CHAPTER I

INTRODUCTION

A. Background of the Study

In the Philippines, volunteerism has a long, rich, diverse tradition and history. Under many cultural names, guises, and dimensions, volunteerism remains embedded in our traditions of sharing and helping and are embodied in local vernaculars such as b*ayanihan, damayan, kawanggawa, bahaginan* and *pahinungod.* These names have in fact been utilized by various volunteer organizations in the academe, corporate, government non government agencies.

The passage of the Republic Act 9418, or the Volunteerism Act of 2007 marked a major milestone in the state of volunteerism in the Philippines as it committed the national government to provide volunteers and volunteer organizations with a conducive and enabling environment. It mandated the provision of mechanisms that would protect volunteers' rights and privileges and recognize their vital contributions to society. The Philippine National Volunteer Service Coordinating Agency (PNVSCA) was formed with such objective specifically to promote and coordinate volunteer programs and services in the Philippines. PNVSCA is also tasked to coordinate with other government agencies, non-government organizations, the academe, the corporate group, the media and other partners in converging and linking different volunteering efforts and resources throughout the nation. It is also expected to leads in advocating and recognizing the contributions of volunteers to nation-building and international cooperation.

As such, the Volunteerism Act of 2007 recognized the role of volunteer work in development. Volunteer work is therefore working for change. In this context, volunteer work is not only an act of sharing one's expertise or time but also involves delivery of output and formation of linkages with other institutions and/or individuals.

True enough, volunteerism has significant benefits to individuals and communities and can help nurture and sustain a rich social texture and a strong sense of mutual trust essential to the stability of a society. Driven by similar principles and beliefs, institutions of learning also engage in volunteer work. In the University of the Philippines (UP), the national state university, doing volunteer work is an expression of a burning desire to serve the people and facilitate social change. The *Ugnayan ng Pahinungod*/Oblation Corps (UP/OC) was formed to further concretize this yearning.

B. Rationale of the Study

Among the institutional volunteer service programs of *Pahinungod* was the *Gurong Pahinungod* (GPP) program. The GPP deployed UP alumni as volunteer teachers for public high schools in underserved communities nationwide. These GPP volunteers stayed in assigned communities for one year and served as regular faculty of beneficiary schools. Aside from being regular faculty members, GPs also provided other community assistance activities such as organizing and coordinating capability-trainings on livelihood (container gardening, and cooking sessions for mothers). These collective actions of volunteers, though often composed of small scale acts,

cumulatively lead to enormous change. Utilizing community self-help, unsalaried individuals, or integrating personnel from voluntary service organizations and agencies is often seen as an effective way to achieve development results.

In its end-of term evaluation, GPP was evaluated primarily in terms of its effects on the beneficiaries. That is, on the school, the students and the community. Major portions of the report were devoted to evaluating the impact of the program on the community. This study aims to determine and document the effects of the GPP on the volunteers themselves.

C. Statement of the Problem

The study aims to answer the following questions:

1. What is GPP and what were the preparatory activities and processes undertaken by the volunteers in their community work?
2. What are the facilitating and hindering factors encountered by the volunteer that affected their performance and how did they cope with these factors?
3. What are the effects of the program on the GPP volunteers?

D. Objectives of the Study

The study aims to:

1. Describe the GPP of the UP/OC;
2. Describe the preparatory activities given to the volunteers before they were fielded;

3. Describe the processes and experiences of the volunteers;

4. Determine the facilitating and hindering factors encountered by the volunteer during fieldwork;

5. Determine how these factors affected the GPP volunteer's performance and how they coped with these factors;

6. Determine the effects of the program on the volunteers.

E. Significance of the Study

The study determined the effects of the GPP on the personal development of the volunteers. Results of the study could be used in encouraging further involvement of more students, alumni and staff on various programs geared towards community development. Moreover, the results of the study may be used in developing process and components not just of the GPP program but also of other volunteer activities to ensure their lasting and substantial effects on volunteers.

F. Scope and Limitations of the Study

The study evaluated the effects of the GPP on volunteers of the program. Effects on the organizational and community level were not analyzed. The study also focused on the experiences of GPP volunteers from UPLB. Results of the study do not apply to other GPP in other UP constituent universities (CU).

Also, data was gathered using self-administered survey questionnaires distributed and retrieved from 24 respondents or 45% of the total GP deployed from 1998 to 2007. Other possible respondents were not included since they could not be contacted or were already out of the country.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Volunteerism

Volunteerism, according to Beth Walker, is the practice of people working for others usually to uphold good or develop human quality of life. It is a voluntary and purposeful service to others in the fullness of time and without reward usually, long term and recurring and done for a particular cause and/or group. According to Chris Styles (as cited in Cheshire, 2006), it is not just a way of making diversity but also of revealing to others that there are people who care and who want to make things better. The UN Volunteers Guidance considers volunteerism as an expression of people's willingness and capacity to freely help others and improve their society. This definition underscores the significant benefits of volunteer work on individuals and communities by addressing mutual specific needs.

Voluntary action is deeply embedded in most cultures. It emerges from long established, ancient tradition of sharing, whether understood as mutual aid and self-help, philanthropy and community service or civic participation and advocacy. Majority of volunteers worldwide are college students and college graduates. Likewise, younger individuals belonging to the higher income group are also interested to work as volunteers (Fischer and Schaffer, 1993). In fact, volunteers are counted through volunteering for an organization and not volunteering in a more informal manner (Boraas, 2003). Usual volunteer activities include teaching or coaching, campaigning or fundraising, collecting or delivering goods and serving on neighborhood association.

There are four general types of volunteer activity.

1. Mutual aid or self help – This constitutes a mainstay of social and economic support system which includes small, informal kinship and clan groupings to more formal, collective activity that is central to people's welfare.

2. Service to others – Such activities include special assistance on health, social welfare, housing, literacy and sports-related concerns.

3. Participation or civic engagement –These are volunteer activities that are valuable components of good governance. These include involvement in local development projects in a community or in schools.

4. Advocacy or campaigning – This category includes encompassing activist movements whose aim is to raise wider awareness about local and global issues.

Socio-politically, volunteerism may reinforce some of the key principles of development engagement: national ownership, and sustainability, a human rights-base approach, gender equality and capacity development.

a. National ownership and sustainability – Voluntary action offers people from diverse social groups the opportunity to play an active role, to have an access to vital information and social networks, and to feel sense of satisfaction and ownership.

b. Human rights-based approach – Here, the volunteers itself are given rights to express themselves. This creates opportunities and supportive environments for volunteering among groups, as a way of empowerment, participation and access to information and social networks.

c. Gender equality – Through volunteering all gender are given their right to volunteer. This plays an important role in the achievement of gender equality and elimination of discrimination.

d. Capacity development – Volunteering gives an opportunity for individuals to improve themselves, to participate and share the knowledge they have and at the same time, to learn from their experiences.

B. Volunteerism in the Individual Level

On the part of the individual, Fischer and Schaffer (1993) enumerated general benefits of volunteerism including self-satisfaction, altruism, potential learning or acquisition of new skills, relaxation, socialization, reward, career opportunities and community improvement. Wilson affirmed that most people felt good when receiving gratitude from the people they helped. Studies also show a positive relation between volunteering and a sense of well-being as most volunteers gain friends and increase their self-esteem.

Beth Walker also identified four benefits from volunteer work, namely: (1) personal satisfaction through the happiness they get from the gratitude given by the people; (2) professional experience through gaining different experiences in the different tasks during volunteering (3) self esteem building through improvement of skills and confidence; and (40 networking opportunity through close relationships with other professionals in the region.

The Volunteer Process Model developed by Snyder and Omoto (2007) analyzed volunteerism in three sequential stages (antecedents, experiences, and consequences) and four different contexts (individual, group, organization, and society). In the individual level of the consequence stage,

they noted the knowledge and attitude change and the health benefit after a person participates in volunteering activities.

Snyder and Omoto (2007) in their study of AIDS volunteers found that volunteer experiences strongly influenced character formation of volunteers and concluded that there are changes in roles and identity of people who volunteer. Similarly, Morrow-Howell, *et.al* (2003) discussed the concept of role accumulation as women having multiple roles, including volunteer roles, which has "have more positive health outcomes because multiple roles increase social network, power, prestige, resources, and emotional gratification" (as cited by Morrow-Howell, *et. al.*, 2003). "Roles have a magic-like power to alter how a person is treated, how she acts, what she does and thereby even what she thinks and feels" (Bronfenbrenner, 1979 in Moen, *et.al.* , 1992 in Morrow-Howell et.al, 2003).

Other researches have also emphasized positive effects of volunteerism on self-esteem (Yogev and Ronen, 1982), academic achievement (Osguthorpe and Scruggs, 1986), and personal efficacy and confidence (Yates and Youniss, 1996) and fewer social and behavioral problems (Snyder and Omoto, 2008). Snyder and Omoto (2008) also emphasized that the helping behavior reflects better health, greater optimism and longer life for volunteers.

Likewise, Wilson and Musick (1999) examined volunteerism in relation to physical and mental health and even to occupational achievement. In their article, they cited data from the National Longitudinal Survey of Youth conducted by Daniel Hart and Robert Atkins, a survey of senior high school students in the US, which suggested that volunteering promoted not only

favorable attitudes but also good citizenship practices. They also discussed that interpersonal trust, toleration and empathy for others, and respect for the common good is fostered through volunteerism. These values make people less likely to engage in socially pathological behavior such as vandalism and less likely to prey on other people and engage in self-destructive behavior (as cited by Wilson and Musick, 1999). Data from the survey also showed that adolescents involved in voluntary service were less likely to be involved in cases of behavior problem (Wilson and Musick, 1999).

Wilson and Musick (1999) also discussed positive effects of volunteering on mental health. They found that volunteerism contributed to social integration which states that "the quantity of social ties or relationships" a person has yields positive mental health effects. People who volunteer exhibit a helping behavior which can foster trust and intimacy and encourage them to anticipate a reciprocal help when they need it (Wilson and Musick, 1999).

Personal efficacy is also enhanced in people who volunteer because the act of volunteering fosters the belief that an individual can make a difference (Wilson and Musick, 1999). "Volunteering provides a sense of control over one's life and one's environment, thereby alleviating depression. Accordingly, this is also a reason why people who volunteer have lower mortality rate than those who do not (Wilson and Musick, 1999).

Occupational achievement is also enhanced through volunteerism. As cited by Wilson and Musick (1999), volunteering can be a stepping stone to paid employment and can advance the chance of getting promoted.

Wilson and Musick (1999), notes, however that the consequences of volunteering for many people are intrinsic to the act itself. People express their identities or values through volunteerism and the intrinsic rewards are difficult to describe in the language of cause and effect.

