

Student Leader's Volunteerism: Reviving The Bayanihan Spirit

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Abstract

Volunteerism is a form of public spirit and civic awareness with elements of dedication, friendship, mutual aid, and progress (Lu, 2010). This is a descriptive research design utilizing quantitative data for analyses. A three-part researcher-made questionnaire was used. The respondents are 152 student leaders. The study was focused on student leader's volunteerism reviving the Bayanihan spirit. Most of the student leaders were female, ages 16-19 years old. They were college students and others were high school. The average number of organizations involved in and volunteered activities participated was two. The knowledge and challenges of student leaders on volunteering were very high, their opinions and attitudes were very favorable. The motives of student leaders were because of altruistic motivation, the areas where they interested in were on education and research, sports and leisure, and culture.

Keywords: Volunteerism, bayanihan spirit, student leaders, student organizations.

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Introduction

Muhammad Ali said service to others is the rent you pay for your room here on earth. Volunteering is a growing global phenomenon and is also being widely incorporated by universities (Gray, 2010).

Volunteerism implies active involvement. The act of volunteering involves active participation or contributes of time, energies or talents; it is never seen as the giving of financial or material resources as a donor or sponsor (Merrill, 2006). According to the study of Clary et al., 1996, and Anheier & Salamon, 1999 as cited by Stefanescu & Osvat, 2011, volunteering is driven by motivations shaped by individual orientation as well as structural arrangements. Areas with large numbers of volunteers are (1) culture, (2) sports and leisure, (4) education and research, (5) health, (6) social action, (7) defending rights, and (8) interests or conventions. According to House Speaker Feliciano Belmonte Jr. (2014), the Filipino spirit of bayanihan is a time-enduring tradition and important component of the Filipino way of life. If Filipinos continue to care for each other's welfare, willing to make sacrifices for the good of others it will prevail over the challenges faced by the country (The Philippine News Agency, 2014).

In socialist countries, volunteering was affected by the communist ideology, taking on the shape of patriotic voluntary activities, mandatory for that matter and thus perceived as a nuisance by those involved. However, in the context of a stabilized economy, deepened relationships with developed countries, efforts to diversify and enhance volunteer activities, to promote and boost the image of volunteer work, as well as the emergence and development of organizations promoting volunteering, paved the way to a growing interest for this kind of activities. In particular, college students' motivations to volunteer are shaped significantly by structural conditions that determine the worth of volunteering. Scholars have found that in contexts where volunteering is considered to be a positive social norm and is used to judge their abilities in the labor market, students tend to volunteer at higher rates (Handy et al., 2010; and Ziemeck, 2006). In many western countries such as the United States, Canada, and Australia, volunteering is a requirement to meet admission criteria for educational and professional institutes (Serow, 1991). With this endeavor the researcher wants to undergo research on the knowledge, opinion, attitudes, motives, areas and issues, shortcomings of volunteering from the perspective of student leaders' participation in volunteered activities and the outcomes of such activities would revive the bayanihan spirit of student leaders at Capiz State University, Main Campus.

The study aimed to determine the knowledge, opinions and attitudes, motives, areas interested with and challenges towards volunteering among student leaders from Capiz State University-Main Campus. Specifically, the study aimed to answer the following: 1.) What are the profile of student leaders? 2. What is volunteerism in terms of, knowledge, opinions; and attitude? 3. What are the student leaders' motives to volunteer in terms of; self-centeredness and altruism? 4.) What are the areas do student leaders' volunteered in terms of; culture, sport and leisure,

education and research, health, social action, defending rights and, personal interest? 5.) What are the problems encountered by student leaders in volunteering? and 6.) What are the achievements of student leaders in volunteering?

