

Social Development and Volunteerism of Current Generation: An Inquiry

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Abstract

This study aimed to investigate and explore the impact social development on students' volunteerism. To facilitate such concern, Survey questionnaire was used to gather data and information. Unstructured Interview to the respondents were done by the researcher to validate the gathered data. Mean, Percentage, Standard Deviation and Spearman Rho Correlation were the statistical tools used in this research. The results showed that the respondents' level of social development was at very high level with school influence being rated higher level compared to family formation. Level of willingness to practice volunteerism was rated high with feeding the hungry at very high level. Significant positive correlations were registered between social development and level of willingness to perform volunteerism. The respondents felt that serving others and volunteering promotes positive outlook towards others and in the future endeavors. The respondents believe that social development has significant impact towards their willingness to practice volunteerism. Social development can be achieved through learning at home and school therefore both of them must make sure that activities and learning promoting positive values must be consistent.

Keywords: *Social Development, Volunteerism, Junior High School Students*

1. Introduction

The activities of the current generation are one of the most important issues we are seeing today. According to older generations, young people today seem to be less concerned with others and with their sense of duty. Some people wonder if our teens and younger kids will ever understand the concepts of social development and volunteerism. As a result, social development and even volunteerism is very important in child's development. One of the most important traits that the young individuals should develop is their concern towards the welfare of their neighbors in terms of bodily needs (food, water, clothes, etc.). Helping those in need comes in various forms, but the Catholic Church has clearly emphasized the most concrete way it is expressed in terms of the virtue of mercy (CFC 972 as cited by Florendo, 2022).

Developing one's morals, knowledge, and interpersonal abilities is the foundation of social development. This happens to us all the time because it gives us ideas for identifying, interpreting, and handling different social situations and problems. High self-esteem, the establishment of positive attitudes, and even the development of language skills through interaction with different people are benefits of social development.

Conversely, volunteering is the act of giving one's time and abilities to others and causes without expecting payment in return. Volunteering is sometimes characterized as an unpaid job where you work hard and receive nothing in return. It is true that volunteering does not pay, but it also does not mean that you receive nothing at all. One of the most demanding and fulfilling opportunities you will ever come across is volunteering. It offers you the ability to influence those around you, and in the process, it transforms you. There is no greater feeling of satisfaction than making a positive difference in someone else's life (Ackerman, 2022).

Theoretical contributions from Freud, Watson, Herzberg, and Maslow are significant in understanding this study. According to Freud's psychoanalytic theory, a person's behavior and personality are influenced by three dynamic components that interact with one another. The fact that these components develop as the child grows is crucial to their development. As a result, it's crucial to engage with friends and family and spend time in settings like homes and schools (Cherry, 2019).

Moreover, Watson's behaviorism theory contends that environmental cues are the source of all behavior. Additionally, he thought that it was the connection between the stimulus and the response. The environment's activities and influences serve as the stimulus, and an individual's actions in response to it constitute the response. An individual will emulate positive behaviors and things when they are exposed to them. However, it is likely that a person will embrace violence and negativity if they are also exposed to them (McLeod as cited by Janubas, 2022).

The researcher, a public secondary school teacher, selected this study because she feels that a lifelong dedication to the teaching profession leads to contentment. The factors that have been chosen for this study are the individual's inner disposition in relation to spirituality, their formation experience in relation to family influence, and their school formation.

The practice of corporal works of mercy by an individual may also be influenced by their family. The family is regarded as the fundamental social unit. Since the family is the group of people with whom the child interacts during the developmental stage, there is no doubt that the family has an influence on the behavior of the child. Above all, the family is the primary source of the fundamental knowledge and abilities that a child gains prior to attending school. Since each person is unique, so too are families, and each family has a special method of making a significant contribution to the child's development.

In summary, a child's social and psychological development is facilitated by learning experiences within the family and parenting skills (Vaz & Relvas as cited by Florendo, 2022). A child's preparation for life outside the family can be aided by the reality of family interactions (Jackson & Leonetti as cited by Edu, 2022).

