

Outstanding students volunteering during covid-19: Comparative research among several Israeli colleges

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Abstract

Voluntarily work is very significant. Due to the significance of such work, the researchers explored the attitudes of outstanding students at the Arab Academic College for Education in Israel and students at other colleges in Israel towards voluntarily work during the COVID-19 crisis. Students filled in two scales. The first scale included 34 items. It collected data on the motives of volunteering. The second scale involved 10 items. It collected data about the benefits of volunteering in the future. The researchers used quantitative research methods. Data were collected from 100 students. The researchers used descriptive and inferential statistical methods. The results indicate that there is a correlation between the feelings of outstanding students at the Arab college and other excellent students in other colleges; they feel that by volunteering they express their values and talents, and that they are granted independency in making decisions and salient reasons for volunteering: creating a better society, meeting the expectations of the programme coordinator, feeling good, volunteering in a field in which they will closely engage in the future and identifying the goals of the programme and the project in which they are participating.

Keywords: Volunteering, outstanding students, Arab Academic College for Education, COVID-19

1. Introduction

The excellence of a student should be evaluated using a more holistic approach rather than the conventional academic performance metrics. Following this, an assessment of students' involvement in various curriculum activities that could enhance their soft skills should be captured. The involvement of youth in volunteer work positively impacts on building personality, identity, values, faith and motivation. Students in tertiary institutions are motivated to become part of volunteer service and have the potential to provide significant levels of support to agencies and organisations, and thus should be captured in the selection exercise.

Someone who is involved in volunteering is a person with social awareness, fighting spirit, universal love and willingness to make sacrifices for the welfare of others (Azizan Bahari, 2016). This social encouragement can be divided into four aspects, namely encouragement from peers, family, the local community and school community. All these encouragements indirectly influence and shape a person's behaviour and drive them towards participation in volunteer work. The constant improvement of the social requirements for the quality of talents demands that the social practice be recognised as fundamental in refining students' intellectual capacity and their ability to make appropriate adjustments in an organisation and apply their knowledge in the future in terms of academic or real-life situations (Al Shehhi & Azam, 2019; Tham et al., 2017).

Due to the spread of the COVID-19, many healthcare workers and students majoring in medical sciences and other sciences volunteered. For instance, many medical workers and volunteers aimed at fighting the spread of COVID-19 (Bazan et al., 2021). According to Lazarus et al. (2021), the sense of duty and shortage of medical personnel are the most significant reasons that forced medical students to volunteer during the COVID-19 crisis to fight against the spread of this virus (Lazarus et al., 2021). Many medical students and others volunteered acquired an educational experience (Adejimi et al., 2021).

However, there are reasons that discouraged students from volunteering. Such reasons include the absence of a real cure for this virus and having fears over one's own health, including the fear about harming patients due to the lack of knowledge (Lazarus et al., 2021).

According to Bazan et al. (2021), voluntary work has numerous benefits and advantages. For instance, it contributes to raising one's self-esteem. It provides one with opportunities to prove his/her own worth. It allows one to create professional relationships and social contacts. It contributes to developing one's skills to collaborate with others, i.e., because voluntary work requires cooperating and collaborating with others. Voluntary work provides one with a professional experience. It provides one with positive words that make one feels good. Such words aim at showing gratitude and appreciation (Bazan et al., 2021).

Due to the significance of voluntarily work, family, media, school, curricula and charity organisations must promote awareness about the advantages of voluntarily work. They must encourage people to carry out voluntarily work (Alalaali, 2018). It should be noted that voluntarily work is very significant, especially during the COVID-19 crisis. Due to such significance, the researchers aimed to shed light on such work during this crisis. They aimed to promote awareness about such significance. Hence, the problem of this study is represented in exploring the attitudes of outstanding students at the Arabic College for Education in Israel and students at other colleges in Israel towards voluntarily work during the COVID-19 crisis.

1.1. Benefits of volunteering

Studies have shown that volunteering services improve the standard of living of the recipient community and progress the civilisation of the human society. A person who gets involved in

volunteer work is someone who has social awareness, is highly spirited, loves the world in general and is willing to make sacrifices for others' welfare (Muhammad & Alaudidin, 2013). According to Alaudidin (2013), volunteering is a commendable nature inherent in most individuals and can be used as a measure of the traits of humanity that exists in someone or a group of people. Volunteerism is also driven by cultural values, ideologies, principles, traditions and impacts that it gives to the community. Most of the respondents who have participated in volunteer programmes have positive thoughts on the programme. Various positive values can be applied within themselves, such as hard work, helping one another, not judging others and so on.