C. Volunteerism and Development

In the international context, one recent approach to measuring the value of volunteering is to assess its contribution in terms of social capital rather than in terms of narrow economic indicators (McDevitt, 2009). He compiled the following direct and indirect impacts of international volunteering. In terms of positive impact, he identified the following consequences:

- Direct services related to capacity building and technical transfers.
- Positive effects on host community recipients, particularly in the areas of health and education, environmental management and protection, construction and physical resources, and various social supports.
- Increased knowledge of cultural differences, global perspectives, and respect for diversity.
- Enhanced ability of the volunteer to solve conflicts.
- Widespread and democratic participation in global affairs.
- Growth of international social networks.
- Improved international cooperation across borders.
- Increased human capital, particularly higher interpersonal and employment skills.
- Increased civic engagement.
- Increased humanitarian and communitarian values and viewpoints, especially a more tangible sense of issues related to social justice and equity.

Some of the potential negative impacts are the following:

- Reproduction or reinforcement of existing inequalities.
- Dependency and neo-colonialism.
- Elitism or the advancement of state interests over host community goals (as cited in Helpdesk Research Report: Impact of International Volunteering, 2009).

The UNDP (2009) also conducted a study on the state of volunteerism in Europe and the Commonwealth of Independent States which assessed how volunteerism can help achieve the Millennium Development Goals (MDGs) in the region. However, rather than giving a quantified measure on how volunteerism contributes in the achievement of the MDGs, the 2009

UNDP report cited the following roles and contributions of volunteers in each MDG:

MDG1. Eradicate extreme poverty and hunger

- Encourage self-organization of people living in poverty at the community level as the best antidote to powerlessness.
- Provide targeted programs for excluded groups.

MDG2. Achieve universal primary education

- Improve enrollment rates.
- Decrease dropout rates.
- Provide technical and teaching support.

MDG3. Promote gender equality and empower women

- Increase the role of female decision-makers.
- Defend girls from being forced to marry early.
- Ensure equal participation in education.
- Protect the rights of single mothers.

MDG4 and 5. Reduce child mortality and Improve maternal health

- Technical training and capacity-building in medical services, especially in the area of childbirth.
- Extend the reach of primary health care.

MDG6. Combat HIV/AIDS, malaria and other diseases

- Support groups of people living with HIV/AIDS.
- Promote safe sex, condom use and additional prevention techniques for other epidemics.
- Replace key personnel who have been lost due to epidemics.

MDG7. Ensure environmental Sustainability

- Make citizens more aware of the importance of environmental sustainability and encourage more sustainable behavior particularly in households.
- Monitor industry adherence to environmental standards.

MDG8. Develop a global partnership for development

- Support from multinationals to youth volunteerism cooperation between government, private and non-profit sectors and between different development sectors (as cited in the Understanding Volunteerism for Development in South-Eastern

Europe and the Commonwealth of Independent States: Lessons for Expansion, 2009).

The UNDP (2009) also recommended the following strategies in improving the impact of volunteerism:

- Campaigning to promote volunteering.
- Improving laws and policies on volunteerism.
- Promoting volunteerism in the education sector.
- Organize public events.
- Creating volunteer centers/networks.
- Encouraging volunteer placements in local and state institutions.
- Promoting volunteerism in rural areas.
- Researching to demonstrate impacts of volunteerism.
- Encouraging corporate volunteerism.
- Establishing exchange programs.

On the other hand, other researchers used different approaches in evaluating the impacts of volunteerism in the international context. Devereux, 2008 (as cited in McDevitt, 2009) identified six criterias in assessing the effectiveness of long-term volunteering for development: humanitarian motivation, reciprocal benefit, living and working under local conditions, long-term commitment, local accountability and North-South partnership; and linkages to tackle causes rather than symptoms.

Lough (2008 in McDevitt, 2009) also identified the following impacts of international volunteering:

- Impacts on volunteers and their home communities

  ✓ Increased human capital, particularly higher interpersonal and employment skills.
  ✓ Positive effect of cross-cultural exchange on volunteers" global understanding and cross-cultural competency skills, including increased knowledge of cultural differences, global perspectives, and respect for diversity.
  ✓ Increased civic engagement following volunteering experience.
  ✓ Increased humanitarian and communitarian values and viewpoints, especially a more tangible sense of issues related to social justice and equity.

- Impacts on host community members

  ✓ Direct services related to labour force expansion and technical transfers.
  ✓ Positive effects on host community recipients, particularly in the areas of health and education, environmental management and protection, construction and physical resources, and various social supports. These services were generally associated with increased participation in the labor force and increased overall quality of life.
  ✓ Knowledge and skills transfer (although it was not specified which skills or specific knowledge were transferred to the communities, or whether these skills were useful in the host country context).
  ✓ Cross-cultural exchange leading to more peaceful relations on a micro and macro level, which could have valuable effects on international diplomacy and security.
  ✓ More dense social networks and "thicker" relationships having a significant effect on community empowerment, advocacy, social mobilization, and peace-building (as cited in Helpdesk Research Report: Impact of International Volunteering, 2009).

Randel, *et.al.* (2004, in McDevitt, 2009) used a social capital framework approach in identifying the impacts of volunteerism. He argued that "many of the broad benefits volunteers bring – networking, a people-centered approach, partnership, a motivation beyond money, an openness to exchange of ideas and information – are key elements of social capital which is "widely recognized as having the potential to sustain and renovate economic and political institutions". He specified these contributions as follows:

- In OECD countries

  ✓ International understanding/solidarity.
  ✓ Linkages between organizations and communities.
  ✓ More informed public on globalization and development cooperation
  ✓ Opportunity for development of young people.
  ✓ Training for sector – but also training in how to work effectively in a global economy.
  ✓ Contacts through volunteer sending mean that southern concerns can be more effectively factored into northern policy engagement developing countries.
  ✓ Anti racism and challenging xenophobia.

- In developing countries

  - ✓ Volunteers are good at promoting partnership (because they embody it).
  - ✓ Northern volunteers may help to create links within sectors such as health.
  - ✓ Volunteers can help broker resolution between parties in dispute.
  - ✓ Volunteers often „go the extra mile" undertaking activity beyond their remit, which tends to reinforce community level action.
  - ✓ The presence of an international volunteer in a project or program can broaden a community's network of contacts and help people access and share information.

Volunteerism also delivers impressive social benefits (UNDP, 2003). People create groupings which strengthen social norms and inculcate a sense of civic responsibility and belonging through voluntary actions. The UNDP noted that the participatory aspect of volunteerism can contribute to a heightened understanding of the forces which shape government and societies leading to greater transparency, accountability and improved governance (UNDP, 2003)

This perspective is further strengthened by UN Secretary General Ban Ki-Moon's statement: "Volunteerism is a feature of all cultures and societies. It is a fundamental source of community strength, resilience, solidarity and social cohesion. It can help to effect positive social change by fostering inclusive societies that respect diversity, equality and the participation of all (UNDP, 2009).

D. Volunteerism in the Philippines

Various acts of voluntary aid to others have been recorded in Philippines early history but the modern form of institutional volunteerism dates to 1974 (Alarilla, *et. al.).* Intel Philippines, the first American

multinational and Semi-conductor Company in the Philippines, started a few conducting medical missions and feeding programs. To be able to spread the activities, the company used emails, advertisements and bulletin boards. In 2001, the company expanded their public service activities to include aid disaster and affected areas in the form of donations. The company also started collaborating with non-government organizations (NGOs). Their activities were classified into four areas: education, environment, safety and community outreach. In education, they helped through tutoring students and gave school supplies in General Trias. They also participated during the Earth Day and Global Coastal Cleanup Drives wherein they planted trees and organized waste recycling events in schools. Intel K2 or Kabalikat sa Kaligtasan (Partner for Safety) showcases safety training and management for teachers and emergency plan training for students. They also offered annual blood donations, Christmas gift giving and other outreach programs that benefits day care centers, training centers for women and youth, orphanages and home for the aged.

Another volunteer organization, the Center for Volunteerism in the Philippines (CERV) was founded by Eden Navia, Raymond and Pom Villanueva in 2005. It offered volunteer opportunities in Metro Manila and Romblon and focused on health, education and environmental issues. Their volunteer activities also included infrastructure development in the beneficiary area. CERV facilitated the donation of $5,000 (Canadian) by Leighton Wood to jumpstart the construction of the two-storey structure near the mangrove nursery in San Agustin, Romblon. Other volunteers helped in the repair and improvement of the library. Last March 21 and 22, 2010, they helped in the

rebuilding of Area V Yakap Day Care Center in Commonwealth, Quezon City. The volunteers were 28 MBA students from University of Chicago-Booth School of Business (http://www.volunteerphilippines.com/). Former CERV volunteer and Meaningful Volunteer founder Malcolm Trevena planned a CERV-MV link up on this project. CERV eagerly decided, making it the first joint humanitarian fundraising project ever. MV took care of two-thirds of the amount required in the beginning. They also unveiled a relief project that focused on helping Indigenous People's community in Central Luzon. In 2009, they organized and participated in relief operations for the flood victims. They also collected relief donations for Typhoon 'Ondoy' victims, repacked food items and clothes and distributed these in Pasig and Marikina.

The Global Volunteer Network (GVN) which aimed to assist and develop Filipino communities through education, integration, research and volunteerism, focused on teaching and education, school building and maintenance, environment and child care in Romblon and in Manila (http: // www.universalgiving. org /volunteer / volunteer in_the philippines / id4337.do).

Hurley (1995) stated six strategies for successful volunteer programs. First, the needs of the volunteers should be determined. Second, it must be assured that the volunteers understand their tasks and roles. Third, a volunteer job must be created. Each volunteer position must be made essential to an agency and each volunteer position should comprise not only of duties and responsibilities, but also qualifications and time commitments. These criteria allow volunteers to evaluate the quality of their work. During a volunteer orientation, significance of volunteers to an organization highlighted.

Another strategy is to recruit volunteers. There are different methods. Volunteer column in a newspaper can be a big help in recruitment. Posters in libraries and schools would also work. Another essential strategy is the proper understanding of the time and place of interview for the volunteers. This should be arranged on a private and convenient place. Giving volunteers guidance and goals establishing a good working relationship, and open lines of communication should also be part of any strategy of successful volunteer management.

Lastly, volunteers must be rewarded continually. Volunteers should feel they are welcomed in the organization. It is essential that they are supported, encouraged and allowed to grow with the organization. Recognition, even thank you cards or modest gifts, will also be appreciated.

For instance, the International Education Programs at Jacksonville University provides affordable study, volunteer, service-learning and internship programs in many countries including Asia (http://www.iepabroad.org/program/info/id/28). This program permits volunteers to value all the aspects of the environment and culture of the community. The area covered is Tacloban, Leyte.

