

Value System, Motivation, and Benefits in Community Volunteerism among Stakeholders of St. Jude College-Manila

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ABSTRACT

The study aims to determine the value system, motivations, and benefits gained from community volunteerism among the stakeholders of St. Jude College-Manila using the quantitative-descriptive, comparative, and correlational research methods. A total of 566 respondents participated in the study; 10 were administrators or academic deans, 36 were full-time faculty members, and 520 were students enrolled during the Second Semester 2014-2015 in 10 different programs of the locale across year levels. The findings showed that the respondents came from all participating schools of the institution and most of the respondents have worked in the institution for five years. The school's value system had contributed to the idea of community volunteerism, the motivational factors that influence volunteerism, and the benefits gained from participation in community volunteerism to a "moderate" and to "a great extent" among students and faculty members, respectively. Meanwhile, no significant difference was found in the extent to which the value system had contributed to community volunteerism. There was also no significant difference in terms of the motivational factors that influenced the respondents to participate in community volunteerism observed among the respondents regardless of gender, age, educational status, disciplines, and length of service in the institution. A proposed unified and intensified program geared towards the improvement and synchronization of the community outreach program of the whole institution was recommended.

Keywords: *value system, motivation, community volunteerism, stakeholders*

INTRODUCTION

Globalization has brought intertwined challenges that primarily affect individuals, institutions, and nations in every corner of the world. To cope with this situation, stakeholders in both the public and private sectors should initiate measures to prepare for such challenges brought about by the advent of fast-moving industrialization and advancement in technology.

Educational institutions play a vital role in the life and success of every individual. It hones one to become a productive member and an active player to bring about changes in society. Though knowledge and skills are gained most often in the four corners of the classroom, it can be actualized by one's exposure to a variety of situations that lead to the formation of one's value system.

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As mentioned by Anderson (1984), values are some of the motivating factors that drive a person to serve others through an act of volunteerism. It is one of the most basic expressions of human behavior that arises out of long-established ancient traditions of sharing and reciprocal exchanges. It benefits both societies at large and the individual volunteers by strengthening trust, solidarity, and reciprocity among citizens, and by purposely creating opportunities for participation. Volunteer work is the backbone not only of civil society organizations and social-political movements but also of many health education, housing, and environmental programs along with a range of other civil societies in public and private sectors worldwide (UNESCO Report, 2011).

In response to the United Nation's call for volunteerism, the government through the Commission on Higher Education (CHED) encourages higher education institutions to take part in the advocacy of volunteering so that students can take part in national development and bring about societal change.

St. Jude College-Manila (SJC-Manila), a higher educational institution strongly believes in the value of service as clearly stated in its mission statement as the leading provider of responsive education under the tenet of "Propter Humanitatem" or service to humanity (SJC Handbook, 2015). To fully actualize the mission of the institution, several academic programs have included institutional subjects like community extension, to expose students to the real situations of societies, within the bonds mandated by the course and outside what is required by the curriculum.

This study sought to determine the extent to which value system contributes to community volunteerism. It was also geared to identify the motivational factors that influence volunteerism and the benefits gained from participation in community volunteerism projects among the stakeholders of St. Jude College. The results of this study will be used as a basis in the preparation of a unified and intensified community outreach program that will bring about a more visible, well-organized, and active community extension activities of the institution.

METHODOLOGY

The study made use of the descriptive-comparative and correlational methods of research. This involves narrative description, classification, enumeration, and gathering of data using survey questionnaires. The results are later interpreted, analyzed and compared. It involves the description, recording, analysis, and interpretation of the present nature, composition, or process of phenomena (Yin, 2003). It includes surveys, feasibility studies, case studies, content analysis, correlational studies, and comparative studies at the same time (Salustiano 2009).

Five hundred sixty-six (566) respondents from different schools of SJC-Manila participated in the study as shown in Table 1. Included in the study were 10 academic heads/deans, 36 full-time faculty members, and 520 student respondents enrolled in the 10 schools of SJC-Manila, namely the Schools of Arts and Sciences and Education; Business Administration; Computer Science, and Information Technology; International Hospitality Management, Medical Technology, Midwifery; Nursing, Pharmacy, Radiologic Technology, and Rehabilitation Sciences. The student respondents were mostly at the first-year level. They were purposely selected, and the sample size was based on Slovin's formula at 0.05 margin of error.

