

EFFECTIVENESS OF NATIONAL SERVICE TRAINING PROGRAM IN THE BEHAVIORAL FORMATION OF STUDENTS

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ABSTRACT

This study aimed to determine the effectiveness of National Service Training Program (NSTP) - Reserve Officer Training Corps (ROTC) in the behavioral formation of the student-cadets of JRMSU – Dipolog Campus, AY 2021- 2022. This study used the descriptive method of research employing questionnaires as its principal tool. The data was treated statistically using frequency counting and percentage computation, weighted mean, Wilcoxon Rank-Sum U-Test and Kruskal-Wallis H-test. The NSTP-ROTC program is designed to promote sense of values, leadership and education among the youth. It enable to uplift the sense of social and patriotic responsibility among students involving physical, mental, social, intellectual and spiritual development of every individual. The ROTC commandant and CWTS coordinators shall conduct an extensive leadership trainings on cadets emphasizing the importance of humility and obedience in a leader-subordinate leadership.

Keywords: effectiveness, behavior, humility, obedience

INTRODUCTION

According to Quendangan and Laquesta (2014), when someone performs an action which benefits his or her community, it is known as community service. Community service can also be altruistic, and it is a vital part of many small communities. Getting involved in the community makes it healthier and livelier, and numerous organizations around the world support community service activities. Smith (2012) stressed that the things which could be considered community service include the work that would not be accomplished without the work of such volunteers, and many small organizations rely on people with community spirit to survive. Losabia and Gabriel (2015) stressed that the National Service Training Program can be traced back or related to the history of Reserve Officers Training Corps (ROTC). The latter is based on Republic Act No. 7077 or otherwise known as Citizens Armed Forces of the Philippines Reservists Act whereas the former 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 goal of preparing and training Filipino citizens to protect the country against external or internal threats (Caday, 2013). Because of public clamor to reform the ROTC at that time due to many cases of abuses and hazing which resulted in deaths of some students, CHED conceptualized NSTP during the Arroyo administration. Mendoza and Roylo (2017) recently suggests that there have been calls to reinstate the mandatory Reserve Officers' Training Corps (ROTC) program in the country. The calls have been reinforced by President Duterte's first State of the Nation Address where he mentioned the need to strengthen the ROTC program to "instill love of country and good citizenship." While having ROTC would certainly bolster the military preparedness of our country, it would be wise to properly assess the investments necessary to produce a well-trained and effective reserve force. Futher, Lugto (2014) pointed out that Republic Act 9163, otherwise known as the National Service Training Program (NSTP) Act of 2001, became