Under the program, volunteers stay with the community and live with them for a certain time so that they may experience living in the rural areas and understand the true meaning of "community". There are additional placements for other volunteers depending on their interests and previous experiences including: community development, economic development, health clinics, medical missions, nutrition, orphanage assistance, social work

and special education. Some volunteers are assigned to orphanages while others are deployed to rural schools.

Meanwhile, CCUSA is an international work adventurous specialists. It offers utmost level of service in summer camp, work and volunteer activities. It aids local communities with their basic needs and concentrating on children. It aims to develop Filipino communities in education, integration, research and volunteerism aspects. They have four projects namely: teaching, health, school building and maintenance and environment program (http :// www. ccusa.com / Programs / VolunteerExperienceAsia / Philippines.aspx). The teaching program involves teaching of volunteers in day care for children ages 3 to 5. They also give English, Math, Science, health and basic computer sessions for elementary and high school students in the public schools 2 to 4 hours a day. For health programs, professional doctors and nurses volunteer to train teachers and students to be effective health officers. Other volunteers also help in medical missions conducted in different rural placements. For the school building program, volunteers are assigned to repair, paint, and set up libraries. For environmental programs, volunteers aid in the promotion of environmental conservation such as assisting in nursery propagation, replanting, clean-ups and campaigns in different projects.

E. Literature Synthesis

Volunteerism is generally considered the practice of purposeful service, mutual aid or self help, civic engagement, advocacy or any action to improve quality of life of others without reward or any form of remuneration.

Majority of volunteers worldwide are college students/graduates or younger individuals who work through some organization. Generally volunteerism brings significant benefits to individuals and communities.

Studies show that role accommodation in volunteer work help facilitates self-satisfaction, acquisition of new skills, relaxation, promotion of mental (i.e. optimism, respect for common good) and physical health (i.e. longer life among volunteers. respect for the common good is fostered through volunteerism. It also reinforces key principles of national ownership, sustainability, human rights and, gender equality. Among groups, it has also been improve "the quantity of social ties or relationships" by fostering trust, intimacy and reciprocity while also improving career opportunities.

Positive effects of volunteer work on beneficiaries include improved capacity in technology and solving conflict, growth of international social networks, improved cross-cultural interaction and understanding. Noted negative effects include: reinforcement of existing inequalities, dependency and neo-colonialism and elitism.

Volunteer activities in the Philippines began in 1974 when volunteers were fielded for medical missions and feeding programs. The growth of private sector volunteerism and involvement of NGO's in development work during the 80's have continued.

CHAPTER III

STUDY FRAMEWORK

Evaluating the impact of volunteer programs has become increasingly important for volunteer organizations. Impact or outcome evaluation provides volunteer administrators and volunteers themselves, an opportunity to see the positive impacts they have in an organization and within the larger community.

Traditionally, volunteer organizations focus energies on counting the number of volunteers and the hours of service. They document and talk about what the program did in terms of numbers of clients served, items produced, or programs conducted. This type of data provides valuable information regarding program inputs. However, such information does not address the critical issue of impact.

The emphasis today is on impact as it relates to the effect of the volunteerism program on the lives of the volunteer and to the overall organizational mission. These are the outcomes that identify volunteer efforts and volunteer programs as essential components for carrying out the work of the organization. This type of information shows how volunteer programs do make a difference not only to the community being served but also on the lives of volunteers themselves. Figure 1 shows the framework of the study in relation to evaluating the impact of volunteer work on the volunteers.

Ugnayan ng Pahinungod

Gurong Pahinungod Program

Partnership tasks

Program Implementation

Preparatory Activities

Community

Organization

Facilitating → **VOLUNTEER** ← Hindering

Coping Mechanism

Figure1. Study Framework

Volunteer Personal Development
A. Attitude and Behavior
- Commitment
- Self-confidence
- Sense of Responsibility
- Dealing with others
- Trust and Respect
- Ability in handling conflicts
- Relationship with God
- Teamwork
- Cultural and Religious Belief

B. Technical Skills
- Ability to educate
- Facilitation Skills
- Communication Skills
- Problem solving and Decision making Skills
- Leadership Skills

C. Resource Management
- Time Management
- Value of things
- Financial Management

D. Development Perspective
- Contribution of volunteerism in development
- Awareness on Development problems and issues
- Awareness on developmental community projects/programs

E. Career Development
- Employability
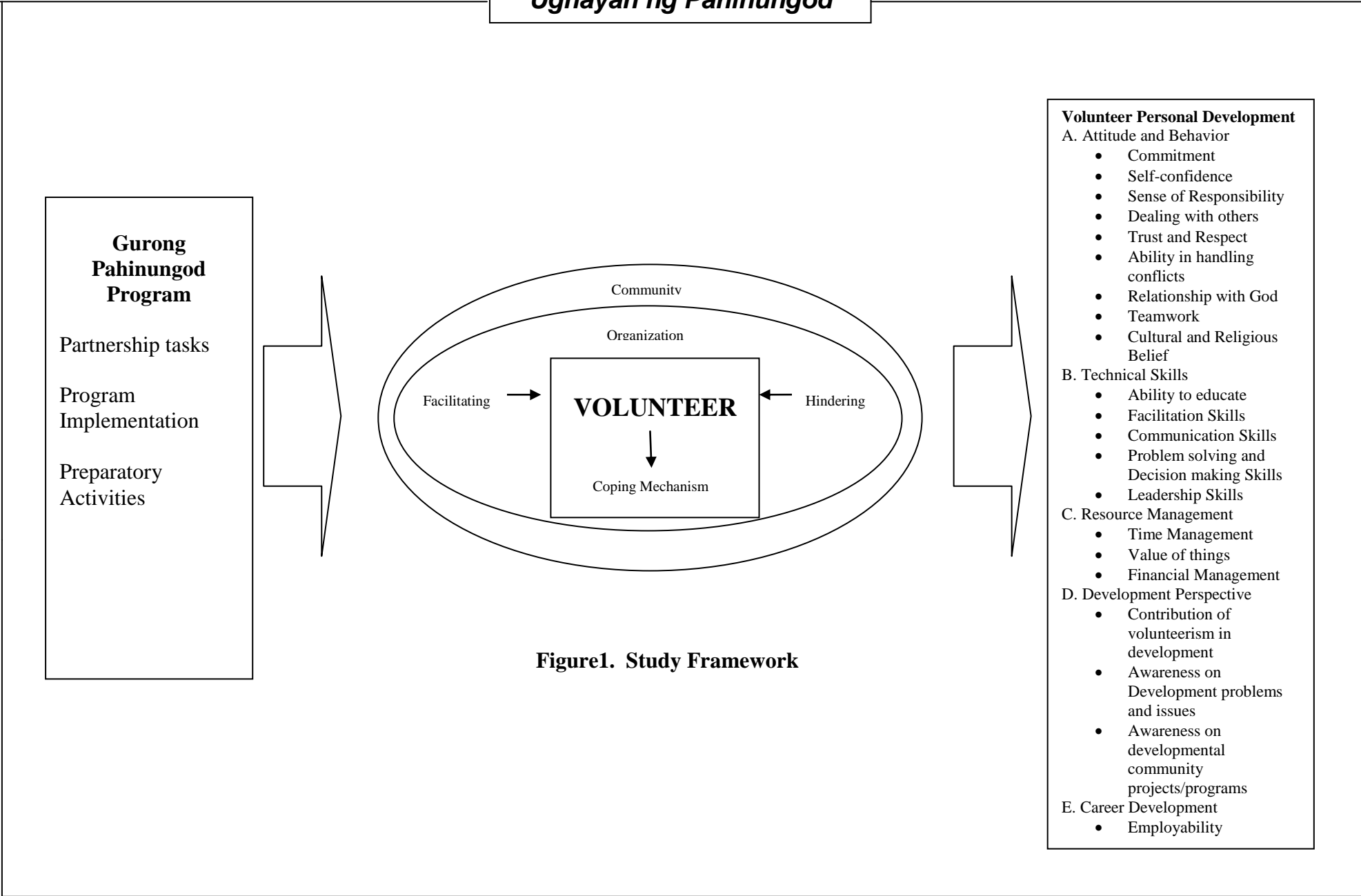
Stage 1 is the GPP. It tackles the program implementation, structure and tasks and the inputs given to the volunteers prior to their deployment in the field. The preparatory stage refers to the procedures from recruitment of volunteers up to their screening and selection of volunteers. Pre-departure training courses are conducted and attended by all volunteers before they are deployed. The trainings include taking up at least 9 units of education courses for non-education majors and technical training covering community integration, community organizing, facilitation and communication skills. These inputs are given to the volunteers to enhance knowledge and skills of the volunteers and to prepare them for the development/volunteer work.

Stage 2 refers to actual volunteer placement where the volunteers are deployed by the UP/OC to the communities to perform assigned tasks in teaching and other related activities. In this stage, volunteers experience realities of working in the communities. During this stage too, facilitating and hindering factors and volunteers' coping mechanisms come into play.

Stage 3 shows the effects of the volunteer activity on the GPP volunteers in terms of their personal growth and development. This includes the volunteers' attitude, behavior, technical and resource management skills, development perspective and career potentials.

The *Ugnayan ng Pahinungod* will be employed in all the stages.

Definition of Terms

The following working definitions are used in the study:

- Gurong Pahinungod Program (GPP) – a program of UP/OC where qualified volunteers are deployed to underserved community for a year to teach public high school students in various subject matters

- Structure and partnership tasks –include different institutions involved in the program implementation

- Program implementation – refers to procedures in GPP execution

- Preparatory activities –includes trainings/seminars given to volunteers in preparation for the actual deployment

- Volunteer – is someone who does work without being paid

- Facilitating factors –are the things that contribute to the attainment of a specific goals

- Hindering factors –are the things that hinder the attainment of a specific goals

- Coping mechanism – a set of strategies to attain the desired end

- Commitment – refers to something which engages one to do something; a continuing obligation, a promise or pledge

- Self-confidence – trusting and believing in one's self, having faith in his/her ability to perform under different conditions

- Responsibility – refers to the state or quality of being responsible, reliable or dependable

- Trust – reliance on the integrity, strength, ability, surety, etc., of a person or thing

- Respect – refers to the special esteem or consideration in one holds for another person or thing

- Teamwork – action performed by a team towards a common goal

- Technical skills –include ability to educate, facilitation and communication skills, problem solving and decision-making skills and leadership skills

- Facilitation skills – refer to special abilities to handle things under certain situations

- Communication skills – are abilities to properly communicate ideas which can be easily understood by others

- Leadership skills – refers to the ability to properly lead a group or a team

- Resource management – includes value of things, time and financial management

- Time management – are acts or processes of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity

- Financial management – refers to ability to prudently manage available resources

- Development perspective – are theories, assumptions, perspectives and approaches to development

- Volunteerism – refers to acts of contributing one's time or talents for charitable, educational, social, political, or other worthwhile purposes, usually in one's community, freely and without regard for compensation

- Career Development/Employability – refers to a person's capability of gaining employment which depends on the knowledge, skills and attitudes of the person

CHAPTER IV

METHODOLOGY

A. Location of the Study

The study was conducted from August to September 2011 at UP Los Baños.

