

## Sociological Imagination and Volunteerism of Teacher Education Students at One State University in Batangas

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(Received: 12 October 2023, Revised: 09 August 2024, Accepted: 16 August 2024)

<https://doi.org/10.57260/csdj.2025.268442>

### Abstract

The study aimed to determine significant relationships between the level of sociological imagination and volunteerism. Using a descriptive-correlation research method, it involved 161 teacher education students from Batangas State University JPLPC-Malvar during the academic year 2021-2022. A researcher-made questionnaire was utilized to gather the needed data. Results revealed that respondents' sociological imagination is significantly associated with volunteerism. It suggests that as students' sociological imagination grows, so does their willingness to volunteer. Similarly, it was found that other sociological imagination factors and volunteerism have a strong association. It means that as the sociological imagination of education students grows, so does their readiness to volunteer.

**Keywords:** Sociological imagination, Volunteerism, Teacher education student, Higher Education

## Introduction

Since the Taal volcanic eruption, several organizations have risen to support Batangueños, playing significant roles in relief efforts. Volunteer groups became active, reaching out to families in need. People from various places united with a common goal, and for almost a month, evacuees relied on the efforts of these modern-day heroes. The community deeply appreciated every single effort.

However, challenges are inevitable. After thirty days of preventing people from returning home, the global pandemic emerged, locking down nearly eight billion people worldwide. Despite restrictions, volunteers were encouraged to help address this global crisis. In response, Filipinos demonstrated one of their most valued customs: bayanihan. This spirit was evident not only in assisting Taal volcano victims but also during the devastation caused by strong typhoons and the COVID-19 enhanced community quarantine (Agaton & Cueto, 2021).

Bayanihan is derived from the word bayan, signifying a sense of communal unity or collaborative effort to achieve a shared objective. While bayanihan in its original form is no longer widely practiced, various forms of communal unity continue to exist (Soriano & Lim, 2016).

The study by Mullan et al. (2021) found a decline in volunteer recruitment, particularly in high-income countries. Similarly, in Malaysia, declining student involvement in volunteer activities has become a concern, with low participation among students leading to the dominance of elderly and retirees in volunteer groups (Normah & Lukmah, 2020). These studies indicate that the shortage of volunteers is not confined to specific countries but is a global issue.

In the Philippines, as in other countries, most volunteers belong to the late adulthood bracket. Despite this, they are encouraged to participate in social and community work to enhance their coping strategies and quality of life (Palmes et al., 2021). However, Kinyua (2023) revealed that volunteering Filipino college students no longer see a beneficial relationship between prior volunteer experience and future aspirations to engage in community service.

There is limited involvement among Filipino college students in volunteer work, but those in higher education institutions tend to be more involved than their peers who are not enrolled (Garcia, 2022). Higher-year Filipino college students are more motivated to engage in social services due to 'personal growth,' which refers to the subjective experience of changes in behavior, thoughts, and feelings (Llenares & Deocariz, 2015).

Sociological imagination, a key concept in understanding broader social contexts, faces challenges in the current era of digital and transactional social data. Some people tend to be ahistorical, focusing solely on "now casting" (Uprichard, 2012). This restricts the development of a serious sociological imagination, which requires consideration of time, temporality, and their impact on shaping sociological perspectives.

Volunteerism is vital for fostering communal support, especially during challenging times. Researchers are interested in understanding how this activity benefits society and broadens individuals' perspectives. In an age where individualism is on the rise, integrating sociological imagination into education may encourage greater student involvement in volunteer work. The challenge lies in guiding students on which volunteer groups to join and helping them view global problems from a broader sociological perspective.

## Theoretical Framework

The researchers reviewed different concepts of sociological imagination and volunteerism. These concepts are as follows:

Mills (2000) believed that an individual could understand the sizeable historical scene in terms of its meaning for the inner life and the external career of various individuals by sociological imagination. He felt that society requires change and that change would come through those who knew and could apply it correctly. He felt that critical thinking was the mean of obtaining this crucial knowledge, and utilizing this thinking would lead to what he called the sociological imagination. This describes the type of insight offered by the discipline of sociology.

