

# National Service Training Program Experience among Pre-service Teachers Towards Civic Engagement and Citizenship

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## ABSTRACT

This study explored and assessed the impact of implementation of the National Service Training Program (NSTP) of Philippine Normal University (PNU) among factors such as the experience while taking NSTP 11 & 12 courses, the embodiment of the University's core values, the role of NSTP in civic engagement, the role of NSTP for pre-service teachers, and the role of NSTP as a citizen. The study is a descriptive correlational research design with a total of 567 participants. A survey questionnaire that contains a total of 55 Likert-type questions was given. The study assessed how the NSTP 11 and 12 courses were implemented, student experiences, how the university's core values were embodied, and how the NSTP contributed to civic participation and pre-service teacher preparation. The outcomes demonstrated that the NSTP 11 and 12 course implementation was largely positive with some potential for improvement. The evaluation shows that NSTP has contributed in a somewhat significant way to cultivating participants' sense of citizenship, preparing pre-service teachers, and increasing civic involvement. The factors under study showed only positive relationships with one another. Thus, students at PNU have a positive assessment of NSTP, which is effective in increasing civic involvement and readiness among students. In addition to enhancing students' political and civic engagement and awareness, the curriculum encourages social responsibility and a dedication to public service.

**Keywords:** National Service Training Program, State Universities, Students, Civic Engagements

## INTRODUCTION

Serving the public is only one aspect of national service; other aspects include serving the public within specific political and economic institutions, serving the nation in an era of nationalism, and building the nationalism that it serves (Custodio et al., 2016; Anorico, 2019). It is used in numerous nations all over the world and as the world becomes increasingly interconnected, it becomes increasingly difficult to motivate today's youth to train and work with people from different cultural backgrounds, to emphasize partnerships between projects and communities, and to recognize their own agency in bringing about change in their community. Surprisingly, everyone cares about security, works to increase the state's prosperity, and displays armed self-protection or offers public aid (Zapata, 2015). These national services can take the form of military or nonmilitary services, nonmilitary compulsory programs, or some of them may even be incorporated into the educational system, like the National Service Training Program (NSTP) in the Philippines.

As stated in the 1987 Philippine Constitution that "the State shall encourage civic consciousness among them and shall enhance their physical, moral, spiritual, intellectual, and social well-being," This clause acknowledges the importance of young people to the development of the country. Its purpose is to

encourage citizens to get involved in public life and instill in them a sense of patriotism and national pride. They must be inspired, educated, and mobilized to serve their country in the armed forces, through literacy initiatives, and in other forms of civic engagement (Revised National Service Training Program Implementing Rules and Regulations, 2009). The National Service Training Program (NSTP) has three service components: Literacy Training Services (LTS), Civic Welfare Training Service (CWTS), and Reserved Officers' Training Corps. (ROTC). All students pursuing any bachelor degree or 2-year technical-vocational courses in any government-owned and government-supervised institution must finish one of the NSTP components as a condition of graduation. Graduates of the LTS and CWTS became the National Service Reserve Corps under RA 9163, while ROTC graduates formed the Citizens Armed Forces under RA 7077. The NSTP is managed by the respective schools, who are expected to design, formulate, accept, and implement the various NSTP components. (Republic Act No. 9163). Volunteerism is one of the integral values that must be developed through this program because it is aimed at improving the civic consciousness of the youth, which will translate into civic and/or military leaders or volunteers who can be called upon by the nation if their services are required. (Custodio et al., 2016). These national services are examples of service-learning because they are integrated with the respective educational systems of each nation. In order to help students apply what they have learned in the classroom to real-world situations and to strengthen their civic and community responsibilities, service-learning is an approach that combines community service with instruction. Participating actively in community-based projects is a key component of service learning. The most efficient techniques involve direct, purposeful learning experiences, like hands-on or field experiences (Zapata, 2015; Anorico, 2019). This highlights the fact that students' lives are affected more significantly by learning from experience.

The Philippine Normal University, as the country's National Center for Teacher Education under Republic Act 9647, is committed to nurturing innovative teachers and meeting the challenges of internationalization, and thus offers the LTS component of the NSTP. Students in this program are educated on the goals of the NSTP and the University's program in general, and they take the lead in boosting literacy in many forms among members of the partner communities and schools. The university's NSTP demands students to be immersed in the partner community or school in order to fully understand the latter's current state and analyze and address their needs. This is in line with NSTP's mission of raising awareness about the needs of the state and the shared responsibility that every member has in addressing nation-building challenges. This creates a platform for service-oriented traits like volunteerism.

