The 3Cs in Volunteerism: Proposing a Model of Service-Learning in Education

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Abstract

Curriculum strategies on social justice in education often focus on classroom management and technology integration, which may be surface-level approaches. Emerging trends include project-based learning and community partnerships for students to address real-world problems; as such, selected courses employ service-learning as a method of volunteerism. However, the participation of the students ends as soon as the course ends. Thus, this study examined the motives for volunteering and the experiences of selected high school, college, and graduate students to understand what contributes to sustained volunteerism. Seven focus group discussions among 33 key informants were conducted, and the data were analyzed using combined thematic analysis and Colaizzi's method. Following the domains of affiliation, beliefs, career development, and egoism, findings revealed that the volunteer motivations among high school students primarily relate to civics, while college students are motivated by both civics and career development. Graduate students show motivations linked to civics, career development, and competence. This study proposes the 3Cs Model of Volunteerism, which views volunteerism as a continuum rather than a one-time activity; it aims to recruit and sustain volunteers across different educational levels. By gaining a deeper understanding of student experiences in service-learning activities, educational institutions can better identify and address the needs and motivations of students, ultimately enhancing student volunteerism and community engagement necessary for promoting social justice and nation-building.

Keywords: basic education, curriculum integration, service-learning, student volunteerism, tertiary education

Young democracies like the Philippines rely on education systems to instill and cultivate civic values and participation (Glaeser et al., 2007). Schools teach that participating in civic and political activities such as community work, student activism, and voting contributes to nation-building, love for country, and, in effect, upholding democracy (Equitable Civic Learning for All: How K-12 Schools Can Grow Voters, 2023). Education programs include statements about social justice in their vision, philosophy, and strategy (Hytten & Bettez, 2011). In the Philippines, the Department of Education (DepEd) highlights the importance of cultivating social justice among learners and teachers, reaffirming its commitment to social justice and human rights (BY, 2023).

The country's K to 12 Social Studies curriculum emphasizes the active engagement of students in national development as part of their rights and responsibilities as citizens in a democratic Philippines (DepEd, 2016). One of the key curricular themes is the promotion of active citizenship across all educational levels, implementing it where it may be applicable (DepEd, 2016). Thus, education is essential for fostering democracy and social justice, with teachers playing a pivotal role. They can promote social justice through strategies such as a culturally responsive curriculum, anti-racist and gender-sensitive programs, inclusive classroom management, and technology integration (DepEd, 2018; GGI Insights, 2024). By embedding these values into the curriculum, the teaching-and-learning experience becomes more cohesive.

However, such practices may be a surface-level approach (Bassey, 2016). Pedagogical and teaching practices cannot articulate social justice in the context of communities. Thus, emerging trends in social justice in education extend to project-based learning and community partnerships, of which service-learning programs are incorporated into courses.

Service-learning (SL) is an teaching approach that integrates theoretical knowledge with practical community service and generally aims to enhance civic engagement and course content understanding (Resch & Schrittesser, 2021). Through SL, students reflect on their experiences, develop social values, and fulfill degree requirements while contributing to their communities. In the Philippines, the economic impact of volunteerism accounted for 0.6% of the GDP in 2009, which is approximately 44.5 billion pesos. Furthermore, the sector experienced a 6.4% annual growth rate from 2000 to 2009 (Virola & Reyes, 2011).

Republic Act 9418, known as the Volunteer Act of 2007, acknowledges the importance of volunteerism in national development. The law aimed to "adopt and strengthen the practice of volunteerism as a strategy to attain national development and international understanding." Additionally, it also encourages cultivating volunteerism as a way of life, which revives the cherished Filipino tradition of bayanihan to promote social justice, solidarity, and sustainable development. Schools support this mandate by implementing service-learning programs and various extracurricular volunteer activities.

The nature of service-learning as a credit-bearing program means that volunteer work is tied to the course, effectively ending once the semester concludes. Furthermore, not all teachers incorporate service learning or volunteer work into their curricula, often citing issues related

to content and logistics (Mitchell, 2008; Yusof et al., 2020). These challenges were amplified during the worldwide school closures due to COVID-19, which impacted the delivery of educational services. Teachers and students were compelled to adopt various learning modalities, both online and offline. As a result, sustaining academic efforts became increasingly difficult, including implementing service-learning activities, particularly when the pandemic spurred a global increase in volunteerism (United Nations, n.d.). Now that schools have returned to onsite learning, educational institutions must find new ways to foster volunteerism to contribute to national development and promote social justice, solidarity, and sustainable development in the context of the new normal.

Literature Review

The functional approach to volunteerism emphasizes needs and goals as key motivations. People volunteer for various reasons, such as personal growth, career advancement, social values, and understanding. While these functions have been widely adopted in various research, more is needed to explain contexts and types of organizations fully. Butt and colleagues (2017) refined this understanding with the ABCE Model of Volunteer Motivation, identifying four main categories: (1) Affiliation, (2) Beliefs, (3) Career Development, and (4) Egoism.

People's motivation to volunteer is often shaped by their relationships and social affiliations. Interactions with family, friends, and peers encourage volunteerism as individuals may follow friends' examples or seek to make new connections. Particularly, adolescents are significantly influenced by their peers' choices. Thus, volunteering also serves as a means of building social capital, expanding social networks, and enhancing employment opportunities (Spera et al., 2015).

Beliefs and values also influence why individuals volunteer and the activities they choose. When a volunteer's personal beliefs align with an organization's mission, it enhances their motivation to participate. For example, animal rights supporters may be drawn to animal shelters. Factors such as cultural, political, religious, and social contexts also shape volunteerism (Grönlund, 2013).

