

Proposal for a Paper Presentation

Torrecampo, Renard C.

Office for Social Concern and Involvement, Ateneo de Manila University, Philippines

Email address: rtorrecampo@ateneo.edu

Abstract:

The National Service Training Program: NSTP as Community Service and Formation in the Ateneo

1. Introduction

Republic Act 9163 or the National Service Training Program (NSTP) is a law created to promote nation building and civic consciousness in the tertiary-level. For this research, the research will focus on the Civic Welfare Training Service or CWTS component implemented by the Ateneo de Manila University. This component aims to increase the participation of college students in civic affairs and other forms of community service. The law recognizes the potential of the youth in achieving civic consciousness through acts of service in the context of higher education (Staudt, 2008).

For this inquiry, the researcher would like to see the relationship of the perception of a group of students from a specific course towards their NSTP task to the formation aspect of the program. Does a statistically significant relationship exist between the relevance of the task to their course and the value of NSTP as a formation program? Are there similarities across the batches part of the study? What generalizations can be made from the results? The researcher would like to argue that the students' perception of the relevance of the task to their discipline helps determine their perception towards NSTP as a formation program. As students see the relevance of their task in the community to their discipline, the more they are inclined to subscribe to the idea that NSTP is forming them to become better citizens.

2. Theoretical framework/literature review

The NSTP in the Ateneo follows the cycle of *Experience, Reflection, Action*, which is based from the Ignatian Pedagogical Paradigm, to further enhance the experience of the students in doing community service work. Students are guided through processing sessions and social analysis sessions that aim to make sense of their community engagements. Students are introduced to the practice of reflexive action, and other Ignatian values such as solidarity with the poor, dialogue, and persons-for-and-with others, most of which are found within the curriculum of Jesuit universities around the world (Labelle & Kendall, 2016). Terminologies such as *men-and-women-for-others* and *cura personalis* are used frequently in lectures, discussions, and other university functions aimed at the formation of the students. Consequently, these values are ingrained in the university life of the students and are translated and embedded into the

knowledge consumed by students. This true for in how Ateneo brands citizenship. Citizenship then can be viewed as a way to live out the Ignatian values mentioned earlier in this paper (Soriano, 2017). This definition of citizenship is produced and reproduced through the interactions of the students and instructors; “the concept of reproduction...in its ‘simple’ form ... suggest that even though individuals may be replaced, the system retains its essential identity because of the constant level of production and the stability of the relations of production. (Morrow & Torres, 1995, p. 122).” The cultural identity of the university remains intact and protected through its curriculum and the various programs and practices the institution employs for its existence (Zanten, 2010). Thus, the Ateneo students’ definition of citizenship is “an amalgamation of duties, practices, and processes [and] are influenced by their relationships with community partners and by the constant drilling of the idea of being service to others (Soriano, 2017, p. 74).” These concepts have influenced their definition of being a citizen, which is simply not confined to political participation, i.e. voting and paying taxes, (Bennion & Laughlin, 2018), but also through social development programs and practices, one of which is the implementation of NSTP for college students.

Apart from the formation, the NSTP in Ateneo also addresses the role of higher education institutions in civil society through community service (Zlotkowski, 2007). Aside from its teaching and research functions as a tertiary-level institution, the “university mandates throughout the world have statements that relate to community-based engagements (Bawa, 2007, p. 55).” This facet of the university is seen in NSTP and the two approaches it utilizes for a more meaningful engagement. These approaches are the discipline-based and service-learning approach which structures the community activities of the students. Ateneans sophomores are not assigned to do generic community service work, such as feeding programs, donation drives, coastal clean-ups, and the like. Although these services are included, the general community task of the students is connected to their course.

3. Methods/analysis

For the purpose of this inquiry, the researcher will use data collected from the program evaluation of 2nd semester school year 2016-2017 and 2nd semester school year 2017-2018. The program evaluation—which the students need to answer at the end of each semester— contains questions under the following categories: impact of sessions, assessment of outcomes, understanding the value, program being required, academic department-initiated structure, partner organization and community, and role of the formator. The program evaluation contains forty-seven questions, answerable using a 6-point Likert scale. To easier present the findings, the researcher has decided to consolidate all responses under a binary category of agree (answers between 6 and 4) or disagree (answers between 3 and 1). The questions used for the study are the following:

1. I clearly understand the value of the NSTP to my formation.
2. I clearly understand the relevance of NSTP to my course.

Using Microsoft Excel, the researcher used the chi-square statistic to analyze the frequency count of agree and disagree responses from the two focal questions from the evaluation. The relationship was determined at 0.05 level of significance. The null hypothesis for this study states that there exists no statistically significant relationship between the relevance of the task to the

perception of NSTP as a formation program. The researcher will reject the null hypothesis when the obtained p value is less than the level of significance and the chi square statistic is greater than the critical value obtained from the chi distribution table.

