

NSTP-CWTS of the Higher Education System: The Philippine Experience

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ABSTRACT

The NSTP-CWTS is an effective/good educational innovation in the tertiary education in the Philippines under the Republic Act No. 9163 known as the Act of Establishing the National Service Training Program (NSTP) for Tertiary Level Students. The study explored the HEIs' contextualized practice on NSTP-CWTS course regarding the syllabi, community activities, and evaluation scheme. It utilized a mixed design of quantitative (survey) and qualitative (appreciative inquiry) methods. Twenty-two selected HEIs in Central Luzon represented by 22 faculty and 643 students were involved as the respondents. Using Stake's Responsive Model of evaluation, the triangulated data from survey questionnaire, interview, and focus group discussion revealed that the HEI respondents demonstrate *great extent* of contextualized CWTS practice under the CHED standards. Likewise, the quantitative and qualitative results indicate the unified practice on the functionality of syllabi, methodology, nature of community activities, and learning assessment criteria. The community activities were comprised largely of ecological-environmental initiatives like tree planting, lecture on climate change, proper solid waste management, and calamity-disaster preparedness. This paper proposed an indigenous framework "Kalingang Tugon sa Kapwa at Kalikasan" or "KaTUKK" for integration in the community service education of the HEIs in the Philippines and neighboring ASEAN countries.

Keywords – National service training program, civic welfare training service, community activities, mixed design, Central Luzon, Philippines

INTRODUCTION

The compilation of readings in curriculum as the primal element in the educational system can attest to the various models, processes, and innovations that had caught the greatest attention of known individuals/developers in the field of education in the Philippines. The number of Filipino educators who pursue a variety of interrelated approaches, however, supports the views on the curriculum as a dynamic process that encompasses not only the experiences in the four walls of the classroom, but rather, the totality of all experiences an individual encountered in the various units of the society (Tyler, 2013; Taba & Spalding, 1962). The former Philippine President Fidel V. Ramos (1998) in his address during the Centennial Congress in Higher Education synthesized that today's battles are not as bloody, but just as critical as Bonifacio's and Aguinaldo's war. Today's war is against economic and intellectual poverty, a poverty bred by the inequality of opportunities, illiteracy as well as irrelevance of what is being taught in schools and a general indifference to the future of the Filipino nation. This is a war that can be won only by an informed citizenry, well-versed in our culture, adept in critical thinking and information technology, and possessing the ability and willingness to work as one nation. Such is the kind of heroism that the nation needs and this is the heroism that must be bred in our institutions of higher learning.

The Council of Chief State School Officers during the Forum for Youth Investment cited that developmental theorists view the role of school within a larger context of youth-serving. They claimed that the interaction between the student's primary environments – school, community, and family are the key elements of healthy development. The school reform efforts such as service learning can address the gap between the school and community. Holding integrated school-community projects can greatly benefit a rural community. The universities, which are tasked to educate the country's citizens can lead a productive life and build a society that is genuinely pro-people. A community-based collaborative for school reform can definitely have a policy impact on school systems and can significantly influence education policy discussions pertinent to more effective school reform (Hirota, Jacobowitz & Brown, 2,000).

Education as a nurturing process of an individual's cognitive and thinking skills, maximizes the access to information and learning. Hence, it promotes

community awareness on the varied global issues such as disaster mitigation which is similar to other countries' practices (Muttarak & Potshiri, 2013; Symaco, 2013).

Community service as a function of university aside from teaching and research functions, facilitates experiential learning for civic and social growth that nurtures lifelong commitment to sharing and giving (Brewis, 2010). Similarly, Benneworth (2011) theorized that the universities have to acknowledge their societal partners to be highly and internationally recognized as research institutions. Hence, the new set of 21st century's challenges for universities congregate on society's agenda, social capital issues, and interconnectedness.

The NSTP implementation in HEIs is constantly revisited by the tripartite agencies of Commission on Higher Education (CHED), Technical Education Skills and Development Authority (TESDA), and Department of National Defense (DND). However, the efforts of the concerned agencies and availability of guidelines on NSTP demonstrate limitation in creating and sustaining a concrete outcome that may reflect a clear framework in the NSTP implementation. Dalmas (2011) stated that "the NSTP educators and the leaders of the education sector need to create a corps of young people steeped in the values of patriotism, nationalism, and heroism. They are challenged to produce young minds with full understanding of the true meaning of love of country, perseverance, and self-sacrifice."