Volunteering is an effective way to develop new skills and gain experience, particularly in fields relevant to future careers. Many individuals volunteer to enhance their knowledge and opportunities, which can influence their motivation to contribute. For instance, someone aspiring to be a teacher might volunteer in educational settings. Thus, volunteer work can significantly support career development (Darden, 2019; Spera et al., 2015).

Lastly, many people volunteer for the sense of gratification it provides. Factors like social recognition, personal agency, and acknowledgment from participation enhance their self-esteem and well-being. Interestingly, volunteerism is highly observed among those concerned more for public interest and less for private gains (Geng et al., 2022).

Generally, motivation is the driving force behind human performance and can stem from physiological or psychological needs, making it complex (Nehaus, 2021). It can be intrinsic, originating from within – such as personal enjoyment – or extrinsic, coming from external sources like rewards or praise. While intrinsic motivation is often preferred, external motivators can enhance it. Intrinsic motivation predicts the quality of performance, whereas extrinsic motivation is a predictor of performance quantity (Cerasoli et al., 2014; Nehaus, 2021).

Related Studies

Butt and colleagues (2017) summarized the findings from studies on volunteerism motivations to four key areas: affiliation, beliefs, career development, and egoism. This model aligns with existing studies by thematically organizing the needs and motivations of volunteers into domains that organizations can easily use to develop policies and frameworks for volunteerism during and after the pandemic.

From Traditional to Virtual Volunteerism

Lachance (2021) examined the effects of traditional volunteering given the limitations imposed by COVID-19. The essay emphasized the necessity of transitioning to online volunteering as a strategy during the pandemic and in the future. This could create more opportunities for new and existing volunteers. It is assumed that the teaching and learning environment after COVID-19 will be more technology-driven (Culala, 2022).

Similarly, Kulik (2021) investigated volunteering experiences and styles during the first wave of the COVID-19 pandemic. The study focused on the motivational, emotional, cognitive, and behavioral aspects of volunteerism within face-to-face, virtual, and hybrid formats. The findings revealed that volunteers in the hybrid modality had a more positive experience than in the other two setups. In the hybrid modality, volunteers reported a greater sense of social solidarity and also demonstrated a higher commitment to volunteerism.

Affiliation, Beliefs, Career Development, Egoism

Geng and colleagues (2022) examined the relationship between public interest and personal gains in volunteering. Findings revealed that these two factors create a dynamic process. Specifically, 62.5% of participants reported that they volunteer only when it aligns with their personal interests (such as earning course credit) and their concern for the public good. Additionally, 27.74% were motivated by public interest alone, 5.99% volunteered solely for personal gain, and 3.7% expressed no interest in volunteering at all.

Holdsworth (2010), in a mixed-methods study, identified both altruistic and egoistic motivations driving young people to volunteer. Students often engage in volunteering with consideration for their future, including factors such as employability, skill enhancement, learning opportunities, and their personal beliefs and values. Similarly, AlOmar and colleagues (2021) found that student volunteerism during COVID-19 was motivated by patriotism, the

desire to gain experience, and religiosity, while those who chose not to volunteer cited reasons such as a lack of interest, insufficient knowledge, adherence to protocols, and barriers related to health or transportation.

The study by Lazarus and colleagues (2021) explored students' willingness and readiness to volunteer during the COVID-19 pandemic. Findings revealed that students with prior volunteering experience were more willing to volunteer and more prepared than those without previous experience, and that public university students demonstrated higher levels of willingness and readiness to volunteer. Furthermore, individuals from high-income and middle-income families scored higher in both willingness and readiness. According to Lazarus and colleagues (2021), one possible explanation for the results is that volunteering activities may increase the participants' values (selfless virtues), understanding (knowledge and experience), enhancement (self-satisfaction), career (career-related experience), social (fortification of social relationship), and protection (alleviation of negative feelings or personal problems).

Rosenthal and colleagues (1998), in their study on patterns and predictors of political volunteering among adolescents and young adults, found that individuals aged 18 to 21 were more likely to engage in political activities than the older ones. This difference among the youth group is influenced by cognitive ability, family cohesion, and membership in prosocial organizations. The study also concluded that there is a need to enhance incentives to encourage more young people to volunteer. Similarly, Mekonen & Adarkwah (2022) examined the motivations of volunteers during COVID-19, focusing on intrinsic, extrinsic, and altruistic factors. The study participants reported intrinsic and altruistic reasons for their volunteerism rather than extrinsic motivation.

The overall experience of volunteering, including the development of volunteer role identities, plays a crucial role in determining the success of sustained volunteering (Penner, 2002, as cited in Güntert & Wehner, 2015). A volunteer role identity refers to the extent to which an individual identifies with and integrates the role of a volunteer into their self-concept. This includes the degree to which this role and the associated relationships become essential to their sense of self (Penner, 2002, as cited in Güntert & Wehner, 2015). Therefore, the context of the volunteering activity significantly influences motivation and the likelihood of continued involvement. Figure 1 illustrates how volunteerism among students is directly influenced, as shown by solid lines, and indirectly, as indicated by dotted lines. These influences include their motives, how the activity is conducted, and how these factors may encourage further volunteer engagement.

