NATIONAL SERVICE TRAINING
PROGRAM COMMUNITY SERVICES

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ABSTRACT

This study entitled the Evaluation of the Rizal Technological University National Service Training Program Community Services (NSTP) is based on the assessment of the target clienteles in three major municipalities; Mandaluyong, Pasig and Makati, Philippines. The main objective is to seek the respondents' assessment in terms of the community services rendered as to; relevance of the program, effects of the services, assessment of clients to the trainer, facilities/materials/equipment and venue of the program. Also, the relationship between the profile of the respondents and the effects of the services. The researchers utilized the normative survey method for both Pre and Post assessment instruments and the descriptive and inferential statistical tools. There are nine services rendered such as; Drug Abuse Prevention, Health Education, Environmental Resource Management, Recreation, Livelihood Program, First Aid and Emergency, Values Education, Voter's Education, and Literacy Program that were evaluated by the respondents as relevant. Also, the weighted scores of the trainers, equipment, facilities and the venue were evaluated by the respondents as *satisfactory*. In the Chi-square results, there are five profile variables; age, barangay, educational attainment, civil status and municipality tested against the impact of the services in the NSTP department. Almost, all profiles and the effects of the services of the NSTP department obtained higher computed significant levels/values than the 5% alpha which implies the acceptance of the null hypothesis whereby respondents have commonalities and similarities with their responses to these NSTP services.

Keywords: Community Service, NSTP, Civic Welfare Training Service, Literacy Training Service, Livelihood Programs.

INTRODUCTION:

When someone performs an action which benefits his or her community, it is known as community service. Some people associate community service with punishment, since it is often offered to small-time offenders as an alternative to fines or jail time. However, community service can also be altruistic, and it is a vital part of many small communities. Getting involved in the community makes it healthier and livelier, and numerous organizations around the world support community service activities.

Things which could be considered community service include tutoring children, building homes in low income areas with Habitat for Humanity, assisting the elderly, socializing animals at animal shelters, being a museum docent, performing habitat restoration, contributing to the operations of volunteer fire departments and emergency services, or helping with civic beautification. In all cases, community service work is performed by volunteers who are not paid for their time. In some instances, the work would not be accomplished without the work of such volunteers, and many small organizations rely on people with community spirit to survive (Smith 2012).

One of the proponents of study served as the Director of the National Service Training Program (NSTP) Department started in the year 2006 up to 2012 and prior to his designation, the NSTP program/law implemented already in the year 2002-2003. For there was no comprehensive/structured course contents of the Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) programs issued by the Commission on Higher Education (CHED), the researchers prompted to evaluate the study based on the formulated/conceptualized course contents implemented by the department so as to see its relevance and appropriateness to target clienteles.

Republic Act 9163 (R.A 9163) "An act Establishing the National Service Training Program (NSTP) for Tertiary Level Students" implemented in the year 2002 focuses on community-oriented program. Basically, two regular semesters are required to complete this program; the first semester deals on theoretical aspect as inputs for the second semester which cover; Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) with the following modules;

1. Orientation on the NSTP (R.A. 9163 and IRR),
2. Self Awareness and Values Development,
3. Basic Leadership Training,
4. Nationalism and Voters Education
5. Peace Education
6. Recreation
7. Entrepreneurship
8. Environment
9. Health Education
10. Animal Bites
11. First Aid
12. Safety and Emergency
13. Community Needs Assessment

The remaining two modules show distinctive parameters of the LTS and CWTS. The former deals on Literacy and Numeracy Skills Training while the latter covers Dimensions of the Development that tackles; Health, Environment, Entrepreneurship, Safety, Recreation, Morals of the Citizenry and other social welfare concerns.

The second semester is the Community Immersion of the students. As mandated by law, the department of National Service Training Program of the University is very desirous to fulfill its responsibilities in a very effective and efficient way by providing appropriate community services to the target clienteles. The output of this research will serve as a baseline for further enhancement of the said community program. The said study focuses only on LTS and CWTS divisions and ROTC is excluded, though, this is also under the NSTP program.