Congress' answer to the clamor for change in the ROTC program. Under the NSTP Program, both male and female college students of any baccalaureate degree course or technical vocational course in public or private educational institutions are obliged to undergo one of three program components. These are Reserve Officers Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS). ROTC was designed to provide military training to tertiary level students in order to train and mobilize them for national defense preparedness. The law provides that the prime duty of the government is to serve and protect its citizens. In turn, it shall be the responsibility of all citizens to defend and secure the state and in fulfillment thereof, the government may require each citizen to render personal, military or civil service. Balmeo et. al. (2015) averred that national service does not simply mean "serving the public"; it means serving the public under particular political and economic institutions. Caballero and Fronda (2015) pointing out that NSTP addresses the need for national program of youth development and mobilization for the task of nation building. In view of the said scheme and aims, the program exists and operates in the context of education and national security systems, both of which are important parts of the larger system of national development and security policies. These kind of national services, which are integrated with the respective educational systems of each country, are forms of service-learning. Service-learning may be defined as an approach integrating community services with instruction to apply what students have learned inside the classroom to the real world context in order to concretize learning and to strengthen civic and community responsibilities. Service learning is about hands-on participation in community-based projects. Crisostomo et. al. (2016) stressed that the primary purpose of this study is to ascertain the benefits of the National Service Training Program (NSTP) implementation and to identify the problems encountered by its implementers. Results showed that the benefits derived from the program were topped by enhancement of skills on basic leadership with emphases on the ability to listen and ability to communicate which were rated very important and very much benefited among other training aspects of the program. Results also revealed that students are aware of the importance of physical, mental and social health as well as the observance of proper hygiene for overall sense of well-being. Hence, the researchers wanted to determine the importance of National Service Training Program (NSTP) of Reserve Officer Training Course (ROTC) on the effectiveness in the behavioral formation of cadet-students of JRMSU – Dipolog Campus, Dipolog City, this AY 2021-2022. This study is anchored on RA 9163 (2002) known as the National Service Training Program. As provided for in Section 4 of the aforementioned law, that the National Service Training Program is composed of three different components. The NSTP had three (3) components, namely; the Civil Welfare Training Service (CWTS), the National Service Training Program (NSTP) and the Reserved Officer Training Corps (ROTC). The Civic Welfare Training Service (CWTS) is geared towards activities that have social impact through activities that could contribute to “health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry”, thus the CWTS component of the NSTP stressed the importance of youth involvement in broad programs or activities that will benefit the people in the community. While the CWTS focused on programs to enhance the living conditions of the people. This program component is designed to provide students with activities contributory to the general welfare and betterment of life of the members of the community especially those developed to improve social welfare services. Thus it specializes in the education of the people strengthening the education sector to empower the people. The goal of the law and of the program is to harness the strength and capacity of the youth to contribute to nation-building, thus the National Service Training Program was created to enlist CWTS graduates which is also equivalent to the Citizen Armed Force of the ROTC (Sec.2, Revised IRR of the NSTP, 2002). This study aimed to determine the effectiveness of National Service Training Program (NSTP) of

Reserve Officer Training Course (ROTC) in the behavioral formation of the cadets in JRMSU – Dipolog Campus criminology students, this academic year 2016- 2017. This study sought answers to the following questions:(1) What is the profile of the respondents in terms of: Age; Gender; Place of Origin; Religion; Socio-Economic Status; and Parents’ Educational Attainment?; (2) How effective is the NSTP-ROTC to the behavioral formation of the cadets?; and (3) Is there a significant difference on the effectiveness of the NSTP-ROTC to the behavioral formation when grouped according to their profile?

RESEARCH DESIGN AND METHODS

The descriptive method of research was used in the study employing the checklist questionnaire in gathering the data. Further, this study used purposive sampling method and the data were analyzed and interpreted to prove the relevancy of the study. The respondents of the study were the one hundred (100) criminology students (both elements and advanced) who are officially enrolled in NSTP subject in the second semester 2021-2022. Frequency Counting and Percentage was utilized to establish the profile, i.e., age, sex, place of origin, religion and socio-economic status of the respondents. Weighted Mean measures the central tendency to determine the effect of NSTP-ROTC to the behavioral formation of the cadets in JRMSU – Dipolog Campus criminology students. Wilcoxon Rank- Sum U test was used to compare the existence of difference between the effect of NSTP-ROTC to the behavioral formation of the cadets in JRMSU-Dipolog Campus criminology students when respondents were grouped according to their gender and religion. Kruskal-Wallis H-test was used to compare the existence of difference among the effect of NSTP-ROTC to the behavioral formation of the cadets in JRMSU-Dipolog Campus criminology students when respondents were grouped to their age, parents’ occupation and parents’ educational attainment.

RESULTS AND DISCUSSIONS

Table 1. Profile of the Respondents in terms of Age and Gender

Age	Gender		Total	Percentage
	Male	Female		
Below 16 years old	4	1	5	5.00%
16 – 18 years old	13	6	9	19.00%
19 – 21 years old	40	15	55	55.00%
22 – 24 years old	14	3	17	17.00%
Above 25 years old	3	1	4	4.00%
Total	74	26	100	100.00%
Percentage	74.00%	26.00%	100.00%	

Table 1 shows the profile of the respondents in terms of age and gender. The data stressed that most of the respondents were within the age range of 19 – 21 years old which implies that most of the criminology students enrolled in NSTP of ROTC program were young adult. On the other hand, most of the respondent were male as compared to female which implies that most of the criminology students enrolled in NSTP of ROTC program were male.

