

Spirit of Volunteerism and Community Involvement of the Senior High School Students in SDO Lipa City

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Abstract

This study examined the spirit of volunteerism and community involvement of the Senior High School students in the Schools Division Office (SDO) of Lipa City in fostering civic engagement and social responsibility. The study is socially relevant as it addresses the need to strengthen youth participation in community initiatives amid declining student involvement in volunteer activities. It also supports the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), and SDG 16 (Peace, Justice, and Strong Institutions).

A descriptive-correlational quantitative research design was utilized involving 367 Senior High School students selected through stratified random sampling. Data were gathered using a validated survey questionnaire and analyzed using frequency, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient.

The findings revealed that the students demonstrated a high extent of manifestation of the spirit of volunteerism and a high level of community involvement. The study further showed a highly significant relationship between volunteerism and community involvement. However, challenges such as academic workload, limited time, and insufficient motivation affected students' participation in volunteer activities.

The study concluded that volunteerism and community involvement contribute significantly to the development of civic engagement and social responsibility among learners. Based on the findings, enhancement activities were proposed to strengthen students' active participation in community initiatives and promote socially responsible citizenship.

Keywords: *volunteerism, community involvement, civic engagement, social responsibility, senior high school students, descriptive-correlational design, sustainable development goals*

Introduction

In today's rapidly changing society, education is no longer confined to the transmission of academic knowledge and technical skills alone. Schools are increasingly expected to produce learners who are not only intellectually competent but also socially responsible and actively engaged in community development. As societal challenges continue to emerge, the role of educational institutions in cultivating civic consciousness and social responsibility among the youth becomes more significant. One important avenue through which these values may be developed is volunteerism and community involvement. These experiences encourage students to become more responsive to the needs of others and inspire them to participate meaningfully in activities that contribute to the welfare of society.

Volunteerism is widely recognized as an expression of altruism, compassion, civic duty, and commitment to service. Through participation in volunteer activities, students are provided with opportunities to develop empathy, leadership skills, accountability, and social awareness. Such experiences also strengthen their sense of responsibility toward the community and deepen their understanding of the importance of collective action in addressing social concerns. For Senior High School (SHS) students, volunteerism serves not only as a form of extracurricular participation but also as a formative experience that contributes to character development and the formation of civic identity.

Similarly, community involvement enables students to engage directly with real-life societal issues through experiential learning. Participation in outreach programs, environmental activities, civic organizations, and collaborative community projects allows learners to apply classroom knowledge in practical situations while strengthening their connection with the community. These engagements help students recognize their role as active citizens and reinforce the idea that education extends beyond academic achievement toward social transformation and nation-building.

Despite the recognized importance of volunteerism and community involvement, many students encounter challenges that limit their active participation in civic-oriented activities. Academic demands, limited time, lack of motivation, insufficient awareness, and reduced social interaction brought about by the post-pandemic educational environment have affected students' engagement in volunteer initiatives. As a result, opportunities for meaningful participation in community-based activities are often maximized only by a limited number of students, while many remain passive or uninvolved. These concerns highlight the need to examine the level of spirit of volunteerism and extent of community involvement among SHS students in order to better understand the factors influencing their civic engagement and social responsibility.

Existing studies emphasize the positive impact of volunteerism on students' personal and social development. Research suggests that participation in volunteer and service-learning activities contributes to the enhancement of leadership skills, interpersonal relationships, empathy, and civic awareness among learners. However, many studies focus primarily on the outcomes of volunteerism as an isolated experience and provide limited discussion on how students' spirit of volunteerism relates to their actual level of community involvement.

Furthermore, few studies contextualize these concerns within the post-pandemic educational landscape or propose enhancement programs that may strengthen students' participation in civic and community-oriented activities. This gap indicates the need for a contextualized investigation that examines both volunteerism and community involvement as interconnected dimensions of civic engagement among SHS students.

At the global level, volunteerism and community engagement are closely associated with the United Nations Sustainable Development Goals (SDGs). This study particularly supports SDG 4: Quality Education, which emphasizes the promotion of lifelong learning, active citizenship, and social responsibility through education. It also aligns with SDG 11: Sustainable Cities and Communities, which highlights the importance of inclusive and participatory communities, and SDG 16: Peace, Justice, and Strong Institutions, which promotes civic participation, responsible citizenship, and social cohesion. Through the promotion of volunteerism and community involvement, educational institutions contribute to the development of socially aware and community-oriented individuals capable of contributing positively to society.

The significance of this study is further grounded in the researcher's experiences as a Rover Scout adviser and Supreme Student Government (SSG) co-adviser. In both roles, the researcher observed that student participation in volunteer-oriented programs and community engagement activities remained limited and often concentrated among a small group of consistently active students. Prior to the COVID-19 pandemic, scouting and outreach activities demonstrated stronger student involvement; however, participation declined significantly during and after the pandemic. Although gradual recovery has been observed in recent years, sustaining students' interest and participation in volunteer activities continues to be a challenge. Similar patterns were also evident in school-initiated outreach programs and student-led activities, where many opportunities for civic engagement received limited participation from the wider student population.

These observations suggest that the issue of low participation in volunteerism and community involvement extends beyond a single organization or activity and reflects a broader concern in student civic engagement. The situation underscores the need to explore the factors influencing students' participation, including their level of spirit of volunteerism, extent of community involvement, and the challenges they encounter in engaging with community-oriented initiatives. Addressing these concerns through a structured and contextualized enhancement program may help strengthen active citizenship, social responsibility, and meaningful student participation within the school and community.