Meanwhile, Wilson (2012) defines volunteerism as any activity in which time is given freely to benefit another person, group, or cause. It is the act or practice of volunteering in community service. It is part of a cluster of helping behaviors, entailing more commitment than spontaneous assistance but narrower in scope than the care provided to family and friends. Volunteerism is voluntary and means it is deliberate service to others over time and without compensation. Also, a volunteer is a person who freely chooses to help and has no expectation of pay or other compensation. The volunteer behavior must include service work. Volunteer service is only service if it benefits others who want help.

According to the Gwanshak & Gwanshak (2023), there are six types or categories of volunteerism which are mainly: formal volunteering, non-formal volunteering, volunteering in governance, social action volunteering, project-based volunteering, and gap year volunteering.

In this research, the concept of sociological imagination were synthesized with the various forms of volunteerism to create a theoretical framework. This framework explored how critical thinking and the ability to understand societal changes influence individuals' engagement in volunteer activities. By applying this theoretical framework, the study understood the respondents' volunteerism and how these activities reflect broader social dynamics.

## Objectives

This study determined the relationship of sociological imagination to volunteerism involvement of teacher education students at Batangas State University JPLPC-Malvar.

Specifically, it sought to answer the following questions:

1. How do the following sociological imagination factors be described in terms of:
  - 1.1 Historical;
  - 1.2 Cultural;
  - 1.3 Structural; and
  - 1.4 Critical?
2. How may the respondents' volunteerism be described in terms of:
  - 2.1 Formal volunteering;
  - 2.2 Non-formal volunteering;
  - 2.3 Volunteering in governance;
  - 2.4 Social action volunteering;
  - 2.5 Project-based volunteering; and
  - 2.6 Gap year volunteering?
3. Is there a significant relationship between the teacher education students' level of sociological imagination and volunteerism?

## Methodology

### Research Design

To determine respondents' sociological imagination and volunteerism, as well as the link between the two, the researchers employed the descriptive-correlational method. The descriptive method was used since it focuses on the subject's facts and conditions. Because it examines connecting factors and variables, it is the most suited research method for this topic. It also gives a true picture of a subject during the study.

### Respondents

The study respondents were the third- and fourth-year teacher education students at Batangas State University JPLPC-Malvar during the academic year 2021-2022. The mentioned respondents were chosen for their active involvement in different sociological environments inside and outside of the said college. There is a total of 275 students in the department. The researchers used the G\*Power formula to get the sample size which is 161.

### Data Gathering Tool

Researcher-made questionnaires are divided into two parts, which are the respondents' sociological imagination, and volunteerism. These were used to generate data on the relationship of sociological imagination and volunteerism of the respondents. Meanwhile, volunteerism pertains to the involvement of the teacher education students in types of volunteerism that includes: formal, non-formal, social action, project-based, gap-year volunteering, and volunteering in governance.

The researchers submitted the questionnaire to the thesis adviser and other panel members for additional refining and finalization to confirm its accuracy. The researchers also requested content validation done by the Head of Research and Development at Batangas State University JPLPC-Malvar.

Then, it was given to 35 students who do not belong to the selected respondents as a pilot test to ensure the study instrument's dependability. If the computed Cronbach Alpha is greater than 0.70, it would affirm that the questionnaire is sufficiently reliable. In respondents by groups in their respective field of specialization. Finally, the instrument was approved for administration to the respondents by the Dean of Graduate Studies and Applied Research at Laguna State Polytechnic University-San Pablo City Campus.

### Data Collection Procedure and Treatment

A consent form was prepared to request permission from the teacher education students to participate in the study. They were informed about the study's requirements and assured of the confidentiality of the information collected from them as participants.

A communication letter was also drafted to seek approval from higher authorities to distribute the research instrument. After receiving approval, the researchers consulted the Dean and respondents to schedule the administration of the questionnaire. Additionally, the researchers personally distributed and collected the questionnaires.

The gathered data underwent a thorough process of checking, tallying, scoring, and analysis using mean, frequency count and percentage, standard deviation and Pearson Product Moment Correlation. By thoroughly analyzing the data, it empowered the researchers to inspire students pursuing teacher education to actively explore avenues for engagement in diverse volunteer initiatives. These projects facilitated the development of their sociological imagination, encompassing activities like rallying support for regions affected by typhoons, participating as volunteer online instructors, and disseminating social media content to motivate additional volunteers.

## Results

The collected data were utilized to construct and present the following tables. These are designed to illustrate and clarify the outcomes in accordance with the objectives of this study. They provide a structured and easily understandable depiction of the findings.

