
Impact Evaluation of the NSTP in Promoting Volunteerism towards Nation-Building

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Abstract

The study aimed at evaluating the level of volunteerism among National Service Training Program (NSTP) students before and after taking NSTP courses, and identifying specific impacts of NSTP towards volunteerism. Four scales and two focus-group discussion guides assessed the level of volunteerism among students. Results reveal that the level of volunteerism among student-respondents before the start of NSTP was high. Improvements in volunteerism were observed after comparing the levels before and after taking the NSTP courses, which implicate that areas covered by NSTP may actually develop perspective and empathy in students. Analysis of data from the NSTP Facilitators' Focus Group Discussion (FGD) and interviews revealed an increased: 1) level of volunteerism spirit; 2) sense of personal effectiveness; and 3) awareness of the social issues after the course of NSTP. These findings suggest that the study could serve as basis for planning and implementation of the NSTP curriculum in order to sustain volunteerism spirit toward nation-building. It is recommended that further longitudinal study on the effect of NSTP to volunteerism be done on a national scale.

Keywords:

volunteerism, National Service Training Program, impact evaluation

Author's Notes

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Introduction

Education has long been considered as a tool for social transformation and a means for nation-building. Social change happens as a response to many types of social and nonsocial environment, and as education is considered to be the most important instrument of social change, schools raise awareness on students' civic duties through programs and other events.

One means to increase students' civic consciousness and community engagement is through service learning, an approach that integrates community services with instruction to apply what students have learned inside the classroom to the real-world context in order to concretize learning, and more importantly, strengthen civic and community responsibilities. This thrust is very evident in the study conducted by Morgan (1999) where civic values were developed in students

through quality service learning programs. A more positive effects on students' ability to help others, work well with other people, respect for others, and view the world from other perspectives were also observed in students who were engaged in service-learning.

Service-learning can be done in one's own community through partnering educational communities with community organizations and/or outside of one's country or community. In the Philippines, one of the many service-learning programs is the National Service Training Program (NSTP). Promulgated in 2001 through R.A. 9163, the NSTP is intended to expand and enhance the participation of tertiary students in nation-building. There are three service components of NSTP: Literacy Training Services (LTS), Civic Welfare Training Service (CWTS), and Reserved Officers' Training Corps (ROTC). All students taking any baccalaureate degree or 2-year technical-vocational courses in any government-owned and government-supervised institutions are required to complete one of the NSTP components as requisite to graduation. Graduates of the LTS and CWTS compose the National Service Reserve Corps pursuant to RA 9163, while those of ROTC comprise part of the Citizens Armed Forces, pursuant to RA 7077. Management of the NSTP is given to respective schools, hence they are expected to design, formulate, adopt, and implement the different NSTP components (Republic Act No. 9163). Since NSTP is aimed at improving the civic consciousness of the youth that will translate civic and/or military leaders or volunteers whom can be called upon by the nation in case their services are needed, volunteerism is one of the integral values that is necessary to be developed through this program.

The UN General Assembly (2012) defines volunteerism as "undertaken of free will, for the general public good, and where monetary reward is not the principal motivating factor." This character may be driven by prosocial personality, the "enduring tendency to think about the welfare and rights of other people, to feel concern and empathy for them, and to act in a way that benefits them" (Penner, Fritzsche, Craiger, & Freifeld, 1995).

It is important to understand the reasons for people to start volunteering and continue to do so over a long period of time. Two theoretical models attempt to explain volunteerism, and the factors

affecting it. The Volunteer Process Model (Omoto & Snyder, 1990, 1995; Omoto, Snyder & Berghuis, 1993; Snyder & Omoto, 1992) emphasizes that the volunteer's prior personal experiences, current circumstances, and current personal and social needs are central to their initial motivations to volunteer. It also proposes that the tendency for people to continue volunteering for an extended period of time depends on their satisfaction with the organization, positive feelings about being a volunteer, commitment to the organization, and the match between the volunteer experience and the individual's personal and social motives. The Role Identity Model (Callero, Howard, & Piliavin, 1987; Grube & Piliavin, 1996; Piliavin & Callero, 1991), in fact explains volunteerism in the context of the role of the volunteer and the social structure within which volunteerism occur. It argues that the volunteer's roles become part of personal identity as the volunteer's self-concept is changed as a result of continued volunteering. In a study conducted by Penner & Finkelstein (1998), affective measures (e.g. satisfaction, positive feelings), altruistic values, other-oriented empathy, and other prosocial personality were associated with volunteering activity, and that the volunteer's role identity is vital in maintaining long-term volunteering activity.

