Status and Challenges of the National Service Training Program and Its Impact on Values Formation

JOSE N. MAGBANUA
http://orcid.org 0000-0001-7828-3440
magbanuanono@gmail.com
University of Antique Tario Lim Memorial Campus,
Tibiao, Antique

ABSTRACT

National Service Training Program (NSTP) is a very significant factor in the values formation of students. The study determined the status and challenges of NSTP and its impact on students' values formation. The respondents were 349 NSTP graduates from school year 2013-2014. A set of researcher-made survey questionnaire was used as tool in data gathering. Frequency, percentage, mean and standard deviation were used a descriptive statistics and Man-Whitney U Test and Kruskal-Wallis H Test at 0.05 alpha were employed as inferential statistics. All statistical computations were processed through the Statistical Package for Social Sciences (SPSS) software. Results showed that the status of NSTP implementation as perceived by students as a whole and when grouped as to sex and program component was "good" and when classified as to course, Fisheries rated "excellent". As to challenges of NSTP implementation, the Fisheries rated "serious" and when classified as to course, "very serious". The impact of NSTP on students' values formation as a whole and classified as to variables was "high." No significance difference on the level of challenges was noted when variables were classified into sex and program component but a significant difference as to

course. The good values of students at UA are greatly influenced by the program policies of NSTP training.

INTRODUCTION

The National Service Training Program can be outlined on the account of Reserve Officers Training Corps (ROTC) on the bases of Republic Act No. 7077 or otherwise known as Citizens Armed Forces of the Philippines Reservists Act whereas the NSTP is from Republic Act No. 9163 which is commonly known as National Service Training Program Act of 2001. Similarly, the NSTP Act of 2001 was established mainly with the aims to enhance civic consciousness and defense preparedness among the youth, by developing the ethics of service and patriotism. It shall promote civic consciousness among them and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate the ideals of patriotism, nationalism, and advance their involvement in public and civic affairs (Republic Act No. 9163).

In line with this, it is appropriate to evaluate the status and challenges of the NSTP implementation and if the impact on students' values formation is commendable. Hence, it is a sad fact that while the Philippines is claiming to be the only Christian nation in Asia and that the people are very religious, it is reported that the nation is one of the most corrupt nations in Asia and in the World (The New York Times, 2007). Because of this values degradation, there is a need to transform Filipino values. A person must go through a progression of transforms in converting himself with dignity. In fact, the Modules on Good Citizenship Values published by CHED in partnership with Good Citizenship Movement emphasizes the role of 'Pagkamaka-Diyos' as the key and the core to good citizenship.

Thus, despite impressive monitoring of the Commission on Higher Education (CHED) in the implementation of the values program of NSTP (CHED Memo Order No. 26, Series of 2006), this condition still calls for a re-evaluation so as to create a favorable and responsive program.

As of the moment, whether or not the National Service Training Program Implementing Rules and Regulations (NSTP IRR) in the State Universities and Colleges is properly implemented, the call for an evaluation based on the status,

challenges and impact is in need. Moreover, realities in the implementation that comments have been heard from among NSTP coordinator/directors who are subsequently the implementers of the NSTP program, there are still some aspects of these challenges that need due attention. The immediate exigency, therefore, is to ensure the proper implementation in a way that it is responsive for today's demands and anticipation of tomorrow's needs. This is a challenge and responsibility that must be faced with alert minds and magnanimous hearts by the people who are directly involved in the NSTP program. This need becomes keenly imperative in consideration of the demands for better and more proper implementation of NSTP program to effectively develop values of students.

Based on the abovementioned gaps, if its implementation is good, could its impact be positive? Thus, the study determined the status and challenges of the National Service Training Program and its impact on students' values formation.

FRAMEWORK

The study used a conceptual framework looking into the status and challenges of the NSTP and its impact on students' values formation considering the apparent time students became involved in the implementation of the National Service Training Program (NSTP) law or Republic Act of 9163, particularly in the compliance with the provisions of the NSTP Act of 2001, Section 12 thereof, and Section 8 of the NSTP-Implementing Rules and Regulations in recognition of the vital role of the youth in nation-building.

Likewise, as the study determined if the status and challenges of the NSTP and its impact have further contributed to the students'values formation, the study was anchored on Bandura's (2001) social cognitive theory which states that the development of skills and the regulation of behaviors occur within a complex, multifaceted, causal structure.

