

Perceived Impact of the National Service Training Program (NSTP-LTS) on the Behavioral Formation of First-Year Education Students of Pamantasan Ng Cabuyao



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ABSTRACT: The study aimed to determine the perceived impact of National Service Training Program (NSTP-LTS) on the behavioral formation of the first-year education students of Pamantasan ng Cabuyao. This study employed a descriptive research design method using questionnaires as its principal tool. The study's respondents were the 231 first-year education students of Pamantasan ng Cabuyao enrolled in the Academic Year 2022-2023. Data were treated statistically using weighted mean and Pearson r. The study's findings suggest that NSTP-LTS significantly impacts education students regarding self-improvement, performance, and community involvement. Furthermore, the student's level of behavioral formation is much observed. A significant relationship was noted in the perceived impact of National Service Training Program – LTS on the behavioral appearance of the students. It was therefore concluded that the higher the perceived impact of the students on NSTP-LTS, the more behavioral formation of the students is observed. The NSTP Coordinator and instructors should implement activities promoting experiential learning to increase student community involvement.

KEYWORDS: National Training Service Program, Literacy Training Service, perceived impact, behavioral formation

INTRODUCTION

All college students pursuing bachelor's degrees or two-year technical vocational programs must complete the National Service Training Program. After significant statewide protests in 2001 requesting the elimination of the ROTC due to its horrible mismanagement and the harsh bullying culture of its commanders that resulted in fatalities among its cadet corps, it was proposed as a Congressional action. By making ROTC optional and voluntary and by offering two alternative programs (CWTS and LTS), from which college students may freely choose to join and receive training, the NSTP reformed the defunct RA 7077 (AFP Reservist Act), which had made ROTC necessary. The National Service Training Program (NSTP) in the Philippines incorporates community service into the curriculum to strengthen students' civic and societal responsibilities. The NSTP supports the values of service and patriotism when engaging in any of its three program components to enhance young people's civic consciousness and defense training.

Only the Literacy Training Service (sometimes abbreviated as LTS) of the National Service Preparation Program focuses on training students to teach reading, writing, and numeracy skills to children, out-of-school youth, and other groups or sectors of society. Reaching out to the less fortunate groups or sections of the population, especially those who cannot afford a formal education, is one of the primary efforts made to enable students to participate in the construction of their nation and public service. For students who want to learn not just about teaching but also about life in general, it is an unmatched experience. The primary target group for this component is students enrolling in teacher education programs. This element is an excellent way to develop and nurture the traits of responsibility and patriotism that the Filipino people must possess to help their nation advance and change for the better.

This study helped determine whether the university's service training programs influenced College of Education students to become more capable, inventive, and socially engaged citizens. The study also assisted the instructors, particularly those instructing NSTP LTS, in enhancing the experiential nature of the student's learning and ensuring its long-term retention.

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METHODS

The researcher adopted the descriptive-correlational research design, the most influential research model used for this investigation. The research design determined the perceived impact of the National Service Training Program (NSTP-LTS) on the behavioral formation of the first-year education students of Pamantasan ng Cabuyao. Correlational research investigates relationships between variables without the researcher controlling or manipulating them (Bhandari, 2022). One of the types of correlational study is descriptive. A descriptive design emphasizes an explanation of the relationships between and among variables (Seeram, 2019).

The study's respondents were first-year education students of Pamantasan ng Cabuyao. The sample size was taken using Raosoft's Formula, and a random sampling technique was used to get the sample population. From the total of 473 education students enrolled in NSTP-LTS, there were 231 student respondents for this study. The respondents are enrolled in Pamantasan ng Cabuyao for the Academic Year 2022-2023.

