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STUDENT SATISFACTION WITH EXPERIENTIAL LEARNING IN A COMMUNITY IMMERSION SERVICE-LEARNING COURSE FOR ACADEMIC YEAR 2023-2024 OF THE NATIONAL SERVICE TRAINING PROGRAM AT NU DASMARIÑAS, CAVITE

Jowie G. Espaldon*, Manuel J. Logatoc**, Ricardo E. Hate***,
Leonardo I. Logan Jr.****, Rosemarie A. Arcilla*****,
Clifford John P. Ferrer******

*(Coordinator / Faculty, Faculty Services Office / National Service Training Program, National University, Philippines
Email : whyespaldo@gmail.com)
** (OIC Director, Community Extension / National Service Training Program, National University, Philippines
Email : logatocem08@gmail.com)
***(Captain / Deputy Commander – Cavite, Armed Forces of the Philippines / Guidance Counselor, National University, Philippines
Email : rickhate@yahoo.com)
**** (2nd Lieutenant Philippine Army, National Service Training Program / COMEX, National University, Philippines
Email : leoleo.logan1@gmail.com)
***** (Faculty, Community Extension / National Service Training Program, National University, Philippines
Email : raarcilla31@gmail.com
****** (Faculty, Community Extension / National Service Training Program, National University, Philippines
Email : ferrer.cjp@gmail.com

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Abstract:

This study assesses student satisfaction with the community immersion component of the National Service Training Program (NSTP) service-learning course at National University Dasmariñas, which aligns with the Philippine Constitution's emphasis on youth development and social awareness. The NSTP plays an essential role in encouraging community engagement and holistic development in students, as required by the Constitution's provisions.Utilizing Descriptive Quantitative Research, the study collected data from 114 college students enrolled in the NSTP for the academic year 2023-2024. These students, representing diverse fields such as Information Technology, Business Administration, Computer Science, and Hospitality Management, participated in a self-administered survey questionnaire. The questionnaire, structured into two parts, focused on evaluating the learning process, program effectiveness, and the students' experiential feedback categorized according to David Kolb's Experiential Learning Model.The findings show that students firmly encourage the NSTP's community immersion component, with more than 90% agreeing or strongly agreeing on aspects of the learning process and program assessment. Notably, positive response rates ranged from 82.5% to 99.1% for statements about concrete experiences, observations, and active experimentation, indicating high levels of satisfaction. These findings support the program's effectiveness in achieving educational goals by encouraging active community engagement and improving students' learning experiences through practical, real-world applications.

Keywords —**Experiential Learning, National Service Training Program,Community Immersion, Education, Teaching.**

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I. INTRODUCTION

As globalization continues to expand, encouraging today's youth to train and work with people from diverse cultural backgrounds has become increasingly challenging. Emphasis on partnerships between projects and communities, as well as understanding one's role in enacting change, are crucial elements in this endeavor. Remarkably, the promotion of public welfare and safety is a concern shared by all.

In the Philippines, the 1987 Constitution recognizes the vital role of the youth in nation-building and calls for the State to foster civic consciousness, as well as the physical, moral, spiritual, intellectual, and social well-being of young people. The implementation of the National Service Training Program (NSTP) plays a crucial role in fulfilling this mandate.

This study aims to evaluate the students' satisfaction with the community immersion component of the NSTP service-learning course at National University Dasmariñas. By understanding the students' perspectives, the department can work to improve curriculum delivery and provide a high-quality educational experience that fosters civic engagement and community involvement.

II. METHODOLOGY

This study utilized a Descriptive Quantitative Research that established meaningful foundation of organized and summarized gathered data. The use of Descriptive Quantitative approach characterized the data given by the students, providing a clear and detailed representation of their experiences and perspectives. The respondents of this study are college students that are currently enrolled for the academic year 2023-2024, specifically enrolled in the National Service Training Program at National University Dasmariñas, Cavite. There is a 114 total number of respondents coming from different courses, there are 40 respondents from Bachelor of Science in Information Technology, 27 from other Liberal and Business courses, 23 from Bachelor of Science in Business Administration, 22 from Bachelor of Science in Computer Science, and a small number of 2 respondents from the Bachelor of Science in Hospitality Management.

Data was collected through a self-administered survey questionnaire that measured students' satisfaction with various aspects of the experiential learning experience, it was divided in two parts and categorized accordingly. The first part focused on evaluating the learning process, their assessment of the program, and assessment of their experiences. The second part was structured around David Kolb's Experiential Learning Model, categorizing responses according to students' concrete experiences, observations, and active experimentations.