Table 2. Profile of the Respondents in terms of Religion and Place of Origin

Religion	Place of Origin			Total	Percentage
	Urban	Sub-Urban	Rural		
Roman Catholic	31	3	26	60	60.00%
Seventh Day Adventist	5	0	3	8	8.00%
Islam	2	1	2	5	5.00%
UCCP	7	0	0	7	7.00%
Iglesiya Ni Kristo	3	0	7	10	10.00%
Other	3	1	6	10	10.00%
Total	51	5	44	100	100.00%
Percentage	51.00%	5.00%	44.00%	100.00%	

Table 2 shows the profile of the respondents in terms of religion and place of origin. The data stressed that most of the respondents were Roman Catholics. On the other hand, most of the respondents were living in urban area followed closely by those living in the rural area as compared to those respondents who were living in the sub-urban area.

Table 3. Profile of the Respondents in terms of Parents’ Socio-Economic Status

Socio-Economic Status	Father	Percentage	Mothers	Percentage
Work in the Government	24	24.00%	8	8.00%
Work in private sector	5	5.00%	2	2.00%
Engage in Business	7	7.00%	12	12.00%
OFW/OCW	7	7.00%	12	12.00%
Practicing Profession Privately	2	2.00%	4	4.00%
Farming/Fishing/Driving	42	42.00%	23	23.00%
Unemployed	9	9.00%	31	31.00%
Others	4	4.00%	8	8.00%
Total	100	100.00	100	100.00%

Table 3 shows the profile of the respondents in terms of parents’ socio-economic status. The findings stressed that most of the respondents’ father were engage in farming, fishing and driving. On the other hand, most of the respondents’ mother were unemployed followed by those engage in farming/fishing/driving as compared to those respondents’ mother who were working in private sector.

Table 4. Profile of the Respondents in terms of Parents’ Educational Attainment

Parent Educational Attainment	Father	Percentage	Mothers	Percentage
Elementary Level/Graduate	21	21.00%	9	9.00%
High School Level/Graduate	29	29.00%	40	40.00%
Secondary Post Graduate	4	4.00%	8	8.00%
College Level	30	30.00%	24	24.00%
Bachelor’s Degree Holder	10	10.00%	8	8.00%
Masterand/Master’s Degree	2	2.00%	6	6.00%
Doctorand/Doctor’s Degree	4	4.00%	5	5.00%
Total	100	100.00	100	100.00%

Table 4 shows the profile of the respondents in terms of parental educational attainment. The findings stressed that most of the respondents' fathers' educational attainment were college level which implies that students' fathers were highly educated. Most of the respondents' mothers' educational attainment were high school level/graduate which implies that most of the students' mothers were fairly educated.

Table 5. Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets

Perceived Effect of NSTP To Behaviour of Criminology Students	Mean	Interpretation
1. Helps in self-improvement.	4.06	MO
2. Enhances spirit of patriotism and nationalism.	3.94	MO
3. Promotes physical well-being.	4.03	MO
4. Promotes morality.	3.96	MO
5. Promotes spirituality.	3.89	MO
6. Promotes maturity.	4.01	MO
7. Promotes the value of humility and obedience.	4.10	MO
8. Promotes sense of innovation.	3.93	MO
9. Promotes sense of volunteerism.	3.87	MO
10. Promotes ethical standard.	3.83	MO
Average Weighed Mean	3.962	Much Observe

Table 5 shows the perceived effect of NSTP to behavior of criminology students. The findings stressed that most of the respondents favored promotes the value of humility and obedience which implies that students become more aware on the value of humility and obedience. The findings gained support by Dioko (2010) pointing on the fact that intensive character formation is therefore one advantage ROTC has over the other NSTP features. In the process, he learns the value of humility and obedience to authority along with team work and collaborative spirit. Further, Emit et. al. (2014) pointed out that NSTP was implemented to develop and promote the physical, moral, spiritual, intellectual and social well-being of the students and focuses on activities that promote literacy, leadership, education and health to the community.

