

# Scale on Civic Consciousness (SCC) for the National Service Training Program

Joseph Angelou I. Ng

**Abstract**—The National Service Training Program (NSTP) is the community service subject mandated by law to be taken up by college students in the Philippines. It aims to enhance the *civic consciousness* of students under two program components: Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS). While the enhancement of civic consciousness is central to the thrusts of NSTP, no attempt to quantify it has been made. Hence, this study developed a scale on civic consciousness for NSTP students. The responses of 173 NSTP students from De La Salle Lipa who are either on the CWTS or LTS program components have been the bases for determining the underlying dimensions of the said instrument through confirmatory factor analysis. The study is concluded with the confirmation that the Scale on Civic Consciousness for the National Service Training Program can be utilized in the investigation of the students' level of civic consciousness.

**Keywords**—civic consciousness, De La Salle Lipa, National Service Training Program, NSTP

## I. INTRODUCTION

ON January 23, 2002, Republic Act 9163, otherwise known as the National Service Training Program (NSTP) Act of 2001; has been signed into law as the modified community service subject of Filipino college students, which previously focused only on military training and was taken up solely by male students. NSTP became a two-semester subject credited for three units each, taken up by male and female students in any baccalaureate or technical-vocational course starting school year 2002-2003. Students were given the option to render the required community service hours in any of the three program components: Civic Welfare Training Service (CWTS) for activities related to the general welfare of the community such as health, education and environment; Literacy Training Service (LTS) for activities focusing on the enhancement of literacy and numeracy skills of students; and Reserve Officer Training Corps (ROTC) for military training.

The main aim of NSTP is to enhance the civic consciousness and defense preparedness of the Filipino youth [1]. The CWTS and LTS program components were developed to focus more on civic consciousness, while ROTC addresses the aim for military training. While much emphasis is given on *civic consciousness* as one of the guiding principles

of this program, no previous attempts to measure its level or degree among the youth have been made. There is still an ambiguity as to whether the development of the youth's civic consciousness can be attributed to the various impacts of socialization and the environment [2].

There are already a number of ways by which civic consciousness has been defined by various authors. For one, it has come to mean the consciousness of civic obligations that a young individual has towards his family, school, and peers [3]. It also refers to an aggregate of attitudes relating to the following: respect for law, support of government, concern for fellow citizens, and the willingness to promote public welfare [4]. Likewise, it relates to *citizenship* which is defined to be the association that an individual establishes with the community, state, or nation [5], and the role that citizens have in influencing the activities of the government [6].

The definition of civic consciousness by Tong Huasheng looks at it as a concept with several dimensions. According to his definition, civic consciousness is a collective of the following: own-role cognition, national identity, consciousness of political participation, legal consciousness, moral consciousness, ecological civilization consciousness and global citizenship [7]. These dimensions have become the bases for the researcher to construct a scale on civic consciousness which the Philippine system of education constantly upholds as a value that every Filipino youth must imbibe, as evidenced by its inclusion in the thrusts of NSTP.

Schools have been found to be the most effective venue in enhancing the civic consciousness of the youth. Put in other words, they become responsible in developing the students' civic consciousness as a demand of many modern educational policies [3]. With relatively more funding than other institutions, schools provide better opportunities for students to acquire civic and moral education [8]. Teachers play a vital role in managing the behavior of students in the classroom – a challenging role that has been found to affect civic consciousness [9]. As an educator himself, these findings have reinforced the interest of the author to develop an instrument to measure the civic consciousness of students enrolled in NSTP, which could be vital in the further evaluation of the effectiveness of NSTP as a community service subject.

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## II. METHOD

### A. Content Domain

The scale on civic consciousness (SCC) for the National Service Training Program which the author has devised was based on the definition of civic consciousness made by Huasheng. In his study, there were seven dimensions making up the civic consciousness of citizens in contemporary China. These include their own-role cognition, national identity, consciousness of political participation, legal consciousness, moral consciousness, ecological consciousness and global citizenship. The author has grouped relevant dimensions to come up with just four factors of civic consciousness: own-role (personal) and national identity; political participation and legal consciousness; moral consciousness; and ecological and global citizenship. These factors then became the proposed dimensions making up the SCC. For each factor, five positively stated items were constructed. The first draft of the scale was presented to a panel of test development specialists for their respective comments and suggestions on the constructed items. No item was deleted although some were modified in terms of the words used and of sentence construction. Specifically, items 12 and 17 were restated based on the suggestions of the validators. Before the revised scale was administered to the participants, the validators made another review of the instrument and found no other points for revision.