The views and explorations made about curriculum evaluation, education, community service, and community-based curriculum had generated comprehensive realizations that education plays an integral role in the life and development of the community. The creation of NSTP, specifically, the Civic Welfare Training Service (CWTS) component, concretely addresses the skills and attitudes that are needed in preparing the students to take significant contributions in the larger communities (CHED, 2002).

With the foregoing issues, this research assessed the NSTP, specifically, CWTS contextualized practice of the selected HEIs in Central Luzon regarding the syllabi, community activities, and evaluation scheme under the CHED guidelines and standards. Findings were then utilized as basis in the proposed framework of NSTP-CWTS in the region.

FRAMEWORK

The study is anchored on Stake's Responsive Evaluation Model (1975), which is an educational evaluation that is oriented more enormously to program

activities than to program intents. This approach primarily responds to audience requirements for information and emphasizes the existing different value perspectives in reporting the success and failure of the program. Likewise, this model focuses on the process-oriented issues based on program implementation and locally-generated criteria.

This research adopted the responsive evaluation’s prescriptive steps such as: (1) determining the stated, real purposes, and concerns that various audience members have about the program and the evaluation; (2) identifying the issues and problems with which the evaluation should be concerned. For each issue and problem, an evaluation design was selected to specify the kinds of data requirements; (3) selecting the means needed to acquire the desired data; (4) implementing the data collection procedures; (5) meeting with staff, and audiences to gain a sense of their perspectives; and (6) deciding which audiences require which reports and choosing formats most appropriate for given audiences (Glatthorn, 1987:275-276).

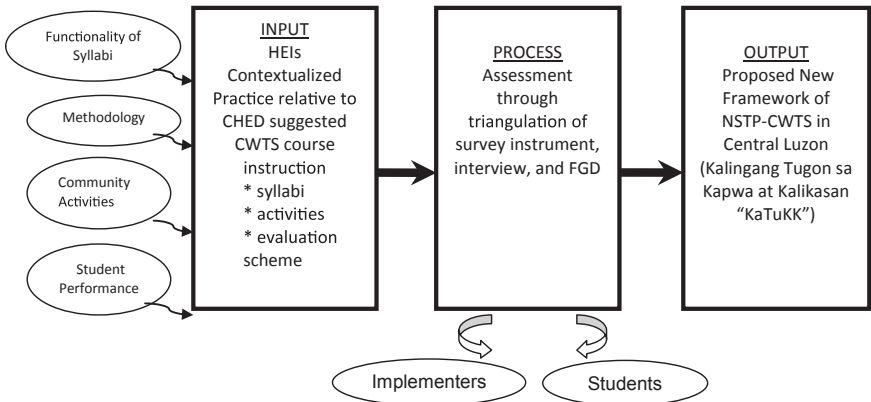


Figure 1. Research Paradigm Showing the CWTS Contextualized Practice of the Selected HEIs in Central Luzon Using Stakes’ Responsive Evaluation Model

Operationally, the initial step was undertaken by recognizing the concerns of CWTS implementers – faculty and students on the evaluation process. These participants were taken from the selected active HEI members of the Regional NSTP Association of Region 3. Secondly, the issues and problems identified for evaluation focus on the HEI respondents’ translation of the CHED suggested CWTS course instruction about syllabi, activities, and evaluation scheme. Data requirements revolved on the contextualized practice of the HEI respondents concerning the functionality of syllabi, methodologies, community activities, and assessment of student performance. These data were selected as indicators of CWTS course instruction.

The succeeding steps, on the other hand, dealt with the selection and implementation of triangulation method using survey questionnaire, structured interview, and focus group discussion for data gathering. Separate administration of questionnaires, interview sessions, and FGD meetings were done with sample implementers. Gathered data were then analyzed and used as basis in drawing a proposed framework of NSTP-CWTS in Central Luzon. Figure 1 illustrates the major variables explored in this investigation.