### I. Respondents' Sociological Imagination

**Table 1** Respondents' Perception on Historical Sociological Imagination

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Relate present news events to what I have learned in history	3.61	Very High
2.	See relationship with political, social, economic, scientific and cultural aspects of human society	3.56	Very High
3.	Observe how people and societies behave through books and other sources	3.53	Very High
4.	Analyze contemporary problems while recalling the issues of the past generations	3.53	Very High
5.	Able to study about the formation of countries, families, and organizations, as well as how they progressed and changed over time	3.53	Very High
6.	Think that we are molded as a civilization by either writing or passing along an oral tradition	3.48	High
7.	Perceive our local history through architectures and buildings	3.45	High
8.	Believe in the role of education in preserving our local customs and traditions	3.66	Very High
9.	Relate what happened in the previous decades on the policies we obey now	3.55	Very High
10.	Look on the effects of the recent news and its effect to our decision-making	3.59	Very High
<b>Over-all</b>		<b>3.55</b>	<b>Very High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Table 1 describes the respondents' historical sociological imagination. The statement which describes that the respondents believe in the role of education in preserving our local customs and traditions garnered the highest mean of 3.66. Meanwhile, perceiving our local history through architectures and buildings obtained the lowest mean of 3.45. This indicates that our education system has maintained its responsibilities to remind us about the past events and how people lived in old civilizations.

Ancient civilizations reveal why and how history has developed and evolved into what it is now. Account gives a sense of self-identity and serves as role model for good and responsible behavior, as well as teaching people how to learn from others' mistakes, according to Loewen (2018). It teaches how societies change and develop.

Preserving a community's past through its notable historic resources gives it its distinct personality. Historic preservation links the community's and people's roots (Tyler et al., 2018). It improves the quality of life in a town, making it more habitable. Additionally, it represents ideals, cultural identity, and historical continuity, which is why these should be preserved.

Thus, protecting patrimony might contribute to uniting the country by reminding individuals of their historical roots and identity.

**Table 2** Respondents' Perception on Cultural Sociological Imagination

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Participate in art and cultural activities at school to improve my learning and valuable skills	3.25	High
2.	Visit museums, cultural heritage and landscapes to understand more about our customs and traditions	3.21	High
3.	Join in events such as festivals, fairs, and workshops that build social inclusion, community empowerment and social solidarity	3.33	High
4.	Listen to stories of my grandparents to learn more about our community	3.59	Very High
5.	Study our local language which are part of our traditional culture with the help of people in the community	3.52	Very High
6.	See the connectedness between our festivities and the way we live our daily lives	3.51	Very High
7.	Feel my responses to social issues like gender discrimination and racism are based on the values established by our society	3.47	High
8.	Acknowledge the significance of our cultural heritage to our beliefs toward our society	3.64	Very High
9.	Prefer songs and dances which pay tribute to my community's values and traditions	3.30	High
10.	Believe in the influence of our way of living to our country's identity	3.56	Very High
<b>Over-all</b>		<b>3.44</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Table 2 is the respondents' sociological imagination in terms of Cultural. The respondents highly acknowledge the significance of our cultural heritage to our beliefs toward our society with the highest mean of 3.64. Visit museums, cultural heritage and landscapes to understand more about our customs and traditions, on the other hand, got the lowest mean of 3.21. This suggests that the respondents place a high significance on maintaining the Filipino people's integrity and ensuring that their social legacy is preserved.

Sharing our cultural legacy, whatever it may be, is the most significant way to maintain it, and interns are integrating this into their daily lessons. Since teacher education students facilitate events about preserving cultural heritage and our past, they also create criteria to assess if it follows our established standards. A nation's cultural legacy and natural history are precious and distinctive. It's a persona that may be shared with the rest of the world.

In the study of Nocca (2017), the role of cultural heritage in sustainable development produces multidimensional benefits. Culture improves the quality of life and raises general well-being for both individuals and communities through improving learning and health, increasing tolerance, and providing opportunities to connect with others. It offers significant social and economic advantages.