Guided by these contexts, this study aims to determine the level of spirit of volunteerism and community involvement among Senior High School students in SDO Lipa City, examine their relationship to civic engagement and social responsibility, identify the challenges encountered by students in participating in volunteer and community-based activities, and propose an enhancement program that may further strengthen students' active participation in community initiatives. By examining the lived experiences and civic participation of SHS students within contemporary educational and social contexts, this study seeks to contribute to the promotion of socially responsible, community-oriented, and actively engaged learners.

Statement of the Problem

This study explores the spirit of volunteerism and community involvement in the development of civic engagement and social responsibility of the Senior High School students in SDO Lipa City. It further aims to identify challenges and propose an enhancement activity that will strengthen their active participation in community initiatives.

Specifically, it seeks to answer the following questions:

1. What is the extent of manifestation of the spirit of volunteerism of the students as assessed by themselves in terms of:
 - 1.1. community activities;
 - 1.2. service to others; and
 - 1.3. commitment to volunteer activities?
2. What is the level of community involvement of the students as assessed by the respondents in terms of:
 - 2.1. school-initiated outreach programs;
 - 2.2. local civic organizations; and
 - 2.3. collaboration with community stakeholders?
3. Is there a significant relationship between the assessment on the extent of manifestation of the spirit of volunteerism and on the level of community involvement?
4. What challenges are encountered by the students in demonstrating spirit of volunteerism and community involvement?
5. Based on the results of the study, what enhancement activities may be proposed?

Hypothesis

This study tested the null hypothesis that there is no significant relationship between the assessment of the spirit of volunteerism and the level of community involvement.

Methodology

Research Design

This study utilized a descriptive-correlational quantitative research design. According to Bloomfield and Fisher (2023), descriptive-correlational research is appropriate for describing variables and determining the relationship between them without manipulation. This design was used to determine the level of spirit of volunteerism and extent of community involvement among Senior High School students in the Schools Division Office (SDO) of Lipa City and examine the relationship between these variables.

The descriptive component assessed the students' level of volunteerism in terms of community activities, service to others, and commitment to volunteer activities, as well as their extent of community involvement through school-initiated outreach programs, participation in local civic organizations, and collaboration with community stakeholders. Meanwhile, the correlational component determined the significant relationship between spirit of volunteerism and community involvement. Creswell (2023) stated that correlational research is appropriate for identifying relationships among variables in natural settings, making it suitable for educational studies such as this.

Participants

The respondents of this study were Senior High School students enrolled in public schools under the Schools Division Office (SDO) of DepEd Lipa City for the School Year 2025–2026, with a total population of 8,048 learners. The sample size was determined using the Raosoft sample size calculator, resulting in 367 respondents. According to Etikan (2023), an adequate sample size ensures representativeness and minimizes sampling error in quantitative research.

To ensure proportional representation, the study utilized stratified random sampling. Taherdoost (2023) explained that stratified sampling enhances accuracy by dividing the population into homogeneous groups and selecting respondents proportionally from each subgroup.

Research Instrument

The study utilized a structured adapted questionnaire as the primary data-gathering instrument. The questionnaire was patterned and modified from existing validated research tools on volunteerism and community involvement to ensure its suitability for the local context of SDO Lipa City. It was used to gather quantitative data regarding the respondents' level of volunteerism and community involvement of the Senior High School students.

The instrument underwent face validation conducted by a panel of experts, including the research adviser and experienced research educators, to assess the clarity, appropriateness, and relevance of the items. Their suggestions and feedback were incorporated to improve the overall quality, validity, and usability of the questionnaire prior to its administration.

The tool measured:

- Extent of manifestation of the spirit of volunteerism of the level of community involvement of the students as assessed by the respondents in terms of:
 - community activities
 - service to others
 - commitment to volunteer activities

- Level of community involvement of the students as assessed by the respondents in terms of:
 - school-initiated outreach programs
 - local civic organizations
 - collaboration with community stakeholders?
- Challenges are encountered by the students in demonstrating spirit of volunteerism and community involvement?

Likert-scale questions were used to gather quantitative data.

Data Collection Procedure

The researcher followed a systematic and ethical procedure in collecting the data. The questionnaire was constructed based on related literature, studies, and the objectives of the research to measure the level of volunteerism, community involvement, and challenges encountered by the respondents. The instrument underwent expert validation by the Senior High School principal, a statistician, and a Social Studies major with a Master of Arts in Education (MAEd) to ensure clarity, relevance, and appropriateness of the items.

After securing approval from the Schools Division Office (SDO) of Lipa City and the participating school heads, the questionnaires were distributed to the respondents through printed copies and Google Forms. Participation was voluntary, and respondents were assured that all information would be treated confidentially and used solely for academic purposes. The retrieved data were checked, coded, tabulated, and analyzed using appropriate statistical tools.

Data Analysis

The data collected in this study were analyzed using descriptive and inferential statistics. Frequency, percentage, weighted mean, and standard deviation were used to determine the level of spirit of volunteerism and community involvement among the respondents.

To determine the significant relationship between spirit of volunteerism and community involvement, the Pearson Product-Moment Correlation Coefficient (r) was utilized with a 0.05 level of significance. All gathered data were encoded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS).

Results and Discussions

1. Assessment on the Extent of Manifestation of the Spirit of Volunteerism of the Students

This section presents the extent of manifestation of the spirit of volunteerism of the Senior High School students as assessed by themselves in terms of community activities, service to others, and commitment to volunteer activities. The data gathered from the respondents were analyzed and interpreted using weighted mean and standard deviation. The results provide an overview of how students demonstrate volunteerism in their daily school and community experiences. This also serves as a basis for understanding the level of their engagement in volunteer activities and their disposition toward civic responsibility and social involvement.