### **Importance of Civic Engagement to the Citizen and Pre-service Teachers**

Citizenship and pre-service teacher preparation both require civic engagement. Being civically engaged as a citizen involves being actively involved in one's community and accepting responsibility for fostering positive social change. Being civically engaged requires pre-service teachers to develop a sense of responsibility toward their students and the communities they serve. In this literature review, we will investigate the significance of civic engagements for citizens and pre-service teachers. Being civically engaged as a citizen has numerous advantages, including improved mental health, increased social connections, and better physical health. Civic engagement can improve a person's mental health by reducing loneliness and social isolation (Ahrari, 2015; Straub, 2020). Additionally, civic engagement increases social connections, which has been associated with better physical health (Andrews & Aydin, 2020). Additionally, civically engaged individuals are more likely to express happiness and life satisfaction (Helliwell et al., 2019). Being civically engaged requires pre-service teachers to develop a sense of responsibility toward their students and the communities they serve. Participation in civic activities can help pre-service teachers gain a deeper understanding of the issues that affect their students and communities. Pre-service teachers who participate in civic activities gain a deeper understanding of the social contexts in which their students live and the social issues that influence their students' learning (Ahrari, 2015; Andrews & Aydin, 2020). This knowledge enables pre-service teachers to become more effective educators able to design meaningful

learning experiences that meet the needs of their students and communities. Civic participation also plays a vital role in the development of the next generation of civic leaders. Students who are civically engaged in their schools and communities are more likely to be engaged citizens as adults (Torney-Purta et al., 2017). This finding emphasizes the significance of civic education and the role of pre-service teachers in fostering student civic engagement. Pre-service teachers who are themselves civically engaged can serve as role models and mentors for their students, encouraging them to become civically engaged citizens in the future.

### **Service-Learning and Volunteering's Significance in Pre-Service Teacher Education and Communities**

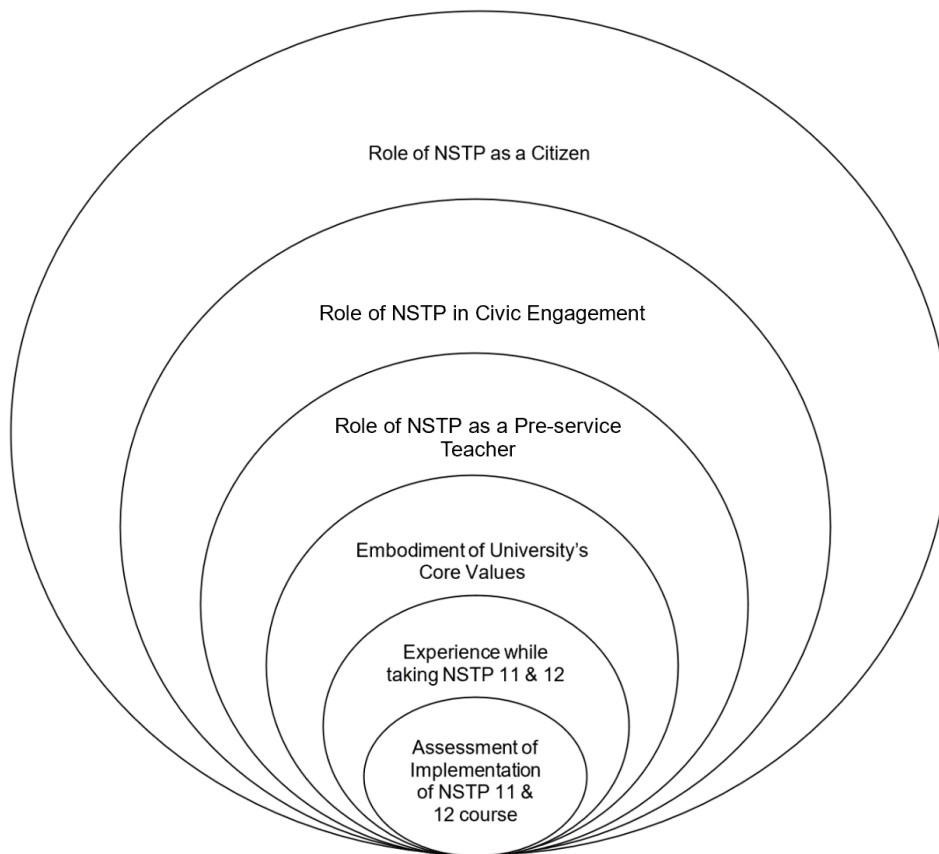
Recent studies emphasize the significance of service-learning in pre-service teacher preparation. It was discovered that service-learning events can improve pre-service teachers' cultural competency and comprehension (Daum et al., 2020). Service-learning can also help children develop a sense of social responsibility and urge them to become change agents in their communities. (Torney-Purta et al., 2017; Chiva-Bartoll et al., 2020). Furthermore, service-learning can help pre-service teachers improve their communication, critical thinking, and problem-solving skills. (Straub, 2020; Daum et al., 2020). Furthermore, service-learning can foster community growth and strengthen school-community partnerships. It was discovered that service-learning can promote collaboration between schools and community organizations, resulting in favorable outcomes for both (Zapata, 2015). Service-learning can also foster community empowerment and involvement, allowing residents to play an active role in creating their neighborhoods. (Daum et al., 2020). Volunteering is another important aspect of pre-service teacher education. Recent study reveals that volunteering can help pre-service teachers develop personally and professionally. Volunteering can improve pre-service teachers' empathy, self-efficacy, and instructional efficacy (Cheung et al., 2023). Volunteering can also help pre-service teachers improve their cultural awareness and comprehension (Daum et al., 2020). Furthermore, volunteering can equip pre-service teachers with hands-on teaching and learning experience and can improve pre-service teachers' classroom management skills and boost their confidence in the classroom (Weber, 2017). Volunteering can also give pre-service teachers with networking opportunities and help them build relationships with people of the community and organizations (Cheung et al., 2023). Volunteering and service-learning can have a positive impact on the communities they serve. Pre-service teachers can make significant contributions to their communities and improve the lives of their fellow citizens. It was discovered that service-learning can increase community participation and empowerment, resulting in beneficial community development outcomes. Similarly, volunteering can address community issues and provide essential services to people of the community. (Chiva-Bartoll et al., 2020; Cheung et al., 2023).

