNP, 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 voters 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 is very desirous to fulfill its responsibilities in a very effective and efficient way by providing appropriate community services to the target clientele. The output of this research will serve as a baseline for further enhancement of the said community program. The mentioned study focuses only on LTS and CWTS divisions, and ROTC is excluded, though, this is also under the NSTP program.

The researchers are interested in assessing the status of the NSTP as a basis to improve, revising and/or retain its programs, projects, and activities.

### **Objectives:**

This study assessed the status of the NSTP in the University of Northern Philippines, School Year 2012-2013 to 2014-2015 along Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) components. Specifically, it was sought to

1. determine the profile of the instructor-respondents in terms of age, sex, civil status, highest educational attainment, Status of appointment, position, years in teaching NSTP, and training programs

- attended and membership in NSTP organization.
2. determine the personal profile of the student-respondents in terms of sex, age, year level, NSTP component completed, type of high school graduated from, highest educational attainment of parents, and occupation of parents.
  3. Determine the extent of implementation of the NSTP along the following components: objectives, curriculum, programs and services, activities, library resources faculty/teaching staff, administration, budget, fees, incentives and insurance, curriculum, and adequacy of facilities and equipment.
  4. Describe the status of the program along with faculty, enrollment, drop-out, graduates, faculty, programs/projects/activities, budget, and facilities and equipment.
  5. Determine the problems encountered by the faculty and students in the implementation of NSTP.

### Theoretical Framework

#### 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.

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 (Abueva, 1991).

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.

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.

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.

**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. State Universities and Colleges (SUCs) and other institutions of higher learning are required to offer the ROTC and CWTS Program. A DMST may be established provided that there are 350 cadets. Philippine Military Academy (PMA), PMMA (Philippine Merchant Marine Academy), and other SUCs of similar nature need not abide by the newly established act. Even though this act did not affect the Citizens' Army Training (CAT) in high school, CAT was thereby made also optional for the intermediate schools to operate and provide to high school students. Thus, this act functions as an amendment for the RA 7077, which established the Expanded ROTC and CAT Program.

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. The State Universities and Colleges (SUCs) on the other hand have a very active community outreach programs particularly in livelihood projects, education and literacy, and health. SUCs have been engaged in their advocacy to help the community become reliant. It is the key to

thecountry's development. This will help the poor believe in themselves and be self-reliant. The State Universities and Colleges (SUCs) can be counted on the help in the country's development effort. A lot of poor development projects have been done to provide livelihood opportunities for them. The State Universities and Colleges responded to the call of societal transformation. In the National Work Conference in Extension Program for State Universities and Colleges in 1994, mission statements were conceptualized in such a way that SUCs extension services must network, interfere, and coordinate with local government units, government organizations, and non-government groups in providing extension programs. Extension service has been an integral part of the State Universities and Colleges (SUCs) program infrastructure. Today, SUCs throughout the country continue the tradition of strong commitment to information transfer, service to users, and focus on outcomes that have allowed them to makesubstantialcontributions to the public interest overthe years. (SUCs Profile Update, 2003)

### Conceptual Framework

The paradigm below guided the researchersin the conduct of the study.

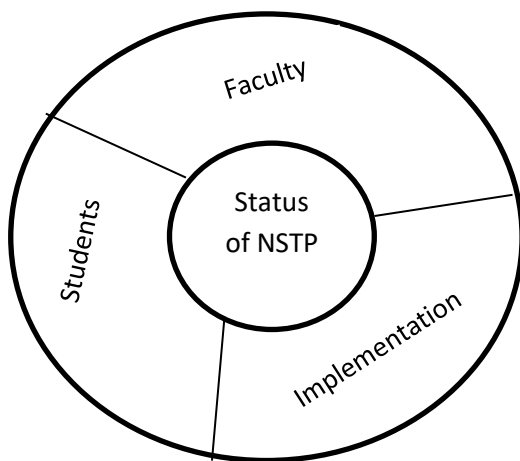


Figure 1. The Conceptual Paradigm

Figure 1 shows the paradigm of this research study. The paradigm presents the independent variables and the dependent variables. The independent variables included the personal profile of the facultyand students- respondents and implementation of the NSTP. The dependent variable is the status of the NSTP.

