Research Article

Enhancement of the Implementation of the Philippine Coast Guard National Service Training Program – Civic Welfare Training Service

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ABSTRACT

This study assessed the implementation status of the Philippine Coast Guard National Service Training Program – Civic Welfare Training Service (PCG NSTP-CWTS) with the aim of developing relevant enhancement recommendations. Employing a mixed-methods design, the research involved 300 students who have undergone PCG Oriented NSTP–CWTS, who provided quantitative data through survey, and key implementers and stakeholders who offered qualitative insights via survey and interview. While students generally perceived the program's implementation as "Agree" across curriculum content, teaching-learning activities, and assessment, a notable "Strongly Disagree" rating emerged regarding the curriculum's focus on PCG functions over broader civic welfare activities. Qualitative findings elaborated on this, revealing a significant disconnect between PCG and university curricula, pedagogical limitations in teaching strategies (often military-centric), inconsistencies in instructor qualifications and professional development due to budgetary constraints, and a critical need for formalized university-PCG relationships. The study concludes that despite student satisfaction with practical elements, systemic challenges in curriculum breadth, instructor pedagogy, training standardization, and inter-institutional collaboration impede the program's holistic implementation as mandated by the NSTP Act. Recommendations include establishing a joint curriculum review committee, developing standardized student-centered instructional guides, prioritizing regular and diverse instructor professional development, strengthening university-PCG partnerships, and lobbying for a legislative amendment to formalize the PCG's NSTP function.

Keywords: *Philippine Coast Guard National Service Training Program – Civic Welfare Training Service, Teaching Strategy, Instructor's Qualification, Curriculum Content*

Background

Preamble of the 1987 Philippine Constitution states that the "sovereign Filipino people, imploring the aid of Almighty God," ordain and promulgate this Constitution to achieve two broad, continuing purpose: 1) to a build a just and humane society and, 2) to establish a Government that shall do several things including "to secure ourselves and posterity the blessings of independence and democracy under the rule of law and the regime of truth, justice, freedom, love, equality, and peace." Article II of the 1987 Philippine Constitution states that the primary duty of the Government is to serve and protect the people, wherein sovereignty resides in the people. For this to be fulfilled, the Government may call or require all the citizens to defend the State and, in the fulfillment thereof, all citizens may be required, under conditions provided by law, to render personal, military or civil service.

Thus, Republic Act No. 9993, otherwise known as "An Act Establishing the Philippine Coast Guard as an armed and uniformed service attached to the Department of Transportation and Communication, thereby repealing Republic Act No. 5173, as amended, and for other purpose," was enacted on 27 July 2009 to strengthen the national sovereignty and to perform maritime search and rescue, maritime law enforcement, marine environmental protection, and maritime security. As an archipelagic state, the service rendered by the Philippine Coast Guard (PCG) is of utmost importance and significance considering the existing tension in the West Philippine Sea.

According to the said statute, the PCG can enforce all pertinent international and domestic laws, rules, and regulations, conventions, codes, and treaties within the maritime jurisdiction of the Philippines. Seventeen (17) distinct powers and functions were stipulated in the said statute and Implementing Rules and Regulations (IRR). Rule 11.1 of said IRR states that "The Philippine Coast Guard Auxiliary (PCGA) shall continue to exist as a civilian volunteer organization for the promotion of safety of life and property at sea, the preservation of the marine environment and its resources, the conduct of maritime search and rescue, the maintenance of aids to navigation and such other activities that enhance maritime community relations which include civic action, participation under the National Service Training Program, youth development, recreational safety and other related activities." In addition to that, Rule 11.6 of the same IRR states that "The PCG shall develop NSTP Curriculum about PCG's functions in coordination with concerned agencies."

The general aim of the research is to assess the status or extent of implementation of the NSTP–CWTS as part of the PCG's function and to improve and enhance its implementing guidelines, certification process, prospective students, and activities. Thus, this study is conducted to come up with recommendations and data that is essential in enhancing the current implementation of the said program.

Methods

This study employed convergent parallel mixed-method research design to merge and compare the quantitative and qualitative results which were taken at the same time to investigate the implementation of the Philippine Coast Guard National Service Training Program – Civic Welfare Training Service (PCG NSTP - CWTS).

Data for this mixed-methods study were collected in two phases: quantitative (surveys) and qualitative (interview). Prior to data collection, necessary approvals were obtained from the Philippine Coast Guard (PCG), relevant Coast Guard districts, and the selected Higher Education Institutions (HEIs) in Coast Guard District Bicol and Palawan. Ethical clearance was also secured from the Philippine Merchant Marine Academy – Graduate School and student respondents' university ethics review board to ensure informed consent, voluntary participation, and confidentiality for all participants.

For the quantitative component, a structured survey was administered online via Google Forms to 300 student respondents—100 from each of the three HEIs (two maritime-related and one non-maritime). Students were provided with an online informed consent form before accessing the survey.

For the qualitative component, a structured online interview, following an online interview

guide questions in Google Forms, was also conducted wherein it was sent simultaneously together with the link for the interview questionnaire. The letter request, containing the link of the Google Form was sent to the different Coast Guard districts and weeks later, responses from participants were obtained. Informed consent was obtained electronically.

Research Design

This study employed convergent parallel mixed-method research design to merge and compare the quantitative and qualitative results which were taken at the same time to investigate the implementation of the Philippine Coast Guard National Service Training Program – Civic Welfare Training Service (PCG NSTP - CWTS). The purpose of the convergent design is to acquire different but complimentary data to best understand the research problem (Bhana, 2024).

The choice of a mixed methods approach was strategically made to leverage the complementary strengths of both quantitative and qualitative methodologies, thereby providing a more robust and nuanced understanding of the complex research problem (Dawadi et al., 2021). Quantitative data, gathered through survey from a larger sample of student respondents, allowed for the assessment of the extent or status of PCG NSTP–CWTS implementation (e.g., perceived alignment of curriculum, effectiveness of teaching strategies, and instructor qualifications).

Subsequently, the qualitative phase, involving in-depth insights from stakeholders, was designed to explain the results and explore underlying reasons, the challenges in implementation, and gaps. This approach allowed the researcher to delve deeper into the "why" and "how" behind the observed patterns, offering rich contextual understanding that data alone could not provide (Wisdom & Creswell, 2013). The integration of these two data sets during the interpretation phase produced more rigorous conclusions and a comprehensive picture of the program's implementation, enhancing the validity and implications of the study's findings (Maxwell, 2016).

Respondents of the Study

The respondents of this study were of two distinct groups: students, field implementers, curriculum developer and instruction certification administrator who participated in the quantitative survey, and NSTP Directors who participated in qualitative interviews.

The sample of 300 students were selected based on stratified random sampling, while the 64 PCG respondents were selected by expert sampling. A stratified random sampling method was employed to select the student participants from each HEI wherein 126 students were drawn from Palawan State University, 102 from Mariners' Polytechnic Colleges Foundation – Legazpi City, and 72 from Asia Institute of Maritime Studies – Pasay City. This method ensured that each institution had an equal representation, allowing for balanced comparative analysis across the HEIs. Purposive sampling was employed in the PCG concerned personnel in order to target experts as the study population.

Table 1 Number of Respondents

Respondents	Population	Sample
PCG NSTP – CWTS Students		
Palawan State University	137	126
Mariners' Polytechnic Colleges Foundation – Legazpi City	114	102
Asia Institute of Maritime Studies - Pasay City	81	72
Total	**332**	**300**
PCG Personnel		
Field Implementers	44	44
Instructor's Certification Administrator	4	4
Curriculum Developer	16	16
Total	**64**	**64**

Ethical Considerations

This study adhered strictly to ethical standards to protect the rights, privacy, and dignity of all participants involved.

Before participation, the student was fully informed about the purpose, procedures, benefits, and potential risks of the support program. Consent was obtained voluntarily and documented in writing. Participants was assured that they can withdrew at any time without penalty.

All personal information collected during the study was handled with utmost care. Only authorized personnel directly involved in the study did have access to sensitive information. Measures were taken to protect the participant's privacy throughout the process.

To protect the student's identity, any published or shared data has exclude identifying details. The students were referred to use a code to ensure anonymity in all reports and communications.

Information gathered were kept strictly confidential. The results and any personal data were stored securely and used solely for this study. The names and identities of participants were not disclosed, in strict compliance with Republic Act No. 10173, also known as the Data Privacy Act, ensuring the protection of personal data throughout the research process. Disclosure of information to third parties will occur only with explicit permission from the participant or guardian.

