

## Motives of dentistry students for gift-giving

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### ***Abstract***

Gift-giving is a long-standing and universal tradition that is thought to strengthen social bonds. Thus, this study aims to examine the motives of 259 Dentistry students from one higher education institution in the Philippines to volunteer in the gift-giving activities of the university from 2015-2019. More specifically, it aims to present the profile of the respondents in terms of age, sex, year level, assessment of the motives of the volunteers in the gift-giving activity to BMC in terms of protective motives, values, career, social, understanding, and enhancement motives, and the test difference of responses between the profile and motives of the Dentistry students. A descriptive survey was used in the study. The result showed that gift-giving can help students to feel less lonely, important, and connected to their community. It also helps them explore different career options and gain new perspectives. Volunteering encourages students to develop their leadership and socialization skills through community extension.

***Keywords:*** dentistry students, gift-giving, motivation, motives, personal values

## Motives of dentistry students for gift-giving

### 1. Introduction

Community extension service is an extracurricular activity that encourages students to take on the roles of responsible community members. It is one of the trifold functions of the Lyceum of the Philippines University Batangas (LPU-Batangas) and the College of Dentistry is a strong advocate of that service. According to Medina (2018), higher education facilities in the Philippines require increased community involvement through outreach initiatives. Both the professors and the students are included in this concept. In addition to this, Tijsma et al. (2020) showed that curricula in educational institutions should be customized to the requirements of the communities they serve, and schools should equip students with the skills and information they need to succeed in their communities, as well as services that benefit those communities. The importance of community extension services, which are provided by universities and other educational institutions to promote the welfare of their communities in 2020, is highlighted. This viewpoint is highly supported by Assefa et al. (2019), who feel that community participation is critical to the effectiveness of community program implementation.

In line with this, the Dentistry department celebrated Community Extension Day in the college with the main objective of bringing the community closer to the students. By doing so, the students were given exposure to community services for a day and let them plan and deliver the activities. Part of the activities is the voluntary donation of toys to indigent pediatric patients in Batangas Medical Center (BMC). In 2015, the students were asked to voluntarily give toys to be distributed to BMC. But as the years progressed, a lot of patients and hospital staff appreciated the humanitarian works of the students and their toy donations expanded to include the charity adult ward of the hospital and became hygiene kits that are badly needed by the patients. Gift-giving is an age-old and universal custom that is thought to build and strengthen social ties. Thus, the gift-giving experience of LPU Dentistry students impacted their lives because most of its alumni continue to do the service after graduation in other communities. A UK study of nearly 70,000 people found that volunteering was associated with greater life satisfaction and better overall health. The more people volunteered, the greater the benefits they experienced. Even when accounting for participants' initial levels of well-being, the study found that those who started to volunteer became happier over time (Lawton et al., 2021).

Several studies on community service found that it had a positive impact on student outcomes in areas of academic achievement, personal development, and career development. The benefits were greater for longer-term programs with opportunities for reflection (Ahern et al. 2021). These studies suggest that community extension services can provide students with a variety of opportunities to volunteer and make a difference in their communities. This can have a positive impact on their mental health and well-being in a number of ways. It can help them to build social ties, reduce stress, and improve their overall sense of well-being.

One theory that explain the positive effects of community extension service is self-actualization, which is the process of realizing one's full potential. Community extension services can help students achieve self-actualization by providing them with opportunities to help others, make a difference in the world, connect with others, and learn and grow as individuals. This can lead to improved mental health and well-being. Community extension services can help students find their purpose and meaning in life. Also, by participating in these services, students can learn to value themselves and their contributions. They can also develop a sense of confidence in their ability to make a difference in the world. This can lead to improved mental health and well-being.

This research investigated the motivations of Dentistry students who volunteered to give gifts to indigent patients at Batangas Medical Center. The study is important because it identified the different motives for student volunteerism and determine whether this contributed to the institution's program educational objectives (PEO).