Figure 1

The Volunteering Experience as Modified from Penner's (2002) The Causes of Sustained
Volunteerism
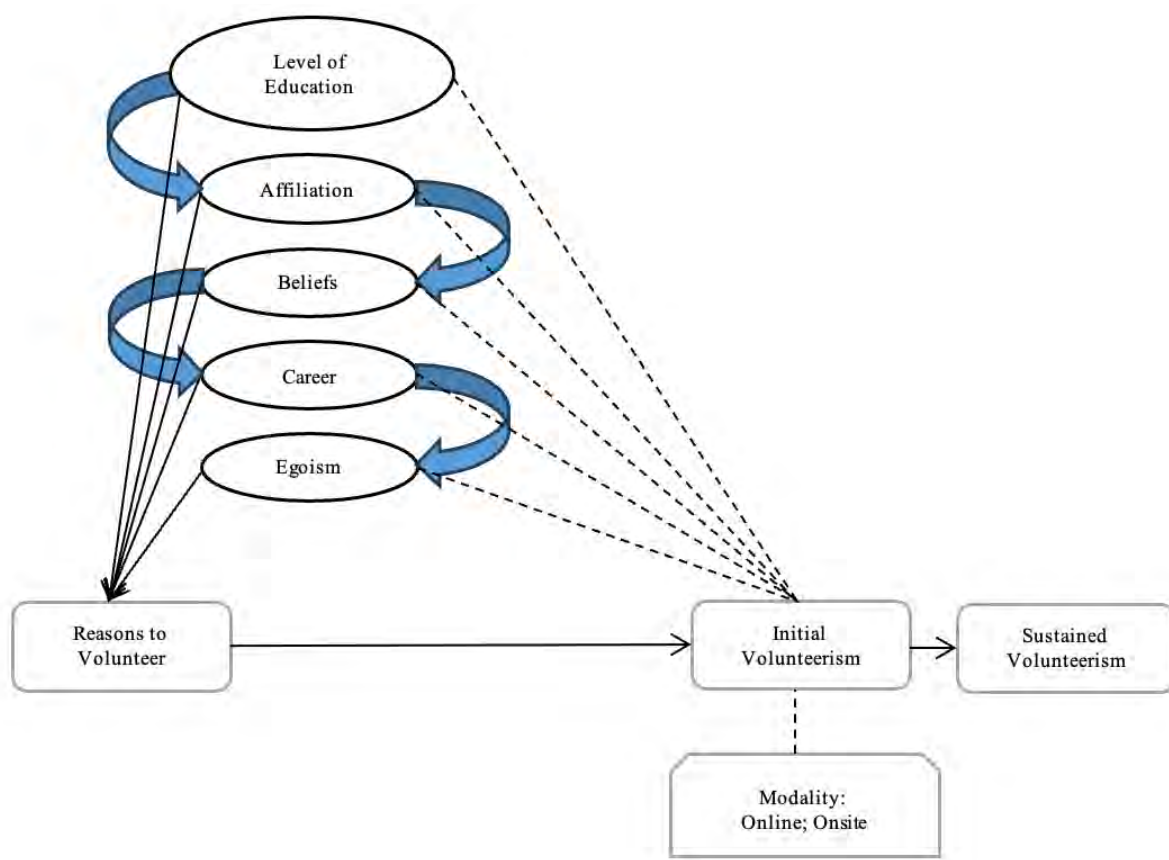
With this literature, this study examined the volunteerism of selected high school, college, and graduate students at a public state university. It aimed to propose a meaningful model of service-learning in educational institutions by considering the motivations and experiences of student volunteers.

Methodology

Research Questions

This study aimed to explore student volunteerism among selected secondary and tertiary students at a public university. Specifically, it aimed to answer the following questions:

1. What were the motivations of students for participating in the activity in terms of:
   1.1 intrinsic motivation; and
   1.2 extrinsic motivation?
2. What challenges did the students encounter in volunteering?
3. What model of volunteerism can be proposed to sustain student engagement?

Research Design

This study, which is mainly qualitative research, employed structured interviews and Focus Group Discussions (FGDs) to gather rich data. By looking into the experiences of selected students, the study analyzed the service-learning experiences and volunteerism given the ABCE domains of volunteerism. The results of the analysis were used to propose a volunteerism model that focuses on students' needs and motivations as a basis for sustained student engagement.

Research Respondents and Environment

The key informants for this study were from a public state university located in Cebu City, Philippines, which offers both tertiary and basic education. The university has an estimated enrollment of 1,500 students across undergraduate, graduate, and basic education programs. A total of 33 key informants participated in seven FGDs, consisting of 12 high school students, 12 college students, and nine master's program students. These participants were enrolled during the Academic Years 2021-2022 and 2022-2023.

The high school key informants organized two off-campus activities focused on voter literacy. In contrast, the master's program key informants coordinated two service-learning activities under the guidance of a professor. Meanwhile, the college key informants volunteered in a Math Tutoring program facilitated by the university's Extension Office.

Data Gathering Procedure and Method of Analysis

This study utilized FGDs to collect data. Guide questions were asked to encourage participants to share their experiences, which covered topics related to the preparation and implementation of activities and inquiries about their motivations and current volunteering efforts.

The data were analyzed using a combined thematic analysis method (Braun & Clarke, 2008) and Colaizzi's method (1978, as cited in Wirihana et al., 2018) to ensure a valid and reliable qualitative analysis. The following steps were undertaken:

1. Familiarizing the data through reading and rereading the transcripts;
2. Extracting significant statements and generating initial codes;
3. Classifying codes under pre-identified themes;
4. Reviewing codes;
5. Developing an exhaustive analysis of the themes;
6. Producing the report; and
7. Validating the findings through participant feedback to complete the analysis.

Research Ethics Consideration

An ethics clearance was first obtained from the university's ethics research committee to ensure the ethical soundness of the study. A written consent was gathered from the willing participants before conducting the FGDs. The consent discussed the purpose of the study, participant selection, voluntary participation, risks and benefits, procedure, confidentiality, data management plan, and contact information. All identifiers were redacted in the data treatment. Furthermore, the participants were not enrolled in any classes taught by the researcher, eliminating any potential conflict of interest. Additionally, the risks associated with participation for the key informants were minimal to nonexistent.