### Methodology

**Research Design.** The researchers utilized the descriptive-qualitative method of research in determining the status of the NSTP in UNP.

**Population and Sample.** The respondents of this study are composed of the faculty and selected students who graduated from the NSTP-CWTS/LTS during the School Year 2012-2013 to 2014-2015. The total enumeration was targeted for the faculty respondents. However, only 22 responded because the other three (3) were no longer connected to UNP during the data gathering, while 30% was set arbitrarily for the student-respondents. The distribution of the population and sample is illustrated below:

**Table 1**  
**Distribution of the Population and Samples of the Study**

Colleges	Faculty	Students	n	Total
CTE	4	540	162	168
CBAA	3	170	51	54
CTech	3	300	90	94
CE	4	250	75	79
CA	1	250	75	76
CAS	2	150	45	47
CCIT	2	170	51	53
BSSW	1	150	45	46
CHS	2	130	39	41
Total	22	2110	633	658

**Data Gathering Instruments.** The main instrument utilized was a questionnaire adapted from Casillan (2014). It consisted of four parts namely: Part I. Profile of the respondents: a) Faculty in terms of their: age, sex, civil status, educational attainment, status of appointment, academic rank, years in service, years in teaching, salary grade, NSTP seminars, and training attended, and membership in NSTP organization; and c) students in terms of their: age, sex, course, NSTP grade, highest educational attainment of parents, and type of high school graduated from.

Part II. The extent of implementation of the NSTP along the following components: objectives, programs, activities,

faculty/teaching staff, administration, budget, fees, incentives and insurance, curriculum, facilities and equipment, and library resources

Part III. This part consisted of 15 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.

Documentary analysis was also utilized to determine the status of the NSTP along enrollment, drop-out, graduates, faculty, programs/projects/activities, budget, and facilities and equipment.

The norm used in this study is seen below:

<b>A. Extent of Implementation of the NSTP</b>	
Range of Scores	Descriptive Rating
4.21 – 5.00	Very Highly Implemented (VHI)
3.41 – 4.20	Highly Implemented (HI)
2.61 – 3.40	Moderately Implemented (MI)
1.81 - 2.60	Slightly Implemented (SI)
1.0 – 1.80	Not Implemented (NI)
<b>B. Extent of Seriousness of Problems Encountered</b>	
4.21 – 5.00	Very Much Serious (VMS)
3.41 – 4.20	Much Serious (MS)
2.61 – 3.40	Serious (S)
1.81 – 2.60	Slightly Serious (SS)
1.00 – 1.80	Not a Problem (NP)

**Data Gathering Procedure.** Upon approval of the operational plan, the researchers personally administered the questionnaires to the faculty-respondents. In the administration of questionnaires to the student-respondents, it was done by their data gatherers utilizing purposive-incidental sampling. Data gathering took place at the different classrooms in the University to students who graduated in the NSTP program and were available and willing to answer the questionnaires.

**Statistical Treatment of Data.** The statistical tools used in interpreting the data to be gathered the following.

1. **Frequency Count** and **percentage** were used to describe the profile of the respondents.
2. The **Mean** was employed to describe the extent of implementation, status, and seriousness of problems encountered in the implementation of the NSTP.

## RESULTS AND DISCUSSION

### Profile of the Instructor-Respondents

Most (12 or 54.55%) of the NSTP faculty are aged 36 years old and above, with equal percentages of male and female, mostly married, in the service for 11 and above years, and BS Degree holders (12 or 54.55%), and NSTP instructors within the first three years (17 or 77.27%) only. A great number (9 or 40.91%) of them are non-teaching in position, half (50%) are permanent, receiving a monthly salary ranges from 10,000 to 19,000 pesos (15 or 68.18%), and eight (8 or 36.36%) of them never attended NSTP related training, seminars or workshops.

### Profile of the Student-Respondents

Most of the student-respondents are female (417 or 66.40%), 18-19 years old (386 or 61.46%), Second Year (408 or 64.97%), completed the CWTS component of NSTP (433 or 68.95%), with fathers who are College graduate (274 or 43.63%) and mothers who are High School Graduate (244 or 38.85%) and both parents are working as non-professionals (457 or 72.77% and 467 or 74.77%).

