

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**SCHOOL OF SOCIAL PSYCHOLOGY**

# The Status and Contribution of Volunteerism to Highly Vulnerable Children in Addis Ketema Sub City Selected Government Primary Schools of Addis Ababa

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Submitted to: Dr. Daniel Tefera

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Examiner, External Signature Date

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# Table of Contents

1.Introduction ..... 1
1.1Back ground of the study ..... 1
1.2. Statement of the Problem ..... 3
1.3 Objective of the Study ..... 5
1.3.1. Specific objective of the study ..... 5
1. 4. Research Question ..... 5
1.5. Significance of the study ..... 6
1.6. Delimitation ..... 6
1.7. Operational Definition of Terms ..... 6
2. Review of related Literature ..... 8
2.1. The Role of Schools as Hubs for HVC Support ..... 8
2.2. Contribution of Volunteerism on Education ..... 10
2.3. Common Volunteering Reasons ..... 14
2.4. School Level Volunteer Management for minimizing the barrier of volunteerism ..... 16
2.5. Implications of the review of related literature and Theoretical perspective ..... 20
3 . Methods ..... 22
3.1. Study design ..... 22
3.2 Study site ..... 22
3.3 Sampling Technique ..... 23
3.4. Population ..... 23
3.5. Tools of Data Gathering ..... 24
3.5.1. Questioner ..... 24
3.5.2. Focus group discussion ..... 25
3.6. Construction ..... 25
3.7. Validation ..... 25
3.8. Procedures of Data Collection ..... 26
3.8.1. Adminstration ..... **Error! Bookmark not defined.**
3.8.2. Analysis of result ..... 26
3.9. Ethical consideration ..... 27
4. Findings ..... 28

4.1 Introduction ..... 28
4.2. Demographic characteristics of Respondent ..... 28
4.3 Existing Volunteer Service in Primary School ..... 28
4.4. The Status of Voluntarism to Support HVC in Selected Primary Schools ..... 29
4.5. Volunteer Service Actors in Primary Schools ..... 29
4.6. Reasons of Volunteer Activity Engagement in Primary School ..... 30
4.7. Motives of Volunteerism to Support HVC in Selected Primary School ..... 31
4.7.1Alturism ..... 30
4.7.2. Self- Interest ..... 33
4.7. 3. Sociability ..... 34
4.8. Preferable volunteer services in government primary school ..... 34
4.9. Major contribution of volunteerism for educational enhancement of HVC ..... 35
4.10. Major challenges of volunteerism for supporting HVC in primary schools ..... 36
4.10.1. Lack of coordination ..... **36**
4.10.2 Problem related to incentive ..... **37**
4.10.3. Work load ..... **37**
4.10.4. Lack of training ..... **38**
4. 11. Possible solutions raised by school community for volunteer service challenges in selected primary school ..... **39**
5. Discussion ..... **40**
5.1. The Status of Voluntarism to Support HVC in Selected Primary Schools of Addis Ababa ..... **40**
5.2 Movies of volunteerism to support HVC in selected primary school ..... 42
5.3.The major focus and contribution of volunteers in Addis Ababa primary school ..... 47
6. Summary Conclusion and recommendation ..... 48
6.1.Summary ..... 48
6.2 Conclusion ..... **47**
6.3. Recommendations ..... 50
**ANNEX 1** ..... **54**

## List of Tables

Table 1: school community participated in the study from four schools

Table 2: Descriptive statistics of reasons of volunteer activity engagement in primary school

Table 3: Frequency distribution on altruism value

Table 4: Descreptive satstics of Altruistic value motives of the respondents

Table 5: Frequency distribution on self-interest motive

Table 6: Frequency distribution on sociability value motive

Table 7: Descriptive statics of Preferred volunteer service selected by respondents

Table 8:Descreptive statics of volunteerism contribution to enhance learning of HVC

Table 9: Descriptive statistics of volunteerism challenges in selected primary schools

Table 10: Descriptive statistics of volunteerism challenges in selected primary schools in related to coordination

Table 11: Descriptive statistics of volunteerism challenges in selected primary schools in related to personal benefit

Table 12: Descriptive statistics of volunteerism challenges in selected primary schools in related to work load

**ACRONYMS**

AIDS: Acquired immunodeficiency syndromes

CRS: Catholic Relief Services

HIV: Acquired immunodeficiency virus

NGO: Non-Governmental Organization

HVC: Highly vulnerable children

PEPFAR : The President's Emergency Plan for AIDS Relief

PLWHA: People Living with HIV/AIDS

UN: United Nations

UNAIDS: United Nations Agency Program on HIV/AIDS

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

UNCRC: United Nation Convention on the Right of Children

USAID: United States Agency of International Development

FHAPCO: Fedral HIV/AIDS Prevention and Control Office

WCYAO: Women, Children and Youth Affair Office

WV: World Vision

*Abstract*

*The purpose of this research was to assess the status and contribution of volunteer work in the selected primary schools in enhancing the educational enrollment and attendance of HVC. To assess the status of volunteerism in selected primary school the level of school community engagement, motivation, contribution for educational enhancement and challenges of performing volunteering service was part of the finding. The data were collected by self- administer open ended and scale questions. The open-ended items explored about the demographic characteristic, level of volunteerism, challenges encountered in voluntary work and the contribution of volunteerism in the learning enhancement of highly vulnerable children. To triangulate the result FGD for qualitative data were used and assessed the contribution of school volunteerism for educational enhancement and helped to strengthen the responses in scaled and open-ended questions. The participants were 89 primary education first cycle teachers and management staffs from four primary schools of Addis Ketema government primary schools. Data were analyzed using descriptive statistical methods using percentage from frequency count to see the states and contribution of volunteer services. Both the percentage count and FGD revealed 90 % of the first cycle selected primary school of volunteerism staff members engaged in volunteer activities and the main actors were teachers. In the case of motivation the driving factor for school community for volunteerism was Altruism. The volunteerism engagement of the school community help HVC in improving their attendance and reduce the food problem since volunteers play a vital role in school feeding. When volunteers perform their activity lack of training was the one raised by most volunteers.*

# 1. Introduction

## 1.1. Background of the Study

Volunteer work has a significant role in both economic and social affairs of a country. In developed countries the role of volunteer work is easily observed and covers even budgetary limitation. In America, half of the country's adults give volunteer services to assist others (Hodgkinson, 1992). The volunteer of developed countries has played valuable developmental activities not only in their nation but also in other countries. Most of the volunteers' destinations in developed countries are third world and they spend their time in different developmental and relief activities (Australia Aid, 2012). The statement does not imply that volunteer service is only found in developed countries. As a form of volunteering, it is found in all countries, although it is most developed in advanced democracies and those countries with a strong tradition of civic society (UNVSD, 1999).

As Wu (2011) mentioned, volunteering helps build a more cohesive, safer, stronger community, and increases the social network between communities and neighborhood. Volunteering promotes people to be more active in civic engagement and become concerned citizen. Volunteering is viewed as a form of social capital, with particular reference to the role of volunteering in promoting social inclusion, assisting marginalized social groups, its relationship to other forms of civic participation and unpaid work, creating a civil society, social action, in community building and community renewal .The character of the cooperation of the sector with all kinds of other key social players such as government, business, communities and people as individuals has given the voluntary sector strong power to affect the society as a whole(Wu, 2011).

Henderson and Mapp (2002) report evidence that volunteers can be significant resources in helping create a supportive and welcoming environment at schools and facilitating students' behavior and performance. As positive role models and student motivators, volunteers are viewed as contributing to better school attendance, improved grades and test scores, matriculation, less misbehavior, better social skills, staying in school, graduating, and going on to college (Henderson & Mapp, 2002).

Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child (UN, 2013). Education can leverage significant improvements in the lives of highly vulnerable children by conferring knowledge and life skills. In addition, schooling can contribute to a child's social integration and psychosocial development and provide a safe,

structured environment highly vulnerable children's need for education in stormy times (UNAIDS, 2004).