REVIEW OF RELATED LITERATURE:
LEGAL BASES OF THE NATIONAL SERVICE TRAINING PROGRAM (NSTP):

In its Preamble, the 1987 Philippine Constitution says that the "sovereign Filipino people, imploring the aid of almighty God", ordain and promulgate this constitution in order to achieve two broad, continuing purposes. (1) to build a just and humane society and (2) to establish a government that shall do several things including to "secure to ourselves and posterity the blessings of independence and democracy under the rule of law and the regime of the truth, justice, freedom, love equality and peace.
Given its wide scope, depth and complexity, the constitution is seen as mandating not only development but also social transformation, no less than the building of peaceful, prosperous just and humane society through a dynamic political, economic, social and cultural democracy (Abueva, 1991).
Through the years, the poorest in our country have fought for acknowledgement, appreciation and above all, respect. But in our increasingly aware society, the poor have been unable to escape from the stigma of a social status that is frequently accompanied by labels and stereotypes of being poor means being ignorant, unschooled, unemployed, and disadvantaged (Doronila, 1997)
Academic institutions cannot be unmindful of the realities of the outside world. Rather they should exert more efforts to reach communities, touching the lives of the poor out there in love and service. (Elman, 1998). The objectives of extension work are to create teaching and learning situations whereby faculty, staff, students, and the community learn from each other; to render services to the community; and to promote self-supporting livelihood projects.

INSTITUTIONS WORKING ON EXTENSION/COMMUNITY SERVICES:

The Philippine Rural Reconstruction Movement (PRRM), the first among the NGO, embarked on a community development program with a fourfold approach: education, livelihood, health care and self governance. The State Universities and Colleges (SUCs) on the other hand have a very effective community outreach programs particularly in livelihood projects, education and literacy and health. SUCs have been active in their advocacy to help the community become reliant. It is the key to the country's development. But who will help the poor believe in themselves and be self reliant? The State Universities and Colleges (SUCs) can be counted on the help in the country's development effort. A lot of poor development projects have been done to provide livelihood opportunities for them.
The state Universities and Colleges responded to the call of societal transformation. In the National Work Conference in Extension Program for State Universities and Colleges in 1994, mission statements were conceptualized in such a way that SUCs extension services must network, interfere, and coordinate with local government units, government organizations, and non-government groups in providing extension programs.
Extension service has been an integral part of the State Universities and Colleges (SUCs) program infrastructure. Today, SUCs throughout the country continue the tradition of strong commitment to information transfer, service to users, and focus on outcomes that have allowed them to make strong contributions to the public interest over years. (SUCs Profile Update, 2003)

COMMUNITY/EXTENSION STUDIES CONDUCTED IN THE PHILIPPINES

Some local studies point to the facts that outreach program help a lot towards improvement of people's lives. A research conducted for the college of Business and Entrepreneurial Technology of the Rizal Technological University (RTU) by Mosura (2001) found that a collaboration of an educational institution and the barangays of Mandaluyong City provided skills training making the residents equipped for livelihood abilities.
The study of Mosura has relevant similarities to this study since it is concerned with outreach programs performed by an academic institution in cooperation with the barangays. It is also focused on the skills training for people of the community. It is focused on making people realize their potential and use them. When the people are unable to meet their basic needs, it is not only the problem of the individuals concerned but the society as well. Mostly people whose basic needs are not met commit crimes. Such crimes, such as robbery even petty ones are brought about unfulfilled needs. Often petty

crimes graduate to heinous crime such as murder because human needs are found waiting.

So when an educational institution such as RTU helps provide livelihood training skills, it is a giant help not only for economic development but it could contribute in large measure to peace and order (Mosura, 2001).

