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IMPLEMENTATION OF THE NATIONAL SERVICE TRAINING PROGRAM IN TAGUIG CITY UNIVERSITY: AN ASSESSMENT TOWARDS AN ACTION PLAN

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ABSTRACT

This study assessed the level of implementation of the National Service Training Program (NSTP) at Taguig City University, focusing on six key areas: Community Immersion, Program Components, Clustering and Cross-enrollment, Management, Monitoring and Evaluation, and Insurance and Protection. The study aimed to determine the program's implementation level, examine differences in perception among faculty, administrators, and students, and identify prevailing problems that affect program delivery. Employing a descriptive-quantitative research design, data were collected using a validated survey questionnaire administered to a stratified sample of the three stakeholder groups. The results revealed that the overall implementation of the NSTP across all dimensions was perceived as "less implemented." This assessment was consistent among the majority of respondents, suggesting notable gaps in program delivery, stakeholder coordination, and support services. Furthermore, a statistically significant difference was found among the assessments of the three groups, highlighting perceptual disparities shaped by their specific roles, responsibilities, and levels of engagement within the program. Faculty and administrators largely viewed the program from a structural and compliance-based lens, while students provided insights based on actual participation and experiences. The study also uncovered persistent challenges such as inadequate tools and logistics for community immersion, weak coordination with barangay units, unclear clustering processes, insufficient funding, and low awareness of insurance coverage. These findings reflect systemic and operational concerns that affect the overall effectiveness and responsiveness of the NSTP implementation in the university, underscoring the need for institutional attention to enhance program quality and student civic development.

KEYWORDS: *National Service Training Program (NSTP), Program Implementation, Community Immersion, Clustering and Cross-enrollment, Program Management and Evaluation*

INTRODUCTION

"The state acknowledges the vital role of the youth in nation-building; the state shall promote civic consciousness among them and shall develop their physical, moral, spiritual, intellectual, and social well-being," the 1987 Philippine Constitution states. It will promote their engagement in public and civic affairs and instill the values of nationalism and patriotism. They will be inspired, prepared, coordinated, and engaged in civic welfare, military, literacy, and other related activities for the benefit of the country. This dedication emphasizes how crucial it is to enable youth to participate actively in their communities. The country can use the enthusiasm and inventiveness of its young people for constructive change and advancement by fostering a feeling of accountability and promoting involvement.

The 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. As globalization expands, encouraging today's youth to train and work with people from diverse cultural groups, emphasizing partnerships between the projects and communities, and understanding their role in enacting change in the community is very challenging. Remarkably, safety is one of the concerns of all people; it promotes the general welfare of the state and manifests individual armed or otherwise public assistance.

Mendoza & Pardo (2018) and Garıngan (2021), give an overview of the efficiency and operational framework of the NSTP in the Philippine educational context. Mendoza & Pardo (2018) carried out an assessment of the impact of the program on the commitment of students, noting that participation in the NSTP considerably improves the feeling of civic responsibility of students and awareness of the community. They argue that the program not only authorizes students, but also positively influences community development thanks to a variety of service projects aimed at solving local problems. Garıngan (2021) strengthens this perspective by examining the operational

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challenges faced by institutions in the implementation of the NSTP.

The programs are frequently integrated into higher education programs, thus institutionalizing community engagement as a central component of student academic experiences. Tanhuco-Nepomuceno (2019) notes that these features promote a culture of service, where volunteering becomes a standard rather than an exception. Australian programs generally focus on students focused on students who meet local needs, providing an important avenue for students' commitment. In addition, the emphasis placed on experiential learning - where students actively participate in service activities that increase their academic knowledge - micro -monitors certain elements found in the NSTP framework.