OBJECTIVES OF THE STUDY

The study aimed at describing the respondent HEIs according to school type, accreditation status, CWTS mean enrollment for the last 5 years, and field of specialization of CWTS facilitators; determining the respondent HEIs’ extent of implementation under the CHED guidelines and standards on CWTS course as regards the syllabi, activities, and evaluation scheme; comparing quantitatively the HEIs’ CWTS contextualized practice under the CHED standards across respondent groups and demographic variables; analyzing qualitatively the HEIs’ CWTS contextualized practice regarding the functionality and description of the course syllabi, methodologies of instruction, community activities, and assessment of student performance; and proposing an indigenous framework of NSTP-CWTS in Central Luzon.

METHODOLOGY

Research Design

The research employed the descriptive method (quantitative-qualitative) to assess the contextualized practice on the NSTP-CWTS of the selected HEIs in

Central Luzon, which was used as basis in formulating a proposed indigenous framework of CWTS instruction.

The researcher conducted a survey to quantitatively describe the HEIs' contextualized practice as regards the CWTS course syllabi, course activities, and evaluation scheme. Likewise, it utilized the appreciative inquiry (AI) to qualitatively explore the functionality and description of CWTS course syllabi, the methodologies used in delivering the course content, the community activities with greater impact, and assessment criteria in student performance.

Guided by Stake's responsive evaluation model, the researcher utilized a triangulation of survey questionnaire, structured interview, and focus group discussion as specific tools in gathering the data requirements of the study. Results were used as basis in crafting a proposed framework of NSTP-CWTS.

Sampling Technique

The study utilized the random sampling method in getting the sample for the survey. This strategy is characterized by chance process whereby all members of the population were given the chance to be included as respondents. The selection process was based on HEIs' active membership in the Regional NTSP Association of Region 3, and offering of CWTS course.

Under the qualitative procedure, the researcher used purposive sampling in determining the respondent implementers – faculty and students from the selected HEIs, with the following criteria: geographical location, type of school, accreditation status, enrolment, and courses of respondents.

Research Site

The setting of the study was Central Luzon, Philippines, particularly, the provinces of Bulacan, Nueva Ecija, Pampanga, and Tarlac. These provinces are neighboring areas with comparable geographical characteristics regarding climate, socio-economic activities, and cultural practices.

Participants

The participants consisted of 12 private and 10 public tertiary schools in Central Luzon, represented by 22 faculty implementers and 643 students from second and third year levels with completed CWTS course. The respondent students came from education, business, information technology, psychology, and hospitality management courses.

The HEI respondents from Bulacan (11), Pampanga (5), Nueva Ecija (4), and Tarlac (2) were involved in the survey, whereas, the respondents who participated

in AI through interview and FGD were purposively taken from five selected HEIs, comprising of nine faculty and 32 students. These five respondent HEIs were selected based on geographical location, accreditation status, enrolment, and course offerings.

Instrumentation

The survey questionnaire consisted of demographic profile and CWTS course contextualized practice. The first part determines the institutional information profile of the HEIs such as school type, accreditation status, mean enrollment for five years, and field of specialization of CWTS facilitators. The second portion elicits the institution's implementing practices relative to CHED standards as regards the syllabi, course activities, and evaluation scheme. Ten (10) items were designed per area indicator, answerable by number responses using Likert Scale interpreted as follows: 1 = very low extent, 2 = low extent, 3 = moderate extent, 4 = great extent and 5 = very great extent.

Five experts in the field of education, community services, linguistic, and statistics validated the content of the instrument. After which, the questionnaires were pre-tested involving non-participant HEIs in Bulacan and subjected to Cronbach's reliability testing that generated a 0.94 coefficient alpha, which falls within the acceptable value.

Data Collection

The researcher gathered the data requirements upon the CHED Regional Director's approval/endorsement, and HEI administrators' permission. Under the survey method, the data requirements were obtained through the administration of a locally constructed questionnaire to the faculty and students. For the FGDs under the appreciative inquiry, guide questions revolved on the functionality and description of the course syllabi, methodologies adopted in CWTS instruction, course activities conducted in the community, and criteria used in assessing student performance. Interview questions for personal communication dealt with CWTS community activities that elicited greater impact to the community participants, to the students as Filipino volunteers, and their significant learning insights from different activities.