1.1. Community Activities. Community activities serve as an avenue for students to actively participate in programs and initiatives that promote cooperation, social awareness, and public service. Through their involvement in school and community-based activities, students are able to develop a sense of responsibility, teamwork, and concern for the welfare of others. Participation in these activities also reflects their willingness to contribute time, effort, and skills for the betterment of the community. Hence, assessing students' participation in community activities provides a clearer understanding of how the spirit of volunteerism is manifested among Senior High School students.

Table 1
Extent of Manifestation of the Spirit of Volunteerism of the Students in Terms of Community Activities

Items	Weighted Mean	Verbal Interpretation	Rank
<i>I...</i>			
1. demonstrate my belief in the value of volunteering by participating in community service activities.	3.13	MM	1.5
2. continue participating in volunteer activities even without recognition, rewards, or incentives.	3.13	MM	1.5
3. frequently participate in community activities due to my personal commitment to helping others.	3.09	MM	3
4. actively participate in volunteer programs that support underprivileged or underserved communities.	3.06	MM	4
5. often encourage and invite my classmates to participate in school or community volunteer activities.	3.02	MM	5
6. take active roles in volunteer activities that contribute to positive changes in my school or community.	3.01	MM	6
7. have active involvement in volunteer activities	3.00	MM	7

encourages or inspires others to also participate.			
8. regularly participate in school or community projects even when these activities are not required.	2.92	MM	8
9. consistently spend part of my free time participating in activities that help others in need.	2.89	MM	9
10. frequently join outreach or service activities offered by the school or community.	2.87	MM	10
Composite Mean	3.01	Moderately Manifested	
<i>Legend: Highly Manifested (3.50 – 4.00), Moderately Manifested (2.50 – 3.49), Slightly Manifested (1.50 – 2.49), Least Manifested (1.00 – 1.49)</i>			

As presented in Table 1, the student-respondents were moderately manifested in terms of spirit of volunteerism, with a composite mean of 3.01. The highest-rated indicators were students' belief in the value of volunteering and their willingness to participate even without rewards or recognition (WM = 3.13), indicating that volunteerism was primarily driven by intrinsic motivation and civic values. This finding supported Nguyen (2022), who identified altruism and moral obligation as key factors influencing volunteer participation among students.

On the other hand, the lowest-rated indicator was the frequency of joining outreach or service activities offered by the school or community (WM = 2.87), suggesting that while students valued volunteerism, their actual participation in organized activities remained limited. Studies by Santos (2024) and Navarro and Cruz (2023) attributed this to academic workload, time constraints, and lack of continuous programs.

Overall, the findings implied that students possessed awareness and willingness to engage in volunteerism but still required sustained institutional support and structured opportunities to strengthen their active participation in community activities.

1.2. Service to Others. Service to others is an essential component of volunteerism that reflects an individual's willingness to extend help, support, and compassion without expecting anything in return. Among students, demonstrating service to others fosters empathy, social responsibility, and concern for the needs of the community. Through acts of kindness, cooperation, and assistance, students are able to contribute positively to the welfare of others while strengthening their values and interpersonal relationships. Thus, examining students' sense of service to others provides insight into how they express volunteerism through selfless actions and meaningful community engagement.

Table 2

Extent of Manifestation of the Spirit of Volunteerism of the Students in Terms of Service to Others

Items	Weighted Mean	Verbal Interpretation	Rank
1. frequently help others without expecting rewards, recognition, or personal benefit.	3.54	HM	1
2. take initiative in helping others even when no one asks me to do so.	3.34	MM	2.5
3. sustain my helping behavior after seeing the positive effects of my previous actions.	3.34	MM	2.5
4. help others repeatedly, not just on a one-time basis.	3.33	MM	4
5. consistently offer assistance to others during school or community activities when help is needed.	3.28	MM	5
6. consistently respond through action when I encounter people who need assistance.	3.27	MM	6
7. remain willing to help others even when the task requires extra effort or inconvenience.	3.24	MM	7
8. regularly participate in activities that directly provide help or support to other individuals.	3.18	MM	8
9. continue helping others even when the activity is informal or not part of an organized program.	3.17	MM	9
10. set aside time to help others despite having personal tasks or responsibilities.	3.08	MM	10
Composite Mean	3.28	Moderately Manifested	

Legend: Legend: Highly Manifested (3.50 – 4.00), Moderately Manifested (2.50 – 3.49), Slightly Manifested (1.50 – 2.49), Least Manifested (1.00 – 1.49)

As presented in Table 2, the student-respondents were moderately manifested in terms of sense of altruism and service to others, with a composite mean of 3.28. The highest-rated indicator was helping others without expecting rewards or recognition (WM = 3.54), indicating that students demonstrated strong altruistic values and genuine concern for others. This finding supported Nguyen (2022), who identified altruism and moral obligation as important motivations for volunteer participation among students.

Meanwhile, the lowest-rated indicator was setting aside time to help others despite personal responsibilities (WM = 3.08), suggesting that although students were willing to help, academic workload and time constraints limited their participation. Similar findings were reported by Santos (2024) and Navarro and Cruz (2023), who identified competing responsibilities as barriers to sustained volunteer engagement.

Overall, the findings implied that students possessed strong values of service and compassion; however, continuous support and structured volunteer opportunities were necessary to strengthen their active involvement in community service activities.

1.3. Commitment to Volunteer Activities. Commitment to volunteer activities reflects the students' dedication, responsibility, and consistency in participating in programs and initiatives that aim to serve the community. It demonstrates their willingness to devote time, effort, and participation in activities that promote social welfare and civic engagement. Students who show commitment to volunteer activities are more likely to develop discipline, teamwork, leadership, and a deeper sense of social responsibility. Assessing their level of commitment provides a clearer understanding of how students sustain their involvement in volunteer work and contribute meaningfully to community development.

