

Self-Efficacy and Perception of Volunteering among BEED Students

Charmaine V. Bañes, Aldeah Jane N. Arcenas, Zeyn Claire A. Bayaton, Junaisa L. Ismael

University of Mindanao, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0389>

Received: 04 July 2025; Accepted: 12 July 2025; Published: 11 August 2025

ABSTRACT

This study explores the relationship between self-efficacy and perceptions of volunteering among Bachelor of Elementary Education (BEED) students, addressing a crucial gap in the literature on volunteerism in education. Amidst observed declining trends in student volunteerism and evolving perceptions of its value, this research seeks to understand how self-efficacy influences BEED students' willingness to engage in volunteer activities and their perception of its benefits. Utilizing a quantitative correlation-based design, the study involved 150 BEED students from the University of Mindanao, employing adapted questionnaires to measure both self-efficacy and perceptions toward volunteering. The findings offer insights into how self-efficacy shapes students' motivations and attitudes, potentially guiding educational institutions in fostering a culture of volunteerism. By highlighting this connection, the study contributes to the broader goal of nurturing future educators who are not only academically proficient but also actively engaged in their communities, embodying the values of global citizenship and social responsibility. The implications suggest integrating self-efficacy development initiatives within academic environments to promote a culture of volunteerism among BEED students. Educational institutions may design programs to enhance students' self-belief and confidence, fostering active community engagement and contributing to societal well-being.

Keywords: community engagement, education, Philippines, self-efficacy, social responsibility, volunteering.

INTRODUCTION

In the field of education, Bachelor of Elementary Education (BEED) students are seen as potential agents of positive change within their communities through volunteerism. Student participation in volunteer activities is declining, and there are shifting perceptions towards volunteering. As highlighted by Normah and Lukman (2020), collaboration among stakeholders is essential to remove barriers hindering students from engaging in volunteer work; these efforts can enhance BEED students' educational experiences and contributions to society, while evidence of the benefits of volunteering is limited (Hoskins et al., 2020) his findings reveal that there are indications that it offers valuable personal and professional growth experiences. Since evidence on the benefits of volunteering is limited, a comprehensive understanding of how self-efficacy influences university students' perceptions of volunteering needs to be improved. This knowledge gap hinders educators, policymakers, and institutions from effectively promoting and facilitating student engagement in volunteer activities, which, in turn, may limit the potential positive contributions students can make to their communities and personal development.

The perception of volunteering, specifically related to its benefits and reasons, represents a critical dependent variable in this study due to its far-reaching implications for educational institutions and society. Gray and Stevenson (2020) emphasize that engaging in volunteer activities instills a deep sense of accountability in students, making them more responsible for their actions and positively affecting their academic performance. Furthermore, Normah and Lukman (2020) highlight the need for educational institutions to incorporate volunteerism into their curricula, as it fosters essential values such as empathy and generosity in students. Non-governmental organizations (NGOs) also play a crucial role, as noted by Faiz (2020), in facilitating voluntary actions that contribute significantly to societal well-being; this underscores the importance of understanding and positively influencing students' perceptions of volunteering, as it can have a substantial impact on their contributions to society and their overall development. Moreover, Geraskin (2019) highlights how volunteering can unite individuals to work collaboratively toward common goals, fostering a sense of community and

shared purpose. This underscores the significance of investigating the relationship between self-efficacy and BEED students' perceptions, as it has the potential to shape their academic performance, character development, and engagement in volunteer activities.

The extent to which Bachelor of Elementary Education (BEED) students perceive volunteering as meaningful and their motivation to engage in volunteer activities is significantly influenced by their level of self-efficacy, a concept rooted in Bandura's Social Cognitive Theory (1977). Volunteering drives motivation and influences perceptions of benefits. Additionally, higher self-efficacy fosters a willingness to tackle challenges in volunteer work (Bandura, 1982). Vroom's Expectancy Theory (1964) complements this, showing that people act when they expect positive results. In volunteering, self-efficacious individuals anticipate meaningful impacts, and understanding self-efficacy's role in BEED students' volunteering views is essential, revealing how it shapes motivations and outcomes. Academic self-efficacy also impacts academic success and personal development (Bowles et al., 2020).

Kang and Kahar (2022) link self-efficacy with volunteering motivation, suggesting avenues to enhance it among university students for increased civic engagement. Their study revealed a significant correlation between self-efficacy and motivation to volunteer across various dimensions, including protective, values, career, social, understanding, and enhancement. The results highlight how crucial it is to increase self-efficacy to address university students' low levels of volunteerism, stressing the possible influence of self-efficacy on modifying attitudes and cultivating a climate of benevolence and social accountability.