Statistical Techniques

The statistical processing was performed at the Centro Escolar University Center for Data Analysis. Frequency counts and percent were utilized in describing

the demographic profile of the respondents. Mean and standard deviation were used in determining the practices on CWTS instruction among the HEI respondents in Central Luzon. To analyze and interpret the differences in the HEIs contextualized practice on CWTS course across groups and demographic characteristics, the analysis of variance (ANOVA) specifically t-test and F- test was utilized as statistical tool.

RESULTS AND DISCUSSION

Profile of the HEI respondents

The HEI respondents comprised of 12 private and 10 public higher education institutions in Central Luzon. Fifty percent (50%) of the HEI respondents have no accreditation while the rest are recipients of 1-3 accreditation levels from various accrediting institutions.

In terms of enrollment, majority of the HEI respondents are with mean enrollment ranging from 100 below, 101-250, and more than 2,000 students from 2009-2014, handled by CWTS facilitators who are bachelor's degree holders with post-graduate studies.

Extent of HEIs' contextualized practice on CWTS syllabi

Holistically, the HEI respondents through the faculty/facilitators and students rating registered weighted mean values of 4.28 and 3.85, respectively. These values generated an over-all mean of 4.06, interpreted as *great* extent. These findings signify that the HEI respondents highly adhere to the CHED Implementing Rules and Regulations on CWTS syllabi as evidenced in the contextualized practices.

The most common methodologies utilized in instruction as perceived by the respondents were community immersion, small group sharing, group dynamics, role playing, situational analysis, and plenary discussions. These data generated from survey questionnaire were found complementary to the FGD results. Interestingly, the HEI respondents had adopted a wide array of methodologies in presenting the different lessons in CWTS course.

Based on the responsive evaluation model, the findings on HEIs practices relative to syllabi signify the efforts to address the prevailing conditions in Central Luzon. The modification made on the suggested syllabi highlighted the scope of actual training/exposure needs of the students for community service. Since the region is occupying a geographical location susceptible to calamities, the content

of the syllabi has to give emphasis on inculcating intrinsic concern for community service beyond the times of disasters. As Bruner (1997) claimed, knowledge is a model, which is constructed to give meaning and structure to regularities in experience. Therefore, the syllabi must promote a flexible, exploratory, and reality-based learning.

Almeda’s (2007) view that linking the students’ course in teaching and promoting civic consciousness among the youth is a challenge. The teacher has to embrace a keen sense of resourcefulness in ensuring the students’ exploration, career development, and solidarity with the people to volunteer their time, talent, and knowledge for the betterment of the members of the community.

Table 1. Extent of HEIs’ contextualized practice on CWTS activities

Indicators	Faculty		Students		Over-all		
	Mean	S.D.	Mean	S.D.	Mean	V.I.	Rank
1. The CWTS course activities for implementation conform to the suggested activities of CHED.	4.59	.734	4.05	.836	4.32	GE	2
2. The course activities allow the students to address the pressing social problems such as:	4.28	.742	4.11	.828	4.20	GE	4
2.1 drug abuse	4.45	.739	4.16	.853			
2.2 crime prevention	4.18	.795	4.19	2.548			
2.3 illiteracy	4.32	.894	4.11	.848			
2.4 malnutrition	4.36	.790	4.28	.831			
2.5 poverty	4.27	.767	4.10	.904			
2.6 unemployment	4.09	.921	3.80	.987			
3. The course activities train students to advocate :	4.27	.698	4.19	.835	4.23	GE	3
3.1 calamity and disaster preparedness	4.32	.780	4.37	2.016			
3.2 ecological-environmental management	4.41	.666	4.33	.769			
3.3 health consciousness	4.41	.796	4.24	.820			
3.4 entrepreneurship	3.95	.899	3.82	.955			
4. The course activities include the launching of :	4.26	.783	3.89	.718	4.08	GE	5
4.1 beautification projects	4.45	.739	3.89	.855			
4.2 information campaign	4.27	.827	3.81	.850			
4.3 socio-cultural presentations	4.05	.950	3.95	.910			