Figure 2. Ugnayan ng Pahinungod, UPLB

B. Respondents of the Study

The respondents of the study were volunteers of the GPP program from 1998-2008. Only twenty-four (45%) of 52 GPP volunteers were interviewed. These were the volunteers who replied when contacted. Table 1 shows the demographic profile of the respondents.

Table1. Respondents of the Study

Demographic Profile	No. of Respondents	Percentage
Sex		
• Male	13	54.17
• Female	11	45.83
Civil Status		
• Single	17	70.83
• Married	7	29.17

Most of the respondents were males (54.17%) and majority (70.83%) was not married. With regards to their present occupation, eight (8) of the respondents were teachers, six (6) were researchers and the others did community, administrative and on-line works.

C. Development and Pre-testing of Survey Questionnaire

To facilitate primary data gathering, a survey questionnaire was developed. It was patterned after the Likert questionnaire. The scales were assigned as follows; 5.0 – Very High, 4.99 – 4.0 – High, 3.99 – 3.0 – Average, 2.99 – 2.0 – Low, 1.99 – 1.0 – Very Low. The questionnaire was also pre-tested.

D. Data Gathering

Following the study framework, the researcher first reviewed the secondary data about the GPP which included terminal reports, annual reports and other relevant materials for the previous years. This was undertaken to optimize the use of data already generated and to minimize the collection of additional data from primary sources. Information gathered from secondary data included the total number of GPs deployed by UPLB, the structure and partnership tasks and its implementation and list of GPs from UPLB. The copy for sample modules on trainings given to the volunteers were not provided because it was no longer available. Figure 3 shows the process flow of activities used in the study.
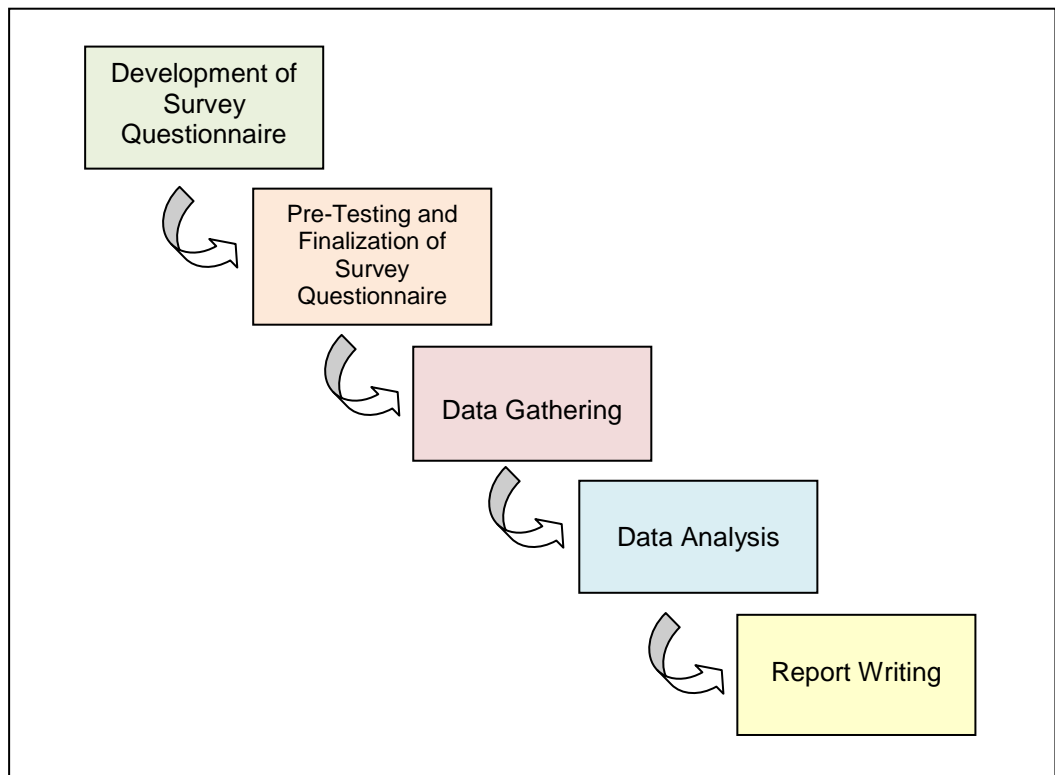
Figure 3. Process Flow for the Conduct of the Study

- Conduct of Survey and Interviews

Information like the list of GPP volunteers from UPLB was provided by the ex-GP Coordinator Prof. Romel A. Daya. Respondents were informed and eventually reached through Facebook. Self-administered survey questionnaires were sent through mail. Phone calls and online interviews through Skype and YM were also conducted. Information such as knowledge about the program, preparatory activities, actual deployment, facilitating and hindering factors, coping mechanism and effect of the programs in the lives of individual volunteers were examined.

E. Data Analysis

Data from the survey was analyzed using the Likert scale. The weighted mean was used to interpret the data from the scale.

(5.0 – Very High, 4.99 – 4.0 – High, 3.99 – 3.0 – Average, 2.99 – 2.0 – Low, 1.99 – 1.0 – Very Low)

Example: **Table 2. Level of Commitment (before the program)**

Option	Frequency	OxF	Total
Very High – 5	6	5x6	30
High – 4	4	4x4	16
Average – 3	11	3x11	33
Low – 2	3	2x3	6
Very Low – 1	0	1x0	0
TOTAL			85

- Add the Total (30+16+33+6+0) = 85
- Divide the total with the Total Number of Respondents (F):
  85/24 = 3.54
- Therefore the weighted mean is 3.54 (3 = Average)

Example: **Table 3. Level of Commitment (After the program)**

Option	Frequency	OxF	Total
Very High – 5	11	5x11	55
High – 4	13	4x13	52
Average – 3	0	3x0	0
Low – 2	0	2x0	0
Very Low – 1	0	1x0	0
TOTAL			107

- Add the Total (55+52+0+0+0) = 85
- Divide the total with the Total Number of Respondents (F):
  107/24 = 4.46
- Therefore the weighted mean is 4.46 (4 = high)

The mean was used to describe the level of effects of volunteering on volunteers attitude and behavior, technical skills, resource management, development perspective and career development/employability given their respective variables. The computation of mean before and after the program was used for the computation of percentage change. The percentage change was used to rank the variables for each theme from highest to lowest change. The study employed descriptive analysis to interpret the data gathered.

The information on preparatory activities, the facilitating, hindering factors identified by the volunteers through the system of recall, coping mechanisms and lessons learned were also analyzed using descriptive tools.

CHAPTER V

RESULTS AND DISCUSSION

A. *Ugnayan ng Pahinungod/*Oblation Corps (UP/OC)

Putting UP in the service of the nation was Dr. Emil Q. Javier's vision when he assumed the presidency of the University of the Philippines from in 1993. To realize this vision, one of his administration's major initiative was the creation of a volunteer service program which would cater to the needs of the underserved sector in our society. On February 28, 1994 the *Ugnayan ng Pahinungod/*Oblation Corps (UP/OC) was launched and was readily embraced by U.P. Constituents.

The name *"Ugnayan ng Pahinungod"* was taken from the Tagalog term "ugnayan" which means linkage of the volunteers with each other, with the University and with underserved communities. *"Pahinungod"* on the other hand, is a Cebuano term which is the closest Filipino translation for Oblation, the UP symbol. Oblation means the offering of oneself in the service of the nation.

In UP Los Baños (UPLB), Ugnayan ng Pahinungod was originally under the Office of the Chancellor (OC). Its stewardship was transferred to the Office of the Vice Chancellor for Research and Extension (OVCRE) in 2000 following the devolution of the UP/OC system office after Javier's term.

UP/OC focused on values education and fostered nationalism and social consciousness among volunteers while sustaining and revitalizing development initiatives for the benefits of underserved Filipinos.

More importantly, *Pahinungod* enriched teaching and research with knowledge culled from the people. It propagated action and values most honored in society---human dignity, social justice, love of country and respect.

Pahinungod programs are undertakings that addressed development concerns of communities, organizations and specific groups such as students, teachers, farmers, youth and women. The office also used a community-based participatory approach that trained its beneficiaries to become self-reliant individuals and leaders in their respective communities. The programs of UP/OC are as follows:

1. Affirmative Action Program (AAP)

   Deployment of students and faculty to serve as tutors in a summer bridge, college preparatory program for incoming fourth year students in underrepresented high schools and geographical areas in the country. It is one of the existing active programs of Pahinungod. From 1994-1999, AAP was exclusively financed using Pahinungod funds to underrepresented areas identified by UP thus its designation as a deliberate, "affirmative action" activity. Since 2001 however, the activity has been request-based.

2. Teachers' Training Program (TTP)

   Deployment of faculty/REPS and alumni volunteers to train high school public school teachers in creative teaching strategies and updates in Math, English, Science and Social Studies topics

3. Youth and Women Development Program (YWDP)

   Mobilization of students, faculty/REPS and alumni to provide capability-building trainings to youth groups. Activities include leadership training, team-building seminars, organizational management, nutrition education etc

5. Technical Assistance Programs (TAP)

   Deployment of students, faculty/REPS, alumni and retirees for technical service and special assistance to underserved communities. The program covers short-term trainings, seminars and workshops as well as long-term development projects which include integrated services or volunteer assistance of different types often national in scope and funded by government agencies. It also includes the Lakbay-Aral Program which exposes beneficiaries to new technologies through educational field trips

6. Literacy-Numeracy Program (LNP)

   Deployment of students, faculty/REPS, alumni and retirees to serve as facilitators of basic literacy and functional numeracy to young and adult learners

7. Immersion-Missions (I-M)

   A program aimed to enrich students' awareness of community realities, the program mostly involves student and alumni volunteers who are deployed to underserved areas and live with the communities for a specific period of time depending on arrangements with partner agencies but not shorter than one (1) week and not more than (1) month. While immersed in the community, volunteers are also required to provide services or forms of assistance. They also include outreach programs, school rehabilitations, donations and other forms of welfare activities

8. Service Learning Option (SLO)

   A program which integrates volunteer work into academic course work by utilizing field work to achieve curricular objectives

9. *Gurong Pahinungod Program (GPP)*

   Deployment of full-time alumni volunteers to serve as regular faculty of underserved public high schools for one (1) year. GP volunteer development include taking 18 units of education courses in UP. The program was shelved in 2008 pending UP system-level review and program modifications.