**Table 3** Respondents' Perception on Structural Sociological Imagination

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Aim for maintaining control and order of human societies by respecting our government	3.52	Very High
2.	Take part to the transmission of culture through formal and informal education	3.50	Very High
3.	Go to church to socialize with the people who have the same spiritual belief as mine	3.35	High
4.	Share post online of news articles to inform my social community with current events	3.38	High
5.	Encourage the people I know to choose working in our country to boost our local economy	3.35	High
6.	Acknowledge the laws which guide us in being a good citizen	3.59	Very High
7.	Listen to financial talks and lectures by a company or its representative	3.44	High
8.	Involve myself in school tasks and activities to maintain relationship with my friends	3.60	Very High
9.	Suggest plans and interventions to our youth council for its improvement	3.32	High
10.	React on different social media posts about political issues and even for the upcoming elections	3.39	High
<b>Over-all</b>		<b>3.44</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

The respondents' structural sociological imagination is presented in Table 3. With the highest mean of 3.60, the respondents highly involve themselves in school tasks and activities to maintain relationship with friends. However, suggesting plans and interventions to our youth council for its improvement attained the lowest mean of 3.32. This indicates that the respondents are able to see things from a social perspective, including how people interact and influence one another.

In the department, students learn through participating in the acquisition of knowledge by receiving and processing information, solving problems, and communicating what they have learned. Students are engaged in many interactive activities even on their latter year levels. Every activity allows students to improve their understanding by applying ideas and expressing new information, and many of these exercises also give feedback to the instructor on the students' progress.

Examples of the activities which are given to the third-year and fourth-year teacher education students are: connecting skills and knowledge from multiple sources and experiences; understanding issues, and utilizing diverse and even opposing perspectives in the course Integrative Methods in Teaching Social Science Discipline in Basic Education; and describing the locations and patterns of human activity, exploring process an, patterns with a historical lens, and understanding the relationship of the natural environment to the other aspects of human behavior in Places and Landscape in a Changing World, some of their subjects.

**Table 4** Respondents' Perception on Critical Sociological Imagination

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Ask why are things as they are upon seeing another perspective of the event	3.46	High
2.	Evaluate who will be the beneficiaries of the status quo	3.40	High
3.	Appreciate the sociological insights as it helps me understand war and peace experienced by states	3.52	Very High
4.	Explain to my friends the current events in politics using different aspects of human societies	3.39	High
5.	Expose fact-checked news and articles to help my countrymen access the truth	3.50	Very High
6.	Question the reasons behind the action of a political leader towards the drug war	3.48	High
7.	Analyze possibilities before making a decision which I think may affect our community	3.64	Very High
8.	Evaluate our current laws and duties and think of alternatives to improve them	3.43	High
9.	Read social theories or concepts and apply them on our present beliefs or philosophies	3.42	High
10.	Think critically about our common behaviors and find that it affects social values	3.62	Very High
<b>Over-all</b>		<b>3.49</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

In table 4, respondents' perception on critical sociological imagination is illustrated. As shown in the table, obtaining the highest mean of 3.64, respondents analyze possibilities before making a decision which I think may affect our community. However, with the lowest mean of 3.39, they explain to my friends the current events in politics using different aspects of human societies. This means that the respondents are aware of the consequences of their action toward the society.

In the field study and internship, students are in their local community. They were taught in general and professional education subjects that do ourselves and others, everything we think, say, and do has implications. Because everything is interrelated, our activities ripple out like ripples on a pond, affecting others. Furthermore, we must remember that our acts are final and have undergone through reasoning.

**Table 5** Summary of Respondents' Perception on Sociological Imagination

Sociological Imagination Factors	Mean	Verbal Interpretation
Historical	3.55	Very High
Cultural	3.44	High
Structural	3.44	High
Critical	3.49	High
<b>Over-all</b>	<b>3.48</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Presented in Table 5 is the summary of Sociological Imagination Factors. As can be seen, Historical got the highest mean of 3.55 while both cultural and structural got the lowest mean of 3.44. This result reveals the consideration of the students in studying and understanding our shared past and common identity in how they perceive current events.

Knowledge and comprehension of historical events and patterns, particularly during the last century, allow us to appreciate present events greatly. We may better grasp the world we live in by studying history (Nisbet, 2017). It's critical to evaluate issues from many viewpoints to see the whole picture (Alhojailan, 2015), which will help us locate the source of the problem and devise a solution that considers the interests and sentiments of all parties involved.