Indicators	Faculty		Students		Over-all		
	Mean	S.D.	Mean	S.D.	Mean	V.I.	Rank
5. The community projects give long-term benefits to the community residents.					3.96	GE	6.5
	3.91	.921	4.01	2.505			
6. The community-based activities allow students to conduct:	4.08	.863	3.67	.774	3.88	GE	8
6.1 short and casual talks with community residents	4.32	.894	3.82	.895			
6.2 planning session with the local officials	3.82	.958	3.49	.994			
6.3 house-to-house visit to the community residents	3.73	1.162	3.45	1.106			
6.4 documentation of actual community situations	4.23	1.066	3.81	1.004			
6.5 preparation of narrative reports	4.32	.995	3.84	.982			
7. The community –based activities promote the value of:	4.50	.740	4.45	.642	4.48	GE	1
7.1 teamwork	4.64	.658	4.59	.670			
7.2 solidarity with the people	4.36	.902	4.32	.751			
8. The culminating activity involves the participation of community representatives such as community local officials.	4.00	1.069	3.93	.835	3.96	GE	6.5
Weighted Mean	4.28	.652	4.02	.585	4.15	GE	

*Note: 1.00-1.49 = Very Low Extent (VLE); 1.50-2.49= Low Extent (LE); 2.50-3.49=Moderate Extent (ME); 3.50-4.49= Great Extent (GE); 4.50-5.0=Very Great Extent (VGE)

As shown in Table 1, the two groups of respondents perceived that the HEIs implement the suggested activities in a *great* extent. This finding suggests that despite variability in the responses as reflected in the standard deviation values, the HEI respondents demonstrate high adherence to the CHED streamlined CWTS activities. The set of CWTS activities conducted in various areas had provided the students with fresh-hand knowledge, skills, and healthy attitudes toward community service. The actual experiences of students would have instilled an intrinsic value towards community service.

Extent of HEIs’ contextualized practice on CWTS evaluation scheme

The findings showed that the contextualized practice on participation of community representatives in student evaluation (mean = 3.94) was found with lower rating. Hence, this area can be strengthened to get concrete feedbacks about the student performance in the community. The contextualized practice on “*individual and group assessment*” (mean = 3.75), and “*the recognition of the students with high ratings*” was found as the opportunities for optimization.

Bilbao, Lucido, Iringan and Javier (2008) posited that good instruction involves observing and analyzing student performance and further claimed that the most valuable assessment activities should be learning experiences. These experiences can be reinforced through recognition and awards. This recognition effort for the students would address their lower intrinsic motivations and could be instrumental to further pursue community services as they become professionals.

Comparison of the CWTS contextualized practice of the HEI respondents

Table 2. HEIs’ contextualized practice on CWTS instruction across groups

Areas	Group	Mean	Standard Deviation	Df	t-value	Critical t-value $\alpha=.05$	Interpretation
1. Syllabi	Faculty	4.28	.602	663	8.37	1.960	Significant
	Students	3.85	.515				
2. Activities	Faculty	4.28	.652	663	5.35	1.960	Significant
	Students	4.02	.585				
3. Evaluation Scheme	Faculty	4.31	.591	663	10.15	1.960	Significant
	Students	4.07	.584				

The faculty and students’ perception towards the CWTS contextualized practice of the HEI respondents when subjected to t-test for comparison generated t-values, denoting significant differences. Remarkably, the faculty ratings were found higher than the students’ ratings. The findings signify that a discrepancy on their perception towards the CWTS contextualized practice is evident and therefore, may imply that the faculty/facilitators are articulating the IRR for CWTS course, but not fully translating it to the students through instruction.

Analysis of variance on the CWTS contextualized practice

The implementers' perception towards the HEI respondents' contextualized practice across CWTS areas such as syllabi, activities, and evaluation scheme when subjected to ANOVA indicate an f -value equivalent to 2.903, which is found lower than the critical value of 2.99, set at $\alpha=.05$ level of significance. Data imply that there are no significant differences on the perception across CWTS areas between the groups of CWTS implementers. Ratings were found comparable and the difference noted can be traceable to merely chance variation.

