

Innovations

Community Immersion: It's Effect on the Lifelong Learning Skills of NSTP Students

Cherrie Mae M. Manuel

Faculty, Baguio Central University
Baguio City, Benguet, Philippines

Michelle C. Alumno

Faculty, Baguio Central University
Baguio City, Benguet, Philippines

Manion K. Alcantara

Principal, Senior High School Department, Baguio Central University
Baguio City, Benguet, Philippines

Abstract:

Community immersion activities in schools are designed to connect students with the local community, foster a sense of social responsibility, and provide practical learning experiences. And so, this study aims to assess the effect of community immersion on the lifelong learning skills of NSTP students for the school year 2023 to 2024. A sample size using Slovin's Formula was used to determine its respondents which is 217. Moreover, an adopted survey questionnaire was used in gathering data personally and through the Google Form. Specifically, this study explores the extent, benefits, and effectiveness of community immersion activities within the National Service Training Program (NSTP) and their impact on students' lifelong learning skills. The findings of the study reveal that NSTP students highly practiced community immersion activities, as evidenced by a mean score of 4.17. Particularly, activities emphasizing teamwork, documented efforts, and the promotion of solidarity received the highest rankings. Teamwork, highlighted by a mean score of 4.46, emerged as the most valued and engaged activity. In addition, community immersion is very highly beneficial, with a mean of 4.33, to the lifelong learning skills of NSTP students. Notably, it significantly contributes to the development of life skills, self-understanding, and relationship-building. Furthermore, community immersion is deemed very highly effective, with a mean of 4.26, in enhancing the lifelong learning skills of NSTP students. Based on the findings, the conclusions were drawn, that community immersion gave substantial experience to students through involvement in different community immersion activities. It also significantly contributes to students' holistic development honing the diverse skills of students that are crucial for lifelong learning. Therefore, this study contributes to the ongoing discourse on the efficacy of service-learning programs in nurturing well-rounded and adaptable individuals. Furthermore, understanding this is crucial for refining community engagement strategies and ensuring ethical practices.

Keywords: *Community Immersion, Lifelong Learning Skills, NSTP, Baguio City, Philippines*

Introduction

In the educational field, the proper way to implement what has been discussed and learned inside the school is through engaging in different community services. Community immersion enhances what is taught in school by extending student learning beyond the classroom and into the community. It is a social strategy integrated with specific learning objectives, providing structured time for the students to think, talk, or write about what they did and observed during the immersion. Moreover, it provides them with opportunities to use newly acquired skills and knowledge in real-life situations in their community. This would fulfill the objectives of a school for the students to become involved citizens, learn worthwhile tasks, and develop leadership, advocacy, and problem-solving skills (Fundamentals of Community Immersion, 2017). Yang (2021) states that community immersion improves lifelong communication, interpersonal, and critical thinking skills. And it agrees with the study of Clark et al. (2019) that the student's experience in immersion was reported as life-changing.

At the University of Southern California, students have two days of community immersion exploring, observing, and examining the societal factors that shape a community. And through this experience, students were enriched and amazed by this opportunity. It opened their eyes to what lives are like in the real world (University of Southern California, 2015). This experience of students is the same as the story given by Goldbaum (2017), wherein when the students at the University of Buffalo engaged in community immersion they were exposed to a real-world context for their studies. While, in the Philippines, community immersion is one of the major requirements of the National Service Training Program (NSTP) for tertiary-level students in private and public higher education institutions and technical-vocational schools. It sought to imbibe among the NSTP students a better understanding and realization of the different community concerns through exposure to actual life situations (Yang, 2021).

The Republic Act 9163, also known as the NSTP Act of 2001, was enacted by the Senate and House of Representatives of the Philippines. NSTP is a service rendered to one's own country with its aim of 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: Reserve Officers' Training Corps (ROTC); Civic Welfare Training Service (CWTS); and Literacy Training Service (LTS). These components are specially designed to enhance the youth's active contribution to the general welfare according to the Philippines Republic Act No. 9163 (Official Gazette, n.d.; Garingan, 2021). For Baguio Central University (BCU), their program component is CWTS which shall be undertaken for an academic period of two (2) semesters. So, the NSTP-CWTS 2 requires the actual involvement of the students in the community projects and activities designed to encourage the youth to contribute to the improvement of the general welfare and the quality of life of local institutions and their various components.