## II. Respondents' Volunteerism

**Table 6** Respondents' Volunteerism in terms of Formal Volunteering

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Plan to be a hospital volunteer	2.94	High
2.	Fundraise for charities that help typhoon victims	3.34	High
3.	Give directions to our beneficiaries to claim donations	3.30	High
4.	Involve myself in emergency services offered by government	3.12	High
5.	Belong to a group that conducts activities and outing support in aged care facility	3.06	High
6.	Perform my tasks voluntarily given by my organization whether inside or outside the campus	3.42	High
7.	Posts updates about the events and development made by our volunteer group	3.23	High
8.	Join in establishing booths to help funding our volunteer works	3.22	High
9.	Follow our organization's policies and procedures to meet our goal	3.42	High
10.	Relay message in our group chat for smooth communication	3.47	High
<b>Over-all</b>		<b>3.25</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Respondents' volunteerism in terms of Formal Volunteering is shown in Table 6. As depicted in the table, relaying message in group chat for smooth communication attained the highest mean of 3.47. On the other hand, planning to be a hospital volunteer obtained the lowest mean of 2.94. This finding strengthens the importance of effective group communication in to maintain cohesiveness in an organization.

Since the start of the COVID-19 pandemic, most students have relied on group chats and other social media platforms to communicate. This has also been the platform for them to set plans and perform their organizational duties.

**Table 7** Respondents' Volunteerism in terms of Non-Formal Volunteering

As individual, I...	Statements	Mean Score	Verbal Interpretation
1.	Clean-up the streets when I have free time	3.20	High
2.	Teach kids arts and crafts during my summer break	3.24	High
3.	Walk with a group around the neighborhood to keep it safe	3.27	High
4.	Donate my personal allowance to the victims of typhoon	3.12	High
5.	Coordinate the sale of merchandise for a self-help group	3.06	High
6.	Volunteer to talk to my schoolmates who are experiencing stress or anxiety	3.52	Very High
7.	Let myself contribute to the improvement of my department despite of not being a member of an organization	3.45	High
8.	Do the household chores to help my family	3.85	Very High
9.	Go to my classmates' home and share my knowledge	3.45	High
10.	Help preparing my teachers' materials to make him/her feel comfortable	3.47	High
<b>Over-all</b>		3.36	High

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Table 7 describes the respondents' volunteerism in terms of non-formal volunteering. The statement which describes that doing household chores to help family got the highest mean of 3.85. On the other hand, coordinating the sale of merchandise for a self-help group garnered the lowest mean of 3.06. This outcome implies that the respondents perform their duties and tasks within their families as an expression of love and respect.

Students practice relational skills such as communicating properly, negotiating, cooperating, and working as a team by participating in chores (Tavakoly et al., 2018). Contributing to family life gives young people a sense of competence and responsibility. Even if they don't love the activity, if they persevere, they will experience the feeling of accomplishment that comes with completing a task. Sharing housework may also make it easier for families to work together and minimize stress. Chores are completed faster when children assist, and parents have less to do. This allows the family to spend more time together doing things they enjoy.

**Table 8** Respondents' Volunteerism in terms of Volunteering in Governance

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Am elected for a specific position in a school or community organization	2.93	High
2.	Attend regular meetings of our volunteer group	3.06	High
3.	Take minutes of the meeting during the planning of voluntary activities	3.04	High
4.	Compute the budget of our non-profit organization	2.76	High
5.	Lead the activities during our volunteer works	2.94	High
6.	Implement rules in our youth council	2.84	High
7.	Record meetings and relay its important points to my co-members	2.99	High
8.	Help in brainstorming to improve our youth organization	3.27	High
9.	Look at other rules and regulation which may be utilized in our group's advocacies	3.20	High
10.	Relate our goals in forming our organization's rules and regulations	3.24	High
<b>Over-all</b>		<b>3.03</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Presented in Table 8 is the respondents' volunteerism in terms of volunteering in governance. Attaining the highest mean of 3.27, the respondents help in brainstorming to improve youth organization. Meanwhile, with the lowest mean of 2.76, they also compute the budget of non-profit organization. This result signifies that the respondents value the inputs which contribute to the development of their group or movement.

Youth volunteer groups provide leadership possibilities beyond their experiences inside the school (Smith & Sobel, 2014). Ideas are being considered in participating in these groups through forums, meetings, and discussions. Through these, they try to solve a problem or devise new plans to achieve their short and long-term goals.