### Extent of Implementation of NSTP in UNP

As reflected in table 2, the extent of implementation of NSTP is "very high" along curriculum, objectives, administration, programs, and services, and budget, fees, incentives and insurances as supported by the fact that the computed mean values of these items fall within the range of 4.21-5.00. However, facilities and equipment, activities, faculty/ teaching staff, library resources and the overall are "high" only with mean ratings of 3.41-4.20.

This implies that there is a higher extent of implementation of the NSTP components along curriculum, objectives, administration, programs, and services, and budget, fees, incentives and insurance than facilities and equipment, activities, faculty/ teaching staff, and library resources. The lower implementation of the NSTP components along facilities and equipment, activities, faculty/ teaching staff, and library resources should be looked into to improve the NSTP because it plays a significant role in enriching civic consciousness and defense preparedness in the youth.

**Table 2**  
**Summary of Assessment of the Respondents on the Extent of Implementation of NSTP**

Items	Faculty		Students		Combined	
	$\bar{X}$	DR	$\bar{X}$	DR	$\bar{X}$	DR
Objectives	4.59	V H	4.25	V H	4.42	V H
Programs and Services	4.43	V H	4.05	H	4.24	V H
Activities	3.93	H	3.87	H	3.90	H
Faculty/ Teaching Staff	3.75	H	4.08	H	3.92	H
Administration	4.55	V H	4.19	H	4.37	V H
Budget, Fees, Incentives, and Insurances	4.31	V H	4.14	H	4.22	V H
Curriculum	4.86	V H	4.16	H	4.51	V H
Facilities and Equipment	3.91	H	3.85	H	3.88	H
Library Resources	4.00	H	4.04	H	4.02	H
Overall	4.26	V H	4.07	H	4.16	H

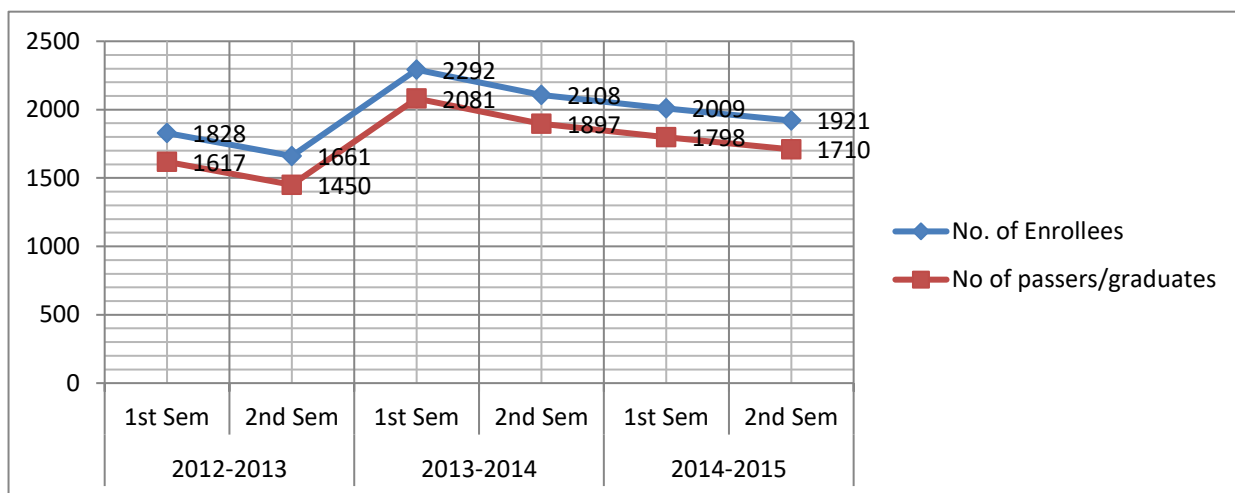
Legend:

4.21 – 5.00	Very High (VH)	1.81 – 2.60	Low (L)
3.41 – 4.20	High (H)	1.00 – 1.80	Very Low (VL)
2.61 – 3.40	Average (A)		

**Status of NSTP**

**Enrolment, passers/graduates, incomplete, failed and dropped outs**

Figures 2 and 3 show the status of NSTP in terms of enrolment, passers/graduates, incomplete, failed and dropped outs during the School Year 2013-2015.