The establishment of schools is another contributing factor. The child views the school as a second home, where lessons learned at home are reinforced with concepts and knowledge that are appropriate for both the home and the learning environment. As a result, schools need to offer initiatives, events, and platforms that encourage good behavior and prepare students for the world of volunteerism and social growth. The purpose of this study is to examine teens' social growth and comprehension of volunteerism.

2. Methodology

The study utilized the descriptive-correlational research design where descriptive research summarizes the data using descriptive statistics; while the correlational research designs measure two or more relevant variables and assess the relationship between them. Descriptive research according to Siedlecki (2020) is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and the like. Moreover, descriptive research design was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics.

A correlational research design, on the other hand, looks into relationships between variables without allowing the researcher to control or manipulate any of them. The intensity and/or direction of the relationship between two (or more) variables is represented by a correlation. A correlation might have either a positive or negative direction (Scribbr, 2021). The conduct of the research runs for a month. A modified questionnaire was used in this study which was piloted to 30 students that were not part of the research.

The researcher-modified questionnaire underwent validation, which was graded by licensed English and Math teachers. After obtaining permission from the validators, they rated the researcher-made questionnaire, and the researchers gathered the rating data for calculation. The overall mean of the ratings was

4.63. The result of 4.63 belongs to a scale of 5 which is Very Highly Valid. This means that the questionnaire was valid and could provide unbiased data for the study, allowing 0-5% margin of error. Moreover, the result of the Reliability Test using the Cronbach Alpha was done prior to the survey proper through asking students who were not the respondents of the study to answer the researcher-modified questionnaire. The researcher-modified questionnaire has 4.983 reliability score which belongs to the range of Excellent. Therefore, the researcher-modified questionnaire was acceptable to be used for the survey.

The respondents of the study were the selected grade 10 students of Alubijid National Comprehensive High School through random sampling using an online application. With the 442 students' population in the Grade 10, at 0.5% margin of error, there were 209 student-respondents in this study.

Through a written request, the researcher asked permission from the school district supervisor and school principal in conducting the research study. Upon getting the need approvals, the researcher then proceeded with floating of the questionnaires and started collecting and organizing the data. Collected data were analyzed to answer the research questions and were kept for privacy and protection of the respondents.

The participants of this study were asked to join voluntarily and that they were informed about the whole content of the research as well as the purpose and contents of the study. The researcher assured the participants that data gathered, and details taken from them were held with utmost confidentiality for privacy, safety, and ethics concerns.

3. Results and Discussion

Problem 1. What is the level of social development among selected junior high school students based on family formation and school influence?

Table 1

Social Development through Family Formation

Indicator	Mean	SD	Interpretation
1. My parents usually hand me money to give it to the beggar(s).	2.77	0.88	Average
2. My parents praise me whenever I help someone in need.	4.50	0.90	Very high
3. I see my parents' helping others, giving to charity, or donating items to the needy.	3.81	0.78	High
4. My siblings and I were taught by our parents to help each other in times of need.	4.96	0.72	Very high
5. Every time my parents reach out to others or give their services, they bring me along.	3.77	0.79	High
6. At home, we were taught not to waste money and food.	4.90	0.84	Very high
7. My parents ask me to help in sorting out-grown clothes to be given away to those who needed it most.	4.63	0.82	Very High
8. My family spend time visiting sick relatives or friends.	3.97	0.91	High
9. Whenever there are calamities, our family usually give away clothes, water or foods.	3.97	0.79	High
10. When I was a child, I was taught by my parents and siblings to share my toys or snacks with others.	4.90	0.84	Very High
Overall Mean	4.22	0.83	Very High

Legend: 4.20-5.00(Very High) 3.40-4.19(High) 2.60-3.39(Average) 1.80-2.59(Low) 1.00-1.79(Very Low)

Table 1 presents the data on respondent's level of social development through family formation. It registered an overall mean of 4.22 (SD= 0.83) equivalent to very high level. Among the indicators, 5 out of 10 or 50% were rated very high, 4 out of 10 or 40% were rated high and 1 out of 10 or 10% were rated average.

This data implies that the student's level of experience of formation through family influence was high.