Table 3
Extent of Manifestation of the Spirit of Volunteerism of the Students in Terms of Commitment to Volunteer Activities

Items	Weighted Mean	Verbal Interpretation	Rank
<i>I...</i>			
1. complete the volunteer tasks assigned to me with dedication.	3.36	MM	1
2. seek to improve my performance in volunteer activities based on previous experiences.	3.30	MM	2
3. complete assigned volunteer tasks on time and with care.	3.21	MM	3
4. make sure to attend scheduled volunteer or outreach activities.	3.10	MM	5
5. take initiative to complete volunteer tasks thoroughly without needing reminders.	3.10	MM	5
6. encourage team members to fulfill their volunteer responsibilities during activities.	3.10	MM	5
7. plan my schedule to participate in volunteer activities during the school year.	2.99	MM	7
8. actively participate in all parts of a volunteer activity, not just the parts I prefer.	2.96	MM	8
9. plan to remain active in volunteerism beyond my school years.	2.93	MM	9
10. prioritize volunteer activities alongside my academic responsibilities.	2.90	MM	10
Composite Mean	3.09	Moderately Manifested	

Legend: *Highly Manifested* (3.50 – 4.00), *Moderately Manifested* (2.50 – 3.49), *Slightly Manifested* (1.50 – 2.49), *Least Manifested* (1.00 – 1.49)

As displayed in Table 3, the student-respondents were moderately manifested in terms of commitment to volunteer responsibilities, with a composite mean of 3.09. The highest-rated indicator was completing assigned volunteer tasks with dedication (WM = 3.36), indicating that students demonstrated responsibility and accountability once engaged in volunteer activities. This finding supported Johnson (2024) and Garcia and Mendoza (2023), who emphasized that participation in structured volunteer programs strengthened students' civic duty and sense of responsibility.

On the other hand, prioritizing volunteer activities alongside academic responsibilities obtained the lowest weighted mean ($WM = 2.90$), suggesting that academic workload and time constraints limited students' ability to sustain active participation. Similar findings were reported by Santos (2024) and Navarro and Cruz (2023), who identified competing responsibilities as barriers to volunteer engagement.

Overall, the findings implied that students were capable of fulfilling volunteer responsibilities; however, continuous institutional support and balanced academic and volunteer opportunities were necessary to strengthen their long-term commitment to volunteer activities.

2. Assessment on the Level of Community Involvement of the Students in Fostering Civic Engagement and Social Responsibility

This section presents the level of community involvement of Senior High School students in fostering civic engagement and social responsibility in terms of school-initiated outreach programs, local civic organizations, and collaboration with community stakeholders. The data were analyzed using weighted mean and standard deviation to determine the level and consistency of responses. The results provide an overview of students' participation in community activities and their role in promoting civic awareness and social responsibility.

2.1. School-initiated Outreach Programs. School-initiated outreach programs provide students with opportunities to participate in meaningful activities that address the needs of communities and promote social responsibility. These programs encourage students to engage in acts of service, cooperation, and volunteerism while developing empathy and awareness of societal concerns. Through participation in outreach activities organized by the school, students are able to apply their knowledge, skills, and values in real-life situations that contribute to community development. Hence, assessing students' involvement in school-initiated outreach programs helps determine the extent of their civic engagement and commitment to social responsibility.

Table 4

Level of Community Involvement of the Students in Fostering Civic Engagement and Social Responsibility in Terms of School-Initiated Programs

Items	Weighted Mean	Verbal Interpretation	Rank
1. actively assist classmates during school outreach activities.	3.27	MI	1
2. ensure that responsibilities I take on during outreach programs are fulfilled.	3.18	MI	2
3. collaborate with peers to complete tasks during school-initiated outreach programs.	3.17	MI	3

4. complete assigned tasks during school outreach programs.	3.16	MI	4
5. reflect on my school outreach experiences to improve my future participation.	3.15	MI	5
6. invite and support classmates to join school-initiated outreach activities.	3.11	MI	6
7. assist in setting up or cleaning up during school outreach events.	3.07	MI	7
8. take part in school outreach programs beyond the minimum requirements.	3.03	MI	8
9. contribute ideas to help improve our school's outreach activities.	3.01	MI	9
10. help prepare materials or resources needed for school outreach programs.	2.98	MI	10
Composite Mean	3.11	Moderately Involved	
Legend: Legend: Highly Involved (3.50 – 4.00), Moderately Involved (2.50 – 3.49), Slightly Involved (1.50 – 2.49), Least Involved (1.00 – 1.49)			

As reflected in Table 4, the student-respondents were moderately involved in school-initiated outreach programs, with a composite mean of 3.11. The highest-rated indicator was actively assisting classmates during outreach activities (WM = 3.27), indicating strong peer support, collaboration, and shared responsibility among students. This finding supported Anderson and Wilson (2023) and Torres (2024), who emphasized that participation in outreach activities enhanced teamwork, empathy, and civic awareness.

Meanwhile, helping prepare materials and resources for outreach programs obtained the lowest weighted mean (WM = 2.98), suggesting that students were more involved in the implementation of activities than in preparatory tasks. Similar findings were reported by Santos (2024) and Navarro and Cruz (2023), who identified time constraints and academic workload as factors affecting participation in volunteer activities.

Overall, the findings implied that students actively participated in collaborative aspects of outreach programs; however, greater institutional support and structured opportunities were needed to strengthen involvement across all stages of community activities.