Table1. *Frequency and percentage distribution of respondents.*

Classification of Respondents	Sample Size	Population	Percentage
Administrators/Academic Deans	10	12	83.33
Full-time Faculty Members	36	74	49.00
Students	520	1,164	44.70%
Total	566	1,330	43.00%

The questionnaire was based on Law's (2008) Revised Personal Function of Volunteerism Scale (R-PFVS). There were two sets of instruments used for the two groups of respondents: the administrative heads/faculty members and the student respondents. The questionnaire consisted of four parts. Part I was about the profile of the respondents. Part II covered the extent to which their values system had contributed to community volunteerism. Part III explored the factors that motivated the respondents to volunteer. Finally, Part IV focused on the extent to which the respondents had benefited from community volunteerism.

The content validation of the research questionnaire was done by three experts. The experts consisted of specialists in research, community service, and education. For further validation, the questionnaire was pilot-tested at St. Jude College-Cavite, where six administrators and faculty members and 30 students were asked to participate at SJC-Cavite. Reliability testing of the instrument was also done. The results showed a reliability Cronbach Alpha = 0.871, which means high reliability.

The questionnaires were personally distributed to the respondents and were retrieved, tabulated, analyzed, and interpreted thereafter. The participants of the study were informed of the nature and objective of the study. They were also assured of the confidentiality of the information gathered from them.

The study utilized both descriptive statistics such as frequency distribution and mean scores and Pearson Product Correlation (r) to measure the relationship between two variables. An Independent t-test was also employed to determine the significant difference between the two variables.

RESULTS

Extent of value systems that contribute to community volunteerism

Results showed that the value system only "moderately" contributed to the volunteerism of students but contributed to a "great extent" to the volunteerism of the administrator/faculty respondents (Table 2). In as far as the value system contributing to volunteerism is concerned, the values of a future function (3.31) and pro-social values (3.26) were the only values that contributed to a "great extent" the volunteerism of student respondents. For administrator/faculty respondents, on the other hand, majority of the value system under study, namely learning function (3.39), future function (3.37), socializing function (3.37), pro-social function (3.33), and civic responsibility (3.30), contributed to a "great extent" to their volunteerism. Finally, there were only two value systems that contributed to a great extent to the volunteerism of students: future action and pro-social values.

Table 2. Contribution of value systems to community volunteerism.

Value System	Student		Administration/ Faculty		Mean	VI
	Mean	VI	Mean	VI		
A. Altruism	2.99	ME	3.20	ME	3.10	ME
B. Learning Function	3.21	ME	3.57	GE	3.39	GE
C. Future Plan	3.31	GE	3.43	GE	3.37	GE
D. Socializing Function	3.23	ME	3.51	GE	3.37	GE
E. Pro-social	3.26	GE	3.39	GE	3.33	GE
F. Civic Responsibility	3.16	ME	3.43	GE	3.30	GE
G. Well-being	3.15	ME	3.23	ME	3.19	ME
Mean	3.19	ME	3.39	GE	3.29	GE

WM- weighted mean VI-Verbal Interpretation 3.26-4.00- Great Extent (GE) 2.51-3.25- Moderate Extent (ME) 1.76- 2.50- Slight Extent (SE) 1.0-1.75- Not Applicable (NA)

Extent to which Motivational Factors Influence Volunteerism

It is interesting to note in Table 3 that both students and administrator's/faculty respondents, in general, have a unified rating on the level or /degree of motivation to volunteer following the different categories mentioned above, which includes expression of values, socializing function, and career. Among the categories of motivation, it was the socializing function which was verbally interpreted to a great extent by both groups of respondents. In fact, it is the highest among the different categories of a motivational factor for volunteering. This may be because both students and administrators/faculty rate have already imbibed the core values of Saint Jude College. It was inculcated in the minds of SJC stakeholders; SJC stands for social responsibility, just and humane regard for others, and commitment to service; all are geared towards socialization or meeting people. Likewise, a socializing function is also very much associated with knowledge-seeking, as knowledge is better absorbed, understood, and practiced when one gets to work, live, and mingle with different people. Also, the socializing function deals with interpersonal connection with other people, towards social responsiveness, and for awareness of the community needs and appreciation by peers.