**Figure 2. NSTP Enrolment and Passers/Graduates**

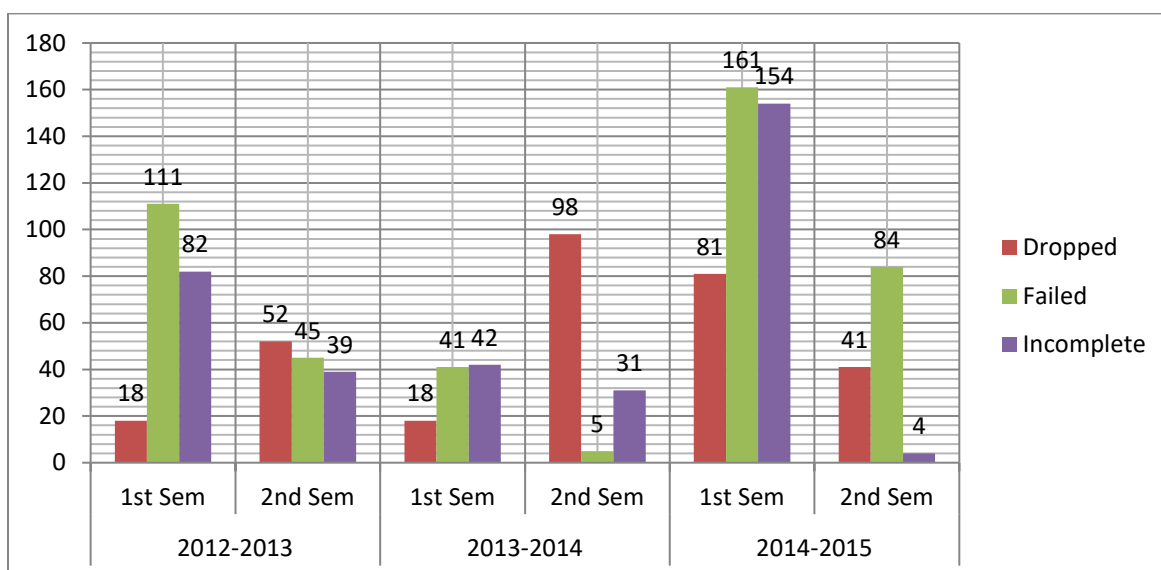
As seen in figure 2, the enrolment and number of passers/graduates in the NSTP are generally increasing from School Year 2012-2013 to 2014-2015. However, it is observed that there is a decrease of enrolment per semester during those school years. The same observation is seen in the number of passers/graduates per semester. It

is also noted that the lines are continuously parallel. Further analysis on the figure shows that a constant number of 211 is observed as differences between enrolment and passers/graduates in all semesters. This means that on the average, only 89 percent of the students who enrolled in NSTP 1 during the first semester and NSTP 2 during

the second semester were able to pass and graduated on time. This finding implies that 211 students did not pass their NSTP 1 class during the first semester and the same number of students did not graduate during the second semester for reasons of having

incomplete grades, dropped out and failed in their NSTP 2 classes for the past three school years.

The status of NSTP in terms of incomplete, failures and dropped-outs is presented in figure 3.



**Figure 3. Status of NSTP in terms of Incomplete, Failures and Dropped Outs**

It is revealed in the figure that for the last three years, the NSTP students did not graduate on time mainly because of failures, followed by incomplete grades, and dropped out. These findings should be looked into by the NSTP administration and faculty.

**On Faculty**

Faculty assigned to teach the NSTP-CWTS/LTS are usually the interested teaching and non-teaching staff of the University. This is so because NSTP 1 and 2 are given as, and faculty assigned to teach are being paid at 80 pesos per hour. Since it is not a regular load for faculty who are holding a permanent teaching position, only a few of them are involved in the program because it is generally scheduled for Saturdays.

**On Activities, Projects/Programs**

The primary activities, projects/programs of the NSTP included needs assessment survey (117), Christmas gift giving and distributing relief goods (65), Tree Planting/ Environmental awareness and Protection/ landscaping (23), Literacy program (18), Making/Preparation of project proposal (15) and Disaster Risk Reduction and Management/ Preparedness training/seminar (12), Drug and substance abuse prevention and control (8), and Leadership seminars and trainings. These are considered as the flagship activities as they trained the students to become future leaders in the community. However, no activity/program was done on participation in the election process, talent search/showdown, and popularity contest. This should be looked into as a basis for planning future activities of the NSTP for its improvement as these could be possible income generation sources.