Education is critical to the future of all children, especially to those who are highly vulnerable children. But twenty percent of young people in developing countries, due to lack of educational accesses, fail to complete primary school and lack skills for work, according to a report by global anti-poverty organization (UNESCO, 2012).According to the United Nations Millennium Development Goals evaluation report 2013"Sub-Saharan Africa has the highest rate of children leaving school early in the world with slightly more than two out of five children who started primary school in 2010 who will not make it into the last grade" This is a worrying trend that calls for attention from all stakeholders in education to ensure that children at risk of dropping out of school are supported to complete their primary schooling(UN, 2013).

Being HVC is another factor that may affect children's access to education. These children face problems of food, clothes, access to school, medical care, stigma/neglect, improper inheritance of properties and psychosocial problems). HVC's accessibility for education was considered as their main needs (Gardachew, 2006). Highly Vulnerable Children (HVC) are at higher risk of living in households with less food and economic insecurity, suffering health problems due to poor nutrition and lack of health care (Gardachew, 2006). For teachers, therefore, there is no escaping of the problem they observed on the lives of HVC, resulting from an increased incidence of social, emotional, physical, and economic and human rights problems. The consequences of such problems are played out in the classroom as teachers struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty experienced by learners (Wood & Goba, 2011).

According to UNAIDS Inter Agency Task Team on Education to fulfill the need of HVC the possible action is expanding school links with community social services and faith-based organizations. (UNAIDS, 2004). Service Delivery Guidelines for HVC prepared by FDRE Ministry of Women, Children and Youth indicates that there are seven key service packages that should be considered as a framework when governmental, non-governmental, community-based organizations and any other institutions initiate any activity that supports orphan and vulnerable children. These include, education, health, psychosocial, food, economic strengthening and legal (MWCYA, 2010).

The problem in food, education material, health, shelter and psychosocial support are reflected as a gap in learning effectiveness of HVC, but it is wide and difficult to address in a formal teaching learning process. Rather it needs to invite the school community to involve in a volunteer service to solve such problems because providing voluntary services is out of the responsibility of the school community. Among school communities, teachers are very significant because of their physical and emotional nearness of students as an actor of mobilizing the community of volunteers and work as a volunteer in their extra time (Pereonite & Jones, 2006).

International policies point to schools as key actors in securing the inclusion, protection and well-being of HVC (UNESCO, 2008; UNESCO, 2012; UNICEF, 2013). The budgetary limitation and the wideness of HVC problem hinder schools to address the problem in formal teaching- learning process. To solve the HVC problem beyond teaching -learning process the school and surrounding community need to participate in a volunteer manner to solve HVC problem in scale up comprehensive, well-targeted, cost-effective, and sustainable approaches. The primary objective of this study will be to identify the status of volunteerism and the contribution of volunteers in enhancing the HVC learning in government primary schools of Addis Ababa.

### 1.2. Statement of the Problem

In Ethiopia, it is estimated that there are 5.4 million orphans and vulnerable children (FHAPCO, 2007). Factors that hinder the primary education opportunity of vulnerable youth and children include problems related to school accessibility, household size, child work, economic shocks, and ownership (UNCEF, 2013). They are more likely to take on adult responsibilities at younger ages, including paid employent, the care of younger siblings, and management of a household (PEFAR, 2012).In order to address the above HVC challenges the formal teaching-learning process has no possible solution. Often these circumstances will prevent HVC from enrolling in school and/or cause them to drop out of school for extended periods, thereby increasing their vulnerability. Volunteering has a considerable impact on the education system itself. Schools and other educational stakeholders and partners within the education system can contribute to a range of outcomes.

Education has been one of the prime focuses for government policy, much of which could not be delivered in the same way without the involvement of volunteers (Wu, 2011).

In a situation where government and its development partners lack full capacity to address the vast problem, communities can be ideal tool to address the problem of HVC in their area. Because of the wideness and the resource limitation of schools currently in several urban and rural areas community engaged in school activities in volunteer manner to support HVC (Yeshewareg, 2015).

School can provide children with a safe, structured environment and the emotional support of other adults in the community. Children who are in school have opportunities to interact with other children and develop social networks. Schools should act as the focal point of comprehensive community responses to bringing teachers and communities together with other resource people to identify and address the needs of vulnerable children and their families in a coordinated and effective way (Caterine, 2008).

In school, volunteerism to address the problem of HVC, teachers' contribution is significant. They play a vital role in leadership to take the initiative to strategically and democratically plan how to approach the problems holistically and systematically; and there is a need for cooperation with outside agencies and other sources of support, including parents and the general community (Wood & Linda, 2011). The connectedness of the school with potential individual and community members is also a means for school community to mobilize external resource for gratifying the gap (Brown, 2003).

The contribution of volunteerism for learning is gone parallel to the management of volunteers. The way of managing and bringing volunteerism as an input for educational quality needs extra effort in the side of school management. It represents a significant increase in workload for principals as individuals must be matched to tasks, supervision and provision records checks and their performance monitored and recognized. In addition, the status of volunteerism and making it sustainable action for a school also needs attention. It needs to consider not only in the side of its significance for the school and the beneficiary students, but also in the moral and motivation of the volunteer by itself also make it more successful and retain the volunteer in the activity (Adelman & Taylor, 2007).

The above-mentioned literatures show the contribution of volunteerism for education. In government primary schools since the non-schooling problem of students is very wide and it is a means of student drop out and enrollment most teachers obliged to involve in different volunteer activities. Teachers are the central actors in education facilitators of learning bringers of

knowledge, brokers of relationships between pupils and the societies they live. Even though the significance is obvious volunteer recruitment and training is not approached as a major programmatic center at school sites. In addition to these there are still uncovered empirical evidence in areas of volunteerism such as the contribution of school volunteerism for HVC learning effectiveness, the promotion of school volunteerism, challenges of volunteerism, the extent of school volunteerism and management of school volunteerism. Hence, this research assessed and explained the state of volunteers and contribution of volunteers in enhancing HVC learning in Addis Ababa government primary school.

## 1.3 Objective of the Study

General objective

The main objective of the study is to assess the status and contribution of volunteer work in the selected primary schools in enhancing the educational enrollment and attendance HVC.

### 1.3.1. Specific Objectives

1. To identify the preferred volunteer works in primary schools?

2. To identify what motives guide volunteers in school?

3. To identify challenges and possible solution of volunteer work at primary schools.

## 1.4. Research Question

More specifically, this research is expected to answer the following research questions:

- What is the status of voluntarism in primary schools in enhancing the educational enrollment, attendance, and performance of HVC?
- What motives guide volunteers to work in the selected primary schools as volunteers?
- What is the major focus of voluntary activities in the selected primary schools (Education, Health, Psychosocial, Food, Economic strengthening and Legal?)
- What challenges are faced by volunteers working at primary schools?

## 1.5. Significance of the study

Most HVC enrolled in government primary school because of low school cost. When they start classroom activities because of low economic, social and psychological status they are not come with school readiness. There is a gap in education materials, food, clothing, health and in psycho-social development. Since most of the problems of HVC is out of the formal teaching-learning process it is difficult to solve by the school budget and management. Researches show the contribution of volunteers in feeling such gaps of HVC. To lead a teaching -learning process effective in the inclusive manner enhancing HVC in their learning is very crucial.

The result of this study will be expected to see the status of volunteerism and the contribution of volunteers for enhancing HVC learning and could add knowledge and disseminate school community practice of volunteer work. The culture of community-initiated voluntarism mostly occurred in seasonal manner and lack proper management and sustainable manner to strength and fill the awareness gap, as the foremost thought, it may serve as stepping stone on the area of status of volunteerism in Ethiopian (particularly Addis Ababa) context for researchers and scholars who are interested in the topic. The output of this inquiry will inform policy decisions, school-based program planning, and schools themselves as to how to improve and scale up volunteer roles in their respective undertakings.

## 1.5. Delimitation

The study will be conducted in Addis Ababa City Administration. Government run primary schools of Addis Ababa specifically first cycle will be the focus of this study. Since HVC are engaged in government primary schools, private owned and public/community primary schools are excluded from the investigation. The contribution and state of volunteerism for enhancing HVC learning will be assessed on the activities of volunteers in school compounds. The contribution of volunteers in home-based service and in different social settings will not addressed.