4. Results and Discussion

Table 1 and 2 shows the frequency count for Agree and Disagree responses for the two groups being compared for the study. The first table pertains to the group of students from batch 2016-2017 while Table 2 are results from students from batch 2017-2018. Based from the results from Table 1, the researcher rejects the null hypothesis that there is no significant relationship between the relevance of the task to their course and their perception of NSTP as a formation program. The second table shows otherwise with a lower obtained X^2 test of independence value and a P-value greater than 0.05 level of significance. The first batch of students believe that NSTP is a formation program, while only three students had both a negative response to the relevance and formation question. This indicates that the students are aware of the role of NSTP in their college education, which is a formation program. The students are guided before they begin the task through skills trainings. Other factors that may have affected can be drawn from the qualitative responses of the students. These responses were mostly positive and were addressed to the program design, the formator, and the classroom sessions that helped process and deepen the experience of the students. Since the Ateneo's model of NSTP is a formation programs, these classroom sessions have objectives and outcomes that are articulated to the students. They then are informed of what they're attending, what added value each session can offer, and how the weekly area engagements are avenues for them to know themselves and their community.

The second batch of students have a different perspective towards the two variables in question. The results of the test of independence statistical test show that there is no statistically significant relationship between the relevance of task to their course and understanding that NSTP is a formation program. Some factors that could have led to this are the qualitative responses of the students from the batch. The students are concerned with the quality of interaction they have with their formator. There is also a difference in the schedule when the students would conduct their NSTP. Some students have it on a weekday, in between their academic classes, while most of the respondents have their sessions during Saturdays.

Table 1. 2nd Semester SY 2016-2017

	Agree (Formation)	Disagree (Formation)	Total
Agree (Relevance of task to course)	33	0	33
Disagree (Relevance of task to course)	5	3	8
	38	3	41
	Critical value = 3.841	$\alpha = 0.05$	
	$X^2 = 13.35197$	P-value = 0.000258	

Table 2. 2nd Semester SY 2017-2018

	Agree (Formation)	Disagree (Formation)	Total
Agree (Relevance of task to course)	39	6	45
Disagree (Relevance of task to course)	8	3	11
	47	9	56
	Critical value = 3.841	$\alpha = 0.05$	
	$X^2 = 1.27332$	P-value = 0.259143	

5. Conclusions and contributions to theory and practice

The research findings portray the difference of opinion of two batch in terms of the relevance of their NSTP task to their course and the value of NSTP as a formation program. The first batch of students for this study were able to find meaning and relate these two questions clearly. The second batch differed from this, and some contributing factors were discussed. What seems to be apparent for both cases is the importance of informing the students of what to expect, and by guiding them along the way. The two batches had to go through the same sessions and processes for NSTP, which include orientations, skills trainings, processing sessions, and social analysis sessions. There may have been some differences in some aspects of the implementation, such as the formator-in-charge and the schedule of weekly visits. But despite of the differences, the results still presents some useful information for the improvement of the implementation of NSTP in the Ateneo.

Keywords: test of independence, formation, community engagement

References:

- Bawa, A. C. (2007). Rethinking the Place of Community-Based Engagement in Universities. In L. McIlrath, & I. Labhrainn, *Higher Education and Civic Engagement: International Perspectives* (pp. 55-63). England: Ashgate Publishing Limited.
- Bennion, E. A., & Laughlin, X. E. (2018). Best Practices in Civic Education: Lessons from the Journal of Political Science Education. *Journal of Political Science Education*, 14(3), 287-330. doi:10.1080/15512169.2017.1399798
- Labelle, J., & Kendall, D. (2016). Characteristics of Jesuit Colleges and Universities in the United States: A Reciprocal Interdependence Analysis. *Journal of Catholic Education*, 19(3), 264-289.
- Morrow, R., & Torres, C. A. (1995). *Social Theory and Education: A Critique of Theories of Social and Cultural Reproduction*. Albany: State University of New York Press.
Retrieved December 3, 2018, from
<http://rizal.lib.admu.edu.ph:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=6223&scope=site>
- Soriano, M. V. (2017, November). Reproducing for-and-with Others: An Exploratory Study of the Ateneo De Manila University's National Service Training Program vis-a-vis Notions on Citizenship among Stakeholders (Master's Thesis). Ateneo de Manila University.
- Staudt, K. (2008). Higher Education and Civic Engagement In the United States. In B. A. Levinson, & M. Sutton, *Advancing Democracy Through Education? US Influence Abroad and Domestic Practices* (p. 55). Charlotte, North Carolina: Information Age Publishing Inc.
- Zanten, A. (2010). The Sociology of Elite Education. In M. W. Apple , S. J. Ball, & L. Gandin (Eds.), *The Routledge International Handbook of the Sociology of Education* (pp. 229-239). New York: Routledge.
- Zlotkowski, E. (2007). The Case for Service Learning. In L. McIlrath, & I. M. Labhrainn, *Higher Education and Civic Engagement: International Perspectives* (pp. 37-50). Hampshire, England: Ashgate Publishing Limited.

Biographical sketch of each presenter

Presenter 1:

- i. Last name followed by first name: Torrecampo, Renard C.
- ii. Position/department/organisation/country: Student Affairs Professional/Office for Social Concern and Involvement-Ateneo de Manila University/Philippines
- iii. Short biography:

Renard graduated from the Ateneo de Manila University with a bachelor's degree in Political Science and a minor in Education. He then taught in a public school for two years under the fellowship program of Teach for the Philippines. He is now a Student Affairs Professional with the Ateneo doing formation work. He plans to finish his Master's in Education (Measurement and Evaluation) from the University of the Philippines within the next two years.

Contact information

Email: rtorrecampo@ateneo.edu/renard.torrecampo@gmail.com

Website: n/a

Address: 44 St. Catherine St., Provident Villages, Marikina, Philippines