De Guzman et. al. identified the different programs based on the result of their study it is found out that majority of their respondents are in need of livelihood programs, followed by literacy, information dissemination, trainings, and recreational activities. According to them these programs will somehow solve the problem of the community.

In a speech delivered by President   Fidel V. Ramos (FVR, LIGA……1994), he said that: "People empowerment requires three things. One, communities must have access to natural, physical, and financial resources. Two, communities must demonstrate their ability to utilize their resources judiciously and productively so that they can develop their own potentials to the fullest, particularly in the protection, conservation, and wise use of our environment. And three, the capability of communities to organize and manage themselves must be enhanced."

Capability building means firming up the community's social infrastructure upgrading people's technical skills and ability, cooperatively managing its own affairs, and developing its democratic institutions all these in consonance with our natural policies and goals. In other words, people empowerment means the reorientation and training of ordinary citizens, providing them to be productive and competent participants in our nation's development process over the long term.

PURPOSES AND VARIED EXTENSION PROGRAMS IN DIFFERENT UNIVERSITIES:

Extension programs have been the driving forces behind the successful land-grant universities in the United States. These universities have taken significant steps toward meeting the needs of states' and nations' changing population. Active and dynamic extension programs are now in place or developing in these universities. School administrators and faculty are meeting the challenges of maintaining traditional strengths while providing leadership in the newly emerging extension needs (Reed, 2008)

Janowitz and his team (1976) in Detroit conducted a study with view to assessing the impact of government services upon the public and to obtain citizens' suggestions on how to improve administration. It was shown in this study that the approachability of the public servants and the administrators had much to do with acceptability of the performance of the bureaucracy and the various government offices and the conduct of public relations orientation sessions for government employees.

The study headed by Elderswald (1990) of the University of Michigan was conducted at Delhi State, India. It explored social and political attitudes of the citizens and the public was isolated from bureaucracy. The weaknesses in the flow of information to then population and the absence on knowledge of the community development projects were admitted by 42 percent of the respondents.

Walsh (1976) made a study on the perceptions of the Philippine Gubernatorial Authority by interviewing six provincial governors and they pointed to a certain coping mechanism such as developing personalized linkages with the national officials and developing a strong voting blocks to forestall loss of authority in the province.

The foregoing cited literature and studies served as rich sources for the overall conceptualization of the study, and in the selection of instruments to satisfy the objectives of this dissertation. It is further believed that vast information could be utilized in the analysis and interpretation of data.
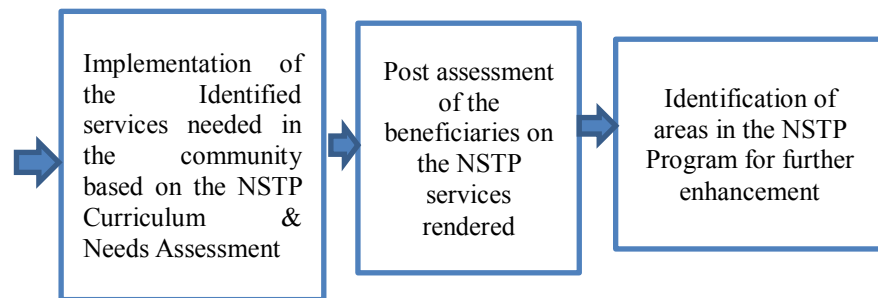
CONCEPTUAL FRAMEWORK:

Aside from the Department of Extension Services (DES), which connects the link between the University and the community, another department is responsible in addressing the needs of the community, National Service Training Program, which functions just like the DES in reaching the community.

The National Service Training Program provides programs that will help the community depending on their needs; this is done by identifying the needs on the community using Survey Needs As

Needs Survey Assessment of the community according to priority needs:

Drugs Abuse Prevention

Implementation of the Identified services needed in the community based on the NSTP Curriculum & Needs Assessment

Post assessment of the beneficiaries on the NSTP services rendered

Identification of areas in the NSTP Program for further enhancement

Figure 1. Research Paradigm

METHODOLOGY:

This part provides the overall structure for the method and procedures to be used in the study. It discusses the research design, the population frame, the subjects of the study, the instrumentation, the data collection method and procedures, and the data analysis (statistical treatment of data).