As emphasized by EduCheer (n.d.), NSTP is devised as a strategy for molding students so that they may be socially aware and responsible to their communities. So, community immersion as a part of learning is essential because it helps students to distinguish a community problem that needs to be solved. It is a way of feeling others' needs. It is a type of experiential learning that can be a powerful tool for students as it provides a hands-on opportunity to apply classroom learning to real-world situations and engage with diverse perspectives and experiences. Henceforth, this is vital to the development of the students' knowledge, skills, values, and attitudes. It also helps them with their personal growth, maturity, self-transformation, and perspective toward community involvement. In addition, Crisostomo (2018) showed in his study that the NSTP program enhanced skills in basic leadership with an emphasis on the ability to listen and communicate. These identified skills were lifelong learning skills (LLS) which provide the foundation for learning and working. LLS are means by which students master academic content and translate knowledge into action (McGarrah, 2015). It is how we connect with each other and with the world around us that could help us work, learn, and live better (Crockett, 2021). Based on John Dewey's Philosophy of Education, educational leaders should provide opportunities for students to develop habits of meaningful and lifelong learning (Carver & Enfield, 2006).

Hence, an update on the community immersion activities of the National Service Training Program (NSTP) of BCU is necessary for achieving the university's objectives of producing globally competent students, especially since there were no previous studies regarding this topic in the said university. Moreover, because of the emerging practices in education and changes in the learning environment, it is vital to come up with this research.

Purpose of the Study

The main purpose of this study is to check if the community immersion activities that are being practiced in the NSTP Department had a positive effect on the lifelong learning skills of the students, which could be used as a basis for enhancing the community immersion program of the department because this activity should be supported by regular assessment to provide feedback and guide improvement. As mentioned by Custodio et al. (2016), an effective NSTP curriculum would be able to facilitate the following outcomes: an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of one's values, and an increased engagement in the community.

Statement of the Problem

This study aims to determine the effectiveness of community immersion in the lifelong learning skills of NSTP students.

Specifically, it sought to answer the following questions:

- (1) What is the extent of the practice of NSTP students in the community immersion activities?
- (2) What is the level of benefits of community immersion to the lifelong learning skills of NSTP students?
- (3) What is the level of effectiveness of community immersion in the lifelong learning skills of NSTP students?

Significance of the Study

The result of this study would be used as a basis for enhancing the community immersion activities of the department, specifically in the NSTP-CWTS 2. Moreover, this study is conducted to benefit the following:

Students. As the respondents of this study, they would greatly benefit since this study investigated the effectiveness of community immersion in their lifelong learning skills.

Facilitators. This research will serve as their basis for improving the community immersion activities of the students to develop their lifelong learning skills.

Future Researchers. This study can provide a valuable resource for future researchers. It can provide a foundation for further exploration and understanding of the subject. They can build upon the findings, refine methodologies, and expand the scope to contribute to the ongoing development of knowledge in the field.

Overall, this research is significant to Baguio Central University, specifically the National Service Training Program (NSTP) department: the students, facilitators, and future researchers.

Methodology

Research Design

The researchers used the descriptive research design using the quantitative method. This design aims to describe the characteristics, behaviors, attitudes, opinions, or perceptions of a population or group being studied. It focuses on providing a detailed and accurate representation of the data collected (Muhammed, 2022). Its purpose is to produce knowledge and generate an understanding of the social world (Allen, 2017). The type of descriptive research design used is survey research which involves collecting data from a sample through a standardized questionnaire.