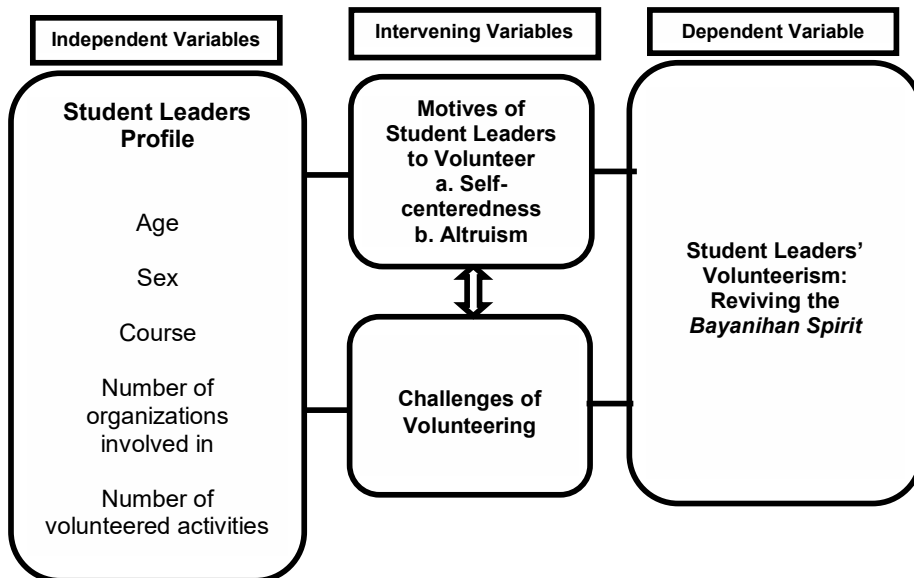
The theory adopted in this study which to provide relevant data that are related to the development of ideas and impression of volunteerism of the student leaders a revival of bayanihan spirit at Capiz State University, Main Campus. The researcher anchored the study to the functional approach by Katz, 1960. The center of the functional approach is the understanding of social behaviors which is the idea that people engage in various activities for purposeful, goal-oriented reasons (Katz, 1960).

Thus, functional theorists argue that a match between the reasons for performing activities, such as volunteering, and the satisfaction derived from that activity is key in motivating and sustaining behavior (Clary et al., 1998). The functional theory acknowledges that different people may perform the same activities for different reasons.

Applying the functional approach to volunteerism. Clary et al., (1998) identified six motives for volunteering: values, understanding, enhancement, career, social, and protective functions.

Conceptual Framework

Figure 1. Showing the schematic diagram of the different variables.



Methodology

This study used a descriptive research design using quantitative data for analyses. This was conducted at Capiz State University, Main Campus from August to November 2016. The respondents were newly (152) elected student leaders of the recognized student organizations of Capiz State University, Main Campus. A three-part researcher-made questionnaire was used. Part I, was for student leaders' profile, Part II, deal on the knowledge, opinion, attitude, motives, and area of interest where student leaders' volunteered, and Part III focuses on the challenges on volunteering. The validity of the instrument was done by the panel after the proposal that they were considered expert on their respective field. After the questionnaire was validated, it was subjected to a reliability test. The test using Cronbach's alpha resulted in a coefficient of 0.831, which means questions are consistent and reliable in measuring the research objectives. To get consent from the student leaders' and the school organizations management, a letter of approval was secured from the advisers. Moreover, separate letters were attached to the questionnaire and distributed to the respondents stating the purpose of the study and giving assurance that all data that were gathered will be treated with the utmost confidentiality. The researcher personally administered the questionnaire among student leaders' and accordingly retrieved the documents after it was duly accomplished. The data was processed using the Statistical Package for Social Sciences (SPSS) version 20 program. The study was significant to student leaders, student organizations, university/college, student services office, and faculty and future researchers.

After the research was conducted, student leaders of Supreme Student Council-Main Campus volunteered on their advocacy on the Prevention of Teenage Pregnancy for six (6) months in the Municipality of Ivisan for fifteen (15) barangays and two (2) national high schools. A memorandum of agreement was undertaken between the student leaders and to the sponsored foundation and at the same time to the Municipality of Ivisan headed by their mayor and together with the council of barangay captains and school officials of Department of Education-Capiz Division.

Results and Discussion

This area presents the analyses and interpretation of the data on student leaders' volunteerism reviving the bayanihan spirit.

Student Leaders' Profile

Age. More than half (57.2 percent) of the student leaders were 16 to 19 years old, and the more than two-thirds (38.8 percent) were 20-23 years old, and 4 percent were 24-27 years old. The present study, used age as one of the variables because according to Hall et al., 2006, age plays a role in determining the salience of altruism and self-interest motivations for volunteering. Scholars have found that older people volunteer for altruistic reasons while student volunteer to obtain training, skills, and admission into educational institutions.