TABLE I  
SAMPLE ITEMS BY FACTORS

Item Number and Content by Factor
<b>Personal and National Identity</b>
1. I am aware of my own rights and obligations as a Filipino citizen.
5. I am witness to the achievements made by the Philippines in various disciplines.
<b>Political Participation and Legal Consciousness</b>
7. I am willing to participate in politically related activities especially if they will be for the benefit of the Filipino people.
9. I uphold the principle that "everyone is equal before the law."
<b>Moral Consciousness</b>
13. I follow the values and virtues which my family upholds.
15. I practice moral values whether at home or in school.
<b>Ecological and Global Citizenship</b>
17. I am cautious about my actions especially if they will have hazardous effects on nature.
19. I am concerned with issues happening in the country or in the world.

Table I presents two sample items for each factor. Items were positively stated and were constructed in the first-person perspective. The order of the statements was retained in the revised scale, although no mention of the proposed factors was made to the participants. The SCC is a scale composed of 20 items. It uses a five-point frequency scale with items ranging from *strongly disagree* to *strongly agree*. A higher score meant a higher frequency. Items rated five mean *strongly agree*; four, *agree*; three, *not sure*; two, *disagree* and one, *strongly disagree*.

### B. Pretesting and Participants

The participants of the study were selected 173 students of De La Salle Lipa who either signed up for the CWTS or LTS components of their NSTP subject for the second semester of SY 2014-2015. They were NSTP students assigned to conduct community service projects at Bolbok Elementary School in Lipa City. The said public elementary school has been a partner community of DLSL through the NSTP for five years. The author, who was the NSTP teacher of the participants, administered the test to them during the last NSTP class of the semester. They were given 10-15 minutes to answer the questionnaire. Their responses to the data gathering tool were tallied and the appropriate statistical tools were utilized.

## III. RESULTS

A Confirmatory Factor Analysis (CFA) was used to identify the underlying structure of the construct being measured. CFA was done in order to evaluate the items of the proposed SCC for NSTP. After various statistical tools were applied on the tabulated responses of the participants, results were obtained. Five factors were measurable by the 20 items of the scale.

TABLE II  
COMPONENT MATRIX COEFFICIENTS AND COMMUNALITIES UNDER FACTOR 1

Item	Statement	Load-ings	Commu-nalities	M	SD
1	I am aware of my rights and obligations as a Filipino citizen.	.468	.402	4.5376	.54456
2	I protect my rights and interests as a citizen of this nation.	.392	.403	4.5434	.55471
6	I am proud to be a Filipino wherever I go.	.648	.496	4.7341	.50445
7	I am willing to participate in politically related activities especially if they will be for the benefit of the Filipino people.	.543	.347	4.2890	.80532
8	I strive to avoid violating any laws in my country, so that I would not need to answer against them.	.582	.502	4.4509	.62335
9	I uphold the principle that "everyone is equal before the law."	.783	.686	4.4046	.79122

Table II shows the items from the SCC which belong to Factor 1. Six statements were found to relate to this factor as evidenced by the loading values which were all above the ideal minimum limit of .30. Similarly, the values representing their communalities did not go beyond .80 which means that the items are varied enough to measure different dimensions of the same factor. Mean values were 4.28 and higher, and standard deviation values were all less than 1. By the nature of the statements on this table, Factor 1 is renamed *Personal Identity and Citizenship*.

TABLE III  
COMPONENT MATRIX COEFFICIENTS AND COMMUNALITIES UNDER FACTOR 2

Item	Statement	Load-ings	Commu-nalities	M	SD
3	I subscribe to the decisions made by persons in authority, especially those in the government.	.532	.483	4.0462	.82698
4	I believe that the current system of government in the Philippines is most suitable for its national conditions.	.808	.663	3.5434	1.01422
5	I am a witness to the achievements made by the Philippines in various disciplines.	.625	.518	3.9827	.87918

Table III presents the items which relate to Factor 2. Loading values were 0.53 and above, and all communalities were below 0.80. Mean values were 3.5 and higher. Standard deviation values were 1.0 and less. The meanings of the three statements all relate to *National Identity*.