**Table 9** Respondents' Volunteerism in terms of Social Action Volunteering

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	campaign for environmentalism.	3.30	High
2.	advocate for research/studies on a certain illness or disease.	3.18	High
3.	attend rallies or protest to express my sentiments.	2.56	High
4.	talk to people about social issues.	3.43	High
5.	gather signatures to address the problem and implement the solutions in social concerns.	2.85	High
6.	promote collaboration in other volunteer groups with same social advocacies.	3.14	High
7.	attend inside the school meetings to be involved more in the steps to be made by our organization.	3.23	High
8.	encourage my classmates to join our movement for social equality.	3.09	High
9.	let my friends talk to express their ideas about our social movement.	3.52	Very High
10.	integrate our organization's social agenda with some of my school activities.	3.22	High
<b>Over-all</b>		<b>3.15</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Shown in Table 9 is the respondents' volunteerism in terms of social action volunteering. The statement, let my friends talk to express their ideas about our social movement got the highest mean of 3.52. However, attending rallies or protest to express sentiments garnered the lowest mean of 2.56. Thus, this means that the respondents spend their time in listening to their friends about their thoughts on the movement and activities of their organized group with sustained campaign in support of a social goal.

Aside from organizations inside the campus, teacher education students are also involved in various groups, especially those who aim for social change. Being involved is especially essential for college students because it teaches them how to participate in the community. Learned abilities make it simpler for them to interact with others and boost production and efficiency.

**Table 10** Respondents' Volunteerism in terms of Project-based Volunteering

As individual, I....	Statements	Mean Score	Verbal Interpretation
1.	Assist events to feed malnourished children or homeless people	3.20	High
2.	Redesign the website for a non-profit organization	2.80	High
3.	Write a marketing plan for a community group	2.76	High
4.	Draft a communications plan for smooth flow of relaying messages in a volunteer group	2.91	High
5.	Solicit advertisers for charitable activities in community	2.85	High
6.	Prefer volunteer works which has clear time-frame	3.19	High
7.	Enjoy student organization's projects that involve me for few months	3.24	High
8.	Regularly volunteer for the annual events of my campus organization	2.99	High
9.	Render my summer vacation in helping people in our community	3.01	High
10.	Follow my schedule contribute in the improvement of our department	3.22	High
<b>Over-all</b>		<b>3.02</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

This table describes the respondents' volunteerism in terms of project-based volunteering. This table shows that the respondents prefer social works that follow clearly defined objectives to be delivered at specific time frames. With the highest mean of 3.24, respondents enjoy student organizations' projects that involve them for a few months. Meanwhile, Obtaining the lowest mean of 2.76, they also decided to write a marketing plan for a community group.

In these recently held elections, it was evident that the students exerted their utmost support to the political candidate and groups which they found the same goals. These groups existed and started a few months before the election. Many of them remained active after people cast their votes. Some of them took a rest and maybe resumed soon, with the involvement of some teacher education students who are available to volunteer for several months. Aside from political groups, many students joined Rotary Clubs of respective municipalities and cities. These provide humanitarian service, encourage high ethical standards in all vocations and help goodwill and peace.

**Table 11** Respondents' Volunteerism in terms of Gap Year Volunteering

As individual, I...	Statements	Mean Score	Verbal Interpretation
1.	Make new friends and meet new people during my non-profit activities outside my hometown	3.34	High
2.	Have cultural exposure and get out of my comfort zone through volunteering	3.31	High
3.	Improve my socialization skills by exposing myself to different cultures	3.40	High
4.	Immerse myself into the international culture and develop strong relationships with the community	3.27	High
5.	Learn about environment, community, adventure by volunteer works	3.35	High
6.	Find going to other places as part of volunteer works enjoying	3.22	High
7.	Go too far rural areas to extend our organization's help	3.09	High
8.	Involve myself in outreach programs in other places where there we meet new customs and traditions	3.27	High
9.	Help organizing our itineraries before doing our volunteer events	3.17	High
10.	See classmates interested in joining our volunteer organization which go to different barangays to help people	3.27	High
<b>Over-all</b>		<b>3.27</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Respondents' volunteerism in terms of gap year volunteering is presented in Table 11. As shown in the table, learning about environment, community, adventure by volunteer works attained the highest mean of 3.35. On the other hand, going to rural areas to extend organization's help obtained the lowest mean of 3.09. The result reveals that students value the information and relationship about their people and place to easily perform their role in the organization.