This study upheld the highest standards of academic honesty. All sources and references were properly cited to avoid plagiarism. A Turnitin report was submitted alongside the final document to ensure originality and proper attribution of all materials used.

By maintaining these ethical principles, the study sought to respect and protect the participants' rights while contributing valuable insights into supporting students at risk.

Instrumentation

The primary research instruments utilized for data collection in this mixed-methods study were two distinct survey questionnaires and a semi-structured interview guide, all specifically crafted by the researcher to gather pertinent data addressing the study's research questions. The first instrument, a survey questionnaire for student respondents. This questionnaire comprised two main parts: Part I collected general demographic information such as University/College, Course, Coast Guard District, the year PCG NSTP – CWTS was taken, and the number of semesters it was taken. Part II focused on the status of the current implementation of PCG NSTP – CWTS during the students' enrollment, with statements addressing Curriculum Content, Teaching Learning Activities, and Assessment. All questions in Part II utilized a 4-point Likert Scale for responses, where 4 represented "Strongly Agree," 3 "Agree," 2 "Disagree," and 1 "Strongly Disagree".

The second instrument, a survey questionnaire for PCG personnel targeted Field Implementers, Instructor's Certification Administrator, and Curriculum Developer of PCG NSTP – CWTS. This questionnaire was structured into three parts: Part I gathered general demographic details including Designation, Rank, District and Office/Unit, Number of Months/Years Teaching PCG NSTP – CWTS, and Highest Educational Attainment. Part II aimed to identify the status of the implementation of PCG NSTP – CWTS in their respective districts, with statements covering Curriculum Content, Teaching Strategies, and Instructors' Qualifications. Part III sought to identify challenges encountered during implementation, also with statements related to Curriculum Content, Teaching Strategies, and Instructors' Qualifications. Both Part II and Part III of this questionnaire also utilized a 4-point Likert Scale with the same representation as the student survey. An additional open-ended question for recommendations was included in Part IV.

Finally, the semi-structured interview guide was developed with open-ended questions designed to gather in-depth feedback from NSTP Directors and Program Coordinators of universities and colleges that have existing Memoranda of Agreement (MOAs) with the PCG for NSTP – CWTS. The questions focused on various aspects, including challenges related to curriculum content, teaching strategies, and instructor qualifications, as well as

comparisons between PCG and university curricula, the efficiency of teaching strategies, the provision of instructional guides, the need for revisiting instructor qualifications, and the importance of relationships with universities and colleges. This qualitative data aimed to complement the survey findings by providing contextual understanding and specific insights into the program's implementation and its effects on students and institutions.

Validation of Instrument

To ensure the trustworthiness and scientific rigor of the study, the research instruments—a self-developed survey questionnaire utilizing a 4-point Likert scale and a semi-structured interview guide—underwent a rigorous validation process. This process aimed to establish both the validity and reliability of the instruments, ensuring they accurately measured the intended constructs and produced consistent results.

The initial draft of the survey questionnaire was subjected to a review by a panel of three (3) experts, including an experienced NSTP educator, a PCG officer with NSTP implementation background, and a seasoned research methodologist. They reviewed the instrument for clarity of language, relevance of items to the research objectives, appropriateness of the 4-point Likert scale, and overall comprehensibility for student respondents. Based on their feedback, minor grammatical corrections were made, and certain items were rephrased to enhance clarity and suitability for the target student population.

Before the main data collection, pilot testing was conducted for both survey questionnaires to ensure the reliability and clarity of the instruments.

For the student survey questionnaire, a pilot test was administered to 169 students who shared similar characteristics with the main study's target population but were not included in the actual survey. This sample size was determined using a stratified random sampling, assuming a 5% margin of error and a 95% confidence level, with an estimated response distribution of 50%. The objectives of the pilot test included evaluating the clarity of instructions and questions, assessing the effectiveness of the 4-point Likert scale, and identifying any ambiguities or difficulties experienced by respondents. Informal feedback was also collected to refine the survey before deployment in the main study.

The internal consistency of the student survey questionnaire was evaluated using Cronbach's Alpha, a widely accepted measure of reliability. Based on the data from the pilot test, the reliability statistics were computed for each major section of the questionnaire. For Curriculum Content, the sum of item variances was 25.218, and the variance of the total score was 961.317, yielding a Cronbach's Alpha of 0.974. For Teaching-Learning Activities, the sum of item variances was 1,290.234, and the variance of total scores was 2,529.455, resulting in a Cronbach's Alpha of 0.842. For Assessment, the sum of item variances was approximately 74.79, and the variance of total scores was approximately 111.34, producing a Cronbach's Alpha of approximately 0.831.

All three Cronbach's Alpha values are above the commonly accepted threshold of 0.70, indicating that each section of the student survey instrument demonstrates a high level of internal consistency and reliability. These results confirm that the items within each section consistently measure the underlying constructs they were designed to assess.

A separate pilot test was also conducted for the survey intended for key implementers. This involved a purposive sample of seven (7) respondents who matched the implementer who are part of the overall study participants but represent a distinct respondent group from the students. The aim was to ensure that the language, structure, and content of the survey items were relevant, clear, and easily comprehensible to this professional group. Informal feedback from participants was used to revise and improve the clarity and relevance of the instrument.

The semi-structured interview guide underwent expert review to ensure its clarity, relevance to the research questions, and neutrality of wording. The researcher's thesis adviser reviewed the questions to confirm they were open-ended enough to elicit rich, in-depth responses from the key implementers and stakeholders. Minor adjustments were made to

ensure the questions were probing and aligned with the study's qualitative objectives.

Data Gathering Procedure

Data for this mixed-methods study were collected in two phases: quantitative (surveys) followed by qualitative (open-ended responses). Prior to data collection, necessary approvals were obtained from the Philippine Coast Guard (PCG), relevant Coast Guard districts, and the selected Higher Education Institutions (HEIs) in Coast Guard District Bicol and Palawan. Ethical clearance was also secured from the university's ethics review board to ensure informed consent, voluntary participation, and confidentiality for all participants.

For the quantitative component, a structured survey was administered online via Google Forms to 300 student respondents—100 from each of the three HEIs (two maritime-related and one non-maritime). Stratified random sampling was used to ensure equal representation from each institution. Students were provided with an online informed consent form before accessing the survey, which featured a 4-point Likert scale. Responses were automatically recorded and compiled for statistical analysis. Field implementers, Instructor's Qualification Administrator and Curriculum Developer were selected via totality method. All sixteen (16) Deputy Chief of District Staff for Community Relations Service, eight (8) former and current PCG implementers, twelve (12) former and current Course Directors of PCG NSTP-CWTS Instructor's Course, eight (8) members of the PCG NSTP – CWTS course directorate, (4) from Coast Guard School for Special Maritime Affairs, eight (8) from NSTP department of Deputy of Coast Guard Staff for Community Relations Service, and eight (8) from Leadership and Doctrine Development Center, were invited to participate in this study.

For the qualitative component, a structured online qualitative survey was also conducted via Google Forms. Identified stakeholders were invited to respond to open-ended questions aimed at eliciting in-depth insights based on their roles and experiences with the PCG NSTP–CWTS prog ram. Informed consent was obtained electronically, and the responses were analyzed using thematic analysis. Additionally, relevant official documents—such as PCG Circulars and Memoranda of Agreement (MOAs)—were reviewed to provide contextual understanding and support the triangulation of findings.

Data Analysis

In analyzing the data gathered, the researcher employed a combination of descriptive and inferential statistics for the quantitative data and thematic analysis for the qualitative data.

For the quantitative data collected through the survey questionnaire, descriptive statistics will be utilized to characterize the current implementation status of PCG NSTP – CWTS in terms of curriculum content, teaching strategies, and instructors' qualifications. This will involve calculating means, standard deviations, and frequency distributions. Descriptive statistics were used to summarize the level of significance of problems encountered by implementers. To determine significant differences in the level of seriousness of problems encountered by implementers when grouped by profile, appropriate inferential statistical tests, such as analysis of variance (ANOVA) or t-tests, were conducted as warranted by the data.

For the qualitative data obtained from the semi-structured interviews with key stakeholders, thematic analysis will be performed. This process will involve systematically identifying, analyzing, and reporting patterns (themes) within the data. Thematic analysis will provide in-depth insights into the challenges in implementation, the gaps in RA 9163, and the relationship between Coast Guard districts and universities/colleges.