The previously presented studies suggest that volunteerism is affected by social and personal constructs. In the Philippines, volunteerism is deeply rooted in the Filipino culture. The concepts of *damayan*, *kawanggawa*, and *bayanihan* are diverse forms of collective volunteering effort of members of the Filipino community during times of need. Volunteering improves social stability and leads to strong mutual trust and cohesion among the members of a society, and decreases partialities against others. In students, it helps develop their social skills, enabling them to gain more confidence, open doors for more opportunities, and develop their sense of nationalism through civic and community works.

Volunteerism among students taking NSTP courses, which are service-learning oriented programs, should be assessed in order to somehow realize its influence in creating a pool of civic leaders and volunteers that the country will rely on in times of dire need. Previous researches on NSTP focused on its implementation. Mosura (2011) found that a collaboration of an educational institution (implementing CWTS) and the barangays of

Mandaluyong City provided skills training, making the residents equipped for livelihood abilities. Little attention is also given to ROTC because some universities and colleges offer only LTS and CWTS (Calonzo, 2014).

The National Center of Teacher Education and premier teacher education institution of the country that nurture innovative teachers to meet the challenges of internationalization is subscribed to promoting literacy and thus offers the LTS component of the NSTP. Students enrolled in this program are oriented on the goals of NSTP and the University's program in general, and takes the lead in improving literacy, in various forms, of the members of the partner communities and schools. The university's NSTP requires students to be immersed in the partner community or school to completely have a grasp of the latter's current condition so as to assess and help address their needs. This is in conjunction with the goal of NSTP of increasing the level of awareness in terms of the needs of the state and the shared responsibility that every member has in addressing nation-building concerns. This becomes a platform of service-oriented characteristics, such as volunteerism.

Purpose of the Study

The paper aimed to assess the impact of NSTP in promoting volunteerism through accounts of the teachers and students. It also attempted to explain the mechanism by which the NSTP promotes concern for the general welfare of the people who are in need, especially with regard to literacy, environmental and community safety concerns,

The study specifically aims to:

1. Assess the level of volunteerism among the students
 - a. before the start of the NSTP;
 - b. after every NSTP course taken.
2. Identify specific impact of the NSTP component towards the development of volunteerism.

Conceptual Framework

This study is anchored on the theory of altruism and selflessness by Rehberg (2005) which states that the pro-social behaviour of helping others is motivated by altruism and selflessness. The motivation (Guay et al., 2010) to volunteer may be intrinsic—for the improvement of one's self; or extrinsic—for the betterment of the majority and improvement in the society.

Conceptually, volunteerism, is any effort by an individual or in collective effort with others to work for the betterment of oneself, other individuals, communities, society or the nation. As such, the "volunteer" does not expect any monetary gain or reward in return from the target community, in some cases, give some form of recognition in the end. They do not work for money but for less tangible yet more important forms of "remuneration", such as building self-esteem, self-satisfaction, improving their health, developing contacts (and sometimes get good-paying jobs), appreciation, and an opportunity to build skills.

Although NSTP is a mandatory community service, it should consider the full understanding on the value of sustained volunteerism and the program objectives set for schools on the underlying motivations. Exposure to volunteer work and contact with primary beneficiaries of services may improve volunteering activity. As explained by Stryker (1980), the continued volunteering activity may increase commitment to organization, and both may affect the individual's self-concept that will translate to the volunteer role becoming part of their personal identity.

Literacy Training Service is the focus of the teacher education institution of interest in this study. All sophomore students are enrolled in this subject for two semesters, with a three-unit credit, equivalent to 54-90 training hours each semester. The Community Partnership and Extension Office of the university tasked to oversee the activities of the students enrolled in NSTP with a designated NSTP coordinator who is assigned to plan, organize, and supervise its implementation. Aside from these, some higher batch students and faculty facilitators who assist in the conduct of the program, accompany the students particularly during community immersion.

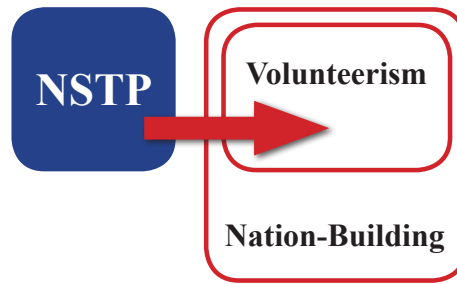


Figure 1. Conceptual Framework

In the LTS, the first course taken by the students is NSTP 11 (Introduction to NSTP) which centers on the formation of one's self. It gives students an in-depth information about their personalities and helps them improve their skills in dealing with others and helping different kinds of people who are in need. Emphasis is placed on the application of volunteerism and leadership to diverse human endeavours.