## 1.6. Operational Definition of Terms

**Voluntary work:** It is work that is done by Addis Ababa primary school communities which is out of formal teaching -learning process that directed to benefit to HVC students without pay or with smaller incentives

**Volunteer**: Addis Ababa primary school community who engages himself/herself in work that benefits HVC students without pay or with small incentives.

**Staff**: Staff means in this research people working in the selected primary schools either as academic or support personnel.

**Primary school**: Refer to government run primary schools of Addis Ababa City Administration in Addis Ketema Sub city.

## 2. Review of related Literature

### 2.1. The Role of Schools as Hubs for HVC Support

Education as recognized in the convention on the rights of the child is a basic human right for all children. A child who has access to quality primary schooling has a better chance in life. A child who knows how to read and write and do basic arithmetic has a solid foundation for continued learning throughout life (USAID & CRS, 2008). Schools not only benefit the child but can serve as important resource centers to meet the broader needs of the community (PEFAR, 2006).

In the healthy development of children and youth, grades, participation, a sense of belonging, and relationships with students and teachers are important in feeling connected to school—and connected students do better. There are those who believe that schools should focus only on the acquisition of knowledge or that we expect too much from schools. However, current research across disciplines shows that non-academic aspects of school are also significant contributors to both school and student success (Blum, 2003).

Schools can provide children with a safe structured environment, the emotional support and supervision of adults and the opportunity to learn how to interact with other children and develop social networks (Wood & Goba, 2011). Most children orphaned or made vulnerable are living with a surviving parent, or within their extended family (often a grandparent). An estimated 5% of children affected by HIV/AIDS worldwide have no support and are living on the street or in residential institutions. Although most children live with a caretaker, they face several challenges, including finding money for school fees, food, and clothing. Experts contend that effective responses must strengthen the capacity of families and communities to continue providing care, protect the children, and to assist them in meeting their needs (Salaam, 2005).

USAID and CRS (2008) point out that basic education in primary and secondary levels contribute to the reduction of poverty. It increases labor productivity, improves health and enables people to participate fully in the economy and the development of their societies. They further argue that children and society who lack access to quality education are disadvantaged in terms of income, health and opportunity (USAID & CRS, 2008). Behavioral problems among OVC coupled with lack of well-established counseling structures (Mwoma & Pillay, 2015) may negatively influence children's performance in education. Thus OVC need educational interventions as they are at risk

of becoming infected with HIV due to economic hardships, reduced parental care and protection and increased susceptibility to abuse, and exploitation. These factors contribute to the barriers OVC face when pursuing education (USAID & CRS, 2008).

It is evident that OVC could apply to the majority of learners in South Africa. For teachers, therefore, there is no escaping the impact of the pandemic on the lives of their learners, resulting from an increased incidence of social, emotional, physical, and economic and human rights problems. The consequences of such problems are played out in the classroom (Hepburn, 2002), as teachers struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty experienced by learners living in this age of AIDS (Wood& Goba, 2011)

To minimize out of school's factors for the success of education schools to be an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intents to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling (Adelman & Taylor,2007)

At the school level the following intervention strategies are recommended to enhance HVC educational effectiveness ;create a supportive environment for HVC through increased awareness and training on all matters concerning HVC by addressing children, parents, caregivers, service providers, decision makers, and the general population, Provision of appropriate facilities in schools that take into consideration the needs of HVC , enhance guidance and counseling in primary schools to help HVC to understand themselves and the environment around them, there is need for proper data collection of HVC to know the extent of the , Provision of basic needs especially food, shelter and clothing. Many respondents recommended the introduction of school feeding programs for the poor and vulnerable children benefit. Schooling Teachers were asked to state some of the out-of-school factors that precluded HVC from school. They cited lack of cooperation from parents and guardians of the HVCs a cause of low retention. They reported that whenever they summoned Majanga, Mukonyi & Vundi1, 2015)

According the researchers working on the role of schools in supporting children affected by HIV argues that initiatives looking at ways in which schools can substitute for the diminishing capacities of families remain small in scale. They emphasize that if the needs of children affected by HIV or children living in low resource and high HIV prevalent communities are to be met through schooling, the education sector's role needs to be expanded to include an 'ethic of care', in addition to teachers' traditional role in training children to take their place in a future workforce. Thus, government institutions, NGOs and the academic field are pointing to the need for schools to go beyond their educational function and play a much wider role in the mitigation and prevention of HIV and AIDS (Andersen &Green, 2014).

### 2.2. Contribution of Volunteerism on Education

An estimated 115 million primary school-age children were not attending school in 2002 (UNESCOUIS & UNICEF, 2005), and around 101 million were not attending school in 2006 (UNICEF, forthcoming). In addition to poor education quality, such persistent challenges to school attendance as child labor, HIV and AIDS, civil conflict, natural disasters, chronic environmental degradation and deepening poverty continue to threaten gains in school enrolment and completion rates in many countries (UNICEF, 2008).

The livelihood of children has a direct impact on the success of education. When children are provided sufficient food and nutrition and protected from infectious disease, their brain scans fully develop. To fulfill the basic needs of children for their education schools has no formal way of provision except educational input. To facilitate additional needs school community, must engage in different volunteer activities. Volunteers play a role to help developing communities deliver all the essential services every child needs to realize the fullness of their potential (Global volunteers, 2011). Volunteerism is a good tool to give responses both for relief and development programs. That is why governments promoting volunteer work (Smith, 1999).

The success of education is measured not only the teaching learning process in the class room and on the supply of educational services but also on the out of school factors. Studies revealed correlations between children's enrolment in school and factors outside the school system that affect enrolment. The variables in the analysis included: household wealth index; parental education; structural social capital (defined as citizens' participation in community groups); school

accessibility (proxy by distance); household size; child work; economic shocks and ownership of land. The multivariate analysis robustly indicated that the above factors had a significant impact on child enrollment (Pereznieto &Jones, 2006).

Looking across the extensive research from whole-school reform to parent and community involvement, several strategies recur. School is the business of youth, and administrators and teachers can do much to improve students' sense of connectedness. Students must also actively participate in their own education. They need opportunities to become involved in cross-age and peer-led tutoring activities, serve as peer counselors, experience collaborative learning that pairs stronger and weaker students, and participate in new-student orientation programs, buddy programs and welcome programs (Henderson & Mapp, 2002). To bring this motivation of students in involving volunteer activities parents and community members can contribute to the success of the school. They can serve as mentors, participate in or provide opportunities for community service, take advantage of parent training opportunities, develop ongoing relationships between the school and corporations or universities, and provide opportunities for and participate in service learning (Marshall, Rinehart, & Lano, 2004).

Volunteerism continues to contribute towards the attainment of social development initiatives in this modern world. In 2001 the United Nations Economic and Social Council's Commission for Social Development held detailed discussions on the role of volunteerism in the promotion of social development. Among its resolutions was the recognition of volunteerism as an important component for any strategy aimed at poverty reduction, sustainable development and social integration (UNV, 2011).

Research conducted in Australia revealed the contribution of school volunteer on student behavior improvement was 57%, interaction with volunteer improved by 45%.In emotional improvement 55% students express their emotion appropriately. In the case of relationship62% made sustained friendships and 79% had greater confidence in their ability to learn. In academic competence 67% of students who worked with volunteers had shown greater improvement in their academic competence than teachers anticipated and 78% of teachers surveyed reported that having volunteer in their classroom made their job easier with extra attention given to students, and coordination of smaller group activities(http://www.ardoch.org.au/).

Policymakers at the school, district, state, and national levels may consider adding a volunteer service requirement for education quality. The time required to implement a volunteer service mandate for all school administrators, teachers, students, parents, and community (Camra, 2012).

Prosocial behavior has a significant role in both economic and social affairs of a country. Even in the developed countries the role of volunteer work is easily observed and covers their budgetary limitation. In America among half of the countries adult give volunteer services to assist others (Hodgkinson & Weitzman, 1992).