Finally, the integration of quantitative and qualitative findings were done during the interpretation phase. The qualitative data was utilized to explain, elaborate on, and contextualize the quantitative results, leading to comprehensive and evidence-based recommendations for enhancing the current implementation of the PCG NSTP – CWTS.

Results and Discussion
Profile of the Respondents
This section presents the demographic profile of 364 respondents, comprised of 300 PCG NSTP–CWTS students and 64 PCG personnel.

PCG NSTP–CWTS Students (Survey)
University or College. Figure 3 presents the university or college distribution among the 300 student respondents.
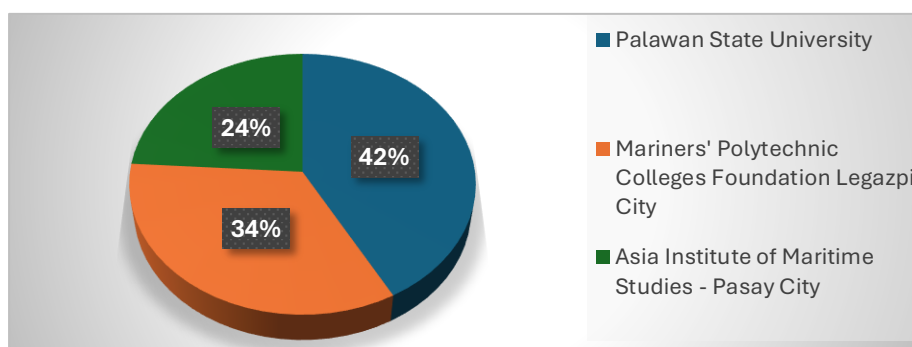

Figure 3 Distribution of Student Respondents per University/College

Palawan State University comprises 42% (126 students) of the total sample, 34% (102 students) are from Mariners' Polytechnic Colleges Foundation – Legazpi City, and 24% (72 students) are from Asian Institute of Maritime Studies – Pasay City. Palawan State University is a non-maritime educational institution while the other two, Mariner's Polytechnic Colleges Foundation and Asia Institute of Maritime Studies are maritime higher education institutions. Palawan State University is located within the jurisdiction of Coast Guard District Palawan, the Mariners' Polytechnic Colleges Foundation is situated within the jurisdiction of Coast Guard District Bicol and the Asian Institute of Maritime Studies is found within the jurisdiction of Coast Guard District National Capital Region – Central Luzon.

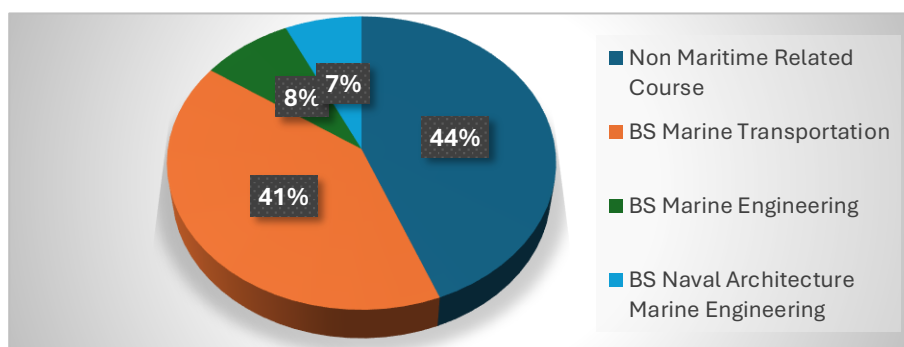Program. Figure 4 presents the distribution of student respondents by program.

Figure 4 Course Distribution of Student Respondents

The student respondents comprising 44% (132) were enrolled in non-maritime related programs composed of Bachelor of Science (BS) in Tourism, BS in Industrial Technology, BS Hospitality Management, and BS Criminology, while 41% (122 students) were enrolled in BS in Marine Transportation, 8% (25 students) in BS in Marine Engineering and 7% (21 students) in BS in Naval Architecture Marine Engineering.

Years When PCG NSTP–CWTS was Taken. Figure 5 presents the distribution of student respondents based on the year they took the PCG NSTP–CWTS. Most student respondents at 28% (84) took their PCG NSTP-CWTS between 2016 to 2020. Next highest at 23% (72 students)

took the course between 2011 to 2014. Meanwhile, 19% (57 students) took it between 2021 to 2025, 16% (48 students) took it between 2006 and 2010, and 14% (42 students) took the course between 2001 to 2005, the lowest representation.
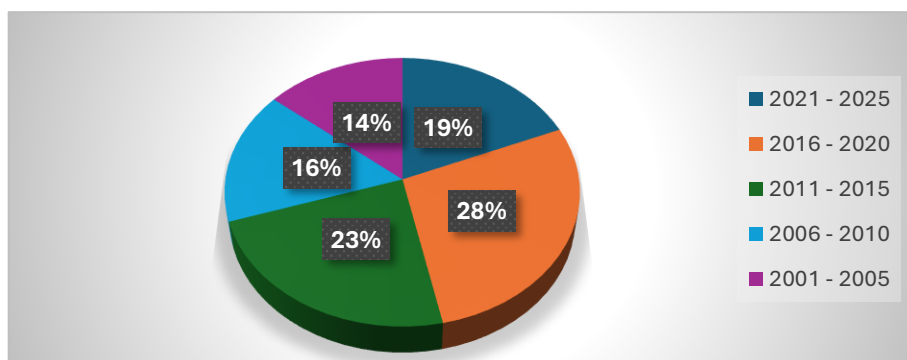

Figure 5 Distribution of Students Based on When the PCG NSTP–CWTS Was Taken

Number of Semester PCG NSTP–CWTS was taken. The National Service Training Program – Civic Welfare Training Service, as mandated by Republic Act 9163, should be taken for two (2) semesters with a condition that the NSTP component taken during the first semester must be the same component to be taken during the second semester, and it shall be categorized as NSTP 1 and NSTP 2. As discussed in Chapter 1 of this study, each semester will be taught in line with each other, tackling the specific areas as stated in RA 9163.

Figure 6 presents the distribution of the student respondents based on the number of semester PCG NSTP–CWTS was taken. Of the total student respondents who took the CG NSTP–CWTS, 77% (230 students) of them took the program for two (2) semesters while the other 23% (70 students) took the PCG NSTP–CWTS for only one (1) semester.
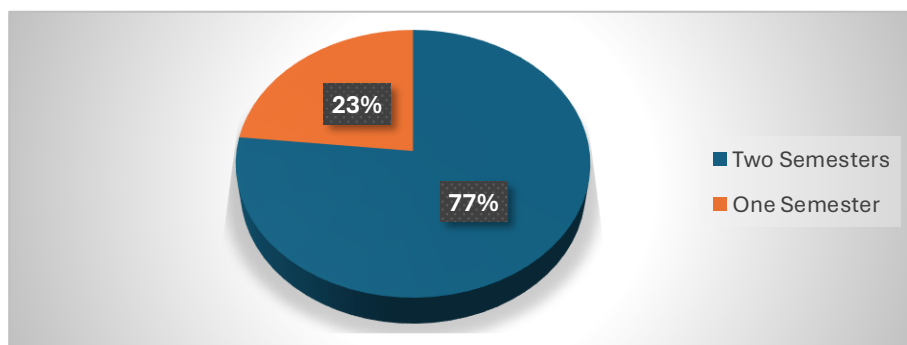

Figure 6 Distribution of Students Based on the Number of Semester PCG NSTP–CWTS Was Taken

PCG Personnel (Survey)

Designation. Figure 7 presents the distribution of PCG personnel respondents based on their designation and association with the implementation of PCG NSTP–CWTS. Instructor's Certification Administrators comprised the total PCG respondents. They are comprised of twelve (12) former and current Course Directors of PCG NSTP–CWTS Instructor's Course, eight (8) members of PCG NSTP–CWTS Instructor's Course directorate, and four (4) from Coast Guard Special School for Maritime Affairs. Furthermore, 37.5% or 24 are Field Implementers broken down into the following designations: eight (8) are PCG NSTP–CWTS Instructors, and 16 Deputy Chief of District Staff (DCDS) for Community Relations Service. The least representation came from the Curriculum Developers consisting of 25% or 16. They are composed of eight (8) coming from the NSTP Department of the DCCGS for Community Relations Service, and eight (8) from the Office of

the Leadership and Doctrine Development Center.