Students who passed the NSTP 11 are allowed to enrol the second course, NSTP 12 (Community Immersion). Students are assigned to different partner communities or schools where they will be allowed to observe first to gain insights on the current situation and later on assess the need of the environment so that appropriate literacy services could be provided. The first module of NSTP 12 focuses on the nature of community service intended for the students to find the true meaning and nature of community service. The second part of their training involves the actual immersion into the community and identifying variety of techniques and strategies that can be used in group activities in the community.

Nation-building is about people. People who make effort to build institutions and practices that allow people to govern themselves in peaceful and prosperous ways. Nation-builders are those who take initiative to develop the national community, through government programs that include the mandatory NSTP subjects for tertiary education. These students who immerse in communities are the change agents and the driving force in the creation of a more transparent and democratic society. They help build the nation with the will and vision to accomplish greatness through the spirit of volunteerism, not for themselves, not for their immediate families, and friends, but for the progress of the nation.

The assumption set forth in this study is the increase in volunteerism or motivation to volunteer after the students have undergone the NSTP-LTS. The paradigm shows that NSTP facilitates the improvement in volunteerism among students, which plays an integral role in nation-building (see Figure1). This reflects that NSTP is a catalyst to a nation of citizens with heightened civic consciousness who are working towards community improvement and nation-building.

Methodology

Research Design

This study is an experimental research. Respondents were tested on the levels of volunteerism from different perspectives (outcomes, motivation, helping attitude, and the capacity to be charitable) on two occasions before the taking NSTP and after they took the course. The design requires that students are assumed to have equal characteristics at the start of the NSTP courses in terms of their levels of volunteerism while differences among sections and with their pre-test scores are assumed to be evident after taking the course.

Participants

Purposive sampling was used to cover all college students currently enrolled in NSTP1 course subject, first term SY 2015-2016 of the university. All students enrolled were invited to participate and consented to involvement in the survey. The total size sample comprised 360 college students, 282 female and 75 male students with ages ranging from 16 to 18 years (mean = 17.5). Table 1 shows the distribution of students across sections and year level.

Table 1. Distribution of participants according to Sections and Sex

<i>Respondents' Characteristics</i>	<i>f</i>	<i>%</i>
<i>Year and Section</i>		
I – 7	36	10.0
I – 8	32	8.9
I- 1	32	8.9
I-10	38	10.6
I-2	30	8.3
I-3	39	10.8
I-4	35	9.7
I-5	37	10.3
I-6	36	10.0
I-9	28	7.8
III-14A BECED	17	4.7
Total	360	100.0
<i>Sex</i>		
Female	283	78.6
Male	75	20.8
Total	360	100.0

Ten first year sections comprising of 343 students and one junior section with 17 students of the university were selected to be part of the study. Table 1 presents the general profile of the respondents.

The third year students were selected because their curriculum is designed to take the NSTP course during their third year. Majority of the respondents (283 or 78.6%) were females while 75 or 20.8% were males with ages ranging from 16 to 18 years (mean = 17.5).

Sampling was done by selecting all the first year sections taking NSTP 1 or the introductory course, which included one third year class during the first term, SY 2015-2016. All students in all sections were chosen to be the participants. Consent forms were distributed during the orientation of the students for their NSTP course which were later returned with signatures of their parents.

Instruments

Four scales and two focus-group discussion guides were used in this study. The scales measure

levels of volunteerism in the areas of:

1. Volunteering Outcomes which include 18 outcomes that can result from volunteering and ask that respondents their agreement or disagreement with each outcome (<http://www3.uakron.edu/witt/rmfcs/booklet.pdf>). A reliability analysis was undertaken with 150 college students resulting to a reliability of a .916 using Cronbach alpha;
2. Volunteer Functions Inventory is a 30-item measure of motivations to volunteer. The authors of the scale (Clary & Snyder, 1998) used a functionalist approach to volunteering, examining the functional motives individuals have for choosing to volunteer. The scale is divided into six separate functional motives (i.e., factors): 1.) Protective Motives – a way of protecting the ego from the difficulties of life; 2.) Values – a way to express one’s altruistic and humanitarian values; 3.) Career – a way to improve career prospects; 4.) Social – a way to develop and strengthen

social ties; 5.) Understanding – a way to gain knowledge, skills, and abilities; And 6.) Enhancement –a way to help the ego grow and develop. Upon reliability testing, the computed Cronbach alpha yielded a .97 reliability;

3. Helping Attitude Inventory is a 20-item measure of respondents' beliefs, feelings, and behaviors associated with helping. Each item is answered on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Developed by Nickell in 1998, the computed Cronbach alpha upon testing with 150 college students yielded a .725 reliability; and
4. Attitude Towards Charitable Giving (Furnham, 1995) is a 20-item measure of an individual's attitudes toward giving to charity. The scale has 10 positively worded and 10 negatively worded items. It is divided into five factors: 1.) Inefficiency of Charitable Giving; 2.) Efficiency of Charitable Giving; 3.) Cynical Giving; 4.) Altruistic Giving; and 5.) Purpose of Charity. Reliability results revealed a Cronbach alpha of .89.