In Bandura's quest to understand human behaviors, he conceptualized the three dimensions of social cognitive theory: behaviors, personal factors, and environment. Together, these three components of teacher's sense of academic optimism represent different aspects of the triadic interactions: teacher's sense of efficacy represents teacher's personal factors, teachers' trust in their students and parents form a trusting environment, and teachers' sense of academic emphasis creates behaviors that presses for achievement. Individual learner's behavior as a factor in teaching-learning situation greatly influences the effectivity of the process.

On this context, individual differences emphasize the different approaches to be undertaken to consider every learner in the classroom environment. Varying factors such as gender, course, program components, and status and challenges in terms of administration and organization, program objectives, curriculum, training staff, training management, community extension service, resources and facilities, and evaluation and monitoring program contribute to the totality of the educative process. Teachers' attitudes are in turn, influenced by their culture and belief system. Teachers' attitudes towards their students in school must be favorable enough to carry students along (Dizon, 2004).

Based on both international and Australian research, there is a positive impact on the development of students' values which include participation, encouragement to be responsible, an orderly school environment and clear rules that are fairly and consistently reinforced (Curriculum Corporation, 2003).

The study used a paradigm showing the student perceptions on the status and challenges of the National Service Training Program and its impact on values formation as dependent variables. The independent variables are gender, course, and program components. The difference of said variables is set to focus in the paradigm as shown below.
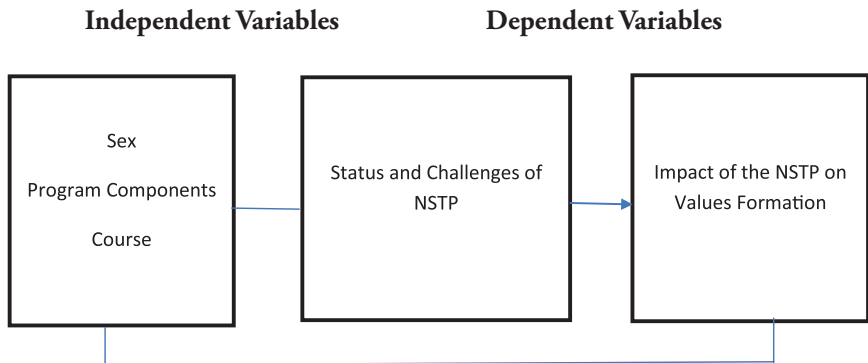
Independent Variables   **Dependent Variables**

Figure 1. Framework

OBJECTIVE OF THE STUDY

The study determined the status and challenges of the National Service Training Program and its impact on students' values formation.

METHODOLOGY

Research Design

The study used the descriptive method to determine the status and challenges of the National Service Training Program and its impact on students' values formation. According to Manuel and Medel (1989), descriptive research includes description, recording, analysis, and interpretation of the present nature, composition or process phenomena. The focus is on prevailing conditions, on how a person, group or thing behaves, or functions in the present. It tells, "what exists" or "what is" about a certain educational phenomenon.

Research Setting

This study was conducted in five campuses of the University of Antique, namely, UA Main Campus, UA TLM Campus, UA Hamtic Campus, UA Libertad Campus, and UA Caluya Campus.

Respondents of the Study

The respondents of this study were 349 NSTP graduates of the University of Antique, Academic Year 2013-2014. They were grouped as follows: as to sex, whether male or female; as to program courses, namely, Agriculture, Fisheries, Teacher Education, Technology, Business Management, Marine Studies, Arts and Sciences, Architecture and Engineering, and Computer Studies; as to program components, whether ROTC or CWTS.

The sample size for this study was determined by using the Slovin's (1960) formula.

The respondents were mostly female (51.6%). Majority of them were taking CWTS (52.7%) and mostly taking Teacher Education Course (27.5%).

Of the 349 respondents, 15 (4.3%) respondents did not specify their sex, program and course. Since it is within their right to do so, the researcher honored their decision. In the test for significant difference, the data they provided were not included since they cannot be classified by sex, program or course. Using Cochran's (1977) formula relating sample size and margin of error, it was found out that the difference in the margin error of the estimates of mean associated with sample sizes 349 and 334 are very insignificant. The differences of levels of status, challenge and impact of NSTP differ by 0.0015, 0.0014 and 0.0012, respectively, between those sample sizes. These differences are so small compared to the means (less than one-tenth of one percent of the mean) so the new sample size was considered acceptable.

Research Instruments

A set of researcher-made survey questionnaire was used as tool in gathering data. The questionnaire used the Likert-type with five-point scale. Reliability testing of the questionnaire was conducted using the split-half method, while Pearson *r* was used to find the coefficient of correlation, and it was treated with the Spearman Brown formula to get the reliability test of the whole questionnaire. Frequency, percentage, mean and standard deviation were used a descriptive statistics and Man-Whitney U Test and Kruskal-Wallis H Test at 0.05 alpha were employed as inferential statistics. All statistical computations were processed through the Statistical Package for Social Sciences (SPSS) software.

