

# Implementation of Civic Welfare Training Service: An Assessment

Rian P. Maisog

PhD, San Agustin Institute of Technology

## Abstract:

This study aimed to assess the implementation of Civic Welfare Training Service program focused on the college students in private schools located in Valencia City, Bukidnon. Specifically this study sought to: describe the profile of the respondents; identify the respondents' attitude towards Civic Welfare Training Service; ascertain the level of implementation of the CWTS program; determine the adequacy of the facilities and equipment needed for the instruction of CWTS program; correlate the profile of the respondents in terms of age, gender, civil status, type of high school graduated from, adequacy of facilities and equipment, attitude, and their assessment on the level of the implementation of CWTS program; and lastly, evaluate which of the variables best predict the level of implementation of CWTS.

A researcher-made questionnaire for the students was used to ascertain implementation on the CWTS program based from the NSTP manual. Structured interview questionnaire was also administered for detailed information on the implementation of CWTS program in the schools where the students are currently enrolled. Frequency distribution and percentage was used to describe the respondents profile, weighted mean was used to answer the second, third and fourth objectives, Pearson r coefficient correlation analysis was used to answer the fifth objective and the stepwise regression analysis was used in order to answer the sixth objective of the study.

Majority of the respondents were 17–18 years old. Most of the respondents were female. Almost 100% of them are still single and were graduates of private schools from the different towns in Bukidnon. The study signifies that students who graduated from private schools were likely to enroll in private schools for their tertiary education.

Nevertheless, the students' attitude towards the implementation of CWTS was positive and majority of the students agreed the effective implementation of CWTS in their schools.

The level of implementation of CWTS in terms of health, education, public safety, morale of citizenry, and protection of the environment was satisfactorily implemented while promotion of entrepreneurship and recreation was fairly implemented.

Respondent's profile does not affect the implementation of the CWTS program. Meanwhile, positive attitude of the students towards CWTS and the adequacy of the facilities and equipment correlate positively to the level of implementation of CWTS.

Study further account that the adequacy of facilities and equipment, and the attitude of the students towards CWTS are the variables that best predict the level of implementation of CWTS.

**Keywords:** Implementation, Civic Welfare Training Service, Assessment

## INTRODUCTION

### **Background of the Study**

Education today is challenged to train the students to contribute to the general welfare by recognizing its vital role in nation-building, and promoting civic consciousness among them. It has a special mission of molding the youth's values and virtues for the betterment of the country considering that each individual must be nurtured toward optimal development regardless of age, family role or developmental level. It is also claimed that people need the kind of knowledge, skills and attitudes that Education has to offer, because the roots of discipline are grounded not only in the scientific researches but also in values formation.

It is in this context that the government made some reforms in the tertiary education specifically the Republic Act 9163 prescribing the implementation of the National Service Training Program (NSTP) in the tertiary level of education for both male and female enrolling two-year degree courses and four-year degree courses under Technical Education and Skills Development Authority (TESDA) and Commission on Higher Education (CHED), effective on March 23, 2002. Civic Welfare Training Service (CWTS) is a pre-requisite subject offered mostly to the first year college students in both public and private schools in the Philippines. The implementation of CWTS in the tertiary schools involve three units which is equivalent to 1 subject for CHED courses or a service of 54 hours minimum and maximum of 90 hours for TESDA courses.

CWTS is one of the components of NSTP which is most widely used by the public and private schools in the Philippines at present. The study of CWTS emphasizes desirable work attitudes, establishment of good relationship towards the communities, and molding the students' confidence in facing challenges and problems existing in the communities which is relevant to everyday chores at home, school and community. It also includes activities which will develop individuals, organizations, and institutions committed to serving people for God's glory to enhance growth and development in the society. The implementation of the program is geared towards the development of the students for acquiring the important knowledge, skills, and attitude for gainful living and for better contribution to the general welfare. Teachers teaching the subject should also be trained and upgraded.

Dianela (2003) cited that the success of the CWTS programs lies on the hands of the CWTS implementers. As teachers handling the CWTS subject, it is therefore very important to become updated and knowledgeable with its goals and objectives, and by becoming a creative and effective implementers of CWTS, "as CWTS implementers, we are the artists poised to bring out the best in our students. We should paint their good traits and help them chisel off and brush off the undesirable ones".

In view of the explosion of knowledge brought about by advancing technology and the necessity of adapting life to the complex environment, educators have to cope to the rapid changes by making the curriculum more effective and relevant to the general objectives of the CWTS in particular. The teacher who is responsible as an innovator and facilitator of learning must be dynamic enough to employ some techniques to make learning experience more effective, more realistic, more challenging, and capable of maintaining and sustaining the learners' interest in the lesson being taught, by using varied procedures and techniques to facilitate understanding of written or spoken words.

At present, majority of the teachers have problems on CWTS Program implementation because they lack experience and exposure on the management of the program especially on its operation. Students, on the other hand, are also unprepared to face such responsibility in terms of community involvement, a problem also of the limited references given in the sample curriculum, limited classroom

instruction due to big number of students enrolled. And, there are also problems in the implementation of CWTS program components in the tertiary level.

Due to the above cited predicament, the researcher decided to conduct a study to assess the implementation of CWTS in selected private schools in Valencia City, to gather data and evidences on how the NSTP-CWTS was implemented.

### **Statement of the Problem**

This study aimed to assess the implementation of Civic Welfare Training Service program focused in private schools in Valencia City, Bukidnon. Specifically, the study sought to answer the following:

1. What is the profile of the respondents in selected private schools in terms of:
  - a. age;
  - b. gender;
  - c. civil status;
  - d. type of school graduate from?
2. What are the respondents' attitudes towards Civic Welfare Training Service?
3. What is the level of implementation of the CWTS components in private schools located in Valencia City, Bukidnon, in terms of:
  - a. health;
  - b. education;
  - c. public safety;
  - d. recreation;
  - e. morale of the citizenry;
  - f. protection of the environment; and
  - g. promotion of entrepreneurship?
4. How adequate are the facilities and equipment needed for the instruction of CWTS program in private schools located in Valencia City, Bukidnon?
5. What is the relationship among the profile of the respondents in terms of age, gender, civil status, type of high school graduated from, adequacy of facilities and equipment, attitude, and their assessment on the level of the implementation of CWTS program?
6. Which of the variables best predict the level of implementation of CWTS?

### **Objectives of the Study**

In general, this study aimed to assess the implementation of Civic Welfare Training Service program focused in private schools located in Valencia City, Bukidnon. More specifically, it sought to:

1. describe the profile of the respondents in private schools located in Valencia City, Bukidnon in terms of:
  - a. age;
  - b. gender;
  - c. civil status; and
  - d. type of school graduated from.
2. identify the respondents' attitude towards Civic Welfare Training Service.
3. assess the level of implementation of the CWTS program focus in the private schools located in Valencia City, Bukidnon in terms of:

- a. health;
  - b. education;
  - c. public safety;
  - d. recreation;
  - e. morale of the citizenry;
  - f. protection of the environment; and
  - g. promotion of entrepreneurship.
4. compare how adequate are the facilities and equipment needed for the instruction of CWTS program in private schools located in Valencia City, Bukidnon.
  5. correlate the profile of the respondents in terms of age, gender, civil status, type of high school graduated from, adequacy of facilities and equipment, attitude, and their assessment on the level of the implementation of CWTS program.
  6. evaluate which of the variables best predict the level of implementation of CWTS.

### **Significance of the Study**

The outcomes of this study would help the teachers in the private tertiary schools implement the CWTS based on the curriculum to avail high quality inputs such as teachers, community members, community related activities, community exposure, lectures and other activities and facilities for curriculum content, and how it should be carried out in private schools.

The findings of this study would be useful to school administrators as guide to invigorate the program in the tertiary level. Moreover, the outcomes of this study can supply the needed data which can be used as indicators of teaching effectiveness in sorting out the needed knowledge, skills and attitudes in CWTS. In addition, this study would reveal whether the teacher's present way of implementing CWTS should be maintained or improved.

### **Scope and Delimitation of the Study**

This study was delimited to the assessment on how CWTS was implemented in selected private schools in Valencia City, Bukidnon. The study is limited only to the selected NSTP-CWTS graduates who were already second year students of the School Year 2012-2013 from the selected private schools in Valencia City, Bukidnon.

The participating schools are Commission on Higher Education (CHED) accredited schools and are located in Valencia City, Bukidnon namely: ALEMARZ, ACLC, IBACM, MVC, PCF, and MVC. The mentioned schools were chosen to be part of the study, since these schools offered NSTP-CWTS subjects.

### **Definition of Terms**

For the purpose of this study, a set of terms were operationally define all the variables included in the study:

Assessment is a process used in this study to gather data and evidence to determine whether CWTS implementation needs to be developed or to be improved.

Attitude refers to student's predisposition or a tendency to respond positively or negatively towards CWTS program, including the implementation of the program.

CWTS means Civic Welfare Training Service refers to programs or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry.

Education involves enhancement of institutional support materials and facilities for the community and school such as providing materials containing basic literacy skills for pre-schoolers, alternative learning system for out-of-school youths and adults, mathematics and science tutorials and extended services of skilled students.

Entrepreneurship includes programs and activities that are vital to economic growth. CWTS students demonstrate technical skills in communities like meat processing, silkscreen making and how to establish small business.

Environment covers environmental awareness and its contribution to health and related fields. It involves management of waste, environmental protection, dissemination and application of technologies supportive of the community needs and livelihood activities related to environment and other related fields supportive of the national thrust.

Facilities and Equipments refer to the classroom; offices, textbooks, activity tools, and teachers' manual available in the school were the study was conducted.

Health aims to give knowledge on medical-related fields and extend health services needed in the community. It includes medical services like first-aid operation, vaccination, and information dissemination, basic life saving seminars, health / nutrition technical assistance and training of youth to be first aid assistants.

Implementation means to give practical effect to and ensure the actual fulfillment by concrete measures.

Morale of citizenry involves the development of youth to be good leaders, responsible individuals imbued with good moral values and active agent of development of the community.

NSTP means National Service Training Program (NSTP), is a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three (3) program components. Its various components are specially designed to enhance the youth's active contribution to the general welfare.

Recreation involves sports fest, parlor games for street children and painting that enrich youth's capacities to relate with one another in the community.

Safety and Security involves disaster preparedness during fire, earthquake or other calamity that needs immediate response from any trained civilians during emergency situations. Basic life saving seminar, fire drill and the like are some of these examples.

## **THEORETICAL FRAMEWORK**

This chapter deals specifically on the related studies that support the conceptual framework for this study, the research paradigm, and the hypothesis of the study.