Over 90% of students either agreed or strongly agreed with the statements related to the learning process, given that the 49.1% of the respondents are engaged in pair and group activities within the program. Over 80% of students agreed and strongly agreed that the program was implemented efficiently and was able to reflect and learn from their experience. Disagreement rates were notably low for both the learning process and assessment components. The data on concrete experiences, observations, and active experimentation demonstrates a high level of satisfaction, with positive response rates ranging from 82.5% to 99.1% across the statements. However, one statement exhibited a lower positive rate, indicating potential challenges associated with that experience.

Overall, the survey results illustrate the effectiveness of the Community Immersion Service-Learning course in achieving its educational objectives from the perspective of the students. The findings reveal widespread agreement and satisfaction across various aspects of its implementation.

III.   RESULTS AND DISCUSSIONS

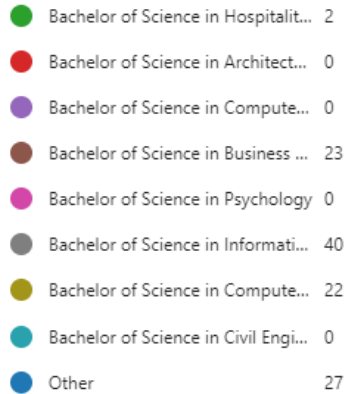Gathered Data and its results are shown in graph and table that are numbered and described accordingly.

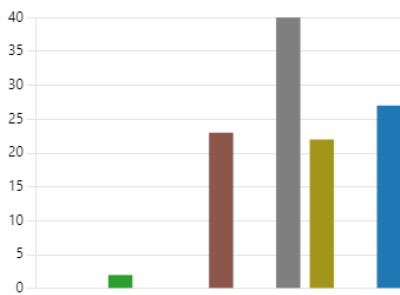

FIGURE 1. DEMOGRAPHIC PROFILE

FIGURE 2. DEMOGRAPHIC PROFILE

Figure 1 and Figure 2 shows different courses of respondents which are students of National University Dasmariñaswho took the community immersion service-learning course as part of the National Service Training Program. There is a 114 total number of respondents coming from different courses, there are 40 respondents from Bachelor of Science in Information Technology, 27 from other Liberal and Business courses, 23 from Bachelor of Science in Business Administration, 22 from Bachelor of Science in Computer Science, and a small number of 2 respondents from the Bachelor of Science in Hospitality Management.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am able to apply my problem-solving skills and critical thinking skills in real life context and in understanding concepts and theories.	7%	0%	47.4%	45.6%
2. I am provided opportunities to reflect and communicate my learnings appropriately and meaningfully.	7%	0%	47.4%	45.6%
3. I have opportunities to create and generate new ideas.	7%	0.9%	46.5%	45.6%
4. I am engaged in pair and group activities.	7%	0.9%	43%	49.1%

TABLE 1. LEARNING PROCESS

The gathered data from table 1 presents significant insight into students' perceptions of the community immersion service-learning course at National University Dasmariñas. More than 90% of students consistently agreed or strongly agreed with all four learning process statements, indicating strong support for the educational methodologies used. Notably, Statement 4 received the highest percentage of strong agreement, with 49.1% of respondents expressing strong agreement. In contrast, disagreement rates were minimal across all areas, with only about 7% of students indicating strong disagreement with all statements, and disagreement rates ranging remarkably low from 0% to 0.9% on individual statements. These findings indicate that students are generally satisfied with the effectiveness and execution of the learning process within the course, highlighting strong alignment with educational objectives and student expectations.

Overall, the students were quite satisfied with the learning experiences provided through the Community Immersion implementation. The high levels of agreement and strong agreement indicate the implementation was effective in meeting its learning objectives from the students'

perspectives. The low disagreement rates further reinforce this positive assessment.

| Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The learning outcomes have corresponding integrative (i.e., activities that target multiple learning outcomes) and independent learning activities and assessment.	7%	1.8%	49.1%	42.1%
2. The assessment tasks simulate real-life contexts relevant to the learning outcomes.	6.1%	2.6%	46.5%	44.7%
3. We focuses on performance tasks, projects, and other alternative forms of assessments (e.g., portfolios, projects, reflection papers and oral interviews) using appropriate rubrics.	7.9%	0.9%	47.4%	43.9%
4. We provides reinforcement or enrichment activities as appropriate or as needed.	7.9%	1.8%	46.5%	43.9%
5. We provides timely and quality feedback necessary for achieving the learning outcomes.	7%	5.3%	48.2%	39.5%
6. We maximizes appropriate technology in assessing my progress.	7.9%	1.8%	52.6%	37.7%