The respondents were first categorized by their designation, with the sample divided into field implementers, instructor's qualification administrator and curriculum developer. This deliberate distribution allowed for a dual perspective, capturing insights from both the personnel directly involved in program delivery and the key decision-makers and academic partners.
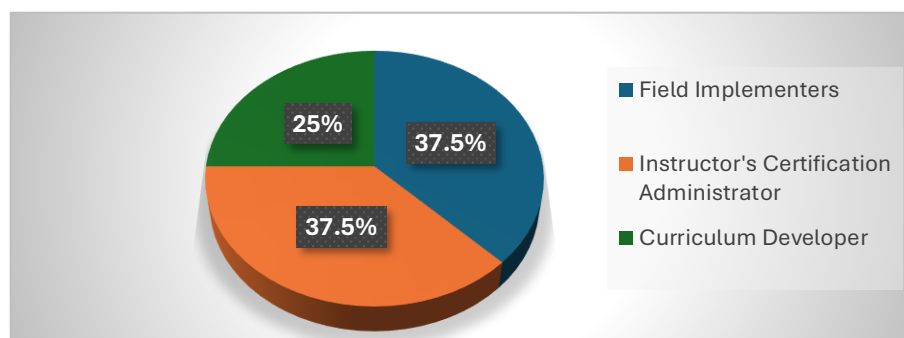

Figure 7 Distribution of PCG Respondents Based on Their Designation or Concern on the PCG NSTP CWTS Implementation

Number of Years Teaching PCG NSTP–CWTS. Figure 8 presents the distribution of PCG respondents based on their number of years teaching the PCG NSTP–CWTS in different Coast Guard Districts. Of the total PCG personnel respondents, 31% (20 PCG personnel respondents) comprise those who were teaching PCG NSTP–CWTS for more than 5 years. Next is 19% (12 PCG personnel respondents) representing those who were teaching the course for 1 to 2 years, and the third one is 16% (10 PCG personnel respondents) representing those who were teaching for 2 to 3 years. Other PCG personnel had been teaching the course for 3 to 4 years at 3%, less than a year at 12%, and 4 to 5 years at 9%. Furthermore, results indicate a strategic mix of experience levels. While a notable number of respondents have been involved for more than five years, offering valuable long-term perspectives on the program's evolution, there is also a healthy representation of newer implementers.
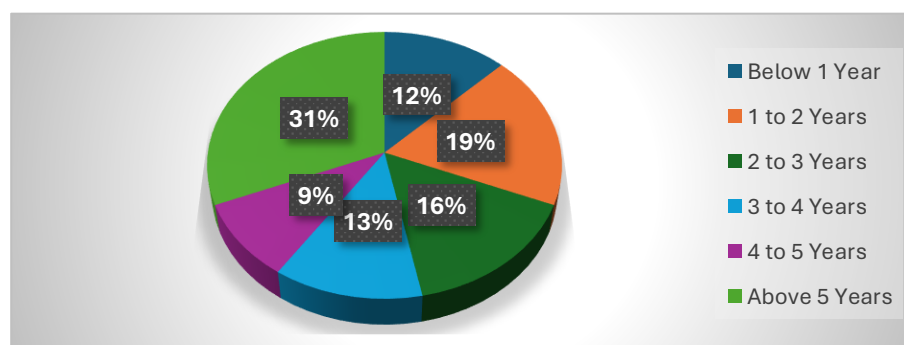

Figure 8 Distribution of PCG Respondents Based on Their Years of Teaching PCG NSTP–CWTS

Rank. Figure 9 presents the distribution of PCG respondents based on their ranks. Classification of ranks were divided into two (2) categories only: Officers and Non-Officers. PCG Officers comprise 63% or 40, and PCG Non–Officers consist of 37% or 24.
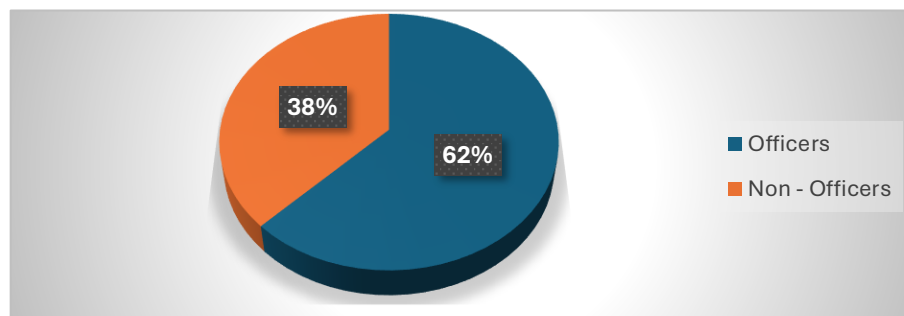
Figure 9 Distribution of PCG Respondents Based on Ranks

Highest Educational Attainment. Figure 10 presents the distribution of PCG respondents based on their educational attainment. PCG personnel respondents comprising 47% (30) did have master's degree or have acquired Masteral units. Meanwhile, 37% (24 PCG personnel respondents) were college graduates, and 16% (10 PCG personnel respondents) have Doctorate Degrees or units in Doctorate Degree.

The rank and highest educational attainment of the respondents reveals a highly qualified and experienced group. The majority of the participants are Officers, which is a common characteristic for individuals holding leadership and specialized roles within the Philippine Coast Guard. This high-ranking profile is consistently reflected in their educational backgrounds, with the majority holding a master's degree or having earned units towards one. A

significant number also possess a Doctorate degree or have earned units. Further, the 24 PCG personnel respondents in the study are noted to have a college degree, highlighting a clear distinction in the educational qualifications of the two groups. This strong academic foundation among the respondents provides a solid basis for their expertise and credibility. This finding is backed by the response acquired from interviewed participant who stated that:

Many instructors also demonstrate a commitment to lifelong learning and professional development, often seeking opportunities to improve their teaching skills and deepen their subject knowledge. This willingness to grow and adapt has strengthened our ability to deliver relevant, engaging, and meaningful instruction to students.

Figure 10 Distribution of PCG Respondents Based on Their Highest Educational Attainment

Status of the PCG NSTP–CWTS Implementation

This section presents the status of the PCG NSTP-CWTS implementation. This includes the students' and PCG personnel's responses on curriculum content, status of teaching strategies, and status of instructor qualifications.

Curriculum Content

The data in Table 2 show that students rated the curriculum content of PCG NSTP–CWTS as "Agree" (3.23) which indicated that they agree to the statements stipulated therein.

Table 2 Status of Implementation in terms of Curriculum Content according to Student Respondents

Statement	Mean Rating	Descriptive Interpretation
1. The content of the PCG NSTP–CWTS is aligned with the objective and key aspects of the National Service Training Program (NSTP) Act of 2001 namely environmental science, health services, safety services, recreation and socio-economic empowerment program.	3.80	Strongly Agree
2. The content of PCG NSTP–CWTS is engaged in numerous community involvement and civic engagements.	3.44	Strongly Agree
3. The curriculum of PCG NSTP–CWTS is designed to inculcate patriotism and nationalism among students in line with the NSTP Act.	3.50	Agree
4. Series of classroom instructions and off-campus activities are aligned as indicated in the curriculum.	3.00	Agree
5. The curriculum of PCG NSTP–CWTS is more focused on the related functions of the PCG rather than civic welfare activities such as feeding programs, community welfare development and youth capacity building activities.	2.40	Disagree
Average Mean Rating	**3.23**	**Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

The highest-rated item was the alignment of the curriculum with the objectives of the NSTP Act of 2001 (3.80, Strongly Agree), indicating that students recognize the program's adherence to standards indicated in NSTP Act of 2001.

The statement in Table 2 which was The content of the PCG NSTP–CWTS is aligned with the objective and key aspects of the National Service Training Program (NSTP) Act of 2001 namely environmental science, health services, safety services, recreation and socio-economic empowerment program was rated with 3.80 (Strongly Agree) while the statement The curriculum of PCG NSTP–CWTS is more focused on the related functions of the PCG rather than civic welfare activities such as feeding programs, community welfare development and youth capacity building activities was rated with 2.40 (Disagree). The statement with highest and lowest mean rating correlates with each other because the students agreed that the PCG NSTP–CWTS curriculum was aligned with the provisions of NSTP Act of 2001 and disagreed that the same curriculum was mostly composed of PCG related functions, which was not strongly provided by the same act. This finding was discussed in the study of Capita and Capita (2019) where they cited the work of Crowell that the alignment of the curriculum to its higher study guides or basis can be observed whenever the activities implemented therein are also noted to be embodying its objectives. Capita also discussed the importance of aligning curriculum goals, instructional practices, and assessments to enhance educational effectiveness.