### **Review of Related Literature and Studies**

Respondents Profile in relation to CWTS Implementation

## Age

NSTP-CWTS deals with leadership and volunteerism activities which encourage students to be involved. The evidence is strong that young people do volunteer. They reap benefits personally, and their community reaps benefits now and in the future. The skills and developmental assets gained by young people who volunteer early in life translate to future benefits for them personally, and for society. Young people involved in community service are more likely to have a strong work ethic as an adult. Youth who volunteer are three times more likely to volunteer as adults (Latham, 2000). The differences between age groups exhibit a similar pattern. While younger volunteers ranked the career, social, and understanding functions higher than the older volunteers, they still regarded the values function as the primary motivating factor (Taniguchi, 2011). In the 16-24 year old age bracket, those enrolled in school (high school or college) volunteer at nearly twice the rate (29%) of those not enrolled (15%). Generally, enrolment status tends to increase the incidence of engaging in volunteer activities. For young people (aged 16 to 24 years), those enrolled in school (high school or college) volunteer at almost double the rate of those not in school (August et al, 2006).

## Gender

Gender and religious attendance were explored from the previous studies and reported that females tend to have higher levels of volunteerism. (Weber et al, 2007). Research has shown that volunteers are primarily motivated by the desire to help those less fortunate than themselves and to express altruistic values. Although there are differences in functional motives among different genders and age groups, individuals commonly report the values function as the most salient motivating factor (Widjaja, 2010). However, even in such cases, males reported being most motivated by the values function.

## Civil Status

Majority of the students attending tertiary level of education are single, since the decision to continue college after marriage is not an easy one to make. One of the students took a year off from her studies after getting married in order to have a child, before returning to her studies; the other female students interviewed returned to their studies immediately (or was married before university). The challenge for all of the women was managing their husband's expectations of them with regards to child care and time spent with their spouse. Therefore, the marital relationship may be functioning as a buffer. That is, since these students are married, they do not feel the need to explore other possible relationships, and fulfill their social support needs at home through their spouse or family. Conversely, the single students reported higher levels of social adjustment strain, designing workshops to help single students learn new social skills for the new culture (Poyrazli and Kayanaugh, 2006).

## Type of High School Graduated from

School plays an important role in molding the students' skills in community involvement. In a national survey of teenagers, Rascoff and Sundeen (1999) found that, while schools, families, and churches all played important roles in shaping volunteer behavior by the respondents; the strongest predictive variable was attending a school that encouraged or required community service. In addition, types of schools also presented differences in their students' wanting to volunteer in the future: public school students are less likely than private school to volunteer in the future.

In addition, the study of Kaur and Kaur (2002) revealed that students of private schools have more environmental awareness than government school students. The main reason for higher environmental awareness among students of private schools (96.22) than government school students (78.78) may be the family background and educational qualification of parents. Parents of students studying in private schools are graduates and are having well to do and affluent family background. Such parents are mainly concerned with inculcating environmental awareness in their children as they are aware of the dangers and consequences of environmental degradation at global level. On the other hand, students staying in Government schools come from poor families and have less educated or illiterate parents. Their main priority is to fulfill the needs of their family members. They are not aware of environmental issues so they can't pass on these awareness measures to their children so the students of government schools do not get the learning environment in their homes because of which they score less than students of private schools.

### **Students Attitude towards Civic Welfare Training Service**

Metz and Youniss (2005) discovered that service, even when required, may increase volunteerism in people. The study found out that students who were less likely to serve had changed perspectives after having completed the required community service.

Some students may just see community service as a fulfillment of personal growth and development than as a help to the community. The socially-elite students and those from religious schools tend to be aware about the status of people less fortunate than them. But this does not necessarily mean they would help those in need. Students from religious schools are more likely to act toward social change, while non-sectarian and public school students are less likely to be future volunteers due to their different educational goals and "lack of integration of service and learning in the curriculum and educational objectives." Time and money were shown to be important factors in continuing community service in schools as private schools demonstrated positive action as opposed to public schools which lacked resources (Rascoff and Sundeen, 1999). Meanwhile, the students had a more positive attitude to Community Service-Learning, indicating a greater willingness to do community service since students find enjoyment in the community works and activities. (Bender and Jordaan, 2007)

Among the graduates of CWTS in the last two years, 82.22% agreed that CWTS has been effective in inculcating social action in their lives. Students have expressed: better appreciation of doing community service work because of the course, belief that the project implemented was worth spending time, money, and efforts for, willingness to do community service for poor and deprived communities again, finding the CWTS experience fulfilling and meaningful, and strengthening of belief that students could contribute in the empowerment of poor and marginalized communities/sectors. The sense of fulfillment brought about by their involvement in CWTS projects has moved some students to volunteer their services (Toquero, 2005).

Moreover, Yap and Pil (2011) found in their study that NSTP-CWTS implementation and student development were significantly related. The community exposure component was significantly related to value formation. Reflection processing was significantly related to competency enhancement and citizenship practices. Project planning and community outreach were significantly related to value transformation, competency enhancement and citizenship practices. However, community exposure, reflection processing and project planning were not significantly related to efficacy perspective of the NSTP-CWTS implementation components, only community outreach is significantly related to the efficacy perspective.

In addition, the research of Sumugat and Moreno (2004) was conducted to evaluate the implementation of the National Service Training Program at John B. Lacson Colleges Foundation (Arevalo) Inc. The findings of the present study revealed the following: the most dominant factors or items in the questionnaire which suggest the response of the students towards the services rendered by the training staff were; "Gives me opportunity to gain more friends" (f=44, %=88, r=1), "Helps me avoid drugs and other vices," (f=42, %=84, r=2) "Makes me a part of Governments endeavor for progress and improve my participation in group activities," (f=39, %=78, r=3), "It inculcate the spirit of patriotism and nationalism and even develop my self confidence," (f=37, %=74, r=4), "Enhances civic consciousness," (f=36, %=72, r=5), "Keeps me updated with the latest development in the AFP and enhances my skills in handling weaponry and office works," (f=32, %=64, r=6). The non-dominant factor or item in the questionnaire which suggest the response of the students towards the effect of NSTP's implementation was, "Enhances my creativity," (f=31, %=62, r=7).

For the students who continued to do community service, a commitment on their part was developed. They began to do service with internal motivation, unlike those who discontinued service in college whose service was affected by external factors. Moreover, if teachers or family members had explained to them the importance of community service, it was more meaningful for them. Having experienced being marginalized also influenced a person's will to serve (Jones and Hill, 2003).

Bender and Jordaan (2007) found out that Community Service Learning gives youth the opportunity to learn experientially while performing a service in the community. The service experience is used to complete the learning experience. The learning is both a process and a teaching method. Participants are actively engaged in a service activity in the community that requires them to do something and then to reflect on the experience. As a process, it is the active involvement in the service, reflection, and application of new information and attitudes or skills. In addition, result of the study revealed that students, who had previously enrolled for a course which included Community Service-Learning and who also had knowledge about it, had a more positive attitude toward doing Community Service-Learning because they felt they would benefit from it in terms of personal and social development and that it would also be of value for their career development.

### **Level of Implementation of CWTS Program Components**

MAPUA Institute of Technology gives knowledge on medical-related fields and extends health services needed in the community. It includes medical services like first-aid operation, vaccination, and information dissemination, basic life saving seminars, health/nutrition technical assistance and training of youth to be first aid assistants (Agus, 2006). In addition, the government has also found allies in efforts to address malnutrition. Non-government organizations (NGOs) and the corporate sector have initiated programs such as the —Feeding Hope community-based feeding program and the —Pasiglahin ang Estudyanteng Pinoy (PEP) school-based feeding program.

Study of DLSU-Manila in CWTS raises the level of awareness of the school's mostly middle to upper class students on the conditions of the poor and oppressed sectors while equipping the members of partner communities with the technical expertise needed to address their needs. Genuine compassion among students for these communities is instilled while giving community members hope for a better future and faith in themselves. The program converts politically and socially indifferent students into active volunteers and advocates while strengthening the collective efforts among community members to develop their community/sector. Having learned and gained so much from CWTS experiences, the school



is positive that it will reap more rewards that will demonstrate the extent by which the program can effect positive change in the minds, hearts, and lives of all those involved in the program (Toquero, 2005).

Further, in DLSU-Manila, CWTS program was a beneficial to the community, specifically, in terms of Education and Training were 1,200 children in 15 communities had enhanced their literacy skills, at least 80 children are aware of their rights, and at least 100 adults were equipped with livelihood skills. Health, Sanitation and Waste Management was also developed in the program which gives access to free medical supplies for “Botika sa Barangay” in 4 communities, provision of medical supplies, clean-up drives conducted in at least 10 communities. Creative and Sports Activities for the Youth was also emphasized in the program were 100 youth in 5 communities participated in sports clinics, sports fest, arts and crafts workshops. There were also survey report on waste disposal practices in Tanay, Rizal, improvement and construction of community pathways, fences, railings, and water system; provision of school/learning supplies and materials in 20 communities; improvement in classroom facilities in day care and learning centers and video documentary report.

Kaur and Kaur (2002) stated that it is education which can make the human being conscious and knowledgeable about environment and environmental problems. Moreover, awareness is essential for the action. The main purpose of environmental education in schools is to acquaint and sensitize the young minds to the environmental problems and concerns, to inculcate in them healthy personal and social attitude and behaviour towards environment. Thus, students must have awareness about environment and the problems associated with it so that they can play their role very effectively.

Rascoff and Sundeen (1999) concluded, “The effective implementation of program goals requires greater effort in defining the goals of service vis a vis the school's educational goals; improved coordination with community organizations; heightened attempts to encourage students to reflect on their experiences and integrate them with the school's educational mission; increased training opportunities for teachers regarding methods of reflection and integration; and greater attention to training, recognition, and program evaluation.

Palmos (2010) study found that CWTS facilitated exploration of other career paths. Hence, CWTS earned a positive evaluation as being relevant to the students and beneficial to the community. Further, study shows that CWTS is crucial to have the professors and instructors of the CWTS courses to at least be briefed, trained and informed in a faculty convention which shall involve discussions of CWTS implementation in universities, colleges and other units. This is presumed to consequently increase, make clear and inform the students well of the values and goals of the program.

The Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004). The youth can play a vital role in environmental protection and management if given the chance to do so. With the proclamation of ROTC as an optional undertaking and the offering of Civic Welfare Training Service (CWTS) under the National Service Training Program (NSTP) pursuant to R.A.9163 as an option. This opens a new avenue for the recruitment of a cadre of environmental protection partners through the CWTS curriculum that will be especially geared towards the orientation of NSTP along mostly environmental concerns. Meaning, students who will take up this option will be given special deputation powers by the Department of Environment & Natural Resources (DENR). They shall follow a specially formulated curriculum that will have in its focus community-based experience on

environmental problems and its solutions. This specialized and modified curriculum shall be known as ECO-CORPS (Environment Conservation through Citizens Organized Participation and Support) CWTS.