2.2. Local Civic Organizations. Local civic organizations play an important role in promoting community participation, volunteerism, and social awareness among students. Through involvement in civic organizations and community-based initiatives, students are provided with opportunities to collaborate with others, participate in local programs, and contribute to activities that address community needs and concerns. Their engagement in these organizations also helps develop leadership skills, responsibility, teamwork, and a stronger sense of civic duty. Thus, assessing students' participation in local civic organizations provides valuable insights into their level of community involvement and active citizenship.

Table 5

Level of Community Involvement of the Students in Fostering Civic Engagement and Social Responsibility in Terms of Local Civic Organizations

Items	Weighted Mean	Verbal Interpretation	Rank
1. apply skills learned in school to support local community organizations.	3.09	MI	1
2. participate in community projects organized by local groups such as feeding programs, clean-up drives, or health initiatives.	3.02	MI	2
3. take part in volunteer activities targeting specific local needs like elder care, street cleaning, or environmental projects.	3.01	MI	3
4. take part in barangay or local events that aim to improve the community.	2.92	MI	4.5
5. inform friends or neighbors about upcoming community projects and encourage their participation.	2.92	MI	4.5
6. take initiative to participate in new local civic activities without waiting to be asked.	2.91	MI	6
7. assist in planning or coordinating local community activities.	2.90	MI	7.5
8. help set up or manage tasks during community events such as donation drives or cultural programs.	2.90	MI	7.5
9. volunteer regularly in community projects throughout the school year.	2.87	MI	9
10. I take initiative to inform others about local civic programs and events	2.85	MI	10
Composite Mean	2.94	Moderately Involved	

Legend: *Legend: Highly Involved (3.50 – 4.00), Moderately Involved (2.50 – 3.49), Slightly Involved (1.50 – 2.49), Least Involved (1.00 – 1.49)*

As presented in Table 5, the student-respondents were moderately involved in participation in local civic activities and organizations, with a composite mean of 2.94. The highest-rated indicator was applying skills learned in school to support local community organizations (WM = 3.09), indicating that students were able to connect academic learning with community engagement. This finding supported Smith and Gonzales (2023) and Garcia and Mendoza (2023), who emphasized that service-learning strengthened civic responsibility through practical community involvement.

Meanwhile, taking initiative to inform others about local civic programs and events obtained the lowest weighted mean (WM = 2.85), suggesting that students were less involved in leadership and advocacy roles. Similar findings were reported by Navarro and Cruz (2023) and Santiago (2024), who identified limited awareness, guidance, and leadership opportunities as barriers to active civic participation.

Overall, the findings implied that students demonstrated moderate involvement in local civic activities; however, stronger institutional support, leadership development, and awareness programs were needed to enhance their active participation and community engagement.

2.3. Collaboration with Community Stakeholders. Collaboration with community stakeholders enables students to actively engage with individuals, groups, and organizations that contribute to the welfare and development of the community. Through partnerships and cooperative activities with teachers, parents, local officials, civic organizations, and other stakeholders, students gain opportunities to strengthen their communication, teamwork, and leadership skills. This collaboration also fosters a sense of shared responsibility and encourages students to become more socially aware and actively involved in community concerns. Hence, assessing students' collaboration with community stakeholders provides a deeper understanding of their participation in community involvement and civic engagement.

Table 6
Level of Community Involvement of the Students in Fostering Civic Engagement and Social Responsibility in Terms of Collaboration with Community Stakeholders

Items	Weighted Mean	Verbal Interpretation	Rank
1. enjoy working with my classmates in organizing volunteer projects.	3.34	MI	1
2. collaborate with classmates or community partners to solve challenges during volunteer activities.	3.23	MI	2
3. share responsibilities with peers and community members during volunteer projects.	3.20	MI	3
4. review group collaboration experiences to improve teamwork in future community projects.	3.19	MI	4
5. coordinate with teachers and community leaders to organize volunteer activities effectively.	3.17	MI	5
6. coordinate tasks with peers to achieve volunteer activity goals effectively.	3.16	MI	6
7. incorporate suggestions from peers and community partners when planning volunteer activities.	3.14	MI	7

8. actively consult peers and community partners to plan volunteer activities.	3.12	MI	8.5
9. incorporate diverse ideas and approaches from peers and community partners in group projects.	3.12	MI	8.5
10. work directly with local organizations to organize or improve volunteer projects.	3.04	MI	10
Composite Mean	3.17	Moderately Involved	
<i>Legend: Legend: Legend: Highly Involved (3.50 – 4.00), Moderately Involved (2.50 – 3.49), Slightly Involved (1.50 – 2.49), Least Involved (1.00 – 1.49)</i>			

As stated in Table 6, the student-respondents were moderately involved in collaboration with peers and community stakeholders, with a composite mean of 3.17. The highest-rated indicator was enjoying working with classmates in organizing volunteer projects (WM = 3.34), indicating strong peer collaboration and positive attitudes toward teamwork. This finding supported Anderson and Wilson (2023) and Patel and Sharma (2024), who emphasized that collaborative activities strengthened students' civic engagement and sense of responsibility.

On the other hand, working directly with local organizations to organize or improve volunteer projects obtained the lowest weighted mean (WM = 3.04), suggesting limited engagement with external community stakeholders. Similar findings were reported by Villanueva (2022) and Santiago (2024), who identified lack of coordination and institutional support as barriers to broader community involvement.

Overall, the findings implied that students were comfortable collaborating with peers; however, stronger partnerships with local organizations and community stakeholders were needed to enhance students' civic engagement and social responsibility.