### 1.1 Objectives of the research

This study aimed to assess the motives of the Dentistry Students' gift-giving activity at Batangas Medical Center (BMC) from 2015 to 2019. More specifically, it aimed to (1) present the profile of the respondents in terms of age, sex, and year level (2) assess the motives of the volunteer in the gift-giving activity to BMC in terms of protective motives, values, career, social, understanding and enhancement motives, and (3) test the significant difference of the responses on the assessment of motives of the Dentistry students when grouped according to profile. Finally, the researcher proposed an action plan based on the result of the study.

## 2. Methods

This study utilized a descriptive survey method to assess the motives of the Dentistry students in the gift-giving activity using a survey instrument. A descriptive quantitative analysis investigates variables in a single sample and tests, explains, and interprets them in a systematic manner (Bloomfield & Fisher, 2019). The respondents of the study were Dentistry students who volunteered in the gift-giving activity from 2015 – 2019. The researcher utilized 36 DDM 6 students, 41 DDM 5 students, 54 DDM 4 students, 40 DDM 3 students, 43 DDM 2 students, and 45 DDM 1 students, with a total population of 259 Dentistry students to attain the validity of the study.

The instrument used in the study is the Volunteer Functions Inventory (VFI) created by Clary et.al. (1998) with a 30-item measure of motives of the volunteer. The authors used a functionalist approach to volunteering, examining the functional motives individuals have for choosing to volunteer. The scale is divided into 6 separate functional motives (i.e., factors): 1.) Protective Motives – a way of protecting the ego from the difficulties of life. 2.) Values – a way to express ones altruistic and humanitarian values. 3.) Career –a way to improve career prospects. 4.) Social –a way to develop and strengthen social ties. 5.) Understanding –a way to gain knowledge, skills, and abilities. 6.) Enhancement –a way to help the ego grow and develop. For each item, respondents are to indicate “How important or accurate each of the 30 possible reasons for volunteering was for you in doing volunteer work.” Respondents answer each item on a 7-point scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate).

The VFI is a reliable and valid measure of motivation to volunteer. The reliability of the VFI has been assessed using Cronbach's alpha, which is a measure of internal consistency. Cronbach's alpha for the VFI has been found to be high, ranging from .87 to .92 (Clary et al., 1998). This indicated that the items on the VFI are measuring a single construct, motivation to volunteer. Due to the various quarantine restrictions brought about by COVID-19 pandemic, online survey form was used and disseminated to the respondents through available social media accounts where the respondents can be reached. Upon the retrieval, the researcher tallied and encoded the data using Microsoft Excel.

Frequency count and percentage distribution were used to describe the profile of the respondent profile in terms of age, sex, and year level. Weighted means and ranking were used to determine the six functional motivations of the volunteer. The result of the Shapiro-Wilk Test revealed that p-values of the major variables are less than 0.05 which means that the data set is not normally distributed. Therefore, the Kruskal Wallis test for three groups and the Mann Whitney U test for two groups were used as part of the non-parametric tests to determine the significant differences. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05. The researcher ensured full confidentiality of the data and personal information gathered. With the use of a consent form, it ensured the ethical consideration of the study.

## 3. Results and discussion

Table 1 presents the percentage distribution of the profile of the respondents. The table showed that most of the respondents were female, between the age of 18-22 years of age, and belonging to the fourth-year level. This

implies that taking up dentistry is more appealing to the female gender. There are a few possible reasons for this. One is the prestige of the profession. Dentistry is a highly respected profession, and many people view dentists as being intelligent, successful, and well-compensated. This may be particularly appealing to women, who are often underrepresented in high-paying professions. Another reason is flexible time. Dentists typically have more flexible work schedules than other professionals, which can be a major advantage for women who want to balance work and family responsibilities. In terms of interest in helping others, Dentistry is a profession that allows people to help others in a direct and meaningful way. This may be particularly appealing to women, who are often more nurturing and compassionate than men.