TABLE IV  
COMPONENT MATRIX COEFFICIENTS AND COMMUNALITIES UNDER FACTOR 3

Item	Statement	Load-ings	Commu-nalities	M	SD
10	I put an effort to abide by some of the most common laws of my country (traffic rules, waste segregation).	.391	.400	4.3179	.81951
11	I strive to perform my roles in the society in the most honest and prudent way possible.	.680	.501	4.3584	.66376
12	I put my full trust and confidence in the integrity and abilities of my fellow Filipinos.	.617	.551	4.3584	.65495
14	I believe that for the society to practice morality, it must start with individual citizens.	.712	.577	4.5376	.73534
15	I practice moral values whether at home or in school.	.661	.572	4.5029	.53510

Based on Table IV, five statements were loaded to Factor 3 in terms of their loading values which were all above 0.30 (ranging from 0.39 to 0.71). Communality values ranged from 0.40 to 0.58. Mean values were 4.32 and above. Standard deviation values were all less than one. *Moral Consciousness* is the name given to the third factor, since the nature of the statements all relate to the concept of doing what is right and just.

TABLE V  
COMPONENT MATRIX COEFFICIENTS AND COMMUNALITIES UNDER FACTOR 4

Item	Statement	Load-ings	Commu-nalities	M	SD
16	I believe that Filipinos do not hold the full right to exploit nature for their economic benefits, since natural resources are finite.	.659	.516	4.2832	.78177
17	I am cautious about my actions especially if they will have hazardous effects on nature.	.789	.692	4.3295	.79321

Table V presents two statements which relate to Factor 4. Both of their loading values were above 0.30, and their values of communalities were below the maximum limit of 0.80. Mean values were 4.28 and 4.33, while standard deviation values were 0.78 and 0.79. The two statements measure the factor *Ecological Consciousness*.

TABLE VI  
COMPONENT MATRIX COEFFICIENTS AND COMMUNALITIES UNDER FACTOR 5

Item	Statement	Load-ings	Commu-nalities	M	SD
13	I follow the values and virtues which my family upholds.	.701	.552	4.7225	.57675
19	I am concerned with issues happening in the country or in the world.	.576	.647	4.3642	.69071
20	I often update myself with issues happening in Asia or in the world.	.616	.696	4.1156	.80582

Three items were loaded to the fifth factor, as Table VI shows. All the loading values were above 0.30. The communality values were all below 0.80. Mean values range from 4.11 to 4.72, and the standard deviation values were all less than 1. The nature of the statements relate to *Social Citizenship*.

TABLE VII  
KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.800
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	923.877
	190
	.000

Table VII shows the values obtained by utilizing the Kaiser-Meyer-Olkin measure of sampling adequacy and the Bartlett's test of sphericity. Both tests were used to evaluate the strength of the linear association among the 20 items in the correlation matrix. On the one hand, the KMO statistics (0.800) was above the recommended value of 0.60, which

means that the participants represent a good sample or the sample is adequate. On the other hand, the Bartlett's test of sphericity was significant ( $\chi^2 = 923.877, p = 0.000$ ). The values of the said test demonstrate that the Bartlett's test is highly significant and factor analysis is appropriate for the measurement of the construct.