Palmos (2010) study in the University of the Philippines found that due to CWTS implementation, top five citizenship practices are evident, such as: engaging in gainful work, respecting rights of others, conserving resources, being proud to be Pinoy, and following authorities.

Nonetheless, CWTS appears to have promoted and enriched students' knowledge on citizenship and volunteerism. It encouraged more acts of volunteerism.

### **School Facilities and Equipments for CWTS Program**

According to Almeda (2007) "Teaching and promoting civic consciousness among the youth is a challenge to the teacher especially if there is a need to link their course in doing service to the nation. The teacher needs to be resourceful in finding ways for the students to explore and develop their career in statistics and at the same time be able to volunteer their time, talent, and knowledge for the betterment of the members of the community." This act was put into law to give an opportunity to the students in tertiary level to be aware of the existing problems in their community and to enable them to think and provide a better solution. In fact, University of the Philippines used a CWTS module as guidelines in the implementation of the CWTS program with spacious classroom and ready-to-use facilities such as DLP projector, Laptop and the like.

It was observed in the study of Asiabaka (2006) that the actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Furthermore, a direct relationship exists between the quality of school facilities provided and the quality of the products of the school. It was concluded that school facilities give meaning to the teaching and learning process. In addition, School facilities play an important role in the students' learning outcome, Roberts (2009).

### **Conceptual Framework**

This study was anchored on the theory of Assessment by James Popham (2008) which is formative assessment. Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they're currently doing. The key attributes of a formative assessment are as follows: First, a planned process. Formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students or both. These are done during the lecture and discussion phase. Some of those acts involve educational assessments, but the assessments play a role in the process—they are not the process itself. An educator who refers to "a formative test" has not quite grasped the concept, because there is no such thing. There are tests that can be used as part of the multistep, formative assessment process, but each of those tests is only a part of the process. If you accept the distinction between the formative and summative use of test results, then you will recognize that students' results on a particular test might be used for either a summative or a formative purpose. It is not the nature of the test that earns the label formative or summative but the use to which that test's results will be put. If the purpose of Test X is to provide teachers and students with the evidence they need to make any warranted adjustments, then Test X is playing a role in the formative assessment process.

Second, Assessment-elicited evidence. The adjustment decisions teachers and students make during the formative assessment process must be based not on whom but on evidence of the students' current level of mastery with respect to certain skills or bodies of knowledge in which the teachers will

use appropriate facilities and equipment needed to increase the skills of the students at the same time the formation of students predisposition of attitude towards the subject were possible idea, object, person or situation will be accepted positively or negatively. Accordingly, the assessment procedures designed to generate this evidence are an indispensable element of the process. Although teachers may certainly employ paper-and-pencil tests for this purpose, they can also obtain the evidence they need via a wide variety of less traditional and much less formal assessment plays.

Third, teachers' instructional adjustments. Formative assessment is design to improve students' learning. One of the most obvious ways to do this is for teachers to improve how they're teaching. Accordingly, one component of the formative assessment process is for teachers to adjust their ongoing instructional activities. Relying on assessment-based evidence of students' current status, such as test results showing that students are weak in their mastery of a particular cognitive skill, a teacher might decide to provide additional or different instruction related to this skill. It's worth stressing that because the formative assessment process deals with ongoing instruction, any teacher-made modifications in instructional activities must focus on students' mastery of the curricular aims currently being pursued. It is not a matter of looking at test data and deciding to try a new approach next time; it is a matter of doing something different (or differently) now.

Lastly, student's learning tactic adjustments. Within the formative assessment process, students also take a look at assessment evidence and even make changes on how they are trying to learn. Consider, for example, a high school student who is working toward becoming a better public speaker by practicing a particular speech many times before a mirror. That repeated, solo-mirror practice is the student's learning tactic; based on assessment evidence, this tactic may or may not need adjustment.

Formative assessment is to grasp the overarching idea that it is a process rather than a test. It refers to a multistep process and not to a particular assessment tool. Thus this study will ascertain the implementation of Civic Welfare Training Service (CWTS) program based on the arrangement under Republic Act 9163 which includes the following components: health, education, public safety, recreation, morale of the citizenry, protection of the environment and promotion of entrepreneurship and correlate the level of implementation of the CWTS program components towards the respondent's profile and attitude.

It is expected from this study that recommendations drawn from the findings will provide data on how the implementation of CWTS subjects in the private tertiary schools of Valencia City, Bukidnon sustained the commitment and achieved the goals and objectives of the NSTP-CWTS Program in developing knowledge, skills, and attitudes for a more effective and meaningful CWTS Program in the future.

### **Research Paradigm**

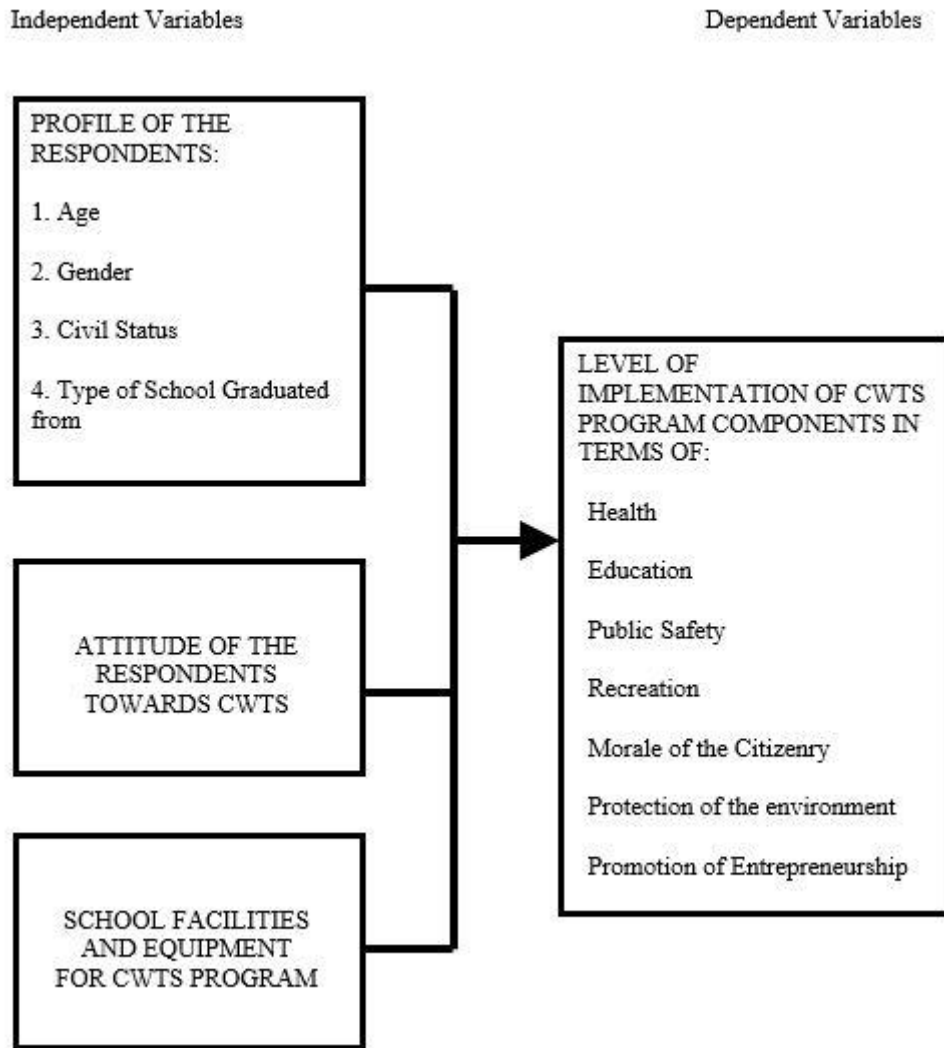


Figure 1. Schematic Diagram of the Study.

**Hypotheses of the Study**

The following were the null hypotheses of the study and tested at 0.05 level of significance:

H<sub>0</sub>1: There is no significant relationship between the level of implementation of the CWTS program components and:

1. adequacy of facilities/equipment; and
2. attitude of the students towards CWTS

H<sub>0</sub>2: There is no variable that best predicts the level of implementation of the CWTS program focus.

**METHODOLOGY**

This chapter presents the research locale, subject, sampling procedure, and data gathering procedure, research instrument and statistical treatment of the study.