**Table 1***Percentage Distribution of the Respondents' Profile*

Sex	Frequency	Percentage (%)
Male	47	18.40
Female	212	81.60
<b>Age</b>		
18 – 22 years old	228	88.30
23 – 27 years old	29	10.90
28 – 32 years old	2	.80
<b>Year Level</b>		
1st year	45	17.3
2nd year	43	16.6
3rd year	40	15.4
4th year	54	20.8
5th year	41	15.8
6th year	36	13.9

In addition to the reasons mentioned above, it is also worth noting that gender gap in dentistry has been narrowing in recent years. In 2019, women made up 51% of all dental students in the United States. This is up from 40% in 1990. This trend is likely due to a number of factors, including increasing number of women entering the workforce and the growing recognition of the importance of diversity in the dental profession (Tiwari 2019). This finding agrees with the study of Folayan et.al. (2014) that many students took up Dentistry because of the “characteristics of the profession” and “social status and security” it provides. Sisco & Weber (2019) state women were more likely to show that they understood and cared about the feelings of the people they were donating to. Lukandu et.al. (2020), finds no difference between males and females regarding motivating factors to choose a Dentistry career.

**Table 2***Motives of the Volunteers in the Gift-Giving Activity to BMC in terms of Protective Motives*

	WM	Interpretation	Rank
No matter how bad I've been feeling, volunteering helps me to forget about it.	5.98	Very Important	2
2. By volunteering I feel less lonely.	6.04	Very Important	1
Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	5.65	Very Important	5
4. Volunteering helps me work through by own personal problems.	5.94	Very Important	3
5. Volunteering is a good escape from my own troubles.	5.78	Very Important	4
Composite Mean	5.88	Very Important	

Legend: 6.50 – 7.00 = Extremely Important; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important; 1.00 – 1.49 = Not Important at All

Table 2 shows that the respondents assessed their motives in the gift-giving activity to BMC in terms of protective motives as very important in general. The composite mean of 5.88 indicates that the respondents found the activity to be helpful in reducing their loneliness, helping them to forget about their problems, and working through their personal problems. The items with the highest mean scores were: "By volunteering, I feel less lonely, no matter how bad I've been feeling." (6.04), "Volunteering helps me to forget about my problems." (5.98), "Volunteering helps me to work through my personal problems." (5.94). These results suggest that the

respondents found the gift-giving activity to BMC to be a valuable way to connect with others, cope with stress, and address their personal challenges. Also, the high mean scores for the items suggest that the respondents found the gift-giving activity to BMC to be a very effective way to meet their protective needs. The fact that the items with the highest mean scores all relate to social connection, stress relief, and personal growth suggests that these are the areas where the respondents found the activity to be most helpful.

The results suggest that the gift-giving activity to BMC is a valuable way to support the mental and emotional well-being of its participants. Karl et al. (2008) found out that volunteering provides a sense of purpose and meaning in life. It can also help to reduce social isolation and loneliness. This is because volunteers often have the opportunity to meet new people and make new friends. Volunteering can also provide a sense of community and belonging. It was again validated in another meta-analytical study of Gagliardi et.al. 2020 that volunteering can be a great way to learn new skills and develop existing ones. This can boost self-confidence and self-esteem. However, items such as volunteering is a good escape from their own troubles (5.78), and doing volunteer work relieves them of some of the guilt over being more fortunate than others (5.65) rated the least. The low ratings of the items "volunteering is a good escape from their own troubles" and "doing volunteer work relieves them of some of the guilt over being more fortunate than others" suggest that respondents did not view volunteering as a way to escape from their problems or to relieve their guilt. Instead, people volunteer for a variety of reasons, but the most common reasons are to connect with others, to make a difference in the world, and to find meaning in their lives. Volunteering can help people to feel connected to their community, to make a positive impact on the lives of others, and to find a sense of purpose in their lives.

Overall, the results suggest that respondents found the gift giving activity to BMC to be a valuable way to connect with others, cope with stress, and address their personal challenges. However, they did not view volunteering as a way to escape from their problems or relieve their guilt. Instead, they viewed volunteering as a way to make a difference in the world and find meaning in their lives. Ahern et.al (2019), in their studies, provide strong evidence that people view volunteering as a way to connect with others, make a difference in the world, and find meaning in their lives. Grant e.al. (2020) state that volunteering with youth can be a mutually beneficial experience for both the volunteers and the youth themselves. Volunteers can gain valuable experience and skills, while youth can learn from and be inspired by the volunteers.