### **Conceptual Framework**

In the Philippines, the National Service Training Program (NSTP) is a required course for all college students which is designed to promote the youth's participation in nation-building. The Literacy Training Service (LTS) component of the NSTP focuses on enhancing the Filipino youth's literacy and numeracy skills. Also, the LTS component plays a crucial role in fostering civic engagement, responsible citizenship, and provides students with opportunities to develop skills and competencies essential to their personal and professional development. This framework looks at how NSTP 11 and 12 are used, how the University's core values are shown, the role of NSTP in civic engagement, the role of NSTP for pre-service teachers, and the role of NSTP as a citizen (see Figure 1). The way NSTP 11 and NSTP 12 courses are run needs to be looked at to make sure the program's goals are met. Assessment tools like surveys, focus group discussions, and interviews can be used to find out what students and teachers think. Also, it's important to keep an eye on the students' attendance and make sure they do the required hours of community service. Students will learn the values of truth, excellence, and service if the University's core values are part of the NSTP curriculum. Community service projects should be in line with the core values of the university so that students can learn to be good citizens. Also, NSTP is a key part of getting young people involved in their

communities. The LTS part of the program gives students the chance to get involved in their communities and help build the country through community service projects. Promoting reading and math skills is an important part of civic engagement, because these skills are important for personal and community growth. The NSTP can also train people who want to become teachers. The LTS part of the program gives students a chance to learn how to teach and work with other students who need help with reading and writing. Pre-service teachers can develop a sense of social responsibility toward their future students by learning about the problems that the education field faces. The NSTP gives students the chance to develop skills and knowledge that are important for their personal and professional growth. Students can improve their leadership, teamwork, and communication skills through community service projects. Also, the NSTP gives students chances to talk to people from different backgrounds and learn about different cultures and social realities. Also, the NSTP can be a very important part of making people more responsible. The program gives students chances to get involved in their communities and help the country grow. Promoting reading and math skills is important for personal and community growth, and the NSTP Literacy Training Services can help people feel like they have a responsibility to their community.

Figure 1. Conceptual Framework



The first course students take in LTS at the University, through its Community Partnership and Extension Office, is NSTP 11, which focuses on self-development. It teaches students about their personalities and helps them develop skills for interacting with others and assisting those in need. Students who have completed NSTP 11 may enroll in NSTP 12. Students are assigned to various partner communities or schools where they will be able to observe first to gain an understanding of the current situation and then assess the literacy needs of the environment in order to provide appropriate services. The first module of NSTP 12 focuses on the nature of community service to help students understand its true meaning and nature. The second part of their training involves actual immersion in the community and the identification of various techniques and strategies that can be used in community group activities.

## METHODS

### Design

The study was in quantitative descriptive correlational design. The objective of descriptive correlational research is to establish relationships between two or more variables within the same population or between two populations with the same variables.