RESEARCH DESIGN:

The Correlational Research Design of the Descriptive Method under Quantitative Approach is used in this study, primarily because it describes and measures the degree of association or relation between variables, which is very vital in the conduct of this research. Also, it provides an opportunity to predict scores and explain the relationship between variables. In testing the hypothesis Chi Square was used:

POPULATION OF THE STUDY:

This study gathered data from the people of the community who were the participants of the Community services rendered in their respective Barangays. In order to achieve one hundred percent reliability and validity, One hundred percent of the participants were used as the respondents in this study.

DESCRIPTION OF THE RESPONDENTS:

Participants of the different Community Service Programs in the different barangay of Mandaluyong, Pasig and Makati Cities are the respondents of this study. The researchers involved all who participated in the conducted community services as their respondents since they are the ones that can give an objective and reliable feedbacks on the impact of the services rendered by the NSTP students. (See appendix)

INSTRUMENTATION:

The researcher utilized a Researcher-made instruments for both Pre-Assessment and Post-Assessment which were validated by the faculty members of NSTP Department, NSTP Coordinators, NSTP Director, and the Vice President for Research and Extension Services to ensure validity of the questionnaires, also, the instruments were translated into Filipino medium (native language) so it can be easily understood by the respondents.

DATA COLLECTION PROCEDURE:

Students of NSTP were the ones responsible in gathering the data from the respondents. For Pre-Assessment the services needed of the community were identified through the use of Survey Needs Assessment by the NSTP department which was given to the respondents before the services were implemented. While the evaluation of the services was administered with the use of Post Assessment instrument to the respondents right after the services were rendered to the community.

RESULTS:
PRE ASSESSMENT:

Majority of the respondents are from Maybunga in Pasig City Philippines, which consists of 351 or 20% of the total population of 1753. Most of the respondents are Males which obtained a frequency of 1093 or 62.4% of the total population. Nearly everyone on the population belongs to the 18-39 years of age, and most of them have their families with at least 5 children.

Result showed that the respondents preferred Sunday morning as the best time in conducting the community service. And it will be best done in the barangay hall or barangay centers. Based on the result the most needed programs in the community are the programs that pertains to livelihood.

POST-ASSESSMENT:

After the community service, post assessment regarding the services rendered were immediately sought to determine the respondents' evaluation on the program.

Respondents during the post assessment came from Mandaluyong, Pasig and Makati, just like in Pre-assessment; majority is from Addition Hills, Mandaluyong and mostly belonging to the age range below 17 years of age over 1674 total population. Respondents were mainly elementary graduates followed by secondary school graduate and lastly respondents with bachelors' degree. Since nearly all the respondents were belonging to the group below 17 years old, most of them are single.

Table 1: Relevance of Services rendered in the Community

Services Rendered	N	Weighted mean	Verbal Interpretation
1. Drugs Prevention Program	307	1.58	Agree
2. Health Education Programs	379	1.57	Agree
3. Environmental & Waste Disposal Programs	309	1.48	Strongly agree
4. Recreation Programs	357	1.76	Agree
5. Livelihood Program	376	1.60	Agree
6. Emergency Preparedness Programs	416	1.61	Agree
7. Values Education Programs	493	1.54	Agree
8. Voter's Education Programs	157	1.68	Agree
9. Literacy Program	152	1.59	Agree
10. Relevancy of the Services	**1607**	**1.59**	**Agree**

Note: 1.00-1.49 = SA; 1.50-2.49 = A; 2.50-3.49 = U; 3.50-4.49 = DA; 4.49-5.00 = SD

Based on the result obtained from the respondents, it was found out that all of the services rendered in the community were relevant with a total mean score of 1.59 out of 1607 population.