The underlying motive behind the good towards humanity (individuals and the society at large) is expressed in several types of civic behaviour which extends beyond the place of work, such as 'formal and informal volunteering'. Lately, attention has been drawn to PSM and volunteering (Brewer, 2003; Clerkin et al., 2009; Clerkin & Fotheringham, 2017; Coursey et al., 2011; Ertas, 2014; Houston, 2008; Lee & Jeong, 2015; Steen, 2006; Taylor, 2010). Volunteerism has become extremely vital in any society, among other reasons, because it includes people who benefit from their service (McCloughan et al., 2011). The concept of volunteering has offered the prospect in fostering positive social outcomes and community benefits or social capital.

Fenyés (2015) utilised factor analysis in examining the motives of students who engaged in volunteer activities. As indicated in her result, the motives for volunteering are based on a couple of factors, such as the intent to provide help which is quite new, the personal psychological advancement factor and the postmodern volunteering factor

According to Bosci et al., (2017), there are three volunteer categories among students: traditional volunteers, new type volunteers and mixed motivation type volunteers. They also stated that there were two groups at both extremes: the very motivated volunteer group and the unmotivated volunteer group. Most studies revealed altruism as a major motivation for volunteers (Oostlander et al., 2014).

According to Al-Omar et al. (2021), voluntarily work provides one with experiences that improve his/her performance at the workplace and in real life. It provides one with a religious reward from God. It enables one to express his/her love, loyalty and belonging to his homeland (Al-Omar et al., 2021). It contributes to improving one's critical thinking skills. It also contributes to instilling citizenship values within oneself (AL-Saidi, & Al-Maamari, 2020).

Voluntarily work contributes to raising one's self-confidence and self-esteem levels. It instils empathy within one towards the people who need help. It develops one's social communication skills. It instils a sense of responsibility within one. It offers one opportunities to express himself/herself. It increases one's job opportunities and contributes to developing one's time management skills (Alalaali, 2018).

Voluntarily work plays a major role in developing one's coordination, organisation, planning and problem-solving skills. It promotes awareness among volunteers about the challenges facing the society (Alalaali, 2018). It enables one to acquire new skills. It plays a major role in developing one's personality because it offers one opportunities to interact with others and engage in new activities. It enables one to create new friendships and allows one utilise his/her free time in doing good deeds instead of spending time doing unhealthy acts or behaviours (e.g., smoking, drinking alcohol or taking drugs) (Al-Mzayan, 2016).

1.2 Research questions

This research aimed to answer the following questions:

1. What are the especially prominent feelings of the outstanding students at the Arab College for Education, Haifa, compared to the especially prominent feelings of the other students participating in this research, regarding the volunteer activities in which they are involved?
2. What are the prominent reasons outstanding students at the Arab College for Education, Haifa, give for volunteering, compared to the prominent reasons of the other students participating in this research?

2. Methodology

2.1. Research population

Tables 1–3 display data about the research population.

Table 1. Distribution of students by gender

	Frequency	Percent	Valid percent	Cumulative percent
Male	25	25	25	25
Female	75	75	75	100.0
Total	100	100.0	100.0	

Table 2. Distribution of students by sector

	Frequency	Percent	Valid percent	Cumulative percent
Jewish	46	46	46	46
Arab	54	54	54	100.0
Total	100	100.0	100.0	

Table 3. Distribution of students in accordance with the educational institution they are enrolled at

	Frequency	Percent	Valid percent	Cumulative percent
The Arabic College	28	28	28	28
Gordon College	10	10	10	38
David Yellin College	13	13	13	51
Givat Washington College	12	12	12	63
Al-Qasemi College	12	12	12	75
Moreshet	13	13	13	88
Beit Berl College	12	12	12	100.0
Total	100	100.0	100.0	

In other words, the targeted population includes students enrolled in outstanding tracks in seven colleges, three of which serve the Arab sector (The Arabic College, Al-Qasemi College and Beit Berl) and four of which serve the Jewish sector (Gordon College, David Yellin College and Moreshet). 25% of these students are male and 75% are female, 54% are from the Arab sector and 46% are from the Jewish sector of mathematics and sciences; 42% are first-year students; majority of the volunteer are only children or only youth; most of the students volunteer by personally mentoring or through social activity.

2.2. Research tools and sample

Two scales have been developed by Szold Institute. The first scale includes 34 items and it collects data on the motives of volunteering. The second scale involves nine items. The researchers used quantitative research methods in this study. Data were collected from 100 students who were selected through the purposive sampling technique.

