

Title: Personal Assessment of the Social Awareness Level of Freshmen National Service Training Program (NSTP) Students of Lorma Colleges for the School Year 2014-2015

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INTRODUCTION

Student social responsibility (SSA) is the awareness of every student for his/her actions. One of the most effective ways to prepare students to be more responsible leaders is to give them opportunities to get engaged in activities in their school or in communities where they could interact with other persons be of service to others. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes. SSA is based on an individual's ethics. Instead of giving importance only to those areas where one has material interests the individual supports issues for philanthropic reasons. SSA may be slightly impractical, especially in the modern competitive world, where everyone works for self-interest, but it will succeed if we take decisions based on what will benefit a large number of people and respect everyone's fundamental rights. As students they can make small contributions to society by donating money to trustworthy NGO's, saving the natural resources by reducing our consumption, e.g. by switching off lights or computers when not in use, show responsibility in disposing their trash and garbage.

What is social awareness? **Social awareness** is an ethical framework that suggests that an entity, be it an organization or individual, has an obligation to act to benefit society at large. Social awareness is a duty every individual has to perform so as to maintain a balance between the economy and the ecosystems. Social awareness means sustaining the equilibrium between the two. It pertains not only to business organizations but also to everyone whose any action impacts the members of the society and the environment. This awareness can be passive, by avoiding engaging in socially harmful acts, or active, by performing activities that directly advance social goals.

Students interact with people from different backgrounds. Tolerance for one another's differences improves society as a whole. Being a student does not necessarily mean you must agree with people who are different from you, but tolerance and respect are necessary so students from diverse socioeconomic backgrounds, faiths or ethnicities can work toward one goal, collectively. Such activities can furtherly enhance students experiences in developing their social awareness and concern for others.

Socially aware individuals show "community-mindedness" in their responses to school, local, national, and global issues and events. This attitude is the basis of a functioning and flourishing democratic society. Human and social development is one of the goals of Lorma Colleges. This broad goal further specifies that students are expected to "develop a sense of social awareness and a tolerance and respect for the ideas and beliefs of others. This is a goal that is shared by families and communities. Lorma Colleges as an institution and a community has four main core values that has been continuously strengthened across all the departments and course offerings. These are Christian Values, Teaching Excellence, Concern for Others and Social Awareness. Though there are no specific standards in developing these core values, this study came up with standards for the core value on Social Awareness based from informal interviews conducted among the faculty and students.

These standards are as follows:

- A. Contributing to the classroom and school community
- B. Solves problems in peaceful way
- C. Valuing diversity and defends human rights
- D. Exercising human rights and responsibilities

NSTP at Lorma and Background of the Study

The National Service Training Program (NSTP) is a program aimed at enhancing civic consciousness, social awareness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three (3) program components. These various components are specially designed to enhance the youth's active contribution to the general welfare.

At Lorma Colleges, the CWTS is being offered due to the fact that majority of its students are in paramedical courses. The curriculum is then geared towards training the students on how to improve the lives of communities through community service.

The subjects of this study are the freshmen students of the NSTP program for the school year 2014-2015.

Research Paradigm

The study uses an Input-Process-Output approach. The inputs are the answers to the survey questionnaire prepared, the process is statistical analysis and the output is the personal awareness of the level of social responsibility of the students in terms of the kind of activities they are engage in their classroom settings, respective families, communities, religious affiliations and school activities.

STATEMENT OF THE PROBLEM

Generally, this study aims to assess the personal perception of the level of Social Awareness of the National Service Training Program (NSTP) students of Lorma Colleges for the school year 2014-2015.

Specifically this study aims to answer the following questions:

1. What is the profile of the students NSTP students based on activities with

their families, communities, and school activities with advocacies on social awareness?

2. What is the level of awareness of the students regarding their social

awareness?

Chapter 2

METHODOLOGY

The descriptive method of research will used in this study. Descriptive research is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies, measure of central tendencies specifically the mean and similar statistical calculations. Descriptive studies seldom involve experimentation, as they are more concerned with naturally occurring phenomena than with the observation of controlled situations.