Locale and Population of the Study

The respondents of this study were the NSTP-CWTS 2 students at Baguio Central University for the school year 2022 to 2023, with a total of 475. Students who have been dropped, failed, or marked incomplete without completion were not included in the study, but those who have passed or completed the NSTP program only. Since the population is large, the sample size was determined using a 5% margin of error and 95% confidence level. A sample size is used to define the number of individuals included in a research study to represent a population (Kibuacha, 2021). Using the Slovincs Formula, the sample size of the study is 217. Moreover, convenience sampling was used in the study due to constraints in terms of time or manpower. It could also provide a low-cost method to collect data (Simkus, 2023).

Data Gathering Tools

The researchers used a survey questionnaire to gather the data needed for this study. The construction of the questionnaire was adopted from the literature of Crockett (2021), Solteo (n.d.), and Victoria (2017) which are parallel to its objectives. There were three parts of the questionnaire in this study, Part I is about the extent of the practice of NSTP students in the community immersion activities. While Part II is about the level of benefits of community immersion to the lifelong learning skills of NSTP students. And Part III deals with the level of effectiveness of community immersion in the lifelong learning skills of NSTP students.

Data Gathering Procedures

Upon the approval of the research, the researchers sought permission to conduct the study from the President of Baguio Central University and the Vice President for Academic Affairs. Then, they requested permission from the NSTP Director to continue with the study and collect the number of students who passed NSTP-CWTS 2 for the school year 2022 to 2023. To ensure the confidentiality of the respondent’s responses, a letter to the respondents was attached to the questionnaire. Then, the researchers administer the distribution of questionnaires to the respondents personally and through Google Forms. Upon retrieval of the questionnaire, data gathered were grouped accordingly, and then the researchers tallied, assessed, and interpreted it.

Treatment of Data

Descriptive statistics such as frequency count, mean, and ranking were used to analyze the data on the three parts of the questionnaire. For Part I of the questionnaire which is the extent of practice of NSTP students in the community immersion activities, a scale was developed with its corresponding verbal interpretation:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Very Highly Practiced	VHP
4	3.41-4.20	Highly Practiced	HP
3	2.61-3.40	Moderately Practiced	MP
2	1.81-2.60	Slightly Practiced	SP
1	1.00-1.80	Not Practiced	NP

For Part II of the questionnaire which is the level of benefits of community immersion to the lifelong learning skills of NSTP students, a scale was developed with its corresponding verbal interpretation:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Very Highly Beneficial	VHB
4	3.41-4.20	Highly Beneficial	HB
3	2.61-3.40	Moderately Beneficial	MB
2	1.81-2.60	Slightly Beneficial	SB
1	1.00-1.80	Not Beneficial	NB

And, for Part III of the questionnaire which is the level of effectiveness of community immersion to the lifelong learning skills of NSTP students, a scale was developed with its corresponding verbal interpretation:

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Very Highly Effective	VHE
4	3.41-4.20	Highly Effective	HE
3	2.61-3.40	Moderately Effective	ME
2	1.81-2.60	Slightly Effective	SE
1	1.00-1.80	Not Effective	NE

Ethical Considerations

The researchers of this study provided respondents with clear and accurate information about the study including its purpose. And they made it clear that participation is entirely voluntary, and respondents have the right to withdraw from the study at any time without penalty. Moreover, no information was released about the respondents to the public. So, the data to be collected during the study will always be kept confidential. All data and electronic documents will be saved in a password-protected folder which will only be accessible to the researchers. Moreover, the data collected will be retained for a year for study recordkeeping purposes. Hence, the researchers will ensure fairness, equality, and equity in the distribution of resources, opportunities, and benefits.

Results and Discussions

Extent of Practice of NSTP Students on Community Immersion Activities

Table 1 presents the extent of the practice of NSTP students in community immersion activities. It has been found that the respondents highly practiced (M=4.17) the community immersion activities. The findings indicated that the students highly experienced the different community immersion activities by the department. They actively engaged with and became deeply involved in the community. It indicates a strong emphasis on collaborative and documented efforts, promoting teamwork and solidarity.