Limitations

This study focused on students who organized or volunteered for at least one service-oriented activity. These activities, which aim to connect the school with the community, include service-learning courses and programs initiated by the university's Extension Office. The participants were students enrolled during the Academic Years 2021-2022 and 2022-2023.

Findings and Discussion

Theme 1: Affiliation as Volunteer Motivation

Table 1 describes why students volunteer with emphasis on the role of social connections. Individuals are often motivated to volunteer due to influences from friends, family members, or their social circles, as well as a desire to engage socially (Butt et al., 2017; Spera et al., 2015). This suggests that their motivation is primarily extrinsic in nature.

High school students saw volunteer activities as a chance to reconnect during the transition to onsite learning. One student noted, "It was overwhelming since it has been two years since we have seen each other. The activity allowed us to interact with new people and collaborate with classmates" (HS2). College students also felt motivated to participate because of their friends: "I feel motivated this year because my friends also volunteered. Good thing my classmate is here because I feel shy attending onsite meetings" (CS3).

The activities were part of service-learning courses for high school and graduate students, whose motivation stemmed from a desire for good grades. While completing tasks were important, they noted, "(i)t was also an opportunity to feel relevant by connecting to the community who needs voter education" (HS1).

Many college students choose volunteerism because their prior experiences resonate with new opportunities. Lazarus and colleagues (2021) noted that past volunteer roles encourage further involvement. One student remarked, "I was a member of different organizations before going to college. I organized and co-organized relief operations, coastal clean-ups, youth leadership, and feeding programs" (CS11).

Universities must create volunteer opportunities for students, as academics often take priority. With university-initiated extension programs, students can engage in community service alongside their studies. One student noted, "I remember that the university's Extension Office volunteered in our community before. I got interested and wanted to volunteer for my community" (CS6). Additionally, family support plays a crucial role; CS3 shared that her mother always encouraged her to volunteer whenever possible.

Table 1

Types of Motivations under Affiliation

Form of Motivation	Code	Sample Responses
Extrinsic	Social Connections	"Because the pandemic forced us to migrate online, this activity was an opportunity to reconnect with my friends and classmates. It was also an opportunity to feel relevant by connecting to the community that needs voter education" (HS1).
		"It enabled me to connect with my tutee and formed friendships that do not end at 4:00 PM, which is the end time for our tutoring. They also send personal messages or react to my posts" (CS2).
		"We were volunteering to help the public-school teachers at a rural school. We get to talk and meet them. We also established professional connections with field experts because their insights were essential to have accurate and student-level reading material" (GS2).
	Course Requirement	"Everyone participated and contributed as the activity has been coursed through a subject, especially in module making and activity implementation" (HS2).
		"The whole class worked as a team. It enabled everyone to emphasize teamwork and collaboration, especially since we have full-time jobs and different work hours" (GS4).
	Identical Experience	"I used to volunteer to teach my neighbors about Math. They needed help understanding the subject; this volunteerism is the same" (CS5).
	University's Extension Program	"I learned last year that there was a volunteer call, but somehow, I missed it. When they posted for a new call of volunteers, I signed up immediately" (CS7).
	Family Support	"My mother always encourages me to engage in volunteer work. She said, 'Go volunteer here. I will support you'" (CS3).

Note. Same legend in subsequent tables: HS – High School students; CS – College students; GS – Graduate students

This result aligns with the study of Rosenthal et al. (1998), which identified family coherence, membership in prosocial organizations, and cognitive abilities as volunteering factors. This suggests that extrinsic motivators influence volunteering decisions (Nehaus, 2021), which highlights the role of family, friends, and the curriculum in providing meaningful reasons to volunteer (Butt et al., 2017; Spera et al., 2015). Teachers should incorporate service-learning activities into their courses to facilitate volunteering opportunities. Additionally, strengthening university extension programs is essential to provide more college students with volunteer opportunities.

Theme 2: Beliefs as Volunteer Motivation

Values and beliefs drive volunteerism among students, as shown in Table 2. Butt et al. (2017) noted that organizational values and religious beliefs impact an individual's willingness to volunteer. These beliefs integrate both intrinsic and extrinsic motivations in volunteerism (Nehaus, 2021).

Table 2
Types of Motivations under Beliefs

Form of Motivation	Code	Sample Responses
Intrinsic	Social Impact	"Teaching the community members about voter literacy was for a greater (social) change; it was for the whole country. I used myself as a vehicle for change because there was rampant disinformation online. This disinformation was vested with political interests; it was timely and relevant for me to do it" (HS4).
		"In education, our eyes were opened to different problems that need attention. Our volunteer work contributes to nation-building because we get to address educational issues, such as producing quality instructional material and relevant teacher training for public-school teachers" (GS3).
	Institutional Values	"It was easy to say yes because our activity was anchored on one of the school's values, which is service. This made it easy because the school initiated the program" (HS8).
		"We were taught that our work was not for ourselves but for other teachers. As scholars, we must give back. We also facilitated research conferences, which helped me and the public-school teachers" (GS5).
	Advocacy	"We saw rampant disinformation online, which was used in the elections. Our community work would help people in the mountain barangays, who have limited internet access, in choosing suitable candidates for our country" (HS4).