Table 3. Summary of the Extent to which Motivational Factors Influence Volunteerism of Respondents.

Respondents' Motivational Factors	Students' Mean	VI	Admin/Faculty Mean	VI
1. Expression of Values	3.26	GE	3.50	GE
2. Understanding Factor	3.25	ME	3.47	GE
3. Socializing Factor	3.27	GE	3.52	GE
4. Protective Factor	3.18	ME	3.18	ME
5. Career Factor	3.23	ME	3.30	GE
Mean	3.24	ME	3.40	GE

WM- weighted mean VI-Verbal Interpretation 3.26-4.00- Great Extent (GE) 2.51-3.25- Moderate Extent (ME) 1.76- 2.50- Slight Extent (SE) 1.0-1.75- Not Applicable (NA)

Benefits acquired from participation in community volunteerism

Among the different benefits gained from acts of community volunteerism, the student respondents rated a moderate extent of influence on all the parameters in terms of benefits attained in participation in community volunteerism. All administrator/faculty respondents, meanwhile, rated a great extent to all the benefits enumerated (Table 4).

The students rated aspiration as highest, followed by education. Least was a promotion. This is reflective of a student's aspiration as a motivational force that pushes them to dream and attain their goals in life. Education, however, is the tool that hones students with their knowledge and skills, attitudes, and even personal experiences with the help and support of the people around them. Lastly, promotion is the reward that is later achieved in life which may include a higher position in a company or in an organization, attractive salaries, enjoying the respect and trust of co-workers, improving life status, and other rewards that give an impression of making a difference in the society

For the administrators, education was rated the highest, followed by the promotion. The least is aspiration. This may probably mean that as we are faced with the different challenges in education such as the implementation of the K to 12 program and the achievement of the European Qualifications Framework in education, there is a need to be better equipped with the latest innovations as to requirements, teaching strategies, and actual job training to improve the quality of professional practice in the actual work setting. Aspirations, however, are the guide and the goals that challenge every administrator/faculty respondent to improve and develop a better system in the execution of plans and programs in education. Lastly, the promotion was rated last in the list by administrators/faculty possibly because the respondents do not focus only on the personal advantage of promotion but rather on more meaningful advocacies that can help improve the quality of life of the people in general.

Table 4. *Benefits in terms of educational aspiration and promotion gained from participation in community volunteerism.*

Benefits	Students Mean	VI	Admin/Faculty Mean	VI
1. Education	3.20	ME	3.44	GE
2. Aspiration	3.21	ME	3.32	GE
3. Promotion	3.14	ME	3.38	GE
Mean	3.18	ME	3.38	GE

Significant difference in the extent of value system, motivational factors, and benefits gained that contributes to community volunteerism

It can be seen in Table 5 that there is a significant difference among administrator/faculty respondents from different departments in terms of the value system contributing to community volunteerism and the extent to which motivational factors influence the respondents to volunteer. This is like what has been observed for student respondents from the different departments. As mentioned earlier, the values of the specific profession differ from one profession to another, thus the value system contributing to their volunteerism and motivation may also differ from administrator/faculty from the various departments.

Contrary to what has been observed for student respondents from a different department, the benefits acquired from volunteerism did not differ significantly among administrator/faculty respondents from the different departments as the p-value obtained (0.137) was greater than 0.05.

Table 5. *Difference in the extent of value system that contributes to community volunteerism, motivational factors that influence volunteerism and benefits gained by administrator/faculty respondents when grouped according to school.*

Variables		F test		Sig	Decision	VI
		F-Com	F-tab $\alpha= 0.05$			
Values Contributing to Volunteerism	Between Groups	2.184	2.15	0.047	$H_0 = \text{Reject}$	Significant
	Within Groups					
Motivations in Volunteerism	Between Groups	2.209		0.045	$H_0 = \text{Reject}$	Significant
	Within Groups					
Benefits in Volunteerism	Between Groups	1.654		0.137	$H_0 = \text{Accept}$	Not Significant
	Within Groups					