Self-efficacy, rooted in Bandura's Social Cognitive Theory, is a pivotal independent variable in this study. It encompasses academic self-efficacy, which influences students' academic confidence and performance (Nasir & Iqbal, 2019). Learning effectiveness can be influenced by internal reach, like mindset, motivation, and aptitude, as well as external reach, such as the learning environment and peer influence (Chen et al., 2023). Help-seeking positively impacts academic success among college students, and extensive research focuses on how they seek assistance (Li et al., 2023). Feeling relatedness during learning is vital for students, requiring support from the university, dedicated educators, an efficient administrative system, and a learning community (Yusof, 2020). Strengthening these dimensions fosters personal growth, mental well-being, and a culture of volunteerism within educational institutions. These self-efficacy indicators are central to shaping students' perceptions, behaviors, and motivations.

Perception of volunteering among BEED students, including their views on the benefits and reasons for volunteering, forms the core of this research. It delves into their attitudes and reasons for engaging in volunteer activities, assesses the perceived benefits, and reveals how students recognize the positive outcomes and personal growth resulting from their community service efforts. Kang and Kahar (2022). Understanding these benefits provides insights into their motivations for volunteering. Similarly, examining the reasons for volunteering uncovers their underlying motivations, ranging from societal impact to personal growth and duty (Haski-Leventhal et al., 2020). This approach is informed by the Self-Determination Theory of Deci and Ryan (2000), which posits that fulfilling the needs for autonomy, competence, and relatedness can enhance intrinsic motivation toward activities like volunteering, shaping students' positive perceptions and commitment to community service. Essentially, perception towards volunteering and its indicators provide profound insights into the commitment of BEED students to community service, revealing their aspirations, values, and the determinants influencing their participation.

These self-efficacy indicators play a central role in shaping students' perceptions, behaviors, and motivations. This research addresses a crucial research gap, examining the link between self-efficacy and BEED students' volunteerism perceptions in education. While prior studies like Lau, Fang, Cheng, and Kwong (2019) and Fitzgerald and Fitzgerald (2019) have explored self-efficacy, limited research has delved into its role in shaping volunteerism perceptions among education students. Understanding how self-efficacy influences their engagement in volunteer activities is urgent, given their future roles as educators and community leaders. This study contributes by revealing connections between self-efficacy and volunteerism perceptions among BEED students, providing insights into their motivations and attitudes. It also underscores the potential for nurturing self-efficacy to cultivate more resilient and engaged educators, benefiting both the education sector and society.

Exploring the intricate relationship between self-efficacy and volunteering among Bachelor of Elementary Education (BEED) students carries global significance and social relevance by promoting global citizenship and social responsibility values. Direct beneficiaries of this study include educational policymakers, administrators, and educators, who can utilize its findings to implement strategies for integrating volunteerism into curricula and co-curricular activities. By emphasizing the link between volunteering and self-efficacy, this study contributes to the broader effort of addressing global challenges, aligning with the principles of Education for Sustainable Development and nurturing a generation of educators deeply committed to positively impacting the world through volunteerism and civic engagement.

The research objectives of this study are to evaluate the level of self-efficacy among BEED students in terms of Academic Self-Efficacy, External Reach, Help Seeking, and Relatedness. Furthermore, this study aims to assess the level of BEED students' perceptions of the benefits of volunteering and the reasons for volunteering. Ultimately, the study explores the relationships between self-efficacy and perspective on volunteering among BEED students. Following the null hypothesis, there is no significant relationship between self-efficacy and perception of volunteering at the 0.01 level of significance.

METHOD

Respondents

The participants of the study were Bachelor of Elementary Education (BEED) college students enrolled in the University of Mindanao College of Teachers Education, S.Y. 2023-2024, located at Matina, Davao City, Philippines. Utilizing Raosoft's sample size calculator, with a margin of error set at 5% and a confidence level of 95%, considering a population size of 244 and an assumed response distribution of 50%, the calculator finds an appropriate sample size for this study. This sample size was deemed optimal for obtaining accurate survey responses, as it increased the likelihood of obtaining correct answers.

The researchers used a random sampling approach to select research respondents, surveying 150 students out of 244 enrolled. This study's target respondents were the Elementary Education students from first to third year at the University of Mindanao, Main Campus, for the academic year 2023-2024. Other majors under the College of Teacher Education (CTE) program, fourth-year students, and those not currently enrolled in the academic year 2023-2024 were excluded. Respondents' participation in this study was entirely voluntary. Thus, any respondents who would like to choose not to answer the survey questions may do so.