Validation of the Instrument

The content of questionnaire-checklist was validated by a jury composed of five experts. The jury members were requested by the researcher to validate the items in the questionnaire by writing each item options: Accept, Improve, or Reject to each item. To determine the validity of the instrument, the agreement ratio was computed. Items with an agreement of 80% and above were accepted in the final draft of the instrument while items with an agreement ratio of below 80% were rejected. Items that were rated by the jury members as *Improve* were revised based on the suggestions given.

Reliability Testing

After the validation of the questionnaire, reliability testing of the questionnaires to 30 non-respondents was conducted. This was done by the used of Split-Half method, whereby Pearson *r* was used to find the coefficient of correlation. After the coefficient of correlation had been obtained, it was treated with the Spearman-Brown formula to get the reliability test of the whole questionnaire. When the result of the reliability test is .70 and above, the questionnaire was considered reliable. However, if the result is below .70, the questionnaire is to be revised. In the case of this study, the coefficient of correlation using the Pearson *r* and treated with Spearman Brown Formula was .75, hence, the questionnaire was considered reliable.

The survey questionnaire reflected the assessment of the respondents that consists of the following tools: the first tool dealt on the demographic profile of the student respondents which include personal information such as name, sex, program course, and program components. The second tool of the questionnaire includes the status of NSTP in terms of program policies such as

administration and organization, program objectives, curriculum, training staff, training management, community extension service, resources and facilities, and evaluation and monitoring program. The responses to every item were categorized as follows:

4.51-5.00	Adequately complied (Excellent)
3.51-4.50	Complied (Good)
2.51-3.50	Moderately Complied (Average)
1.51-2.50	Fairly Complied (Needs Improvement)
1.00-1.50	Not Complied (Failure)

The third tool is the challenges of NSTP in terms of program policies such as administration and organization, program objectives, curriculum, training staff, training management, community extension service, resources and facilities, and evaluation and monitoring program. The responses to every item were categorized as follows:

4.51-5.00	Very Serious
3.51-4.50	Serious
2.51-3.50	Moderately Serious
1.51-2.50	Fairly Serious
1.00-1.50	Not Serious

The last tool is the impact of the NSTP on students' values formation. The responses were categorized as follows:

4.51-5.00	Very High Extent
3.51-4.50	High Extent
2.51-3.50	Average Extent
1.51-2.50	Low Extent
1.00-1.50	Very Low Extent

Data Gathering Procedure

The research instrument was personally administered by the researcher to the respondents in their respective program components and program courses. The researcher gave enough time for the respondents to answer the research instruments. After they answered all the items, the researcher personally gathered the instrument from each respondent.

Ethical Consideration

The information sheet given to the respondents was treated with confidentiality. However, the author considered the respondent who forget to provide a deadline for responding and was given extended ample time. This ensured that the researcher gets the data in a timely fashion.

Statistical Tools of Data

Frequency count and percentage were used to determine the distribution of students according to the categories of variables. Mean and standard deviation were used to describe the status, challenges of the NSTP and its impact on students' values formation based on the ratings of the students when the respondents were taken as a whole group and when classified according to categories of variables.

For inferential analysis, non-parametric test was used as suggested by Kuzon, Urbanchek and Mccabe (1996), since the data of this study were obtained using Likert-type scales. To determine significant difference between two means, Mann-Whitney U Test was used. Significant difference of more than two means, Kruskal-Wallis H test was used. All tests were set at 0.05 level of significance. All statistical computations were processed through the Statistical Package for Social Sciences (SPSS) software.

RESULTS AND DISCUSSION

Status of NSTP Implementation at the University of Antique as Perceived by Students

The status of NSTP of the University of Antique as perceived by all students were good (m=4.27, SD=0.61) as shown in Table 3. When categorized by sex, female students (m=4.32, SD=0.52), rated as "good" which had the higher perception on the status of NSTP than male students (m=4.21, SD=0.69). When grouped by program component, students taking CWTS (m=4.31, SD=0.52), rated "good" which had the higher perception on the status of compliance than those who were taking ROTC (m=4.22, SD=0.69). When respondents were grouped according to program course, the Fisheries (m=4.68, SD=0.22), garnered "good" which had the highest perception on status of NSTP of the University of Antique. Zapata (2015) reveals that the implementer respondents decided to a great extent that the objectives of the program were accomplished in terms of the following variables: self-awareness and values development, management and organizational, basic leadership training, the concept of community, dimension

of development, contemporary issues/ current needs in nation building, and community exposure and assessment. This implies that school authorities will give more vertical support to the needs of the NSTP and further improve it best practices.