Volunteering has a considerable impact on the education system itself. Schools and other educational institutions are one of the most popular areas to volunteer within and volunteers perform several vital functions within the education system, contributing to a range of outcomes. Education has been one of the prime focuses for government policy, much of which could not be delivered in the same way without the involvement of volunteers. A number of these policy initiatives have recognized the importance of increasing parental and community involvement in education, coinciding with volunteering policies that have sought to increase levels of participation in public service delivery. Volunteering also contribute to the delivery and enhancement of education (Wu, 2011).

Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling (Adelman and Taylor, 2007). In developing countries like Ethiopia the contribution of teachers for the success of education has observed in non-school activities. This is due to the result of under-resourced education system. In addition to their contribution teaching with limited resource and in difficult working and living conditions they play a pivotal role in enabling societies to realize their educational aspiration and mobilizing them to fulfill the gaps through volunteering activities (Kremer & Holla, 2008).

As Brown (2008) suggests this view underestimates what volunteers really bring to public schools. He believes that the use of volunteers may be one of the key solutions to the problems facing public elementary schools today. “Schools with heart are rich in community connections through the volunteers' donation of time and energy” (Brown, 2008, p. 5). They found that voluntarism partially addresses problems of insufficient resources, excess of bureaucratic control and social dislocation of many pupils' lives

To minimize out of schools' factors for the success of education schools to be an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intents to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling (Adelman & Taylor,2007).

Reducing out-of-pocket costs for parents and providing school meals, conditional cash transfers, and merit scholarships require greater public expenditure, but since these constitute transfers and are typically highly progressive, these expenditures may generate important benefits beyond their impact on school participation. In all educational system the performance of teacher is a determining factor for school effectiveness and learning out comes. In developing countries like Ethiopia, the contribution of teachers for the success of education has observed in non-school activities. This is due to the result of under-resourced education system. In addition to their contribution teaching with limited resource and in difficult working and living conditions they play a pivotal role in enabling societies to realize their educational aspiration and mobilizing them to fulfill the gaps through volunteering activities (Kremer & Holla, 2008).

As Prof. Dan Brown of the Dept. of Educational Studies suggests this view underestimates what volunteers really bring to public schools. He believes that the use of volunteers may be one of the key solutions to the problems facing public elementary schools today. "Schools with heart are rich in community connections through the volunteers' donation of time and energy" (Balm,2003,p.27).They found that voluntarism partially addresses problems of insufficient resources, excess of bureaucratic control and social dislocation of many pupils' lives (Balm,2003). The presence of volunteers in a school represents a significant increase in workload for principals as individuals must be matched to tasks, run through criminal records checks and their performance monitored and recognized. Despite the additional work, most principals saw voluntarism to help their school survive budget cuts and reduce dependency on government (Brown, 2008).

## 2.3. Common Volunteering Reasons

Volunteering is not just an individual choice or spontaneous outburst of altruism but is affected by larger social and institutional forces. Volunteering is a purposive action that can be used to accomplish different social goals—from self-actualization, expression of values, and enhancement of the quality of life, to the production and delivery of public goods (Wojciech & Jons, 2001).

The key factors of motivation are the primary motivators which relate to the intrinsic motivation and rewards and secondary motivating factors are extrinsic in nature, therefore are tangible motivators and rewards. The primary motivator that reward and motivate surf lifesavers are self-actualization, enhancement/esteem and 'motivators'. These motivations and rewards relate to the aspects that have the ability to increase self-esteem and enhancement. Examples include becoming healthy and fit, the ability to save someone, the reward of achieving a result after all the hard training has been done (e.g. obtaining the bronze medallion). Secondary motivating factors include: making new friends which provides comradeship; or a reward at the end of the volunteering days which provide recognition and appreciation; or ability to compete and become a champion. While these drivers of motivation are secondary factors they still play an important role in motivating and rewarding surf lifesavers (Innes & Hall, n.d).

A sense of community lead in participating in others issue and it gives meaning which is a fundamental personal need, and motivating prosocial behavior is a fundamental societal need. R research tests helping other people can increase perceptions of their lives of the helpers. People participated in volunteering and spending money to benefit others reported experiencing greater meaning in their lives. Such persons also identify increased self-worth, self-esteem, and this mediated the effect of prosocial behavior on meaningfulness. These result shows that people participated in helping other by costing their time, money and energy have incentivized psychologically (Klein, 2016).

Individuals continue to volunteer to the extent that the activity fulfills the individuals' functional motives work-related motivation is applicable to volunteers. According to existing research, the most beneficial strategy would be to create recruitment messages that emphasize the

values, understanding, and enhancement functions. Regardless of the population of potential volunteers, recruitment messages should express the opportunities afforded by volunteering to express altruistic values and humanitarian concern, to learn new skills and knowledge, and to engage in self-development and growth (Widjaja, 2010).

According to researches the motivation orientation of individuals should be considered during volunteer motivation. Individuals who are high in external regulation and interjected regulation may respond well to external incentives that provide them with status and which bolter their feelings of self-worth. Thus, for public recognition of their efforts and positive feedback about task performance may increase volunteer behavior. In contrast, extrinsic incentives may reduce the likelihood of volunteering for individuals because such incentives can create an over-justification effect (Esmond & Dunlop,2004).

To know what actually motivates to engage persons in volunteer task is a complex question as (Esmond, 1997) states. In order to make volunteers effective and help managers in their recruitment, selection, placement and ultimate retention of volunteers understanding the motive of volunteers is crucial (Clary, Snyder&Ridge, 1992). Motives as a relatively general nature that will influence someone to perform action that are expected to lead to a particular kind of consequences or goal (Rubin and Martin, 1998).

As (Classens, 2004) sited from (cultherbert, 1992) and (Bennet, 1987) the most important motivators of volunteers are as follow

1. Altruism, defined as the inner need to do something for others
2. Sociability, the need to affiliate in order to avoid loneliness
3. Self-interest, also referred to as the need to learn and grow

The above motivations of volunteers have different reasons as (Kruger & Schreuder, 1999) the identified reasons are religious or community obligation, helping those less fortune, to enhance own capabilities or wanting to make a different.

With the currently increasing demand for and declining number of volunteers, it is imperative that organizations invest time and resources into broadening their knowledge of recruiting and retaining volunteers. Although time consuming, organizations should focus on volunteer satisfaction to ensure future intentions to volunteer (Widjaja, 2010).

## 2.4. School Level Volunteer Management for minimizing the barrier of volunteerism

Schools have a big job to do and too few resources with which to accomplish the work. Volunteers are not the answer to this complex problem. But they can play a role in helping schools enhance equity of opportunity by adding their contribution to addressing barriers to learning and teaching and re-engaging disconnected students. From the front office to the classroom to the outside campus, before school, after school, and on weekends – volunteers can assist with a wide range of activities. And in doing so, they can improve the lot of students and their families, ease the burden on staff, and reap a host of benefits to themselves (Adelman & Linda, 2002).

For effective and fruitful management of volunteers' motivation is identified by researchers as a governing law and other components of volunteer management. Volunteer motivation is started by giving recognition of volunteers' work. To perform their activity and to retain volunteers for a long-time receiving recognition and being recognized for their skills and contribution was important to volunteers. It is therefore motivation is overriding importance that organizations give attention during volunteer management to continue to recognize their volunteers to retain their involvement and commitment (Esmond & Dunlop, 2004).

The management of volunteers needs more attention than pay employee because of the difficulty to exercise authority to control their behavior like those payable workers. So, it is difficult to learn volunteer management from the existing knowledge of pay employees. Traditional management of workers is based on exercising authority to control the behavior of people by counting the benefit they took. A feeling that such practices is not fit the volunteer environment which has not indebted by payment (Cnaan & Cascio, 1999).

Rather management practices have concentrated on building high-commitment and high-involvement of workers by encouraging identification with the organization's mission and goals, along with sharing information and decision making in order to improve performance. These systems reject the more traditional approach to managing human resources through control and coercion (http//www.ohpe.ca/publish/1).

The management of volunteers is not only the responsibility of the administrative practices but also the contribution of employee staff. For good management of volunteers, the level of commitment and their cause of volunteering motivation should be considered. In most cases to perform long term activities and to benefited long time contribution from volunteer's intrinsic

motivation is valuable than external motivation. Long-term commitments are exemplified by training and professional development opportunities, regular communication and supervision, and liability coverage. These are precisely the kinds of practices more likely be adopted by those organization that use volunteers in sustained ways, characterized by having relatively few volunteers who spend a lot of hours working for the organization. Organizations that cater to periodic volunteers adopt different strategies, such as providing external validation through public recognition of volunteers (Adelman & Taylor,2007).