In 1998 the Department of Education, Culture and Sports (DECS), now Department of Education (DepEd), and the UP collaborated to address the decline in the provision of quality education in underserved public high school

through a special program called the GPP, a UP system-wide undertaking launched in 1998.

DepEd identified and recommended public high schools to be covered by the program while UP enlisted fresh graduates from various academic disciplines as GPP volunteers. As part of the requirement of the program, non-education majors completed a required number of units in education (Certification in Professional Education) prior to fielding. In addition to their academic qualifications, GPs were chosen for their commitment and psychological preparedness for long-term service and integration into a culture different from their own. They assumed full teaching load in any of the following high school subjects based on their area of expertise: Mathematics, Science, English, and Social Studies. Moreover, they were expected to serve above and beyond the call of duty by undertaking projects/activities for the communities of which the schools are part. As a system of support and incentive, DepEd and the UP covered transportation expenses (including travel to and from their place of during semestral and Christmas breaks), lodging expenses, insurance coverage and other benefits.

Program Implementation

Figure 4 presents the different activities in the implementation of the GPP
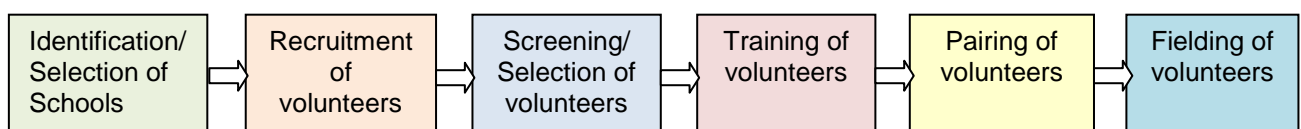
Figure 4. Gurong Pahinungod Program Implementation

Recruitment and Selection of Schools and Volunteers

Identification of partner school was dependent on the recommendation of Division Superintendent or by request of prospective schools. Site evaluations were conducted and program orientations were given to DepEd Division Superintendent, principals and local officials.

Recruitment of volunteers was done through personal invitation and through teasers, posters and letters to graduates. Applicants were screened based on grades and results of interview, examination, psychological test and medical examination. Additional training was provided to prepare them for actual volunteer work. Consideration for pairing of volunteers was based on expertise, course finished and capabilities.

Most of the respondents learned about the program through friends and classmates as well as thru posters and bulletins.

Majority of the respondents joined the GPP for the following reasons:

1. It was their calling.

2. It is a way of giving it back to the people.

3. It is their passion to work as volunteers.

4. To gain experience.

5. To try something new.

Monitoring and Evaluation

Supervision and management of volunteers were performed by the program coordinators and groups of UP faculty members who also composed the GPP monitoring teams. Progress and changes on the volunteer's teaching

competencies, psycho-social status, and community projects were evaluated quarterly. Schedule of monitoring were as follows:

July – First Visit
October – Second Visit
December – Mid-year Evaluation (Return to Campus)
February – Third Visit
April – Final Evaluation

The evaluation sessions were done to:

1. Assess the performance of the volunteers;

2. Suggest changes in work style;

3. Seek suggestions from the volunteer on means of enhancing the program inputs;

4. Convey appreciation to the volunteer; and

5. Ascertain the continued interest of the volunteers in the service.

Partnership Tasks

As partner agency, DepEd assumed the following responsibilities:

✓ provided Subject Teacher Coordinator (STC) who was tasked to orient the Pahinungod Volunteer(s) on house rules and regulations, school facilities, classrooms, laboratories and other utilities;
✓ instructed the GPP volunteers on social structures and organizations including administrators, teachers, students and parents, and acquainted the GP on needs and related issues on school and community relations;
✓ supervised GP in terms of working relationships with students, teachers, administrators, parents and other members of the community;
✓ accomplished performance monitors and progress reports as part of the GPP evaluation team;
✓ DepEd attended to the GPs school needs by providing necessary facilities, materials, tools, instruments, available or references and other teaching resources;
✓ guided and assisted the GP in teaching and implementing of education programs of the school and checked the GP's attitudes and behavior

as it should be consistent with guidelines or code of ethics and conduct; and

✓ ensured the physical safety of the GP inside the school premises.

On the other hand, the **principals** were tasked to perform the following:

✓ ensure the safety of the GP volunteer from any form of physical threats, harassment, or abuses;
✓ served as immediate supervisor and therefore assume responsibility and authority to correct and discipline the volunteers in cases of misconduct and improper behavior especially at school;
✓ implemented prudent delegation of loads to prevent the volunteer from doing excessive works;
✓ treated the GP as a regular faculty member;
✓ discouraged any form of discrimination a GP may possibly receive from the school personnel;
✓ encouraged unity and equal treatment to promote a harmonious working relationship between the volunteer and the school personnel;
✓ accomplished and recommended community work, seminars and conferences for GPPs; and
✓ validated the subject teacher's progress report of the GP's performance.

Meanwhile, the **School Division Superintendent** (SDS) was tasked to

do the following:

✓ ensure the safety of the GP's both inside and outside of the school premises;
✓ monitor the GP's performance, safety condition and involvement through the school progress report;
✓ affirm the GP's appointment as special teacher before the school officials and personnel, local authorities and communities; and
✓ maintain regular communication to assess the community's peace and order where the GPP volunteers were deployed.
   On the other hand, the U.P. representatives were expected to:
✓ monitor the peace and order situation in the target area of deployment;
✓ facilitate the GP's transportation, lodging and foster parents and host families;
✓ visit the GPP volunteers at least three times a year for proper monitoring and evaluation and make follow-up of the agreed provisions such as education materials, stipend etc.;
✓ assure the regular coordination and collection of progress reports from the school where the GP's are deployed;
✓ checking of the roles and responsibilities delegated by the school to the GP; and
✓ recommend necessary adjustments and changes that will take place from time to time.

As volunteer teachers, GPP volunteers were expected to:

- ✓ to implement the GPP goals;
- ✓ share their expertise and specialization, not only to the students but to his/her co-teachers;
- ✓ exemplify nationalism by promoting Filipino values, culture and tradition. Volunteers should imbue youthful idealism through exhibiting a wholehearted commitment and unselfish service;
- ✓ maintain and promote a healthy relationship among the members of the community and serve as role model especially to young people;
- ✓ regularly submit progress report for evaluation purposes;
- ✓ ensure the students a quality learning experience; and
- ✓ display humility and respect to everyone.

In the field, GP volunteers also assumed responsibilities outside teaching. They devoted extra time during weekends to give tutorials and even serve as resource speaker or coordinator for capability and knowledge enhancement for men and women in the community.

GPP Preparatory Activities

Non-education graduates enrolled in Certification in Professional Education (CPE) courses. Before deployment, the volunteers were required to pass the nine (9) units of courses in pedagogy courses. They completed the remaining 9 units of CPE at the end of their stint and took the Licensure Examination for Teachers (LET). Additional training and educational opportunities were provided during the volunteer stint. GPP volunteers attended seminar workshops on the following topics:

1. Voluntarism in the context of Nation-building

Volunteers were provided with information on how the program will contribute to nation-building.

2. Facilitation and Communication Skills

Volunteers were provided with knowledge on how to deal with students, to facilitate them well and to have a good communication with the people in the community.

3. Relating with government institutions

Since the program involved different government institutions, volunteers were oriented on the mission/vision of the institutions involved with the GPP.

4. Integration (School and Community)

The volunteers were given a lecture on "Intro to Community" to know how they should behave once they are already deployed in the area.

5. Organizing

 a. School (lesson planning, teaching methods/strategies and classroom management).

 b. Community (situational analysis/needs assessment, project identification, planning and implementation).

6. Team-building

Volunteers were given sessions to ensure maximum cooperation among other fellow volunteers.

7. Stress Management

Volunteers were given trainings on how to cope with stress.

8. Psycho-social preparation

This was given to know if the volunteer were already prepared and conditioned before the actual deployment.

B. Volunteer Experiences, Facilitating and Hindering Factors

Despite the rigid preparations, trainings and arrangements made prior to deployment, the GP program encountered various isolated problems in actual field work.

For instance, GPs were accommodated by identified host families in the *barangay*. Host families were usually teachers or *barangay* officials recommended by the school principal. Arrangements were made between the GPs and the host families. However, there was one incident where the group of GPs deployed in the area was not arranged. Both the family and the *barangay* were surprised. Despite the miscommunication, the GP coordinator

together with the officials of the community talked it over and solved the problem right away.

Also, every end of the semester, the GP coordinators were expected to visit the GPP sites. However, this was not always regularly possible. In these situations, GPP volunteers responded with various coping mechanisms to adopt to the difficulties of field work. Figure 5 shows the facilitating and hindering factors in the execution of volunteer work and volunteers' coping mechanisms to address the problems.

Facilitating	Volunteer Coping Mechanism	Hindering
• Cooperation • Teamwork • Support • Trainings • Commitment • Good partner	• Open communication • Flexibility, learn the language • Be humble • Financial management • Be resourceful • Time management	• Mis-communication • Language barrier • Strangers (new in the area) • Budget • Lack of school materials • Time
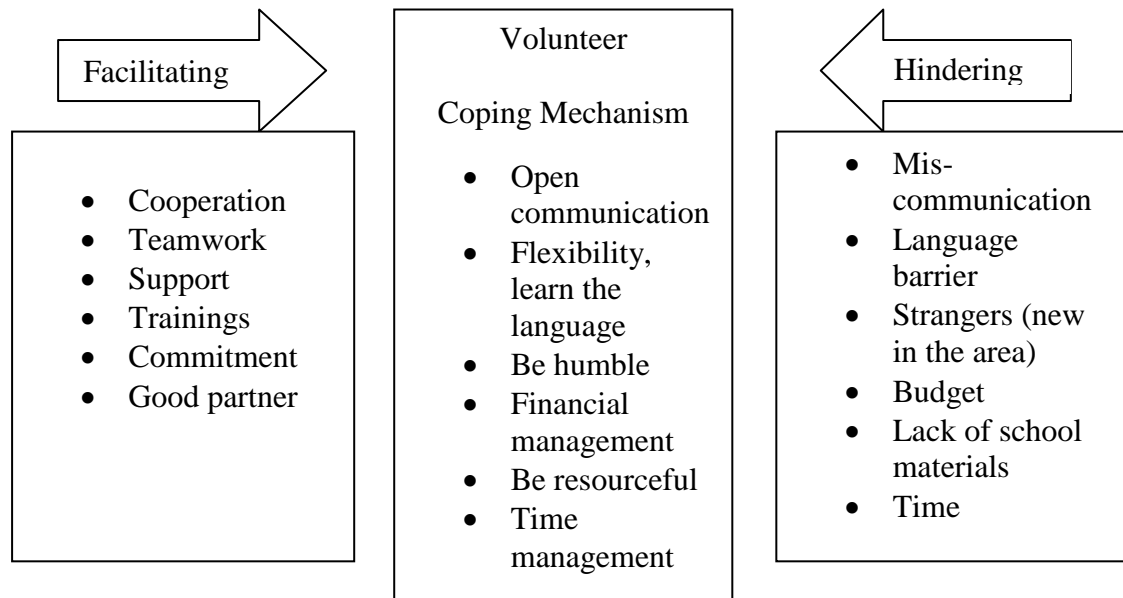
Figure 5. Facilitating and hindering factors in the execution of volunteer work and coping mechanism to address the problems

Most of the respondents shared that the facilitating factors in the execution of their volunteer work included: cooperation/teamwork, support, trainings, commitment and a good partner. Accordingly, cooperation of the school and the community people with the volunteer teachers helped in the orderly execution of the program. Also, the support that the UP/OC provided to the GPs made them feel more secure and more dedicated to the program.