Sex. 40 percent of the student leaders' were male and almost 60 percent were female. According to Wymer (2000) as cited by Ribaric, Dadic, & Nad, (2014), gender differences in attitudes towards volunteering, depending on the aspect of exploring the issue. Men and women are manifested through inner motives and reasons that prompt individuals to engage in volunteering activities.

Course. Results of the study revealed that one-fourth (25 percent) of the student leaders' were from Laboratory High School, followed by (19.7 percent) Bachelor of Science in Business Administration, (11.2 percent) Bachelor of Science in Architecture, Almost ten (9.9 percent) from Bachelor of Science in Accounting Technology and Bachelor of Science in Education and the rest were from Bachelor of Science Electrical and Civil Engineering and the lowest percentage were from the Bachelor of Science in Entrepreneurship and Industrial Technology student leaders.

Number of Organizations Involved in. Almost one-thirds (32.2 percent) of student leaders were involved in two organizations, more than one-fourth (27.6 percent) as one organization, one-fourth (25.7 percent) were three organizations involved in, and less than 10 percent were 5 and above and 4 organizations they participated in.

Number of Volunteered Activities. Result of the study revealed that less than half (42.1 percent) were 2 and below the number of volunteered activities were participated, more than half (26.3 percent) had three (3) volunteered activities, less than one-fourth (21.1 percent) students leaders had 5 and above volunteered activities participated and (10.5 percent) had 4 volunteered activities attended. Some studies indicate that students are more likely to volunteer during college if they volunteered prior to entering college (Astin et al., 2000; Pierson, 2002 as cited by Cruce & Moore, 2006), others provide some evidence suggesting that the direction of the effect of prior community service may depend on whether the students were either required (negative effect) or simply encouraged (positive effect) to volunteer while in high school (Marks & Jones, 2004).

There are some studies that never include the number of volunteered activities because there was a potential biased that estimates of the impact of participating in various volunteering activities in the precollege and college days (Cruce & Moore, 2007).

Table 1 shows the data on the student leaders' profile in terms of age, sex, course, number of organization involved in and number of volunteered activities.

Table 1. Profile of the student leaders.

Student Leaders Profile	Frequency	Percentage
Age		
12-15	0	0
16-19	87	57.2
20-23	59	38.8
24-27	6	3.9
	152	100
Sex		
Male	61	40.1
Female	91	59.9
	152	100
Course		
Bachelor of Science in Business Administration	30	19.7
Bachelor of Science in Accounting Technology	15	9.9
Bachelor of Science in Entrepreneurship	8	5.3
Bachelor of Science in Electrical Engineering	12	7.9
Bachelor of Science in Architecture	17	11.2
Bachelor of Science in Civil Engineering	11	7.2
Bachelor of Science in Mechanical Engineering	0	0
Bachelor of Science in Industrial Technology	6	3.9
Bachelor of Science in Education*	15	9.9
Laboratory High School	38	25
	152	100
Number of Organizations Involved in		
5 and above	13	8.6
4	9	5.9
3	39	25.7
2	49	32.2
1	42	27.6
	152	100
Number of Volunteered Activities		
5 and above	32	21.1
4	16	10.5
3	40	26.3
2 and below	64	42.1
	152	100

*All specialization was part of the study.

Knowledge, Opinions, and Attitude of Student Leaders towards Volunteering

Knowledge. Results of the study revealed that the grand mean score is 4.27 which interpreted as "very high". This implies that activities participated by student leaders are based on their knowledge towards volunteerism. It is an egoistic motivation why they volunteered during their college days.

Lu (2010) affirmed to have high knowledge on volunteerism students' understanding of the spirit of volunteerism must be cultivated, enhance the students' ideological and moral quality, to strengthen the students' sense of responsibility and civic awareness.

Opinions. The grand mean score of 4.30 shows that student leaders strongly agree that their different opinion on volunteering activities is "very favorable". Most of the perceived opinion responses of the student leaders were positive in terms that different activities helped them gain more experience and knowledge, developed their skills and grow the support system and teamwork. This implies that among student leaders volunteering activities is a noble work and personal satisfaction. Thus, student leaders also are also a venue where they can develop their leadership skills holistically and may give their service to the community.