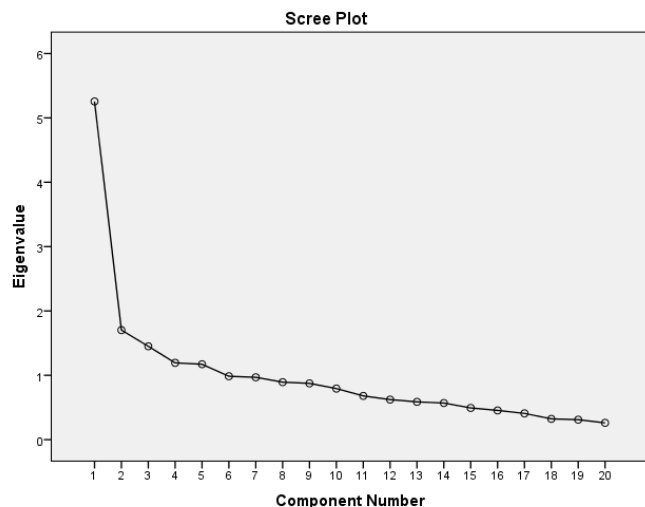


Figure 1. Scree Plot of the Items

The principal component analysis with varimax rotation was applied to determine the number of factors to extract from the scale. The result of the scree plot on Figure 1 shows that there are really five factors under the construct being measured as evidenced by the number of points in the graph above the Eigen value of 1. Hence, the previous assumption made that there are only four factors being measured by the SCC is modified to accommodate an additional factor.

Since all items were loaded to each of the factors identified through CFA and most statistical values previously discussed were favorable, there was no item deleted after the evaluation. Changes were only made as to which factor each item belongs, and the number of items per factor.

#### IV. DISCUSSION

Five factors or subscales were identified in the proposed scale on civic consciousness (SCC) after the employment of confirmatory factor analysis. These are *personal identity and citizenship, national identity, moral consciousness, ecological consciousness* and *social citizenship*; contrary to just four factors which the author has assumed at the time of scale construction which is in turn based on the seven-factor concept of civic consciousness by Huasheng. The proposed 20 items of the scale had favorable loading values and communalities to the factor where they each belong. Values of the KMO and Bartlett's test were equally positive, that is why no item from the scale was removed. Modifications were just made so as to accommodate the loading of items to new factors, and the revised distribution of the items to the factors determined.

The SCC for NSTP is therefore considered an effective measuring instrument to assess the level of the students' civic

consciousness on five factors or dimensions. It remains to be a 20-item scale which can be administered to Filipino college students for a total completion time of 10-15 minutes.

Literature on civic consciousness will tell us of its utmost importance to heighten the people's awareness on their civic rights and responsibilities, to enhance their holistic development and to facilitate social modernization [7]. The Philippines has recognized the need to cultivate it in the youth by integrating it into the NSTP subject [1]. While it may be so, no previous attempt has been conducted to quantify it or measure its level among the Filipino youth. Doing so can actually become a way to evaluate the effectiveness of NSTP as a community service subject. With the development of this scale, a new opportunity of evaluating the civic consciousness of the Filipino youth is identified. It is likewise anticipated that NSTP students to which the scale would be administered can become aware of the present level of their civic consciousness and in the process maintain it or improve it for better performance in community service learning.

For further studies, the next statistical treatment that can be applied to the SCC is *equation modeling*, a technique which will further identify the percentage by which a certain item contributes to the factor it has been loaded. Absence of appropriate statistical software to do equation modeling is the reason why this study has not accomplished it, although it can also prove useful for the further development of the scale. ♦

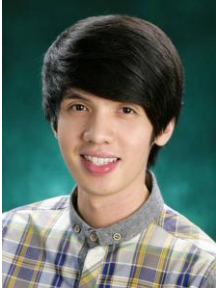
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**Joseph Angelou I. Ng** was born in Batangas City, Philippines on May 9, 1987. He was an alumnus of De La Salle Lipa (DLSL) in Lipa City since his basic education years and acquired a degree in nursing in the same institution in 2009. A registered nurse by profession, he decided to widen his horizon by acquiring a master's degree in business administration in 2012 at Batangas State University in Batangas City. Currently, he is taking up a doctoral degree in public administration at St. Jude College in Manila City.

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Mr. Joseph Angelou I. Ng is a regular member of the Philippine Society of NSTP Educators and Implementers (PSNEI) and a lifetime member of The Outstanding Students of the Philippines Alumni Community (TOSPAC). He graduated magna cum laude in college, a finalist of the Ten Outstanding Students of the Philippines and was hailed as one of the Jose Rizal Model Students of the Philippines. As an employee of DLSL, he has received merits for community involvement twice (in 2013 and 2014) and a merit for teaching performance once (in 2014).