### Instrument

The survey questionnaire that contains a total of 55 Likert-type questions, including 18 items on the assessment of the implementation of the National Service Training Program 11 and 12 Courses, 13 items on the experiences of taking NSTP 11 and 12 courses, 13 items on citizenship and civic engagements, 8 items on being a pre-service teacher, and 3 items on the manifestation of the University's core values.

### Participants and Procedure

In the study, a technique known as purposive sampling was utilized. There were a total of 567 people who agreed to take part in this research and gave their consent. Depending on the students' availability as well as their level of participation in the activity. In order to acquire authorization to proceed with the research, the investigators coordinated their efforts with the University's Community Partnership and Extension Office (CPEO). Students were given a questionnaire to fill out as part of a survey so that the variables discussed in this study could be measured. The number of students enrolled in each of the University's faculties, institutes, and programs is broken down into categories and presented in Table 1.

Table 1. Distribution of Students across Programs Offered and Faculties and Institutes of the University

Participant's Characteristics	Frequency (f)	Percent (%)
<b>Programs Offered</b>		
Bachelor in English Education	43	7.584
Bachelor in Filipino Education	28	4.938
Bachelor in Culture and Arts Education	30	5.291
Bachelor in Social Science Education	75	13.228
Bachelor in Values Education	47	8.289
Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program	7	1.235
Bachelor in Early Childhood Education	98	17.284
Bachelor in Mathematics Education	62	10.935
Bachelor in Mathematics and Science Elementary Education	6	1.058
Bachelor in Science Education with Specialization in Biology	36	6.349
Bachelor in Science Education with Specialization in Chemistry	9	1.587
Bachelor in Science Education with Specialization in Physics	9	1.587
Bachelor in Library and Information Science	32	5.644
Bachelor in Technology and Livelihood Education with Specialization in Information and Communication Technology	18	3.175
Bachelor in Physical and Health Education	67	11.817
<b>Total</b>	<b>567</b>	<b>100.000</b>
<b>Faculties and Institutes</b>		
Faculty of Arts and Languages (FAL)	101	17.813
Faculty of Behavioral and Social Sciences (FBeSS)	129	22.751
Faculty of Education Science (FES)	98	17.284
Faculty of Science, Technology, and Mathematics (FSTeM)	122	21.517
Institute of Knowledge Management (IKM)	50	8.818
Institute of Physical Education, Health, Recreation, Dance, and Sports (IPEHRDS)	67	11.817
<b>Total</b>	<b>567</b>	<b>100.000</b>

Participants are currently enrolled undergraduate students in the Academic Year 2020-2021 and have finished both NSTP 11 and NSTP 12 courses. The researchers used a three-way consent form to ensure that the participation of the respondents was voluntary and to address any concerns regarding anonymity or assent that may have been raised. In addition to the survey questionnaire that was given to respondents, a permission letter stating that their participation in the survey was completely voluntary and that they had the right to withdraw at any time was also included. (identity will not be exposed or remain confidential)

## RESULTS

All of the study's measures were analyzed descriptively and subjected to a reliability test (see Table 2). There are a total of 567 participants in the study.

Table 2. For each of the study's variables, a descriptive analysis and reliability test

Items	Cronbach's Alpha ( $\alpha$ )	Mean ( $\mu$ )	Standard Deviation (sd)
Assessment of Implementation of NSTP 11 & 12 course	0.873	70.141	12.626
Experience while taking NSTP 11 & 12	0.680	46.591	6.375
Embodiment of University's Core Values	0.777	10.989	1.486
Role of NSTP in Civic Engagement	0.732	25.078	3.425
Role of NSTP as a Pre-Service Teacher	0.723	28.698	3.844
Role of NSTP as a Citizen	0.740	21.448	2.972

The assessment of implementation of NSTP 11 & 12 courses indicated  $\alpha=0.873$ ,  $\mu=70.141$ , and  $sd=12.626$ . The value of  $0.873$  indicates that the assessment tool has high internal consistency, which means that the questions in the tool measure the same construct or concept. The mean score indicates that the implementation of NSTP 11 & 12 courses was generally satisfactory, with the majority of evaluated aspects meeting the desired level of implementation. The standard deviation indicates that there is some variation in the scores, but it is not excessive. This indicates that the majority of respondents rated the implementation of NSTP 11 & 12 courses similarly, with only a few respondents rating the implementation significantly differently. The student's experience while taking NSTP 11 & 12 indicated  $\alpha=0.680$ ,  $\mu=46.591$ , and  $sd=6.375$ . The results of the evaluation indicate that the students' experience in NSTP 11 and 12 courses was average. With a coefficient of  $0.68$ , the internal consistency of the assessment tool was moderate, indicating that the questions were somewhat related and measured the same construct or concept. The average score of  $46.591$  indicates that the students' experience was largely satisfactory, but room for improvement exists. The standard deviation of  $6.375$  indicates that the score distribution was relatively consistent, with the majority of students assigning comparable ratings. This result provides valuable feedback on areas requiring improvement to enhance the NSTP 11 & 12 student experience. The embodiment of University's core values indicated  $\alpha=0.777$ ,  $\mu=10.989$  and  $sd=1.486$ . The coefficient of  $0.777$  indicates that the implementation of the university's core values was generally satisfactory, as indicated by the high internal consistency of the assessment instrument used. The average score of  $10.989$  indicates that the university's core values were reflected in the responses of the participants to a high degree. The standard deviation of  $1.486$  suggests that the scores were relatively consistent, indicating that the majority of participants provided comparable ratings.