Respondents also claimed that preparatory activities like trainings integration with the school and community equipped the volunteers with the necessary skills and values.

Meanwhile, hindering factors in the smooth implementation of the program included: mis-communication with the teachers of the school and with GP partner, language barrier, being strangers in the area, budget, lack of school materials and time. Among the hindering factors identified, language barrier was the most difficult to deal with since it is not easy to learn language right ahead.

Budget constraint was a major hindering variable. Some of the volunteers said that even though they had foster families in the area, it was still difficult to depend on them exclusively. In most cases, they needed to give their 'share' for everyday household expenses.

To address the hindering factors, volunteers developed different coping mechanisms. The respondents shared that they maintained open communication with the people in the community/teachers/coordinators and co-volunteer and remained open-minded to avoid conflicts. They also became flexible by adapting to local conditions (i.e. sensitive on what is happening in the surroundings, learn local/native dialects). For instance, respondents narrated how some of them devoted extra time to learn the local dialect in their respective areas. The volunteers also learned to manage their available resources (materials and money). Since they were volunteers, they learned to be thrifty. As much as possible they saved for themselves and gave a share of their allowance to their foster family. Volunteers also developed time

management to balance time for regular workload, "extra-curricular activities" and social activities.

When asked about the things that still needed to be done in preparing for deployment of volunteers, respondents suggested an intense psychological preparation, site-visitation prior to the actual fielding, and information about the community (background).

C. Effects of the GPP on Volunteers

Knowledge, Skills and Attitude (KSA) needed and developed by GPs

The following general KSAs were developed among volunteers

Knowledge: Basic education, mastery/knowledge on subject matter and information on the community.

Skills: Teaching, facilitation, communication skills and interpersonal skills.

Attitudes: Patience, flexibility, understanding, open-mindedness, dedication and culture sensitivity.

The KSAs identified by the respondents were very important for achieving their goal. This contributed to volunteers' improved performance as teachers because they grew more confident in their practice.

Attitude and Behavior

To determine the attitude and behavior of the volunteers before and after the program, the following variables were evaluated, namely: level of commitment, level of confidence, sense of responsibility, the way they deal with others, level of trust and respect to others, ability to handle conflicts, their relationship with God, awareness on cultural and religious activities, and attitude towards a team. Table 4 changes in attitude and behavior among GPP volunteers as a result of volunteer experience.

Table 4. Attitude and behavioral change among GPP volunteers

Variables with highest to lowest change	Average		Percentage Change	Remarks/Justification for such change
	Before	After		
Handling conflict	2.80	4.0	42.86	Trainings/seminar workshops provided by the Ugnayan ng Pahinungod in Stress Management
Teamwork	3.30	4.30	30.30	Team building Conducted
Dealing with others	3.30	4.21	27.58	Integration on school and community
Commitment	3.54	4.46	25.0	Seminar on volunteerism in the context of nation-building, experiences in the site
Trust and Respect	3.30	4.10	24.24	Integration in schools and community
Awareness on Cultural and religious activities	3.50	4.17	19.14	Integration in schools and community
Sense of responsibility	3.54	4.16	17.5	Team building conducted
Relationship with God	3.25	3.63	11.69	Realities in the area of placement, the volunteers experiences
Self-confidence	3.0	3.33	11.0	Gained through the experiences in the area

* **Percentage change in the average**
* **See appendices C1-9 for individual results**

Data shows highest level of change in values and behavior related to conflict management. This may be attributed to the fact that integration into new culture and new dynamics of interaction taught volunteers the necessity to compromise and adapt to new environment and new individuals. Respondents further explained that the main challenge in doing field work is to be able to fit in the community which meant avoiding unnecessary disagreements or misunderstandings not only with fellow teachers but also with community members. As one volunteer respondent explained: "we will be in the area for one year, it will be our home and support mechanism therefore we must avoid any kind of trouble."

In relation to this, attitudinal and behavioral change in teamwork and dealing with others rank 2nd and 3rd. This also suggests heightened effort to interact with others.

The relatively low change in self-confidence, which ranks last, may be attributed to occasions of perceived failure on the part of the volunteer. Since they are often confronted with professional challenges under unfamiliar conditions, there are various instances when volunteers think their decision or actions were inappropriate or lacking. They began to see and understand the multi-faceted problems in the community and somehow felt that their service contributed very little in overcoming the other problems in their respective communities.

Technical Skills

To determine the changes in technical skills of the volunteers before and after the program, the following variables were examined, namely: ability to educate; facilitation skills; communication skills; problem solving and decision-making skills; leadership skills. Table 5 shows changes in technical skills among GPP volunteers.

Table 5. Technical skills development among GPP volunteers

Variables with highest to lowest change	Average		Percentage Change	Remarks/Justification for such change
	Before	After		
Respondents ability to teach/educate	2.88	3.96	37.5	Units taken in Pedagogy and trainings provided by the Pahinungod like teaching demo
Communication Skills	3.21	4.30	33.96	Trainings on Communication Skills and exercises.
Facilitation Skills	3.04	4.0	31.58	Trainings provided on Facilitation and Experiences gained
Problem Solving and Decision-making Skills	3.21	4.08	27.10	Training in organizing (situational analysis)
Leadership Skills	3.13	3.96	26.52	Leadership Training seminars

* **Percentage change in the average**
* **See appendices D1-5 for individual results**

As expected, there were significant improvements on teaching skills among volunteers given that the primary workload of GPs was classroom management. Since a considerable period of handling such routine, the GPs skills were very likely to improve. The respondents' perceived increase in ability to teach/educate was also attributed to the additional trainings provided by UP/OC most notably the taking education courses, workshops on lesson planning and teaching strategies. In addition, the actual experiences contributed to the confidence of the volunteers in terms of gauging their ability to educate and to share /impart their knowledge.

High changes in communication and facilitation skills can also be attributed to both pre-deployment training and on day–to-day experience of the volunteers. Results suggest that the rich experience in the teaching improved their skills in classroom management. More importantly, the confidence of GPP volunteers with regards to their ability to facilitate classroom interactions also contributed to the perception that their over-all

classroom management skills, including communication and facilitation skills, improved.

Improved rating on these variables can be largely attributed to cumulative learnings through actual experience as GPP volunteers continually refined their craft as they experienced new things in a different environment on a daily basis.

Minimal change in improvement on perceived leadership skills was attributed to the fact that GPP volunteers were not given critical leadership positions in the school structure. They were also given minimal school management or administrative roles and therefore learned very little in terms of assuming leadership functions. The same is true in the community where despite various initiatives, GPs were not really given official designations or positions.

Resource Management Skills

The ability of the volunteers to manage resource was assessed using three variables, namely: time management, value of things and financial management. Table 6 shows development of resource management skills among GPP volunteers as a result of their volunteer experience.

Table 6. Resource management skills development among GPP volunteers

Variables with highest to lowest change	Average		Percentage Change	Remarks/Justification for such change
	Before	After		
Financial Management	2.88	4.33	50.35	Experiences gained
Value of things	3.42	4.92	43.86	Experiences gained
Time Management	3.25	4.04	24.31	Experiences gained

* Percentage change in the average
* See appendices E1-3 for individual results

Since GPP volunteers were provided modest allowance of 6,500 per month, the challenge of budgeting significantly improved the volunteer's financial management skills. Respondents explained that as the program went on and they began to experience financial difficulties, they become more and more thrifty and prudent in spending. They started spent only for important things. Impulsive buying behavior among volunteers was highly constrained by realization that that if they exceeded the planned expenses for a week, they might not have anything left for the following week.

Volunteers also expressed that they learned to appreciate simple things more after their GPP experience. The even felt they were lucky and blessed with so many things. Such an outlook developed from comparing their status with those of people in their respective GPP communities. The

training/seminar workshop provided by the program (i.e. organizing in schools) also contributed to the increase.

Modest Improvement in time management skills can be attributed to the fact GPP volunteers were only mostly given teaching loads and had very little administrative responsibilities thus there was relatively little time pressure.

Development Perspective

Changes in perspectives on development were assessed using three indicators, namely: awareness of developmental issues, awareness of development community programs and awareness of contribution of volunteerism on community development. Table 7 shows changes in development perspectives among GPP volunteers as a result of their volunteer experience.

Table 7. Changes in development perspectives among GPP volunteers

Variables with highest to lowest change	Average		Percentage Change	Remarks/Justification for such change
	Before	After		
Awareness on Developmental Problems and Issues	2.37	4.37	84.40	Experiences on the site, reality happening in actual
Awareness on Developmental Community Programs/Projects	2.75	4.21	53.09	Experiences on the site, reality happening in actual and Community Integration
Contribution of Volunteerism in Development	3.37	4.17	23.74	Knowledge gained on the one year stint on the site

* Percentage change in the average
* See appendices F1-3 for individual results

Significant improvement on awareness of developmental issues may be explained by the sudden exposure to realities in the public school system and in rural communities where routines and complexities differ significantly

from urban life to which volunteers were generally accustomed to. Experiencing these problems first hand for a considerable period of one year is likely to increase their appreciation that these are real, recurring and perennial, deeply rooted and complex problems. This was apparent in the responses of the volunteers. Through the program, the volunteers became aware on the problems/issues happening in other communities of the Philippines like the lack of teachers in public schools, the high unemployment rate in some rural communities and, lack of basic services that those people encountered in their daily lives. They also became aware of projects/programs that could be provided to help underserved communities. One such realization is that collaborating with different government agencies through the effort of local government is necessary to start such developmental projects.

Upon realization of the sad community realities and over-whelming challenges towards progress, GPP volunteers may have felt that their contributions were limited in addressing various problems. Thus, there was a low improvement in the perception on contribution of volunteerism in development.

Career Development/Employability

Table 8 shows changes in perceived employability among GPP volunteers as a result of their volunteer experience.