3. Results

As noted above, the research aimed to answer two questions. The researchers present the following findings related to each question of the research questions.

Results relating to the first question: What are the especially prominent feelings of the outstanding students at the Arab College for Education, Haifa, compared to the especially prominent feelings of the other students participating in this research, regarding the volunteer activities in which they are involved?

To answer the first question, the means and standard deviations were calculated for the answers given by the other group of college students and the answers given by students in the Arabic College of Education (hereafter Arabic College) for each of the 17 statements in this section. Table 4 and show the means for the statements.

Table 4. Means of students' answers to the question about their feelings regarding volunteering

No.	Statements	Other group mean	Other group SD	Arabic college mean	Arabic college SD
1.	I am interested in what I am doing as a Volunteer.	4.3	0.8	4.6	0.7
2.	I have the opportunity to express the range of my skills.	4.1	0.8	4.3	0.6
3.	There is a good social atmosphere where I volunteer.	4.6	0.9	4.4	1.0
4.	I have the opportunity to demonstrate my values while volunteering.	4.3	0.7	4.3	0.7
5.	I have independence to make decisions where I volunteer.	4.0	1.0	4.0	0.9
6.	I am appreciated by my superiors where I volunteer.	4.1	1.0	4.2	1.0
7.	The activity times are convenient for me.	3.8	1.1	3.7	1.0
8.	I am satisfied with my volunteering achievements thus far.	4.2	0.8	4.5	0.8
9.	Sometimes, the volunteering is a burden for me.	3.3	1.0	3.3	1.1
10.	I am considering continuing my present volunteering for a long time.	3.1	1.1	3.3	0.8
11.	I am forced to give up important things because of my volunteer work.	3.0	1.2	3.2	1.1
12.	Volunteering gives me a lot of satisfaction.	4.2	0.9	3.9	0.9
13.	In the future, I will prefer to volunteer in different areas.	3.0	1.3	3.0	1.5
14.	In general, volunteering is an activity that I look forward to happily.	3.7	1.0	3.7	1.1
15.	I have a strong sense of belonging where I volunteer.	3.9	1.1	3.9	0.9
16.	I have considered or am considering job retraining.	2.4	1.4	2.6	1.5
17.	I am involved in the area that suits me and my skills the best.	4.1	0.8	4.3	0.8

From the findings, we see that, in general, the outstanding students had positive feelings towards their volunteer activities.

The most positive and especially prominent results are that students are very interested in what they are volunteering to do (other group mean = 4.3, Arabic College mean = 4.6); there is a good social atmosphere where the volunteering takes place (other group mean = 4.6, Arabic College mean = 4.4); they are able to express their values when volunteering (Arabic College mean = 4.3); they are able to demonstrate their skills (other group mean = 4.3, Arabic College mean = 4.5); they have independence when making decisions where they volunteer and they are appreciated by their superiors where they volunteer (other group mean and Arabic College mean = 4.0); they are satisfied with their achievements where they volunteer (other group mean = 4.2, Arabic College mean = 4.5); and they are involved in the areas most suited to their skills (other group mean = 4.1, Arabic College mean = 4.2).

The lowest means are seen in the following areas: they think less about job retraining (other group mean = 2.4, Arabic College mean = 2.6). This finding indicates a certain moderate professional trend to abandon the specific excellence track and/or training in the institution in which they are enrolled. Nevertheless, looking at the standard deviation (SD = 1.4, 1.5, respectively), we can see that there is a great difference between respondents in this context. In other words, there is no consensus among students' views.

However, sometimes volunteering is a burden for them, which has a moderate degree (other group mean and Arabic College mean = 3.3); thinking of continuing to volunteer for a long time has a moderate degree (other group mean = 3.1, Arabic College mean = 3.3) and being forced to give up things because of their volunteering has a moderate degree (other group mean = 3.0, Arabic College = 3.2).

The statement 'I have considered or am considering leaving' received the lowest rating (2.9) at the Arabic College and (2.7) among all the students. These values range from 'a slight degree' to 'a moderate degree'.

From a comparison of the answers of the other students and the outstanding students from the Arabic College, it appears that there is high congruence between them. In other words, the Arabic College students and the other students who participated in this research gave similar answers in terms of how they feel.

From the above data, we can identify a tendency to agree more with the statements in this section of the questionnaire. Given this difference, we can conclude the Arabic College students agree more with most of the above-mentioned statements.