As defined by Turner (2020), sampling methods involve selecting a subset of the population for research. Since studying an entire population is often impractical, smaller representative groups are used. McCombes (2023) adds that these methods aim to ensure that the chosen sample mirrors the larger group accurately, allowing valid conclusions. Two main types are probability sampling, which uses random selection for robust statistical inferences, and non-probability sampling, which relies on convenience or specific criteria for data collection. Thomas (2020) defines a "simple random sample" as a randomly chosen subset where every population member has an equal chance of selection, as explained by Turner (2020). This method is essential when generalizing findings to the entire population. However, it may not fully represent specific groups within the population. Despite this, it is considered straightforward, involving a single random selection and minimal prior population knowledge. It offers high internal and external validity and reduces biases like sampling and selection bias.

Instruments

This study used adapted questionnaires based on "Investigating Attitudes and Feelings Towards Volunteering" by Fathi and Kassem (2021) and "Exploring the Relationship between Extracurricular Activities and Student Self-efficacy within University" by Griffiths, Dickinson, and Day (2021). It employs two distinct questionnaires. The first questionnaire consists of 34 items designed to collect data on the reasons for volunteering, nine items focusing on the benefits of volunteering, and 17 items on feelings and attitudes towards volunteering. The second questionnaire, consisting of 40 items, assessed self-efficacy within the

university context, specifically addressing academic self-efficacy, external reach, help-seeking, and relatedness domains.

Respondents rated their answers on a Likert scale, with 5 meaning "strongly agree" and 1 meaning "strongly disagree". Scores are categorized as follows: 4.20 to 5.00 - indicates a very high score, meaning that the student always believed that volunteering offered an advantage and was persuasive and motivating, and always believed that he could perform the specified action effectively, indicating that the student always believed that volunteering provided an advantage and was persuasive and motivating, and always believed that he could perform the specified action effectively Bandura's recommendations for self-efficacy scales, 3.40 to 4.19 - indicates a high value, which is interpreted as meaning that the student often believed that volunteering offered an advantage and was persuasive and motivating, and often also believed that they did the specified action could be carried out effectively, 2.60 to 3.39 - indicates moderately low, meaning the student sometimes believed that volunteering provided an advantage and was persuasive and motivating and sometimes believed that they would perform the specified action effectively, 1.80 to 2.59 - indicates "low," meaning the student believed less that volunteering provided an advantage and was persuasive and motivating, and believed less that they could do the indicated could act effectively, and 1.00 to 1.79 – meaning "very low," indicating that the student did not believe that volunteering offered any benefit and was not persuasive and motivating, and did not believe that he was able to perform the specified action effectively.

Before conducting the survey, the researchers sought the expertise of two highly qualified professionals within the institution to evaluate the content validity of the questionnaire, resulting in a score of 4.57, which signified that it was very good and suitable for usage in this study. This step ensured that the questionnaire items aligned with the study's objectives and were appropriate for the respondents' circumstances. The researchers completed an initial survey of 30 respondents to assess each item's reliability. Cronbach's alpha coefficient for the Self-Efficacy of BEED Students Questionnaire was 0.929, while the Perception Towards Volunteering of BEED Students Questionnaire was 0.926. These results indicate the excellent reliability of the research instruments, affirming their suitability for data collection purposes.

Design and Procedures

This study employed a quantitative, correlation-based design to explore the relationships between self-efficacy and BEED students' perceptions of volunteering. Creswell (2013) defined quantitative research as an approach that sought to quantify, collect, and analyze numeric data, explicitly exploring the relationships among a limited set of variables across numerous cases. Bhandari (2023) stated that a correlational research design delved into connections between variables without the researcher having control over or altering any of them. In this context, correlation signifies the strength and direction of the link between two or more variables. This orientation could be either favorable or adverse. Similarly, Hassan (2023) defined correlational research as examining the statistical association between multiple variables while refraining from manipulation. It was a non-experimental research method designed to establish the extent of connection or correlation between these variables.

In this study, the researchers followed a systematic series of steps. Initially, researchers sought permission from their adviser to proceed with the study, ensuring proper authorization and guidance. Subsequently, the researchers undertook the critical tasks of questionnaire validation and distribution. To ensure the relevance of their survey instrument, they meticulously prepared a questionnaire tailored to the study's objectives. The researchers then sought approval from the university's teaching staff, requesting permission to administer the survey. Once this approval was granted, the researchers visited various classrooms to conduct the surveys. After successfully collecting the responses, the researchers proceeded to the crucial phase of retrieving and analyzing the gathered data. They thoroughly examined the questionnaires to extract valuable results that contributed to the study's objectives and research questions.