The scales were developed by the Fetzer Institute with validity examined through its associations with attachment dimensions, empathy, emotional control, relational interdependent self-construal, communal orientation, and value priorities. The reliability for sample appropriateness were gathered through testing and computation through Cronbach alpha.

The team developed the focus group discussion guide and was validated by experts who were NSTP course professors. It was also tried out to eight student facilitators to gauge the level of question understanding and time needed for the whole session. The try-out revealed that the Focus group Discussion (FGD) would take 45 minutes and that the questions could easily be understood by the participants. The FGD guide is comprised of nine questions about students' experiences to volunteer after they had taken NSTP. For the course facilitators, questions revolved around observations regarding the volunteering behaviors of the students they handled.

Sample questions included:

1. Would you encourage others to become involved in the NSTP?
2. What specific skills and abilities did the students gain from the involvement in the NSTP?

Data Collection

Data collection was scheduled in three phases. The first phase included gathering the parents' consent of students below 18 years old and the students' assent to participate in the study for those beyond 18 years old. Coordination was likewise done with the Director of concerned offices, course professors, and facilitators for testing procedures as well as FGD schedules with the students. Initial reliability testing was done among students who were at the same year level but are not taking NSTP. The first phase ended with the administration of the scales for pre-testing.

The second phase focused on computing for reliability of the informal observations during the course and post-testing of the scales. This was done after three months of once-a-week meeting of the NSTP classes. Lastly, the third phase included conducting the FGD sessions with the course facilitators and selected students to validate and gauge the quality of volunteerism and its outcomes over the whole term. Debriefing as to the objectives of the study was also done.

The testing of the volunteerism scales (volunteering outcomes, functions inventory, helping attitude, and charitable giving) were given at different time intervals during the NSTP classes. For the pre-testing, the scales were administered after the orientation program in assigned rooms that were checked for conduciveness and safety. The scales have a total of 88 items with 18 to 30 items per scale, each scale were administered after a 15-minute interval to address possible fatigue-issues related to testing. The answered sheets were scored and interpreted in relation to standard scores and test papers were kept in safety.

The scores of each participant revealed levels of volunteerism from different perspectives: (1) with regard to outcomes; (2) motivation to volunteer; (3)

Table 2. Level of Volunteerism among the Students before the Start of the NSTP

	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Volunteering Outcomes Scale	90.6	15.36	High
Volunteer Functions Inventory	157.57	25.69	Inclination towards Protective Factors
Helping Attitude Scale	71.5	7.5	Moderate
Attitude Towards Charitable Giving	70.1	10.78	Efficient Charitable Giving

helping attitude; and (4) capacity to be charitable. These areas were repeatedly tested over the course of three months. In addition, a focus-group discussion was held to gather information on the quality of volunteerism developed among the students. The FGD was also conducted among the students’ facilitators and class leaders who were volunteer upper year level students. Conduct of the FGD primarily focused on assessing the impact of NSTP classes on the students with regard to skills and community involvement.

Data Analysis

The study used descriptive statistics in describing the levels of volunteerism of the students at the start of their NSTP. Analysis of variance was used to determine differences in sections as well as differences in their pre-tests and post-tests mean scores. Scheffe was used as a post-hoc test to determine where differences among sections lie.

Results and Discussion

Level of Volunteerism Among the Students Before the Start of the NSTP

Table 2 reveals that at the start of the NSTP program, the students had varied levels of seeing the outcomes of their volunteerism acts ($M = 90.6$; $SD = 15.36$) but in general were high in being conscious of what their volunteer acts may result into. Additionally, the volunteer functions inventory revealed that at the start of the NSTP course, students in general were inclined to initially engage in volunteering acts

to lessen their feelings of being lonely or isolated (protective factors) ($M = 157.57$; $SD = 25.69$). One can deduce, though, that the scores were largely different from one another as evidenced by the large standard deviation.