Table 3. Status of NSTP Implementation at the University of Antique as Perceived by Students

Category	N	Status		
		Mean	SD	Description
Whole	334	4.27	0.61	Good
Sex				
Male	154	4.21	0.69	Good
Female	180	4.32	0.52	Good
Program Component				
CWTS	176	4.31	0.52	Good
ROTC	158	4.22	0.69	Good
Program Course				
Fisheries	6	4.68	0.22	Excellent
Agriculture	4	4.55	0.35	Excellent
Teacher Education	96	4.22	0.55	Good
Arts and Sciences	30	4.52	0.35	Excellent
Business Management	59	4.21	0.56	Good
Technology	31	4.26	0.64	Good
Marine Studies	56	4.12	0.75	Good
Architecture and Engineering	12	4.36	0.59	Good
Computer Studies	43	4.39	0.60	Good

The Status of Top Five Most Complied Aspects of NSTP Implementation at the University of Antique

The most complied status of NSTP of the University of Antique is the university offers CWTS (m=4.62, SD=0.74), rated as "excellent" which had the highest perception. According to the study of Zapata (2015), it contends that a great extent was observed in the implementation of the National Service Training Program in terms of the following features: program vision, mission, services/ activities offered, budget allocation, facilities, supplies and materials used for

NSTP, personnel/faculty involved in NSTP, and seminars/training conducted for the implementers. This implies that NSTP implementers find this feature very important to enhance the teaching-learning process based on the program component taught. This further implies that the various activities could help the students to be aware of the social responsibilities they need to practice as a way of becoming responsible and upright citizens.

Table 4. The Status of Top Five Most Complied Aspects of NSTP Implementation at the University of Antique

Status	Level of Compliance			
	N	Mean	SD	Description
S02- the university offers CWTS	334	4.62	0.74	Excellent
S01-the university offers ROTC	334	4.61	0.85	Excellent
S09-the university conducts Orientation to freshmen	334	4.53	0.80	Excellent
S21-the university provides an Office for ROTC	334	4.49	0.95	Good
S24-the university is teaching Patriotism, nationalism, and Responsible citizenship	334	4.47	0.77	Good

The Status of Five Least Complied Aspects of NSTP Implementation at the University of Antique

On the other hand, the least complied status of NSTP of the University of Antique is the cross-enrolment for NSTP (m=3.97, SD=1.19) which garnered a "good" rating which had the lowest perception attributed to lack of awareness.

Table 5. The Status of Five Least Complied Aspects of NSTP Implementation at the University of Antique

Status	Level of Compliance			
	N	Mean	SD	Description
S05- allow cross-enrolment for				
NSTP	334	3.97	1.19	Good
S06-observe manageable number				
students	334	3.98	1.08	Good
S24- linkages with the community				
that serve as extension service	334	4.02	1.07	Good
S23-conduct community activities				
Designed to transfer technology	334	4.05	0.99	Good
S25-monitoring and evaluation of the				
Community-based projects and activities				
	334	4.12	1.08	Good

The Status of Five Most Complied Aspects of NSTP Implementation at the University of Antique as Perceived by CWTS Students

The most complied status of NSTP of the University of Antique as perceived by CWTS students is the university offers CWTS (4.73, SD=0.56), rated as excellent which had the highest perception attributed to the competent instruction. Zapata (2015) reveals that competent leaders turn to help a group attain objectives through extreme application of its abilities. They domicile themselves before the group as they expedite progress and stimulate groups to achieve organizational goals. The element of development implies that an honest participatory approach to change is essential for triumph and sustainability. Civil society participation in development exertion is, therefore, increasingly recognized by agencies and governments as vital for promoting good governance-improving alertness of national policies and program to citizens' needs and receiving transparency and accountability in policy-making and implementation processes of programs like the civic welfare training service.