3. Relationship Between the Extent of Manifestation on the Spirit of Volunteerism and on the Level of Community Involvement of Students

This section presents the relationship between the extent of manifestation of the spirit of volunteerism and the level of community involvement among Senior High School students. The data were analyzed to determine whether a significant relationship exists between the two variables in fostering civic engagement and social responsibility. The results provide insights into how students' volunteerism is associated with their participation in community activities.

Table 7

Relationship Between the Extent of Manifestation on the Spirit of Volunteerism in Terms of Community Activities Versus Level of Community Involvement

Variables Compared	r-value	p-value	Decision	Verbal Interpretation
Participation in School Outreach Programs	0.62	0.00000	Reject Ho	Highly Significant
Engagement in Local Activities and Organizations	0.63	0.00000	Reject Ho	Highly Significant
Collaboration with Peers and Community Stakeholders	0.58	0.00000	Reject Ho	Highly Significant

Table 7 presents the relationship between the spirit of volunteerism in terms of community activities and the level of community involvement among the students. The results showed moderate to strong positive correlations in school outreach programs ($r = 0.62$), local civic activities and organizations ($r = 0.63$), and collaboration with peers and community stakeholders ($r = 0.58$), with all p-values equal to 0.00000, leading to the rejection of the null hypothesis. This indicated a highly significant relationship between community-based volunteer activities and students' level of community involvement.

The findings implied that increased participation in volunteer activities contributed to greater civic engagement and social responsibility among students. These results supported Anderson and Wilson (2023), United Nations Volunteers (2023), and Torres (2024), who emphasized that volunteerism strengthened civic awareness, collaboration, and active participation in community initiatives.

Overall, the results highlighted the importance of strengthening school and community programs that promote volunteerism to foster active citizenship and community engagement among Senior High School students.

Table 8

Relationship Between the Extent of Manifestation on the Spirit of Volunteerism in Terms of Service to Others Versus Level of Community Involvement

Variables Compared	r-value	p-value	Decision	Verbal Interpretation
Participation in School Outreach Programs	0.57	0.00000	Reject Ho	Highly Significant
Engagement in Local Activities and Organizations	0.54	0.00000	Reject Ho	Highly Significant
Collaboration with Peers and Community Stakeholders	0.58	0.00000	Reject Ho	Highly Significant

Table 8 presents the relationship between the spirit of volunteerism in terms of service to others and the level of community involvement among the students. The results showed moderate positive correlations in school outreach programs ($r = 0.57$), local civic activities and organizations ($r = 0.54$), and collaboration with peers and community stakeholders ($r = 0.58$), with all p-values equal to 0.00000, leading to the rejection of the null hypothesis. This indicated a highly significant relationship between service to others and students' level of community involvement.

The findings implied that students who demonstrated empathy, cooperation, and concern for others were more likely to actively participate in community-related activities. These results supported Reyes and Bautista (2023), Chen and Li (2022), and United Nations Volunteers (2023), who emphasized that service-oriented values strengthened civic engagement, social responsibility, and participation in community initiatives.

Overall, the results highlighted the importance of promoting empathy, compassion, and altruism through school and community programs to enhance students' civic participation and social involvement.

Table 9

Relationship Between the Extent of Manifestation on the Spirit of Volunteerism in Terms of Commitment to Volunteer Activities Versus Level of Community Involvement

Variables Compared	r-value	p-value	Decision	Verbal Interpretation
Participation in School Outreach Programs	0.69	0.00000	Reject Ho	Highly Significant
Engagement in Local Activities and Organizations	0.65	0.00000	Reject Ho	Highly Significant
Collaboration with Peers and Community Stakeholders	0.65	0.00000	Reject Ho	Highly Significant

Table 9 presents the relationship between the spirit of volunteerism in terms of commitment to volunteer activities and the level of community involvement among the students. The results showed strong positive correlations in school outreach programs ($r = 0.69$), local civic activities and organizations ($r = 0.65$), and collaboration with peers and community stakeholders ($r = 0.65$), with all p-values equal to 0.00000, leading to the rejection of the null hypothesis. This indicated a highly significant relationship between commitment to volunteer activities and students' level of community involvement.

The findings suggested that students who demonstrated greater dedication and consistency in volunteer activities were more likely to actively participate in community initiatives and collaborative programs. These results supported Ramos (2023), AmeriCorps (2024), and Checkoway and Richards-Schuster (2023), who emphasized that sustained commitment strengthened civic engagement, leadership, and social responsibility among youth.

Overall, the findings confirmed that the spirit of volunteerism significantly influenced students' community involvement, highlighting the importance of continuous and well-structured volunteer programs in promoting active citizenship and civic engagement among Senior High School students.

4. Challenges Encountered in Volunteerism and Community Involvement

This section presents the challenges encountered by Senior High School students in demonstrating volunteerism and community involvement. The data were analyzed using weighted mean and standard deviation to identify the most common barriers affecting their participation. The results provide insights into the difficulties students face in engaging in volunteer and community activities, which serve as a basis for proposing appropriate enhancement initiatives.