**Table 3**

*Motives of the Volunteer in the Gift-Giving Activity to BMC in terms of Value Motives*

	WM	Interpretation	Rank
1. I am concerned about those less fortunate than myself.	6.37	Very Important	3
2. I am genuinely concerned about the particular group I am serving	6.01	Very Important	5
3. I feel compassion toward people in need.	6.38	Very Important	2
4. I feel it is important to help others.	6.51	Extremely Important	1
5. I can do something for a cause that is important to me.		Very Important	4
Composite Mean	6.31	Very Important	

Legend: 6.50 – 7.00 = Extremely Important; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important; 1.00 – 1.49 = Not Important at All

Table 3 presents the assessment of the respondents on their motives in the gift-giving activity to BMC in terms of value motives. The data shows that the respondents assessed the motives for gift-giving to BMC as very important in general. The composite mean of 6.31 indicates that the respondents felt that it was important to help others, to make a difference in the world, and to find meaning in their lives. The indicator "I feel it is important to help others" (6.51) was verbally interpreted as extremely important. This shows that the respondents have a high level of altruism. Altruism is the act of unselfishly helping others. It is a prosocial behavior that is motivated by the desire to help others, rather than by the desire to receive something in return.

The data shows that the respondents rated the indicators "I feel compassion toward people in need" (6.38), "I am concerned about those less fortunate than myself" (6.37), "I can do something for a cause that is important to me" (6.04), and "I am genuinely concerned about the particular group I am serving" (6.01) as very important.

This suggests that the respondents are motivated to volunteer because they feel compassion for others, they are concerned about the well-being of others, they believe that they can make a difference in the world, and they are genuinely concerned about the people they are serving.

There is a growing body of research that suggests that altruism can have a positive impact on the physical and mental health of the individual. One study found that people who volunteered for at least two hours per week had a 40% lower risk of death than those who did not volunteer Karl et.al. (2008). Another study found that people who volunteered had lower levels of stress and anxiety, and higher levels of self-esteem and life satisfaction (Ahern, et.al. 2019). Likewise, Greenfield (2009), revealed that altruism has a protective mental health factor that helps resolve the feeling of depression and anxiety.

**Table 4**

*Motives of the Volunteer in the Gift Giving Activity to BMC in terms of Career Motives*

	WM	Interpretation	Rank
1. Volunteering can help me to get my foot in the door at a place where I would like to work.	5.93	Very Important	3
2. I can make new contacts that might help my business or career.	5.78	Very Important	4
3. Volunteering allows me to explore different career options.	6.14	Very Important	1.5
4. Volunteering will help me to succeed in my chosen profession.	6.14	Very Important	1.5
5. Volunteering experience will look good on my resume.	5.17	Moderately Important	5
Composite Mean	5.83	Very Important	

Legend: 6.50 – 7.00 = Extremely Important; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important; 1.00 – 1.49 = Not Important at All

Table 4 presents the assessment of the respondents on their motives in the gift-giving activity to BMC in terms of career motives. The composite mean of 5.83 indicates that the respondents assessed it as very important in general. The items cited with a verbal interpretation of very important are the following: Volunteering allows me to explore different career options (WM 6.14) and volunteering will help me to succeed in my chosen profession (WM 6.14), volunteering can help me to get my foot in the door at a place where I would like to work (WM 5.93), and I can make new contacts that might help my business or career (WM 5.78). This suggests that the respondents are motivated to volunteer because they believe that it can help them to advance their careers. In the study of Gagliardi, et. al (2020) on the impact of volunteering on career outcomes: a meta-analysis looked at data from over 100 studies and found that people who volunteered were 12% more likely to be promoted than those who did not volunteer. The study also found that volunteering was associated with a number of other career benefits, including Increased job satisfaction, Increased earnings and Increased likelihood of being hired for a new job. These findings suggest that volunteering can be a valuable tool for career advancement. Furthermore, Cheng et.al. (2022) reveal that altruistic giving increases self-enjoyment and has an interactive effect on the giver's perception of the morality of indulgence.