Table 6. The Status of Five Most Complied Aspects of NSTP Implementation at the University of Antique as Perceived by CWTS Students

Status	Level of Compliance			
	N	Mean	SD	Description
S02- the university offers CWTS	176	4.73	0.56	Excellent
S01-the university offers ROTC	176	4.66	0.77	Excellent
S09-the university conducts orientation to freshmen	176	4.56	0.74	Excellent
S14-the university is teaching patriotism, nationalism, and responsible citizenship	176	4.54	0.73	Excellent
S20-provide an office for NSTP	176	4.53	0.74	Excellent

The Status of Four Least Complied Aspects of NSTP Implementation at the University of Antique as perceived by CWTS Students

The least complied status of the University of Antique as perceived by CWTS students is *observe manageable number of students* (M=3.93, SD=1.09), which had the lowest perception but still garnered a "good" rating. Hence, teachers provide different ways of service-learning facilities. According to Losabia and Gabriel (2015), the faculty's custom service- learning brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem solving skills, and makes teaching more enjoyable. This implies that the instructors are qualified to teach in NSTP and they are effective in teaching the different concepts of service-learning resources on whatever program component is possibly offered to effectively develop the values of the students.

Table 7. The Status of Four Least Complied Aspects of NSTP Implementation at the University of Antique as perceived by CWTS Students

Status	Level of Compliance			
	N	Mean	SD	Description
S06-observe manageable number students	176	3.93	1.09	Good
S05-allow cross-enrolment for NSTP	176	4.01	1.11	Good
S07-organize reservist for NSRC	176	4.14	1.02	Good
S03-provide control on the Number of enrolment of CWTS	176	4.15	0.91	Good

The Status of Five Most Complied Aspects of NSTP Implementation at the University of Antique as Perceived by ROTC Students

The most complied status of NSTP of the University of Antique as perceived by ROTC students is *provide an office for ROTC* (m=4.55, SD=0.87), rated as "excellent" which had the highest perception. Zapata (2015) reveals that NSTP program is responsive enough because of the good qualifications of the implementers like: they possessed the required education, well knowledgeable on the contexts of the program; they have the technical knowhow necessary for successful implementation, and well experienced. This implies that ROTC implementers are receptive enough to provide the obligatory knowledge for fruitful operation.

Table 8. The Status of Five Most Complied Aspects of NSTP Implementation at the University of Antique as Perceived by ROTC Students

Status	Level of Compliance			
	N	Mean	SD	Description
S21- provide an office for ROTC	158	4.55	0.87	Excellent
S01-the university offers ROTC	158	4.54	0.96	Excellent
S09-the university conducts Orientation to freshmen	158	4.50	0.87	Good
S02-the university offers CWTS	158	4.46	0.91	Good
S11-NSTP Director/Commandant Demonstrated leadership Management capabilities	158	4.42	0.85	Good

The Status of Four Least Complied Aspects of NSTP Implementation at the University of Antique as perceived by ROTC Students

The least complied status of NSTP of the University of Antique as perceived by ROTC students is allowed cross-enrolment for NSTP (m=3.82, SD=1.28), rated only as "good" which had the lowest perception.

Table 9. The Status of Four Least Complied Aspects of NSTP Implementation at the University of Antique as perceived by ROTC Students

Status	Level of Compliance			
	N	Mean	SD	Description
S05- allow cross-enrolment for NSTP	158	3.82	1.28	Good
S24-linkages with the community that serve as extension service	158	3.90	1.15	Good
S23-conduct community activities designed to transfer technology	158	3.94	1.06	Good
S06-observe manageable number of students	158	3.95	1.27	Good

Challenges of NSTP of the University of Antique as Perceived by Students

The challenges of NSTP of the University of Antique as perceived by the respondents as a whole were serious (m=4.12, SD=0.67). When categorized by sex, female students (m=4.11, SD=0.64), rated as "serious" which had higher perception on the challenges of NSTP of the University of Antique. Accordingly, Crisostomo, Generales and de Guzman (2016) found out in their study that females benefited more than their male counterparts.

When respondents were grouped according to program component, students taking CWTS (m=4.12, SD=0.63), rated as "serious" which had higher perception on the challenges of NSTP in the University of Antique.

When grouped by course, Fisheries (m=4.53, SD=0.22), rated as "very serious" which had the highest perception on the challenges of NSTP of the University of Antique. According to Losabia and Gabriel (2015), the students' level of participation in service-learning (National Service Training Program II) is high with the weighted mean of 3.91. This implies that students have given their best in their participation in NSTP because they gave their time, talents, and resources in serving the community. The study also showed that majority of the students perceived that they have learned from service-learning (National Service Training Program II) with a mean of 4.06.