This finding could be accounted to the continuous efforts of the HEIs to actively participate in the regional NSTP association. The creation of the association and its annual conference could be influential to the respondent HEIs in keeping track with CWTS practices regarding syllabi, activities, and evaluation scheme. Quendangan and Laquesta (2014) in their evaluative study on the NSTP community services of Rizal Technological University concluded that the respondent-beneficiaries have commonalities and similarities with responses to NSTP services.

CWTS contextualized practices across demographic variables

The HEI respondents' contextualized practice of CWTS when compared across demographic variables such as school type, accreditation status, enrolment, and facilitators' field of specialization, signify non-significant differences at $\alpha=.05$ level of significance. Finding denotes that the HEI respondents are unified in their contextualized practice of CWTS course.

CWTS practice of selected HEIs using qualitative measure

Under the appreciative inquiry method using FGD and interview, the HEIs' practices on CWTS focused on four interrelated areas, namely: functionality/descriptive content of CWTS syllabi, methodologies, community activities, and assessment of student performance.

Functionality and descriptive content of CWTS syllabi. The sample HEIs demonstrate similar usage of the CHED suggested CWTS syllabi. They adopted it as a reference for their own school-based syllabi. The implementers described that the syllabi embodied the essential values to national service. It highlights the four core Filipino values: "MakaTAO" "MakaDIYOS", "MakaKALIKASAN", and "MakaBAYAN". However, they considered that the suggested syllabi are substantial but not comprehensive enough to cover the essential trainings needed by the students. They have extended it to cover the actual trainings of students in first aid, disaster preparedness, etc.

Methodologies in CWTS instruction. The HEI respondents adopted the social-related learning methodologies in CWTS instruction. These include group sharing, situational analysis, role playing, group dynamics/structured learning experience, and plenary discussion, among others.

Community activities. The HEI respondents have expressed consistency on the nature of CWTS activities conducted in different communities. Generally, the community activities are comprised of ecological-environmental initiatives like tree planting, community lectures on climate change, proper waste solid management, calamity disaster preparedness, and social responsive efforts through feeding program, literacy programs on anti-drug, and business/livelihood activities. The CWTS activities with greater impact on the participants – volunteers and community beneficiaries were those that culminated environmental initiatives and literacy. These efforts can be explained by the recent calamity-associated experiences of the people in the region. For almost five successive years, Central Luzon is profoundly affected by typhoons and floods that disturbed the normal daily life of the people.

Assessment of student performance. The contextualized practice of the HEI respondents in terms of criteria in assessing student performance encompass student attendance, reflection papers, narrative / accomplishment reports, periodical tests, and nature and relevance of community projects.

Analysis of triangulated data

The qualitative results further reinforced the survey results. The HEIs demonstrate similar usage of the CHED suggested CWTS syllabi. They adopted it as a reference for their own school-based syllabi that feature areas consistent with the high rated indicators in the survey results. Moreover, the highlighted areas of contextualized practice on CWTS methodologies in the survey instrument were also underscored in the appreciative inquiry results using FGD and interview. The common methodologies include group sharing, situational analysis, role playing, group dynamics/structured learning experience, and plenary discussion, among others.

Consistency of findings from quantitative and qualitative methods is also evident on the nature of community activities conducted by the HEIs. Likewise, the parallelism in the set of criteria used by the respondent HEIs in assessing student performance is reflected in quantitative and qualitative data. These criteria encompass student attendance, reflection papers, narrative/ accomplishment reports, periodical tests, and nature and relevance of community projects.

Various studies on NSTP-CWTS implementation in the Philippines had generated comprehensive realizations that education plays an integral role in the life and development of the community. The creation of NSTP, specifically of CWTS course, concretely addresses the skills and attitudes that are needed in preparing the students to take significant contributions in the larger communities. NSTP-CWTS indicate good effects in improving the environment; educational support for students in terms of self-improvement, community involvement, and demonstration of skills and abilities; and improving the community values and peoples' attitudes (Balmeo, Falinchao, Biay, Ebes, Eclarino, & Lao-ang, 2013; Guillo, 2010; Guerrero, 2010).