According to Jones and Hill (2003), volunteering are complex and individual. College students' motivation to volunteer depends on how they perceive the meaning of their work. Cohen (2008) described the concept of good citizenship and volunteering represents a key component of altruistic behavior and giving back to society. Fiorillo (2011) believed that we can categorize volunteer motivation into two groups: one focusing on the intrinsic reward of helping others for its own sake; the other group of motives relate to extrinsic rewards from group activity and being part of the volunteer work environment.

Briggs et al., 2010; & Hank and Erlinghagen, 2010 found that the main reasons are humanitarian and benevolence based at their core, and they have a sense of empathy associated with providing help for others.

Attitude. Results of the study revealed that the grand mean score is 4.51 which interpreted as "very favorable". Student leaders showed very favorable attitude on volunteering activities. This implies that joining such activities motivates them to work with different people, passionately helping the community and gain new partnership and networks. A study conducted in Belgium in 2007 which is the United Nations Volunteer Report highlighted that volunteering holds various virtues and values such as commitment, solidarity, availability, and self-sacrifice.

On the other hand, volunteering serves as a signaling device, calling attention to qualities such as altruism and willingness to cooperate for the collective good (Proteau and Wolff, 2008). Studies of students have found that those who volunteer are more likely than non-volunteers to have leadership ability, social self-confidence, critical thinking skills, and conflict resolution skills (Stefanescu, F & Osvat, C., 2011).

Jones and Hill 2003 learned that the attitude and commitment from doing community service in high school carried over into college. But some students whose volunteer work was a school requirement, it was mostly motivated by external factors such as friends, family, requirements, and obligation.

Table 2. Knowledge, opinions, and attitude of student leaders towards volunteering.

Variables	Mean	S.D	Verbal Interpretation
Knowledge			
a. Unpaid activity	4.2763	.83941	Very High
b. Optional	4.3092	.73901	Very High
c. Voluntary	4.5197	.59768	Very High
Grand Mean	4.2763	.83941	Very High
Opinion			
a. It helps gain experience and knowledge.	4.6579	.52872	Very Favorable
b. Volunteering develops my interpersonal relationship	4.6118	.56439	Very Favorable
c. It helps me gain a better knowledge of the institutions.	4.5395	.60769	Very Favorable
d. Volunteering develops my skills.	4.5526	.59567	Very Favorable
e. Volunteering develops a culture of teamwork.	4.5592	.63802	Very Favorable
f. Volunteering develops a support system.	4.5329	.60809	Very Favorable
g. Volunteering is for personal satisfaction.	4.2763	.92927	Very Favorable
h. Volunteering develops the ability to adjust to diverse individuals.	4.4079	.72198	Very Favorable
i. It helps others, especially to less privileged people.	4.4803	.64047	Very Favorable
j. Volunteering is for social gain.	4.3947	.80691	Very Favorable
k. Volunteering is a noble work.	4.4934	.68083	Very Favorable
Grand Mean	4.3092	.73901	Very Favorable
Attitude			
a. I am motivated to work with different people.	4.4868	.61962	Very Favorable
b. I am motivated and happy to help the community.	4.5592	.57236	Very Favorable
c. I join volunteering activities in order to gain new friends.	4.3816	.78000	Very Favorable
d. I join volunteering activities in order to gain a new partnership and linkages with other agencies.	4.3947	.73833	Very Favorable
e. I join volunteering activities in order to prepare me for the future.	4.5526	.62814	Very Favorable
Grand Mean	4.5197	.59768	Very Favorable

Motives and Areas to Volunteer

Motives. Almost two-thirds (65.1 percent) of the student leaders their motives to volunteer is altruism. Their interest is doing useful to society and for others. And more than one-third (34.2 percent) their motives is for self-interest and personal wellbeing for example meeting with similar interest, making friends, learning and practicing.