Table 10. Challenges of NSTP of the University of Antique as Perceived by Students

Category		N	Challenges		
			Mean	SD	Description
Whole		334	4.12	0.67	Serious
Sex					
	Male	154	4.10	0.71	Serious
	Female	180	4.11	0.64	Serious
Program					
	CWTS	176	4.12	0.63	Serious
	ROTC	158	4.09	0.72	Serious
Course					
Fisheries		6	4.53	0.30	Serious
Agriculture		4	4.40	0.57	Serious
Teacher Education		96	4.03	0.58	Serious
Arts and Sciences		30	4.41	0.46	Serious
Business Management		59	3.98	0.62	Serious
Technology		31	4.28	0.57	Serious
Marine Studies		56	3.96	0.79	Serious
Architecture and Engineering		12	4.39	0.49	Serious
Computer Studies		43	4.21	0.88	Serious

Least Challenges of the University of Antique

The least challenges of NSTP of the University of Antique is establishing of income generating projects to augment CWTS/ROTC funds (m=3.82, SD=1.12), rated as "serious" which had the lowest perception on the challenges of NSTP of the University of Antique. Zapata (2015) revealed how a budget is an essential instrument to perform effectively any projects or activities of NSTP program. It helps to aid the planning of actual NSTP processes by compelling implementers to ponder how the conditions might change and what steps should be taken and by inspiring them to consider problems before they arise. The numerical findings indicate that the respective programs of selected State Universities included in this study have the necessary facilities and equipment to sustain such projects and activities. It implies that monetary aspect is vital in the

effective operation of the NSTP activities and to efficiently perform the learning processes of the NSTP activities.

Table 11. Least Challenges of the University of Antique

Challenges	Level of Efforts			
	N	Mean	SD	Description
C20- income generating projects to augment CWTS/ROTC funds	334	3.82	1.12	Serious
C15- organization of reservists	334	3.86	1.26	Serious
C18-funds for CWTS/ROTC funds	334	3.87	1.07	Serious
C16-support from local Government for CWTS/ROTC Projects	334	3.92	1.03	Serious
C17-lukewarm attitude of the Community towards CWTS/ROTC projects	334	3.93	0.99	Serious

The Impact of NSTP of the University of Antique on Students' Values Formation as Perceived by the NSTP Students

The impact of NSTP of the University of Antique on students' values formation as perceived by the respondents as a whole were "high extent" (m=3.91, SD=0.53). When categorized by sex, female students (m=3.97, SD=0.53), rated as "high extent" which had higher perception. The study shows that female students learn good values from service-learning (National Service Training Program) of the University of Antique as influenced by its program policies.

When grouped by program component, students taking CWTS (m=3.95, SD=0.51), rated as "high extent" which had higher perception on the impact of NSTP on students' values formation. According to Quendangan and Laquesta (2014), all of the services rendered in the community were relevant with a total mean score of 1.59 out of 1607 population. As to the evaluation of services to the community, nearly everyone agreed to the different programs conducted in the community. This was evidently seen since almost all the mean scores belong to the ranges from 1.50-2.49. This implies that the program component either ROTC/CWTS of students' choice both contributes the same in the development of their values.

When respondents were grouped according to course, Arts and Sciences (m=4.16, SD=0.38), rated as "high extent" which had the highest perception on the impact of NSTP on students' values formation. The research made by Markus Howard, and King (1993) claimed the same when they noted that service-

learning has a positive impact on the personal, attitudinal, moral, and social life of the students hence, adherence to the core values. This implies that course is the factor to be considered by the instructors in teaching values appropriate on their respective code of ethics. Moreover, this implies that the students in Arts and Sciences considered the program as their requirements in the employment in the military service.

Table 12. The Impact on Students' Values

Category		N	Impact		
			Mean	SD	Description
Whole		334	3.91	0.53	High Extent
Sex					
	Male	154	3.84	0.52	High Extent
	Female	180	3.97	0.53	High Extent
Program					
	CWTS	176	3.95	0.51	High extent
	ROTC	158	3.87	0.56	High Extent
Course					
Fisheries		6	3.97	0.42	High Extent
Agriculture		4	4.05	0.23	High Extent
Teacher Education		96	3.92	0.61	High Extent
Arts and Sciences		30	4.16	0.38	High Extent
Business Management		59	3.85	0.42	High Extent
Technology		31	3.87	0.46	High Extent
Marine Studies		56	3.77	0.64	High Extent
Architecture and Engineering		12	3.94	0.35	High Extent
Computer Studies		43	3.99	0.46	High Extent

The Top Five of Impact on Students' Values Formation

The first top five impacts of NSTP program on students' values formation is belief in the power of faith and prayer (m=4.57, SD=0.88), rated as "very high extent" which had the highest perception on the impact of NSTP on students' values formation. This shows that students have high level of adherence with LPU-Laguna's core values with a mean of 4.02 (Crisostomo, Generales & de

Guzman, 2016). In God-centeredness, students believed that in some way, their service-learning experience in the National Service Training Program II actually improved their spirituality. This implies that the university is concerned about the values formation of the students.