TABLE 2. ASSESSMENT
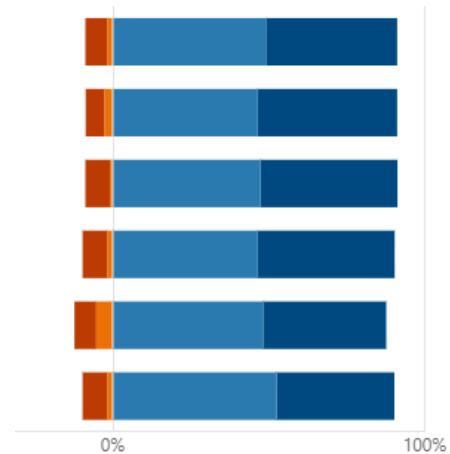
FIGURE 3. ASSESSMENT

Figure 3 and Table 2 shows that across all six assessment statements, a substantial majority of students either agreed or strongly agreed, with each statement garnering over 80% combined agreement. Statements 1 and 2 received the highest levels of strong agreement, at 42.1% and 44.7% respectively, indicating strong consensus on these aspects of the program. In contrast, Statements 5 and 6 show lower levels of strong agreement, with 39.5% and 37.7% respectively, suggesting areas where student satisfaction may be less pronounced. Disagreement rates remained relatively low, ranging from 0.9% to 5.3%, highlighting overall alignment between student perceptions and program objectives. However, strong disagreement rates were notable at around 7-8% across most statements, signaling areas for potential improvement or further study. These findings provide valuable insights into student satisfaction and areas of concern within the assessment framework of the Community Immersion Service-Learning course

Overall, the data indicates that students were generally satisfied with the learning experiences and implementation of the Community Immersion Service-Learning course. The high agreement levels suggest the course was effective in achieving its intended learning outcomes. The lower strong agreement percentages for some statements may point to areas for potential improvement.

Statement	Yes	No
1. I learn best when experiences are emphasized.	99.1%	0.9%
2. I learn best when the focus is on the present and on doing such activities as games, problem solving, simulations.	96.5%	3.5%
3. I learn best when there is a lot of action and excitement.	95.6%	4.4%
4. I learn best when I can lead and solve a problem.	82.5%	17.5%
5. I learn best when I have to respond to a challenge and take risks.	90.4%	9.6%

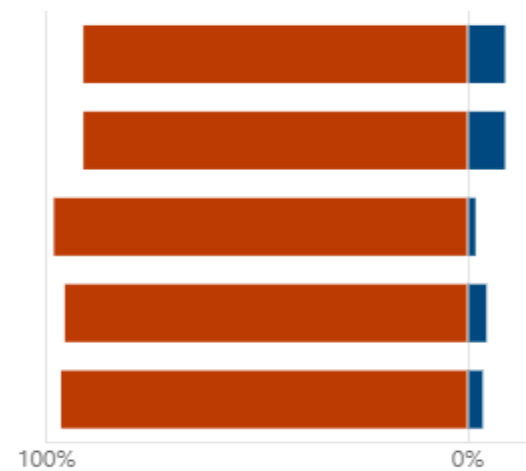**TABLE 3. CONCRETE EXPERIENCE**

From the data of Table 3:

1. Overall, the vast majority of students (over 80% for all statements) reported positive concrete experiences in the course, indicating a high level of satisfaction.
2. The highest positive response rates were for Statements 1 and 3, both at 99.1% yes.
3. Statement 4 had the lowest positive response rate at 82.5%, suggesting there may have been some issues or challenges with that particular concrete experience.
4. The negative response rates were generally low, ranging from 0.9% to 17.5%, indicating that concrete experiences did not pose major problems for most students.

The high levels of positive responses across the majority of statements demonstrate that the Community Immersion Implementation was successful in providing meaningful and satisfactory concrete experiences for the students, in alignment with Kolb's experiential learning model.The lower positive rate for Statement 4 could be an area to investigate further to understand what factors may have contributed to less favorable concrete experiences for some

students. Overall, the data points to a generally high level of student satisfaction with the concrete experiences' component of the immersion.