This implies that regardless of their motives to volunteer is simply helping the society and for their personal improvement. Similarly, both altruistic and self-interested motives influenced in different populations such as older adults, college students and teenagers (Cited by Stefanescu & Osvat, 2011 the study of Okun et al., 1998, Serow, 1991, & Raskoff, 1994). The motive for involvement in volunteering activities is never financial or any other material (tangible) benefit, but solely inner motives and grounds such as belonging to a community, personal satisfaction or aspiration to improve existing and gain new knowledge (Ribaric, H., Dadic, L., & Nad, M., 2014). The same study of Eley, 2003 affirmed to the result of the present study that the motives of altruism and egoism in students why they volunteered.

According to Clary et al., 1998, functional theorist argue that a match between the reasons for performing an activities such as volunteering, and the satisfaction derived from that activity is key in motivating and sustaining behavior and there were an identified six motives for volunteering which are values, understanding, enhancement, career, social and protective functions.

Dreyer (2006) postulated that volunteer motives conceptualized into two major groups of motivation, first centers on self-centeredness which defined as self-interest and personal wellbeing, and second focus on altruism focuses for others and for public space. On the other hand, many scholars have found that volunteering is a philanthropic activity which emphasizes a self-serving interest in various areas such as hospitals, environmental awareness and protection, AIDS organizations and human rights (Handy & Srinivasan, 2004).

As cited by Bussel and Forbes, (2006) the study of Johnson-Coffey, (1997), focusing on altruistic motive alone, one must take caution not to neglect involuntary volunteers. These involuntary volunteers would be close to the "obligation to volunteer". The nature of voluntary work may also differ, in that, it need not always be a service to help individuals or communities improve their quality of life, but could include campaigns to change laws or policies that affect the quality of life (Cameron, 1999 as cited by Bussel and Forbes, 2006). Likewise, the study of Cnaan and Golberg-Glen (1991) as cited by Simha, Topuzova, & Albert, (2011), volunteering it not all altruistic.

Areas to Volunteer. Results of the study revealed that more than one-fourth (28.9 percent) of the student leaders volunteered in education and research. One-fourth (25 percent) of them interested to volunteer in sports and leisure and the rest

were in culture, social action, health, personal interest, and defending rights.

This implies that student leaders volunteered in different areas where they are interested in. And some of them were influenced by their peers because they want companionship and build friendships while volunteering. The present study was conformed to the results of Dreyer (2006) the benefits that student leaders' get was meeting people with same with their interest, making friends, spending leisure time, learning and practicing sports and cultural activities, gaining access to information or services of a specific nature, developing or practicing skills, getting a job more easily, even in the organization where he or she previously served as a volunteer.

Table 3 shows the data on motives and areas where student leaders volunteered. Volunteering motives of student leaders are rooted in the unique environment of each culture, with considerable differences across them.

Table 3. Motives and areas to volunteer.

	Frequency	Percentage
Motives		
Self-centeredness	52	34.2
Altruism	99	65.1
	152	100
Areas to Volunteer		
Culture	24	15.8
Sports and Leisure	38	25.0
Education and Research	44	28.9
Health	16	10.5
Social Action	17	11.2
Defending Rights	1	.7
Interest of Student Leader	12	7.9
	152	100

Challenges Encountered by Student Leaders in Different Volunteered Activities

Results of the study revealed that the mean score is 4.02 which interpreted as "high". Student leaders agree that they encountered different challenges that affect their service to the community. This implies that during volunteering student leaders experienced problems while they indulge in certain advocacy. Lack of resources, small number of volunteers, lack of communication and other problems.

Farmer and Fedor (2001) noted that at times, organizations relying on volunteers have to contend with poor performance, because it is simply hard to enforce performance standards on volunteers where there is no monetary reward

or punishment. They suggested that despite this, it may be better for volunteers to contribute something in terms of time and effort to a charity, rather than nothing.

According to Merrill (2006), from a global perspective, she identified common factors affecting volunteerism in many countries. These include time, meaning, value, demographics, pluralism, solidarity, and technology. She advocates that the organization should develop common approaches to deal with managing volunteering activities and issues. The approaches may be applicable to the present result of the study where student leaders encountered different issues on volunteering.

Table 4. The shortcoming encountered by student leaders in different volunteered activities.