The relation between volunteer and volunteer need organization should have some governing laws to clarify the borders among them and to protect volunteers. As volunteer legislation of UN stated the establishment of practical rules need the careful consideration of the social and economic reality of the country capacities need s. Practical rules should clarify duties and responsibilities of volunteers and their volunteer involving organizational.

For effective and fruitful management of volunteers' motivation is identified by researchers as a governing law and other components of volunteer management. Volunteer motivation is started by giving recognition of volunteers' work. To perform their activity and to retain volunteers for a long-time receiving recognition and being recognized for their skills and contribution was important to volunteers. This need for recognition reinforces the importance for managers of volunteers to continue to find ways to both formally and informally recognize and reward their volunteers. Indeed, a major reason for volunteers leaving an organization was that 'they did not feel appreciated'. It is therefore motivation is overriding importance that organizations give attention during volunteer management to continue to recognize their volunteers to retain their involvement and commitment (Esmond & Dunlop, 2004).

Another way is to arrange challenges, acknowledging and valuing initiatives, reinforcing and appreciating the efforts made and the work well done especially routine work; in short, enhancing the use of each volunteer's potential. When the managers of an organization believe in the work carried out by the organization, are aware that the organization needs other people to fulfill its mission, they take care of and admire the volunteers, then it is highly likely that the organization will generate satisfaction, pride, hope, enthusiasm, flow, etc., in the volunteers (Luisa, Jiménez, & Fuertes, 2005)

To sustain the participation of volunteers and to motivate volunteers to perform more organization must create a good experience for them. In addition, the organization also have a

concern of comfortable working environment equally with implementing practices designed to make sure that they involve volunteer s wisely and well and commit sufficient support resources to this endeavor. As the study shows that organization that adopt the practices most directly concerned with satisfying volunteers reap the highest rates of retention. Practices that cater more to the needs of the organization than the needs of volunteers are unlikely to motivate volunteers and, in fact, are not related to retention of volunteers' overtime. Nonetheless, these practices may be critical for the organization to oversee volunteer involvement in an accountable manner, and to generate resources necessary to keep the charity running (Jeffrey, Brudney, & June, 2004).

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According to evaluation theory there are different motivation systems: intrinsic and extrinsic. Intrinsically motivated individuals perform for their own achievement and satisfaction. If they come to believe that they are doing some job because of the pay or the working conditions or some other extrinsic reason, they begin to lose motivation. People do things for their reasons or by the pushing factor based on this the research identified the motive of the volunteers how involved in helping HVC of the school.

The external factors like school management influence on the effectiveness of volunteers also has a relation with the intrinsic motivation of the volunteers. Modeling and imitation are the central processes of social learning theory. As described by, modeling and imitation are processes where people can learn new behavior or change their current behavior by observing the behavior

of others. Modeling behavior can have three distinct effects on observing individuals. When someone engages in a behavior, it may invoke an imitative response in which observing individuals repeat the same behavior, strengthen or weaken a previously learned behavior, or prompt a previously acquired response behavior.

Rewards can be tangible (money) or intangible (attention, status, affection) so long as they are having value or bringing satisfaction. Costs occur as either physical and emotional disadvantages or missed opportunities to gain rewards. A key concept of social exchange theory is the idea of reciprocal exchange. Reciprocal exchange refers to the expectation that when people receive rewards, they respond by doing good things for others (Homans, 1974).

### 2.5. Implications of the review of related literature and Theoretical Perspectives

So far numerous literatures related revealed the livelihood of children has a direct impact on the success of education. When children are provided sufficient food and nutrition and protected from infectious disease, their brain scans fully develop. If those children are educated, they can realize their full potential and make significant contributions to society. In the case of Ethiopia the social and economic problem is very wide because of the country development level. Frequent food shortages and periodic famine-like conditions continue to put children at risk. With this wide problem success in primary school is the question of significant number of students. To solve the problem by the activity of the government and aid agencies require huge amount of budget. So giving attention for inhabitant volunteers and motivating the current volunteering service in different organizational and community level has great significance.

To attain the goal of primary education beyond teaching learning process out of school situation i.e. the livelihood of students has affect the expected result of the school. To address this problem the volunteer involvement in the area should get attention. However, volunteer recruitment and training usually is not approached as a major programmatic concern at school sites. This is unfortunate because, with relatively little expense, volunteers can(a) become the backbone of a school's welcoming and social support activities for newcomers, (b) assist with designated students in classrooms to minimize disruptions and facilitate positive performance, (c) help staff with before and after school recreational, enrichment, and tutorial programs, and (d) provide general assistance to staff related to the countless everyday tasks that must be done.( Center for Mental

Health in Schools at UCLA. ,2007). As it stated above the school management is not given attention for volunteer activities but the school situation forced the school community to engage in volunteer work in Addis Ababa primary schools, in this research the motives, challenges and betrothed areas of volunteers presented according to its findings.

School readiness reflects a child's ability to succeed both academically and socially in a school environment. It requires physical well-being and appropriate motor development, emotional health and a positive approach to new experiences, age-appropriate social knowledge and competence, age-appropriate language skills, and age-appropriate general knowledge and cognitive skills. It is well documented that poverty decreases a child's readiness for school through aspects of health, home life, schooling and neighborhoods (Ferguson, Boyaird, & Mueller, 2007).

It is in the school that children develop relationships with adults outside their family for the first time. These connections help children develop cognitively and emotionally (Addison, 1992). HVC however, may not have such an advantage due to the challenges they go through both at home and in school that are likely to impact negatively in their education. Thus requiring education interventions that would enable them overcome these challenges (Mowa,2016)

To acquire the educational purpose of academic and social competencies of HVC the factor of poverty can be a barrier. To bring this successes in education it is difficult to assure by the class room teaching learning process. So, to bring expected change in education the involvement of volunteers plays a role in filling a gap of school budgetary limitation (Gillies, 2010).

As we know schools have a big job to do with a few resources Volunteers are not the answer to this complex problem. But they can play a role in helping schools do much more with respect to addressing barriers to learning when there is good management of volunteers. From the front office to the classroom to the outside campus, before school, after school, and on weekends -- volunteers can assist with a wide range of activities.

Volunteers can be a multifaceted resource in a classroom and throughout a school. For this to be the case, however, the school staff must value volunteers and learn how to motivate and manage volunteers and use them effectively.

When implemented properly, school volunteer programs can enable teachers to personalize instruction, free teachers and other school personnel to meet students' needs more effectively. In the classroom, volunteers can provide just the type of extra support needed to enable staff to conference and work with students who require special assistance. Volunteers can help enhance a student's motivation and skills and, at the very least, can help counter negative effects that arise when a student has difficulty adjusting to school. Working under the direction of the teacher and student support staff, they can be especially helpful in establishing a supportive relationship with students who are having trouble adjusting to school (Adelman & Taylor, 2011).

# 3. Methods

## 3.1 Study Design

In the current study, mixed methods research design was employed. The research conducted by employing both qualitative and quantitative methods. The rationale for employing both qualitative and quantitative approaches of research design is that insight into some of the research questions cannot fully be obtained using quantitative procedures alone. concurrent gathering both quantitative and qualitative data is that it allows the researcher to compare the themes identified in the qualitative data analysis with the statistical results in the quantitative analysis so as to search for congruent findings . Quantitative data are primarily collected from school staff which is supplemented by qualitative data from a focus group discussion. Both forms of data are given equal priority, data analysis is usually conducted separately, and integration usually occurs at the data interpretation stage

## 3.2. Study Site

The study is conducted in Addis Ketema sub-city of Addis Ababa City Administration. Addis Ketema sub city is among the 10 sub cities in Addis Ababa, the capital of Ethiopia. As of 2011, its population was 271,664 and covered 7.41 square kilometers area**.** The sub-city is located northwestern of Addis Ababa, not far from the center of the city. It borders with the sub citiesof Gullele in the north, Arada in the east, Lideta in the south and Kolfe Keranio in the west. Mercato, Africa's largest open-air marketplace, is located in Addis Ketema Sub City and the biggest bus station is also found in this sub city.