The researcher utilized a survey-type questionnaire adapted from Balmeo et al. (2015) as the primary tool for gathering data needed for the study. But for this study, the researchers changed the verbal interpretations aligned to the variables used. The research questionnaire was composed of validated questions, which attempted to determine the perceived impact of the National Service Training Program (NSTP-LTS) on the behavioral formation of the first-year education students of Pamantasan ng Cabuyao. The questionnaire was divided into two parts. The first part of the questionnaire was about the perceived impact of the students on the National Training Service Program (NSTP-LTS) in terms of self-improvement, the performance of the students, and community involvement. The second part focused on the level of behavioral formation of first-year education students in Pamantasan ng Cabuyao. Since the questionnaire was self-made and subjected to face and content validity, it was shown to the panel of experts for their comments and suggestions. After some modifications and finalization, it was distributed to the target respondents.

The results of the study were acquired using a survey questionnaire. The questions were typed on Google Forms, and the digital questionnaire was circulated online. A letter of request was forwarded to the Office of the Vice President for Academic Affairs, asking for authorization to conduct the study. The survey was designed by writing down the relevant questions and measures to ensure the respondents would answer accordingly, based on the factors supplied. It was composed of thirty-eight (38) questions, which evaluated the perceived impact of the National Service Training Program (NSTP-LTS) on the behavioral formation of the first-year education students of Pamantasan ng Cabuyao. The Likert Scale was implemented to rate the independent and dependent variables of the respondents by making them place a checkmark on one of the scale measures for each question. The choices for the perceived impact of the students on the National Training Service Program (NSTP-LTS) in terms of self-improvement, the performance of the students, and community involvement were given scores as follows: 1 (Strongly Disagree); 2 (Disagree); 3 (Agree); and 4 (Strongly Agree). The choices for the level of behavioral formation of the first-year education students in Pamantasan ng Cabuyao were given scores as follows: 1 (Strongly Disagree); 2 (Disagree); 3 (Agree); and 4 (Strongly Agree). All participants were appropriately informed and voluntarily agreed to the terms with full consent before participating in the experiment. The questionnaires were allocated after the respondents answered and had them tallied, tabulated, analyzed, and interpreted.

Weighted mean and Pearson r were the statistical tools used to treat the data. Weighted mean was used in determining the perceived impact of the students on the National Training Service Program (NSTP-LTS) in terms of self-improvement, the performance of the students, community involvement, and the level of behavioral formation of the first-year education students in Pamantasan ng Cabuyao. For the perceived impact, the computed numerical values were given interpretations: 1.00-1.75 (Very Negative), 1.76-2.50 (Negative), 2.56-3.25 (Positive), and 3.26-4.00 (Very Positive). For the level of behavioral formation, the computed numerical values were given interpretations: 1.00-1.75 (Not Observed); 1.76-2.50 (Slightly Observed), 2.56-3.25 (Observed), and 3.26-4.00 (Much Observed). Pearson r was used to assess if there was a significant association between the perceived impact of the National Service Training Program (LTS) in the behavioral formation of the students.

RESULTS AND DISCUSSIONS

Table 1. Assessment on the Perceived Impact of NSTP-LTS to the Behavioral Formation of the First-Year Education Students in Terms of Self Improvement

Indicative Statement	Mean	Verbal Interpretation
I learned more about leadership.	3.45	Very High
I developed myself professionally.	3.40	Very High

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I improved my academic performance.	3.30	Very High
I enhanced my chances for academic promotion.	3.37	Very High
I connected with other students and communities.	3.50	Very High
I improved my self-confidence.	3.39	Very High
Grand Mean	3.40	Very High

Legend: 1.00-1.75 Very Low; 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Table 1 presents the perceived impact of NSTP-LTS on the behavioral formation of first-year education students in terms of self-improvement. An average of 3.40 weighted mean revealed that the perceived impact of self-improvement is very high. The result implies that first-year education students gained more connections with other students and the communities and eventually learned more about leadership. The result supports the study of Saban (2020) that the NSTP completers had a high sense of civic responsibility in terms of connection to the community and civic awareness.