The students’ helping attitude at the start of the NSTP program was at a moderate level which primarily means that the students may need to improve how they view volunteerism as a personally rewarding act. Their behaviors, beliefs, and feelings associated with helping present a moderate construal of themselves in relation to helping ($M = 71.5$; $SD = 7.5$). Lastly, the students were seen to be efficient in being charitable towards others, which means they are prone to seeing a just world ($M = 70.10$; $SD = 10.78$).

According to Clary and Snyder (1998), there are six different functions served by volunteerism, and these are Values function, Understanding function, Social function, Career function, Protective function, and Enhancement function. In this study, the six functions comprised the volunteerism scales shown in Tables 3 and 4. Results revealed that in general the students viewed participating in activities as positive and valuable. This is an imperative perspective because it can be inferred that students do not see the NSTP courses as obligatory courses and perceive the course activities as something that is beneficial to them. Student-respondents showed a certain degree of importance in doing volunteer work. They placed high importance in engaging into activities that promote helping and being of assistance to other people. They see their involvement as something they can learn from and attribute volunteering to enhance their social circle.

Table 3. Correlation Indices of the Selected Scales

	<i>Volunteering Outcomes Scale</i>	<i>Volunteer Functions Inventory</i>	<i>Helping Attitude</i>
Volunteering Outcomes Scale	-		
Volunteer Functions Inventory	.77**	-	
Helping Attitude	.41**	.41**	-
Attitude Towards Charitable Giving	.24**	.33**	.39**

** . Correlation is significant at the 0.01 level (2- tailed).

Table 4. ANOVA Results of the Pre-Testing of the Scales among the Participants (N= 360)

		<i>Sum of Squares</i>	<i>df</i>	<i>F</i>	<i>Sig.</i>
Volunteering Outcomes Scale	Between Groups	4366.575	10	1.895	.050
	Within Groups	80418.081	349		
	Total	84784.656	359		
Volunteerism Function Inventory	Between Groups	9934.569	10	1.527	.128
	Within Groups	227075.254	349		
	Total	237009.822	359		
Helping Attitude Scale	Between Groups	883.948	10	1.597	.106
	Within Groups	19321.582	349		
	Total	20205.531	359		
Attitude Towards Charitable Giving	Between Groups	1518.725	10	1.317	.220
	Within Groups	40258.250	349		
	Total	41776.975	359		

Note: N= 360, significant @ .05

Helping attitude, in this study, measures the respondents' feeling, beliefs, and behaviors concerning their interaction with others. Student exhibit efficiency in providing help to those in need. Items in the scale include items like people giving money to organizations they can identify their cause with.

Table 3 presents the correlations between and among the selected scales. Results showed that all the scales are correlated at .01 level of significance.

Table 4 presents the comparisons of performances in the four (4) scales before the start of the NSTP courses. The data show that no significant differences were observed between the different

groups' mean scores in the four scales. It may be inferred that the groups were equal at the start of the NSTP courses and that an observed differences may be due to chance. It also means that while the students demonstrated relatively moderate to high volunteerism, the levels were not enough to establish differences among sections.

Assessment of Levels of Volunteerism after NSTP 11

Data from the post-tests of the participants revealed that they had a high perception of the outcomes of their volunteering to different school and community activities ($M = 84.81$; $SD = 16.06$) (see Table 5). The students perceived that they are contributing to a greater cause by volunteering and that

Table 5. Levels of Volunteerism after the NSTP Courses

<i>Post test scales</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Volunteerism Outcomes Scale	84.81	16.06	High
Volunteer Functions Inventory	148.83	27.24	Inclination towards values
Helping Attitude Scale	70.92	6.08	Moderate
Attitude Towards Charitable Giving	68.84	7.01	Efficient Charity giving

their self-esteem increases as they volunteer in various academic and non-academic activities. With regards the Volunteer Functions Inventory data, initially, the students were inclined to engage in volunteer acts because they would want to be with other people and experience working in groups. However, in the post-testing of the scale, the responses were inclined to express students' altruistic and humanitarian motivations ($M = 148.83$; $SD = 27.42$). Their helping attitude is still in the moderate classification. Lastly, consistent with the pre-test results, the students considered themselves efficient in charity giving ($M = 68.84$; $SD = 7.01$).

Comparing the levels prior to and after taking the NSTP course reveal that improvements were seen in volunteerism. Significant differences were observed in volunteering outcomes ($t = 4.852$, $p < .01$) which may be interpreted as students being less conscious of the tangible benefits of volunteering and seeing the volunteering as a personal goal without thinking about the actual outcome. In addition, the students perceived that differences also existed in how volunteerism functions. The shift from putting primary importance on gaining friends as a function of volunteerism to perceiving it as a form of being more humane and altruistic may implicate that the areas covered by the NSTP course may actually develop perspective and empathy ($t = 5.05$; $p < .01$) (see Table 6).