The study sites for this study are government run primary schools of Addis ketema sub-city, specifically focusing on the first cycle of primary education. The first cycle of primary education was prioritized with intention to examine volunteerism to support early grade students who are likely to have much interaction with the school community, partly due to self-contained teachers teaching the first cycle grades. Teacher is more familiar with the daily demands of teaching vulnerable children than an outside agency, whose expertise may be based on an idealistic view of teaching and learning (Clarke, 2008) .On the other hand, government schools were the focus of the study over private owned schools as HVC cannot usually afford to go to private owned schools. In addition, volunteer status and the effect of volunteerism in first cycle of education are the focus of the study since students at lower age are assumed to be more vulnerable.

Children living in such grave conditions lost the parental care and protection (UNAIDS, 2012). Some of the children are abandoned by one or both of their parents, significant number of children run away from homes and family due to different social and economic problems, others come to this specific location from rural areas to live with their older siblings and relatives in search of better job opportunities (UNAIDS, 2012). Among many children who live under difficult conditions, some are enrolled at schools located in the Adis Ketema sub-city with food, clothing, psychosocial, health, educational materials, and uniform problems.

## 3.3. Sampling Techniques

Purposive sampling was implemented. The presence of the bus station and largest market in this sub-city has been one element to contribute for the selection of the sub-city as study site. People coming from all corners of the country congest the sub-city and also affecting community living around. There is abject poverty and worst living situation in those areas. There are people around the bus station and market place whom they lead their livelihood on informal economic sector such as providing cooking and laundry services to individuals, retail petty trading, bed and floor renting, selling food and alcoholic drinks, working as daily laborers, commercial sex workers, and engage in other small income generating activities (World Bank, 2015). The specific schools for the study are selected purposively based on recommendation from the sub city's educational office. Four schools selected for the study constitute are Meday, Addis Hiwot, Eweket Amba and Eshet government primary schools. The schools were selected since the number of HVC enrolled in these schools was large compared to other schools in the sub-city and also most of the schools selected were located near the long distance bus station and the open market - Merkato.

### 3.4. Population

Four schools selected for the study constitute Meday, Addis Hiwot, Eweket Amba and Eshet government primary schools. Once the selection of 4 schools was done, the next step was selecting respondents from each of the selected schools. The educational policy of government primary schools in first cycle is self-contained, the number of teachers in each classroom is only

three and the number of administration staff is less than 8 in each primary school. Since the total population of teacher and admin staffs are manageable for data collection all teachers in the first-cycle (Grade 1-4) and admin staff participated in the study. Specifically, teachers and admin staff selected for participation in the study from the 4 schools was 89. The table below indicate details on school community participated in the study from each of the four schools

**Table 1: School: School community participated in the study from four schools**

| Name of school | Grade 1 teachers | | Grade 2 teachers | | Grade 3 teachers | | Grade 4 teachers | | Admin Staff | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | M | F | Total |
| Meday | 1 | 3 | 1 | 3 | 3 | 2 | 3 | 1 | 3 | 0 | 11 | 9 | 20 |
| Addis Hiwot | 1 | 4 | 1 | 4 | 3 | 2 | 2 | 2 | 2 | 1 | 9 | 13 | 22 |
| Eweket Amba | 1 | 3 | 1 | 4 | 2 | 4 | 2 | 3 | 2 | 1 | 8 | 15 | 23 |
| Eshet | 1 | 4 | 1 | 3 | 2 | 4 | 2 | 4 | 2 | 1 | 8 | 16 | 24 |
| Total | 4 | 14 | 4 | 14 | 10 | 12 | 9 | 10 | 9 | 3 | 36 | 53 | 89 |

### 3.5. Tools of Data Gathering

The tools used for data collection include a comprehensive self-administered survey questioner and a focus group guide. The survey questionnaire gathered data on respondents' basic demographic and family structure, volunteer motivation, and challenges for volunteerism. A survey questionnaire was field tested before actual deployment for data collection. Feedback gained from the field test were used to improve the questionnaire. Similarly, a focus group discussion guide that was used to collect qualitative information from respondents was pilot tested with teachers and administrative staff of schools who did not take part in the actual study. The feedback obtained was used to improve the guide.

#### 3.5.1. Questionnaire

Self-administered structured survey questionnaire was used to obtain information on respondents' basic demographic and family structure, volunteer motivation, and challenges for volunteerism. The questionnaire was first prepared in English and later translated in to Amharic.

Forward and backward translation of the survey questionnaire ensured to get equivalent meanings in both languages.

### 3.5.2. Focus Group Discussion

To triangulate the findings from structured survey questionnaire, qualitative information was collected through FGDs. The researcher believed that data collected through FGDs give important insights to investigate the contribution of volunteerism in changing the learning enhancement of HVC by offering richer and detailed information. A total of three FGDs with a group of 10-12 school community participated in the discussion, a total of 28 teachers and 4 school admin staff. The participants were selected from the sample schools based on their willingness to participate in the discussion.

## 3.6. Construction

The survey questionnaire questions were constructed from a review of relevant literature and other instruments on similar areas, according to their relevance to the research topic. The instrument was first constructed in English and later translated into Amharic language with the help of language professionals with specific qualifications in Amharic and English languages, to make the items and the guidelines clear and easily understandable for participants of the study. In the translation process both forward and backward translation of languages were conducted by language professionals with specific qualifications in Amharic and English languages, to get the equivalent meanings in both languages.

The self-administered structured questionnaire had three parts i.e. 13 open ended and 26scale questions and the FGD had 10 leading questions.

## 3.7. Validation

To establish content validity, both the questionnaire and the interview questions were judged by two graduate students from social psychology having technical expertise in education and HVC. They were asked to categorize the items as included and excluded. In addition, they were asked to give comments on them and suggest additional items to be included. Based on the result of the experts' ratings, the researcher made some changes on the items. To avoid ambiguity

and for evaluating the proper ways of administering the questionnaire and the semi structured interview the tool were evaluated by five selected participants. Participants of the evaluation study were not considered for the main study. This was to control for response bias as a result of test-retest.

### 3.8. Procedures of Data Collection

Following identifying specific respondents, teaching at first cycle primary schools, and obtaining their verbal consent to take part in the study, respondents were provided with information on the purpose of the study and how to fill out the questionnaire. 89 participants took part in filling out the questionnaire and a total of 32 FGD participants in 3 FGDs, specifically 10 (8 female) participants, 11 (9 female) participants and 11 (8 female) participants in each of the FGDs took part in the study.. The assistant was first provided orientation on the objectives, tools and procedures of data collection before actual engagement in the work.

### 3. 8.1. Administration

The filling out of the questionnaire was conducted in a place where it was convenient for the participants. After briefing about the objectives and the purpose of the study the researcher, along an assistant, administered the questionnaire and assisted the participants while filling out the questionnaire.

### 3.8.2. Analysis of Results

The data obtained from the questionnaire were organized for analysis by assembling the responses of informants under the results of the quantitative data analysis. Descriptive statistics of frequency counts and percentages were used to analyze the demographic characteristics (gender, age, earning & marital) of the respondents and the responses to some items related to volunteerism. The responses from the scales were properly filtered and coded to make ready for statistical processing. The data were analyzed using SPSS (Statistical Packages for Social Sciences) mainly through frequency counts and percentage analysis. Qualitative data from the FGD had first been transcribed, thematically analyzed and presented to supplement the finding from quantitative data. With regards to volunteer motivation value responses in Likert scales were evaluated by giving value each option and then count these values together to create a score for every participant. This

reporting method makes it easy to evaluate the motives revealed by each Likert option. For the 26 items the value of the scale range from one to five: Strongly disagree, disagree, undecided, agree & strongly agree**:** Finally among the all categorized the frequency were calculated as Agree (those who agreed and strongly agreed to all the items (who scored 3)); partially agree (those who agreed half of the items (who scored 1 or 2)); Disagree (those who disagree to all the items items (who scored 0)).The analysis was explained by their frequency as High, Moderate and LOW

### 3.9. Ethical consideration

Participants of the study were told that participation was strictly on voluntary basis. Informed consent had been asked orally, and the purpose of the study was explained by the researcher. In addition, the participants were informed by the researcher that their responses would be kept confidential.