Table 10
Challenges Encountered in Volunteerism and Community Involvement

Items	Weighted Mean	Verbal Interpretation	Rank
1. I sometimes find it challenging to complete tasks during volunteer activities due to limited resources or materials provided.	3.31	A	1
2. I find that unexpected problems during volunteer activities require extra effort to adapt and complete the task successfully.	3.17	A	2
3. I occasionally face difficulties coordinating with other volunteers during the activity to finish tasks efficiently.	3.14	A	3.5
4. I pay extra attention to safety measures during volunteer activities held off-campus to avoid potential risks.	3.14	A	3.5
5. I encounter situations where family expectations or rules limit my participation during actual volunteer activities.	3.11	A	5
6. I sometimes find it difficult to manage my responsibilities while actively participating in ongoing volunteer tasks.	3.10	A	6.5
7. I experience difficulties traveling to activity sites during volunteer events, such as commuting or finding transportation.	3.10	A	6.5
8. I occasionally face challenges in communicating or coordinating with school or community partners while performing tasks.	3.04	A	8
9. I find it challenging to stay motivated when volunteer activities lack interactive elements or engaging tasks.	3.01	A	9
10. I experience challenges following instructions or guidelines during volunteer activities.	2.95	A	10
Composite Mean	3.11	Agree	

Legend: *Strongly Agree* (3.50 – 4.00), *Agree* (2.50 – 3.49), *Disagree* (1.50 – 2.49), *Strongly Disagree* (1.00 – 1.49)

As presented in Table 10, the student-respondents agreed that limited resources and materials during volunteer activities were the most significant challenge encountered (WM = 3.31). This finding indicated that logistical and resource constraints affected the effectiveness of students' participation in volunteer activities. Similar findings were reported by Santos (2024) and Santiago (2024), who identified lack of resources and organizational support as barriers to successful volunteer engagement.

On the other hand, challenges in following instructions or guidelines during volunteer activities obtained the lowest weighted mean ($WM = 2.95$), suggesting that students were generally capable of understanding and performing assigned tasks. This supported the findings of Garcia and Mendoza (2023) and Torres (2024), who noted that participation in structured outreach programs improved students' communication and task comprehension skills.

Overall, the composite mean of 3.11 indicated that the respondents moderately agreed on the challenges encountered in volunteerism and community involvement. The findings implied that while students remained willing to participate, strengthening logistical support, coordination, and resource availability was necessary to sustain and enhance their engagement in community activities.

5. Proposed Enhancement Activities

This section presents the proposed enhancement activities designed to strengthen the spirit of volunteerism and community involvement among Senior High School students. The proposed program is based on the findings of the study, particularly the identified levels of participation and the challenges encountered by the respondents. It aims to provide structured and sustainable initiatives that will enhance students' civic engagement, social responsibility, and active participation in community-based activities.

Table 11
Detailed Proposed Enhancement Activities

Identified Findings/Issue	Enhancement Program	Objectives / SDG Involved	Proposed Strategies and Activities	Persons Involved	Resources/Budget	Expected Outcomes
- Moderate Volunteerism - Moderate Community Involvement - Limited Initiative and Leadership - Resource and Coordination Issues	Strengthening Student Volunteerism and Civic Engagement Program	- Develop leadership and volunteerism skills through training seminars. - Enhance peer advocacy and communication skills. - Improve students' motivation, confidence, and personal growth. - Encourage active participation in school and community activities. - Promote socially responsible and service-oriented learners. SDG Alignment - SDG 4: Quality Education – Leadership and lifelong learning skills - SDG 3: Good Health and Well-being – Motivation and mental resilience	CAPACITY BUILDING AND STUDENT DEVELOPMENT - Volunteer and Leadership Training Seminars - Peer Advocacy Training - Motivation Workshops	- School Head / Principal - Researcher / Program Facilitator - Teachers / Advisers - Student Leaders / Participants - Guidance Counselor	- Training materials (modules, handouts) - Venue and logistics (sound system, projector) - Snacks / meals - Certificates and tokens - Estimated Budget: ₱3,000 – ₱5,000	- Improved leadership and volunteerism skills - Enhanced peer advocacy and communication - Increased student motivation and confidence - Active participation in school/community programs - Development of responsible and service-oriented students

		- SDG 16: Peace, Justice, and Strong Institutions – Responsible leadership and participation - SDG 17: Partnerships for the Goals – Collaboration and engagement				
		- Integrate service-learning into subject areas to connect lessons with real-life community needs. - Develop critical thinking and reflection through structured reflective tasks. - Promote civic responsibility and active participation among students. SDG Alignment - SDG 16: Peace, Justice, and Strong Institutions – Civic engagement and responsibility	CURRICULAR INTEGRATION - Service-learning integration in subjects - Reflective Tasks	- School Head / Principal - Teachers / Subject Coordinators - Students - Community Partners	- Learning modules and activity guides - Reflection journals / worksheets - Coordination and transportation (if needed) - Estimated Budget: ₱2,000 – ₱4,000	- Improved application of knowledge in real-life contexts - Enhanced critical thinking and reflective skills - Increased student engagement in community-related activities - Development of socially responsible learners

		SDG 17: Partnerships for the Goals – School-community collaboration				
		- Strengthen partnerships between school and LGU/community stakeholders. - Provide students with real-life exposure through community immersion. - Encourage active participation in outreach and service initiatives. - Build collaboration with external stakeholders for sustainable programs. SDG Alignment - SDG 11: Sustainable Cities and Communities – Community development and engagement - SDG 16: Peace, Justice,	COMMUNITY ENGAGEMENT - School-LGU partnerships - Community Immersion Programs - Outreach Collaborations - External Stakeholder Linkages	- School Head / Principal - Teachers / Advisers - Students - LGU Officials - Community Members / External Partners	- Transportation and logistics - Outreach materials (donations, kits) - Coordination and communication expenses - Estimated Budget: ₱5,000 – ₱10,000	- Strong school-community partnerships - Increased student involvement in community service - Enhanced social awareness and civic responsibility - Sustainable collaboration with external stakeholders