**Table 12** Summary of Respondents' Volunteerism

Volunteerism	Mean	Standard Deviation	Verbal Interpretation
Formal Volunteering	3.25	0.73	High
Non-Formal Volunteering	3.36	0.69	High
Volunteering in Governance	3.03	0.88	High
Social Action Volunteering	3.15	0.82	High
Project-based Volunteering	3.02	0.84	High
Gap Year Volunteering	3.27	0.75	High
<b>Over-all</b>	<b>3.18</b>	<b>0.47</b>	<b>High</b>

**Legend:** 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); 3.50-4.00 (Very High)

Table 12 presents the summary of the respondents' volunteerism. As can be seen, non-formal volunteering got the highest mean of 3.36. On the other hand, project-based volunteering garnered the lowest mean of 3.02. The findings affirm that the students usually do volunteer works through unfunded and unstructured settings in our society.

### III. Correlation between Other Sociological Imagination Factors and Volunteerism of Third- and Fourth- Year Students

**Table 13** Relationship between Other Sociological Imagination Factors and Volunteerism of Third- and Fourth- Year Students

Other Sociological Imagination Factors	Volunteerism Involvement					
	Formal	Non-formal	Governance	Social Action	Project-based	Gap Year
<b>3<sup>rd</sup> Year</b>						
Historical	.610**	.551**	.434**	.569**	.403**	.495**
Cultural	.736**	.720**	.631**	.637**	.526**	.597**
Structural	.651**	.706**	.633**	.688**	.609**	.628**
Critical	.529**	.549**	.420**	.605**	.427**	.539**
<b>4<sup>th</sup> Year</b>						
Historical	.610**	.551**	.434**	.569**	.403**	.495**
Cultural	.736**	.720**	.631**	.637**	.526**	.597**
Structural	.651**	.706**	.633**	.688**	.609**	.628**
Critical	.529**	.549**	.420**	.605**	.427**	.539**

\*\*Correlation is significant at the 0.01 level (2-tailed).

The association between the students' other sociological imagination factors and volunteerism as to their year level is seen in Table 13. The acquired r-values for the third- and fourth-year students' other sociological imagination factors and volunteerism are shown in the table. Moreover, the analysis which generated the critical r-value for both third year and fourth year are all less than the level of significance equal to 0.01. In both cases, the decisions are the same, and it is not to accept the null hypothesis. Thus, it can be concluded that there a significant relationship between the two variables. This means that as the third- and fourth-year students' sociological imagination increases, so does their willingness to volunteer.

### IV. Summary of the relationship between Sociological Imagination and Volunteerism

**Table 14.** Relationship between Sociological Imagination and Volunteerism

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Standard Error	Beta		
Sociological Imagination Factors	.360	.116	.259	3.096	.002

Dependent Variable: Volunteerism

## Discussions

This study examined various aspects of sociological imagination and volunteerism to explore the relationship between these variables and their potential implications. The findings reveal that respondents' perceptions of sociological imagination are influenced by historical factors. The concept of sociological imagination, as discussed by Fazio et al. (2021), emphasizes the connection between individual experiences and broader structural and historical forces. This perspective allows individuals to understand how societal and cultural factors shape historical events and their own lives.

Historical perspectives are crucial for reconstructing the sociological imagination, as classical sociologists have done (Serpa & Ferreira, 2020). By examining the transformation of social thought within its historical context, we gain a deeper understanding of society's complexities. This aligns with the views of Habermas (1987) on the importance of historical reasoning in critical theory, where understanding the past is essential for social critique and transformation. Thus, historical factors significantly shape individuals' perception and understanding of sociological imagination.

On the other hand, non-formal volunteering had the highest mean score within the volunteerism domain, underscoring the students' strong inclination to assist others, regardless of personal relationships. This aligns with the social exchange theory proposed by Blau (1964), which suggests that social interactions, including volunteerism, are motivated by the expectation of mutual benefit, even if those benefits are intangible. The positive axiological perception of volunteering is influenced by social, personal, and professional motivations, as noted by Cívico-Ariza et al. (2020). This finding is further supported by the self-determination theory of Deci and Ryan & D Smith (2000), which highlights how intrinsic motivation, such as a sense of altruism or personal satisfaction, drives volunteer behavior.