The effectiveness of the National Service Training Program (NSTP) in the Philippines can be evaluated through its role in improving the civil liability and social awareness of students, crucial components in the holistic development of graduates. Anorico (2019) conducted a complete study that evaluates the impact of the NSTP on the social skills of the students, revealing a significant increase in civic participation and the commitment of the service to the community. The study observed that the students who completed the NSTP reported a greater sense of responsibility for their communities and have shown greater awareness of social issues, effectively filling the gap between academic knowledge and practical social application.

The challenges in the execution of the NSTP also deserve the consideration, as highlighted both by Anorico (2019) and by Edralin et al. (2018). These include the variability in the delivery of the program and in the levels of involvement between the different institutions, which can influence the overall experiences of the students and the subsequent impact on civic responsibility. The institutions that provide solid support and partnership structures of the community tend to attend higher levels of students involving, while those who do not have resources or clear organizational paintings struggle to produce a significant commitment. This indicates an urgent necessity of coherent policies and support mechanisms to improve the quality and effectiveness of NSTP initiatives.

LITERATURE REVIEW

Both articles agreed on its transformative nature. International studies like those of Ballesteros-Sola and Magomedova (2023) and Pederson et al. (2022) emphasized cultural engagement, intergenerational dialogue, and experiential learning. These studies presented immersion as a holistic framework for cultivating civic and social awareness. Similarly, local research by Manuel et al. (2023) and Bastida Jr. (2023) confirmed that immersive service deepens students' empathy, leadership, and sense of social responsibility. However, a point of divergence lies in Calvo et al. (2023), who critiqued the shift to online immersion during the pandemic, questioning its effectiveness something less emphasized in foreign studies, which generally did not address digital adaptations.

Under program components, both sets of studies reinforced the idea that a well-designed curriculum integrating community service leads to cognitive, civic, and emotional development. Foreign studies by Adhikari & Shrestha (2023) and Saleh & Adhani (2022) emphasized the strategic use of knowledge management and digital platforms to scale participation. Meanwhile, local works such as Edralin & Pastrana (2023) focused more on NSTP's foundational elements like CWTS and ROTC, discussing their direct impact on personal transformation and civic maturity. A contrast emerges in the medium of delivery: foreign studies are more progressive in adopting online tools, whereas local studies remain grounded in traditional in-person service delivery.

The area of clustering and cross-enrollment, studies such as Crawford et al. (2023) and Samuel (2022) promoted interdisciplinary and inter-institutional collaboration, arguing that exposure to diverse settings enhances empathy and problem-solving. Likewise, local scholars like Geller et al. (2023) found that such mechanisms improve soft skills, social awareness, and community integration. However, there is a subtle tension between global and local perspectives: foreign studies tend to emphasize inclusion and academic flexibility, while local studies prioritize structure and measurable performance outcomes. This reflects differing educational priorities adaptability versus standardization.

When addressing management, monitoring, and evaluation, both local and international authors converged on the importance of leadership and data-driven decision-making. Foreign literature like Schulz et al. (2023) and Widana et al. (2023) pointed to contextualizing evaluation tools to local cultures, while local works (e.g., Digo et al., 2023) called for more systematic monitoring mechanisms. However, the foreign focus leaned more toward adaptive, responsive management during crises (e.g., pandemic), whereas the local perspective emphasized compliance and policy-driven execution. This difference underscores a potential gap in innovation and crisis responsiveness in the local implementation of NSTP.

Finally, in discussing insurance for health and accident, foreign studies like Arredondo et al. (2023) and Zhang et al. (2023) examined how health coverage can influence participation rates and commitment to service-learning, especially in vulnerable communities. These studies identified both structural benefits and logistical barriers, such as funding constraints and lack of digital integration. In contrast, while there was a scarcity of robust local literature on this theme, the emerging implication is that the Philippine NSTP framework might lack a concrete policy or data on health and accident coverage—highlighting a critical gap in student welfare during community deployment.