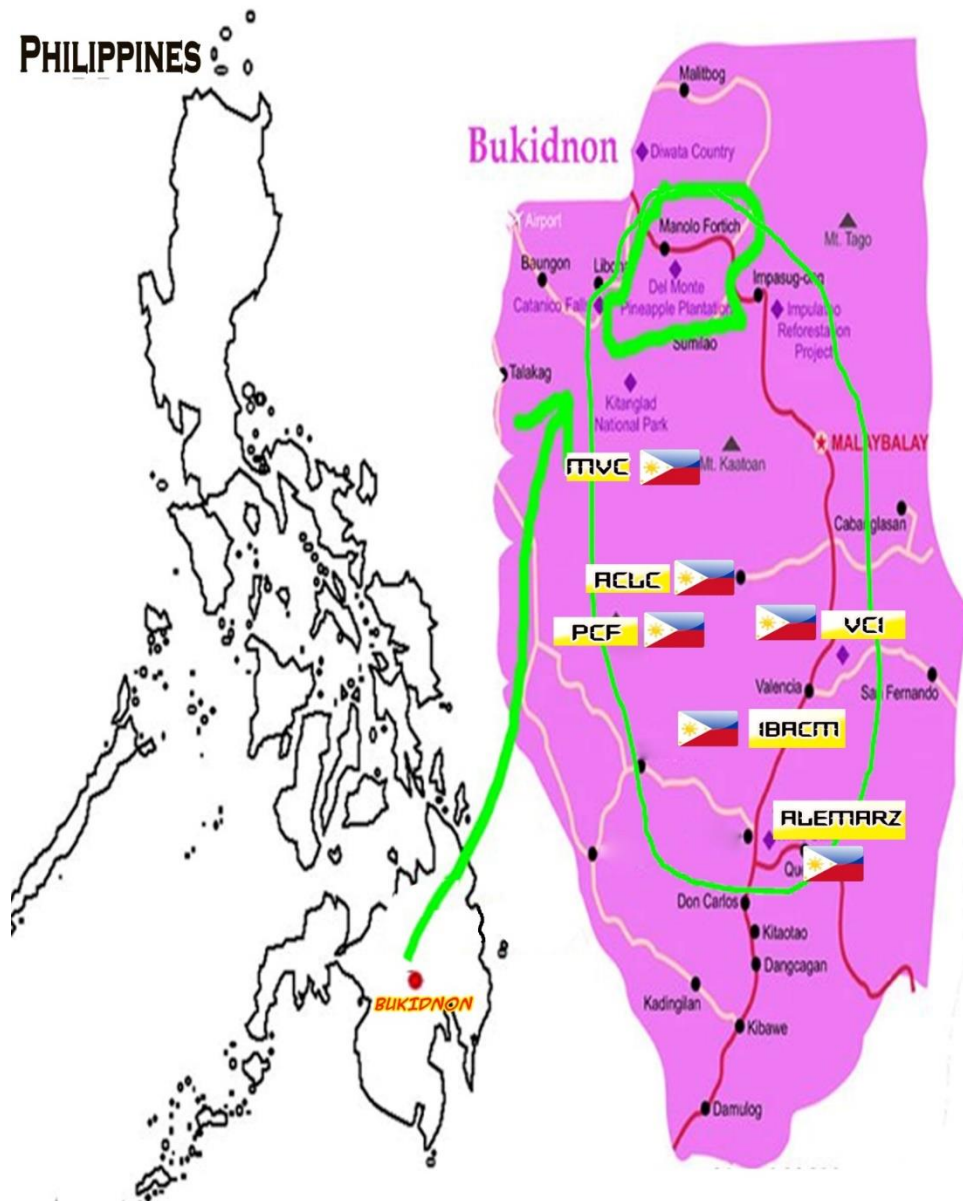
**Research Locale**

The Province of Bukidnon is located at the center of Mindanao Island, southern part of the Philippines with numerous private and public colleges and universities established to cater the needs of the people and the students in the tertiary level of education.

Among the existing tertiary schools in the Province of Bukidnon, the researcher considered the schools located in the City of Valencia.

The schools are offering CWTS program as option of the National Service Training Program considering that the requirement to open a program like CWTS is not difficult to acquire.

**Map of Bukidnon**



**Respondents of the Study**

The respondents of the study were the NSTP-CWTS graduates, particularly the second year college students for school year 2012-2013 and are presently enrolled in the CHED recognized schools.

A stratified random sampling among the six private schools in Valencia City, named: ALEMARZ, AMA Computer Learning Center (ACLC), Irene B. Antonio College of Mindanao, Mountain View College, Philippine College Foundation, and Valencia Colleges Incorporated was used to divide equally the number of samples and to identify the total number of samples in every respondent-school.

In addition, to determine the sample size of the respondents, the researcher used Slovin's formula. It is computed as  $n = N / (1 + Ne^2)$ . A total of 465 respondents were identified after using the formula, the number of respondents were the following: 10 for Alemarz, 131 for ACLC, 43 for IBACM, 200 for MVC, 33 for PCF, and 48 for VCI.

The questionnaires were floated randomly, but due to some instances, like most of the second year students are already having their on-the-job trainings, only 255 out of 465 questionnaires are retrieved.

### **Data Gathering Procedure**

The researcher asked for CHED endorsement for the conduct of the study. The researcher provided a copy of the endorsement and asked permission from the administrators of the aforementioned schools and also the teachers handling CWTS subject to conduct a survey concerning their implementation on NSTP-CWTS. After asking permission, the researcher collected the data needed in the study. The researcher then constructed a questionnaire based on the problems of the study which assessed the level of implementation on CWTS components in the selected schools mentioned. The questionnaires were distributed to the students who graduated NSTP-CWTS subject particularly the Second Year students of School Year 2012-2013. After answering the questionnaires, the data were again collected for analysis and statistical treatment which was stated in the next page.

### **Research Instrument**

A self-made questionnaire was used for the students to ascertain the level of implementation on the CWTS program among the selected private schools in Valencia City, Bukidnon which was adopted from the NSTP Manual. Additional structured interview questionnaire was also considered for detailed information on how CWTS components implemented in the school where the students are currently enrolled.

In fact, reliability of the questionnaires was conducted among the NSTP-CWTS graduates of San Agustin Institute of Technology before the final conduct of the said questionnaires. The reliability of the individual items of the questionnaire revealed to have scales ranging from 0.931 to 0.936 which indicated high reliability. Further, the overall reliability of the questionnaire was suggested by the Cronbach's alpha coefficient which is computed as 0.934 indicating that the questionnaire is reliable in determining the responses of the respondents.

In addition the study made use of the following scoring procedure:

|   |             |                   |                            |
|---|-------------|-------------------|----------------------------|
| 5 | 4.21 – 5.00 | Strongly Agree    | Excellent Implemented      |
| 4 | 3.41 – 4.20 | Agree             | Satisfactorily Implemented |
| 3 | 2.61 – 3.40 | Somewhat Agree    | Fairly Implemented         |
| 2 | 1.81 – 2.60 | Disagree          | Poorly Implemented         |
| 1 | 1.00 – 1.80 | Strongly Disagree | Needs Improvement          |

### **Statistical Treatment**

The statistical tools that were used in this study were the following:

Frequency distribution and percentage counting was used to answer the first objective in the study since it is a descriptive type. This statistical tool was used to describe the respondent's profile.

In addition, Weighted Mean was used to answer the second, third and fourth statement of the problem of the study which is to identify the respondent's attitude, ascertain the level of implementation of the CWTS program in terms of its component, and to determine the adequacy of the facilities and equipment needed for the instruction of CWTS program.

Pearson r coefficient correlation was used to correlate the profile of the respondents in terms of age, gender, civil status, type of high school graduated from, adequacy of facilities and equipment, attitude, and their assessment on the level of the implementation of CWTS.

Lastly, Stepwise Regression Analysis was used to evaluate which of the variables best predict the level of implementation of CWTS.

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the assessment on the implementation of Civic Welfare Training Service program components for the college students in private schools located in Valencia City, Bukidnon. This section includes the profile of the respondents, respondents' attitudes towards Civic Welfare Training Service, level of implementation of the CWTS components and how adequate are the facilities and equipment needed for the CWTS program instruction. It also includes the statistical analysis used for the assessment of CWTS implementation.

### **Respondent's Profile**

#### **Age of the Respondents**

As to the distribution of the respondents by age, results showed that majority of the respondents are 17 – 18 years old with a frequency of 95 or 37.3% of the total respondents. Results were very indicative that most of this range of age is freshmen and sophomore college students presently enrolled in CWTS subject.

It was further found out that there are also students with ages between 19 – 20 years old comprising 35.3% who were also enrolled in the subject, followed by those students who are 21 – 22 years old comprising 36 or 14.1% responses and this is closely followed by students who are 23 years old and above which comprise 32 or 12.5% of the total respondents.

The study is dissimilar to the study of (August et.al, 2006) in the 16-24 year old age bracket, those enrolled in school (high school or college) volunteer at nearly twice the rate (29%) of those not enrolled (15%). Generally, enrolment status tends to increase the incidence of engaging in voluntary activities. For young people (aging 16 to 24 years), those enrolled in school (high school or college) volunteer at almost double the rate of those not in school.

**Table 1. Distribution of the Respondents by Age**

| Age               | Frequency | Percent |
|-------------------|-----------|---------|
| 17 - 18 years old | 95        | 37.3    |
| 19 - 20 years old | 90        | 35.3    |
| 21 - 22 years old | 36        | 14.1    |

|                        |     |      |
|------------------------|-----|------|
| 23 years old and above | 32  | 12.5 |
| No Response            | 2   | 0.8  |
| Total                  | 255 | 100  |

**Table 2. Distribution of the Respondents by Gender**

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male   | 111       | 43.5    |
| Female | 144       | 56.5    |
| Total  | 255       | 100     |

### Gender of the Respondents

Table 2 summarized the distribution of the respondents according to gender of the respondents. As seen in the table, more than half of the respondents are female students with a frequency of 144 or 56.5% of the total respondents while there are about 43.5% or 111 male students included in the study. The researcher made use of the simple random sampling in choosing the respondents who finished CWTS course from the different schools in Valencia City. The schools included are Mountain View College, Valencia Colleges Incorporated, Philippine College Foundation, Irene B. Antonio College, Alemarz, and ACLC.

The result was supported by the study of Weber, et.al (2007) that females tend to have higher levels of volunteerism than males.

**Table 3. Distribution of the Respondents by Civil Status**

| Civil Status | Frequency | Percent |
|--------------|-----------|---------|
| Single       | 246       | 96.5    |
| Married      | 6         | 2.4     |
| Separated    | 1         | 0.4     |
| No Response  | 2         | 0.8     |
| Total        | 255       | 100     |

### Civil Status of the Respondents

As to the civil status of the respondents, it was revealed that most of the respondents included in this study are single with a frequency of about 246 or 96.5% out of the 255 total respondents. Further, there were only 6 married students which comprise 2.4% of the total respondents. It also shows that there is only 1 separated student from his/her spouse and 2 students who did not indicate their civil status.

Study showed that almost 100% of the freshmen and sophomore college students enrolled among the private schools in Valencia City are single.

The study implied that the college students enrolled in tertiary school in Valencia City, Bukidnon are still single and wanted to focus on their studies first. This was supported by the study of (Poyrazli and Kayanaugh, 2006) that majority of the students attending tertiary level of education are single, since the decision to continue college after marriage was not an easy one to make.



**Table 4. Distribution of the Respondents by Type of High School Graduated From**

| Type of High School | Frequency | Percent |
|---------------------|-----------|---------|
| Private             | 167       | 65.5    |
| Public              | 79        | 31.0    |
| No Response         | 9         | 3.5     |
| Total               | 255       | 100     |

**Type of School Graduated from High School of the Respondents**

Table 4 revealed the type of high school graduated from of the respondents. Majority of the respondents were graduates of private schools from the different towns in Bukidnon which comprise 65.5% or 167 out of 255 respondents. It also showed that there are 79 (31%) students who finished high school from public schools.

The study signifies that students who enrolled in private tertiary schools are most likely products of private high school. Rascoff and Sundeen (1999) suggested that types of schools also presented differences in the students’ wanting to volunteer in the future: public school students are less likely to volunteer than private school students.

**Respondents’ Attitudes towards Civic Welfare Training Service**

The attitudes of the students of the private schools in Valencia City towards CWTS program is presented in Table 5. It is gleaned that CWTS program increases volunteerism attitude, transforms value formation and inculcates spirit of patriotism and nationalism of the students which obtained mean responses of 4.27, 4.24, and 4.21, respectively. These mean responses all verbally described as strongly agree which means that CWTS program is essential in molding and making the students to become better and generous citizens in the country.