		"I volunteered to design a test for learners to help them ace the PISA. This issue is relevant since the Philippines performed poorly in reading and comprehension. I am also a member of a reading volunteer group for elementary school pupils" (GS3).
	Sense of Direction	"The activity made me realize what was happening in our country and that we faced more significant problems than I had before. In return, my volunteerism helped me find my purpose as a student" (HS7).
		"Volunteerism allowed me to realize I can do more than I already know. I found a sense of purpose, and it was priceless" (GS8).
	Vocation	"I could relate to them, given the problems we face. They were professional teachers who needed help, so I humbled myself to help. As a teacher myself, I am also using the same material that we were able to make" (GS2).
Extrinsic	Influence	"My family and friends believed in fake news – they were misinformed. Their judgment was clouded, and they kept sharing social media posts about elections that were not true. I want them to change their beliefs through me" (HS3).
	Social Awareness	"Back in my community, I saw that there was an educational crisis. There is learning poverty, more than just a lack of facilities or teachers. Volunteering in this tutoring would hone my skills and help my community. This is my vision" (CS9).

Social impact resonates with both high school and graduate students, as their volunteer activities empower them to view themselves as "vehicles for (social) change" and contributors to "nation-building." One high school student shared, "I am looking forward to change, and whenever there are opportunities where I need to invest little money, time, and effort, then I will not hesitate to volunteer" (HS4). This patriotic drive aligns with the institution's values, emphasizing academics and national service. Another student noted, "As a scholar, I found social purpose in this activity—that I should be excellent in academics and community service" (HS10).

The ideals of high school students were heightened by their volunteer activity context. The voter literacy program provided them with direction while enabling them to advocate and influence others. They said that,

> "It was at the height of national elections, and to campaign for fair elections was high. Our work was relevant" (HS7).

"We felt pressured and stressed because we felt the importance of our work. We cannot just take this lightly. Our collective efforts must bear fruit when they vote for the rightful candidates. It was a huge responsibility to see a direction in the results of the national elections" (HS9).

Graduate students shared similar experiences about volunteering. One stated, "Sometimes, accepting critiques from experts' evaluation is difficult, but I remind myself for whom I am doing it. This ignites my volunteerism spirit that I am not doing this for myself" (GS5). Another added, "I feel emancipated with these experiences and teacher feedback. Not only did I learn from myself, but I was able to help a community. This enabled me to ask, "How will this impact the people around me?" whenever I make decisions or enter organizations. It has changed me" (GS2).

The motivation for social awareness often connects with personal experiences during volunteer activities (Lazarus et al., 2021). For instance, Math majors among college students volunteered for the Math Tutoring program, while English majors assisted schoolteachers. This connection helped them recognize social issues, as one volunteer expressed,

"My motivation is to teach kids who have difficulties understanding Math. At least they could improve their math skills, given that math is poorly received in our educational system" (CS8).

"I am a public-school teacher, and the people we are helping are public-school teachers, too" (GS6).

This sense of altruism and nationalism among different groups aligns with the findings of Rosenthal and colleagues (1998), which observed a significant increase in the likelihood of 18-21-year-olds participating in political activities. Similarly, AlOmar and colleagues (2021) identified beliefs in patriotism as a motivating factor for student volunteerism during the COVID-19 pandemic. This is consistent with the study of Grölund (2013), which suggests that motivation is influenced by various cultural, political, religious, and social contexts. These motivations mean that high school volunteer work should be encouraged to take advantage of the youth's heightened sense of social agency. High school encompasses the age group of 12-18 years, during which civic engagement can significantly shape students' sense of nationalism. Notably, prior experience with volunteer work among college students increases their willingness to volunteer again, consistent with Lazarus et al. (2021) in terms of previous volunteer experience. Therefore, integrating service-learning activities into the high school curriculum is essential to sustain volunteerism throughout college and graduate education.

Theme 3: Career Development as Volunteer Motivation

Career development often motivates students to volunteer (Butt et al., 2017). Through volunteering, students can broaden their knowledge and enhance their skills, especially in areas not covered by their current jobs. As one graduate student noted, "I helped in module writing

for a remote school, and my training enabled me to gain more knowledge in the field of reading and writing" (GS3). This intrinsic drive for self-growth aligns with the extrinsic desire for skill enhancement, consistent with the idea of Nehaus (2021) on motivation.

Table 3

Types of Motivations under Career Development

Form of Motivation	Code	Sample Responses
Intrinsic	Self-Growth	"Volunteerism allowed me to experience new things. It pushed me out of my comfort zone" (HS7).
		"It takes time and effort to volunteer. I want to teach because I challenge myself by leaving my comfort zone" (CS12).
		"It strengthened our character in dealing with time management and receiving feedback. It challenged our patience, mental health, and teamwork. However, I always ask myself, 'Do you want to help?' My answer is always 'Yes.' Therefore, I must do my best" (GS5).
Extrinsic	Knowledge and Skills Enhancement	"I am learning something new. I am doing something new" (HS1).
		"A webinar workshop on World Englishes that we facilitated, as part of our volunteer work, enabled us to gain further knowledge about Philippine English. These webinars we organized are not something we see every day; this was meaningful to us" (GS2).
	Employability	"Volunteering while at university beefs up the resumè" (CS1).

Two more graduate students shared that,

> "It pushed us out of our comfort zones because it was hard for me to accept critiques from other people. When I work, I assume that it is done. However, the process allowed me to be open-minded and accept criticisms. This developed my character; that is why I continued to volunteer" (GS7).

> "The series of volunteers, as required in various subjects, enhanced our communication, negotiation, and collaboration skills. We had to learn the subjects and further develop social skills" (GS9).

> Engaging in volunteer work enhances college students' employability (Spera et al., 2015). One student noted, "I added it to my resumé because having volunteer experience makes my resumé look nice" (CS3).

This result aligns with the study of Geng and colleagues (2022), which viewed volunteerism as an interplay between public interest and private gains, and the study of Darden (2019), which highlighted volunteer motivation for career development. The college students' desire to enhance their resumés through volunteer activities emphasizes the need to consider personal gains when designing volunteering opportunities (Spera et al., 2015). On the other hand, high school students prioritize graduation, while graduate students are often already employed, focusing instead on self-growth and skill enhancement (Darden, 2019). Thus, educators and universities should craft volunteer work that benefits student volunteers personally.