The primary statistical tools used were mean, standard deviation, and Spearman's rho. These tools were instrumental in evaluating the relationship between various facets of self-efficacy and BEED students' perceptions of volunteering. The mean and standard deviation provided insights into the central tendency and variability of the data, a methodological approach similarly adopted by Ashraf et al. (2021) in their analysis of

streamflow variations. Spearman's rho was employed to assess the strength and direction of the association between the studied variables, Shiekh and El-Hashash (2022). Descriptive statistics were computed for various variables. A total of 150 BEED students participated in the survey process, selected through random sampling, with adherence to informed consent and predefined scoring criteria. These statistical analyses illuminated the connections between self-efficacy and perceptions of volunteering, providing insights into the factors influencing student engagement in volunteer activities and their potential contributions to the community.

The study first utilized the mean to calculate and present the levels of perception concerning volunteering and self-efficacy. Standard deviation was then used to measure how far individual scores deviated from the mean, providing insights into the variability of the data. Finally, as characterized by Hauke and Kossowski (2021), Spearman's rho correlation coefficient was utilized to measure the strength and direction of the relationship, given the ordinal nature of the Likert-scale measurements. When the assumption of normal distribution could not be met for interval data, Spearman's rho, a nonparametric measure of rank correlation, assessed the strength and direction of association between two variables. Hence, Spearman's rho was the appropriate statistical tool to determine the correlation between the levels of perception regarding volunteering and self-efficacy among the selected students.

RESULTS AND DISCUSSIONS

Level of Self-efficacy

Table 1 presents the level of self-efficacy with indicators, academic self-efficacy, external reach, help-seeking, and relatedness. Based on the table, the two highest scores that indicate belief in one's ability to perform the required actions effectively are academic self-efficacy and relatedness. Relatedness has the highest mean, indicating a very high level of self-efficacy. Furthermore, academic self-efficacy has the second highest mean, indicating a high level of self-efficacy. The third highest mean is external reach, indicating a high level of self-efficacy. Lastly, help-seeking is the fourth highest mean, indicating a high self-efficacy level.

Table 1 Level of Self-efficacy

Indicators	Mean	Std. Deviation
Academic Self-Efficacy	4.04	0.40
External Reach	3.91	0.57
Help-Seeking	3.71	0.61
Relatedness	4.09	0.61
Overall	3.94	0.44

Based on the findings presented, it is evident that Relatedness emerges as the indicator with the highest mean rating among Bachelor of Elementary Education (BEED) students. This suggests that a significant number of students in this program feel a strong sense of connection and belonging within their academic environment. They likely demonstrate collaborative behaviors, establish supportive relationships with peers and instructors, and engage actively in group activities. Following closely behind is Academic Self-Efficacy, indicating that students feel confident in their academic abilities and competencies. This confidence likely translates into their approach to learning, studying, and academic performance. Additionally, the indicators of External Reach and Help-Seeking, although slightly lower in mean ratings, still reflect a positive overall perception among students, signifying their willingness to seek external resources and support when needed.

The highest mean score, as noted earlier, indicates a strong sense of relatedness among BEED students, implying that they feel a sense of connection and support within their academic environment. This is closely followed by academic self-efficacy, which reflects students' confidence in their learning capabilities and academic performance. These results emphasize the importance of belonging and self-assurance in influencing student engagement and behavior.

Level of Perception Towards Volunteering

Table 2 shows the level of perception towards volunteering of BEED students. The mean score for all perception towards volunteering across all participants is 4.05 indicating a high level of perception, with a standard deviation (SD) of 0.42. The scores imply a consistent perception towards volunteering among BEED students, suggesting that students oftentimes believe that volunteering offers an advantage and is compelling and motivating

Table 2 Level of Perception Towards Volunteering

Indicators	Mean	Std. Deviation
Benefits of Volunteering	4.27	0.52
Reasons for Volunteering	3.92	0.44
Feelings and Attitudes Towards Volunteering	3.96	0.49
Overall	4.05	0.42

Based on the findings presented, the overall score for the level of perception towards volunteering has a mean of 4.05 (SD = 0.42), indicating a high level of perception among the participants. Benefits of Volunteering received the highest mean of 4.27 (SD = 0.52), reflecting a strong belief in the advantages and rewards gained through volunteer activities. This is followed by Feelings and Attitudes Towards Volunteering, with a mean of 3.96 (SD = 0.49), suggesting a generally positive outlook toward engaging in volunteer work. Lastly, Reasons for Volunteering recorded a mean of 3.92 (SD = 0.44), highlighting the students' motivation to volunteer based on various personal and social factors.