# 4. Findings

## 4.1 Introduction

The main objective of the study is to assess the status and contribution of volunteer work in the selected primary schools in enhancing the educational enrollment and attendance of HVC. In order to meet the study objective the research investigation include to know that if there is volunteerism in primary schools to support highly vulnerable children and the motivation of primary school community to engage in volunteer services, to identify activities preferred by volunteers, to know major challenges of volunteers, and identify possible solution suggested by effective volunteers in the school. In this section the finding of the study presented mainly in line with the research questions. On the base of the data generated from a series of open-ended self-report questions, scale questions and FGD, a number of topics were identified that are essential to answer the research question. Below are the findings of the study presented according to the research questions of the study.

## 4.2. Demographic characteristics of Respondent

The data collected show that among the 89 respondents of the study, 40.4% of the respondents were males and 59.6% of respondents were females. Age range for respondents extended from 20-59 years. Average for age of respondents was 27 year and variability is 0.65. The majority of the respondents (88.7%) were in the age range of 20-39 years. With regard to marital status, the data show that 56.2% and 40.4% of the respondents were married and single, respectively. The percentage of divorcees was 3.4 %. The monthly income of participants, having income from 2,000-3,999 birr had taken 64.1 % of the result. On the other hand, 29.2% of the volunteers had 4,000-5,999% monthly income and the rest 6.7% of the respondents had earned more than 6,000 birrs per month.

## 4.3 Existing Volunteer Service in Primary School

The analysis of the data regarding the presence of volunteer service in the selected schools shows that there is voluntary service in all of the schools included in the study. Nearly all respondents (91%) indicated that there is volunteer service in their respective schools to help

highly vulnerable children and 5.6% and 3.4% of the respondents indicated the absence of the service and lack of knowledge about the presence of volunteer service in the school compounds to serve HVC, respectively.

### 4.4. The Status of Voluntarism to Support HVC in Selected Primary Schools

In these research because of their closeness for first cycle HVC students the study participants are those teachers and schools administration involved in 1-4 grade teaching-learning process. As explained above title of existing volunteer service most of the research participants were involved in volunteer service. However the selected level for research is first cycle, all selected schools serve students from grade 1-8 in the same compound. In order to assess the overall school communities' level of engagement in volunteer service to support HVC, among a total school community 36% respondents indicated that more than a quarter participated in school volunteer service. The rest 31.5% and 32.6 % of respondents indicated that about a quarter and less than a quarter of the school community take part in volunteer service, respectively.

According to the focus group (FGD) discussion there were no similar understanding in the meaning of volunteer service. Most of the school community consider school volunteers as people whom were participated in HVC feeding and mobilization human and material resources to provide support for HVC. But besides the above stated support the School communities were responsible for screening HVC, contribute money for educational materials support of HVC and some help with counseling of HVC in their leisure time. As one of a female teacher explained in FGD, school feeding coordinator in Addis Birhan primary school, most of the school community participated in volunteer service but the level of responsibility weight was high on female teachers. Since they were participated in cooking food and serving HVC during feeding. Sometimes when there is shortage of food for feeding HVC, they shared their lunch for them.

### 4.5. Volunteer Service Actors in Primary Schools

To identify the actor of voluntary service in schools to support HVC the result showed that major role was covered by teachers which is 71.9% the rest 6.7%, 17.9% and 3.3% were covered by students, principal and vice principal & unit leader and department head respectively. As

participants explained in the FGD teachers' closeness with HVC and a possibility of observing their lacks forced teachers to act in their gaps.

### 4.6. Reasons of Volunteer Activity Engagement in Primary School

The reason of engaging in supporting HVC in primary schools was one of the questions raised to know the pushing factor of school community involvement in volunteer service. According to the respondents' response more than half of the respondents' reason was the intensity of the HVC problem which was covered 57.3% the result as explained in the below table.

**Table 2: Descriptive statistics of reasons of volunteer activity engagement in primary school**

| Reason of respondents' engagement | Frequency | Percent |
|---|---|---|
| The intensity of the problem | 51 | 57.3 |
| The school administration support & motivation | 8 | 9 |
| Your personal conviction of doing something for the needy | 30 | 33.7 |
| **Total** | **89** | **100** |

In the FGD the participants explained their engagement in volunteer service as follow:

"Most children from poor families can only afford to go to government schools and they come to school with many lacks, this forced me to involve in volunteer services.'' Female teacher from Eweket Amba primary school

"Some students come to school without education material. When we ask them why, they tell us that they don't have family to buy them educational materials. Hence, I had to mobilize resource from the school community to fulfill that lack" school feeding coordinator Meday primary school

"In the classroom, students collapse due to hunger. We try to treat them buying them soda. But it was difficult to cover the cost because of their number. At the end, we came up with possible solutions i.e. serving voluntarily in preparing their food and mobilizing the school neighbor community to cover the cost of their food." Principal of Meday primary school

## 4.7. Motives of Volunteerism to Support HVC in Selected Primary School

### 4.7. 1. Altruism or selflessness motive

In the study to assess the motive of respondents either their motive is altruistic or not the research identified values i.e. acting on deeply held beliefs about the importance of helping others that make the motive of the people altruistic such as engagement in volunteer work in religious conviction (religious), just to helpful and serve others (General Value) , to improve the world (Social Transformation Values), to do something for my community, to work for my people, and get involved in the problems of my people (Territory Values ) and engagement in volunteer work because of liking the group of people they help (Group ValueThe following table shows the result of research questions in related to the above values of the participant.

**Table 3: Frequency distribution on Altruism Value**

| (n=81) | Number | % |
|---|---|---|
| High | 64 | 79% |
| Moderate | 14 | 17.3% |
| Low | 3 | 3.7% |
| | 81 | 100% |

On Altruism value as a motive for engagement in volunteer activity, nearly 79% of respondents showed the motive of volunteerism was highly driven by altruistic value for their participation in volunteer work. On the other hand, some teachers, 3%, agreed as altruism as a driving motive of participation in volunteerism was low. In order to see which item of altruism was a leading factor

Among the six altruism items is explained in the following table:

**Table 4: Descreptive satstics of Altruistic value motives of the respondents**

| | Item | Respondent | Agree | | Undecided | | Disagree | |
|---|---|---|---|---|---|---|---|---|
| | | | Number | % | number | % | number | % |
| 1 | HVC concern /General value | 81 | 81 | 100 | - | - | -- | |
| 2 | Religious value | 81 | 77 | 95 | 2 | 2.4 | 2 | 2.4 |
| 3 | Territory value | 81 | 68 | 83.9 | 4 | 4.9 | 9 | 11.1 |
| 4 | Group value | 81 | 75 | 92.5 | 3 | 3.7 | 3 | 3.7 |
| 5 | Social transformation | 81 | 62 | 76.5 | 5 | 6.1 | 14 | 17.2 |
| 6 | Organizational commitment | 81 | 63 | 77.7 | 6 | 7.4 | 12 | 14.8 |

Most of the altruism (selflessness) elements of motives of volunteerism were reported as the reason of volunteer engagement in primary schools. Among the elements general value i.e. just help and serve HVC cover 100% of the highest result and social transformation were covered 76.5% of the result for volunteer engagement.

In the side of social transformation the result were shown relatively low. This result was supported by the focus group discussion as the participant explained;

“How I can to set aside myself to volunteer those children who collapse in the class room due to sever hunger”

“Children came without lunch box and they wander here and there during the lunch time forced me to engage in volunteer work in order to feed them.”

The response of several volunteers showed that the reason of their motive in volunteer work was for giving relief for the problem they have observed, so their volunteer work was not highly related on making social transformation when we compare with other altruism factors of volunteerism.