Challenges Encountered	Mean	S.D.	Verbal Interpretation
a. Lack of materials	4.0263	.91309	High
b. Lack of financial resources	4.0592	.83177	High
c. Small number of volunteers	4.0132	.83774	High
d. Lack of appreciation by the community	3.8026	.89915	High
e. Lack of appreciation by the school	3.6974	1.02962	High
f. Lack of experience.	3.5855	1.07620	High
g. Carelessness of volunteers.	3.5329	1.05427	High
h. Lack of supervision	3.5987	1.05013	High
i. Lack of well-established programs facilitating communication between staff and volunteers	3.7237	1.02419	High
j. Deficient management	3.6447	1.05735	High
k. Lack of time	3.7237	1.12878	High
l. Undefined status of volunteer	3.5987	1.04381	High
m. Stressful and tiring	3.7237	1.03064	High
n. Reluctance of organization towards volunteers	3.6711	1.02793	High
o. Lack of transparency	3.6579	1.04916	High
Grand Mean	4.0263	.91309	High

Note: 5.00-4.21 Very High; 4.20-3.41 High; 3.40-2.61 Average; 2.60-1.81 Low; 1.80-1.00 Very Low

Student Leaders Achievements on Volunteering

A mean score of 4.47 was interpreted as that the student leaders strongly agree that volunteering achievements are “very favorable” to different organizations they participated in. Student leaders have gained and develop their self, take the sense of responsibility towards works and community, and engaged themselves to the

bayanihan spirit.

This implies that student leaders gained new insights on how to help the community by engaging and collaborating them to different agencies and organizations and unleashed the power of volunteerism and indulged themselves to different advocacy. There are many direct benefits and achievements that student leaders may get on volunteering. According to Veitch (2013), it focused on skill development, networking, and belonging.

A Canadian survey on giving, volunteering, and participating found that among Canadians 15 years of age or older, the top five reasons for volunteering were to make a contribution to the community, to use skills and experiences, to be personally affected by the cause the organization supports, to explore one's own strengths, and to network with or meet people (Hall, Lasby, Ayer & Gibbons, 2009).

Table 5. Student leaders' achievements on volunteering.

Student Leaders' Achievements	Mean	S.D.	Verbal Interpretation
a. I gained self-worth and self-respect.	4.4737	.60841	Very Favorable
b. It develops my sense of patriotism.	4.4408	.62755	Very Favorable
c. It develops my sense of responsibility towards works and community.	4.5461	.56191	Very Favorable
d. It develops my communication skills by relating with other people	4.4539	.57358	Very Favorable
e. It develops my conceptual and technical skills	4.4803	.57509	Very Favorable
f. It develops my community engagement and bayanihan spirit	4.5395	.57407	Very Favorable
g. It develops my leadership skills	4.5789	.54623	Very Favorable
h. Increase my knowledge on project development and management.	4.4803	.65073	Very Favorable
i. I gained new insights on how to help the community by engaging and collaboration with government and nongovernmental organizations.	4.5066	.55190	Very Favorable
j. It develops a culture of volunteerism by helping other people	4.5197	.64047	Very Favorable
k. I gained new learnings on advocacy.	4.5197	.63005	Very Favorable
l. I experienced joy and happiness in helping others	4.6053	.63201	Very Favorable
Grand Mean	4.4737	.60841	Very Favorable

Note: 5.00-4.21 Very Favorable; 4.20-3.41 Favorable; 3.40-2.61 Neither favorable nor unfavorable; 2.60-1.81 Unfavorable; 1.80-1.00 Very unfavorable

The study of Lu (2010) validates the benefits received by student leaders why they volunteered because the spirit of volunteerism is a form of public spirit and civic awareness which elements of dedication, friendship, mutual aid, and progress. Cultivating the spirit of volunteerism to college students and leaders benefit both the individuals and society. The present result of the study also the same with the study of Dreyer (2006) the personal achievements of volunteers was being useful to society, doing something for others, and protecting the welfare of children and different group of people in the community.

A student with self-efficacy for community service would be more likely than a student with low self-efficacy to pursue service-learning opportunities; once the student with high self-efficacy becomes involved in service, he or she would exhibit high levels of effort and perseverance, even when obstacles and failures are initially encountered. Conversely, if a student with low self-efficacy for community service became involved in a service-learning project, he or she may become frustrated easily and lack of persistence in the face of obstacles (Reeb, 2006).