Statement	Yes	No
1. I learn best when the learning forms a part of a conceptual whole, such as a model for a theory.	91.2%	8.8%
2. I learn best when I have time to explore the theory, methodology and activities of the subject topic.	91.2%	8.8%
3. I learn best when there is a clear and obvious purpose to the activities.	98.2%	1.8%
4. I learn best when there is a reliance on rationality and logic.	95.6%	4.4%
5. I learn best when I can analyze situations and then generalize their findings.	96.5%	3.5%

TABLE 3. REFLECTIVE OBSERVATION

FIGURE4. REFLECTIVE OBSERVATION

From the data of Table 3 and Figure 4:

1. The majority of students reported positive concrete experiences, with yes responses ranging from 91.2% to 98.2% across the five statements.
2. Statement 3 had the highest positive response rate at 98.2%, indicating a very high level of satisfaction with that particular concrete experience.

3. Statements 1 and 2 had the lowest positive response rates at 91.2%, though this is still a strong majority.
4. The negative response rates were relatively low, ranging from 1.8% to 8.8%, suggesting that concrete experiences did not pose major issues for most students.

Overall, these results demonstrate a high level of student satisfaction with the concrete experiences provided in the Community Immersion Implementation. The consistently high positive response rates across the statements align with Kolb's experiential learning model, where concrete experiences are a key component.The slightly lower positive rates for Statements 1 and 2 could be an area to further study to understand what factors may have contributed to less favorable experiences for some students in those cases. However, the data overall indicates that the course was successful in delivering meaningful and satisfactory concrete experiences for the majority of participants.

No.	Yes	No
1. I learn best when material is directed towards techniques that make their work easier.	97.4%	2.6%
2. I learn best when I am able to practice what I have learned.	97.4%	2.6%
3. I learn best when I can relate to a successful role model.	93%	7%
4. I learn best when there are many opportunities to implement what has been learned.	98.2%	1.8%
5. I learn best when the relevance of my learning to real life context is clear and easily applicable.	96.5%	3.5%

TABLE 4. ACTIVE EXPERIMENTATION

From the data of Table 3 and Figure 4:

1. The vast majority of students reported positive concrete experiences, with yes responses ranging from 93% to 98.2% across the 5 statements.
2. Statements 1, 2, and 4 had the highest positive response rates, all over 97%, indicating a very high level of satisfaction with those particular concrete experiences.
3. Statement 3 had the lowest positive response rate at 93%, though this is still a strong majority.
4. The negative response rates were low, ranging from 1.8% to 7%, suggesting that concrete experiences did not pose major issues for most students.

Overall, these results demonstrate a high level of student satisfaction with the concrete experiences provided in the Community Immersion Implementation. The consistently high positive response rates across the statements align with Kolb's experiential learning model, where concrete experiences are a key component.The slightly lower positive rate for Statement 3 could be an area to investigate further to understand what factors may have contributed to less favorable experiences for some students in that case. However, the data overall indicates that the course was successful in delivering meaningful and satisfactory concrete experiences for the majority of participants.The high levels of student satisfaction with the concrete experiences are a positive indicator that the course is effectively incorporating Kolb's experiential learning model and providing students with valuable hands-on learning opportunities.

IV. CONCLUSIONS AND RECOMMENDATIONS

The survey results indicate that the Community Immersion Implementation was highly successful in providing students with meaningful and satisfactory learning experiences. Many students

(over 80% for all measured dimensions) reported positive perceptions of the learning process, assessment, and concrete experiences. This suggests the course effectively aligned with Kolb's experiential learning model and achieved its intended learning outcomes from the students' perspectives.

Based on the overall high level of student satisfaction observed in the survey, it is recommended that theCommunity Immersion Implementation continue and potentially expand its offerings. However, the data also highlights specific areas warranting further investigation and improvement. Firstly, there is a need to delve deeper into the factors contributing to slightly lower rates of strong agreement and higher rates of strong disagreement for certain learning process and assessment statements, aiming to enhance experiences for all students. Secondly, attention should be focused on Statement 4, which received the lowest positive response rate regarding concrete experiences, to identify and address any underlying issues or challenges.Furthermore, collecting additional qualitative feedback from students would provide valuable insights into their experiences, assisting in identifying areas for refinement and improvement within the Community Immersion Implementation. Overall, while the survey results highlight the program's effectiveness and value to students, ongoing adjustments based on these recommendations can strengthen its ability to provide impactful experiential learning opportunities.

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