Table 6. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets When Grouped by Age

Age	Mean	df	α	Cri x^2	Comp H	Action
18 years old or younger	4.1069					H ₀
19 – 21 years old	3.9327	2	0.05	5.991	1.501	Accepted
22 years old or older	3.8762					

Table 6 shows the difference between the effectiveness of NSTP-ROTC to the behavioral formation of the cadets when group by age. Thus, the effectiveness on the behavioral formation through the NSTP-ROTC program transcends individual biological age and that everybody can be affected by the same as long as the cadet submit himself through active participation of the NSTP-ROTC program. The findings gain support from the study of Losabia and Gabriel (2015) observing significant relationship between students' participation in service-learning and adherence to the core values. However, the findings of Losabia and Gabriel do not reflect that there is different effect in every age level.

Table 7. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets when Grouped by Sex

Sex	Mean	df	α	Cri U	Comp U	Action
Male	3.8901	74	0.05	710.00	743.50	H ₀
Female	4.1692	26			1180.50	Accepted

Table 7 shows the difference between the effect of NSTP-ROTC to the behavioral formation of the cadets when grouped by sex. It transcends sex and sexual preference of an individual. The findings was contradicted by Crisostomo et. al (2016) pointing on that there is a significant difference when respondents are categorized as to gender on the aspects: Basic Leadership, Health education and Values Education. These findings indicate that females benefited more than their male counterparts from the above-mentioned aspects. NSTP-CWTS helped enhanced the female implementers’ ability to communicate, ability to listen and interpersonal relationship. It also made them very much aware of the importance of health education and applies in their daily life good values.

Table 8. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets when Grouped by Place of Origin

Place of Origin	Mean	df	α	Cri U	Comp U	Action
Urban	3.9065	56	0.05	934.00	1090.00	H ₀
Rural	4.1692	26			1180.50	Accepted

Table 8 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the cadets when grouped by place of origin. Regardless of where they came from can be affected by the NSTP-ROTC program provided that they submit to the same wholeheartedly. The findings gain support from the study of Losabia and Gabriel (2015) observing significant relationship between students’ participation in service-learning and adherence to the core values. However, their findings do not reflect that there is different effect according to place of origin.

Table 9. Difference between the Effectiveness of NSTP-ROTC to the behavioralFormation of the Cadets When Grouped by Religion

Religion	Mean	df	α	Cri x ²	Comp H	Action
Roman Catholic	3.8517					
Seventh Day Adventist	3.7750					
Islam	4.2533					
UCCP	4.2429	5	0.05	11.07	6.345	H ₀
Iglesia Ni Kristo	4.3000					Accepted
Other	4.1000					

Table 9 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the cadets when grouped by religion. Individuals, regardless of religious belief, can be affected by the NSTP-ROTC program provided they gave their whole self to the program. The finding gained support from the provision of the 1987 Philippine Constitution that declared complete separation of the church and the state and the state is barred to have create as state religion.

Table 10. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets When Grouped by Father’s Occupation

Occupation	Mean	df	α	Cri x^2	Comp H	Action
Work in the Government	4.1361	6	0.05	12.592	6.190	H _o Accepted
Work in the private sector	4.2286					
Engage in Business	4.1571					
OFW/OCW	4.0000					
Farming/Fishing/Driving	3.8357					
Unemployed	3.6678					
Others	4.0250					

Table 10 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the cadets when grouped by father’s occupation. Hence, father’s occupation had no effect on the formation of values, morale and outlook of a cadet as an effect of the NSTP-ROTC program. The study was supported Ameen (2009) explored the perceptions of administrators, instructors, teachers, cadets, and parents related to the effect of ROTC on citizenship, leadership, respect, self-discipline, respect for authority, and goal setting. Results were mixed. It can be construed that parents’ occupation sometimes affect and sometimes do not affect the formation of values, morale and outlook of an NSTP-ROTC cadet.