Table 3 presents the results of the status of implementation in terms of Curriculum Content according to the PCG personnel respondents, revealing a general disagreement with the statements that the curriculum is well-aligned and supported. The average mean rating of 2.13, which falls within the "Disagree" range, indicates that PCG personnel perceive a number of issues.

Table 3 Status of Implementation in terms of Curriculum Content according to PCG Personnel

Statement	Mean Rating	Descriptive Interpretation
1. The content of the PCG NSTP–CWTS is aligned with the objective and key aspects of the National Service Training Program (NSTP) Act of 2001.	2.10	Disagree
2. Curriculum content of PCG NSTP–CWTS is aligned with the university or college's NSTP–CWTS curriculum.	2.25	Disagree
3. The number of community engagement and civic involvement activities enclosed in the PCG NSTP–CWTS curriculum is the same as in the NSTP–CWTS curriculum of university and college.	2.05	Disagree
4. Two (2) different curricula are being used by PCG instructors in teaching the PCG NSTP–CWTS for the whole school year.	2.40	Disagree
5. Instructional guides such as lesson plans, and other guides are well provided by the CGETDC or concerned PCG units.	1.85	Disagree
Average Mean Rating	**2.13**	**Disagree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

The data shows significant concerns about curriculum alignment. The statement Two (2) different curricula are being used by PCG instructors in teaching the PCG NSTP–CWTS for the whole school year received the highest mean rating of 2.40 "Disagree", while the statement Instructional guides such as lesson plans, and other guides are well provided by the CGETDC or concerned PCG units was rated with 1.85 "Disagree". Similarly, the statements were all rated by the PCG personnel respondents as "Disagree" which shows that the curriculum content of the PCG NSTP–CWTS does not embody the CWTS objectives as indicated in the NSTP Act of 2001.

This finding was also backed by an insight from one (1) participant in the qualitative interview that:

There's also the ongoing challenge of seamlessly integrating PCG-specific content with our university's more generalized NSTP curriculum, often leading to a sense of two distinct programs rather than a single, unified one". This indicates that the PCG NSTP–CWTS curriculum does not align with the general objectives of the CWTS component as indicated in the NSTP Act of 2001, as well as the curriculum being implemented by the universities and colleges.

These findings were discussed in the study of Palestina et.al. (2020) which highlighted the importance of aligning curriculum implementation with the broader educational environment to ensure effectiveness.

The disagreement of the student and PCG personnel respondent's survey results are mostly affected by the group's perspective. Liu et. al. (2023) discussed in their work that the students and instructors show different perspective as to the PCG NSTP–CWTS curriculum content because the students do not have the previous experience that the lesson they were being taught of were aligned with the objectives of the NSTP Act of 2001. In short they do not have the experience to be based upon, while the PCG personnel do already have their college experiences prior their entry into PCG, as well as the stakeholders who were interview are experienced with regards to NSTP–CWTS implementation, which made the agreement of the two (2) groups differ from each other.

Teaching Strategies

Table 4 reveals the results of the status of implementation in terms of teaching strategies from the perspectives of the student respondents. The descriptive interpretation given by the student respondents is "Agree" (3.25),

which signifies that student respondents agreed that the strategies being employed by the PCG instructors were crafted and consistent with the NSTP Act of 2001.

Table 4 Status of Implementation in terms of Teaching Strategies according to Student Respondents

Statement	Mean Rating	Descriptive Interpretation
1. Activities such as mangrove planting, coastal cleanup, and tree planting are the most common activities conducted in PCG NSTP–CWTS.	3.70	Strongly Agree
2. Information drives in communities regarding safety measures during calamities and typhoons are also conducted.	3.48	Agree
3. Water Search and Rescue Training and Basic Life Support Training are also introduced in PCG NSTP–CWTS.	3.48	Agree
4. During organized activities, typhoons, or natural calamities, students of PCG NSTP–CWTS are encouraged to volunteer at disaster relief and management camps as additional manpower.	2.60	Agree
5. PCG NSTP–CWTS learning activities are within the bounds of the curriculum used.	3.00	Agree
Average Mean Rating	**3.25**	**Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

Based on Table 4, students highly value the activities such as mangrove planting, coastal cleanups, and tree planting (3.70, Strongly Agree), which reflect the program's strong environmental orientation, while the statement During organized activities, typhoons, or natural calamities, students of PCG NSTP–CWTS are encouraged to volunteer at disaster relief and management camps as additional manpower, was rated with 2.60 ("Agree"). This shows that the PCG instructors were encouraging the students to volunteer to disaster responses and management but not as strong as the conduct of environmental-related activities.

Although they have positive descriptive interpretation, the difference of the highest and lowest mean rating in Table 4 was discussed in the work of Pangilinan (2025), who noted that while experiential learning is considered the most effective approach, its actual implementation is often hindered by resource constraints and rigid instructional practices. It was also backed by the insight of one (1) participant of qualitative interview that:

Students cannot be forced to be deployed during calamities even though the NSTP law say so because of the safety considerations. The safety of the students is the responsibility of the school, as well as their conduct. This consideration impedes us to oblige every NSTP students to do their mandated tasks, but instead we are only giving additional grades to those who volunteer, in times of calamities.

Therefore, the students are more utilized in environmental-related activities rather than disaster or calamity-related events is because of the safety considerations and not the strategies employed by the PCG instructors.

Table 5 reveals the PCG personnel's agreement on Teaching Strategies with mean rating and descriptive interpretation. The average mean rating of the statements indicated in Table 5 was 3.18 "Agree", which means that students and PCG personnel respondents have the same rated agreement in terms of the teaching strategies employed by them.

Table 5 Status of Implementation in terms of Teaching Strategies according to PCG Personnel

Statement	Mean Rating	Descriptive Interpretation
1. Instructional approach and teaching strategy applied are based on the doctrines taught during the PCG NSTP–CWTS Instructor's Course and other instructional courses of the PCG such as Instructor's Development Course and IMO 6.09.	3.00	Agree
2. Different approaches and strategies are employed during the implementation of PCG NSTP–CWTS.	3.35	Agree
3. Experiential or service learning is the most effective teaching strategy being employed by the PCG instructors.	3.30	Agree
4. Face to face mode of teaching is frequently used than online platform.	3.43	Agree
5. Feedback from students are gathered to improve the teaching strategies applied as taught in IMO 3.12 or other PCG assessment courses.	2.80	Agree
Average Mean Rating	**3.18**	**Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

The frequent use of face-to-face instruction was considered a strength (3.43, Agree), along with the employment of the different approaches and strategies employed during the implementation of PCG NSTP-CWTS (3.35, Agree). These reflect PCG personnel's ability to apply practical approaches in teaching PCG NSTP –CWTS. While the lowest mean rating was the statement Feedback from students is gathered to improve the teaching strategies applied as taught in IMO 3.12 or other PCG assessment courses with mean rating of 2.80 ("Agree"), which indicates that the PCG personnel has their innovated assessment procedure to improve their teaching strategies. The strong rated statement was also backed by an insight of one (1) participant of qualitative interview:

From an administrative and oversight perspective, the efficiency of teaching strategies employed by PCG instructors within the NSTP–CWTS program presents a varied picture. For practical skills training, such as disaster preparedness drills or maritime safety operations, the current instructional approaches are generally highly efficient, leveraging PCG instructors' direct operational expertise and discipline.

Insights from one (1) participant of the qualitative interview show that although the PCG instructors are highly efficient in teaching their expertise and the practical nature of teaching method, their efficiency decreases for the classroom-based civic education topics that require more discussion, critical analysis, or project-based learning.

Instructor Qualifications

Students assessed the instructors' evaluation methods as "Agree" (3.26). They rated the volunteerism and active involvement in activities were acknowledged as valid forms of evaluation (3.51, Strongly Agree), and that few students failed the PCG NSTP –CWTS (3.52, Strongly Agree), as the highest rated statements. On the other hand, the lowest rated statement at 2.30 ("Disagree") was the "Assessment is conducted by PCG instructors every after the completion of the module.