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The reviewed foreign and local literature and studies collectively reinforced the value of well-structured, immersive, and community-responsive service-learning programs. Both perspectives agree on the significance of community involvement, cross-sector collaboration, and evaluation in shaping effective civic education. However, the foreign literature is generally more future-forward, integrating technology, interdisciplinary methods, and crisis adaptability, while local studies remain grounded in policy compliance and direct community engagement. These findings are highly relevant to the present study, as they provide multidimensional insights into enhancing NSTP implementation at TCU specially in areas like monitoring, technological adaptation, student welfare, and inclusive service learning.

OBJECTIVES OF THE STUDY

This study aimed to assess the level of implementation of National Service Training Program in Taguig City University to serve as basis for an action plan. Specifically, this study sought answers to the following questions:

1. What is the level of implementation of the National Service Training Program in Taguig City University as assessed by the three groups of respondents in terms of:
    1. Community Immersion;
    2. Program Components;
    3. Clustering and Cross-enrollment;
    4. Management, Monitoring and Evaluation;
    5. Insurance for Health and Accident?
2. Is there any significant difference among the assessments of the three groups of respondents on the level of implementation of the National Service Training Program in Taguig City University in terms of above-mentioned variables?
3. What are the problems encountered in implementing the NSTP program in Taguig City University?
4. What measures may be proposed to address the problems encountered?
5. Based on the findings of the study, what action plan can be recommended to enhance the level implementation of the National Service Training Program at Taguig City University?

METHODOLOGY

This study utilized a quantitative research approach, namely the descriptive-survey method, to systematically evaluate the implementation level of the National Service Training Program (NSTP) at Taguig City University. Quantitative research is suitable for assessing perceptions and actions via numerical data, enabling researchers to derive statistically sound findings (Creswell & Creswell, 2018). The descriptive-survey method facilitated the researcher in collecting primary data from a substantial number of respondents to delineate the present condition of NSTP implementation. This methodology was chosen as it is appropriate for investigations aimed at assessing the degree of program implementation across various factors, specifically: community immersion, program components, clustering and cross-enrollment, management/monitoring/evaluation, and health and accident insurance. The study included standardized survey questionnaires to quantify the levels of agreement or disagreement among three respondent groups—NSTP implementers, student volunteers, and faculty members—regarding key program elements.

Consistent with the initial two assertions of the problem, the descriptive-survey method effectively captured the evaluations of the three respondent groups regarding the implementation of NSTP. The strategy enabled the study to ascertain whether substantial disparities existed among the evaluations of these groups throughout the five fundamental domains of NSTP. The quantitative approach enabled the application of statistical methods, including mean, standard deviation, and analysis of variance (ANOVA), to objectively analyze numerical data (Zikmund et al., 2013). This procedure offered a valid and accurate method for comparing perceptions, essential for discovering discrepancies in evaluations and possible errors in execution. Additionally, the survey instrument was constructed with Likert-scale items, allowing participants to indicate the degree of their agreement or disagreement with particular assertions concerning the program's implementation. The obtained data provided an empirical foundation for comprehending the strengths and flaws in the implementation of NSTP at TCU.

The survey incorporated open-ended questions and structured checklists to address the third and fourth concerns of the study, including identifying challenges in implementing the NSTP and recommending suitable measures. These components enabled the researcher to obtain qualitative insights that contextualized the quantitative results. Although the study was primarily based on quantitative technique, the descriptive-survey method demonstrated sufficient flexibility to integrate respondents' views into the challenges they encountered and their recommendations for enhancement. The use of both closed and limited open-ended survey forms enhanced the design's comprehensiveness, coinciding with the objective of developing an evidence-based action plan. The descriptive-survey method offered the necessary breadth and depth to assess the NSTP's operational success and inform future improvements in its implementation at the university.