Also, the role of NSTP in civic engagement indicated  $\alpha=0.732$ ,  $\mu=25.078$ , and  $sd=3.425$ , which means that the result of the assessment indicates that NSTP has played a moderately significant role in promoting civic engagement, as indicated by the coefficient of  $0.732$  for the internal consistency of the evaluation instrument. The average score of  $25.078$  indicates that participants have acknowledged the significance of NSTP in promoting civic engagement and have engaged in some level of civic activities. The standard

deviation of 3.42 indicates that the scores were relatively consistent, with the majority of participants providing similar ratings. Meanwhile, the role of NSTP as a pre-service teacher indicated  $\alpha=0.723$ ,  $\mu=28.698$ , and  $sd=3.844$  which means that the assessment indicates that NSTP has played a moderately significant role in preparing pre-service teachers for their professions of choice, as indicated by the coefficient of 0.723 for the internal consistency of the assessment instrument used. The average score of 28.698 indicates that participants have acknowledged the significance of NSTP in preparing them for their future profession and have acquired some teaching-related knowledge and skills. The standard deviation of 3,844 indicates that the scores were relatively consistent, with the majority of participants providing similar ratings. Lastly, the Role of NSTP as a Citizen indicated  $\alpha=0.740$ ,  $\mu=21.448$ , and  $sd=2.972$  which translates to the result of the assessment indicates that NSTP has played a moderately significant role in fostering a sense of citizenship in its participants, as indicated by the coefficient of 0.640 for the internal consistency of the evaluation instrument. The average score of 21.448 indicates that the participants have acknowledged the significance of NSTP in fostering their sense of citizenship and have acquired some understanding and appreciation of their role as citizens. The standard deviation of 2,972 indicates that the scores were relatively consistent, with the majority of participants providing similar ratings. The correlation coefficients (Pearson's r) and p-values for the relationship between the variables studied in the context of NSTP are presented in the table (see Table 3).

Table 3. Summary of correlations between primary variables.