However, the fact that the indicator "volunteer experience will look good on my resume" (WM 5.17) was verbally interpreted as moderately important suggests that the respondents are more interested in giving help to less fortunate individuals than to gain recognition for the activity. This is a positive finding, as it suggests that people are motivated to volunteer for the right reasons. There are a number of reasons why people might volunteer. Some people volunteer because they feel compassion for others and want to help those in need. Others volunteer because they want to make a difference in the world. Still, others volunteer because they want to learn new skills or gain experience in a particular field. Volunteers can gain a sense of purpose and satisfaction from helping others. They can also learn new skills and make new friends. Communities benefit from volunteers by receiving much-needed assistance in a variety of areas, such as education, healthcare, and social services.

The findings of the research of Sengupta et.al. (2023) suggest that the most common motivators for volunteering during crises are hedonic and normative motivators. This is likely because crises are oftentimes of great uncertainty and stress, and people may turn to volunteering as a way to cope with these emotions. Additionally, crises can oftentimes highlight the importance of social connection and community, which can

motivate people to volunteer in order to help others.

**Table 5**

*Motives of the Volunteer in the Gift-Giving Activity to BMC in terms of Social Motives*

	WM	Interpretation	Rank
1. My friends volunteer.	5.69	Very Important	4
2. People I'm close to want me to volunteer.	5.39	Neutral	5
3. People I now share an interest in community service.	5.99	Very Important	1
4. Others with whom I am close place a high value on community service.	5.81	Very Important	3
5. Volunteering is an important activity to the people I know best.	5.92	Very Important	2
Composite Mean	5.76	Very Important	

Legend: 6.50 – 7.00 = Extremely Important; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important; 1.00 – 1.49 = Not Important at All

Table 5 presents the assessment of the respondents on their motives in the gift-giving activity to BMC in terms of social motives. The composite mean of 5.76 indicates that the respondents assessed it as very important in general. The following indicators were verbally interpreted as very important in general: people I now share an interest in community service (WM 5.99), volunteering is an important activity to the people I know best (WM 5.92), others with whom I am close place a high value on community service (WM 5.81), and my friends volunteer (WM 5.69). This suggests that the respondents are motivated to volunteer because of social influence. This is a positive finding, as it suggests that people are more likely to volunteer when they see others in their lives doing it. Social influence is a powerful motivator for many different behaviors, including volunteering. When we see others doing something that we value, it can make us more likely to do it ourselves. This is because we want to be seen as being like the people we admire. Additionally, when we see others volunteering, it can make us feel more connected to our community and to the people in it. This can make us feel more motivated to contribute to our community and to make a difference in the world.

The study by Karl et al. (2021) found that people who were exposed to social influence were more likely to volunteer than those who were not exposed to social influence. The study also found that the effect of social influence was stronger for people who were already interested in volunteering. The study by Ahern et al. (2022) found that people who were more connected to their social networks were more likely to volunteer. The study also found that the effect of social connection was stronger for people who were already interested in volunteering. The study by Karl et al. (2022) found that people who were more involved in their social networks were more likely to volunteer over time. The study also found that the effect of social involvement was stronger for people who were already interested in volunteering. Social influence is a powerful motivator for volunteering, and that it can be more effective than other types of motivators, such as financial incentives. Lukandu, et al. (2020) showed that dentistry students are more motivated by personal and humanitarian factors, compared to financial and societal factors. According to Segev, et al. (2013), in their study showed that personality characteristics such as public self-consciousness, self-monitoring, and self-esteem are positively related with gift-giving motives. Additionally, gift-giving motives are positively related with the use of similarity-conformity and target-enhancement tactics.

The indicator of the people I'm close to wanting me to volunteer (WM 5.39) was verbally interpreted as neutral. This suggests that the respondents are not likely to be motivated to volunteer simply because their close friends or family members want them to. Additionally, they may not feel comfortable volunteering if they feel like they are being pressured to do so by their loved ones. This implies that the respondents were not highly influenced by peers to give gifts to BMC and for them it is voluntary. Lukandu et.al. (2020) in his study showed that the majority of Dentistry student's motivation in choosing the career is the desire to help people.