Scope and Delimitation

This study focused on assessing the level of implementation of the National Service Training Program (NSTP) in Taguig City University (TCU). Specifically, the study examined key areas of NSTP implementation, including Coverage, Community Immersion, Program Components (CWTS, LTS, ROTC), Clustering and Cross-Enrollment, Management, Monitoring and Evaluation, and Insurance for Health and Accident. These components were evaluated to determine the strengths, challenges, and areas for improvement in NSTP delivery. The study aimed to generate evidence-based insights that could serve as the basis for the formulation of a strategic action plan to enhance NSTP implementation in TCU.

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The setting of the study was confined to Taguig City University, where NSTP has been integrated as a mandatory component of the general education curriculum across various academic programs. The research concentrated on TCU due to its unique institutional context as a local university serving a diverse student population in an urban setting. The study deliberately focused on this single institution to provide an in-depth and context-specific analysis of NSTP implementation, taking into account the university's existing policies, available resources, and community linkages.

Data Gathering Tool

The research instrument used in this study was a self-made survey questionnaire specifically designed to gather both quantitative and descriptive data aligned with the research objectives. The first part of the instrument focused on capturing the demographic profile of the respondents, including their age, gender, civil status, and educational attainment. This section was essential in identifying the characteristics of the respondents, particularly the distinctions among the three groups involved NSTP faculty, academic management personnel, and students who had already completed or taken the NSTP. Gathering demographic data allowed for a more detailed understanding of the respondents' perspectives and helped determine if variables such as age or educational attainment had any bearing on their assessments of the NSTP implementation.

The second part of the instrument was structured into three sub-parts to comprehensively assess the level of implementation of the National Service Training Program (NSTP) in Taguig City University. The first sub-part focused on the key areas of implementation: Community Immersion, Program Components, Clustering and Cross-enrollment, Management, Monitoring and Evaluation, and Insurance for Health and Accident. These components reflect the core areas of NSTP operations, and the inclusion of these dimensions ensured that the instrument could effectively measure the program's overall functionality and effectiveness. The questionnaire items in this section were measured using a four-point Likert scale ranging from "Not Implemented" to "Fully Implemented," which allowed respondents to express the degree to which each component was practiced or observed.

The second and third sub-parts of the questionnaire addressed the problems encountered in implementing the NSTP and the possible measures or solutions to address these challenges. These sections provided qualitative insights into the operational difficulties experienced by the three respondent groups and solicited recommendations that could be used as the foundation for an action plan. The structured design of the instrument enabled the researchers to quantify perceptions while also collecting qualitative suggestions for program improvement. By incorporating both evaluative and problem-solving elements, the instrument ensured that the study could present a holistic analysis of the NSTP's implementation and lay the groundwork for meaningful interventions.

Data Gathering Procedures

The data gathering procedures of this study followed a systematic and ethical approach to ensure accurate and valid results. Prior to the actual distribution of the survey questionnaires, the researcher secured formal approval from the Taguig City University administration and relevant NSTP authorities. Once approval was granted, a letter of consent was provided to all identified respondents to inform them of the purpose of the study and assure them of the confidentiality and voluntary nature of their participation. The validated self-made questionnaire was then distributed to the three groups of respondents: NSTP faculty and staff, academic management, and students who had completed the NSTP program. For NSTP personnel and academic management, face-to-face distribution and collection were implemented to ensure completeness of responses, while for student respondents, questionnaires were administered either face-to-face or electronically, depending on availability and accessibility.

Throughout the data collection process, the researcher ensured close monitoring to address any questions or clarifications raised by the respondents regarding the questionnaire. A specified period was allotted for the retrieval of the accomplished questionnaires, with follow-ups conducted to maximize the response rate. Upon retrieval, all responses were checked for completeness and organized for tabulation and analysis. The gathered data was encoded and processed using appropriate statistical tools to interpret the findings based on the study's objectives. The researcher strictly adhered to ethical standards during the entire data gathering process, maintaining transparency, confidentiality, and respect for the rights of all participants.