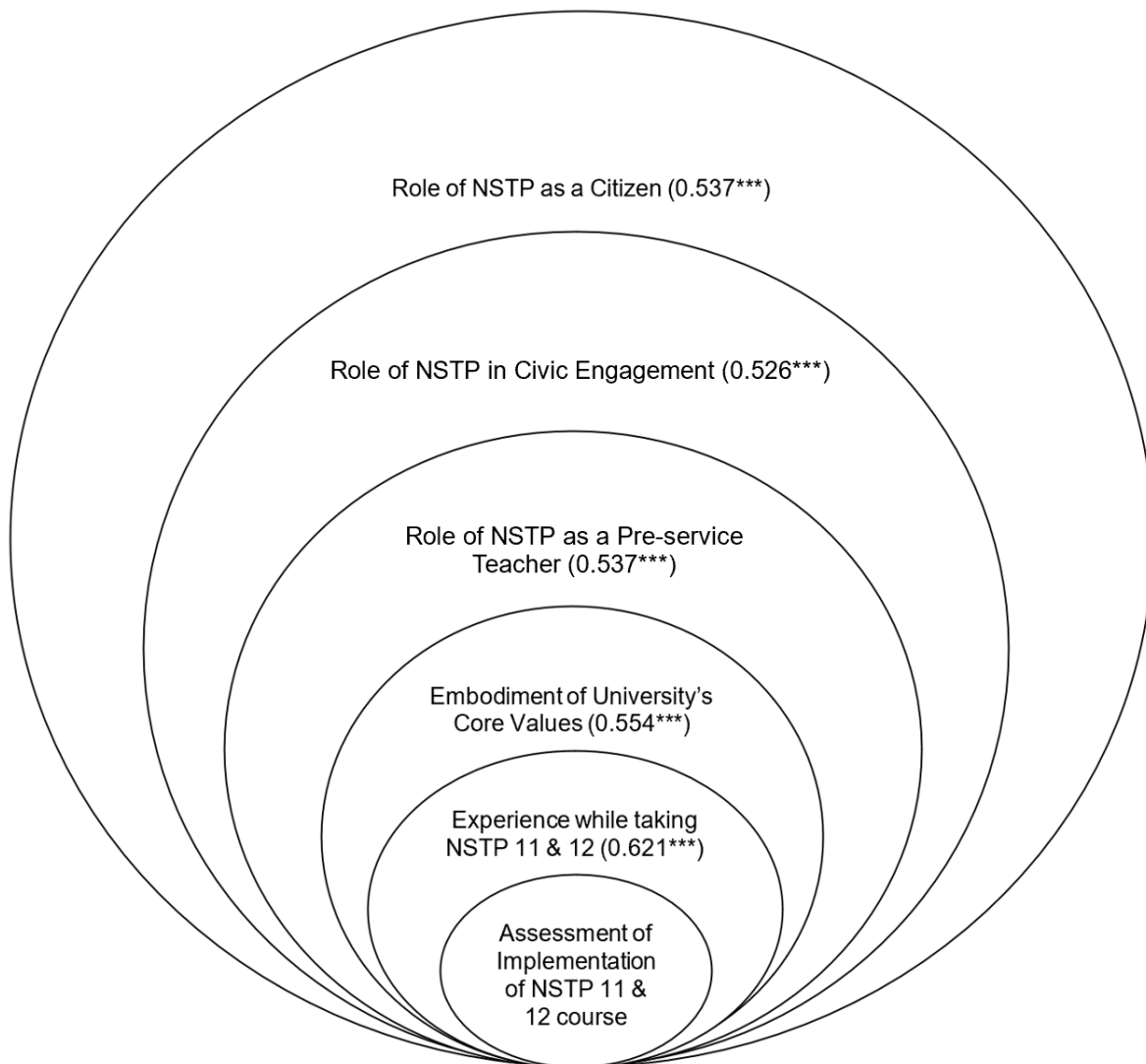
Variables		Assessment of Implementation of NSTP 11 & 12 course	Experience while taking NSTP 11 & 12	Embodiment of University's Core Values	Role of NSTP in Civic Engagement	Role of NSTP as a Pre-Service Teacher	Role of NSTP as a Citizen
Assessment of Implementation of NSTP 11 & 12 course	Pearson's r	--					
	p-value	--					
Experience while taking NSTP 11 & 12	Pearson's r	0.621***	--				
	p-value	<.001	--				
Embodiment of University's Core Values	Pearson's r	0.554***	0.677***	--			
	p-value	<.001	<.001	--			
Role of NSTP in Civic Engagement	Pearson's r	0.526***	0.692***	0.640***	--		
	p-value	<.001	<.001	<.001	--		
Role of NSTP as a Pre-Service Teacher	Pearson's r	0.537***	0.702***	0.657***	0.823***	--	
	p-value	<.001	<.001	<.001	<.001	--	
Role of NSTP as a Citizen	Pearson's r	0.537***	0.714***	0.636***	0.836***	0.796***	--
	p-value	<.001	<.001	<.001	<.001	<.001	--

\* p <.05, \*\* p <.01, \*\*\* p <.001

The correlation between Assessment of Implementation of NSTP 11 & 12 and Experience while taking NSTP 11 & 12 is moderately positive ( $r = 0.621, p <.001$ ). The Embodiment of University's Core Values has a moderately positive correlation with both Experience while taking NSTP 11 & 12 ( $r = 0.67, p <.001$ ) and Evaluation of Implementation of NSTP 11 & 12 course ( $r = 0.554, p <.001$ ). The Role of NSTP in Civic Engagement has a moderately positive correlation with Experience during NSTP 11 & 12 ( $r = 0.692, p <.001$ ), Assessment of Implementation of NSTP 11 & 12 course ( $r = 0.526, p <.001$ ), and Embodiment of University Core Values ( $r = 0.640, p <.001$ ). The Role of NSTP as a Pre-Service Teacher has a moderate positive correlation with Experience while taking NSTP 11 & 12 ( $r = 0.702, p <.001$ ), Assessment of Implementation of NSTP 11 & 12 course ( $r = 0.537, p <.001$ ), Embodiment of University's Core Values ( $r = 0.657, p <.001$ ), and Role of NSTP in Civic Engagement ( $r = 0.823, p <.001$ ). Finally, the Role of NSTP as a Citizen has a moderate positive correlation with Experience while taking NSTP 11 & 12 ( $r = 0.714, p <.001$ ), Assessment of Implementation of NSTP 11 & 12 course ( $r = 0.537, p <.001$ ), Embodiment of University's Core Values ( $r = 0.636, p <.001$ ), Role of NSTP in Civic Engagement ( $r = 0.836, p <.001$ ), and Role of NSTP as a Pre-Service Teacher ( $r = 0.796, p <.001$ ). The findings indicate, on

the totality (see Figure 2), that there are positive relationships between the many different variables that were investigated within the context of NSTP. It can be inferred from the fact that the correlations range from moderate to high that the variables are connected to one another and may have an effect on one another.