Moreover, from a comparison of the findings, we can distinguish two especially prominent results related to statements 12 and 17. The former statement relates to the degree of students' satisfaction with volunteering. From the comparison, we can determine that the other group of students is more satisfied (4.2) than the students in the Arabic College (3.9). The latter statement relates to involvement in line with their skills. From the comparison, we can determine that the other group of students tends to agree less with the statement (4.1) than the Arabic College students (4.3).

Results relating to the second question: What are the prominent reasons outstanding students at the Arab College for Education, Haifa, give for volunteering, compared to the prominent reasons of the other students participating in this research?

To answer the second question, the means and standard deviations were calculated for the answers given by the other group of college students and the answers given by the Arabic College students for each of the 34 statements in this section. Table 5 and Figure 2 show the means for the statements.

Table 5. Means of students' answers to the question about their reasons for volunteering

No.	Statement	Other group mean	Other group SD	Arabic college Mean	Arabic college SD
1.	It is a commandment.	4.0	1.2	3.9	0.9
2.	I identify with the objectives of the track and the project in which I volunteer.	4.3	0.8	4.2	0.8

No.	Statement	Other group mean	Other group SD	Arabic college Mean	Arabic college SD
3.	If I do not volunteer, there will not be anybody to do the work I do.	2.9	1.3	2.9	1.3
4.	I have nothing better to do with my time.	2.1	1.3	2.4	1.1
5.	I felt lonely.	1.6	0.9	1.8	1.0
6.	I have free time.	1.9	1.1	2.4	1.1
7.	I wanted to get practical experience before getting a paying job.	2.6	1.4	3.3	1.4
8.	I wanted to broaden my horizons.	3.5	1.3	4.1	1.1
9.	It is considered prestigious to be part of the organisation or project where I volunteer.	3.1	1.5	4.4	0.6
10.	Volunteering to help others makes me feel better about myself.	4.1	0.7	4.3	0.6
11.	Volunteering provides me with a challenging activity.	3.8	1.1	4.3	0.7
12.	Most of the people closest to me volunteer.	2.5	1.2	2.9	1.2
13.	Helping people in need enhances my approach to my life.	4.0	1.0	4.2	0.9
14.	Volunteering creates a better society.	4.5	0.7	4.4	0.7
15.	The outstanding student track coordinator expects me to volunteer.	4.2	1.0	4.5	0.8
16.	Volunteering is an opportunity to repair social ills.	4.0	0.9	4.3	0.6
17.	Volunteering is an opportunity to develop social contacts.	4.1	1.1	4.4	0.8
18.	This is an opportunity to work with people from different age groups.	4.3	0.9	4.5	0.6
19.	Volunteering constitutes an opportunity to do something worthwhile.	3.8	1.1	4.4	0.7
20.	Volunteering is an opportunity to repay society for my good fortune.	1.8	1.0	3.6	1.1
21.	A relative or friend received this service or a similar service.	2.2	1.5	1.7	0.8
22.	If I do not volunteer, maybe I will not be promoted at work.	2.7	1.6	2.8	1.5
23.	If I do not volunteer, I will be an exception at the college and in my track.	2.9	1.4	3.3	1.3
24.	I am expected to volunteer in order to serve as an example to those below me in the track.	2.2	1.2	3.5	1.2

No.	Statement	Other group mean	Other group SD	Arabic college Mean	Arabic college SD
25.	Volunteering compensates for the lack of satisfaction from doing academic assignments in the college.	3.1	1.3	2.3	1.2
26.	I have experience in providing the same sort of services.	3.9	1.1	3.5	1.2
27.	It is easy for me to identify with the population with whom I am volunteering.	3.5	1.1	4.0	1.0
28.	Volunteering is something different in my weekly activities.	2.4	1.5	3.7	0.9
29.	I had earlier contact with the staff of the volunteer organisation.	3.8	1.3	3.1	1.6
30.	This is an opportunity to give more help to those who need it for less money.	4.2	0.9	3.9	1.3
31.	It is great educational experience for me.	3.8	1.3	4.4	0.8
32.	My future professional involvement will be along the lines of the field of activities in which I am volunteering.	3.7	1.3	4.3	1.0
33.	I was taught to volunteer.	3.2	1.4	3.8	1.2
34.	My hobby is related to the field of activities in which I am volunteering.	4.0	1.1	3.9	1.1

From the findings, we can see that there are different reasons for volunteering among the other group of students and among the Arabic College students. Nevertheless, we can see similar reasons that received similar ratings.