The benefits of volunteering among BEED students are prominently highlighted through their strong belief in the intrinsic and extrinsic rewards derived from such activities. Most BEED students recognize the significant advantages of volunteering, ranging from personal development to contributing positively to society. These benefits are not just peripheral; they play a crucial role in shaping an individual's personal and professional identity, offering a deeper sense of purpose and fulfillment. The high regard for the benefits of volunteering among BEED students underscores the importance of integrating volunteer opportunities into educational programs. By doing so, educational institutions can nurture socially responsible individuals equipped with the skills, attitudes, and values necessary for leading meaningful and impactful lives.

Correlation between Self-Efficacy and Perception Towards Volunteering

Table 3 presents the correlation between self-efficacy and perception towards volunteering, with significant correlations identified at the 0.01 level (2-tailed). The data consists of correlation coefficients between various dimensions of self-efficacy (academic self-efficacy, external reach, help-seeking, and relatedness) and perception towards volunteering. The overall correlation coefficient of 0.834 signifies a strong positive relationship between self-efficacy and perception towards volunteering, external reach 0.882, help-seeking 0.818, and relatedness 0.805. These results point to a strong correlation between self-beliefs and attitudes toward community service, supporting the null hypothesis by suggesting that people with higher levels of self-efficacy also tend to view volunteering more favorably. In conclusion, this correlation raises the possibility that pro-social behaviors and self-efficacy are related because it shows that people with higher levels of self-efficacy are also more likely to volunteer favorably.

Table 3 Correlation between Self-Efficacy and Perception Towards Volunteering

	Benefits of Volunteering	Reasons for Volunteering	Feelings and Attitudes Towards Volunteering	Self-Efficacy
Academic Self-Efficacy	.673**	.469**	.475**	.729**

	.000	.000	.000	.000
External Reach	.476**	.713**	.674**	.891**
	.000	.000	.000	.000
Help-Seeking	.409**	.658**	.622**	.818**
	.000	.000	.000	.000
Relatedness	.588**	.588**	.543**	.805**
	.000	.000	.000	.000
Perception Towards Volunteering	.737**	.911**	0.882**	.834**
	.000	.000	.000	.000

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

The correlation coefficients for Academic Self-Efficacy, External Reach, Help-Seeking, and Relatedness with Perceptions of Volunteering are all positive and highly significant ($p < 0.01$). The result suggests that educational programs designed to bolster self-efficacy could significantly shape students' perceptions of volunteering. By emphasizing academic self-efficacy, external reach, help-seeking, and relatedness, institutions can nurture a culture of volunteerism among students, preparing them to be proactive, socially responsible individuals who are ready to contribute positively to their communities (Lau et al., 2019). Enhancing students' self-efficacy can lead to a higher motivation to engage in volunteer work, seeing it as a beneficial and fulfilling activity. This is supported by research indicating that a strong sense of self-efficacy contributes to higher levels of volunteerism and community engagement, offering both personal and societal benefits (Kang & Kahar, 2022).

The correlation coefficients for Reasons for Volunteering (Academic Self-Efficacy, External Reach, Help Seeking, and Relatedness) with Perception Towards Volunteering are all positive and statistically significant ($p < 0.01$). The result indicates that individuals with higher levels of reasons for volunteering across various dimensions are more likely to harbor positive perceptions of volunteering. Understanding this association underscores the significance of having strong reasons for volunteering, as it indicates a deeper commitment and motivation toward altruistic behavior. Furthermore, it emphasizes the significance of cultivating self-efficacy in advancing civic engagement, implying that people with higher levels of self-efficacy are more inclined to actively participate in volunteer work because they have greater faith in their capacity to have a positive influence, Fitzgerald (2019).