A proposed indigenous framework of NSTP-CWTS in Central Luzon

Based on the results, this proposed framework of NSTP-CWTS in Central Luzon was crafted. The framework is guided by the nature of community activities, and geographical characteristics of the provinces. This proposed framework will be known as KaTuKK, an acronym for “Kalingang Tugon sa Kapwa at Kalikasan”. This name, which is associated with Filipino word “katok” or knock in English, signifies the main goal for the creation of CWTS course as a component of NSTP in educating students and communities on the care and protection of the environment. Furthermore, this KaTuKK framework through the CWTS syllabi, activities, and student performance aims to awaken and enlighten the participants – volunteers and beneficiaries, in their responsibility to be more vigilant and responsive to the challenges paused by threats of the environment.

Proposed KaTuKK framework of NSTP-CWTS in Central Luzon

Area	KaTuKK framework
Syllabi	<p>Objectives: The CWTS students are expected to have:</p> <ol style="list-style-type: none"> 1. recognized the importance of taking the responsibility of protecting Mother Earth; 2. developed an intrinsic concern towards the proliferation of environmental issues such as climate change, and environmental management at the local and regional communities; 3. advocated environmental initiatives using innovations in their community immersion; and 4. demonstrated capability, accountability, responsiveness, timeliness, openness, and nurturance “CARTON” skills in their eco-environmental endeavors. <p>Suggested Topics for Reinforcement:</p> <ol style="list-style-type: none"> 1. Legal Basis of Environmental Initiatives 2. Ecological-Environmental Issues and Management 3. Calamity and Disaster Preparedness 4. Health Outcomes and Social Responses to Environmental Factors 5. Entrepreneurship Opportunities in the Eco-Environmental Management Practices
Methodologies	<p>To facilitate the eco-environmental topics, KaTuKK framework highlights the use of collaborative, social learning techniques, and innovative approaches such as small group sharing, structured learning experience / group dynamics, movie / song / news / situational analysis, role playing, and the like that would stimulate the passion towards eco-environmental efforts through community service.</p>
Community Activities	<p>This proposed framework suggests the synergized model of featuring the integration of ecological concepts, emerging realities, and current innovations as bases in promoting eco-environmental initiatives through community service. Anchored with the different fields of specialization, the students must conduct varied community activities gearing to responsive care to Mother Earth by targeting different age/ sectoral groups of community participants.</p>

Area	KaTuKK framework
Evaluation	<p>KaTuKK framework embraces an authentic assessment in measuring student learning in CWTS instruction. It primarily aims to determine the affective and psychomotor interaction as main domains of learning. Specifically, it pursues a life-long commitment to community service among the students.</p>
Scheme	<p>Basically, it focuses on instilling the locally conceptualized “CARTON” skills that will be determined through the observance of the following:</p> <ul style="list-style-type: none"> C – capability to organize – plan and implement community activities based on the nature and relevance of community activities within the KaTuKK framework A - accountability to render community service in response to threats of environment degradation R – responsiveness articulated in ideas about responsibility to protect Mother Earth through eco-environmental undertakings. T – timeliness in the conduct/completion of community activities, submission of documentation / written reports, attendance requirements, etc. O – openness exhibited in classroom activities, reaction to feedbacks and suggestions, cooperation with group mates in handling community activities, and innovative approaches in community service N – nurturance skills elicited in caring attitudes as reflected in personal insights / reflections on environmental endeavors and advocacies <p>A rubric measurement was locally constructed with emphasis on the “CARTON” skills criteria. These criteria are described and interpreted using environmental terms such as withering leaf (1), sprouting root (2), growing-up tree (3) and fruit-bearing tree (4).</p>