Table 2. Assessment on the Perceived Impact of NSTP-LTS to the Behavioral Formation of the First-Year Education Students in Terms of Performance

Indicative Statement	Mean	Verbal Interpretation
I was able to perform community service better.	3.36	Very High
My career advanced after completing the course.	3.39	Very High
I was motivated to serve marginalized population.	3.36	Very High
I became more committed to services in the community.	3.42	Very High
My understanding of leadership and community development increased.	3.43	Very High
I gained a network for leadership and community service information and assistance.	3.38	Very High
Grand Mean	3.39	Very High

Legend: 1.00-1.75 Very Low; 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Table 2 presents the perceived impact of NSTP-LTS on the behavioral formation of first-year education students in terms of performance. An average of 3.39 weighted mean revealed that the level of perceived impact in terms of performance is very high. The result implies that first-year education students' understanding of leadership and community development increased, leading to more commitment to the services in the community. The result supports the study of Pacatang & Montallana (2022) on enhancing fundamental leadership skills, emphasizing the ability to listen and communicate, which was seen as quite significant and greatly benefited, among other training components of the program.

Table 3. Assessment on the Level of Perceived Impact of NSTP-LTS to the Behavioral Formation of the First-Year Education Students in Terms of Community Involvement

Indicative Statement	Mean	Verbal Interpretation
I can identify what improvements are to be made to the situation of the target group.	3.34	Very High
I can identify what changes are to be made to the target groups' actions.	3.35	Very High
I can identify what results will be needed to generate specific impact.	3.33	Very High
I can identify what activities must be done to obtain specific outputs.	3.35	Very High
I can identify what human, material, and financial resources are needed to perform the activities.	3.40	Very High
I can recognize that impacts and results have been achieved.	3.35	Very High
Grand Mean	3.35	Very High

Legend: 1.00-1.75 Very Low; 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Table 3 presents the perceived impact of NSTP-LTS on the behavioral formation of first-year education students in terms of community involvement. An average of 3.35 weighted mean revealed that the perceived impact of self-improvement is very high. The result implies that first-year education students can better identify the human, material, and financial resources needed to perform activities. The result supports the study of Crisostomo (2018) revealed how the NSTP students showed

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awareness of the importance of physical, mental, and social health and observance of proper hygiene for an overall sense of well-being.

Table 4 Assessment on the Level of Behavioral Formation of the First-Year Education Students of Pamantasan ng Cabuyao

Indicative Statement	Mean	Verbal Interpretation
I actively participate in literacy training service activities.	3.55	Much Observed
I attend literacy training service sessions regularly.	3.51	Much Observed
I dedicate sufficient time and effort to prepare for literacy training service activities.	3.48	Much Observed
I communicate effectively with the beneficiaries of literacy training service.	3.45	Much Observed
I feel motivated and enthusiastic about engaging in literacy training service.	3.49	Much Observed
I adapt my teaching methods to the needs and learning styles of the beneficiaries.	3.46	Much Observed
I provide constructive feedback to the beneficiaries to enhance their learning.	3.41	Much Observed
I collaborate well with other volunteers in the literacy training service program.	3.49	Much Observed
I take responsibility for my assigned tasks and fulfill them to the best of my abilities.	3.54	Much Observed
I strive to improve my own literacy skills through the training service activities.	3.49	Much Observed
I demonstrate patience and understanding when interacting with beneficiaries.	3.47	Much Observed
I actively seek feedback and suggestions from beneficiaries to enhance the training service program.	3.69	Much Observed
I incorporate innovative teaching techniques and materials to make the sessions more engaging.	3.44	Much Observed
I maintain a respectful and inclusive environment during the literacy training service sessions.	3.58	Much Observed
I promote the value and importance of literacy in the community through my involvement.	3.52	Much Observed
I show empathy and sensitivity towards the challenges faced by the beneficiaries.	3.51	Much Observed
I actively seek opportunities to share my knowledge and expertise with the beneficiaries.	3.48	Much Observed
I am committed to making a positive impact through the literacy training service.	3.48	Much Observed
I stay updated with the latest trends and practices in literacy education.	3.41	Much Observed
I reflect on my experiences in the literacy training service and identify areas for improvement.	3.46	Much Observed
Grand Mean	3.50	Much Observed