Indicators: My parents praise me whenever I help someone in need, My siblings and I were taught by our parents to help each other in times of need, At home, we were taught not to waste money and food, My parents ask me to help in sorting out-grown clothes to be given away to those who needed it most and When I was a child, I was taught by my parents and siblings to share my toys or snacks with others were the indicators rated with very high level. This data implies that learnings on doing good things like saving food and sharing food and snacks to others must be taught at home while the child is young. Per interview, the respondents revealed that doing it outside their homes is no longer difficult as they already learn it at home.

These findings are in consonance with the study of Bundukin (2017) who stated that truly, the family who is the primary molders of the young influence them to help the needy because they have established a platform of good training in terms of reaching out to others. Parents do not usually hand them money to give it to the beggars that may mean that that the parents train them to reach out to the needy from their allowance so they may be given the opportunity to make a sacrifice for others' welfare. Moreover, Quirap et al (2021) revealed that the impact of family influence on the child's behavior or personality is great. Valeeva (2016) also stressed that family values and activities are interrelated with the child's foundation to make valuable and meaningful things and activities.

Table 2

Social Development through School Influence

Indicator	Mean	SD	Interpretation
1. The school teachers respond compassionately to the needs of the students.	4.90	0.97	Very High
2. In my present school, I am encouraged to volunteer in school programs or activities that help people in need.	3.50	0.95	High
3. In our program we are encouraged to participate in Community Extension Services.	3.93	0.88	High
4. The school has taught me to serve the needy.	4.56	0.92	Very High
5. The school community help its members who lost their loved ones by giving financial and moral support	4.93	0.93	Very High
6. The school taught me to serve without counting the cost.	4.77	0.83	Very High
7. The school respects the poor / the helpless.	4.90	0.91	Very High
8. The school teachers address the needs of the students.	4.77	0.89	Very High
9. The school taught me to respond compassionately to others.	4.90	0.96	Very High
10. The school gives students the opportunity to serve the needy.	4.57	0.94	Very High
Overall Mean	4.57	0.92	Very High

Legend: 4.20-5.00(Very High) 3.40-4.19(High) 2.60-3.39(Average) 1.80-2.59(Low) 1.00-1.79(Very Low)

Table 2 presents the data on respondent's level of social development through school. It registered an overall mean of 4.57 (SD=0.92) equivalent to very high level. There were 8 out of 10 or 80% of the indicators were rated very high while 2 out of 10 were rated high. This data implies that student's experience of level of formation through school was very high. Only the indicators: In my present school, I am encouraged to volunteer in school programs or activities that help people in need and In our program, we are encouraged to participate in Community Extension Services were rated high. This data implies that in terms of concepts and

lessons the school provides the needed information but in terms of applications like providing programs to put what they learn into practice was somewhat minimal. This was because of the pandemic wherein movements of minors are limited so that school had to cancel intended activities on this matter. Now that we are slowly getting back to our normal life and activities the school is also considering on putting back activities about volunteerism and community involvements. These findings connect with the study of Bundukin (2017) and Florendo (2022) who inferred that students truly experienced good formation from the school that influences them to serve others and further admitted that students were being helped by the school to form their consciousness in serving others.

Table 3

Overall Social Development

Variables	Mean	SD	Interpretation
Family Formation	4.22	0.83	Very High
School Influence	4.57	0.92	Very High
Overall Mean	4.40	0.88	Very High

Legend: 4.20-5.00(Very High) 3.40-4.19(High) 2.60-3.39(Average) 1.80-2.59(Low) 1.00-1.79(Very Low)

Table 3 presents the data on student's overall social development. It garnered an overall mean of 4.40 (SD= 0.88) equivalent to very high level. School Influence was ranked highest with overall mean of 4.57 (SD=0.88) equivalent to very high level while family formation registered and overall mean of 4.22 (SD=0.83) also equivalent to very high level. This data implies that the school plays an important role in reinforcing what the child learns at home and that it must also provide avenue for learners to practice what they learn. This further means that further studies must be conducted knowing that family or home is where learning and development of the child values and attitude should start. Coleen as cited by Lacuna (2021) revealed that putting what you learned into practice or actions allows you to share with others at the same time build confidence in facing adversaries. Moreover, Forbes (2018) stressed that putting what you learn into action makes it valuable and worth remembering for if you don't put what you learn into action it will just go to waste and eventually you will forget it.