Table 1  
Programs, Projects/Activities of the NSTP-CWTS/LTS

Programs/Activities	2012-2013	2013-2014	2014-2015	Total
1. Tree Planting/ Environmental awareness and Protection/ landscaping	11	6	6	23
2. Leadership seminars and training	2	2	2	6
3. Disaster Risk Reduction and Management/ Preparedness training/seminar	4	4	4	12
4. Drug and substance abuse prevention and control ( Health Education)	4	2	2	8
5. Military drills and national security concerns	1	1	1	3
6. Blood /Kidney donation ( Red Cross )	1	1	1	3
7. Needs Assessment Survey	39	39	39	117
8. Making/Preparation of project proposal	5	5	5	15
9. Educational field trip/tour	-	-	-	-
10. Livelihood/ Entrepreneurial (Goat/tilapia raising, fruit propagation, etc.)	4	4	2	10
11. Christmas gift giving and distributing relief goods	20	20	25	65
12. Food preparation and preservation	4	4	4	12
13. Ecumenical service /Mass /Bible service	1	1	1	3
14. Haircutting Barbering, therapeutic massage, manicure, and pedicure	2	2	2	6
15. Literacy program	6	6	6	18
16. Cultural /literary and art contests (Poster/ Slogan contest, etc.)	2	2	2	6
17. Culminating program/graduation ceremony	1	1	1	3
<b>Total</b>	<b>107</b>	<b>100</b>	<b>103</b>	<b>310</b>

**On Annual Budget**

The status of NSTP in term of the budget is shown in Figure 4. As seen in the figure, generally there is a decrease in the budget during the First Semester compared with the Second semester for the last three school years. This means that a smaller budget is provided for the NSTP program during the second semester compared with the first semester. Comparing the average budget for the last three school years, the trend shows that the budget is highest in SY 2013-2014 (330,000), followed by SY 2014-2015 (294,750) and lowest in SY 2012-

2013 (261,575). It should be noted that the budget for the NSTP is dependent on the number of enrolment per semester wherein each student should only be paying their NSTP fee of 150 pesos which is exclusively used for the operation of the program. This is stipulated in R.A. 9163, Section 8, Fees and Incentive to wit: Higher and technical-vocational institutions shall not collect any fee for any of the NSTP components, except basic tuition fees, which shall be more than fifty (50%) percent of what is currently charged by schools per unit.