Interestingly, the students' scores on helping attitude was not significantly different ($t = 1.35$, $p < .01$). This may be primarily due to the scope of what the scale is supposed to measure, specifically the interdependent construal which may be relatively consistent and permanent over time. What is interesting in the results from the helping attitude scale is that the

students reported having positive feelings and attitude towards helping which may be influenced by the types of activities they experienced when they were taking the course.

Lastly, significant differences were observed in the attitudes towards charitable giving, with a relatively higher efficiency to be charitable ($t = 3.48$; $p < .05$). This means that the students generally believed that there is a just world and that people need to be helped because they deserve to be helped. The results also revealed that there is a high level of interpersonal trust among the students which may have been cultivated in the atmosphere and environment provided by the University.

Apparently, an evident difference was seen in the Volunteerism Functions Inventory ($F = 3.107$; $df 10, 28$, $p > .01$), which shows that priorities between classes were somewhat different. As shown in Tables 6 and 7, the classes were inclined to become humanitarian and altruistic; however, levels may be obviously varied in relation to the levels of their volunteerism functions. All the other tests did not show that differences existed between classes after taking their NSTP courses. Scheffe test revealed that differences in the sections were primarily due to higher humanitarian scores of two sections.

The aforementioned data provides information on the NSTP classes in the university, that first, there is a high possibility that outcomes are high in relation to the development of the self. This means that through "volunteering" for different activities, students may have varied reasons in mind. However, the common reason is believing in the context of what helping is, self-enhancement, and seeing a just world.

Table 6. T-test Dependent Means Results from the Pairing of the Four Scales

Scale Results Pairing	Mean Differences		Paired sample correlation		Paired t-test		95% Confidence Interval of the Difference	
	M	SD	C	p	t	P	Lower	Upper
Pair 1								
Volunteering Outcomes (Pre)	5.91818	18.09242	.327	.000	4.852	.000	3.51415	8.32221
Volunteering Outcomes (Post)								
Pair 2								
Volunteerism Functions Inventory (Pre)	9.68950	28.41912	.392	.000	5.046	.000	5.90460	13.47440
Volunteerism Scale Functions Inventory (Post)								
Pair 3								
Helping Attitude Scale (Pre)	.67281	7.32821	.323	.000	1.352	.178	-.30771	1.65333
Helping Attitude Scale (Post)								
Pair 4								
Attitude towards Charitable Giving (Pre)	2.51163	10.58603	.157	.021	3.479	.001	1.08856	3.93469
Attitude towards Charitable Giving (Post)								

***p<.001. N=(Pair 1-220; Pair 2-219; Pair 3-217; Pair 4-215)

Table 7. Differences Between Classes in the Four Scales Before and After the NSTP

		Sum of Squares	df	Mean Square	F	Sig.
Volunteerism Outcomes (Post)	Between Groups	3439.739	10	343.974	1.354	.204
	Within Groups	53106.243	209	254.097		
	Total	56545.982	219			
Volunteerism Scale Functions Inventory (Post)	Between Groups	21021.639	10	2102.164	3.107	.001
	Within Groups	140749.767	208	676.682		
	Total	161771.406	218			
Helping Attitude Scale (Post)	Between Groups	547.560	10	54.756	1.515	.136
	Within Groups	7446.109	206	36.146		
	Total	7993.668	216			
Attitude towards Charitable Giving (Post)	Between Groups	728.911	10	72.891	1.521	.134
	Within Groups	9775.712	204	47.920		
	Total	10504.623	214			

*significant @ .01

The results of the testing within a three-month period revealed noteworthy implications to the levels of volunteerism between and among students. When it comes to certain factors concerning volunteerism, change was observed in seeing the outcomes of helping, motivation, and charitable giving while students demonstrated the same perceptions when it comes to helping attitude. This increase have been observed in various activities that the students chose

to be involved in which were pointed out by the NSTP facilitators and volunteer students.

The three variables that increased after the NSTP classes were areas highlighted and enhanced in the course syllabus. These were also areas the students have been encouraged to pay more attention to. A review of the course syllabus of the NSTP classes provided information on the foci of the courses which

Table 8. The Learning and Skills Gained of NSTP Students

NSTP Outcomes	f
Spirit of volunteerism	3
Nationalism	3
Socialization skills	2
Increase awareness in societal issues	2
Knowing one selves	1
Leadership	1
Teamwork	1

are to increase the tendency to provide assistance and the knowledge of sustainable development and the importance of community-building. The results further reveal that the increased scores after the exposure to the various NSTP activities had a significant effect on how students perceive the outcomes of their volunteerism.