This section describes in details of how the study was conducted to enable the reader to evaluate the appropriateness of the methods and the reliability and the validity of the results of the study. The introductory portion of the chapter identifies and describes the design used in the study to be followed by:

Data Gathering Tools

- The use of questionnaire will be the instrument to be used in gathering data for this study.
- The survey questionnaire will be generated based from the problems of the study.

Data Gathering Procedure

- The data from the instrument in the form of a questionnaire will be used to determine the students' awareness of their social responsibility

Statistical Treatment of Data

- The use of frequency, percentage and measure of central tendencies specifically the mean.
- Identifies and briefly describes the descriptive and analytic tools used to treat the data gathered.

**Chapter 3
RESULTS AND DISCUSSION**

This section presents the results and discusses the findings per problem. The themes in the headings and sub-headings of this section are stated in a one-to-one correspondence with the logic of the research questions.

There are four standards and the specific indicators considered in this study. These are as follows:

- A. Contributing to the classroom and school community
 1. Shows kindness in dealing with other people,
 2. Friendly to everyone.
 3. Works actively to improve school or community.
 4. Volunteers for extra responsibility.
 5. Shows leadership skills in school and community activities.
 6. Applies leadership skills in school or community activities.
- B. Solves problems in peaceful way
 1. In conflicts shows empathy and sense of ethics.
 2. Presents sound arguments.
 3. Considers views of others.
 4. Can clarify problems and issues..
 5. Creates effective plans to solve problems.
 6. Uses evidences to evaluate actions.
- C. Valuing diversity and defends human rights
 1. Respectful to anyone and ethical.
 2. Speaks out and take actions to support views of others.
 3. Defends human rights even that may not be a popular stand
- D. Exercising human rights and responsibilities
 1. Shows strong sense of community mindedness
 2. Accepts accountability in school and community activities
 3. Can describe and work towards an ideal future.

The data that follows show the frequency and the average mean of how the students perceive themselves in terms of their personal social awareness. On a scale of 1-4, 1 being the lowest point the students rated themselves with the following descriptions: 1 - Not Yet w/in Expectations But Feels the Need to Improve

- 2 - Not Yet w/in Expectations But Feels the Need to Improve
- 3 - Fully Meets Expectations
- 4 - Exceeds Expectations

4	3	2	1	Total	4	3	2	1	Total	Mean	Average Mean
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A.											
1	50	88	19	0	157	200	264	38	0	502	3.20
2	51	78	28	0	157	204	234	56	0	494	3.15
3	19	77	53	8	157	76	231	106	8	421	2.68
4	17	67	65	8	157	68	201	130	8	407	2.59
5	21	71	60	5	157	84	213	120	5	422	2.69
6	16	71	64	6	157	64	213	128	6	411	2.62
											2.82
B											
1	25	94	36	2	157	100	282	72	2	456	2.90
2	16	86	54	1	157	64	258	108	1	431	2.75
3	45	83	28	1	157	180	249	56	1	486	3.10
4	32	90	34	1	157	128	270	68	1	467	2.97
5	35	79	41	2	157	140	237	82	2	461	2.94
6	36	84	36	1	157	144	252	72	1	469	2.99
											2.94
C											
1	67	82	7	1	157	268	246	14	1	529	3.37
2	23	97	36	1	157	92	291	72	1	456	2.90
3	33	85	37	2	157	132	255	74	2	463	2.95
											3.07
D.											
1	31	82	39	5	157	124	246	78	5	453	2.89
2	41	75	40	1	157	164	225	80	1	470	2.99
3	43	87	26	1	157	172	261	52	1	486	3.10
											2.99
Average											2.96

Based from the given data and rounding the average mean the students perception of the level of their social awareness would fall on 3 which means that their level of social awareness would describe that they have fully meet the expectations of the level of social awareness.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

Based from the average mean of the tabulated data of the perception of the NSTP students' of Lorma Colleges for the SY 2014-2015 on their level of social awareness, it shows that they fall under the category of fully meeting the expectations of being socially aware.

Recommendations:

After taking NSTP 2, the students have fully met the expectation of being socially aware. It is then recommended that Lorma Colleges will continue with the present programs of its Civic Welfare Training Service and may enhance it more by involving the NSTP students in more social work and activities.

Bibliography

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