Moreover, Table 1 shows that the community immersion activity that received the highest rank is “The community immersion activities promote the value of teamwork” which is very highly practiced (M=4.46). This indicates that NSTP students highly value and engage in collaborative efforts during their community projects. It shows that students recognize the importance of collective action and cooperation in achieving successful outcomes. Without collaboration or teamwork, it could lead to miscommunication

and failure to leverage the strengths of each team member. Hence, this result shows that teamwork is essential in conducting community immersion activities. Following closely is “Documentation of actual community situations” where the respondents very highly practiced (M=4.44) during the community-based activities. This result suggests that students are actively involved in capturing and recording real-life community scenarios. This documentation can serve as a valuable resource for reflecting on the impact of their activities and sharing their experiences with others. In addition, this is one of the requirements for the students to submit their accomplishment reports weekly, and part of it is the documentation. Thirdly is that the respondents very highly practiced (M=4.39) the community immersion activities promoting the value of solidarity with the people. It shows that when the students are immersed in the community, they can show support, collaboration, and empathy towards others not only within their group. This highlights that students perceived their involvement in community activities as an opportunity to foster a sense of unity and shared responsibility.

However, Table 1 also shows that the respondents highly practiced (M=3.45) during the community-based activities the conduct of house-to-house visits to the community residents received the lowest rank among the activities. While still considered highly practiced, the lower rank suggests that NSTP students might face challenges or reservations related to conducting house-to-house visits. Possible factors could include privacy concerns, community size, or safety considerations. Some of the communities are open to this activity and some do not recognize this as essential.

Table 1
Extent of Practice of NSTP Students on Community Immersion Activities (n=217)

Extent of Practice of NSTP Students on Community Immersion Activities	5 (VHP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)	Mean	Descriptive Equivalent	Rank
1. During the community-based activities, it allows us to conduct:								
1.1. Short and casual talks with community residents	86 (430)	93 (372)	36 (108)	2 (4)	0 (0)	4.21	Very Highly Practiced	5
1.2. Planning session with the local officials	74 (370)	100 (400)	33 (99)	9 (18)	1 (1)	4.09	Highly Practiced	7
1.3. House-to-house visit to the community residents	45 (225)	65 (260)	65 (195)	27 (54)	15 (15)	3.45	Highly Practiced	9
1.4. Documentation of actual community situation	116 (580)	82 (328)	18 (54)	1 (2)	0 (0)	4.44	Very Highly Practiced	2
1.5. Preparation of narrative reports	110 (550)	83 (332)	21 (63)	2 (4)	1 (1)	4.38	Very Highly Practiced	4
2. The projects implemented give long-term benefits to the community residents.	82 (410)	99 (396)	32 (96)	3 (6)	1 (1)	4.19	Highly Practiced	6
3. The community representations such as community local officials participated in the activities.	65 (325)	82 (328)	54 (162)	10 (20)	6 (6)	3.88	Highly Practiced	8
4. The community immersion activities promote the value of teamwork.	123 (615)	74 (296)	17 (51)	3 (6)	0 (0)	4.46	Very Highly Practiced	1
5. The community immersion activities promote the value of solidarity with the people.	106 (530)	90 (360)	20 (60)	1 (2)	0 (0)	4.39	Very Highly Practiced	3
Average Weighted Mean						4.17	Highly Practiced	

Level of Benefits of Community Immersion to the Lifelong Learning Skills of NSTP Students

Table 2 presents the level of benefits of community immersion to the lifelong skills of NSTP students. It has been found that community immersion is very highly beneficial ($M=4.33$) to the lifelong learning skills of NSTP students. The findings indicated that the students assessed that community immersion has a positive advantage on their abilities and attitudes that enable them to acquire knowledge, skills, and competencies throughout their lives.