Analysis of the correlations between the pre- and post-test scores that there is an average 10% determination between the scores of the students when enrolled in NSTP classes. This may provide insights as to how the delivery of NSTP classes can further be improved to increase the likelihood that volunteerism behaviors may increase.

In measuring the impact of the NSTP to the students, the volunteer process model (Penner & Finkelstein, 1998) was used. From this perspective, antecedents and consequences of volunteering is examined over time. The students' prior experiences of involvement e.g. high school experiences may have contributed to an increased and value-specific perception of volunteerism. However, because of the changing circumstances due to the adjustment in college and their current experiences with the NSTP facilitators and student volunteers, their motivation to volunteer becomes higher which is evident in the motivation, attitude and charitable giving scales.

Further analysis showed that volunteerism may have served different functions for students taking NSTP, while others saw it as value-laden, some students perceived serving a protective function. In general, positive feelings are enhanced by participating in activities prompting volunteer-actions.

Specific Impact of the NSTP Component Towards Volunteerism

One of the highlighted questions in the FGD is about the knowledge and skills gained by NSTP students after attending the NSTP subjects.

In the FGD conducted, the spirit of volunteerism and nationalism among NSTP students are two important themes mentioned by the NSTP Facilitators. According to them, they had observed that most of their NSTP students had increased motivation or spirit to do volunteer work.

“As I read their reflections in their journal, the spirit of volunteerism has been the biggest learning they got in the NSTP.” (F, 17)

“NSTP strengthens the perception of the students on volunteerism. NSTP gives them the idea on how to serve the nation.” (M,18)

According to other NSTP facilitators, their students' involvement in volunteerism work was more evident when they became involved in the projects of the community where they live. Moreover, they mentioned that NSTP helps the students realize their role in the society.

“As what I have observed, aside from being more nationalistic, their socialization skills also improved.” (M,17)

“There are many things that the students learned from NSTP. Aside from gaining knowledge during the sessions, students learned the value of volunteerism, working

hand-in-hand, and being real Filipino citizens.” (M, 19)

While volunteerism and nationalism were always mentioned by the respondents, other skills and knowledge gained by the students related to volunteerism and nationalism were also mentioned by the facilitator-respondents:

“First, they were able to know themselves and their role in the society. Second, they were able to get certain things that would help them in nurturing themselves as part of the society.” (F, 18)

When the researcher asked the respondents directly on the difference made by the NSTP subject in the life of the students after attending the subject, they had the same and related answers:

“Some of my students said that they are more aware of the happenings in the society, and they get themselves involved.”

“There is change in their perspective - in terms of being a Filipino and how they can make a change in our society.”

“NSTP made the students realize how to serve the nation.”

The FGD data, therefore, shed a different light on how students articulate the contribution or importance of NSTP. While NSTP is not voluntary, since it is a mandated community service that every student does as part of the national curriculum, it is considered to be a platform to promote and enhance civic consciousness. It also serves as springboard to future acts of volunteerism by way of deepening their senses of social awareness and community involvement in the depressed, disadvantaged, and underprivileged sectors of the society which lead them to engage in civic works and social welfare concerns. In one of the modules in NSTP, it was stated that “NSTP is a preparation and opportunity to improve the students to be of service to others. It gives them the chance to be socially involved and have deeper awareness of themselves in relation to others. It endows the students with theoretical and practical knowledge and experiences that are needed for community service.” With this, NSTP serves as an instrumentality in laying the groundwork for

development in grassroots level. This is related to what is called the Theory of Change (ToC). In this theory, it is assumed that the university volunteering platforms contribute to poverty alleviation indirectly through providing exposure and experiences which build values and knowledge. This new-found perspective is valuable to society, particularly when this awareness translates into a socially responsible way of being and doing. This is articulated as a development objective in the Volunteer Act (2007) which states that university volunteering can “raise the consciousness of the youth and develop the culture of volunteerism among the citizenry.” The idea of ToC is that university volunteering opportunities will lead volunteers to make different life choices which could lead to further engagement in development concerns.

The FGD participants were also asked a question on whether their NSTP students had given any volunteer works since they attended the NSTP subject. Volunteer works include any unpaid help to any group such as, but not limited to, leading a group, visiting and helping community, teaching children, etc. This question sought to identify a range of activities that could be classed as volunteering.

“Because of their attendance in NSTP, they become involved in community projects in Cavite where they help the needy during calamity and teach children who cannot afford to go to school.”