Ethical Considerations

During the study on level of implementation of the National Service Training Program (NSTP) in Taguig City University, numerous crucial ethical considerations were noted. All respondents, including both Faculty and students, provided informed consent, demonstrating their voluntary involvement and comprehension of the study's objectives. Stringent protocols were implemented to preserve privacy and secrecy, safeguarding sensitive information. The study sought to mitigate harm, ensure equitable treatment of all respondents, and offer potential advantages to both people and society. When necessary, we secured ethical approval and ensured transparency throughout the research process. The findings were appropriately reported, and the respondents were provided with debriefing sessions. In summary, the study adhered to ethical norms by upholding integrity, respecting participants' rights, and complying with relevant rules.

RESULTS AND DISCUSSION

Table 1 Illustrates the Mean Distribution of the assessment based on the Level of Implementation of the National Service Training Program at Taguig City University in terms of Community Immersion. The study shows that it is less implemented, with an overall mean of 2.16. Three of the group of respondents who

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participated in this study considered it implemented, with academic management having a mean of 2.16, students with 2.16, and NSTP faculty with 2.27. All of the indicators were considered less implemented, with the following means: "Willingness of local officials and community leaders to work with the students on community projects" had a mean of 2.24; "Anticipated activities and demands fall within students' available resources and ability to meet them" had 2.18; "Presence of development agencies and other support institutions providing assistance to the areas" had 2.16; "Give community a voice in determining policies, goals, and priorities" had 2.13; and "Accessibility and successful community immersion" was also included

Table 1
Mean Distribution on the Problems Encountered on the Implementation of the National Service Training Programat Taguig City University

Indicators	NSTP Faculty		Academic Management		Students		Overall	
	M	VI	M	VI	M	VI	M	VI
1.Students are not allowed to select tin any of the three (3) program components.	2.95	S	3.00	S	3.30	VS	**3.08**	**S**
2.No equipment for the conduct of community immersion.	3.05	S	3.20	S	3.38	VS	**3.21**	**S**
3.There are no centralized modules for each NSTP program component.	2.40	LS	2.45	LS	3.43	VS	**2.76**	**S**
4.Lack of budgetary allocation for the three NSTP program components.	3.10	S	3.10	S	3.40	VS	**3.20**	**S**
5.No insurance given to the NSTP students.	2.45	LS	2.40	LS	3.35	VS	**2.73**	**S**
6.Lack of proper coordination between the school and barangay for the conduct of community immersion.	2.85	S	2.90	S	3.33	VS	**3.03**	**S**
Overall	**2.80**	**S**	**2.85**	**S**	**3.37**	**VS**	**3.01**	**S**

Table 1 illustrates the mean distribution of the assessment on the problems encountered on the implementation of the National Service Training Program at Taguig City University. The study shows that it is serious, with an overall mean of 3.01. Two of the groups of respondents who participated in this study considered it serious: NSTP Faculty with a mean of 2.80 and Academic Management with a mean of 2.85, while students considered it very serious with a mean of 3.37. All of the indicators considered as serious where “No equipment for the conduct of community immersion.”, with a mean of 3.21; “Lack of budgetary allocation for the three NSTP program components.”, with 3.20; “Students are not allowed to select tin any of the three (3) program components.”, with 3.08; Lack of proper coordination between the school and barangay for the conduct of community immersion.”, with 3.03; “There are no centralized modules for each NSTP program component.”, with 2.76; and “No insurance given to the NSTP students.”, with 2.73.

The findings from the data indicate that all three respondent groups NSTP faculty, academic management, and students consistently rated most issues as serious, particularly the lack of equipment for community immersion, budgetary constraints, and limited student choice in NSTP components. These findings align with De Guzman and Panganiban (2021), who emphasized that inadequate institutional support and logistical limitations hinder the effectiveness of NSTP implementation in higher education institutions. Likewise, Morales (2020) reported that students’ inability to choose program components freely due to scheduling or administrative restrictions limits program flexibility and student engagement. Additionally, Rivera (2019) pointed out that the absence of insurance coverage and insufficient inter-agency coordination are long-standing issues in NSTP deployment, corroborating the identified concerns on lack of insurance and weak school–barangay collaboration. These consistent findings across literature and local data confirm systemic implementation challenges that persist despite the program’s national significance.