Theme 4: Egoism as Volunteer Motivation

Students may volunteer to enhance or protect their ego by seeking recognition, praise, or acknowledgment (Butt et al., 2017; Holdsworth, 2010). The codes identified under egoism reflect a mix of intrinsic and extrinsic motivations, as shown in Table 4.

Extrinsic motivators, such as grades and support, encouraged students to participate in volunteer activities. A graduate student noted, "The involvement of grades is another reason. I would still say that volunteerism is high; it has a higher sense of purpose, not just about grades" (GS2). On the other hand, a college student said, "The dormitory does not have a Wi-Fi connection. The internet load assistance helps finish a tutoring session" (CS6).

Social perception suggests that students at all levels want to volunteer. Notably, high school and graduate students expressed an altruistic motive:

> "I want my family, friends, and relatives to see me as a credible and reliable source of information" (HS6).

> "I feel motivated to join more volunteer work because some people ask whether I have joined this activity, and I say, 'Yes, I have joined.' This makes me feel recognized." (GS5).

College students exhibited a sense of universal egoism, where actions are primarily driven by self-interest (Batson et al., 2020, as cited in Williams, n.d.). They shared that,

> "The t-shirts they give serve as a badge of honor that you are being recognized. The design is also nice" (CS8).

> "I wanted to be recognized during graduation because of the special pins they gave the volunteers" (CS12).

Table 4

Types of Motivations under Egoism

Form of Motivation	Code	Sample Responses
Intrinsic	Self-Confidence	"Volunteering enabled me to face my weakness in socialization because I needed to interact with the audience" (HS1).
		"Joining different organizations is like a stepping stone for me to be more confident and be more engaged in society" (CS6).
	Sense of Fulfillment	"It felt so good because they took the voter training seriously" (HS1).
		"Emotion-wise, it feels very fulfilling knowing that there was a change in their knowledge, and they could apply the concepts. That [change] is the prize, and it is priceless" (CS4).
		"It was fulfilling because we could impart knowledge to the teachers and the students. Participating in these activities feels different because it adds more experience and enhances my research interest" (GS2).
	Sense of Agency	"I wanted to volunteer while I could still do something new and while I still can. I wanted to try so I could learn more about myself and learn more about other people" (CS4).
Extrinsic	High Grades	"As service learning is required in the course, we expect higher grades if we do well in the voter education" (HS4).
		"Because it was required in a subject, I was motivated to contribute to get good grades. However, as we did the preparations, the intention to get good grades outweighed the outcome of the activities" (GS2).
	Social Perception	"I do not want people to see me as apathetic, apolitical, or indolent. My participation in this activity will help others show that I also care and am involved" (HS4).
		"I volunteered because I wanted to gain recognition during graduation. I know that being a volunteer is a challenging task" (CS7).
		"I think people know I am taking my Master's degree in this school. Because of this, I feel pressured as I am expected to have the knowledge and character" (GS2).
	General Support	"We were promised that there would be free food and that the office would shoulder the transportation expense" (HS11).

	"Load allowance, although not disclosed to us before volunteering, motivated us to work because they gave us mobile loads" (CS7).
	"Our professor would assist us by providing us with money; he wants us to go to a hotel so we can work. We use it to pay for the bills and our food. This makes us happy because we get to work as a team and talk overnight while working on our activities" (GS5).
Model Citizen	"I wanted my family and relatives to look up to me. They must understand that they also must do this and do that, because humans need to do good deeds, be good, and be kind" (CS8).

While universal egoism may characterize college students' social perceptions, they also exhibit a strong sense of agency, striving to be role models for family and friends. One student shared, "Back in elementary, I wanted someone to help me catch up with difficult topics, but no help came. Now that I have the time and privilege, I want to be someone I longed for before" (CS5).

This result highlighting personal gains and egoism aligns with Geng et al. (2022), Mekonen and Adarkwah (2022), AlOmar et al. (2021), Lazarus and colleagues (2021), and Holdsworth (2010). Students volunteer because of the positive impacts on their feelings of agency and fulfillment, reinforced by social validation. This fosters a volunteer identity that benefits both the individual and the community. Consequently, service-learning activities in secondary and tertiary education must provide adequate institutional support and recognition for student volunteers.

Challenges Encountered on Volunteerism

The challenges of various volunteering modalities were evident across all education levels, as seen in Table 5. College and graduate students faced internet connectivity issues during online activities. One college student noted, "The faulty internet connection is a great distraction" (CS1), while a graduate student observed, "Internet connection is a challenge. Feedback takes time, so our timeline is pushed back too. Revising takes time, so every other part is delayed" (GS2). Similarly, high school students required adjustments in their objectives due to the need for online preparation and onsite implementation.

High school and graduate students identified time and resources as significant challenges. High school students felt that the voter literacy program, integrated into their service-learning, needed more time. On the other hand, graduate students found that the preparation required a considerable amount of time, mainly since they had full-time jobs. On the other hand, college students did not face issues related to schedule as their tutoring sessions were scheduled outside of class hours. This gave them free time compared to their high school and graduate counterparts. Additionally, high school students faced challenges related to both time and

resources. They conducted practices and wrote modules online, but the implementation required onsite presence. Moreover, they needed to spend money to purchase materials for their activities.

High school students faced challenges organizing a major service-learning activity, particularly in developing an effective voter literacy program. As one student noted, "It was very challenging in the preparation. We had to create the module and think of the content of the training sessions" (HS4). They struggled to maintain the audience's attention during the three-hour program. They expressed a need for more confidence when addressing peers or older individuals. However, the school initiative lent credibility to their efforts.