We can see that on the other group level and on the Arabic College level, the students marked 'agree' and 'agree very strongly' for the following reasons for volunteering: 'because volunteering creates a better society' (other group mean = 4.5, Arabic College mean = 4.4); 'because the college coordinator expects me to volunteer' (other group mean = 4.3, Arabic College mean = 4.6); 'because volunteering gives me a better feeling' (other group mean = 4.1, Arabic College mean = 4.3); 'because my future professional involvement will be along the lines of the field of activities in which I am volunteering' (other group mean = 4.2, Arabic College mean = 4.3); 'because I identify with the objectives of the track and project in which I am involved' (other group mean = 4.1, Arabic College mean = 4.0); 'because volunteering is an opportunity to repair social ills' (other group mean = 4.0, Arabic College mean = 4.3); 'because this is an opportunity to work with people from different age groups' (other group mean = 4.1, Arabic College mean = 4.6); 'because this is an opportunity to develop social contacts' (other group mean = 4.1, Arabic College mean = 4.4); 'because to help people who need help improves their approach to life' (other group mean = 4.0, Arabic College mean = 4.2); and 'because volunteering provides me with a challenging activity' (other group mean = 3.8, Arabic College mean = 4.3).

An especially interesting finding was that the Arabic College students perceived the reason for them being part of an organisation or project in which they volunteer higher (4.4) than the other group of students (3.1). The same is true for the reason 'It is a great educational experience for me', for which the mean for Arabic College students was higher (4.4) than the mean for the group

of all students (3.8). On the contrary, the Arabic College students perceived the reason 'to repay society for my good fortune' much lower in comparison with the other group of students (4.3).

Nevertheless, there is congruence between the answers of the other group of students and the Arabic College students regarding the least popular reasons. Thus, for example, among both the other group of students and the Arabic College students the least popular answers were: 'because I felt lonely' (other group mean = 1.6, Arabic College mean = 1.8); 'I have free time' (other group mean = 1.9, Arabic College mean = 2.4); and 'I had nothing better to do with my time' (other group mean = 2.1, Arabic College mean = 2.4).

An especially interesting finding in this context was that the Arabic College students perceived the reason 'A relative or friend received this service or a similar service' as less acceptable (1.7) in comparison with the mean of the other group of students (2.2). The significance of this finding is that among Arabic College students, they feel less about a family member or friend having received service from a volunteer than the other group of students who participated in this research.

4. Discussion

This research aimed to examine the attitudes of outstanding students towards the volunteer activities that they are required to participate in as a condition for joining the excellence track. One of the principles underpinning the excellence programme is that outstanding students contribute to the community and not just receive something from it (Lieberman, 2001). In this research, we sought to reveal the attitudes of the Arabic College students and compared them to those of outstanding students from six other colleges – two colleges from the Arabic sector and four colleges from the Jewish sector. In total, there were 96 outstanding students, 27 of whom were from the Arabic College, studying in the excellence tracks at these colleges participated.

The research focused on three areas relating to the contribution of the community: (a) students' feelings towards volunteering; (b) the reasons why they are contributing to the community; and (c) the future benefits they expect to get because of their volunteer activities.

With regard to the first question: What are the especially prominent feelings of the outstanding students at the Arab College for Education, Haifa, compared to the especially prominent feelings of the other students participating in this research, regarding the volunteer activities in they are involved? The findings show congruence between the Arabic College students' feelings and those of the outstanding students in the other colleges. Both groups showed great interest in what kind of volunteer activities they are involved in, feel a positive atmosphere where they volunteer, believe that they are expressing their values in their volunteer activities, feel that they are expressing their skills, feel that they have independence in decision-making in the volunteering area and believe that their superiors where they volunteer value them highly. They are satisfied with their achievements where they volunteer and feel that they are involved in areas congruent with their skills.

These findings reinforce the assertion that volunteer activities affect students when they perform them. Many studies have found that following practical social involvement as part of volunteering the individual undergoes personal changes such as developing greater sensitivity to the needs of others and become an active listener, the ability to identify needs, to make decisions, to conduct interpersonal communication, to cope with conflict, to plan and organise, to negotiate and to persevere.

The findings indicate that the students identify with their volunteering at both the ethical level and the performance level, that in their volunteering they express their values and skills and are very interested in the content of their activities. These findings support the findings reported by the evaluation research conducted in Oranim College (Tzur, 2006, 61), in which third-year students noted the factors that contributed to their involvement in the programme such as interest, the importance of the volunteer work, encouragement by and meeting of the expectations of superiors and the importance of volunteering.