Table 11. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets When Grouped by Mother’s Occupation

Occupation	Mean	df	α	Cri x^2	Comp H	Action
Work in the Government	3.8375	6	0.05	12.592	9.803	H _o Accepted
Work in the private sector	4.4111					
Engage in Business	4.1167					
OFW/OCW	4.2583					
Farming/Fishing/Driving	3.8609					
Unemployed	3.7871					
Others	4.0500					

Table 11 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the cadets when grouped by mother’s occupation. Hence, mother’s occupation had no effect on the formation of values, morale and outlook of a cadet as an effect of the NSTP-ROTC program. The study was supported by Ameen (2009) iterating the mixed result on the influence of parental occupation on the formation of values, morale and outlook of a cadet. Such result points to sometimes positive and negative effect to the individual. Further, as iterated by Balmeo et. al (2015) that effectiveness of the NSTP program in terms of formation of values, morale and outlooks comes from the program itself.

Table 12. Difference between the Effectiveness of NSTP-ROTC to the Behavioral Formation of the Cadets When Grouped by Father’s Educational Attainment

Educational Attainment	Mean	df	α	Cri x^2	Comp H	Action
Elementary Level/Graduate	4.0048	5	0.05	11.07	8.321	H _o Accepted
High School Level/Graduate	3.8000					
Secondary Post Graduate	4.0500					
College Level	3.8722					
Bachelor’s Degree Holder	4.4300					
Graduate Degree Holder	4.2273					

Table 12 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the cadets when grouped by father’s educational attainment. Hence, father’s educational attainment had no effect on the formation of values, morale and outlook of a cadet as an effect of the NSTP-ROTC program. The study gained support by the study of Losabia and Gabriel (2015) pointed out that participation in voluntary work during the undergraduate years enhances university students ‘academic development, life-skills development, and sense of civic responsibility. It is the NSTP program which has the sole responsibility in the formation of the personality of the individual.

Table 13. Difference between the Effect of NSTP-ROTC to the Behavioral Formation of the Cadets When Grouped by Mother’s Educational Attainment

Educational Attainment	Mean	df	α	Cri x^2	Comp H	Action
Elementary Level/Graduate	3.9000	5	0.05	11.07	5.386	H ₀ Accepted
High School Level/Graduate	3.8350					
Secondary Post Graduate	3.9500					
College Level	3.9778					
Bachelor’s Degree Holder	4.2750					
Graduate Degree Holder	4.2273					

Table 12 shows the difference between the effects of NSTP-ROTC to the behavioral formation of the Cadets when grouped by mother’s educational attainment. Mother’s educational attainment had no effect on the formation of values, morale and outlook of a cadet as an effect of the NSTP-ROTC program. The study gained support by the study of Losabia and Gabriel (2015) pointing on the role of the NSTP in the formation of values, morale and outlook of a cadet. It emphasizes that the said program enhances and moulded the character of an individual.

CONCLUSION

NSTP-ROTC program was implemented in order to promote primarily humility and obedience among criminology student-cadets aside from its intent to develop and promote the physical, moral, spiritual, intellectual and social well-being of the students and focuses on activities that promote literacy, leadership, education and health to the community. It also includes the physical, mental, social, intellectual and spiritual development of every individual.

RECOMMENDATIONS

Based on the summary of findings and the conclusion drawn, the following recommendations were offered:

1. The ROTC commandant and CWTS coordinators shall conduct an extensive leadership trainings on cadets emphasizing the importance of humility and obedience in a leader-subordinate leadership.
2. The ROTC commandant and CWTS coordinators shall involve the cadets with periodic lectures on love of country.
3. The 902nd ARESKOM should provide programs and activities that would enhance the youth the spirit of patriotism and nationalism.

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