The correlation coefficients for Feelings and Attitudes Towards Volunteering (Academic Self-Efficacy, External Reach, Help-Seeking, and Relatedness) with Perception Towards Volunteering are all positive and statistically significant ($p < 0.01$). This implies that positive and significant correlation coefficients for Feelings and Attitudes Towards Volunteering with Perception Towards Volunteering suggest that students who emotionally resonate with and value volunteering are likely to perceive its benefits strongly. This reflects findings by Thompson and Biedenweg (2019), indicating that students with positive attitudes towards volunteer work are more likely to engage in such activities, recognizing the personal growth and community impact they entail. Emphasizing the affective aspect of volunteering, Gonzalez-Padron (2020) points out that when students feel positively about volunteering, their engagement becomes more meaningful and impactful. Such attitudes are essential for sustaining motivation and commitment to volunteer work, which can enrich students' educational experiences and societal contributions.

The correlation coefficients for Benefits of Volunteering (Academic Self-Efficacy, External Reach, Help Seeking, and Relatedness) with Perception Towards Volunteering are all positive and statistically significant ($p < 0.01$). This suggests that for students who experience or recognize the benefits, such as skill development and enhanced well-being, their overall perspective on volunteering becomes more favorable.

According to Kim and Morgül's (2021) research, volunteering can positively impact an individual's attitude towards volunteering, leading to a positive feedback loop of continuous involvement. These advantages, which serve as incentives and rewards, are vital in influencing students' opinions about and engagement in community service.

Overall, the data from Table 3 underscores the importance of various dimensions of Self-efficacy (Academic Self-Efficacy, External Reach, Help Seeking, and Relatedness) with Perception Towards Volunteering. A significant positive relationship exists between these variables, with a correlation coefficient of 0.834 at the 0.01 level (2-tailed), thus rejecting the null hypothesis. Students who demonstrate high levels of self-efficacy across these domains are more inclined to perceive volunteering positively. This finding has implications for incorporating strategies to enhance self-efficacy levels across various domains in educational curricula and extracurricular programs. BEED students must be equipped with skills and confidence to effectively nurture a culture of active community engagement and social responsibility.

Based on the Self-Determination Theory, proposed by Ryan and Deci (2000), suggests that individuals who feel competent (Academic Self-Efficacy), connected to others (Relatedness), and in control of their volunteering activities (External Reach) are more likely to engage in these activities because of intrinsic motivation. This intrinsic motivation, powered by self-efficacy, aligns with positive perceptions towards volunteering, as individuals who volunteer out of a sense of autonomy and personal relevance are likely to find the experience more fulfilling and impactful. Likewise, when people think they can attain desired results and that their efforts will lead to those outcomes, they are more likely to participate in activities, as per Vroom's Expectancy Theory (1964). The study's results show that there are substantial positive correlations between perceptions of volunteering (benefits, reasons, feelings, and attitude) and self-efficacy (academic self-efficacy, external reach, help-seeking, and relatedness), which support the rejection of the null hypothesis. This rejection suggests that there is indeed a relationship between self-efficacy and perceptions of volunteering among the selected students. Thus, BEED students are apt to engage in volunteering when they possess strong self-efficacy beliefs across various dimensions, including their perceptions of the benefits, reasons, feelings, and attitudes toward volunteering.

CONCLUSIONS AND RECOMMENDATIONS

This section draws conclusions based on the study's findings, offering valuable insights into self-efficacy and perceptions towards volunteerism among BEED students at the University of Mindanao. The results of this study mainly reveal that relatedness, academic self-efficacy, and external reach are the three domain-specific self-efficacy that have the highest influence on BEED students. BEED students with relatedness domain self-efficacy believe they felt a strong sense of connection and belonging within their academic environment. The academic self-efficacy domain also implies that students feel confident in their academic abilities and competencies, which translates to their approach to learning, studying, and academic performance. Lastly, students with external reach domain are comfortable interacting with professionals within and outside their academic program.

Meanwhile, it is clear from the results that all four areas related to contribution to the community; academic self-efficacy, external reach, help-seeking, and relatedness—are highly influenced by BEED students. Students strongly believe in the intrinsic and extrinsic rewards they can get from such activities, thus taking advantage of the benefits that volunteering offers. The feelings and attitudes of the students towards volunteering imply that students have favorable dispositions towards engaging in volunteer activities and expressing their variety of skills and abilities, interests, independence, satisfaction, and achievements. The student's reasons for participating in volunteer work indicate a desire for volunteering driven by various motivations and ideas, including experiences, realizations, personal growth, and the environment.

The results reveal that all three domains of self-efficacy with perceptions of volunteering rejected the null hypothesis, indicating that enhancing students' self-efficacy can lead to a higher motivation to engage in volunteer activities. The findings emphasize the importance of academic self-efficacy, external reach, help-seeking, and relatedness, which can nurture a culture of volunteerism among students. Thus, the Social Cognitive Theory, Expectancy Theory, and Self-Determination Theory are aligned with the findings.