Moreover, Table 2 shows that community immersion is very highly beneficial ($M=4.53$) as a chance to learn life skills. It indicates that community immersion provides a chance to learn various life skills because it is an experiential learning approach that involves deeply engaging with a community. As stated by Yang (2021), through community immersion students were exposed to actual life situations. Secondly, community immersion is very highly beneficial ($M=4.33$) in improving understanding of oneself with others. This means that community immersion contributes to the student's self-awareness and understanding of one's contributions to the community. It offers a rich learning environment for students to explore, reflect, and gain insights into their own identities, values, and interpersonal dynamics. Solteo (n.d.) confirms that community immersion helps develop the conscience of students, making them realize their ability to help solve problems in the community and how the indifference of people affects communities. Thirdly, community immersion is very highly beneficial ($M=4.30$) in establishing rapport and relationships with different people. It indicates that community immersion is a powerful tool for relationship-building as it involves active engagement, shared experiences, and a commitment to understanding and supporting others. It also implies that engaging with different people within the community promotes social skills, effective communication, and the ability to connect with individuals from various backgrounds. Social skills are essential in building both personal and professional relationships. It can help communicate more effectively and efficiently and help build, maintain, and grow relationships with others (Herrity, 2023).

Meanwhile, Table 2 also shows that community immersion is very highly beneficial ($M=4.24$) in enhancing experience in conducting resource and community inventory mapping, like identifying geographic coverage, and pointing out resources, and their uses, which has the lowest mean. It has the lowest mean maybe because this has not been experienced by the majority. It is only a few barangays that make the students experience inventory mapping in the community. The ranking suggests that, among the listed benefits, students perceive the enhancement of experience in mapping resources and community inventory as somewhat less crucial. This could be due to several factors, including the perceived applicability of this skill in comparison to others. While resource mapping is valuable, students may prioritize skills such as teamwork, problem-solving, and communication, which directly contribute to their overall personal and professional development (Wang & Kim, 2017). While "Enhance Experience in Conducting Resource and Community Inventory Mapping" is ranked lower, it is important to recognize that the perceived benefits are still categorized as "Very Highly Beneficial." The ranking might be influenced by individual preferences and perceptions of the relevance of this specific skill in comparison to other identified benefits.

Table 2
Level of Benefits of Community Immersion to the Lifelong Learning Skills of NSTP Students (n=217)

Level of Benefits of Community Immersion to the Lifelong Learning Skills of NSTP Students	5 (VHB)	4 (HB)	3 (MB)	2 (SB)	1 (NB)	Mean	Descriptive Equivalent	Rank
1. Opportunity to appreciate or comprehend people’s lives	96 (480)	90 (360)	29 (87)	2 (4)	0 (0)	4.29	Very Highly Beneficial	4
2. Gain social acceptance derived from the community	83 (415)	107 (428)	27 (81)	0 (0)	0 (0)	4.26	Very Highly Beneficial	5
3. Establish rapport and relationship with different people	102 (510)	80 (320)	33 (99)	2 (4)	0 (0)	4.30	Very Highly Beneficial	3
4. Improves understanding of oneself in relation to others	97 (485)	94 (376)	26 (78)	0 (0)	0 (0)	4.33	Very Highly Beneficial	2
5. Chance to learn life skills	134 (670)	66 (264)	15 (45)	2 (4)	0 (0)	4.53	Very Highly Beneficial	1
6. Enhance experience in conducting resource and community inventory mapping (identifying geographic coverage, pointing out resources and their uses)	85 (425)	105 (420)	23 (69)	3 (6)	1 (1)	4.24	Very Highly Beneficial	6
Average Weighted Mean						4.33	Very Highly Beneficial	

Level of Effectiveness of Community Immersion to the Lifelong Learning Skills of NSTP Students

Table 3 presents the level of effectiveness of community immersion in the lifelong learning skills of NSTP students. It has been found that community immersion is very highly effective (M=4.26) in the lifelong learning skills of NSTP students. The findings indicated that community immersion helps students retain information, develop critical thinking skills, and acquire practical skills that are transferable to various situations. It contributes significantly to the development of lifelong learning skills that extend beyond the classroom and support students in their personal and professional journeys. The findings also highlight the multifaceted impact of community engagement on various skills essential for continuous learning and personal development.