Figure 2. Findings of this study align with the conceptual framework.



For instance, if the implementation of the NSTP course is evaluated favorably, this could result in students having a more positive experience while they are enrolled in the course. This, in turn, could lead to an increase in the students' embodiment of the core values of the university and their participation in civic activities. In a similar vein, the fact that there is a positive relationship between the role of NSTP as a Pre-Service Teacher and the other variables suggests that the course may have a positive impact on the students' development both as educators and as citizens. These findings may prove useful in enhancing the NSTP course's implementation and design in order to better accomplish its goals of cultivating socially responsible citizens and pre-service teachers.

## DISCUSSION

The National Service Training Program (NSTP) is a program implemented in the Philippines to increase Filipino youth's civic awareness and defense readiness. It has been recognized as an essential platform for encouraging adolescent civic engagement, community service, and citizenship (Saban & Saban, 2020).



Enhancing citizenship in pre-service teachers is critical for preparing them to be active and engaged members of society. It suggests that incorporating civic education and engagement in pre-service teacher training can effectively promote citizenship skills and values. For instance, a study by Darling-Hammond et al. (2018) highlighted the significance of including civic education within teacher preparation programs in order to educate teachers who are devoted to civic participation and social responsibility. Another study by Carver and Reeves (2019) emphasized the importance of service-learning opportunities in developing pre-service teachers' civic literacy and capacity to give back to their communities. These studies show how including civic education and service-learning activities can improve pre-service teachers' citizenship and equip them to be engaged and accountable citizens in their future classrooms and communities. The findings of the evaluation of the implementation of the NSTP 11 & 12 courses revealed a high level of contentment on the part of the students who participated in the courses. The reliability of the survey questions was demonstrated by the fact that an alpha coefficient of 0.873 was calculated for them. This indicates that the questions accurately measured the degree to which the students were pleased with the classes. According to the results of the survey, the students had, on average, a favorable impression of the classes they took. The mean score was 70.141 out of 100. On the other hand, the fact that the standard deviation for the students was 12.626 suggests that there was a significant amount of variation in their overall level of satisfaction. The results are in line with those of previous research that demonstrated the beneficial effect that NSTP classes have on the level of civic engagement and responsibility that students develop. (Custodio et al., 2016; Magbanua, 2017). According to the findings, the implementation of NSTP courses at PNU is successful in meeting the objectives of the program, which are to promote social responsibility and national development among the university's student body. The university can make use of these findings to further enhance the implementation of NSTP courses and guarantee that it is aligned with the goals and values of the institution. It is recommended that additional research be carried out in order to identify specific areas that need improvement and to address variations in the levels of satisfaction experienced by different students. In general, the high levels of satisfaction that students have expressed toward NSTP 11 & 12 courses are both encouraging and supportive of the continued implementation and development of the program within the university.

One of the core functions of NSTP is to encourage civic participation. According to Nemenzo (2014), NSTP is a significant opportunity for students to engage in community service, allowing them to develop a sense of social responsibility and contribute to nation-building. It was found that participation in community service activities through NSTP courses has a positive effect on students' personal growth, leadership development, and civic engagement (Anorico, 2019). NSTP also plays an essential role in preparing prospective teachers for their careers. According to Garingan (2021), the program provides pre-service teachers with an opportunity to acquire real-world teaching and learning experience. Pre-service teachers are exposed to the challenges and opportunities of teaching in a variety of contexts through the program, allowing them to develop their teaching skills and become effective educators. NSTP also plays a crucial function in the development of students' citizenship skills. The program is intended to instill in students' patriotism, nationalism, and reverence for human rights (Lopez, 2019). This is accomplished through activities such as values formation seminars, cultural and heritage preservation initiatives, and emergency preparedness training (Garingan, 2021). Studies have also demonstrated that participation in NSTP courses can increase students' political awareness and engagement, as well as their social responsibility and dedication to public service. (Zapata, 2015; Anorico, 2019). Lastly, NSTP assists students in becoming active and responsible members of their communities. Students can contribute to the development of their communities and resolve social issues such as poverty, education, and health by participating in community service activities (Custodio et al., 2016). This is consistent with the concept of "active citizenship," which stresses the significance of citizens actively molding their communities and influencing public policy (Anorico, 2019).