Non-profit organizations play a crucial role in environmental education through non-formal education practices, which aim to increase awareness, knowledge, skills, and actions related to environmental sustainability (Haigh, 2013). This is consistent with Bandura & Walters' (1977) social learning theory, which emphasizes that people learn behaviors, including pro-environmental actions, by observing and modeling others, particularly within community-based and non-formal educational settings. The involvement of volunteers from diverse educational backgrounds requires specific management strategies, as indicated by theories of organizational behavior and human resource management (Meyer & Allen, 2001).

Moreover, statistical analysis revealed a significant positive relationship between sociological imagination and volunteerism among teacher education students. This suggests that as students' sociological imagination grows, their willingness to volunteer also increases. This finding is consistent with Mezirow's (2018) transformative learning theory, which posits that critical reflection on experiences can lead to a profound shift in worldview and behavior, including increased social responsibility and volunteerism.

Additionally, students who are willing to volunteer exhibit higher levels of empathy and altruism, indicating a connection between these psychological characteristics and the willingness to engage in volunteer activities (Rosenthal, 1965). Furthermore, student volunteering is seen as a means of increasing competitiveness and employment prospects in the labor market, providing valuable work experience and enhancing students' integration into the workforce (Helyer & Lee, 2014).

Therefore, the development of sociological imagination and the willingness to volunteer are interconnected, with sociological education and experiences playing a significant role in fostering students' engagement in volunteer activities. This interconnection is supported

by theories of civic engagement and social capital, which suggest that educational practices that promote critical thinking and community involvement can strengthen social networks and collective efficacy (Putnam, 1994).

In summary, this study highlights the importance of sociological imagination in shaping students' attitudes toward volunteerism, with significant implications for educational practices and community engagement. The findings emphasize the need to provide students with meaningful experiences and opportunities for personal and professional development through volunteerism. By integrating diverse theoretical perspectives, this research underscores the complex interplay between historical, social, and psychological factors in influencing volunteer behavior.

### **Conclusion and suggestions**

In conclusion, there is a significant relationship between the teacher education students' sociological imagination factors and volunteerism. This result reveals the consideration of the students in studying and understanding our shared past and common identity in how they perceive current events.

Based on the findings of the study and the conclusions drawn, the following recommendations are hereby offered:

The College of Teacher Education may provide opportunities among students to strengthen their sociological awareness and participation in volunteer work and valuable community services by integrating them into student outcomes and institutional graduate outcomes. Moreover, teachers are encouraged to inculcate the significance of volunteering in their students through learning activities in face-to-face or online media platforms that showcase our cultural heritage.

Students are encouraged to form organizations that encourage positive relationships and volunteerism by enabling them to do extension services like tutorials or social support to the people of local communities. Also, teacher education students may also provide opportunities for themselves to be involved in different volunteering projects that enhance their sociological imagination by calling for donations for typhoon-hit provinces, teaching as volunteer online tutor and sharing social media posts to encourage more volunteers. Lastly, future researchers may utilize this research work as basis in conducting similar studies.

### **New knowledge and the effects on society and communities**

The findings of this study provided valuable insights into the complex relationship between social consciousness and volunteering among teacher education students. Notably, the findings show a significant and positive relationship between the level of sociological imagination and students' volunteerism. This study builds on the idea that as students enhance their sociological imagination, they become more willing to participate in volunteering. This new knowledge has wider implications for educational institutions and community organizations alike, as it suggests that efforts to cultivate sociological imagination among students can have a direct and positive impact on willingness to contribute to community and society positively.

Drawing upon the study's conclusions, several recommendations emerge. Firstly, the College of Teacher Education is encouraged to create opportunities for students to enhance their sociological awareness and involvement in volunteer work, aligning these initiatives with institutional graduate outcomes. Additionally, educators are encouraged to impart the value of

volunteering to their students through interactive learning activities, whether in traditional face-to-face settings or through online platforms that celebrate our cultural heritage.

Moreover, students themselves are encouraged to establish organizations promoting positive relationships and volunteerism, fostering opportunities for community outreach through services such as tutorials and social support for local residents. This proactive role in addressing the needs of local communities not only benefits society but also enriches the sociological imagination of the students. Furthermore, teacher education students should continue to explore diverse volunteer projects, including fundraising for disaster-stricken regions, volunteering as online tutors, and leveraging social media to inspire more individuals to join the volunteer cause. Lastly, this research serves as a valuable foundation for future studies exploring similar themes and providing insights to advance our understanding of the dynamic relationship between sociological imagination and volunteerism in education and society.

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