As the students volunteer themselves in giving their time and service to help, they are able to touch and make a difference in transforming the lives of the people in need. Being a volunteer can also be beneficial to the students for they can gain skills, build self-esteem, improve their health, sometimes finding paying jobs and sometimes turn their lives around through volunteer work (Estanol, et. al, 2007).

**Table 5. Attitudes of the Respondents Towards Civic Welfare Training Service (CWTS)**

| Students Attitude toward CWTS  | Mean | Description    |
|--|------|----------------|
| 1. Students discovered that service increase volunteerism attitude.                                    | 4.27 | Strongly Agree |
| 2. CWTS can positively transform to value formation.   | 4.24 | Strongly Agree |
| 3. CWTS inculcate the spirit of patriotism and nationalism and even develop student’s self-confidence. | 4.21 | Strongly Agree |
| 4. CWTS enhances students creativity   | 4.07 | Agree          |
| 5. Students were helped to avoid drugs and other vices and gain more friends.                          | 4.05 | Agree          |
| 6. Students’ reflection processing enhanced citizenship practices.                                     | 3.96 | Agree          |

|   |      |       |
|---|------|-------|
| 7. Students belief that the project implemented was worth spending time, money, and efforts for, willingness to do community service for poor and deprived communities. | 3.88 | Agree |
| 8. Students feel to be a part of Governments endeavor for progress and improve participation in group activities.   | 3.84 | Agree |
| 9. Some students may just see community service as a fulfillment of personal growth and development than as a help to the community.                                    | 3.78 | Agree |
| 10. Students who were less likely to serve had changed perspectives after having completed the required community service.  | 3.66 | Agree |
| Overall Mean  | 4.00 | Agree |

- 4.21 – 5.00 Strongly Agree
- 3.41 – 4.20 Agree
- 2.61 – 3.40 Somewhat Agree
- 1.81 – 2.60 Disagree
- 1.00 – 1.80 Strongly Disagree

Volunteers have common desire to make difference in their community and in their own life by giving their time and expertise (Sumugat and Moreno, 2004).

The students also agree that CWTS program enhanced their creativity (4.07), helped avoid drugs and other vices (4.05), and enhanced citizenship practices (3.96). This is because CWTS program conducted symposiums facilitated by experts to these fields to make the students knowledgeable on the consequences and advantages of such activities. The study was parallel to the findings of Sumugat and Moreno (2004) research conducted that students enrolled in CWTS program gives them the opportunity to gain more friends, helps them avoid drugs and other vices and makes them a part of Governments endeavor for progress and improve participation in group activities.

Some of these symposiums are related to the problems of our society like prohibited drugs, sex, gambling, alcoholism, and even rebellion to our government. Thorough discussions on these problems were done to enlighten the students on the reasons and consequences of these acts. Symposiums also in the livelihood program by the local government linked with CWTS program in the private schools were also conducted to enhance the creativity and skills of the students on how to earn for a living.

Further, the students agree that CWTS program implemented projects and it was worth spending of time, money, and efforts as indicated by a mean response of 3.88. The students also rated “agree” in the item that states that they feel they are part of government endeavor for progress and improve participation in group activities with a mean response of 3.84. Further, the students see the community service as a fulfillment of personal growth and development than as a help to the community (3.78). Lastly, they agree that those who were less likely to serve had changed perspectives after having completed the required community service (3.66). In general, the students have positive attitudes towards NSTP-CWTS. The study was best supported by Toquero (2005) that students find the CWTS experience fulfilling and meaningful, project implemented was worth spending time, money and efforts. Strengthening of belief that students could contribute in the empowerment of poor and marginalized communities/sectors.

Level of Implementation of the CWTS Components

**Table 6. Implementation of the CWTS Components in Terms of Health**

| Health   | Mean | Description  |
|--|------|--------------|
| 1. The CWTS program in our school conducts symposiums/lectures on the bad effects of prohibited drugs, and pre-marital sex in the society. | 4.10 | Satisfactory |
| 2. Students were actively involved during Government programs like blood-letting or medical mission for Red Cross.                         | 3.76 | Satisfactory |
| 3. NSTP-CWTS program in our school conducts lectures, seminars and training related to nutrition and healthy lifestyle.                    | 3.47 | Satisfactory |
| 4. The CWTS program in our school supports the Anti-Dengue campaign of the LGU.  | 3.16 | Fair         |
| 5. Students were conducting feeding programs for less fortunate people in the community.   | 3.00 | Fair         |
| Overall Mean   | 3.50 | Satisfactory |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

**Health**

The level of implementation of the CWTS program in terms of health and is presented in Table 6. It was revealed that the CWTS program in the private schools located in Valencia city were not only lecturing students about the medical-related fields in their classrooms but also invited experts, such as doctors and nurses, to conduct symposiums about the bad effects of prohibited drugs, and pre-marital sex in the society for the students to become aware on the consequences of doing such things. This item rated as satisfactorily implemented and obtained a mean response of 4.10 which is the highest among the items. The finding of the study is similar to the study of MAPUA Institute of Technology by Agus (2006) that gives knowledge on medical-related fields and extends health services needed in the community. It includes medical services like first-aid operation, vaccination, and information dissemination, basic life saving seminars, health/nutrition technical assistance and training of youth to be first aid assistants.

The CWTS also satisfactorily implemented an activity in letting the students actively involved in the government programs like blood-letting or medical mission for Red Cross (3.76). This is to extend help to the people who are in need in the outside community especially in the rural and remote areas. Some of the schools also conducted lectures, seminars, and trainings related to nutrition and healthy lifestyle. This item rated as satisfactorily implemented and obtained a mean response of 3.47 which is the third highest among the items.

Further, the CWTS program is only rated as fairly implemented in their activity to support the Anti-Dengue campaign of the LGU and feeding programs for less fortunate people in the community which obtained mean responses of 3.16 and 3.00, respectively.

**Education**

As to the implementation of the CWTS program in terms of education, table 7 showed that values education was well integrated in the program. This item is rated as satisfactorily implemented and obtained a mean response of 4.11. Values integration to the CWTS program is essential because it would ignite the determination of the students in offering services to help other people transform their lives to a better one. Further, the CWTS program of the private schools in Valencia City also rated satisfactorily implemented in letting the students to be exposed in the reap community (4.03), spending time on lectures and classroom discussions about the existing problems of the country (3.90), and conducting lectures in both theory and application of the community service (3.84). This is similar to the study of Rascoff and Sundeen (1999) that the effective implementation of program goals requires greater effort in defining the goals of service vis a vis the school's educational goals; improved coordination with community organizations; heightened attempts to encourage students to reflect on their experiences and integrate them with the school's educational mission; increased training opportunities for teachers regarding methods of reflection and integration; and greater attention to training, recognition, and program evaluation.

Table 7. Implementation of the CWTS Components in Terms of Education

| Education  | Mean | Description  |
|--|------|--------------|
| 1. Values education was well integrated in the CWTS program.   | 4.11 | Satisfactory |
| 2. Students were given a chance to gain real experience by letting them expose to the real community.                        | 4.03 | Satisfactory |
| 3. The NSTP-CWTS in our school spends time on lectures and classroom discussions about the existing problems of the country. | 3.90 | Satisfactory |
| 4. NSTP-CWTS program in our school is both theory and application.   | 3.84 | Satisfactory |
| 5. The CWTS students are trained to offer their services to the community such as literacy program.                          | 2.59 | Poor         |
| Overall Mean   | 3.69 | Satisfactory |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

Finally, the last item showed that the CWTS program is rated as poorly implemented in offering literacy program to the community which obtained a mean response of 2.59. This shows that schools need to provide importance on this aspect.

**Public Safety**

The implementation of CWTS program under public safety is presented in Table 8. As to the public safety, the study showed that earthquake drill and fire drill activities are excellently implemented in the private schools in Valencia City in coordination with the Fire Department of the Local Government Unit

which enable the students to know on how to respond when these disasters occur. It is also shown that the CWTS program satisfactorily implemented the first aiding, disaster preparedness, and safety measures, with a mean response of 3.82. These programs were satisfactorily implemented hence the Local Government Unit has initiated school coordination to prepare students both theory and application on how to deal with casualties and how to prepare themselves during disasters since the Province of Bukidnon is prone to earth quake, flash floods, and even landslides.

**Table 8. Implementation of the CWTS Components in Terms of Public Safety**

| Public Safety  | Mean | Description  |
|--|------|--------------|
| 1. Students were involved in earthquake drill and fire drill activities sponsored by CWTS program.   | 4.21 | Excellent    |
| 2. First Aiding, Disaster preparedness, and Safety measures are integrated in CWTS program.  | 3.82 | Satisfactory |
| 3. The CWTS program in our school encourages the students to participate in the lectures and seminars about public safety.   | 3.74 | Fair         |
| 4. The CWTS program in our school supports the Arm Forces of the Philippines from their annual lectures.   | 3.70 | Satisfactory |
| 5. NSTP-CWTS department in our school has a linkage with the Local Government’s Disaster Team and Philippine National Police for public safety-related activities. | 3.64 | Satisfactory |
| Overall Mean   | 3.77 | Satisfactory |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

Further, the CWTS program was satisfactorily implemented in encouraging students to participate in the lectures and seminars about public safety with a mean response of 3.74. Annual lectures of the Arm Forces of the Philippines were also supported by the CWTS program and rated as satisfactorily implemented with a mean response of 3.70. Lastly, the NSTP-CWTS department in the private schools linked with the local Government’s Disaster Team and Philippine National Police for public safety-related activities as perceived by the students which got a mean response of 3.64. This is comparable to the study of Sumugat and Moreno (2004) from NSTP-CWTS Program of John B. Lacson College Foundation, Inc that through CWTS, students were updated with the latest development in the AFP and enhances skills on public safety.

**Table 9. Implementation of the CWTS Components in Terms of Recreation**

| Recreation  | Mean | Description  |
|---|------|--------------|
| 1. There are film-viewing and other video presentations related to CWTS programs.                                       | 4.25 | Excellent    |
| 2. Students were encouraged to organize community-related events in CWTS.   | 3.77 | Satisfactory |
| 3. Students were exposed to community camping.  | 3.48 | Satisfactory |
| 4. CWTS program integrates sports to develop the students' teamwork.  | 2.59 | Poor         |
| 5. CWTS program enable the students to recreate together with the children in the community through community services. | 2.53 | Poor         |
| Overall Mean  | 3.33 | Fair         |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

**Recreation**

As to recreation of the students in their CWTS subject, the film-viewing and other video presentations are excellently implemented. Moreover, students were encouraged to organize community-related events in CWTS and they were exposed to community camping which both rated as satisfactorily implemented and obtained mean responses of 3.77 and 3.48, respectively.