Legend: 1.00-1.75 Not Observed; 1.76-2.50 Slightly Observed, 2.51-3.25 Observed, 3.26-4.00 Much Observed

Table 4 presents the level of behavioral formation of first-year education students. An average of 3.50 weighted mean revealed that the first-year students' behavioral formation level is much observed. The result implies that first-year education students are open to feedback and suggestions to improve training services. The students also maintain a respectful and inclusive environment in their literacy training service. The result supports the study of Atilano et al. (2022), where their respondents greatly benefit from National Service Training Programs. Attending NSTP classes serves as a reminder of the students' social responsibilities, the necessity of community service initiatives, the ability to think critically, and their significant societal roles.

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Table 5 Pearson-r Correlation: Comparison on Significant Relationship of the Perceived Impact of the National Service Training Program (LTS) in the Behavioral Formation of the Students

	r-value	Correlation efficient	co-	p-value	Decision	Remarks
Self-Improvement	0.825	High correlation	Positive	< 0.001	Reject Ho	With Significant Relationship
Performance of the students	0.853	High correlation	Positive	< 0.001	Reject Ho	With Significant Relationship
Community Involvement	0.849	High correlation	Positive	< 0.001	Reject Ho	With Significant Relationship

Legend: .00 to .30 (.00 to -.30) Negligible correlation; .30 to .50 (-.30 to -.50) Low positive (negative) correlation; .50 to .70 (-.50 to -.70), Moderate positive (negative) correlation; .70 to .90 (-.70 to -.90) High positive (negative) correlation; .90 – 1.00 (-.90 – 1.00) Very high positive (negative) correlation

Note: If p-value is less than or equal to (0.05) reject Ho, otherwise Failed to reject Ho

Table 5 presents the Pearson-r correlation of the comparison on a significant relationship of the perceived impact of the NSTP-LTS in the behavioral formation of the students. As observed, the obtained probability value of 0.000 for all sub-variables was less than the 0.001 significance level; therefore, a significant relationship was noted in the perceived impact of the National Service Training Program – LTS in the behavioral formation of the students. The result implies that the more positive the perceived impact of the students on NSTP–LTS, the more behavioral formation of the students is observed. This correlation is further proven in the study Custodio (as cited in Adarlo, 2019), which stated that comparing volunteerism levels before and after taking the NSTP courses revealed improvements. The program's subjects may help students acquire perspective and empathy. The study by Guiuan (2017), which cited the National Service Training Program (NSTP) as the only mandatory Service-Learning course in the Philippines, exposes graduates to updated industry demands. The study of Latib, Saud, & Kamin (2017) further showed that service learning aided in developing students' skills and enhanced perceptions of universities as agents of social change.

CONCLUSIONS

The study aimed to determine the perceived impact of the National Service Training Program (NSTP-LTS) in terms of self-improvement, the performance of the students, community involvement, and the level of behavioral formation of the first-year education students of Pamantasan ng Cabuyao. Given the study's findings, the researcher concluded that first-year education students gained more connections with other students and the communities and eventually learned more about leadership. The level of students' understanding of leadership and community development increased, leading to more commitment to the services in the community. In addition, the students can better identify the human, material, and financial resources needed to perform activities. The first-year education students are open to feedback and suggestions to improve training services. The students also maintain a respectful and inclusive environment in their literacy training service. Lastly, the higher the perceived impact of the students on NSTP–LTS, the more behavioral formation of the students is observed.

FUTURE DIRECTIONS

Based on the summary of findings and the conclusions drawn, the following recommendations were offered. First, the students should improve their academic performance through active participation and involvement in the programs or activities of the NSTP-LTS. The NSTP Coordinator should thoroughly check the outcomes-based learning plan of the instructors to check if the actions are correctly executed. The NSTP instructors should implement activities promoting experiential learning to increase student community involvement. Lastly, the university officials should allocate a budget to fund the initiatives of NSTP-LTS to implement their activities properly.

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