As to the evaluation of services to the community nearly everyone agreed on the different programs conducted in the community, this was evidently seen since almost all the mean scores belong to the ranges from 1.50-2.49.

Table 2: Evaluation on Speakers, Equipment, Place, and Accessibility

Areas for Evaluation	N	Mean	Verbal Interpretation
Speakers	1598	1.75	Satisfied
Equipment	1605	1.81	Satisfied
Conducive Place	1608	1.93	Satisfied
Accessibility	1598	1.61	Satisfied

Note: 1.00-1.49 = VS; 1.50-2.49 = S; 2.50-3.49 = SS; 3.50-4.49 = D; 4.49-5.00 =VD

As to the evaluation of speakers, equipment, place and accessibility majority of the respondents were satisfied in the conduct of the services to the community.

Table 3: Relationship of Type of Barangay and Evaluation of Services

Services	X^2 Value	Asymp. Sig. (2-sided)	Interpretation
Drug	168.611	0.071	Insignificant
Health Education	233.230	0.000	Significant
Environment	137.656	0.633	Insignificant
Recreation	147.760	0.375	Insignificant
Livelihood	208.857	0.000	Significant
First Aid & Emergency Preparedness	271.135	0.000	Significant
Values Education	210.476	0.000	Significant
Voters Education	207.204	0.000	Significant
Literacy Program	132.123	0.000	Significant

α = .05

On the Chi –Square results between Barangays and impact of NSTP services to the respondents, the null hypothesis that there is no significant relationship is rejected on the following services; Health Education, Emergency Preparedness, Livelihood programs, Values Education, Voter's Education and Literacy programs. This implies that there are differences in terms of the impact of these services to the different barangays. Areas in Drug Abuse Prevention, Environmental and Waste Disposal Management and Recreation indicate no significant relationship, that show similarities of the barangays' impression regarding the impact of NSTP services on the three categories mentioned.

Table 4: Relationship of Age of Respondents and Evaluation of NSTP Services

Services	X^2 Value	Asymp. Sig. (2-sided)	Interpretation
Drug	24.705	0.536	Insignificant
Health Education	23.858	0.160	Insignificant
Environment	21.858	0.588	Insignificant
Recreation	55.810	0.001	Significant
Livelihood	29.085	0.047	Significant
First Aid & Emergency	17.196	0.903	Insignificant
Values Education	13.409	0.767	Insignificant
Literacy Program	23.023	0.288	Insignificant

α = .05

The table shows that there is no relationship between the NSTP services and age on the following services; Drug Abuse Prevention, Health Education, Environmental and Waste Disposal Management, Emergency Preparedness, Values Education, Voter's Education, Literacy program. This further illustrates the similarities or same impressions on the services regardless of the respondents' different age range. Hence, on areas of Recreation and Livelihood program indicate a significant association, which implies the respondents' variation of impressions in terms of the said services.

Table 5: Relationship of Impact of Services to Civil Status

Services	X^2 Value	Asymp. Sig. (2-sided)	Interpretation
Drug	31.323	0.804	Insignificant
Health Education	40.932	0.042	**Significant**
Environment	26.091	0.888	Insignificant
Recreation	38.461	0.494	Insignificant
Livelihood	29.149	0.784	Insignificant
First Aid & Emergency	54.900	0.047	**Significant**
Values Education	18.242	0.896	Insignificant
Voters Education	22.757	0.698	Insignificant
Literacy Program	19.860	0.92	Insignificant

α = .05

Only two categories which are Health Education and Emergency preparedness obtained a significant association between the Civil status and the impact of NSTP services towards the respondents which shows the differences of the latter from these categories. The remaining areas show the acceptance of null hypothesis which further means the existence of similarities on the impact acquired by the respondents among these categories whether they are single or married, separated or widow/er.