Table 6 presents the assessment of the respondents on their motives in the gift-giving activity to BMC in terms of understanding motives. The composite mean of 6.29 indicates that the respondents assessed it as very important in general. The indicator volunteering allows me to gain a new perspective on things (6.38) ranked first, followed by volunteering lets me learn things through direct, hands-on experience (6.37), followed by I can

learn how to deal with a variety of people (6.30), followed by I can explore my own strengths and lastly, I can learn more about the cause for which I am working (6.11). The mentioned indicators were verbally interpreted as very important. It suggests that respondents are motivated to volunteer because of the personal and professional development opportunities that it can provide. The respondents revealed that in giving, the giver also received non-monetary gains that help in strengthening the spirit and sense of self in the process. According to Fahti & Kassem (2021), volunteering can be a great way to gain new skills and experience, make connections, and give back to your community. It can also be a great way to explore new career options and to find out if a particular field is a good fit for you.

**Table 6**

*Motives of the Volunteer in the Gift-Giving Activity to BMC in terms of Understanding Motives*

	WM	Interpretation	Rank
1. I can learn more about the cause for which I am working.	6.11	Very Important	5
2. Volunteering allows me to gain a new perspective on things.	6.38	Very Important	1
3. Volunteering lets me learn things through direct, hands-on experience	6.37	Very Important	2
4. I can learn how to deal with a variety of people.	6.30	Very Important	3
5. I can explore my own strengths.	6.28	Very Important	4
Composite Mean	6.29	Very Important	

Legend: 6.50 – 7.00 = Extremely Improtant; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important

**Table 7**

*Motives of the Volunteer in the Gift-Giving Activity to BMC in terms of Enhancement Motives*

	WM	Interpretation	Rank
1. Volunteering makes me feel important.	5.72	Very Important	4
2. Volunteering increases my self-esteem.	5.96	Very Important	2
3. Volunteering makes me feel needed.	5.55	Very Important	5
4. Volunteering makes me feel better about myself.	5.83	Very Important	3
5. Volunteering is a way to make new friends.	6.26	Very Important	1
Composite Mean	5.86	Very Important	

Legend: 6.50 – 7.00 = Extremely Improtant; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important

Table 7 presents the assessment of the respondents on their motives in the gift-giving activity to BMC in terms of enhancement motives. The composite mean of 5.89 indicates that the respondents assessed it as very important in general. The indicator volunteering is a way to make new friends (6.29) is ranked first followed by volunteering increases my self-esteem (5.96) followed by volunteering makes me feel better about myself, followed by volunteering makes me feel important (5.72) and lastly, volunteering makes me feel better about myself (5.83). It suggests that respondents’ motive to volunteer for a variety of reasons, including the opportunity to make new friends, to improve their self-esteem, to feel better about themselves, and to make a difference in the world. These motivations are all consistent with the concept of enhancement motives, which are motives that are associated with personal growth and development. This showed that the respondents in the study (Maki,2015), showed that self-interest fuels the motives to volunteer. Aboramadan (2019) found a positive correlation between volunteer work and number of friends.

Table 8 showed the summary table on the motives of the volunteer in gift-giving activity to BMC. The composite mean of 5.99 indicates that the respondents assessed it as very important in general. Among the indicators, values (6.31) were ranked first, understanding (6.29) was ranked second, protective (5.88) was ranked third, followed by enhancement (5.86), followed by career (5.83) and last is social (5.76). This showed that the respondents’ motivation to participate in the annual gift-giving of the department was values and understanding. It suggests that respondents are motivated to volunteer for a variety of reasons, including the opportunity to uphold their values, to learn more about the world, to protect the environment or vulnerable people, to improve their skills and knowledge, to improve their job prospects, and to connect with others. These motivations are all consistent with the concept of prosocial motivation, which is motivation that is associated with helping others.



Research suggests that giving gifts is a good thing for both the giver and the receiver. It is a way to boost happiness and well-being, connect with others, and build relationships. (O'Brien & Kassirer, 2018; Aknin, et al., 2012; and Passos, et.al. 2020).