It can be noted that NSTP is a form of service-learning. However, during the conduct of this study, the respondents have not yet taken the NSTP 12, which is the community service. On the other hand, the NSTP Facilitators have already taken said course. Thus, when asked about what motivates them to be a volunteer such as being a NSTP Facilitator, they shared:

“I was influenced by our NSTP Facilitator last year. He is a very dedicated facilitator even if he is not paid to do it. I also wanted to serve and share what I have.”

“I wanted to serve in the community and to help others and influence others. So right now, aside from being a facilitator, I also help the nearby community, the relocation area. We help the children there.” (F,17)

“Yes, my heart and interest is always to inspire, teach, and help. Becoming a NSTP facilitator fulfilled my desire to help and influence others.” (M,18)

Leming (1998) found that students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their school than comparison groups. Moreover, students perceived themselves to be more socially competent after engaging in service-learning (Morgan & Streb, 1999; O’Bannon, 1999; Scales & Blyth, 1997) and students who engaged in service-learning were more likely to treat each other kindly, help each other, and care about doing their best (Berkas, 1997).

This result shows a positive effect of NSTP on the students: strengthen students’ sense of social efficacy which will strengthen the spirit of volunteerism, inculcate the love for country, and promote teamwork.

The NSTP program was effective in increasing and changing volunteerism among the freshmen and a small group of third year students. Their perceptions of volunteerism outcomes and its functions changed as a result of the activities they had been exposed to while taking the course.

Policy Guidelines

The National Service Training Program (NSTP) is affirmed through the Republic Act 9163 to promote civic consciousness among the youth and to develop their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and advance their involvement in public and civic affairs. In pursuit of these goals, the youth, the most valuable resource of the nation, shall be motivated, trained, organized, and mobilized in military training, literacy, civic welfare, and other similar endeavors in the service of the nation.

In a Teacher Education Institution, where the research was held, the NSTP program focuses on the *Literacy Training Service* which is designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

The result of the FGD with the NSTP facilitators implicated two important values being developed in the conduct of NSTP 11. These two values, spirit of volunteerism and nationalism, appeared to be deeply intertwined with the innate capacity of the students to serve the nation. It should be noted that although the students have the natural inclination to service, undergoing NSTP have improved their sense of altruism and selflessness, which is reflected in their tendency to help or even lead in the community. The goal of NSTP which is to inculcate a deep sense of nationalism and to promote nation-building by developing responsible, socially conscious citizens, therefore, is achieved based on the results of the FGD. This means that the existing policies of the University on NSTP is effective in achieving its goal of developing service-learners or volunteers, which will be productive members of the society later on.

Conclusions

On the bases of the foregoing findings of the study, it may be concluded that The National Service Training Program-Literacy Training Service is successful in instilling the values of volunteerism, love of country and fellowmen, teamwork, and socialization.

The students-respondents have a high degree of volunteerism before the start of the NSTP. They are aware that their work will result into positive action. Their engagement in the NSTP were primarily motivated as an attempt to improve social relations as they believe it help them gain friends and be less lonely and isolated. They see the act of volunteering as a personally rewarding deed, but are prone to seeing a just world as they have an efficient attitude towards charitable giving.

After taking NSTP, students of the TEI have a clear view of the outcomes and functions of volunteerism. They believe that the work that they do contribute to a greater cause and improves their self-esteem. Their motivation for volunteering also improved from intent to improve social relation before taking NSTP into inclination towards altruism and humanitarian motivations, developing perspective and empathy among students. They are consistent in their view of charitable giving.

Qualitative findings suggest that the curriculum of PNU-NSTP is effective in part because it facilitates the following outcomes: an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of one's personal values, and increased engagement or the spirit of volunteerism.

Recommendations

Since the student-respondents' level of volunteerism at the start of the NSTP is high, it is recommended that the results of the study would serve as a basis for planning and implementation of the NSTP curriculum in order to sustain the volunteerism spirit toward nation-building. The existing policy for NSTP be improved to further the outcomes of the program. The students could initially be segregated based on the results of the assessment on volunteerism, where those assessed with higher level of volunteerism will be automatically assigned as leaders and those who fair low will be given extra attention during NSTP 11, with hopes that there will be an improvement in their volunteerism. A program should be developed involving continuous measurement of student perception about volunteerism. This is to ensure that the NSTP is useful in instilling positive attitudes towards volunteerism and sustained volunteer acts. Further research should be done on the effect of NSTP to volunteerism and nation- building. A longitudinal study of the same nature, qualitative and quantitative, on a national scale may be done utilizing the same method, as the present study dealt only with one teacher education institution. A study involving other service components of NSTP (CWTS and ROTC) may also be done, and the difference in volunteerism among student enrollees among the three service components may be looked into.

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