Table 1 Status of Implementation in terms of Instructor Qualifications according to Student Respondents

Statement	Mean Rating	Descriptive Interpretation
1. There is a standardized grading system being used by the PCG instructors.	3.48	Agree
2. Different forms of assessment are being used by the PCG instructors.	3.48	Agree
3. PCG Instructors also assessed students by their volunteerism or active involvement during organized activities, typhoons, or other natural calamities.	3.51	Strongly Agree
4. Few students have failed the PCG NSTP–CWTS during the semester.	3.51	Strongly Agree
5. Assessment is conducted by PCG instructors every after the completion of the module.	2.30	Disagree
Average Mean Rating	**3.26**	**Strongly Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

These results indicated that the PCG personnel do not provide assessment after the completion of the module. They mostly graded their students based on their engagement to the activities enclosed in the PCG NSTP–CWTS curriculum. In the study of Karaman (2021), he emphasizes the positive impact of formative assessment practices on student learning, highlighting the importance of various types of formative feedback in enhancing educational outcomes.

Table 7 reveals the results on the Instructor's Qualifications according to the PCG personnel.

Table 2 Status of Implementation in terms of Instructor Qualifications according to PCG Personnel

Statement	Mean Rating	Descriptive Interpretation
1. There is only one (1) standard qualifying course for PCG instructors teaching PCG NSTP–CWTS.	3.26	Agree
2. Before taking the qualifying course, PCG candidates must pass the minimum qualification required by the course such as educational attainment, years in the PCG service, places or unit assignments, and current rank.	2.35	Disagree
3. Supplementary courses such as IMO 6.09, IMO 3.12, and Instructor's Development Course are being programmed in different Coast Guard districts regularly.	1.90	Disagree
4. Efficiency in teaching of PCG instructors is being monitored by concerned units of Coast Guard districts.	1.80	Disagree
5. PCG instructors are taking up different courses outside PCG to upgrade the knowledge and mastery in different areas of PCG NSTP–CWTS such as disaster and risk management, leadership, and drug education.	2.05	Disagree
Average Mean Rating	**2.27**	**Disagree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

They rated the statements in Table 7 with an average mean rating of 2.27 ("Disagree"). The statement, There is only one (1) standard qualifying course for PCG instructors teaching PCG NSTP–CWTS, was rated with the highest mean of 3.26 ("Agree"), which means that all PCG personnel who were teaching PCG NSTP–CWTS have undergone a single standard course. While the statement Efficiency in teaching of PCG instructors is being monitored by concerned units of Coast Guard districts, was rated with the lowest mean of 1.80 ("Disagree"), which means that there is a problem with the monitoring of PCG NSTP–CWTS aboard Coast Guard districts.

The statements Screening of PCG personnel when taking up PCG NSTP–CWTS Instructor's Course (2.35, Disagree), PCG personnel took up different courses outside PCG to improve their selves in teaching PCG NSTP–CWTS (2.05, Disagree), and Supplementary trainings (1.90, Disagree) were rated low by the respondents. These show that the improvement of skills and continuity and enhancement of the PCG personnel teaching PCG NSTP–CWTS was left unnoticed.

Similarly, De La Rosa-Mesa (2025) noted that training programs are often irregular and underfunded, limiting opportunities for upgrading skills. These findings highlight the need for consistent monitoring and capacity-building for instructors to strengthen program delivery and continuity of expertise.

Challenges Encountered in the Implementation of PCG NSTP–CWTS

This section presents and discusses the findings of the study on the challenges encountered by the PCG personnel implementing the Philippine Coast Guard's National Service Training Program–Civic Welfare Training Service (PCG NSTP–CWTS). Specifically, it explored the issues related to curriculum content, teaching strategies, and instructor qualifications. The results were based on data gathered from PCG personnel respondents and were analyzed to identify gaps, trends, and areas for improvement in the program's implementation, as backed by the insight from qualitative interview results. The discussion highlighted how these challenges impact the overall effectiveness of the NSTP–CWTS in fulfilling its goals of promoting civic consciousness, community involvement, and nation-building among student participants.

Challenges Related to Curriculum Content

The results Table 8 present a clear picture of the significant challenges related to the curriculum content.

Table 3 PCG Personnel Respondents' Challenges on Curriculum Content

Statement	Mean Rating	Descriptive Interpretation
1. The content of the PCG NSTP–CWTS is not aligned with the objectives and key aspects indicated in the National Service Training Program (NSTP) Act of 2001.	3.41	Strongly Agree
2. Curriculum content of PCG NSTP–CWTS is different with the university or college's NSTP–CWTS curriculum.	3.00	Agree
3. The number of community engagement and civic involvement activities enclosed in the PCG NSTP–CWTS curriculum is lesser than the number of activities required by the NSTP–CWTS curriculum of universities or colleges.	2.95	Agree
4. Only one (1) curriculum is being used by PCG instructors in teaching the PCG NSTP–CWTS for the whole school year.	3.21	Agree
5. Instructional guides such as lesson plans, and other guides are not provided by the CGETDC or concerned PCG units and only PCG instructors are making their own.	2.70	Agree

Statement	Mean Rating	Descriptive Interpretation
Average Mean Rating	**3.05**	**Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

Statements in Table 8 were rated with 3.05 ("Agree") which show the agreement of PCG personnel on the challenges indicated. The statement The content of the PCG NSTP–CWTS is not aligned with the objectives and key aspects indicated in the National Service Training Program (NSTP) Act of 2001, has the highest mean rating of 3.41 ("Strongly Agree"), while the statement Instructional guides such as lesson plans, and other guides are not provided by the CGETDC or concerned PCG units and only PCG instructors are making their own, has the lowest mean rating of 2.70 ("Agree").

The strong agreement of PCG personnel in statement no. 1 (3.41, Strongly Agree) was consistent with the result in Table 3. This result was also backed by the statement from the qualitative interview:

While the NSTP Act of 2001 aim for a broader civic welfare, the PCG NSTP–CWTS lacks highly localized examples or case studies that truly resonate with students from diverse communities. There was a disconnect between the national curriculum and the very specific needs identified by the local communities where students are expected to do the outreach.

This showed that the PCG NSTP–CWTS curriculum is not straightly aligned with the CWTS component stated in the NSTP Act of 2001.

The data also show that PCG personnel were using one (1) curriculum for NSTP 1 and NSTP 2 (3.21, Agree). This was in contrast with the CHED guidelines and IRR of NSTP Act of 2001 that NSTP Components should be taught in two (2) semesters. Section 6 of RA 9163 also provided that one (1) summer program may be designed, formulated or programmed by the CHED, DND and TESDA. But the PCG NSTP–CWTS implementation cannot be implemented under this provision because it is implemented during regular semesters, not during summer classes. In the study of Gonzales et. al. (2024), the absence of articulation regarding the majority of K to 12 curriculum standards and principles related to student assessment underscores a significant gap, necessitating a comprehensive revision and expansion of the PSGs to ensure they effectively address these essential aspects and remain congruent with the changing educational environment and the demands of the K to 12 program. Thus, minimal congruence of PCG NSTP–CWTS curriculum from the national legislation capacitating it underscores significant gap, necessitating a comprehensive revision and expansion of the PCG NSTP–CWTS curriculum to ensure the effective addressing of the essential gaps and aspects and remain congruent with the changing educational environment and demands of NSTP Act.

Challenges Related to Teaching Strategies

Table 9 reveals the PCG personnel respondents' challenges in the implementation of PCG NSTP–CWTS in terms of teaching strategies. The challenges on teaching strategies received an average mean rating of 2.45, indicating a "Disagree" descriptive interpretation.