Table 6: Relationship of Impact of Services to Educational Attainment

Services	X^2 Value	Asymp. Sig. (2-sided)	Interpretation
Drug	41.627	0.357	Insignificant
Health Education	27.807	0.421	Insignificant
Environment	87.455	0.012	**Significant**
Recreation	40.935	0.386	Insignificant
Livelihood	43.508	0.182	Insignificant
First Aid & Emergency	42.759	0.816	Insignificant
Values Education	17.574	0.916	Insignificant
Voters Education	11.010	0.997	Insignificant
Literacy Program	44.179	0.046	**Significant**

α = .05

On personal profile which is educational attainment versus impact of NSTP services towards the respondents, the areas on; Drug Abuse Prevention, Health Education, Emergency preparedness, Recreation, Livelihood program, Values Education and Voter's Education obtained no relationship on the respondents educational attainment which implies the similarities among the respondents regarding the impact of these categories while other areas; Environmental and Waste Disposal Management and Literacy programs have shown the rejection of null hypothesis that connotes the differences of the respondents in these two areas.

Table 7: Relationship of Impact of Services to Municipality

Services	X^2 Value	Asymp. Sig. (2-sided)	Interpretation
Drug	4.481	0.985	Insignificant
Health Education	9.012	0.436	Insignificant
Environment	30.660	0.002	**Significant**
Recreation	4.819	0.979	Insignificant
Livelihood	15.449	0.079	Insignificant
First Aid & Emergency	24.716	0.025	**Significant**
Values Education	5.280	0.809	Insignificant
Voters Education	2.308	0.986	Insignificant
Literacy Program	2.175	0.995	Insignificant

α = .05

For this Chi-square tables that deal on the relationship between municipality profile and impact of

NSTP services towards respondents, two areas which are Environmental   and Waste Disposal Management and Emergency Preparedness have rejected the null hypothesis that this can be attributed to the differences of their systems and programs being implemented like in disposing their garbage and the Fire and Earthquake drill activities in their respective municipality while the remaining services show the acceptance of the null hypothesis which implies the similarities   among the respondents pertaining to the impact of NSTP services.

DISCUSSION:

The university as mandated by the Law which is the Republic Act No. 9163 which is "National Service Training Program" is obliged to comply with its objectives and one of this is the :Community Immersion Program" during the second semester after the NSTP I (theories) in the first semester.
Since its existence in the year 2002-2003, the university has started serving three municipalities; Mandaluyong, Pasig, and Makati due to the proximity and accessibility of these areas from the institution. The evaluation of the RTU NSTP Community Services is based from the assessment of the clients in the said communities.
To ensure the relevance of the community services, the NSTP Department has to conduct the "Survey Needs Assessment" prior to the conceptualization of the action plans of the programs which shall be implemented to the beneficiaries and eventually this is followed by Post Assessment.
In the Pre-Assessment majority of the respondents came from Mandaluyong City that has twelve (12) barangays, males outnumbered females, 18 to 19 range of age, with families, having below of five (5) children, preferred Sunday and morning to conduct the program which should be held in the Barangay Hall.
Among the suggestions of the clients they prioritized the livelihood program which is the same need of the clients from the study of De Guzman et. al. (2000), this shows that the beneficiaries would like really to augment also their source of living so as to sustain their basic needs.
After the implementation of the community services, the post assessment was administered. Majority of the respondents came from below 17 years of age, from Mandaluyong City, who finished elementary level and single with their personal profiles.
In the services rendered by the department, all of these were evaluated by the respondents as relevant which imply that the set plans with these services are responsive to the needs of the target clientele. There is a need to survey the need of the clients in the community in order to get the best inputs for the action plans which is confirmed from the study of Mosura (2001).
On the nine (9) areas of program rendered in the community; Drug Prevention, Health Education, Environment Resource Management and Waste Disposal Programs, Recreation, Livelihood Programs, First Aid and Emergency Preparedness, Values Education, Voters' Education, and Literacy Program, almost all indicators obtained a verbal interpretation of Agree with likert scale from 1.50-2.49 and the other indicators are Strongly Agree that has a Likert scale of 1.00-1.49 weighted mean.
The speakers, equipment and place where the services rendered were also evaluated as satisfactory.
In the cross tabulation pertaining to the Barangay and evaluation of Services; Health, Livelihood, First Aid and Emergency, Values, Voters' Education, and Literacy Program obtained a significant result from the tested null hypothesis that there is no significant relationship between the services and the barangay. The difference of the respondents per barangay in these areas can be attributed to the existing programs also of the barangay like livelihood programs and the likes.
Between age and NSTP Services the Recreation and Livelihood Programs only show the significant result/interpretation. Two extremes age brackets of the respondents showed their different priorities and interest in the services rendered by the NSTP Department.
As to the civil status profile and the NSTP services, the Health education and First Aid and Emergency preparedness have significant interpretation whereby single, married, widow and separated status have different responses to the effect of these services since they have different concerns or needs in life.
For educational attainment and the NSTP services, only the Literacy program has significant interpretation among the services since respondents have different levels of skills and competencies.
Lastly, under the type of municipality and NSTP services, the Environmental education and first aid