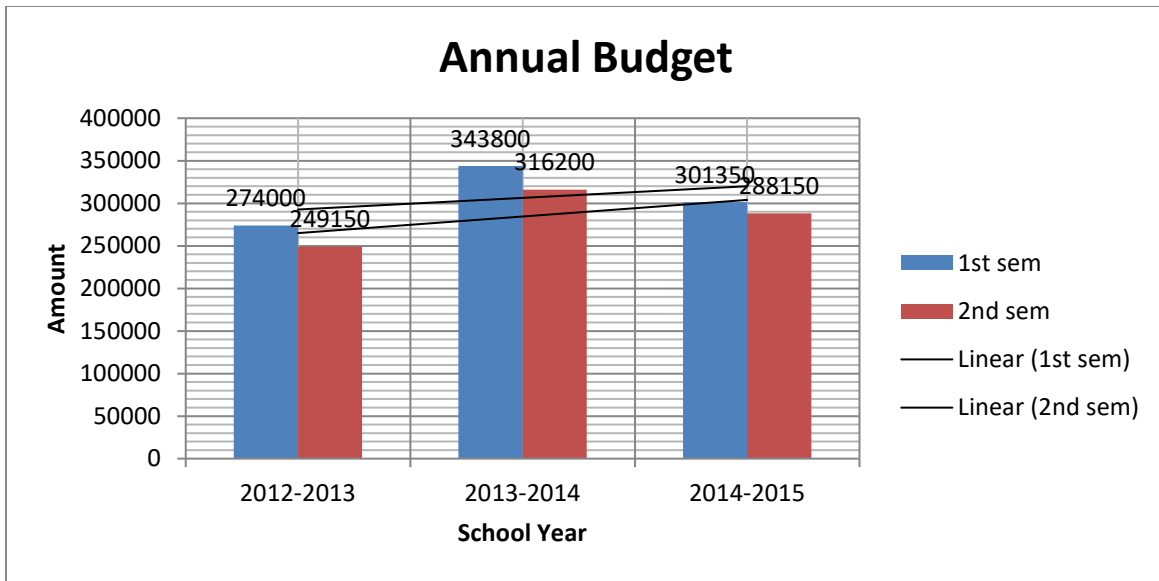


Figure 4. Annual Budget of NSTP

### On Facilities and Equipment

Generally, facilities and equipment are utilized in the implementation of the NSTP are not exclusive. Only NSTP and ROTC offices are exclusive facilities including some equipment for audio-visual and office purposes like LCD, computer and printers. Likewise, there is a workbook being used by students for their common modules.

are not adequately monitored by the faculty members in charge, and student involvement is not voluntary obtained the highest ratings.

### Problems Encountered by the Respondents in the Implementation of NSTP

The perceived problems encountered by the respondents per group were also included in this study. This was done to discover the extent of seriousness of the problems encountered by these respondents so that recommendations to improve NSTP could be forwarded. To carry out this objective, the mean was utilized. The result of the analysis is summarized in Tables 15.

As seen from the table, as a whole, the respondents encountered “moderately serious” ( $x=2.96$ ) problems in the implementation of NSTP. The faculty respondents perceived it as “highly serious” ( $x=3.48$ ), but the student respondents perceived it only as “slightly serious” ( $x=2.43$ ).

All the 15 items were rated by the respondents as “moderately serious” with mean rating ranges from 2.61-3.40, on materials needed for the training programs are not enough, students joining the outreach

**Table 3**  
**Mean Level on the Problems Encountered by NSTP Respondents**  
**in the Implementation of the NSTP**

Problems Encountered	Faculty		Students		Combined	
	$\bar{X}$	DR	$\bar{X}$	DR	$\bar{X}$	DR
1. School's vision and mission are not very clear to the students.	3.58	HS	2.32	SS	2.95	MS
2. NSTP thrust program and objectives are not known to all.	3.42	HS	2.18	SS	2.80	MS
3. Materials needed for the training programs are not enough.	3.47	HS	2.68	MS	3.08	MS
4. Time allotted to the training program was not enough.	3.44	HS	2.27	SS	2.86	MS
5. Venue of the training program is not conducive to learning.	3.58	HS	2.50	SS	3.04	MS
6. Budgetary allocation for the training program is not enough.	3.52	HS	2.45	SS	2.99	MS
7. Lack of NSTP faculty member's involvement as a volunteer.	3.54	HS	2.45	SS	3.00	MS
8. Lack of administrators' actual involvement and support.	3.50	HS	2.18	SS	2.84	MS
9. Student involvement is not voluntary.	3.51	HS	2.55	SS	3.03	MS
10. Travel time to reach the adopted barangay is too long.	3.41	HS	2.55	SS	2.98	MS
11. Lack of qualified NSTP faculty members.	3.44	HS	2.41	MS	2.92	MS
12. Acceptance of the community people is negative.	3.38	MS	2.45	SS	2.92	MS
13. Students joining the outreach are not properly monitored by the faculty members in charge	3.52	HS	2.59	MS	3.06	MS
14. No NSRC organization submitted to and approved by CHED	3.48	HS	2.18	SS	2.83	MS
15. No updated documents submitted to CHED (list and number of enrollees /graduates).	3.45	HS	2.18	SS	2.82	MS
Overall	3.48	HS	2.43	SS	2.96	MS

Legend: 4.21 – 5.00 Very Highly Serious (VHS)      1.81 – 2.60 Slightly Serious (SS)  
 3.41 – 4.20 Highly Serious (HS)                      1.00 – 1.80 Not a Problem (NP)  
 2.61 – 3.40 Moderately Serious (MS)

The primary problem encountered by the respondents of not having enough training materials for the program is more likely to happen because most of the faculty are teaching the program for the first time, non-teaching in their position and no NSTP training/seminars attended. Similarly, on the problem of monitoring the students joining an outreach program, most likely happened because of the significant number of students per program, hence, the faculty-in-charge could not properly monitor their activities. Lastly, the involvement of the students in the program is not voluntary because it is compulsory as stipulated in RA 9163.