The joint efforts of Gawad Kalinga (GK), Non-Governmental Organizations (NGO's) and CWTS were done to realize these activities. They prepared activities on how to enhance leadership skills during camping. They were also exposed on the activities participated by the people in the community to promote partnership between them and the people. However, integrating sports and recreate with the children in the community is poorly implemented with mean response of 2.59 and 2.53.

In fact, study of Bender and Jordaan (2007) can be anchored to the above-stated results that the students had a more positive attitude to Community Service-Learning, indicating a greater willingness to do community service since students find enjoyment in the community works and activities.

**Morale of the Citizenry**

The implementation of CWTS program in terms of morale of the citizenry is presented in Table 10. Study found that the CWTS program was excellently implemented in inculcating to the students the importance of bayanihan (4.31) and encourages the students in public and civic involvement such as being a volunteer in community related works (4.24) since these are the goals of the CWTS program. It was also shown in the table that the youths are one of the primary concerns of the CWTS program in the private schools since it is gleaned that the CWTS components satisfactorily promotes and protects the physical, mental, spiritual, intellectual, and social well-being and inculcates patriotism and nationalism of the youths. The items obtained mean responses of 4.14 and 3.96, respectively. The result of the study was

supported by Metz and Youniss (2005) whom discovered in the findings of their research that service, even when required, may increase volunteerism in people.

**Table 10. Implementation of the CWTS Components in Terms of Morale of the Citizenry**

| Morale of the Citizenry  | Mean        | Description         |
|--|-------------|---------------------|
| 1. The teacher inculcates to the students the importance of bayanihan.   | 4.31        | Excellent           |
| 2. Encourages students' public and civic involvement such as being a volunteer in community related works.                                 | 4.24        | Excellent           |
| 3. The CWTS program in our school promotes and protects the physical, mental, spiritual, intellectual, and social well-being of the youth. | 4.14        | Satisfactory        |
| 4. The CWTS program in our school inculcates patriotism and nationalism in the youth.  | 3.96        | Satisfactory        |
| 5. Students' leadership skills were developed because of the training and lectures of the CWTS program                                     | 3.93        | Satisfactory        |
| <b>Overall Mean</b>  | <b>4.12</b> | <b>Satisfactory</b> |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

The result was very indicative that the CWTS program do not only limit in extending help to the community in terms of disasters and other natural phenomena but also in the betterment of the youth.

Lastly, activities in enhancing the leadership skills of the students were satisfactorily implemented as indicated by a mean response of 3.93.

This is very important because a volunteer should acquire leadership skill in order to efficiently do community service effectively not only to the people in the community but also among the youth. A volunteer should know how to communicate to the people and how to find resources to extend help to them.

**Table 11. Implementation of the CWTS Components in Terms of Protection of the Environment**

| Protection of the Environment   | Mea  | Description  |
|---|------|--------------|
| 1. The CWTS program in our school encourages the students to participate in the activities towards environment. | 4.06 | Satisfactory |
| 2. Students were involved in ecology-based projects, such as  | 3.98 | Satisfactory |

|   |      |              |
|---|------|--------------|
| tree planting   |      |              |
| 3. There are lectures and seminars about environmental awareness in NSTP-CWTS.                                      | 3.95 | Satisfactory |
| 4. The teacher mobilizes the students for civic activities, such as cleaning an area in the barangay, town or city. | 3.95 | Satisfactory |
| 5. The CWTS program in our school promotes the proper waste segregation program.                                    | 2.53 | Poor         |
| Overall Mean  | 3.69 | Satisfactory |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

**Protection of the Environment**

As to the protection of the environment, the CWTS program is satisfactory in encouraging the students to participate in the activities towards environment as indicated by a mean response of 4.06. This activity is done during lectures in which part of the discussion was on how to manage the waste in the nearby community. Activities like this includes: providing trash cans to the community, cleaning the clogged canals, beautification in the surrounding, providing cleaning materials, and providing signage on where to throw the wastes in a particular area.

Also, the students were involved in ecology-based projects, such as tree planting and are rated as satisfactorily implemented. There are schools that have annual tree planting in the different sites in the nearby community. Some of the schools linked with the DENR and LGU’s to provide resources like seedlings and transportation for the students in order to make the activity successful and convenient for the students.

Further, prior to the application of protecting the environment, the CWTS program linked with government sectors provided seminars and lectures about environmental awareness and how to efficiently protect the environment as suggested by a mean response of 3.95 and is rated as satisfactorily implemented.

The teachers of the CWTS program are also rated satisfactory in mobilizing the students for civic activities, such as cleaning an area in the barangay, town or city (3.95). This was aligned to the research findings of Kaur and Kaur (2002) that “It is education which can make the human being conscious and knowledgeable about environment and environmental problems.

However, promoting the proper waste segregation program is poorly implemented as indicated by a mean response of 2.53 which means that the school should provide importance on this aspect.



**Table 12. Implementation of the CWTS Components in Terms of Promotion of Entrepreneurship**

| Promotion of Entrepreneurship   | Mean | Description  |
|---|------|--------------|
| 1. Students in NSTP-CWTS were given seminars and training about livelihood-related programs.                              | 3.64 | Satisfactory |
| 2. CWTS program in our school has variety of linkages which is in line with business-related programs and activities.     | 2.60 | Poor         |
| 3. NSTP-CWTS in our school encourages us to be thrifty and know our priorities in life.                                   | 2.58 | Poor         |
| 4. Students of CWTS are trained in product-making out of recycled materials.  | 2.53 | Poor         |
| 5. Students were actively involved in an entrepreneurship education and outreach programs sponsored by CWTS in our School | 2.52 | Poor         |
| Overall Mean  | 2.77 | Fair         |

- 4.21 – 5.00    Excellent
- 3.41 – 4.20    Satisfactory
- 2.61 – 3.40    Fair
- 1.81 – 2.60    Poor
- 1.00 – 1.80    Not Implemented

**Promotion of Entrepreneurship**

As population growth increases, the need for employment rises as well as the number of mouths to feed, minds to nurture and basic needs to fulfill. So, one of the possible remedies for such problems is to try business. One should acquire skills that would help him/her succeed in business.

As to the implementation of the promotion of the entrepreneurship, the CWTS program is rated satisfactory in giving seminars and training about livelihood-related programs to the students (3.64). This is to equip the students with basic knowledge on how to start up a business and the possible businesses to promote. The Livelihood Training Program is a way to prompt people to make a difference in the competitive world of work using their skills. Lao (2011) believes that the more people earn high income, the lesser are the social issues like crimes and drug addiction; more children can go to school and more families can survive.

However, the item “CWTS program in our school has variety of linkages which is in line with business-related programs and activities” is poorly implemented as indicated by a small mean response of 2.60. Study further revealed that encouraging the students to be thrifty and know their priorities (2.58), making products out of recycled materials (2.53) and involving in an entrepreneurship education and outreach programs are poorly implemented (2.52).

**Level of Adequacy of Facilities and Equipments for CWTS Program**

The level of adequacy of facilities and equipment needed for the instruction of CWTS program is presented in Table 13. The findings of the study revealed that a well-ventilated, spacious and decent CWTS office and classroom are completely available. Study also showed that the CWTS instructor has the full responsibility for the safekeeping of facilities, making the areas for community extension programs accessible and making appropriate venue for CWTS training/programs more available as indicated by a mean responses of 3.67, 3.66, and 3.64, respectively.

**Table 13. Level of Adequacy of Facilities and Equipment Needed for the Instruction of CWTS Program**

| Availability of the Facilities and Equipments for CWTS Program                                     | Mean | Description          |
|--|------|----------------------|
| 1. A well-ventilated, spacious and decent CWTS office is available.                                | 4.24 | Completely Available |
| 2. A well-ventilated, spacious and conducive for learning classroom is available for CWTS lecture. | 4.21 | Completely Available |
| 3. CWTS Instructor has the full responsibility for the safekeeping of facilities.                  | 3.67 | More Available       |
| 4. Areas/places for community extension programs are accessible.                                   | 3.66 | More Available       |
| 5. There is an appropriate venue for CWTS training/programs and is always available.               | 3.64 | More Available       |
| 6. Seminars and workshop for CWTS instructor are well attended under the fund of the CWTS.         | 3.55 | More Available       |
| 7. Computers and other ICT devices, to be used for lectures, documents, etc., are available.       | 3.54 | More Available       |
| 8. School supplies budget for the CWTS office is procured under the CWTS fund.                     | 3.46 | More Available       |
| 9. Cleaning materials, for community service, are available  | 3.35 | Moderately Available |
| 10. Books and other reference materials for CWTS lectures are available.                           | 2.56 | Less Available       |
| Overall Mean   | 3.59 | More Available       |

- 4.21 – 5.00 Completely Available
- 3.41 – 4.20 More Available
- 2.61 – 3.40 Moderately Available
- 1.81 – 2.60 Less Available
- 1.00 – 1.80 Unavailable

Further, seminars and workshop for CWTS instructor are well attended under the fund of the CWTS (3.55), computers and other ICT devices to be used for lectures, documents, etc. are available (3.53), and school supplies budget for the CWTS office is procured under the CWTS fund (3.46). These items are all rated as more available. This is best related to the study of Almeda (2007) that teacher needs to be resourceful in findings ways for the students to explore and develop at the same time, and be able to volunteer their time, talent and knowledge for the betterment of the members of the community.

However, cleaning materials, for community service are only rated as moderately available while books and other reference materials for CWTS lectures (2.56) are only less available.

**Correlation Analysis of Respondent’s Profile, Attitude and Adequacy of Facilities and Equipment, Attitude, and their Assessment on the Level of the Implementation of CWTS program**

Table 14 revealed the relationship between the respondents’ profile, their attitude towards CWTS program, and the adequacy of the facilities and equipment and their assessment on the level of implementation of the CWTS program using the correlation analysis. The findings include the Pearson r correlation coefficients and its corresponding p-values.

Age, Gender, Civil status and Type of High School Graduated from of the students revealed to have no significant result since the computed Pearson r coefficients are very small and the corresponding p-values are greater than the level of significance (0.05). It means that the profile of the respondents will not affect the implementation of CWTS.