and emergency preparedness among the services obtained the significant interpretation since every municipality has its own concrete program also to their respective constituents about these areas.

CONCLUSION:

Based from the evaluation of the respondents in the nine (9) areas of Community services, it was found out that these are relevant to the needs of the clienteles in three municipalities. They are also satisfied with the implementation of the program in terms of trainers/speakers/facilitators, equipment/facilities/materials and the conduciveness of the venue where the services/programs held.
The indicators/statements as to the positive effects of the nine areas of the community services, majority of these were given a verbal interpretation of "agree" by the respondents.
In testing the relationship between profile of respondents and the NSTP services, there are some areas that entailed significant interpretation/results as to the evaluation of the respondents which can be attributed to the different needs, priorities and interests of the respondents and social programs of the municipalities.
Majority of the community services with the profile of the respondents entailed insignificant results/interpretation that showed the similarities as to the evaluation of the respondents pertaining to the community services of the NSTP department.

RECOMMENDATIONS:

In the light of findings of this study, the following are identified areas which are hereby recommended to enhance the NSTP community services to the clienteles.

1. There is a need to maintain the week end schedule of the NSTP services in the community to ensure the availability of the clients.
2. There is a need to strengthen the partnership/ collaboration between the school and local government for the latter to provide the logistic support and for the success of the NSTP program.
3. There is a need to maintain the current holistic NSTP program that fulfils the four dimensions; MakaDiyos (*God-fearing*), Makatao (Mindful of Humanity), Makabayan (*Nationalistic*) and Makakalikasan (*Respect of nature*) as appropriate foundations/requirements of the students prior to their area of specialization in order to be oriented about spiritual, moral, social and environmental aspects and to further strengthen their sense of autonomy and patriotism.
4. There is a need to identify the specific activities in all the programs fitted for the respondents especially in terms of educational attainment and age.
5. There is a need to strengthen the program on waste management in every barangay especially on disposal/collection of garbage to reduce the problems in clogging of garbage that constitute flooding.
6. There is a need to strengthen the Livelihood Program to help the clients to augment their source of living.
7. Further studies can be conducted on the following areas to have holistic inputs for NSTP Curriculum Enhancement:
   7.1 Readiness of the NSTP students to conduct Community Immersion program;
   7.2 Assessment of the RTU NSTP Curriculum in terms of its required competencies and benchmark with other state and private colleges and universities;
   7.3 Longitudinal approach in the study of the impact services of the NSTP program;
   7.4 Strengths and Weaknesses of the three divisions (LTS, CWTS and ROTC) of the NSTP program ; and
   7.5 Personal and Professional attributes of the Faculty members in the NSTP department.

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