		- and Strong Institutions – Inclusive participation and partnerships - SDG 17: Partnerships for the Goals – Multi-sector collaboration				
		- Establish a functional volunteer committee to manage programs. - Ensure clear coordination among stakeholders. - Develop an organized planning structure for activities. SDG Alignment - SDG 16: Peace, Justice, and Strong Institutions – Effective and accountable systems - SDG 17: Partnerships for the Goals – Strong coordination and collaboration	SUPPORT SYSTEMS AND ORGANIZATIONS - Volunteer Committee - Clear Coordination - Planning Structure	- School Head / Principal - Program Coordinator / Researcher - Teachers / Advisers - Student Leaders / Volunteers	- Planning materials (forms, templates) - Communication tools (internet, printing) - Meeting logistics - Estimated Budget: ₱1,000 – ₱3,000	- Organized and efficient program implementation - Clear roles and responsibilities among members - Improved coordination and communication - Sustainable and well-managed volunteer initiatives

		- Recognize students' participation and achievements in volunteer and leadership activities. - Motivate continuous involvement through incentives and rewards. - Promote a culture of appreciation and excellence among students. SDG Alignment - SDG 4: Quality Education – Encouraging student engagement and achievement - SDG 3: Good Health and Well-being – Boosting self-esteem and motivation - SDG 16: Peace, Justice, and Strong Institutions – Promoting positive and active participation	RECOGNITION AND MOTIVATION - Awards and Certificates - Incentive System - Recognition Events	- School Head / Principal - Teachers / Advisers - Students - Program Coordinator	- Certificates, medals, tokens - Event materials and logistics - Incentives (simple rewards) - Estimated Budget: ₱2,000 – ₱5,000	- Increased student motivation and participation - Enhanced self-confidence and sense of achievement - Strengthened culture of recognition and appreciation - Sustained involvement in school and community programs
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		- Mobilize resources through donation drives and sponsorships. - Strengthen collaboration with LGU and private sector partners. - Ensure adequate logistical support for program implementation. SDG Alignment - SDG 17: Partnerships for the Goals – Multi-sector collaboration and resource mobilization - SDG 1: No Poverty – Support through donations and community assistance - SDG 16: Peace, Justice, and Strong Institutions – Transparent and efficient resource management	RESOURCE AND LOGISTICS - Donation Drives - Sponsorships - LGU/Private Support	- School Head / Principal - Teachers / Advisers - Students / Volunteers - LGU Officials - Private Sponsors / External Partners	- Donation materials and collection boxes - Communication and coordination expenses - Transportation and storage for donated goods - Estimated Budget: ₱3,000 – ₱8,000 (may vary depending on sponsorship support)	- Increased availability of resources for school programs - Stronger partnerships with LGU and private stakeholders - Improved efficiency in program implementation - Enhanced culture of sharing and community support
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Identified Findings/Issue	Enhancement Program	Objectives / SDG Involved	Proposed Strategies and Activities	Persons Involved	Resources/Budget
Low participation in outreach activities	Active Participation Boost Initiative	- To increase students' participation in outreach activities. - To enhance awareness of volunteer opportunities. - To encourage consistent involvement in community programs.	- Volunteer orientation - Outreach calendar dissemination - Cass-based recruitment	Teachers, Students, School Head	
Poor time balance between academics and volunteerism	Time and Commitment Balance Program	- To improve time management skills. - To balance academic and volunteer responsibilities. - To strengthen commitment to service.			
Low initiative in civic communication	Leadership and Advocacy Training Program	- To develop leadership skills. - To encourage civic initiative. - To enhance communication skills.			
Limited participation in preparatory tasks	Full Engagement Cycle Program	- To increase involvement in planning tasks. - To promote responsibility in all activity stages.			

		To develop organizational skills.			
Weak external collaboration	Community Immersion Expansion Program	- To strengthen LGU partnerships. - To provide real-life exposure. - To enhance civic awareness.			
Resource limitations in activities	Resource Mobilization Program	- To ensure availability of resources. - To strengthen stakeholder collaboration. - To improve program sustainability.			
Low prioritization of volunteerism	Academic-Volunteer Integration Program	- To balance academics and volunteerism. - To promote discipline and responsibility. - To encourage consistent participation.			
Moderate engagement in preparation tasks	Student Engagement Enhancement Program	- To increase participation in preparation tasks. - To develop teamwork skills. - To strengthen accountability.			
Low civic awareness communication	Civic Awareness Campaign Program	- To improve civic awareness. - To encourage participation in programs.			

		To enhance communication skills.			
Weak coordination system	Support Systems Strengthening Program	- To improve coordination. - To establish clear planning structure. - To ensure organized implementation.			

Conclusion

Based on the findings of the study, it was concluded that the spirit of volunteerism among the students was moderately manifested, while their level of community involvement was also moderately evident. The results further revealed that the extent of manifestation of the spirit of volunteerism and the level of community involvement were significantly related, indicating that higher volunteerism is associated with greater community participation. Moreover, the challenges encountered by the students—such as resource limitations, coordination issues, unexpected difficulties, and safety awareness—were found to affect the quality and level of their participation in volunteer activities. Finally, the proposed enhancement activities were developed as the output of the study to further strengthen students' volunteerism and community involvement.

Recommendations

The proposed enhancement activities may be subjected to validation by education experts, school administrators, and student leaders to ensure their relevance, effectiveness, and applicability in strengthening students' volunteerism and community involvement. Schools and student organizations may also utilize the proposed enhancement activities as a guide in developing structured volunteer programs and community-based initiatives that promote civic engagement and social responsibility among Senior High School students. Furthermore, school administrators and community stakeholders are encouraged to establish sustainable and long-term volunteerism programs through continuous partnerships, regular monitoring, and active student participation to ensure the continuity and effectiveness of civic engagement initiatives beyond school-based activities.

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