Conclusions

Based on the results of the study, the following conclusions were drawn. First, more than half of the student leaders were ages 16 to 19 years old, most of them were female, one-fourth of them were from laboratory high school and the rest came from college with different disciplines. One-third of them have two organizations involved with and less than half of them were having 2 and below volunteered activities. Men and women have different preferences for volunteering. For women, it is important that they feel comfortable in volunteering environment that there is a good communication culture, and that they can make new friends and feel connected with other volunteers. They tend to volunteer to take care of babies, children, and young people. While men it is essential that they have a feeling of dominance, success and receive recognition for their work like they want activities that require physical work and readiness where there are adrenalin and stress involved. The average of the volunteered organizations involved was 2 and in terms of the activities volunteered was minimum of 2.

Second, based on the results of the study, the student leaders' knowledge on volunteering is high. More than half of them strongly agree that volunteering is voluntary. Their knowledge of volunteering was also high because they perceived it is an unpaid and optional activity. The student leaders' already have experienced during high school days on volunteering.

Third, the opinion of student leaders on volunteering is very favorable. They believed that through volunteering they can gain new experiences, build their self-esteem, developed their skills and privilege to help others.

Fourth, student leaders' attitude towards volunteering was also very favorable. They were motivated to work in the community and prepared them for future work.

Along with this, student leaders' was favorable on the concept of volunteering because they can build partnership and linkages in different organizations.

Fifth, almost two-thirds of the student leaders' their motives to volunteer is all about altruism, and the rest were self-centeredness. Both, altruistic and personal interest influenced them to volunteer. Some of the student leaders' volunteered on different organizations in order to help the community and for their personal interest.

Sixth, based on the results of the study, the three highest areas where student leaders' volunteered in are in education and research, sports and leisure and culture and the rest were in social action, health, personal interest, and defending rights. The interest of the student leaders depends also on their fields of discipline. Some of them participated in different areas in order to practice their skills, access information, make friends and spending leisure time.

Seventh, the challenges encountered by student leaders in different volunteered activities is high. They experienced problems while they participate in different volunteering activities. Since volunteering is voluntary and no monetary rewards, they experienced a lack of resources, a small number of volunteers versus to the workload, limited time because of their academic requirements, and communication within the team. Even they experienced different challenges the bayanihan spirit a Filipino value unleashed by them and through them they created impact to revive the bayanihan spirit among student leaders.

Eight, the student leaders' achievements in volunteering are very favorable. Through their participation they gained new learnings, cultivate the spirit of bayanihan and volunteerism, belongingness, skills development, and self-efficacy. It also contributes a positive impact to the lives of the student leaders' and enriched their academic development and civic engagement and responsibility.

Recommendations

In the light of results and conclusions, the following are the recommendations for student leaders' volunteerism reviving the bayanihan spirit at Capiz State University-Main Campus. First, it is recommended that the University may consider new approaches and strategic plans for the new input towards volunteerism and cultivating the bayanihan spirit among student organizations as well as inclusions of different activities on the curriculum for outcome-based focuses on different areas such as health, social action, and defending rights of volunteering activities; second, as to student organizations activities the researcher is recommending that they may revisit their organizational vision, mission, objectives, and core values. It is suggested, that they may streamline their activities focusing on student welfare and development, community engagement and other future plans for the organization; third, the organizations may look for potential access on different networks and linkages of different non-governmental organizations that helps the student organizations participate in different volunteering activities, this may be assisted by

the Office of Student Services; fourth, student organizations may conduct forum and symposiums related to volunteerism and bayanihan spirit. They may present the best practices done by the organization through their different activities related to volunteering. This may act may influence other students to participate and engage for future volunteering activities; fifth, the researcher is recommending that student organizations may collaborate to other local organizations to raise awareness of volunteering and bayanihan spirit and provide students with opportunities to volunteer for the common good. This may be done through organizing a Bayanihan Hub, an organization of volunteers; sixth, it is recommended that the teachers may include to their class raising the awareness of bayanihan spirit and may give opportunity to students to volunteer; seventh, student leaders' may have their open communication between the organizations in order to give solutions to the challenges encountered while participating in different activities. This may be done through good feedback mechanism in order to retain the dedication and passion of the volunteers.

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