Graduate students engaged with the challenges on a personal level. One student expressed, "We had to consider many factors in creating a module for the students, including their grade levels and expected learning competencies" (GS4). Another shared her mental health struggles due to the demanding workload. As many graduate volunteers are teaching professionals, they felt uneasy about peer feedback. One noted, "Our character is tested as we must be patient and open to constructive criticism. When the expert evaluators gave feedback, I felt emotional reading the comments. This kind of volunteerism requires professionalism. We should not take comments personally" (GS4).

Table 5

Challenges Faced by Student Volunteers

Level of Education	Code	Sample Responses
High School	Content and Strategies	"We had to stay neutral throughout the program, yet we must ensure they understand credentialism and platforms when voting" (HS4).
		"It is hard to motivate volunteers if the activity is not anchored with the school values, much more so if it is not a course requirement. Volunteer activities must be initiated or organized by the school" (HS2).
		"There were parts wherein the audience no longer listened, and it was difficult to get their attention back because they were thinking of other tasks" (HS7).
	Nature of the Preparation	"The preparation and practices were done online, but the implementation was done onsite with the community. It wasn't easy to adjust to what was practiced and what was implemented. We lacked preparation, and I underperformed" (HS4).
	Time and Resources	"There was a time conflict when preparing our activity and other courses. However, because it was a group activity,

		everyone poured in their talents and skills so we could still deliver what was expected" (HS1).
		"There was a problem during onsite implementation. The audience came late, so we had to devise and be flexible" (HS8).
College	Internet Connectivity	"The online set-up of the Math Tutorial sessions was difficult because of intermittent internet connection; it either slows down or drops. We had to turn off our cameras to deal with a slow connection" (CS2).
		"My tutee does not respond to my messages; we talk only during the tutorial session, yet the connection is faulty" (CS6).
	Faulty Devices	"The digital divide is real! There is a technological gap. Students use school equipment, but these are faulty; some microphones and cameras do not work" (CS6).
Graduate	Technical Competence	"It was a struggle to help professional teachers write technical modules, but it was fulfilling because I also learned" (GS2).
		"I volunteered in many outreach activities, but this academic-related volunteerism was new. It was my first time, and the experience was very different and technical" (GS1).
	Internet Connectivity	"On the other hand, conducting the activities online allowed us to be more flexible, especially since we have full-time jobs. It is the quality of the internet connection that affects our sessions. It wasn't easy, but we are committed" (GS6).
	Receptivity to Comments	"The expert evaluation part of our preparation was challenging as we consulted Master Teachers to improve our modules. We feel intimidated as I do not know how to approach them. I am tested on my communication, negotiation, and collaboration skills" (GS1).
	Time Availability	"We all work full-time, and the volunteer work requires considerable time. We must revise based on the feedback but are constrained by the communication time. Nevertheless, as a non-teacher, I learned so much from my classmates, the Master teachers, and the students" (GS2).
		"The preparation was done in groups. What makes it difficult is that the communication is done online. Our time availability does not meet" (GS4).

Overall, there is enough motivation among high school, college, and graduate students regarding their volunteering efforts. However, a significant challenge arose with online volunteering, as all groups encountered difficulties during preparation and implementation. Interestingly, student volunteers demonstrated adequate intrinsic and extrinsic motivation

despite recurring challenges because they could still complete their activities; they had to innovate to meet their learning objectives. This finding aligns with the study of Nehaus (2021), which noted that intrinsic motivation influences performance quality, while extrinsic motivation impacts the quantity of performance and the intrinsic-altruistic reasons for volunteerism (Mekonen & Adarkwah, 2022).

Regarding the online volunteering modality, all student volunteers from various groups expressed mixed sentiments, as they acknowledge the benefits of time flexibility. However, online modality also results in decreased volunteer quality due to intermittent internet connectivity. These concerns were consistent with Kulik's (2021) study, which found that a hybrid approach to volunteerism—a combination of face-to-face and online interactions—resulted in more positive perceptions and greater commitment to volunteering than purely traditional or online methods. Therefore, service-learning activities should incorporate time flexibility, strong institutional support, and a hybrid volunteering model (Kulik, 2021; Lachance, 2021; Rosenthal et al., 1998).

Implications

The multidimensional nature of student volunteerism highlights important aspects that should be considered when developing service-learning programs. This involves examining four key domains: affiliation, beliefs, career development, and egoism, while addressing intrinsic and extrinsic motivations. Results indicate that student volunteers were driven by three primary motivations: civics, career, and competence. Figure 2 illustrates how these core motivations are interconnected in the context of service-learning activities and volunteer programs.

Figure 2
Core Motivations on Student Volunteerism
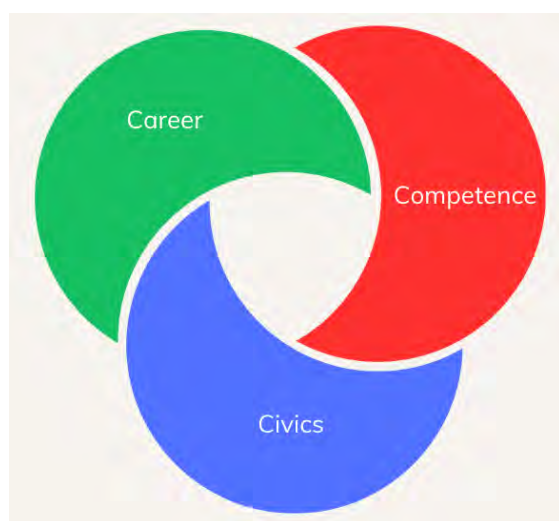
This implies that core motivations related to *civics*, *career*, and *competence (3Cs)* can be integrated into various stages of education:

Civic Engagement in High School

Civic engagement is rooted in the desire to assist others and strengthen the community. The American Psychological Association (2009) defines *civic engagement* as "individual and collective actions designed to identify and address issues of public concern." It can manifest through community service, political involvement, or efforts toward social change (Adler & Goggin, 2005). This is why people are motivated to volunteer to support struggling learners or pursue societal change (AlOmar et al., 2021; Grönlund, 2013; Holdsworth, 2010). Introducing civic engagement early in students' educational journeys helps them develop social awareness and a sense of agency. Integrating service-learning into the high school curriculum could provide students with the experiences necessary to foster a commitment to volunteerism. A high school student whose sense of community service is well-cultivated may find reasons to sustain engagement during their college years.