The results emphasize the need for proactive measures to address help-seeking among Elementary Education students. Therefore, the researchers suggest that to support students who seek assistance, the school should promote and run peer support programs like peer mentoring and tutoring, which allow students to ask for help from their peers in a comfortable setting. Additionally, the school should make counseling services known to students and make sure they have access to individual, group, and workshop counseling. Finally, the school should encourage open communication because it fosters a culture where students feel comfortable talking to teachers and counselors about their problems. Moreover, the school should offer life skills workshops where students can effectively manage their stress, time, and other skills. Additionally, teachers and parents should recognize and promote the importance of help-seeking behaviors and reinforce the idea that it is okay to ask for help. Furthermore, the school should organize a campaign or event that promotes a culture of openness and support to empower students to reach out for assistance when needed. Besides the recommendations, encouraging self-reflection can further support students' help-seeking behaviors by increasing self-awareness, clarifying needs, and building resilience. By incorporating these recommendations into their educational programs, schools can ensure that all students feel supported and empowered to succeed.

Finally, it is fundamental to encourage future researchers to investigate further the complex relationship between self-efficacy and perceptions of volunteering, utilizing qualitative research methods. Future researchers should examine how students' beliefs in their abilities affect their attitudes and motivations for community engagement. Additionally, future studies could examine other factors that change students' attitudes toward volunteering, such as social support, positive attitudes, and previous volunteer experiences. Understanding these dynamics from different perspectives can help educators and policymakers develop more effective interventions to foster a culture of volunteering among their BEED students. By better understanding the interplay between perceptions of volunteering and related factors, educators and policymakers can design targeted policies that promote morale, academic excellence, and civic engagement instilled in students.

REFERENCES

1. Ashraf, M. S., Ahmad, I., Khan, N. M., Zhang, F., & Bilal, A. (2021). Streamflow variations in monthly, seasonal, annual, and extreme values using Mann-Kendall, Spearman's Rho, and innovative trend analysis. *Water Resources Management*, 35, 1373-1391.
2. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
3. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
4. Bhandari, P. (2023, June 22). *Correlational Research / When & How to use*. Scribbr. <https://www.scribbr.com/methodology/correlational-research/>
5. Chen, D. P., Chang, S. W., Burgess, A., et al. (2023). Exploration of the external and internal factors that affected learning effectiveness for the students: A questionnaire survey. *BMC Medical Education*, 23(1), 49. <https://doi.org/10.1186/s12909-023-04035-4>
6. Creswell J. W. (2013). *Research Design Qualitative, Quantitative, And Mixed Method Approaches*. SAGE Publication
7. Faiz, M. (2020). Activities of Social Studies Teachers in Non-governmental Organizations and Perception of Volunteering. *International Journal of Psychology and Educational Studies*, 7(4), 61–72. [doi:https://doi.org/10.17220/ijpes.2020.04.007](https://doi.org/10.17220/ijpes.2020.04.007)
8. Fathi, S., & Kassem, A. (2021). Investigating Attitudes and Feelings Towards Volunteering: A Comparison of Arab and Non-Arab Students. *European Journal of Educational Research*, 96(1)
9. Fitzgerald, S. L., & Fitzgerald, C. (2019). STUDENT VOLUNTEERISM AND SELF-EFFICACY. *ICERI Proceedings*. <https://doi.org/10.21125/iceri.2019.2346>
10. Geraskin, M. I. (2019). Game-theoretic model of wide social groups' behavior with stimulation of volunteering activities. *Information Technology and Nanotechnology*, 2416, 43–49. [doi:https://doi.org/10.18287/1613-0073-2019-2416-43-49](https://doi.org/10.18287/1613-0073-2019-2416-43-49)
11. Gray, D., & Stevenson, C. (2020). How can 'we' help? Exploring the role of shared social identity in the experiences and benefits of volunteering. *Journal of Community Applied Social Psychology*, 30(4), 341-353.
12. Griffiths, T., Dickinson, J., & Day, C. J. (2021d). Exploring the relationship between extracurricular activities and student self-efficacy within university. *Journal of Further and Higher Education*, 45(9),