Legend: $p \text{ value} \leq 0.05 = \text{Significant}$ $\text{Value} < \text{Critical Value} = \text{Not Significant}$ $H_0 = \text{Accept}$
 $p \text{ value} > 0.05 = \text{Not Significant}$ $\text{Computed Value} > \text{Critical Value} = \text{Significant}$ $H_0 = \text{Reject}$

Relationship between value system, motivational factors and benefits gained from participation in community volunteerism

As shown in Table 6, there is a high correlation between the extent to which the value system contributes to volunteerism, the extent to which variables influence motivation to volunteer, and the extent to which benefits are gained from participation in community volunteerism of student respondents. It means that the individual values system is the driving force that motivates a person to volunteer.

As mentioned in the study of Widjaja (2010), the leading motive for both young and older volunteers alike is the values function. Frisch and Gerrard (1981) also mentioned that older volunteers reported that the values function is more important to the adult volunteer service than to the youth volunteer service. This in turn provides more benefit not only to serving other people but also providing greater self-satisfaction.

Table 6. *Relationship between the extent to which value system contributes to community volunteerism, motivational factors that influence volunteerism, and benefits gained from participation by student respondents.*

Variables Correlated	R	Interpretation
Value System vs Motivation	0.859	High Correlation
Value System vs Benefits	0.816	High Correlation
Motivation vs Benefits	0.861	High Correlation

Legend: 0.8-1.0 = *high correlation* 0.5- 0.8= *moderate correlation*
 0.3—0.5 = *slight correlation* <,0.3 = *no correlation*

Significant Relationship between extent of value system motivational factors and benefits gained from participation that contributes to community volunteerism

The three variables are directly proportional to each other such that both the students and administrator/faculty respondents value system influences their desire to become actively involved and performing in community activities, increasing their motivation as they learn the art of work, improving their maturity, and relationship with other people, increasing the awareness on the problems of the community that must be given priority, and increasing the empathic understanding of, what is it like to live within their means. The benefits, on the other hand, are also increased in terms of community acceptance of the people, improvement of their health status in life, financial status, and more so the immeasurable happiness that it brings to the volunteer.

As mentioned in the Journal of Education and Social Research (2013), volunteerism is a method to promote active learning, providing experiences that will strengthen their commitment to civic participation, expand their educational experience, and serve the community better.

Table 7. *Significant Relationship among the Extent Value System that Contributes to Community Volunteerism, Motivational Factors that Influence Volunteerism and Benefits Gained from Participation by Administrator / Faculty Respondents.*

Variables Correlated	R	Interpretation
Value System vs Motivation	0.916	High Correlation
Value System vs Benefits	0.868	High Correlation
Motivation vs Benefits	0.918	High Correlation

Legend: 0.8-1.0 = *high correlation* 0.5- 0.8= *moderate correlation*
 0.3—0.5 = *slight correlation* <0.3 = *no correlation*

DISCUSSION

The findings of the study on the contribution of value systems to community volunteerism revealed that students rated lowest on civic action and well-being values. This implies that students, or younger people, volunteer since this could be of great help in their future career. They also volunteer to make others happy so that they too could be happy. This is like the findings of Brewis, Russell, and Haldsworth (2010), who mentioned that the top three reasons why students volunteer are to gain work experience and develop their curriculum vitae; develop their skills; and improve other people by helping them. As mentioned by Martino et al., (2010), civic action values like service and community obligation concerns are often contributory factors for volunteerism of older adults but not young adults. Younger adults often volunteer to fulfill motivational agendas related to interpersonal relationship consideration.

The administrator's/faculty's volunteerism is mostly due to the learning function value; meaning they believe that it is from volunteering they can learn things. This is in contrast with Lang et al., (2001) found, stating that salience goals related to knowledge seeking decreases across adulthood and salience of social goals related to emotional gratification increases with age. The latter statement supports the observation that among the value systems that contribute to the volunteerism of administrators/faculty, social function comes next to learning function. The high influence of the learning function value may be attributed to administrators/faculty being not that old and belonging to the middle age group.