Table 8. Employability improvement among GPP volunteers

Variables with highest to lowest change	Average		Percentage Change	Remarks/Justification for such change
	Before	After		
Employability	3.17	3.92	23.66	Experiences gained Linkages established

* **Percentage change in the average**
* **See appendix G for the result**

With the experience gained during the program, volunteers became more confident about their ability and self-worth. They established their own networks/linkages with other people/organization with the community/local government. Given the perception of improved skills as previously established, it is easy to explain improved perception of employability. The fact that they endured new challenges in new environments also promotes improved perception of individual capacity and therefore professional value.

D. Lessons learned from volunteerism work

Volunteers identified the following realizations after their volunteer work:

Respect for the community and understanding of their limitations, needs, and culture

Respondents realized that in every project/program, understanding the situation or problem being confronted is of fundamental importance. Most of the respondents also understood that some government projects failed because of inadequate analysis of situation resulting in the community's rejection of the project. Thus, majority of the respondents share the realization that to be able to understand the situation or problems in the community, it is very important that volunteers be diligent in studying and updating themselves about social issues. As one respondent explained, "what one learns before entering a community is just as important as what s/he would learn while living there".

Appreciation of the sacrifices of the public school teachers

Majority of the respondents discovered the efforts of public school teachers especially in underserved areas. Having felt for themselves the difficulties of being a public school teachers, GPP volunteers appreciated the sacrifices and efforts of the country's teachers and respected the profession more.

Knowledge and skills should be coupled with humility and respect for others

GPP volunteers realized that they should not always assert their beliefs. Respondents explained that while community members may give suggestions to solve a problem. In order to avoid conflict, volunteers realized that it is often more appropriate to compromise and not to look down on the suggestion of others. They realized the need to understand "where a person is coming from" in order to appreciate his ideas and beliefs.

Values of selflessness, commitment, dedication, flexibility

Respondents experienced various types of difficulties. And during these challenging times, volunteers realized the value of selflessness and commitment as driving forces to persevere. This was more important in volunteer work when one can freely withdraw. Without commitment and dedication, one can easily stop volunteer work since it is neither an obligation nor a requirement. GPP volunteers therefore realized the need for commitment and the importance of being flexible in order to mitigate the problems that a volunteer could experience in a new environment.

Change must come from the community

Change is inevitable. But GPP volunteers realized that development cannot be forced upon the people and that it must be a slow process upon the initiative of the people themselves and can only be achieved through gradual acceptance of the community.

CHAPTER VI

SUMMARY AND CONCLUSION

The Gurong Pahinungod Program (GPP) was launched in 1997 in partnership with the Department of Education, Culture and Sports (DECS). The program was intended to recruit, train and deploy selected UP graduates to teach for one year in public high schools in underserved areas. The program's overarching concern was to uplift the quality of education in the farthest reaches of the country.

The study examined the effects of the GPP on volunteers as a result of their experience and of the coping mechanisms that they developed in performing their community service work. Self-administered questionnaire were distributed to twenty-four respondents. Follow-up interviews were also conducted.

Most of the GPP volunteers learned about the program through friends and classmates as well as through posters and bulletins. Most of them decided to volunteer due to their passion to serve and as a way to "pay back" the country. Prior to field work, volunteers were given trainings/seminars on voluntarism in the context of nation-building, facilitation and communication skills, integration, organizing, team building, stress management and psycho-social preparation. Non-education majors were prescribed to earn at least 9 units of education courses. Volunteers were deployed by pairs based on field of expertise, competencies and strength. They were also matched with school and community needs and its cultural background. Fielding of the volunteers included orientation with the DECS/school counterpart, the foster family, the *barangay* captain where duties, responsibilities, and guidelines were clarified.

A few of the respondents identified major problems during field work except of isolated instances. One volunteer recalled the lack of communication among UP/OC, DepEd and the community when they arrived without the knowledge of the community members and their foster homes. Respondents generally found miscommunication and lack of coordination as major constraining factors in effective field while and open lines of communication among GPP volunteers, Pahinungod staff, community members and other stakeholders was a major facilitating factors. Language or local dialect was also identified as a minor variable. Most respondents had to exert extra effort to learn the basic dialect. Compromising to avoiding conflict and prudent resource management were the important coping mechanisms utilized by volunteers to adjust to difficult situations.

Lastly, the effects of the volunteer experience on the GPP were determined using the following variables: (1) attitude and behavior, (2) technical skills, (3) resource management skills, (4) development perspective, and (5) employability were examined. Results show that the GPP had positive effects on the personal growth and development of the volunteers. High change in perception rate shows significant improvement on the following: conflict management, classroom and facilitation, financial management skills and awareness of social realities. Results also showed a significant improvement in perceived employability among respondents.

CHAPTER VII

RECOMMENDATION

The following recommendations for pre-service activities, implementation management, mitigation of hindering factors and increasing positive effects to volunteers are forwarded.

A. Pre-service activities

Selection of volunteers must include prior experience in volunteer work and community immersion. Personalities of applicants must also be considered. In addition, more rigid programs on emotional/psychological preparedness, background checking of community, knowledge of dialect should be emphasized. More extensive leveling off of expectations must also be pursued as well as the need for crash courses on local dialects on respective GPP areas where volunteers will be deployed.

B. Program implementation

Respondents claimed that there should be an ocular visit by the GPP volunteers of their assigned site prior to deployment. In addition, monitoring by coordinators should be done on a regular basis to ensure the safety of the volunteers. There is also a need for a proper documentation of the program, the records management should be enhanced so that the data will be kept properly and in place. Lastly, the community must be properly informed and oriented regarding the goals and objectives of the program. In line with this, community developement projects must be institutionalized to assure that

volunteers can contribute to specific development goals of the community. Though the GPP was officially terminated in 2007, its vision and components remain valid models for meaningful intervention especially in community education. As such, its assessment remains valid objects of researches and study. Studies on the following areas are therefore recommended:

1. Conduct assessment on GP programs on other UP/OC units;

2. Study using bigger sample size should be done for better results;

3. There should be also a study on the effects/impacts of GPP to the community; and

4. Another program that will not only cater newly graduates but also other UP Alumni constituent.

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APPENDICES

Appendix A

DR. ROWENA A. BACONGUIS
Director, Ugnayan ng Pahinungod
OVCRE, University of the Philippines Los Baños,
College, Laguna

Dear **Dr. Baconguis**:

I am Ms. Maylin M. Punzalan, I am currently pursuing my Masteral Degree in Management major in Development Management at the College of Public Affairs, UPLB. Currently I'm conducting my field study entitled "The Effects of Gurong Pahinungod Program on the Lives of Gurong Pahinungod Volunteers", one of the Ugnayan ng Pahinungods centerpiece program.

With this, I would like to request from your good office information about the Ugnayan ng Pahinungod, UPLB and Gurong Pahinungod Program, the Annual Report, Terminal Report and any necessary materials that could be use for my study. Rest assured that the information will only be used for educational purposes.

I am hoping for your favorable response regarding this request. Thank you very much.

Very truly yours,

MAYLIN M. PUNZALAN

Appendix B

Good day!!

I am Maylin M. Punzalan, a Graduate Student taking up Masters in Management Major in Development Management at the Institute of Development Management and Governance, College of Public Affairs, UPLB. As a requirement of the course, I am conducting my Field Study entitled: ***The Effects of Gurong Pahinungod Program (GPP) on the Lives of Gurong Pahinungod Volunteers.***

The questionnaire is designed to know and understand the Gurong Pahinungod Program, the training/preparations undertaken, the facilitating and hindering factors encountered by the volunteers, the coping mechanism of the volunteers and how these affect their performance.

The data to be gathered from this questionnaire will be helpful to assess the impact/effect of the program to the lives of volunteer teachers also known as the "Gurong Pahinungod".

I would be very grateful if you could devote some of your time answering this questionnaire.

Thank you very much and God bless.

Profile of Respondents

Name: _____
                   (Optional)

Sex: [ ]   Male   [ ]   Female

Civil Status: [ ]   Single   [ ]   Married   [ ]   Widow   [ ]   Separated

Project Site: _____

GP Batch: _____

Present Occupation: _____

INSTRUCTIONS

Please answer all the items as frankly and openly as possible on the blanks provided below. All of the information given by the respondents will be treated as highly confidential. For item no. 15, encircle only one number to indicate your answer for each question.

EXAMPLE:

My ability in dealing with other people (Family, friends, co-workers).	Very High	High	Average	Low	Very Low
Before the program	(5)	(4)	(3)	(2)	((1))
After the program	(5)	((4))	(3)	(2)	(1)

1. How did you know about Gurong Pahinungod Program?

   _____
   _____

2. Why did you decide to volunteer in GPP?

   _____
   _____

3. What are the knowledge, attitude and skills needed by the GP?

   _____
   _____
   _____

4. How were you prepared for volunteerism work?

   _____
   _____
   _____

5. Was the preparation adequate? Please explain.

   _____
   _____
   _____
   _____

6. How was the deployment undertaken?

   _____
   _____
   _____

7. What needs to be strengthened in the preparation and deployment of the volunteer?

   _____
   _____

8. What were the expectations of your host organizations?

   _____
   _____

9. What were your expectations as a volunteer?

   _____
   _____

10. Were your expectations and the expectations of the host agencies met? Please explain.

   _____
   _____

11. Describe your functions as volunteer in GPP.

_____
_____
_____

12. What were the facilitating factors in the execution of your volunteer work?

_____
_____

13. What were the hindering factors?

_____

14. How were the hindering factors responded by you as a volunteer and how did it affect your performance?

_____
_____
_____

15. What were the effects of the program on you in terms of:

   a. Attitude and Behavior

My level of commitment in doing certain things.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My level of self confidence.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My sense of Responsibility.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My ability in dealing with other people (Family, friends and co-workers).	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My level of trust and respect for others.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My ability to handle conflicts.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My relationship with God.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

Attitude towards a team (teamwork).	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My sense of cultural and religious activities.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

b. Technical Skills

My ability to teach/educate.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My facilitation skills.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My communication skills.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My problem solving and decision-making skills.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

My leadership skills.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

c. Resource Management

Time Management.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

Value of things.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

Financial Management.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

d. Development Perspective – how volunteering changed my view on development.

Contribution of volunteerism in development.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

Awareness on developmental problems and issues in the community.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

Awareness on developmental community projects/programs.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

e. Career Development

Personal development/Employability.	Very High	High	Average	Low	Very Low
Before the program	5	4	3	2	1
After the program	5	4	3	2	1

16. What were the lessons you have learned from your volunteerism work?

_____
_____
_____
_____

17. What are your recommendations to further improve the GP Program in terms of the following:

a) Selection of volunteers and host organization.

_____
_____
_____

b) Preparation of volunteers and host organization.