Moreover, Table 3 shows that community immersion is very highly effective (M=4.46) in the communication skills of NSTP students. This means that students’ ability to convey information effectively and clearly to others became evident and effective through their community immersion. Ismail et al. (2023) agree with this statement saying that projects provide positive impacts on communication skills as well as motivation in community service volunteerism. As stated also by Prakash (2018), effective communication skills help convey ideas, build relationships, and inspire others, which is vital for understanding the community’s mindset and mobilizing its members. This aligns with the holistic nature of NSTP, fostering communication competence in diverse settings. Secondly, community immersion is very highly effective (M=4.40) in the collaboration of NSTP students. This implies that working together with others to achieve a common goal to create something new was valued because of their community immersion activities. This underscores the significance of teamwork and cooperative efforts during community immersion. The experience likely encouraged students to work collaboratively, appreciate diverse perspectives, and contribute collectively to community projects. And effective communication

plays an important role in collaboration, so they go together. Open and transparent communication fosters understanding and coordination. Having communication skills means less stress, more productivity, and better relationships (Crockett, 2021). Thirdly, community immersion is very highly effective (M=4.36) in the reflection of the NSTP students. It means that students were able to reflect on learning through community immersion.

On the other hand, Table 3 shows that “curiosity” in the community immersion received the lowest rank, categorized as Highly Effective (M=4.02). This indicates that, while still considered highly effective, curiosity might be less explicitly emphasized or experienced during community immersion. Fostering curiosity can deepen engagement and enhance the overall learning experience (Johnson & White, 2019) It implies that community immersion does not have a strong impact on the curiosity of the students. This could be due to the nature of community activities, which may not always align with individual interests or curiosity-driven exploration.

Table 3
Level of Effectiveness of Community Immersion to the Lifelong Learning Skills of NSTP Students (n=217)

Level of Effectiveness of Community Immersion to the Lifelong Learning Skills of NSTP Students	5 (VHE)	4 (HE)	3 (ME)	2 (SE)	1 (NE)	Mean	Descriptive Equivalent	Rank
1. Creativity	84 (420)	100 (400)	30 (90)	2 (4)	1 (1)	4.22	Very Highly Effective	7.5
2. Problem Solving	74 (370)	105 (420)	33 (99)	5 (10)	0 (0)	4.14	Highly Effective	9
3. Critical Thinking	87 (435)	99 (396)	28 (84)	2 (4)	1 (1)	4.24	Very Highly Effective	5.5
4. Leadership	104 (520)	83 (332)	27 (81)	3 (9)	0 (0)	4.34	Very Highly Effective	4
5. Communication	116 (580)	85 (340)	15 (45)	1 (2)	0 (0)	4.46	Very Highly Effective	1
6. Collaboration	109 (545)	87 (348)	19 (57)	2 (4)	0 (0)	4.40	Very Highly Effective	2
7. Information Management	87 (435)	95 (380)	34 (102)	1 (2)	0 (0)	4.24	Very Highly Effective	5.5
8. Adaptability	81 (405)	103 (412)	32 (96)	1 (2)	0 (0)	4.22	Very Highly Effective	7.5
9. Curiosity	70 (350)	87 (348)	55 (165)	5 (10)	0 (0)	4.02	Highly Effective	10
10. Reflection	104 (520)	89 (356)	22 (66)	2 (4)	0 (0)	4.36	Very Highly Effective	3
Average Weighted Mean						4.26	Very Highly Effective	

Conclusions and Recommendations

Community immersion of the National Service Training Program (NSTP) involves students directly engaging with and immersing themselves in local communities to gain firsthand experiences and

insights into the challenges faced by various groups. It bridges the gap between theory and practice, allowing students to apply the knowledge and skills acquired during their academic studies to real-world situations. Thus, this study concluded that the BCU NSTP students have gained substantial experience through involvement in different community immersion activities. Moreover, community immersion significantly contributes to students' holistic development. And it helps hone the diverse skills of students that are crucial for lifelong learning. So, community immersion improves the lifelong learning abilities of students.