- 1294–1309. <https://doi.org/10.1080/0309877x.2021.1951687>
13. Gonzalez-Padron, T. (2020). Volunteerism as experiential learning in nonprofit marketing courses. *Journal of Marketing Education*, 42(1), 60-71. <https://doi.org/10.1177/0273475320902279>
14. Haski-Leventhal, D., Paull, M., Young, S., MacCallum, J., Holmes, K., Omari, M., & Alony, I. (2020). The multidimensional benefits of University Student Volunteering: Psychological contract, expectations, and outcomes. *Non-profit and Voluntary Sector Quarterly*, 49(1), 113–133. [doi:https://doi.org/10.1177/0899764019863108](https://doi.org/10.1177/0899764019863108)
15. Hassan, M. (2023). Correlational Research - methods, types and examples. *Research Method*. <https://researchmethod.net/correlational-research/>
16. Hauke, J., & Kossowski, T. (2021). Comparison of values of Pearson's and Spearman's correlation coefficients on the same sets of data. *Quaestiones Geographicae*, 40(2), 87-93. <https://doi.org/10.2478/quageo-2021-0018>
17. Hoskins, B., Leonard, P., & Wilde, R. (2020). How effective is youth volunteering as an employment strategy? A mixed methods study of England. *Sociology*, 54(4), 763–781.
18. Kang, T. Z., & Kahar, R. (2022, December 20). Self-Efficacy and Motivation to Volunteer among Undergraduate Students. <https://hrmars.com/index.php/IJARBS/article/view/16003/Self-Efficacy-and-Motivation-to-Volunteer-among-Undergraduate-Students>
19. Kim, Y., & Morgül, K. (2021). Volunteerism and community involvement: Towards an understanding of the determinants of volunteerism. *American Behavioral Scientist*, 65(1), 83-100. <https://doi.org/10.1177/0002764220947790>
20. Lau, Y., Fang, L., Cheng, L. J., & Kwong, H. K. D. (2019). Volunteer motivation, social problem solving, self-efficacy, and mental health: A structural equation model approach. *Educational Psychology*, 39(1), 112–132. [doi:10.1080/01443410.2018.1514102](https://doi.org/10.1080/01443410.2018.1514102)
21. Li, R., Hassan, N. C., & Saharuddin, N. (2023). College Student's Academic Help-Seeking Behavior: A Systematic Literature Review. *Behavioral Sciences*, 13(8), 637. <https://doi.org/10.3390/bs13080637>
22. McCombes, S. (2023). Sampling Methods | Types, Techniques & Examples. Retrieved from <https://www.scribbr.com/methodology/sampling-methods/>
23. Nasir, M., & Iqbal, S. (n.d.). Academic self efficacy as a predictor of academic achievement of students in pre service teacher training programs. <https://eric.ed.gov/?id=EJ1217900>
24. Normah, A.N. & Lukman, Z.M. (2020). "Volunteerism Declined Among University Students: Why Do They Not Volunteer?" *International Journal of Research and Innovation in Social Science*, *International Journal of Research and Innovation in Social Science (IJRISS)*, vol. 4(10), pages 276-280, October.
25. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
26. Shiekh, R. H. A., & El-Hashash, E. F. (2022). A comparison of the Pearson, Spearman rank and Kendall tau correlation coefficients using quantitative variables. *Asian Journal of Agriculture and Biology*.
27. Thomas, L. (2023). Simple Random Sampling | Definition, Steps & Examples. Retrieved from <https://www.scribbr.com/methodology/simple-random-sampling/>
28. Thompson, L., & Biedenweg, K. (2019). The social and psychological benefits of volunteering in environmental stewardship programs: An evaluation of the Clallam County Beach Watchers program. *Journal of Environmental Psychology*, 65, 101342. <https://doi.org/10.1016/j.jenvp.2019.101342>
29. Turner, D. P. (2020). Sampling methods in research design. *Headache*, 60(1), 8–12. <https://doi.org/10.1111/head.13707>
30. Vroom, V. (1964) *Work and Motivation*. Wiley and Sons, New York.
31. Wright, S. L., Jenkins-Guarnieri, M. A., & Murdock, J. L. (2020). The role of academic self-efficacy and support on college students' mental health and academic performance. *Learning and Individual Differences*, 81, Article 101906. <https://doi.org/10.1016/j.lindif.2020.101906>
32. Yeager, D. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573, 364–369. <https://doi.org/10.1038/s41586-019-1466-y>
33. Yusof, N., Awang-Hashim, R., Kaur, A., Malek, M. A., Shanmugam, S. K. S., Manaf, N. a. A., Yee, A. S. V., & Zubairi, A. M. (2020). The role of relatedness in student learning experiences. *Asian Journal of University Education/Asian Journal of University Education*, 16(2), 235. <https://doi.org/10.24191/ajue.v16i2.10308>