The core values of the Philippine Normal University (PNU) are Truth, Excellence, and Service. These

values serve as the foundational pillars for all university endeavors, including the National Service Training Program (NSTP) course implementation. One of PNU's core values is truth, which refers to the institution's dedication to academic integrity and honesty. In the context of NSTP 11 and 12 courses, the emphasis on critical thinking and research-based analysis of social issues embodies the truth. Students are encouraged to question prevalent beliefs and presumptions and to pursue reputable information sources to support their arguments. This is reflected in the course objectives, which include the development of analytical and research skills and the application of these skills to real-world problems. Excellence is a PNU core value that refers to the institution's commitment to providing quality education and producing graduates who are competent and experienced. In the context of NSTP 11 & 12 courses, excellence is exemplified by the coursework's rigor and difficulty. Exams, research papers, and community service projects are some of the ways in which students are expected to demonstrate their mastery of the course material. This is reflected in the course outline, which describes the learning outcomes and evaluation criteria for each module. Lastly, PNU's core value of service refers to the institution's commitment to fostering social responsibility and community involvement. In the context of NSTP 11 & 12 courses, the emphasis on community immersion and experiential learning embodies service. Students are required to partake in community service projects that address actual social problems in the real world, such as poverty, health, and education. This is reflected in the course requirements, which include the completion of a minimum number of community service hours and a community service assignment. Overall, the embodiment of PNU's core values of truth, excellence, and service in NSTP 11 & 12 courses demonstrates the university's dedication to producing graduates who are not only academically competent but also socially responsible and dedicated to having a positive impact on their communities.

## CONCLUSION

In conclusion, the National Service Training Program (NSTP) has been implemented in the Philippines to increase youth civic engagement and military readiness. According to the findings of an evaluation of the implementation of NSTP 11 & 12 courses at the Philippine Normal University (PNU), students have a favorable opinion of the program. The program achieves its goals of promoting social responsibility and national development among the student body of the university. The NSTP 11 & 12 courses embody the core values of PNU, including truth, excellence, and service, demonstrating the university's commitment to producing socially responsible graduates. NSTP also promotes civic engagement, personal development, leadership training, and citizenship skills. In addition, it plays a crucial role in preparing future teachers for their vocations and in enhancing students' political awareness and engagement, social responsibility, and commitment to public service. Finally, NSTP assists students in becoming active and accountable community members. Overall, the high levels of student satisfaction with the NSTP program are both encouraging and supportive of the program's continued implementation and development at the university and throughout the Philippines.

## RECOMMENDATIONS

The National Service Training Program (NSTP) has been instituted in the Philippines to encourage youth civic engagement and community service. It has been determined that the program has achieved its goals of promoting social responsibility and national development among university students, such as those at the Philippine Normal University. (PNU). Nonetheless, there are still specific areas that require improvement, and there is a substantial amount of variation in the levels of satisfaction among students.

Therefore, it is recommended that additional research be conducted to identify these areas and resolve the variance in student satisfaction. The investigation can be conducted using a mixed-methods strategy. Through focus group discussions and interviews with students who have taken NSTP courses, qualitative research can be used to identify the specific areas that require refinement. This will enable researchers to

collect in-depth data about the students' experiences and to identify areas for improvement. By conducting a survey with a large sample of students who have taken NSTP courses, quantitative research can be used to examine the variation in student satisfaction. This will enable researchers to collect data on the overall level of course satisfaction and identify any significant differences based on demographic variables such as gender, age, course level, and academic year.

The research can also evaluate the influence of NSTP courses on the personal development, leadership growth, and civic engagement of students. This can be accomplished using either qualitative or quantitative research methods. Students can be interviewed as part of qualitative research to determine the impact of courses on their personal growth and leadership development. Before and after taking NSTP courses, students' levels of civic engagement and social responsibility can be measured quantitatively using validated scales.

The research can also investigate the function of NSTP in the career preparation of pre-service teachers. This can be accomplished by conducting interviews with pre-service teachers who have taken NSTP courses in order to determine how the program has assisted them in developing their teaching skills and becoming effective educators.

The findings of this study can shed light on the implementation of NSTP courses at teacher education universities such as PNU. The findings can be used to improve the implementation of NSTP courses and ensure their alignment with the institution's fundamental values. Additionally, the research can contribute to the creation of policies and programs that promote civic engagement and community service among Filipino youth.

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