**Table 14. Correlation Analysis of Gender, Civil Status, Type Status, Age, Attitude and Adequacy of Facilities and Equipment, Attitude, and their Assessment on the Level of the Implementation of CWTS Program**

| INDEPENDENT VARIABLES              | DEPENDENT VARIABLE: IMPLEMENTATION OF CWTS |         |
|------------------------------------|--|---------|
|                                    | CORRELATION COEFFICIENT (r)                | P-VALUE |
| Gender                             | -0.005                                     | 0.931   |
| Civil Status                       | -0.003                                     | 0.968   |
| Type of High School Graduated From | 0.010                                      | 0.873   |
| Age                                | 0.036                                      | 0.565   |
| Attitudes                          | 0.529*                                     | 0.000   |
| Adequacy                           | 0.548*                                     | 0.000   |

Moreover, the Attitude of the Students and Adequacy of Facilities and Equipment revealed to have significant relationship to the implementation of CWTS as indicated by the correlation coefficients of  $r = 0.529$ , ( $p=0.00$ ) and  $r = 0.548$ , ( $p=0.00$ ) respectively. Notice that the sign of the correlation coefficients are positive which means that as the attitude of the students and level of adequacy increases, the level of implementation of CWTS will also tend to increase. In other words, effective implementation of CWTS positively helps the attitude of the students' improved. Likewise, the more adequate the facilities and equipments, there is a better implementation of CWTS components.

It was observed in the study of Asiabaka (2006) that the actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Furthermore, a direct relationship exists between the quality of school facilities provided and the quality of the products of the school. It was concluded that school facilities give meaning to the teaching and learning process. In addition, Bender and Jordaan (2007) revealed that students, who had previously enrolled for a course which included Community Service-Learning and who also had knowledge about it, had a more positive attitude toward doing Community Service-Learning because they felt they would benefit from it in terms of personal and social development and that it would also be of value for their career development.

**Stepwise Regression Analysis on the Variables that Best Predict the level of Implementation of CWTS Components**

**Table 15. Stepwise Regression Analysis of Gender, Civil Status, Type of HS Graduated from, Age, Attitudes, and Adequacy of the Equipment against the Level of Implementation of CWTS**

| PREDICTORS | Unstandardized Coefficients |            | Standardized Coefficients | T      | p-value |
|------------|-----------------------------|------------|---------------------------|--------|---------|
|            | B                           | Std. Error | B                         |        |         |
| Constant   | 1.228                       | 0.187      |                           | 6.574  | 0.000   |
| Adequacy   | 0.267                       | 0.035      | 0.405                     | 7.680* | 0.000   |
| Attitudes  | 0.339                       | 0.048      | 0.377                     | 7.132* | 0.000   |

$R = 0.646$      $R^2 = 0.413$      $S = 0.382$      $F\text{-value} = 86.425$     \* Significant at 0.05

Table 15 shows the stepwise regression analysis of gender, civil status, type of high school graduated from, age, attitudes of the students, and adequacy of the facilities and equipment against the dependent variable level of implementation of CWTS. The Table includes beta coefficient, standard error of estimate of the coefficients, individual t-value of the variables at the level of significance at 0.05.

Adequacy of Facilities/Equipment, and Attitude of the Students revealed to have significant influence with the level of implementation of CWTS since the individual t-value of their beta coefficients (7.680 and 7.132) are very large and their corresponding p-values are less than the level of significance (0.05). Notice that the beta coefficient of the adequacy of facilities and equipment ( $\beta = 0.267$ ) is positive, this indicates that there is a 0.267 increase in the level of implementation of CWTS per unit increase of Adequacy of Facilities and Equipment holding other factors constant. Likewise, there is a 0.339 increase in the level of implementation of CWTS per unit increase in the Attitude of the Students holding other factors constant.

Hence, the regression model that can significantly predict the level of implementation of CWTS is  $Y = 1.228 + 0.339X_5 + 0.267X_6$ . The table also shows the individual standard error of estimates of the beta coefficient of the independent variables. As to the accuracy of prediction of the level of implementation of CWTS, it shows that the standard error of estimate is  $S = 0.382$ . This is the square root of the average squared error of prediction and used as a measure of the accuracy of prediction. The smaller the value of standard error, the more the accurate the prediction is. The  $R^2$  of the regression model is 0.413 which means that 41.3% of the variation of the implementation of CWTS is explained by its linear relationship with the attitude of the students and adequacy of the facilities and equipment.

The results of the study were as good as the research conducted by Bender and Jordaan (2007) that Community Service Learning gives youth the opportunity to learn experientially while performing a service in the community. The service experience is used to complete the learning experience. The learning is both a process and a teaching method. Participants are actively engaged in a service activity in the community that requires them to do something and then to reflect on the experience. As a process, it is the active involvement in the service, reflection, and application of new information and attitudes or skills. In addition, School facilities play an important role in the students' learning outcome (Roberts, 2009).

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the results of the study followed by the conclusions based on the findings and some recommendations for the development of CWTS implementation among the private schools in Valencia City, Bukidnon.

### Summary

In general, this study aims to assess the implementation of Civic Welfare Training Service in private tertiary schools in Valencia City, Bukidnon. More specifically this study seeks to: describe the profile of the respondents in private schools located in Valencia City, Bukidnon in terms of age, gender, civil status and type of school graduated from; identify the respondents' attitude towards CWTS; assess the level of implementation of the CWTS program focused in the private schools located in Valencia City, Bukidnon in terms of: health, education, public safety, recreation, morale of the citizenry, protection of the environment and promotion of entrepreneurship; compare how adequate are the facilities and equipment needed for the instruction of CWTS program in private schools located in Valencia City, Bukidnon; correlate the profile of the respondents in terms of age, gender, civil status, type of high school graduated from, adequacy of facilities and equipment, attitude, and their assessment on the level of the implementation of CWTS program; and lastly, evaluate which of the variables best predict the level of implementation of CWTS.

The study was conducted among the private colleges in Valencia City, Bukidnon offering CWTS program as option of the National Service Training Program. The respondents of the study are the graduate students of the NSTP-CWTS subject particularly the second year college students for school year 2012-2013 enrolled in recognized schools of the Commission on Higher Education (CHED). The respondents were selected based on a stratified random sampling among the six private schools in Valencia City, named: ALEMARZ, AMA Computer Learning Center (ALC), Irene B. Antonio College of Mindanao, Mountain View College, Philippine College Foundation and Valencia Colleges, Inc. In addition, Slovin's Formula was also used to determine the sample size of the respondents.

The study made use of a researcher-made questionnaire for the students to assess the extent on the level of implementation on the CWTS program focused among the selected private schools in Valencia City, Bukidnon.

Frequency distribution and percentage counting, weighted mean, Pearson r coefficient correlation analysis and the stepwise regression analysis was used to answer the objectives of the study.

Data revealed that majority of the respondents are 17–18 years old with a frequency of 95 or 37.3% of the total respondents. Results were very indicative that this is usually the age of the freshmen and sophomore college students presently enrolled in the private schools in Valencia City, specifically CWTS graduates. In terms of gender, more than half of the respondents are female students with a frequency of 144 or 56.5% of the total respondents while there is 43.5% or 111 male students included in the study. Most of the respondents included in this study are single with a frequency of 246 or 96.5% out of the 255 total respondents. Meanwhile, it was revealed that majority of the respondents are graduates of private high schools from the different towns in Bukidnon which comprise about 167 (65.5%) out of 255 respondents, while there are 79 (31%) students who finished high school education from public schools.

There is a positive attitude from the students in terms of CWTS implementation in their respective schools as reflected in the result of the study on the attitude of the respondents toward CWTS with an overall mean of 4.00.

Assessment in the Level of Implementation of the CWTS program components in the private schools located in Valencia City, Bukidnon in terms of: Health program was rated satisfactorily implemented and obtained an overall mean of 3.50. Education program was satisfactorily implemented with an overall mean of 3.69. Public Safety program was rated satisfactorily implemented by the respondents with an overall mean of 3.77. Recreation program was rated by the respondents with an overall mean of 3.33 or fairly implemented. Morale of the citizenry program component acquired an overall mean of 4.12 or satisfactorily implemented. Protection of the environment has an overall mean of 3.69 which means that student-respondents find satisfaction in the implementation of this CWTS component in their schools. And lastly, Promotion of Entrepreneurship program was rated fairly implemented with an overall mean of 2.77.

However, there are more available facilities and equipment used for the instruction of CWTS program in private schools located in Valencia City, Bukidnon. An overall mean of 3.59 showed that most of the facilities are available and are useful in the effective implementation of CWTS program in the respective schools.

Further, the correlation between respondent's profile do not affect the level of the implementation of CWTS program while the attitude of the students towards CWTS and the adequacy of the facilities and equipment towards the level of implementation of the CWTS was found out to have moderate significant relationship.

Nevertheless, the stepwise regression analysis findings had attributed to the fact that 41.3% of the variation of the implementation of CWTS is explained by a linear relationship with the attitude of the students and adequacy of the facilities and equipment. Hence, the regression model that can significantly predict the level of implementation of CWTS is  $Y = 1.228 + 0.339X_5 + 0.267X_6$ . Study further revealed that the adequacy of facilities and equipment, and the attitude of the students towards CWTS are the variables that best predict the level of implementation of CWTS.

## **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

Majority of the respondents belong to 17 – 18 years old, female, single, and graduated from the private schools during their high school education.

The students' attitude towards the implementation of CWTS was positive and majority of the students agreed that the implementation of CWTS in their respective schools affect their lives especially the CWTS designed program such voluntary works and community-related activities.

The level of implementation of CWTS in terms of health, education, public safety, morale of citizenry, and protection of the environment was satisfactorily implemented while promotion of entrepreneurship and recreation was fairly implemented. It signifies that the students find better implementation of CWTS in terms of the five components namely: health, education, public safety, morale of citizenry, and protection of the environment, while, they were not totally satisfied in the implementation of CWTS components in terms of promotion of entrepreneurship and recreation.

The facilities and equipment of CWTS in the selected private schools in Valencia City is more adequate. It means that there is an effective implementation of CWTS due to the availability of the facilities and equipment which is needed for the instruction of the CWTS program. However, there is less availability in terms of materials like books and other reference materials for CWTS classes.

Respondents' profiles have no significant relationship on the level of implementation of the CWTS program. However, the attitudes of the respondents, and the adequacy of facilities and equipment, have moderate relationship in CWTS implementation. It is therefore important to design more CWTS-related activities and provide adequate materials for the implementation of CWTS since, there will be a significant increase in the level of CWTS implementation when both attitude of the respondents and adequacy of facilities will also increase.

Adequacy of facilities and equipment, and the attitude of the students towards CWTS are the variables that can best predict the level of implementation of CWTS, since findings had attributed to the fact that 41.3% of the variation of the implementation of CWTS is explained by a linear relationship with the attitude of the students and adequacy of the facilities and equipment, hence, as the attitude of the students towards CWTS increases, and the adequacy of facilities and equipment increases, the level of implementation of CWTS will also increase.