Based on these conclusions, it is recommended that there is a need to investigate further and address challenges related to house-to-house visits to ensure a more comprehensive and inclusive experience. There should be continuous improvement strategies, particularly in refining house-to-house visit protocols to ensure meaningful interactions and inclusivity. Also, future community immersion programs should focus on sustaining and enhancing the identified highly beneficial aspects such as the opportunity to learn life skills and the positive impact on resource mapping experiences. Additionally, given the effectiveness of community immersion, institutions should consider expanding and promoting these programs, ensuring adequate support and resources for students to maximize their engagement. Furthermore, educators and program coordinators should collaborate to integrate reflective practices into community immersion activities, enhancing the depth of student learning and promoting self-awareness.

Acknowledgement

Above all, the researchers would like to give thanks to the Almighty God, who has always been giving all the opportunities for the researchers in their everyday lives. Also, the researchers would like to extend their most sincere appreciation to the different individuals whose commitments have greatly helped the researchers towards the completion of this paper.

References

- [1] Allen, M. (2017). *The SAGE Encyclopedia of Communication Research Methods*. SAGE Publications, Inc. (www.researchgate.net)
- [2] Carver, R.L., and Enfield, R.P. (2006). *John Dewey's Philosophy of Education is Alive and Well*. *Education and Culture*, 22 (1): 55-67. (docs.lib.purdue.edu)
- [3] Clark, R., McGinness, A., Menkhaus, J., and Costigan, A. (2019). *Looking Five Years Post-Immersion: The Long-term Effects of Undergraduate Immersion Experiences*. *Journal for Catholic Higher Education*, 38(1), 55-79. (eric.ed.gov)
- [4] Crisostomo, L. C. (2018). *Benefits and Difficulties of the National Service Training Program in Rizal Technological University*. *KnE Social Sciences*, 3(6), 829–846. (www.knepublishing.com)
- [5] Custodio, Z.U., Rungduin, T.T., Fernandez, E.V.M., Urbiztondo, L.A., and Sabate, R.D. (2016). *Impact Evaluation of the NSTP in Promoting Volunteerism towards Nation-Building*. *AsTen Journal of Teacher Education*, 1 (2), 24-38. (www.researchgate.net)
- [6] Garingan, E. (2021). *The Implementation of National Service Training Program*. *International Journal of Educational Research Review*, 6(3), 194-207. (dergipark.org.tr)
- [7] Goldbaum, E. (2017). *Community Immersion Helps Students Understand Patients' Lives*. *University of Buffalo*. (medicine.buffalo.edu)
- [8] Ismail, N., Ahmad, H., Singh, D.S.R., Mohd, W.N.H.W., and Elias, S. (2023). *Students Facilitatots Involvement in a University-Based Community Service: How IT Benefits Them*. (www.researchgate.net)

- [9] Johnson, M., and White, A. (2019). *Cultivating Curiosity in Educational Settings*. *Journal of Educational Psychology*, 111(6), 1030-1045
- [10] McGarrah, M.W. (2015). *Lifelong Learning Skills for College and Career Readiness: Considerations for Education Policy*. American Institutes for Research. (eric.ed.gov)
- [11] *Official Gazette*. (n.d.). *Revised Implementing Rules and Regulations of the Republic Act No. 9163, Otherwise Known as the National Service Training Program Act of 2001*. (www.officialgazette.gov.ph)
- [12] Prakash, H. (2018). *The Transformative Power of Community Immersion: Unlocking Personal Growth and Empowering Change*. (www.linkedin.com)
- [13] Victoria, E.L.M. (2017). *NSTP-CWTS on Higher Education System: The Philippine Experience*. *JPAIR International Research*. (www.philair.ph)
- [14] Wang, J., and Kim, S. (2017). *Enhancing Experiential Learning through Community Engagement: A Case Study*. *Journal of Experiential Education*, 40(4), 367-382.