While there is general agreement among the three respondent groups on the seriousness of the implementation problems, the students consistently provided higher severity ratings compared to faculty and academic managers, particularly regarding the

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absence of centralized modules and insurance coverage. This pattern mirrors the findings of Santos and Ilano (2022), who noted that administrative personnel often underestimate the direct impact of logistical issues on student experiences. Moreover, in contrast to the moderate concern of faculty over the lack of centralized modules, students perceived this as a very serious problem, suggesting a disconnect between implementers' perspectives and actual learner needs an observation echoed by Garcia and Tan (2023) in their assessment of service-learning challenges. These cross-perspectives underscore the importance of aligning administrative views with those of students for more effective program delivery.

The variations in perceptions across stakeholder groups suggest a need for more inclusive policy dialogues and collaborative program review mechanisms that center on student feedback. The consistently serious ratings across indicators reinforce the urgency for institutional reforms in NSTP implementation—particularly in equipping community immersion activities, improving coordination with external stakeholders, ensuring insurance provisions, and developing standardized modules. The gap in perception between students and implementers implies the need for participatory program planning to ensure that both logistical and experiential concerns are addressed. Addressing these systemic issues can ultimately enhance student engagement, safety, and learning outcomes within the NSTP framework.

Action Plan to Enhance the Operations of NSTP Department

Program/ Project/ Activities	General Objectives	Implementing Strategy	Responsible Office	Proposed Budget	Performance Indicator	Success Indicator
1. Barangay Partnership Program	To strengthen community immersion through formal coordination with barangay officials	Initiate MOA/MOU with selected barangays; conduct coordination meetings	NSTP Office; Extension Services; OSA	₱150,000	Number of formal partnerships established with barangays	At least 5 active barangay partners annually
2. NSTP Module Development and Standardization	To ensure consistent and updated content delivery across all NSTP components	Organize a panel of faculty developers and subject matter experts to write and review modules	NSTP Office; Academic Affairs	₱100,000	Number of modules revised and distributed	100% of NSTP classes using the updated standardized modules
3. Clear Clustering and Cross-Enrollment Guidelines	To improve program accessibility and inter-component management	Draft and circulate updated guidelines; hold student and faculty orientation sessions	NSTP Office; Registrar; MIS	₱30,000	Availability of printed and digital guidelines	95% student compliance with new guidelines
4. NSTP Coordinating and Monitoring Committee	To improve program oversight and accountability	Establish a university-level NSTP Committee for planning, monitoring, and evaluation	NSTP Office; VP for Academic Affairs	₱50,000	Number of committee meetings and documented reports per semester	Two evaluation reports submitted per academic year
5. Insurance Coverage Information Drive	To increase student awareness on insurance benefits	Develop IEC materials (flyers, posters, digital info) and conduct info sessions	NSTP Office; Student Affairs	₱25,000	Frequency of information campaigns conducted	90% of students acknowledge awareness through surveys

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Program/ Project/ Activities	General Objectives	Implementing Strategy	Responsible Office	Proposed Budget	Performance Indicator	Success Indicator
6. NSTP Dedicated Budget Allocation	To provide sufficient financial support for program implementation	Include NSTP in the university's annual budget planning process	Budget Office; NSTP Office	₱300,000	Approved NSTP budget allocation per year	100% budget utilization in line with planned programs
7. Stakeholder Consultation and Dialogue	To promote participatory and inclusive program management	Organize stakeholder assemblies every semester with students, faculty, and community leaders	NSTP Office; CCJ; OSA	₱40,000	Number of consultation meetings and participants	Two stakeholder consultations conducted yearly
8. Training for NSTP Implementers	To enhance implementers' competency in program delivery	Conduct capability-building seminars and workshops for faculty and coordinators	HR Office; NSTP Office	₱80,000	Number of faculty and staff trained	100% of NSTP implementers trained annually
9. NSTP Component Selection Freedom	To ensure student autonomy in selecting NSTP components	Revise enrollment procedures to reflect CHED-mandated student choice	Registrar; NSTP Office	₱10,000	Updated enrollment forms and system	100% of first-year students freely choosing preferred NSTP component
10. Immersion Logistics Support Program	To ensure resource readiness for field activities	Procure needed materials and transport; assign focal immersion coordinators	NSTP Office; Property Office	₱200,000	Quantity of equipment and transport support utilized	All immersion activities conducted without delay due to lack of logistics