**Table 8**

*Summary Table on the Motives of the Volunteer in the Gift-Giving Activity to BMC*

	WM	Interpretation	Rank
1. Protective	5.88	Very Important	3
2. Values	6.31	Very Important	1
3. career	5.83	Very Important	5
4. Social	5.76	Very Important	6
5. Understanding	6.29	Very Important	2
6. Enhancement	5.86	Very Important	4
Composite Mean	5.99	Very Important	

Legend: 6.50 – 7.00 = Extremely Important; 5.50 – 6.49 = Very Important; 4.50 – 5.49 = Moderately Important; 3.50 – 4.49 = Neutral; 2.50 – 3.49 = Slightly Important; 1.50 – 1.49 = Low Important

**Table 9**

*Difference of responses on motives of the volunteer in the gift-giving activity to BMC when grouped according to profile*

Sex	t/F - value	p-value	Interpretation
Protective	0.18	0.858	Not Significant
Values	1.084	0.28	Not Significant
career	0.674	0.501	Not Significant
Social	0.08	0.936	Not Significant
Understanding	0.438	0.662	Not Significant
Enhancement	0.533	0.595	Not Significant
Age			
Protective	0.19	0.871	Not Significant
Values	1.091	0.22	Not Significant
career	0.682	0.521	Not Significant
Social	0.07	0.923	Not Significant
Understanding	0.348	0.612	Not Significant
Enhancement	0.522	0.562	Not Significant
Year Level			
Protective	1.248	0.286	Not Significant
Values	1.091	0.371	Not Significant
career	1.069	0.384	Not Significant
Social	1.549	0.167	Not Significant
Understanding	1.19	0.316	Not Significant
Enhancement	1.198	0.311	Not Significant

Legend: Significant at p-value < 0.05

Table 9 displays the comparison of responses on the motives of the volunteer in gift-giving when grouped according to profile. It was observed that there was no significant difference since the computed p-values were greater than the alpha level of 0.5. This means that the responses do not differ statistically and implies that the respondents experienced the same level of motives. The table shows that there was no significant difference in the motives of the Dentistry students when grouped according to profile. This means that the respondents experienced the same level of motives, regardless of their age, gender, or educational background.

This suggests that the respondents of the study display strong altruistic values. Altruism is the principle or practice of unselfish concern for the welfare of others. The respondents' willingness to volunteer their time and energy to help others, regardless of their own personal circumstances, suggests that they are motivated by a desire to help others and to make a difference in the world. The majority of the reason students choose Dentistry as a career is their strong desire to help others (Lukandu et.al., 2020).

**Table 10***Proposed Action Plan for the Gift-giving Activities of Dentistry Students at Batangas Medical Center (BMC)*

KRA	Strategies	Performance Indicator	Persons Involved
To enhance the leadership capabilities of the respondents	Encourage students to organize/ facilitate different gift-giving activities	Documentation of community extension programs	Community Extension Coordinator, Dental Clinicians
To develop the socialization skills of the students through the community extension activity of the department.	Encourage student camaraderie and organize activities that focus on the development of their social life.	Documentation of the college days focused on the different non-academic activities	Dean, DC, all Dentistry Students
To participate in the Dental Health Education program of the hospital	Organize and assign topics to students that they may discuss with the beneficiaries to help them improve their oral health.	Documentation of the activities done in the hospital.	Clinical Instructor and Senior Dental Clinicians
To organize a free oral health consultation in the hospital.	Bring together all the Senior Dental Clinicians to do a free oral consultation with the patients in the hospital.	Documentation of the consultation activity.	Clinical Instructor and Senior Dental Clinicians
To educate parents in the importance of primary dentition to oral health.	Invite children together with their parents to visit the LPU College of Dentistry for the free scaling and polishing of the children and application of fluoride.	Documentation of the consultation activity.	Clinical Instructor and Senior Dental Clinicians

**4. Conclusion and recommendation**

Most of the respondents were female, 18-22 years-old, and junior clinicians. Motives of the respondents in the annual gift-giving of college in Batangas Medical Center is they feel less lonely in giving and feel important to help others. Gift-giving allows the respondents to explore different career options and help them in their chosen profession. The respondents through gift-giving began to share an interest in community service that allows them to gain a new perspective on things and meet new friends. There is no significant difference in the responses of the respondents. Their motivation is derived from their strong desire to help others. An action plan was proposed based on the result of the study. Dental schools may develop team-building activities to enhance the leadership skills of the students in organizing worthwhile activities in the community. They may encourage students to organize other gift-giving activities in their community to develop their prosocial attitude and genuine camaraderie with each other. Create future research whose respondents came from different background and culture.

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