Table 4 PCG Personnel Respondents' Challenges Related to Teaching Strategies

Statement	Mean Rating	Descriptive Interpretation
1. Instructional approach and teaching strategy applied is foreign to students of PCG NSTP–CWTS as it is designed for PCG personnel.	2.30	Disagree

Statement	Mean Rating	Descriptive Interpretation
2. Different strategies and approaches are not employed by PCG instructors because it was also monotonous during their qualifying training.	2.20	Disagree
3. Experiential or service learning is not an effective teaching strategy, thus, PCG instructors are more leaning towards Socratic type of classroom instruction.	2.15	Disagree
4. Due to the busy schedule of PCG instructors, online platform is being used than face-to-face.	3.45	Strongly Agree
5. After the school semester, PCG instructor does not gather the student's appreciation on the course to avoid the negative feedback from them, or they are unable to conduct an after-course assessment.	2.15	Disagree
Average Mean Rating	**2.45**	**Disagree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

The statement Due to the busy schedule of PCG instructors, online platform is being used than face-to-face, has a mean rating of 3.45 ("Strongly Agree"). This finding was compared with the results in Tables 5 and 9. In Table 5, students rated "Disagree" the statement that PCG Instructors are frequently using online platform than face to face, while in Table 9, PCG instructors strongly agreed that online platform is being used when their schedules were busy. This result indicates that PCG instructors conduct an online class rather than giving the students a modular type of teaching, when they are not available in teaching. Instructor and students' interaction were prioritized by PCG instructors even through online platforms. This result can be anchored in the study of Dela Rosa (2022) where the author cited in his literature review that online courses shall not be far from the traditional learning approach, where students shall be given enough resources and ample time to complete tasks.

The statements After the school semester, PCG instructor does not gather the student's appreciation on the course to avoid the negative feedback from them or they are unable to conduct an after-course assessment and the Experiential or service learning is not an effective teaching strategy, thus, PCG instructors are more leaning towards Socratic type of classroom instruction were both rated with 2.15

("Disagree").This result was consistent with the statement no. 5 of Table 6 wherein students observed that PCG instructors were not conducting assessment after modules of PCG NSTP–CWTS and experiential learning was believed to be the best teaching method to be employed as rated by the PCG personnel in Table 6. These results indicate that PCG instructors are not conducting after-course or module assessment in order to provide feedback for their teaching expertise and strategies. This survey result was backed by the insight from qualitative interview, "The efficiency of teaching strategies and instructional approaches employed by PCG instructors during program implementation is generally effective in specific area yet shows room for improvement in others". This indicates that stakeholders notice their shortcomings during the implementation of PCG NSTP–CWTS, yet no data was submitted to concern offices of different Coast Guard districts which could address these observations.

Other statements rated as "Disagree" were all aligned with the statements in Table 5 and 6 that can be corroborated with the insights from qualitative interview. Insight from qualitative interview showed that PCG instructors must be equipped with pedagogical toolkit that caters student-centered approaches, ensuring high engagement and deeper learning, rather than solely relying on methods suited for military

training. Another insight from qualitative interview aligned to these statements implied that PCG instructors struggles with strategies that promote deep critical thinking, group collaboration, or project-based learning methods that students in universities are very accustomed to.

Challenges Related to Instructor Qualifications

The data from Table 10 presents the results on the PCG personnel respondents' challenges in the implementation of PCG NSTP–CWTS in relation to Instructor's Qualifications.

Two of the statements in Table 10 reveal strong agreement from the PCG personnel. These statements were All interested PCG personnel to teach PCG NSTP–CWTS in universities and colleges can take the qualifying course being offered by CGETDC without being screened as to their qualifications such as educational attainment, years in the PCG service, places or unit assignments, and current rank, and There are different qualifying courses being offered in different districts of PCG to compensate the unavailability of PCG NSTP–CWTS Instructor's Course in their AOR, which got the highest descriptive interpretation of "Strongly Agree" (3.33 and 3.26, respectively).

Table 5 PCG Personnel Respondents' Challenges Related to Instructor Qualifications

Statement	Mean Rating	Descriptive Interpretation
1. There are different qualifying courses being offered in different districts of PCG to compensate the unavailability of PCG NSTP–CWTS Instructor's Course in their AOR.	3.26	Strongly Agree
2. All interested PCG personnel to teach PCG NSTP–CWTS in universities and colleges can take the qualifying course being offered by CGETDC without being screened as to their qualifications such as educational attainment, years in the PCG service, places or unit assignments, and current rank.	3.33	Strongly Agree
3. Training courses for instructors, such as IMO 6.09, IMO 3.12 and Instructor's Development Course aboard Coast Guard districts, are not being programmed regularly due to budget consideration and prioritization.	2.95	Agree
4. There is no monitoring system in Coast Guard districts being implemented for PCG instructors teaching PCG NSTP–CWTS in universities and colleges as to their efficiency.	3.00	Agree
5. After the PCG NSTP–CWTS Instructor's Course, PCG instructors can teach PCG NSTP–CWTS in universities and colleges until their retirement, resignation or termination from PCG service without any courses being taken to upgrade their knowledge and mastery in different areas of NSTP–CWTS.	2.80	Agree
Average Mean Rating	**3.07**	**Agree**

Legend: 3.26 – 4.00 – Strongly Agree; 2.51 – 3.25 – Agree; 1.76 – 2.50 – Disagree; 1.00 – 1.75 – Strongly Disagree

The statement with highest mean rating (3.33, Strongly Agree), corroborated by the profile of the PCG personnel respondents, showed that in terms of educational attainment, they were properly screened but in terms of years in the PCG service, there was a gap in screening interested PCG personnel. Profile of the respondents showed that 47% of the respondent PCG personnel does have units in Master's degree and are bachelor degree holders. While in terms of years of teaching experience, 31% were 5-year experienced instructors

and 19% were classified to be new in teaching with 1 to 2 years' experience. Years of experience is essential in teaching PCG NSTP–CWTS because they are expected to have a deeper understanding on the modules and lessons enclosed therein. Kini and Podolsky (2016) found out that instructors who have gained experience, their students not only learn more but more likely to do better on other measures of success. More experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students (Kini & Podolsky, 2016).

The result also shows that in order to compensate the small number of PCG NSTP–CWTS instructors in different Coast Guard districts, they are crafting similar courses which can be used as alternative thereof. In Table 7, PCG personnel agreed that there is only one (1) standard qualifying course before teaching PCG NSTP–CWTS while in Table 10, PCG personnel also agreed that there are different crafted courses in different Coast Guard districts as alternative for the PCG NSTP–CWTS Instructor's Course. The difference between the two (2) - Tables 7 and 10, could be compensated by the gathered insight from qualitative interview, who stated that: "The qualifications of PCG instructors teaching the PCG NSTP–CWTS varies correlatedly in their educational backgrounds. Some instructors do have units in master's degrees and some were bachelor's degree holder." Selecting PCG instructors on whether or not they have to undergo the standard qualifying course for PCG NSTP–CWTS will affect the standardization of PCG instructors that will give way to different understanding and appreciation of PCG NSTP–CWTS.

Other statements in Table 10 such as There is no monitoring system in Coast Guard districts being implemented for PCG instructors teaching PCG NSTP–CWTS in universities and colleges as to their efficiency (3.00, Agree), Training courses for instructors, such as IMO 6.09, IMO 3.12 and Instructor's Development Course aboard Coast Guard districts, are not being programmed regularly due to budget consideration and prioritization (2.95, Agree), and After the PCG NSTP–CWTS Instructor's Course, PCG instructors can teach PCG NSTP–

CWTS in universities and colleges until their retirement, resignation or termination from PCG service without any courses being taken to upgrade their knowledge and mastery in different areas of NSTP–CWTS (2.80, Agree), possess factors that make them as challenges in the implementation of PCG NSTP–CWTS. All of these statements speak with the monitoring and continuity of knowledge and skills of PCG personnel teaching PCG NSTP–CWTS. The results indicate that there was no upgrading of PCG personnel's skills, to make them adapt to the changing setting of education in universities and colleges. With the higher year of teaching experience, as indicated in the profile of respondents, the need for the upgrading and refresher courses also increases. Insight from qualitative interview also showed that the Coast Guard districts need to be more strategic and proactive in their engagement with universities and colleges as it involves more active and personalized outreach, clearly showcasing the unique benefits and successes of the PCG NSTP–CWTS program through success stories and testimonials. Thus, higher year of teaching PCG NSTP–CWTS is more needed than acquiring new PCG personnel who will be teaching PCG NSTP–CWTS.

Gaps in PCG NSTP–CWTS Implementation Compared to RA 9163 Standards and Coordination

The analysis reveals a critical and overarching gap between the program's current implementation and the holistic standards set by RA 9163. This is not a single issue but a series of interconnected deficiencies that undermine the program's full potential.