CONCLUSION AND RECOMMENDATION

Based on the findings, the following conclusions are drawn:

1.The assessment of the National Service Training Program (NSTP) implementation at Taguig City University revealed that, across all key areas Community Immersion, Program Components, Clustering and Cross-enrollment, Management, Monitoring and Evaluation, and Insurance and Protection the program was generally perceived by faculty, administrators, and students as less implemented. This indicates gaps in program delivery, limited resource support, weak coordination, and insufficient student services, highlighting the need for improved systems, clearer policies, and stronger stakeholder engagement to enhance the overall effectiveness of NSTP in the university.

2.The study found statistically significant differences in the assessments among the three groups of respondents. These variations affirm that stakeholder perspectives on the NSTP differ, likely influenced by their roles, responsibilities, and access to program information. Faculty and administrators often see the program from a planning and compliance standpoint, while students base their assessments on lived experience and engagement. These perceptual gaps underscore the importance of more inclusive planning and feedback integration.

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3.The study identified several problems affecting program delivery, such as insufficient immersion tools and logistics, lack of coordination with barangay officials, limited budgetary support, weak clustering guidelines, and inadequate awareness of insurance coverage. Additionally, students noted inconsistencies in module delivery and limited opportunities for meaningful participation. These challenges indicate the need for more comprehensive planning, inter-agency cooperation, and stakeholder communication.

4.To resolve these issues, respondents recommended several key measures. These include allowing students to freely choose among the three NSTP components, improving logistical support for immersion, developing centralized and updated modules, providing clear insurance guidelines, allocating a separate NSTP budget, and ensuring proper coordination between the university and local communities. These highly recommended interventions reflect the need for institutional commitment, clarity of program implementation, and sustained stakeholder collaboration.

Recommendations

Based on the conclusions drawn from the findings, the following recommendations are hereby proposed:

1. The university should develop a clear and well-coordinated community immersion plan in partnership with barangay officials to ensure meaningful and well-supported student engagement.
2. Updated and standardized NSTP modules must be created and uniformly used across all program components to ensure consistent and relevant learning experiences for students.
3. Clear guidelines and policies on clustering and cross-enrollment should be established and disseminated to ensure smooth program implementation and student transitions.
4. A dedicated NSTP coordinating office should be formed to oversee program implementation, facilitate logistics, and ensure proper coordination among faculty, students, and partner communities.
5. A reliable monitoring and evaluation system should be instituted to regularly assess program effectiveness and gather feedback from all stakeholders for continuous improvement.
6. Students must be clearly informed about their insurance coverage through orientations, printed guidelines, and access to designated NSTP personnel handling insurance matters.
7. Sufficient budget should be allocated for NSTP operations to support immersion activities, logistical needs, and capacity-building efforts.
8. Institutional mechanisms for regular consultation and dialogue among faculty, students, administrators, and community partners should be established to ensure inclusive and participatory program planning.
9. Regular training and development activities should be conducted for NSTP implementers to enhance their skills in community engagement, instructional delivery, and program management.
10. Students should be allowed to freely choose their preferred NSTP component (CWTS, ROTC, or LTS) in accordance with CHED guidelines to promote autonomy and motivation in civic engagement.

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