## **Recommendations**

In view of the findings and conclusion, the following recommendations are put forward:

NSTP-CWTS Program Implementers must strengthen the implementation of CWTS and should design activities and programs that will enhance the skills and attitude of the students, change their perspective with regards to voluntary and community-related activities from negative to positive, and will encourage them to be an active member of the community

NSTP Providers, Directors, Coordinators, and Instructors must give more priorities in the implementation of CWTS components such as health, education, public safety, morale of citizenry, protection of the environment, promotion of entrepreneurship, and recreation. Creative activities must be designed to integrate the components, and to implement CWTS effectively. In addition, there must be more designed programs related to health, values education must be emphasized, seminars and trainings for public safety must be done regularly, community services and extensions must be done to boost the morale of the students, proper segregation of waste must be highlighted, linkages towards the

governmental and non-governmental organizations must be given priorities, sports and recreation should be integrated with community-related activities, and seminars about entrepreneurship must be required.

NSTP-CWTS Directors/Coordinators/Instructors must be responsible in the safe-keeping of all facilities and equipment used in the implementation of CWTS. Proper inventory and evaluation of the available facilities and equipment must be done every end of the semester. In addition, Commission on Higher Education (CHED) must recommend specific books and other reference materials that will be used during CWTS discussions. CHED must require also the NSTP directors/coordinators/instructors to undergo qualifying course/training related to NSTP-CWTS; trainings to be given must focus on the effective implementation of CWTS most specifically on its components.

Administrators must support the NSTP implementers and provide facilities and equipment needed for the CWTS implementation like a spacious and decent NSTP-CWTS office, NSTP-CWTS classrooms, materials needed for community-related activities, and facilities needed in the operation of the program. Further, implementers must see to it that the students have the access of the NSTP facilities and equipment.

NSTP Coordinators and Instructors must consider the safety of the students when doing community-related activities outside the school premises. Moreover, community-related activities must be designed to promote civic-consciousness among the students; they should be encouraged to apply the theories learned during CWTS lectures and discussion. In addition, Instructors must ensure that effective implementation of NSTP-CWTS program will make the standpoint of the students' positive.

Further study on similar topic is recommended to find out more variables that can best predict the implementation of CWTS.

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## APPENDICES

### Questionnaire

#### THE IMPLEMENTATION OF CIVIC WELFARE TRAINING SERVICE: AN ASSESSMENT

#### QUESTIONNAIRE

##### I. Students' Profile

DIRECTION: PLEASE FILL OUT THE BLANKS COMPLETELY.

Age: \_\_\_\_\_

Gender:        Male                                  Female



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 6. Students reflection processing enhanced citizenship practices.   |  |  |  |  |  |
| 7. Students were helped to avoid drugs and other vices and gain more friends.                                     |  |  |  |  |  |
| 8. Students feel to be a part of Governments endeavor for progress and improve participation in group activities. |  |  |  |  |  |
| 9. CWTS inculcate the spirit of patriotism and nationalism and even develop student's self confidence.            |  |  |  |  |  |
| 10. CWTS enhances students Creativity   |  |  |  |  |  |

Direction: Please check the box on the appropriate number column on the questions provided that fits to your perception towards the level of Implementation on the NSTP-CWTS program focus. Kindly refer to the likert scale given below:

|              |                            |
|--------------|----------------------------|
| <b>SCALE</b> | <b>DESCRIPTION</b>         |
| 5            | Excellently Implemented    |
| 4            | Satisfactorily Implemented |
| 3            | Fairly Implemented         |
| 2            | Poorly Implemented         |
| 1            | Not Implemented            |

Level of Implementation on the CWTS program focus

| HEALTH   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. Students were actively involved during Government programs like blood-letting or medical mission for Red Cross.                         |   |   |   |   |   |
| 2. The CWTS program in our school supports the Anti-Dengue campaign of the LGU.  |   |   |   |   |   |
| 3. Students were conducting feeding programs for less fortunate people in the community.   |   |   |   |   |   |
| 4. NSTP-CWTS program in our school conducts lectures, seminars and training related to nutrition and healthy lifestyle.                    |   |   |   |   |   |
| 5. The CWTS program in our school conducts symposiums/lectures on the bad effects of prohibited drugs, and pre-marital sex in the society. |   |   |   |   |   |
| EDUCATION  | 5 | 4 | 3 | 2 | 1 |
| 1. Values education was well integrated in the CWTS program.   |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. The CWTS students are trained to offer their services to the community such as literacy program.   |  |  |  |  |  |
| 3. NSTP-CWTS program in our school is both theory and application.                                    |  |  |  |  |  |
| 4. Students were given a chance to gain real experience by letting them expose to the real community. |  |  |  |  |  |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. The NSTP-CWTS in our school spends time on lectures and classroom discussions about the existing problems of the country.                                       |   |   |   |   |   |
| <b>PUBLIC SAFETY</b>   | 5 | 4 | 3 | 2 | 1 |
| 1. First Aiding, Disaster preparedness, and Safety measures are integrated in CWTS program.  |   |   |   |   |   |
| 2. Students were involved in earthquake drill and fire drill activities sponsored by CWTS program.   |   |   |   |   |   |
| 3. The CWTS program in our school encourages the students to participate in the lectures and seminars about public safety.   |   |   |   |   |   |
| 4. The CWTS program in our school supports the Arm Forces of the Philippines from their annual lectures.   |   |   |   |   |   |
| 5. NSTP-CWTS department in our school has a linkage with the Local Government's Disaster Team and Philippine National Police for public safety-related activities. |   |   |   |   |   |
| <b>RECREATION</b>  | 5 | 4 | 3 | 2 | 1 |
| 1. CWTS program integrates sports to develop the students' teamwork.   |   |   |   |   |   |
| 2. Students were exposed to community camping.   |   |   |   |   |   |
| 3. CWTS program enable the students to recreate together with the children in the community through community services.  |   |   |   |   |   |
| 4. There are film-viewing and other video presentations related to CWTS programs.  |   |   |   |   |   |
| 5. Students were encouraged to organize community-related events in CWTS.  |   |   |   |   |   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| MORALE OF THE CITIZENRY  | 5 | 4 | 3 | 2 | 1 |
| 1. The teacher inculcates to the students the importance of Bayanihan.   |   |   |   |   |   |
| 2. Encourages students' public and civic involvement such as being a volunteer in community related works.                                 |   |   |   |   |   |
| 3. Students' leadership skills were developed because of the training and lectures of the CWTS program.                                    |   |   |   |   |   |
| 4. The CWTS program in our school promotes and protects the physical, mental, spiritual, intellectual, and social well-being of the youth. |   |   |   |   |   |
| 5. The CWTS program in our school inculcates patriotism and nationalism in the youth.  |   |   |   |   |   |
| PROTECTION OF THE ENVIRONMENT  | 5 | 4 | 3 | 2 | 1 |
| 1. The CWTS program in our school promotes the proper waste segregation program.   |   |   |   |   |   |
| 2. Students were involved in ecology-based projects, such as tree planting.  |   |   |   |   |   |
| 3. There are lectures and seminars about environmental awareness in NSTP-CWTS.   |   |   |   |   |   |
| 4. The CWTS program in our school encourages the students to participate in the activities towards environment.                            |   |   |   |   |   |
| 5. The teacher mobilizes the students for civic activities, such as cleaning an area in the barangay, town or city.                        |   |   |   |   |   |
| PROMOTION OF ENTRENEURSHIP   | 5 | 4 | 3 | 2 | 1 |
| 6. Students in NSTP-CWTS were given seminars and training about livelihood-related programs.   |   |   |   |   |   |
| 7. NSTP-CWTS in our school encourages us to be thrifty and know our priorities in life.  |   |   |   |   |   |
| 8. CWTS program in our school has variety of linkages which is in line with business-related programs and activities.                      |   |   |   |   |   |
| 9. Students of CWTS are trained in product-making out of recycled materials.   |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 10. Students were actively involved in an entrepreneurship education and outreach programs sponsored by CWTS in our school. |  |  |  |  |  |
|---|--|--|--|--|--|

**III. Level of Availability of the Facilities and Equipment Needed in Instruction**

| CODE | SCALE                       | DESCRIPTION  |
|------|-----------------------------|--|
| 1    | Unavailable (0%)            | <ul style="list-style-type: none"> <li>• This means that the equipment and facilities are completely unavailable</li> <li>• Or, this means that the availability of equipment and facilities of the school is 0%. In other words, there are no equipment and facilities at all.</li> </ul>                           |
| 2    | Less available (25%)        | <ul style="list-style-type: none"> <li>• This means that the equipment and facilities are 25% available only.</li> <li>• Or, this means that the availability of equipment and facilities of the school is 25% only. In other words, the number of equipment and facilities of the school is less.</li> </ul>        |
| 3    | Moderately available (50%)  | <ul style="list-style-type: none"> <li>• This means that the equipment and facilities are 50% available.</li> <li>• Or, this means that the availability of equipment and facilities of the school is 50%. In other words, the number of equipment and facilities of the school are moderately available.</li> </ul> |
| 4    | More available (75%)        | <ul style="list-style-type: none"> <li>• This means that the equipment and facilities are 75% available.</li> <li>• Or, this means that the availability of equipment and facilities of the school is 75%. In other words, there are more equipment and facilities of the school.</li> </ul>                         |
| 5    | Completely available (100%) | <ul style="list-style-type: none"> <li>• This means that the equipment and facilities are completely available.</li> <li>• Or, this means that the availability of equipment and facilities of the school is 100%. In other words, the number of equipment and facilities of the school is complete.</li> </ul>      |

| AVAILABILITY OF EQUIPMENT AND FACILITIES NEEDED  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. A well-ventilated, spacious and decent CWTS office is available.                                |   |   |   |   |   |
| 2. CWTS Instructor has the full responsibility for the safekeeping of facilities.                  |   |   |   |   |   |
| 3. A well-ventilated, spacious and conducive for learning classroom is available for CWTS lecture. |   |   |   |   |   |
| 4. School supplies budget for the CWTS office is procured under the CWTS fund.                     |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 5. Cleaning materials, for community service, are available                                  |  |  |  |  |  |
| 6. Computers and other ICT devices, to be used for lectures, documents, etc., are available. |  |  |  |  |  |
| 7. Books and other reference materials for CWTS lectures are available.                      |  |  |  |  |  |
| 8. There is an appropriate venue for CWTS training/programs and is always available.         |  |  |  |  |  |
| 9. Areas/places for community extension programs are accessible.                             |  |  |  |  |  |
| 10. Seminars and workshop for CWTS instructor are well attended under the fund of the CWTS.  |  |  |  |  |  |

Thank you very much for your time and effort in answering patiently the questionnaire.

More power and God Bless!