Career-Aligned Service-Learning in University

Higher education institutions could consider students' career aspirations and degree programs when crafting volunteer opportunities. Students benefit from these volunteer works as they can use them to enhance their practical skills and use the said experience when seeking employment (Darden, 2015; Spera et al., 2015). While prosocial behavior, such as volunteerism, is often viewed as a socially desirable action, research indicates that personal gain can also serve as a motive for helping others (Durrant & Ward, 2013; Flynn & Black, 2011, as cited in Egilmez & Naylor-Tincknell, 2017). This approach ensures that students experience a sense of fulfilment in contributing to society while paving a viable path for their career development.

Competence-Building for Graduate Students

Graduate students frequently seek opportunities to enhance their skills and deepen their knowledge. Therefore, service-learning programs at the graduate level should emphasize skill development that provides specialized training relevant to their future careers while also making a meaningful contribution to society (AlOmar et al., 2021; Darden, 2015; Holdsworth, 2015). By aligning volunteer roles with the student's professional expertise, their involvement can remain relevant and beneficial, encouraging ongoing civic engagement after graduation.

Figure 3 illustrates educational institutions as paths for personal growth, career advancement, skill enhancement, and social contribution, making volunteerism a consistent and relevant activity.

Figure 3

The 3Cs on Volunteerism: A Model for Educational Institution
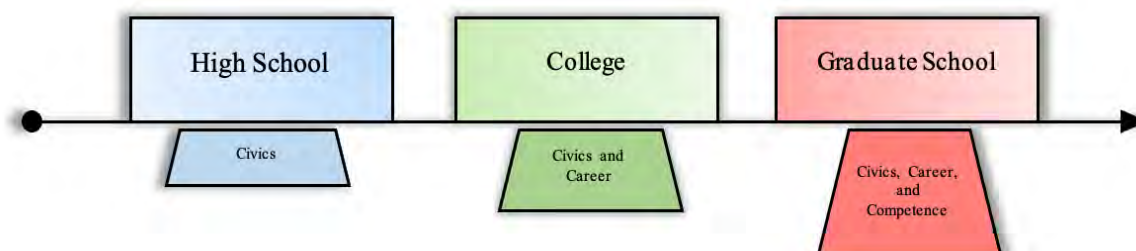
Models of service-learning in education can be categorized into: (a) *pure*, wherein community service is the core of learning; (b) *discipline-based*, wherein academic work demands periodic community presence in a semester and wherein reflections are limited to specific course content; (c) *problem-based*, wherein students act as experts working for a community as the client; (d) *capstone courses*, wherein service learning is designed for major courses and are only limited to senior students; and € *service internships*, wherein students spend a required number of hours to complete a course (Heffernan, 2001, as cited in Pawlowski, 2018). In general, these service-learning models look into how academic content comes before civic engagement and service-learning primarily serves to achieve designated course objectives. The models focus on the pedagogical benefits of service learning, often overlooking students' intrinsic motivations to volunteer.

The 3Cs model of volunteerism offers a practical approach in educational institutions to encourage, plan, and facilitate student volunteer opportunities. It also provides a meaningful framework to support and sustain student volunteerism in schools. Aligning with the core motivations of student volunteers makes civic work a natural activity – which is needed to develop Filipino citizens who actively contribute to nation-building. Future research should identify best practices and strategies for promoting and maintaining volunteerism among students from diverse backgrounds and interests.

Recommendations

Educational institutions should implement a structured and progressive model of volunteerism that addresses motivations and opportunities at each educational stage. Specifically, high school education should foster civic awareness; university programs should integrate volunteerism with civic duty and career development; and graduate programs should focus on civic awareness, career development, and competence enhancement. This allows students to see that their work is not a one-time activity but part of the need to do the same volunteer work in the following stages of education. In order to sustain volunteerism, educational institutions must provide essential support systems, such as academic credit, flexible scheduling, and rewards or incentives. Moreover, a hybrid volunteering modality, i.e., a combination of onsite and online formats, could be adopted when planning and implementing service-learning

activities as this can make volunteer opportunities more accessible and appealing to a wider range of students.

Conclusion

Service-learning in education is a strategy aimed at achieving national development, with the youth playing a crucial role in promoting social justice and contributing to nation-building. Educational institutions should connect schools and communities through service-learning activities and volunteer work. By identifying the ABCE and the intrinsic-extrinsic motivations among student volunteers, results show that high school students are motivated to volunteer for civic work, college students for civic work and career, and graduate students for civic work, career, and competence. While the mode of volunteering may influence the quality of the volunteer experience, relevant institutional programs are essential to sustain the quantity of volunteerism. The 3Cs Model on Volunteerism proposes student engagement by aligning students' core motivations with planning volunteer activities. This approach turns volunteerism into a consistent part of their educational experience rather than just a one-time individual effort.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares the use of AI-assisted technology to improve the grammar and clarity of message of this manuscript.

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