Nevertheless, students consider retraining professionally or leaving the track to a moderate degree. This finding constitutes a source of concern because it indicates a trend to abandon the excellence track, specifically, and/or the training programme in the educational institution.

Furthermore, the students reported to a moderate degree that sometimes volunteering is a burden for them – a finding that is congruent with the findings of Kloier et al. (2009)., who noted factors such as time burden, work burden and unsuitability of activity hours.

With regard to the second question: What are the prominent reasons outstanding students at the Arab College for Education, Haifa, give for volunteering, compared to the prominent reasons of the other students participating in this research? The findings show that the Arabic College students and the other college students give different and varied answers for why they volunteer. The prominent reasons are as follows: building a better society, a desire to meet the coordinator's expectations, the good feeling it gives them, the similarity between the field in which they are volunteering and their future employment field, identifying with the objectives of the track and the project in which they are participating, attempting to repair social ills, the opportunity to do something of value, the opportunity to work with groups of people of different ages, developing social contact, helping people in need and participating in challenging activities.

The findings show that the range of reasons for volunteering is congruent with the research conducted by Collier et al. (2009) in three colleges. In this context, it was found that there is great variance in terms of the type of contribution to the community. Nevertheless, all the programmes work to nurture a unified ethical–social educational vision and to nurture teachers who view their role not only as a profession but also as a mission, who are there to lead, who care a great deal about the individual and community and who are cognisant of the need to give and not only receive. In addition, according to the three programme centres, the project contributed to empowerment of the students.

The findings support the vision of the Arabic College vis-à-vis contributing to the community as part of the excellence track. One central principle of the Arabic College's excellence track is instilling the need for educational initiatives and strong involvement in community life, especially in developing emotionally, socially and culturally, accepting the other, equality and justice for all citizens (Masalcha and Timor, 2007).

Furthermore, the Arabic College students are proud, more so than the students in the other colleges, in being part of the organisation or project where they are volunteering. They see volunteering, more than the other students, as an excellent educational opportunity. On the contrary, they attribute less importance, in comparison to the other students, to the reason 'to repay society for my good fortune'. In other words, the Arabic College's outstanding students are proud to be part of a volunteer project and think that this will give them the opportunity to get educational experience, but they do not see that volunteering will repay society for its investment in them. It may be that they believe that it is society's duty to invest in them, without getting anything in return.

The Arabic College's outstanding students, as well as the other students, do not volunteer for reasons related to loneliness, because they have free time or because they had nothing better to do with their free time. This finding supports the finding of Oranim's evaluative research (Tzur, 2003), in which students reported investing a moderate to a large amount of time in volunteer activities.

Another interesting finding is that the Arabic College students do not make a connection between volunteering and family members who are in need. A further interesting finding is that the Arabic College outstanding students prefer less than the other students having a family member of close friend involved when performing the volunteer activities. The significance of this is that these students relate to other students as equal in terms of the right to receive help in the area in which they are volunteering. This finding reinforces the finding seen in the answer to our first question regarding the Arabic College students' ethical attitude towards the issue of volunteering, and that they believe in the value of volunteering without any relation to whether one is dealing with a young relationship, an acquaintance or a stranger.

5. Conclusion

From the comparison between the answers of the Arabic College students and the other outstanding students, it appears that there is high congruence between them and that their answers were similar in terms of feelings.

The findings show that there is a gap between the Arabic College students and the rest of the students in terms of satisfaction from volunteering. The former group is less satisfied than the latter group. This finding calls to the heads of the excellence track at the Arabic College to clarify the reasons for this situation. Nevertheless, the Arabic College students reported that in their volunteering, they are involved in areas suited to their skills. This finding should encourage the programme heads in the Arabic College because it indicates that there is a basic match between the volunteer area and students' skills, more than so in the other colleges.

The prominent reasons are as follows: building a better society, a desire to meet the coordinator's expectations, the good feeling it gives them, the similarity between the field in which they are volunteering and their future employment field, identifying with the goals of the programme and the project in which they are participating, The outstanding students at the Arabic College are proud to be part of a volunteering programme and see it as an opportunity to accumulate an educational experience, but do not consider volunteering as pay back for their community.

6. Recommendations

The authors recommend to expand the study to other cultures and make compare in order to determine the to which extent the volunteering is important among students over the investigated cultures, we recommend also to the stakeholders to encourage students to volunteer as partial from f there studying fulfilment, and to determine the benefits of volunteering.

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