The above findings should be addressed by the NSTP administration. This could be done by providing the faculty training on instructional materials preparation and or allocating necessary budget for the staff development, specifically on training, the instructors and/or administrators may acquire new knowledge, methods or strategies which they can use in their NSTP classes. Also, the old and trained NSTP faculty should be retained.

### Conclusions

1. Most of the NSTP faculty are aged 36 years old and above, with equal percentages of male and female, married, in the service for 11 and above years, and BS Degree holders and NSTP instructors within the first three years, non-teaching in position, only half are permanent, receiving a monthly salary ranges from 10,000 to 19,000 pesos, and never attended NSTP related training, seminars or workshops.
2. Most of the student-respondents are female, 18-19 years old, Second Year, completed the CWTS component of NSTP, with fathers who are College graduate and mothers who are High School Graduate and both of them are working as non-professionals.
3. The extent of implementation of NSTP is very high along curriculum, objectives, administration, programs, and services, and budget, fees, incentives, and insurances, but high only along facilities and equipment, activities, faculty/ teaching staff, library resources and the overall.
4. Generally, enrollment and number of passers/graduates are increasing from 2012 to 2015, but 11% of NSTP-CWTS/LTS students did not graduate on time because they either failed, incurred incomplete grades, or dropped-out. Activities/programs included needs assessment survey (117), Christmas gift giving and distributing relief goods (65), Tree Planting/ Environmental awareness and Protection/ landscaping (23), Literacy program (18), and Making/Preparation of project proposal (15). Faculty and non-teaching staff of the University are assigned to teach the program. Smaller budget is provided for the NSTP program during the second semester compared with the first semester, and the highest average budget is observed for SY 2013-2014. Facilities and equipment exclusive for the program include NSTP and ROTC Offices, audio-visuals and workbooks.
5. As a whole, the 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.

### RECOMMENDATIONS

In the light of the preceding findings of this study, and the conclusions drawn, the following recommendations are hereby advanced:

1. NSTP faculty is encouraged to attend professional advancement like enrolling in graduate education programs, training/seminars in NSTP related activities, methods and strategies, and preparation of instructional materials. Similarly, school Administrators should see to it that new NSTP faculty should be trained and oriented about the content and implementation of NSTP. If the budget does not warrant, the senior faculty should mentor the new ones.
2. Encourage students to take the LTS component of the NSTP to at least equate it with those who are taking the CWTS.
3. Further study should be conducted on why students failed to comply with the requirements of the course on time, and the reasons for dropping and failing them.

4. Conduct programs and activities should be properly planned and monitored. Faculty should see to it that the students will be exposed to varied and hands-on activities to develop their physical, moral, spiritual, intellectual and social well-being. Activities on the election process, talent search/showdown, and popularity contest is highly encouraged.
5. There is a need to improve the indicators along the different components on the NSTP implementation to attain the highest level of implementation most especially on facilities and equipment, activities, faculty/ teaching staff, and library resources.
6. Similar studies may be conducted to see/test if other significant variables influence the implementation of NSTP.

New Revised NSTP IRR, November 13, 2009.

Republic Act no. 7722. The Higher Education Act of 1994.

SUCs Profile Update, 2003

### **Bibliography**

Abueva, J.V. (1992). "The Role of the University of the Philippines as the national university in achieving a quality higher education in the Philippines" Ed. By M. L. C. Doronila. Quezon City: UP Diliman: UP Educational Research Program.

Labuguen, Florida C. et al. (2008). Towards A Responsive Community Action ( A Modular Worktext in NSTP 2 for Trainers and Students). Valenzuela City: Mutya Publishing House, Inc.

Labuguen, F. C., et al. (2012). Understanding the National Service Training Program. Mutya Publishing House, Inc.

Casillan, D.R. (2014). The National Service Training Program (NSTP) of the higher education Institutions in Ilocos Sur, Unpublished Dissertation. University of Northern Philippines, Vigan City.

Vidal, C.J.E. (2012). National Implementation of the Non-Military Program Components of NSTP: Basis for a Research-Based Implementer's Guide. A. Ed. Unpublished Dissertation, University of Luzon, Dagupan City.