Table 13. The Top Five of Impact on Students' Values Formation

Impact	Level of Impact			
	N	Mean	SD	Description
I13- belief in the power of faith and				
prayer	334	4.57	0.88	Very High Extent
I17- love for country	334	4.43	0.95	High Extent
I01- obedience to rules and regulations	334	4.41	0.97	High Extent
I16-being a good example	334	4.36	0.87	High extent
I08- apply values of responsibility in				
daily life	334	4.33	0.93	High Extent

Test of Significance of Difference on the Status of NSTP Implementation as Perceived by Students

As to Program Course. The result of Kruskall-Wallis H test showed that there was a significant difference in the students' perception on the status of NSTP of the University of Antique when they were grouped by course (H=20.379, p=0.009) as reflected in Table 14. Thus, the null hypothesis at alpha level 0.05 is rejected. According to Losabia and Gabriel (2015), there is significant relationship between students participation in service-learning and adherence to the core values (rho-value=.609**, sig (2-tailed) = 000). Moreover, students learning in NSTP II and adherence to the core values have significant relationship (rhovalue=.198**, sig (2-tailed) = 002. This implies that course is a significant factor that affects the status and challenges of NSTP. Moreover, it implies that the NSTP implementers must consider the nature of courses about what contents of curriculum will be included in the teaching-learning process.

Table 14. Results of Test of Significance of Difference on the Status of the NSTP of the University of Antique as Perceived by Students According to Course.

Categorical Variable	Statistical Used	Test Statistic	P-value	Significance
Program Course	Kruskall Wallis H	20.379	0.009	Significant

Test of Significance of Difference on the Challenges of the NSTP of the University of Antique as Perceived by Students

Table 15. Results of Test of Significance of Difference on Challenges of NSTP of the University of Antique as Perceived by Students According to Course

Categorical Variable	Statistical Used	Test Statistic	P-value	Significance
Program Course	Kruskal-Wallis H	26.675	0.001	Significant

As to course. The result of Kruskal-Wallis H test showed that there was indeed a significant difference in the students' perception on the challenges of NSTP of the University of Antique when they were grouped by course (H=26.675, p=0.001) as reflected in Table 15. Thus, the null hypothesis at alpha level 0.05 is rejected. It can be concluded that the challenges of NSTP of the University of Antique differs significantly with respect to course.

Test of Significance of Difference on the Impact of the NSTP on Students' Values Formation as Perceived by Students

This study also looked into the significance of difference on the impact of NSTP implementation on values formation as perceived by students taken as to sex, program components, and course.

According to sex. The result of the test of significance of difference using Mann-Whitney U test that the difference is significant (U=11187.500, p=0.002) as shown in Table 16. Thus, the null hypothesis at alpha level 0.05 is rejected. It can be concluded that the impact of NSTP of the University of Antique on students' values formation differ significantly with respect to sex.

Table 16. Results of Test of Significance of Difference on the Impact of NSTP on Students' Values Formation as Perceived by Students Grouped as to Sex

Categorical Variable	Statistical Used	Test Statistic	P-value	Significance
Sex	Mann-Whitney U	11187.500	0.002	Significant

The result of Kruskal-Wallis H test showed that there was indeed a significant difference in the students' perception on the impact of NSTP on students' values formation when they were grouped by course (H=20.051, p=0.010) as shown in Table 17. Thus, the null hypothesis at alpha level 0.05 is accepted. It can be concluded that the impact of NSTP of the University of Antique on students' values formation differs significantly with respect to course.

Table 17. Results of Test of Significance of Difference on the Impact of NSTP on Students' Values Formation as Perceived by Students as to Course.

Categorical Variable	Statistical Used	Test Statistic	P-value	Significance
Program Course	Kruskal-Wallis H	20.051	0.010	Significant

Sex and program components do not affect the status and challenges of NSTP program in the University of Antique. On the other hand, course is a factor that affects the status and challenges of NSTP of the University of Antique. This implies that course is a significant factor that affects the status and challenges of NSTP. Program component is not a factor that affects the levels of impact of NSTP on the students' values formation. This implies that the program component either ROTC or CWTS contributes the same in the development of values formation. On the other hand, sex and course are factors that affect the level of impact of NSTP on the students' values formation. This implies that sex and course are factors to be considered by the instructors in teaching values formation.