Rubric Measurement for KaTuKK Framework of CWTS in Central Luzon

Criteria	Withering Leaf (1-5)	Sprouting Root (6-10)	Growing-Up Tree (11-15)	Fruit-Bearing Tree (16-20)
Capability	CWTS student shows 25% evidence of planning before holding any group / community activities on eco-environmental concerns.	CWTS student shows 50% evidence of planning before holding group / community activities on eco-environmental concerns.	CWTS student shows 75% evidences of planning before holding group / community activities on eco-environmental concerns.	CWTS student shows 100% detailed evidences of planning before holding group / community activities on eco-environmental concerns.
Accountability	CWTS student participates in less than 25% of the eco- environmental community activities, works with class and group mates ineffectively, and is discouraging to others.	CWTS student participates in at least more than 25% up to 50% of the eco-environmental community activities, works with class and group mates with some difficulty, and is encouraging to others.	CWTS student participates in at least more than 50% up to 75% of the eco-environmental community activities, works with class and group mates effectively, and is encouraging to others.	CWTS student participates in more than 75% up to 100% of the eco-environmental community activities, works with class and group mates effectively, and is encouraging to others.
Responsiveness	CWTS student articulates only 25% of ideas about social responsibility in taking care of the environment through community service.	CWTS student articulates more than 25% up to 50 % of ideas about social responsibility in taking care of the environment through community service.	CWTS student articulates more than 50% up to 75% of adequate ideas about social responsibility in taking care of the environment through community service.	CWTS student clearly articulates more than 75% up to 100% adequate ideas about social responsibility in taking care of the environment through community service.
Timeliness	CWTS student rendered less than 5 hours of community service / environmental projects and submitted no written report on time.	CWTS student rendered only 5-8 hours of community service / environmental projects and submitted some written reports on time.	CWTS student rendered only 9-11 hours of community service / environmental projects and submitted most of written reports on time.	CWTS student rendered 12 or more hours of community service / environmental projects and submitted all written reports on time.

Criteria	Withering Leaf (1-5)	Sprouting Root (6-10)	Growing-Up Tree (11-15)	Fruit-Bearing Tree (16-20)
Openness	CWTS student only shares 25% of any idea / feedback on community eco-environmental needs and initiatives.	CWTS student shares more than 25% up to 50% of ideas / feedbacks on community eco-environmental needs and initiatives.	CWTS student shares more than 50% up to 75% of ideas/ feedbacks on community eco-environmental needs and initiatives, and demonstrates leadership potential.	CWTS student shares more than 75% up to 100% of innovative ideas/ feedbacks in all community eco-environmental needs and initiatives, and demonstrates good leadership skills.
Nurturance	CWTS student only shows 25% of caring attitude/ learning insights about eco-environmental undertakings.	CWTS student shows more than 25% up to 50% of caring attitude/ learning insights about eco-environmental undertakings.	CWTS student shows more than 50% up to 75% of caring attitude/ learning insights about eco-environmental undertakings.	CWTS student shows more than 75% up to 100% of caring attitude and impressive learning insights about eco-environmental undertakings.

The weighted scores using six criteria shall be interpreted as follows:

Rating Scale

16-20

11-15

6-10

1-5

Verbal Interpretation

Fruit-bearing Tree

Growing-Up Tree

Sprouting Root

Withering Leaf

The acronym “CARTON” for the skills criteria is associated with cardboard, which has “karton” Filipino translation. It is composed of eco-friendly, and recyclable materials that undergo molding process and form into a “box” that could protect objects and people. Likewise, it can be linked with another Filipino term “kariton”, an improvised mobile that moves objects and people forward. These terminologies are parallel to CWTS concept that aims to educate people to be responsive and caring to Mother Earth.

CONCLUSION

With the results, it can be concluded that “The NSTP-CWTS of the Selected Higher Education Institutions in the Philippines” characterizes an indigenous framework that fosters eco-environmental initiatives, which are responsive to the specific needs of the country in terms of geographical location and prevailing ecological-environmental conditions. The research recommends the integration of the proposed “KaTuKK” framework in addressing the concerns of community service education at the higher education institutions not only in the Philippines but also in other ASEAN regions as a curricular innovation. Further research on the NSTP-CWTS curriculum validation, design of instructional materials and syllabi development within the context of “KaTuKK” framework is suggested as a relevant effort for continuous improvement. Similar studies highlighting the contextualized practice of community service education in the neighboring ASEAN countries shall facilitate the development of indigenous framework within their geographical location.

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