_____
_____
_____
_____

c) Deployment

_____
_____
_____

d) Management

_____
_____
_____

e) Community Participation

_____
_____
_____

THANK YOU!!!

Appendix C

Appendix C-1

Table 9. Perceived Changes in the Respondent's ability to handle conflicts

Before the Program	Ability to handle Conflicts	No. of Respondents	Percentage
	• Very High (5)	1	4
	• High (4)	3	13
	• Average (3)	13	54
	• Low (2)	5	21
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Ability to handle Conflicts**	**No. of Respondents**	**Percentage**
	• Very High (5)	5	21
	• High (4)	15	62
	• Average (3)	3	13
	• Low (2)	1	4
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix C-2

Table 10. Perceived Changes in the Respondent's attitude towards a team

Before the Program	Teamwork	No. of Respondents	Percentage
	• Very High (5)	4	17
	• High (4)	7	29
	• Average (3)	7	29
	• Low (2)	4	17
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Teamwork**	**No. of Respondents**	**Percentage**
	• Very High (5)	12	50
	• High (4)	8	33
	• Average (3)	3	13
	• Low (2)	1	4
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix C-3

Table 11. Perceived Changes in the Respondent's ability in dealing with others

Before the Program	Dealing with Others	No. of Respondents	Percentage
	• Very High (5)	2	8
	• High (4)	7	29
	• Average (3)	11	46
	• Low (2)	4	17
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Dealing with Others**	**No. of Respondents**	**Percentage**
	• Very High (5)	11	46
	• High (4)	10	42
	• Average (3)	1	4
	• Low (2)	1	4
	• Very Low (1)	1	4
Total		**24**	**100**

Appendix C-4

Table 12. Perceived Changes in the Respondents' level of commitment

Before the Program	Level of Commitment	No. of Respondents	Percentage
	• Very High (5)	6	25
	• High (4)	4	17
	• Average (3)	11	45
	• Low (2)	3	13
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Level of Commitment**	**No. of Respondents**	**Percentage**
	• Very High (5)	11	45
	• High (4)	13	55
	• Average (3)	0	0
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix C-5

Table 13. Perceived Changes in the Respondent's level of trust and respect for others

Before the Program	Trust and Respect	No. of Respondents	Percentage
	• Very High (5)	5	21
	• High (4)	8	33
	• Average (3)	5	21
	• Low (2)	3	13
	• Very Low (1)	3	13
Total		**24**	**100**
After the Program	**Trust and Respect**	**No. of Respondents**	**Percentage**
	• Very High (5)	11	46
	• High (4)	8	33
	• Average (3)	2	8
	• Low (2)	2	8
	• Very Low (1)	1	4
Total		**24**	**100**

Appendix C-6

Table 14. Perceived Changes in the Respondent's level of awareness on cultural and religious activities

Before the Program	Cultural and Religious Activities	No. of Respondents	Percentage
	• Very High (5)	4	17
	• High (4)	7	29
	• Average (3)	10	42
	• Low (2)	3	13
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Cultural and Religious Activities**	**No. of Respondents**	**Percentage**
	• Very High (5)	10	42
	• High (4)	8	33
	• Average (3)	6	25
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix C-7

Table 15. Perceived Changes in the Respondents' sense of responsibility

Before the Program	Sense of Responsibility	No. of Respondents	Percentage
	• Very High (5)	5	21
	• High (4)	7	29
	• Average (3)	8	33
	• Low (2)	4	17
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Sense of Responsibility**	**No. of Respondents**	**Percentage**
	• Very High (5)	9	38
	• High (4)	12	50
	• Average (3)	1	4
	• Low (2)	2	8
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix C-8

Table 16. Perceived Changes in the Respondent's level of relationship with God

Before the Program	Relationship with God	No. of Respondents	Percentage
	• Very High (5)	6	25
	• High (4)	4	17
	• Average (3)	8	33
	• Low (2)	2	8
	• Very Low (1)	4	17
Total		**24**	**100**
After the Program	**Relationship with God**	**No. of Respondents**	**Percentage**
	• Very High (5)	7	29
	• High (4)	8	33
	• Average (3)	4	17
	• Low (2)	3	13
	• Very Low (1)	2	8
Total		**24**	**100**

Appendix C-9

Table 17. Perceived Changes in the Respondents' level of confidence

Before the Program	Level of Self-Confidence	No. of Respondents	Percentage
	• Very High (5)	1	4
	• High (4)	6	25
	• Average (3)	11	45
	• Low (2)	4	17
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Level of Self-Confidence**	**No. of Respondents**	**Percentage**
	• Very High (5)	10	42
	• High (4)	12	50
	• Average (3)	2	8
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix D

Appendix D-1

Table 18. Perceived Changes in the Respondent's ability to teach/educate

Before the Program	Ability to Educate	No. of Respondents	Percentage
	• Very High (5)	2	8
	• High (4)	2	8
	• Average (3)	13	55
	• Low (2)	5	21
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Ability to Educate**	**No. of Respondents**	**Percentage**
	• Very High (5)	5	21
	• High (4)	16	67
	• Average (3)	1	4
	• Low (2)	1	4
	• Very Low (1)	1	4
Total		**24**	**100**

Appendix D-2

Table 19. Perceived Changes in the Respondent's communication skills

Before the Program	Communication Skills	No. of Respondents	Percentage
	• Very High (5)	3	13
	• High (4)	5	21
	• Average (3)	11	46
	• Low (2)	4	17
	• Very Low (1)	1	4
Total		**24**	**100**
After the Program	**Communication Skills**	**No. of Respondents**	**Percentage**
	• Very High (5)	8	33
	• High (4)	15	62
	• Average (3)	1	4
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix D-3

Table 20. Perceived Changes in the Respondent's facilitation skills

Before the Program	Facilitation Skills	No. of Respondents	Percentage
	• Very High (5)	2	8
	• High (4)	5	21
	• Average (3)	10	42
	• Low (2)	6	25
	• Very Low (1)	1	4
Total		**24**	**100**
After the Program	**Facilitation Skills**	**No. of Respondents**	**Percentage**
	• Very High (5)	6	25
	• High (4)	15	62
	• Average (3)	1	4
	• Low (2)	1	4
	• Very Low (1)	1	4
Total		**24**	**100**

Appendix D-4

Table 21. Perceived Changes in the Respondent's problem solving and decision-making skills

Before the Program	Problem Solving and Decision-making Skills	No. of Respondents	Percentage
	• Very High (5)	2	8
	• High (4)	5	21
	• Average (3)	13	55
	• Low (2)	4	17
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Problem Solving and Decision-making Skills**	**No. of Respondents**	**Percentage**
	• Very High (5)	5	21
	• High (4)	16	67
	• Average (3)	3	13
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix D-5

Table 22. Perceived Changes in the Respondent's Leadership Skills

Before the Program	Leadership Skills	No. of Respondents	Percentage
	• Very High (5)	3	13
	• High (4)	5	21
	• Average (3)	10	42
	• Low (2)	4	17
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Leadership Skills**	**No. of Respondents**	**Percentage**
	• Very High (5)	7	29
	• High (4)	12	50
	• Average (3)	3	13
	• Low (2)	1	4
	• Very Low (1)	1	4
Total		**24**	**100**

Appendix E

Appendix E-1

Table 23. Perceived Changes in the Respondent's Financial Management

Before the Program	Financial Management	No. of Respondents	Percentage
	• Very High (5)	4	17
	• High (4)	6	25
	• Average (3)	9	38
	• Low (2)	2	8
	• Very Low (1)	3	13
Total		**24**	**100**
After the Program	**Financial Management**	**No. of Respondents**	**Percentage**
	• Very High (5)	12	50
	• High (4)	8	33
	• Average (3)	4	17
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix E-2

Table 24. Perceived Changes in the Respondent's Value of Things

Before the Program	Value of Things	No. of Respondents	Percentage
	• Very High (5)	3	13
	• High (4)	9	38
	• Average (3)	7	29
	• Low (2)	5	21
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Value of Things**	**No. of Respondents**	**Percentage**
	• Very High (5)	13	55
	• High (4)	9	38
	• Average (3)	1	4
	• Low (2)	1	4
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix E-3

Table 25. Perceived Changes in the Respondent's Time Management

Before the Program	Time Management	No. of Respondents	Percentage
	• Very High (5)	3	13
	• High (4)	6	25
	• Average (3)	9	38
	• Low (2)	6	25
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	Time Management	No. of Respondents	Percentage
	• Very High (5)	7	29
	• High (4)	11	46
	• Average (3)	6	26
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix F

Appendix F-1

Table 26. Perceived Changes in the Respondent's Awareness on Development Problems and Issues

Before the Program	Awareness on Development Problems and Issues	No. of Respondents	Percentage
	• Very High (5)	1	4
	• High (4)	5	21
	• Average (3)	9	38
	• Low (2)	5	21
	• Very Low (1)	4	17
Total		**24**	**100**
After the Program	Awareness on Development Problems and Issues	No. of Respondents	Percentage
	• Very High (5)	13	55
	• High (4)	7	29
	• Average (3)	4	17
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix F-2

Table 27. Perceived Changes in the Respondent's Awareness on Developmental Community Projects/Programs

Before the Program	Awareness on Developmental Community Projects/Programs	No. of Respondents	Percentage
	• Very High (5)	1	4
	• High (4)	5	21
	• Average (3)	7	29
	• Low (2)	9	38
	• Very Low (1)	2	8
Total		**24**	**100**
After the Program	**Awareness on Developmental Community Projects/Programs**	**No. of Respondents**	**Percentage**
	• Very High (5)	10	42
	• High (4)	10	42
	• Average (3)	3	13
	• Low (2)	1	4
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix F-3

Table 28. Perceived Changes in the Respondent's Awareness on Contribution of Volunteerism in Development

Before the Program	Contribution of Volunteerism in Development	No. of Respondents	Percentage
	• Very High (5)	3	13
	• High (4)	7	29
	• Average (3)	10	42
	• Low (2)	4	17
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Contribution of Volunteerism in Development**	**No. of Respondents**	**Percentage**
	• Very High (5)	8	33
	• High (4)	12	50
	• Average (3)	4	17
	• Low (2)	0	0
	• Very Low (1)	0	0
Total		**24**	**100**

Appendix G

Table 29. Perceived Changes in the Career Development / Employability

Before the Program	Employability	No. of Respondents	Percentage
	• Very High (5)	2	8
	• High (4)	5	21
	• Average (3)	12	50
	• Low (2)	5	21
	• Very Low (1)	0	0
Total		**24**	**100**
After the Program	**Employability**	**No. of Respondents**	**Percentage**
	• Very High (5)	6	25
	• High (4)	12	50
	• Average (3)	4	17
	• Low (2)	2	8
	• Very Low (1)	0	0
Total		**24**	**100**