CONCLUSIONS

Good values of students in the University of Antique are greatly influenced by the program policies of the NSTP training. The NSTP-CWTS program has a good impact on students' values formation as attributed to the implementation of its program policy. The results are reinforced by Bandura (2001) on a social cognitive theory that humans exercise control over their lives through agentive actions. People's act, reflect on those actions, and change their behaviors accordingly and constantly. Through this process, classroom teachers proactively create mental plans to deal with events as they arise. Likewise, Bandura (1971) established that values are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behavior. The model displays it and the learner observes and tries to emulate it. Teachers are, invariably, role

models whose behaviors are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more supreme than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes.

Thus, NSTP Act of 2001 shall be retained and implemented in the tertiary level not only as academic requirements for graduation but it will serve as agent of change in the values formation of the students. However, the study shows that there are some status and challenges of NSTP program that were not carried out properly and not given attention by the authorities of the university in general such as allow cross-enrolment for NSTP, linkages with the community that serve as extension service, conduct community activities designed to transfer technology, observe manageable number of students; and income generating projects to augment CWTS/ROTC funds, organization of reservists, funds for CWTS/ROTC funds, support from local Government for CWTS/ROTC Projects, lukewarm attitude of the community towards CWTS/ROTC projects, respectively. Hence, must be given consideration and full attention by the NSTP implementers (CHED and SUCs) to further improve the curricular integration of values formation in the teaching-learning experiences of the students taking NSTP program.

TRANSLATIONAL RESEARCH

The outcome of this study titled, "Status and Challenges of the National Service Training Program and Its Impact on Values Formation" may be translated into use in the Higher Education Institutions by sending the information to the Commission on Higher Education. Further analyses of the study will help identify areas in the implementation of NSTP program that can be improved to achieve excellent compliance. The CHED may create guidelines for better implementation of the NSTP program.

LITERATURE CITED

Bandura, A. (1971). Psychotherapy based upon modeling principles. *Handbook of psychotherapy and behavior change. New York: Wiley*, *653*, 708.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, *52*(1), 1-26.

CHED Memo Order No.26, series of 2006. Integration of Values Formation on NSTP Program of Instruction. Retrieved from www.ched.gov.ph/.../archive/cmo-archives/2006-ched-memorandum-orders-2

Crisostomo, L. C., Generales, M. T. G., & de Guzman, A. L. (2016). Benefits and Difficulties of the National Service Training Program in Rizal Technological University. *International Letters of Social and Humanistic Sciences*, *72*, 54-62.

Curriculum Corporation (2003). Values Education Study-Final Report ISBN: 1 86366 578 1 SCIS order number: 1140436 http://www.curriculum.edu.au/verve/_resources/VES_Final_Report14Nov.pdf

Dizon, R. (2004). Modules on Good Citizenship Values: Good Citizenship Movement EPPC in partnership with CHED. Edsa People Power Commission, Office of the President.

European Journal of Social Sciences-Volume 11 Number 3 (2009) 365 Retrieved from http://nlpdl.nlp.gov.ph:81/CH01/MO/2005/CH0MO0026s2005.pdf

Kuzon Jr, W. M., Urbanchek, M. G., & McCabe, S. (1996). The seven deadly sins of statistical analysis. *Annals of plastic surgery*, *37*(3), 265-272.

Losabia, K., & Gabriel, C. (2015). An Analysis of the Impact of Participation in the National Service Training Program II. *Laguna Journal of Multidisciplinary Research*, *4*(3), 1-1.

Markus, G. B., Howard, J.P., & King, D.C. (1993). Integrating community service and classroom instruction enhances learning: Results of an experiment. Educational Evolution and Policy Analysis, 15 (4), 410-419. NSTP Primer 2002

Presidential Proclamation No. 828 dated April 14, 2005. Declaring a Decade (2005-2015) of Good Governance and Good Citizenship to Fight Corruption and to Eradicate Poverty**.** Retrieved from www.gov.ph/2005/04/14/proclamation-no-828-s-2005

Quendangan, Magno M.; Laquesta, Jerico S. (2014) titled "National Service Training Program Community Services. Vol. 5, No. 3. Rizal Technological University Boni Ave., Mandaluyong City, Philippines. Retrieved from www.researchersworld.com/vol5/issue3/Paper_13.pdf

Republic Act No. 9163. An Act Establishing the National Service Training Program (NSTP) for the Tertiary Level Students, Amending for the Purpose Republic Act No. 7077 Presidential Decree No. 1706, and for other Purpose. Retrieved from www.gov.ph/2002/01/23/republic-act-no-9163

Zapata, A. D. G., (2015) The National Service Training Program of State Colleges and Universities: An Assessment. Bulacan State University, Malolos, Philippines