Problem 2. What is the level of volunteerism of selected junior high school students according to:

- 2.1 Feeding the hungry;
- 2.2 Giving drink to the thirsty;
- 2.3 Clothing the naked
- 2.4 Taking good care of the sick and; c
- 2.5 Comforting the bereaved family of the dead?

Table 4 presents correlation between family formation towards volunteerism. It registered significant positive correlation values ranging from High to Very High positive correlations. This data implies that family formation has positive impact on student's willingness to do volunteerism. The computed r values were higher than the r tabular values at 0.05 and 0.01 level of correlations respectively. This data implies that family formation has positive impact towards student's willingness to volunteerism. Family being recognized as the basic unit of our society definitely plays a vital role on the formation of positive values of a child as it acquires its foundation of skills and learning within the family. Furthermore, family does not only mean the biological aspect, but it can also be from someone very dear and close to you. These findings were in consonance with that of Ross (2020) who revealed that family is not just your siblings, parents, and relatives but even to those whom you share common goals and activities in life. Moreover, Perks as cited by Florendo (2022) study revealed that parental or family volunteering activity has great influence on the child's

volunteerism attitude as it gets older.

Table 4

Correlation between Family Formation and Volunteerism

Variables	r-value	p-value	Interpretation	Test of Significance
Feed the Hungry	0.881**	0.000	Very High	Significant
Give drink	0.669**	0.001	High	Significant
Clothing	0.819**	0.000	Very High	Significant
Taking Care	0.659**	0.003	High	Significant
Comforting	0.706**	0.001	High	Significant
Overall	0.747**	0.000	High	Significant

*significant at 0.05 level (0.197) **significant at 0.01 level (0.257)

Table 5

Correlation between of School Influence and Volunteerism

Variables	r-value	p-value	Interpretation	Test of Significance
Feed the Hungry	0.899**	0.000	Very High	Significant
Give drink	0.828**	0.000	Very High	Significant
Clothing	0.950**	0.000	Very High	Significant
Care	0.804**	0.000	Very High	Significant
Comforting	0.931**	0.000	Very High	Significant
Overall	0.882**	0.000	Very High	Significant

*significant at 0.05 level (0.197) **significant at 0.01 level (0.257)

Table 5 presents the correlation between school influence and willingness to do volunteerism. It registered positive correlations of very high level of willingness. The computed r values were higher than the tabular values at 0.05 and 0.01 level of correlations respectively. This data implies that school influence has positive impact towards student's willingness to volunteerism. The school being considered as the child's second home must re-enforce the learnings and values gained at home and even correct the negative ones. Schools should provide various teachings that will enhance student's learning and willingness to practice corporal works of mercy specially that as the child starts to go to school most of the time are being spent at school to study and learn. Swindell (2018) stated that volunteering in school activities promotes positive impact on one's well-being both in the aspect of mental and health. Lacuna (2021) also disclosed that existing research showed that doing volunteer works helps strengthen relationships, develop interpersonal skills, and even helps the person in overcoming life challenges whether within family or personal aspects.

4. Conclusions and Recommendations

It was concluded that:

The students felt that serving others and volunteering promotes positive outlook towards others and in the future endeavors. The respondents believe that social development has significant impact towards their willingness to do volunteerism. The respondents were fully oriented regarding the necessary standards but finds school activities about it were minimal in terms of applying what they learn. Thus, school and home are

intertwined in developing one's personality.

It was recommended that:

Social development can be achieved through learning at home and school therefore both of them must make sure that activities and learning promoting positive values must be consistent. Along with the concepts and teachings about volunteerism activities or actual implementation must be done to ensure that these learning will not go to waste and be forgotten. Finally, the school and community should work hand in hand in ensuring that the child or student develops positive outlook and attitude towards life, future, and the environment as they are the future of our country.

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