Republic Act 9163 or the National Service Training Program Act of 2001 and its Implementing Rules and Regulations provide three (3) components for the universities and colleges to implement, namely, Reserved Oriented Training Corps (ROTC), Civic Welfare Training Service (CWTS), and Literacy Training Service (LTS). ROTC was mandated to be implemented by the Armed Forces of the Philippines (AFP) while the CWTS and LTS were subject to the implementation of CHED, DND, and TESDA. The

following were the identified gaps in the implementation of PCG NSTP–CWTS compared to RA 9163.\

Inclusion of the Subjects Indicated in the NSTP Act of 2001

Under RA 9163 and its IRR, CWTS is defined as to programs or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation, and morals of the citizenry. The enclosed modules in the PCG NSTP–CWTS curriculum is all about disaster preparedness, response, and marine environmental protection, which do not align with the definition of CWTS as stipulated in its governing law.

The subjects to be taught during the first semester of their first year shall be of common modules for 25 hours training period and it shall be the lessons about citizenship training, drug education, disaster risk reduction and management, environmental protection, and other national security concerns. In the PCG NSTP–CWTS curriculum, the focus is on DRRM, citizenship training, and environmental protection only.

The NSTP Act of 2001 and its IRR also requires that the NSTP components must be taught in two (2) semesters with different subjects therefrom. PCG NSTP–CWTS has only one (1) curriculum used. Curriculum of universities and colleges were also used. Insight from the stakeholder interview indicated that PCG NSTP–CWTS curriculum was strong in its specialized focus on maritime environmental protection and disaster preparedness, aligned with the Coast Guard's core competencies but it certainly requires revision to more comprehensively cover the full spectrum of civic welfare component of NSTP.

Linkages of Coast Guard Districts with Different Universities and Colleges

The IRR of the NSTP Act of 2001 provided that the school authorities shall exercise academic and administrative supervision over the design, formulation, adoption, and implementation of the different NSTP components in their respective schools. Also in the same IRR, it provided that a tripartite agreement between CHED, TESDA and DND shall be executed in order to create the NSTP Joint Committees which will coordinate and establish linkages and substantive engagements with DRRM councils at the provincial, regional, and national levels on matters of training and mobilization.

Some Coast Guard districts executed Memorandum of Agreement with maritime higher education institutions and less in non-maritime related higher education institutions. There were no restrictions indicated in the NSTP Act and its IRR that a certain NSTP Component shall be exclusive for a certain nature of university or college. Information dissemination about the existence of PCG NSTP–CWTS must emanate from Coast Guard districts as they are the mandated unit of the Philippine Coast Guard in implementing the program. Insight from the interview provided that once the key challenges in curriculum, and other aspects were addressed, the relationship between the PCG and universities and colleges become even more vital. Academic institutions provide the formal educational environment where structured learning and student development take place. Their support allows for more seamless integration of the PCG NSTP–CWTS program into the academic calendar, resource sharing, and joint implementation of community-based projects.

Recommendations from the Survey and Interview

In this section, recommendations from survey questionnaires were gathered and were consolidated into themes. These recommendations were used in addressing the gaps of the implementation of PCG NSTP–CWTS, as well as the challenges being encountered by the PCG personnel during its implementation. The insights of the stakeholders gathered through the interview was also used to support the recommendations of the respondents.

Curriculum Alignment and Standardization

Insights from the PCG personnel respondents noted that the curriculum of PCG NSTP–CWTS should be aligned with the university or if not, two (2) curricula should be used for PCG

NSTP–CWTS. This recommendation from PCG personnel indicates that there was an inconsistency of learnings as they proceed to their NSTP 2.

To address this, the curriculum should be comprehensively reviewed and revised. The revised curriculum should achieve a proper balance, ensuring that ample time and resources are allocated to core civic welfare activities such as community development, health services, and socio-economic empowerment programs. This will ensure that the program fully embodies the spirit and objectives of the NSTP Act, preparing students not only for PCG-related tasks but also for active and responsible citizenship.

The recommendation also suggests that different curricula were used, leading to inconsistencies. To rectify this, the PCG and its educational partners should collaborate to develop a single, standardized curriculum. This unified curriculum, along with a consistent set of instructional guides, should be disseminated to all instructors to ensure that every student receives the same quality of education and training, regardless of their location or assigned instructor.

Structured and Consistent Assessment Strategies

Survey respondents recommended that a structured and consistent assessment plan be formally integrated into the curriculum. This plan should mandate that instructors conduct regular evaluations after the completion of each module or major activity. The assessment methods should be varied, as suggested by the "Satisfactory" rating in Table 8, and should include not only traditional tests but also assessments of practical skills, volunteerism, and active involvement in organized activities. A formalized grading system should also be clearly communicated to both instructors and students to ensure fairness and transparency. It is recommended that instructors be trained to use a wider variety of teaching methodologies, with a particular emphasis on experiential or service-learning approaches. This will help students connect theoretical knowledge with practical applications.

Enhanced Instructor Support and Professional Development

Recommendations from the survey also stated that the Coast Guard Education, Training and Doctrine (CGETDC) or other concerned PCG units must establish a system for developing and distributing a comprehensive set of instructional materials. This should include detailed lesson plans, activity guides, and standardized modules that support the revised curriculum.

It is recommended that supplementary courses, such as those related to IMO 6.09, IMO 3.12, and the Instructor's Development Course, be regularly programmed and made accessible to all instructors together with continuing program of professional development. A formal monitoring and evaluation system should also be implemented to assess teaching efficiency and provide constructive feedback, ensuring that all instructors maintain a high level of competence and mastery in the various areas of the PCG NSTP-CWTS program

Conclusion

Craft and introduce Environmental Protection and Disaster Response Training Service (EPDRTS) to Department of National Defense (DND), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations (COCOPEA) and other concerned government agencies. This new NSTP component is in accordance with the provision of NSTP Act of 2001 that is "The CHED and TESDA, in consultation with the DND, PASUC, COCOPEA and other concerned government agencies, may design and implement such other program components as may be necessary in consonance with the provisions of this Act., thus, by crafting this additional program components, the non-alignment of the PCG NSTP–CWTS curriculum will be addressed.

Initiate a joint curriculum review committee. This committee should be composed of representatives from the PCG's relevant departments (CG7, CGETDC, Learning Doctrine Development Center) and the Commission on Higher Education (CHED), as well as academic

personnel from partner Higher Education Institutions (HEIs). Its purpose is to harmonize the PCG's curriculum content and community engagement requirements with CHED guidelines and standard university NSTP curricula. The revised curriculum should integrate PCG's specialized functions with broader civic welfare themes such as human rights, gender sensitivity, social enterprise, and sustainable development.

Develop and distribute standardized instructional guides. Tailored for civilian students, these guides should incorporate diverse and student-centered teaching methodologies to improve the quality and consistency of instruction across all districts.

Prioritize and fund regular supplementary training for instructors. Ensure these courses (e.g., IMO 6.09, IMO 3.12, and Instructor's Development Course) are consistently programmed across all Coast Guard districts, not just at the headquarters. This training should also include modern teaching methodologies like educational escape rooms and updated assessment techniques. Instructors should actively use the feedback and assessment mechanism to gather feedback on the course and improve their teaching strategies, fostering continuous pedagogical improvement.

Incentivize higher educational attainment. Encourage and provide incentives for instructors to pursue master's or doctorate degrees in relevant fields like education, public administration, disaster response, reduction and management, or social sciences to elevate their academic credentials and meet CHED requirements.

Strengthen the monitoring system for instructor efficiency and effectiveness. Revisit the guidelines and implement the monitoring system within each Coast Guard districts, to regularly monitor and evaluate instructors' performance.

Proactively engage university administrations. The PCG should conduct focused presentations, roadshows, and engagement forums to effectively communicate the unique benefits of the PCG NSTP–CWTS program, particularly its specialized expertise in maritime safety, disaster response, and environmental protection.

Lobby for legislative amendment to the NSTP Act of 2001 and strengthen the external coordination. A strategic effort should be made to add an express provision that formally recognizes the PCG's NSTP function. This would provide a clear legal mandate, ensure greater institutional support, and potentially unlock dedicated funding. Strengthen collaboration with CHED, local governments, and non-governmental organizations to ensure well-planned community service initiatives and the optimized use of resources.

Conduct a long-term impact study. Research is needed to evaluate the long-term effectiveness of the revised curriculum and instructional strategies. This study should track the civic engagement, patriotism, and career paths of PCG NSTP–CWTS graduates to measure the program's success and identify areas for further enhancement.

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