Social factors like helping someone in the community are one of the main motivational reasons for volunteering according to Holdsworth (2010). This implies that people are trained in their families to help not only the people within their family circle but also other people to relieve pain and suffering and be able to extend help in every possible way.

Both the student and administrators/faculty respondents rated protective function as the least among the different parameters for motivational factors. This probably means that both groups of respondents focus on volunteering more for other people's welfare and not for their own personal gain.

There was also a significant difference in the extent to which the value system had contributed to volunteerism, the extent to which variables had influenced motivation to volunteer, and the extent to which benefits were gained from participation in community volunteerism among student respondents belonging to different departments. No significant difference was observed for the three variables when they were grouped according to gender. When respondents were grouped according to age, a significant difference was observed in the extent to which value systems had contributed to volunteerism and the extent to which benefits were gained from participation in community volunteerism. However, no significant difference was observed in the extent to which the variables had influenced the respondents' motivation to volunteer. Only the extent to which the value system had contributed to volunteerism differed significantly among the respondents from different year levels. There was a significant difference in the extent to which the value system had contributed to volunteerism and the extent to which the variables had influenced volunteerism among administrators/faculty of different departments. No significant difference was observed in the three variables when the respondents were grouped according to gender, age groups, highest educational attainment, line of disciplines, and length of service in the institution.

SUMMARY

Based on results, both the students and administrators/faculty agreed that pro- social values contributed to a great extent in community volunteerism. Also, for students, the future function was rated to a great extent while the administrator/faculty responses of learning function, socializing function, and civic responsibility were the values that contribute to a great extent to community volunteerism. The students' motivation to volunteer was influenced only to a moderate extent by the variables considered in the study, whereas the administrator/faculty were influenced to a great extent. Nevertheless, both the students and the administrator/ faculty respondents agreed that the expression of values and socializing function were the motivational variables that had influenced them to a great extent. The students had moderately gained benefits from their participation in community volunteerism while the administrators/faculty had benefited to a great extent. In terms of the benefits gained from participating in community volunteerism, the students had greatly gained benefits in terms of aspiration. The administrator/faculty respondents, on the other hand, had greatly gained benefits in terms of education.

There was a significant difference between the students and the administrator/faculty on the extent to which the values of altruism, learning function, socializing function, and civic responsibility had contributed to their volunteerism. A significant difference was also observed between the students and administrator/faculty respondents and the extent to which the well-being and pro-social functions had contributed to their volunteerism. As to their motivation to volunteer, a significant difference was found in the extent to which expression of values, understanding, and social factors had influenced the motivation of students and administrators/faculty. No significant difference was observed in terms of protective and career factors, while a significant difference was found on the extent to which education and promotion benefits were gained by the students and the administrator/faculty respondents. Finally, no significant difference was observed for aspiration benefits. All in all, a high correlation was observed between the students and administrator/faculty respondents and the extent by which (a) their value system had contributed to their community volunteerism, (b) their motivational factors had influenced their motivation to volunteer, and (c) they had gained benefits from their participation to community volunteerism.

CONCLUSIONS

There is a need to enhance the students' motivation by providing formal and informal community activities that foster student and faculty relationships. This will hopefully inspire the students to consider community volunteerism as a worthwhile undertaking. The community outreach orientation program of SJC-Manila may further be sustained and strengthened so that new students will be encouraged to participate even in the early years of their college life. School administrators and faculty members may serve as models in the students' and other personnel's active participation in community outreach programs. This may transmit a value system that may lead to community volunteerism. By imbibing this value system, students may bring with them the spirit of volunteerism even after graduation. The proposed unified and intensified program may be presented to the school administrators of St. Jude College-Manila for consideration by the administration. The benefits gained from community volunteerism may be presented to school administrators, faculty members, and students, not for their own sake but for their intangible value in the formation and enrichment of personality and development of human character. The self-fulfillment gained from community volunteerism may further encourage students and faculty members in advocating community outreach activities. They

may be encouraged to give their full support to sustain the efforts of the Social Orientation and Community Involvement program. This will lead to the attainment of the institutional mission, goals, and objectives of SJC-Manila which is to serve the community. Future researchers may conduct a similar study and identify the specific motivational factors that influence school administrators, faculty members, and students in taking a more active role in community volunteerism.

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