Organizational commitment category refers to a link of an emotional nature with an organization. In these cases, people go into volunteer work out of commitment to the organization and the people involved with it. Since HVC were part of the school community, teachers and other school management had the possibility to identify their educational and other personal problem. Regards to organizational commitment as a motive of volunteerism the result was lower next to social transformation motive .This show volunteers motivate in volunteering service had not strong relation on sharing of school interest.

4.7.2. Self- Interest

Among the motive of volunteers self-interest was addressed by reviewing the following elements knowledge-understanding motive, career, protective values, enhancement and enjoyment .All of the above values of motives are done for the fulfillment of self-need, interest of growth and satisfaction. The overall frequency distribution of self-interest is explained in the following table:

**Table 5: Frequency distribution on self-interest value motive**

| (n=81) | Number | % |
|---|---|---|
| High | 27 | 33.3% |
| Moderate | 29 | 35.8 |
| LOW | 30 | 37% |
| | 81 | 100% |

On self- interest as a motive for engagement in volunteer activity, the result among agreed as a high driving factor and disagree its effect on driving to volunteerism or low driving effect on volunteerism engagement was nearly balanced 33.3 % and 37% respectively .

4.7. 3. Sociability

Sociability is one of the constructs that is expected to be a motive for teachers.

Among different motive of volunteering sociability is the one which bring opportunity to build social networks and interact with other people. To identify the motive of research participants in related to sociability the questioner include some questions in the area of social adjustment motive, social relation, interest in the activity. The overall result of sociability as a driving factor of volunteerism engagement is summarized in the following table

**Table 6: Frequency distribution on sociability value motive**

| (n=81) | Number | % |
|---|---|---|
| High | 16 | 20% |
| Moderate | 47 | 58% |
| Low | 18 | 22% |
| | 81 | 100% |

On sociability as a motive for engagement in volunteer activity, nearly 20% of respondents agreed as sociability was contributing as high driving factor for their participation in volunteer work, with nearly equivalent result 22% agreed as sociability contributed low for driving volunteers in volunteer work.

In the above analysis and discussion the motivations of volunteerism give details by different elements of altruism, self-interest and sociability values accordingly motive of altruism is relatively high .Next to altruism self-interest cover the second result and sociability selected by low among from the total result.

## 4.8. Preferable volunteer services in government primary school

Besides Knowledge and skill transfer reducing school fee, instituting subsidies through school meals or conditional cash transfer programs consistently increases school participation. To bring the above teaching learning supportive activities in school in addition to teaching learning activities school communities expected to participate in different activities voluntarily beyond their job description. In Addis Ababa primary schools teachers and principals of the school have

participated in different volunteer activities .The following table show the preferred volunteer activities of participant.

**Table 7: Descriptive statics of Preferred volunteer service selected by respondents**

| **Types service** | **Respondent** | **Percentage** |
|---|---|---|
| Contribute money for highly vulnerable children school feeding | 61 | 54.3 |
| Contribute money for high vulnerable children school material fulfillment | 22 | 19.5 |
| Contribute your time for mobilizing resource for school material fulfillment | 6 | 5.34 |
| counseling and guidance other psychosocial support for highly vulnerable children | 10 | 12.4% |

### 4.9. Major contribution of volunteerism for educational enhancement of HVC

In the finding of this research 91.8% of the respondent were engaged in volunteer work to know the contribution of their work and filling which part of the HVC problem. The following

The majority of respondent in self-administration survey questioner contribution of volunteerism in primary school was tied with better school attendance and solve food problem of a child. In the case of FGD, the food problem of HVC was very critical. Most of the school community forced to intervene to volunteer activity was the food problem of HVC. Most of them was come to school without food and sometimes they were collapse at the middle of the class. After the school started school feeding the attendance of HVC also increased.

**Table 8**: Descriptive statics of volunteerism contribution to enhance learning of HVC

| Contribution of volunteer work for HVC | Frequency | Percent |
|---|---|---|
| Contribute for better school attendance of HVC | 38 | 42.7 |
| Contribute for HVC food problem | 25 | 28.1 |
| Educational material support | 9 | 10.1 |
| Contribute in academic performance | 12 | 13.5 |
| Other(explain) | 5 | 5.6 |
| Total | 89 | 100 |

### 4.10. Major challenges of volunteerism for supporting HVC in primary schools

#### 4.10.1. Lack of coordination

To make the volunteer service effective there must be a responsible delegated person to coordinate volunteer work. If there is a gap in coordination volunteers challenged to perform their activity properly. Towards the area of coordination as a challenge performing volunteer work properly respondents took coordination as a challenge of volunteer work answered strongly agree and agree covered a portion of 13.5% & 16.9% respectively. Others who did not take coordination as a challenge of volunteer work answered disagree and strongly disagree covered 32.6% and 22.5% respectively which is 55% of the respondent the rest 14.6% were fallen in ambivalence.

**Table 1: Descriptive statistics of volunteerism challenges in selected primary schools in related to coordination**

| Coordination lack as a challenge of volunteer work | Frequency | Percent |
|---|---|---|
| Strongly Agree (SA) | 12 | 13.5 |
| Agree (A) | 15 | 16.9 |
| Undecided (U) | 13 | 14.6 |
| Disagree (DA) | 29 | 32.6 |
| Strongly disagree (SD) | 20 | 22.5 |
| Total | 89 | 100 |

### 4.10.2 Problem related to incentive

Incentives as personal benefit are encouraged volunteers to perform their activity with full interest in the contrary lack of motivation and personal benefit could be a barrier of performing volunteer service in a desired level. In this research how, much lack of personal benefit was a challenge for proper performing of volunteerism explained in the following table.

**Table 2 Descriptive statistics of volunteerism challenges in selected primary schools in related to personal benefit**

| Lack of personal benefit | Frequency | Percent |
|---|---|---|
| Strongly Agree (SA) | 12 | 13.5 |
| Agree (A) | 13 | 14.6 |
| Undecided (U) | 11 | 12.4 |
| Disagree (DA) | 28 | 31.5 |
| Strongly disagree (SD) | 25 | 28.1 |
| Total | 89 | 100 |

As shown in table 10 above personal benefit was not the visible challenge for motivating the volunteers to sustain and engage in volunteer activity.31.5% and 28.1% of the respondents were answered disagree and strongly disagree respectively.

### 4.10.3. Work load

Most school community perform their volunteer work parallel to their formal teaching-learning activities and by using their spare time. This dual activity could add workload on the volunteers, to assess how much the work load was a challenge for the school communities' volunteer activity the volunteers were revealed as if the workload was not a challenge for their volunteer service. Among the respondents more than half of the respondents were answered as work load not bothered them to perform their volunteer service .As the below table showed 23.6% and 33.7% were not consider the workload as a challenge and responded as strongly disagree and disagree respectively.

**Table 3: Descriptive statistics of volunteerism challenges in selected primary schools in related to work load**

| **Work load as a constraint for volunteer service** | Frequency | Percent |
|---|---|---|
| Strongly Agree (SA) | 12 | 13.5 |
| Agree (A) | 13 | 14.6 |
| Undecided (U) | 13 | 14.6 |
| Disagree (DA) | 30 | 33.7 |
| Strongly disagree (SD) | 21 | 23.6 |
| Total | 89 | 100 |

### 4.10.4. Lack of training

Volunteer activities are not always work by volunteer motivation only. Some volunteer services need trainings to work the activity with Knowledge and skill to perform the activity in a required manner. Sometimes lack of accessibility of training could be a challenge of performing volunteer service. In this research 24.7% &21.3% of the respondents were shown how much lack of training had a challenge for their volunteer service by responding strongly agree and agree respectively. The rest 22.5%&14.6% of the respondents were not consider training as a major challenge for performing a volunteer service as responding disagree & strongly disagree respectively.

In performing volunteer service in primary school participants in FGD raised different challenges most of the participants raised commonly as a challenge was the resource limitation as compare with the wideness of the problem. Based on their response most of the activities done through volunteer service was not well coordinated. Activities were done in planned manner just they performed gave relief for sensitive challenges of children like food problem. As they explained when there were project activities performed by Non-government organization there was a training opportunity and sometimes they were incentivized participants, after the project phase out the activity was not continued as they were performed. The school management had appreciated the volunteer activity performed by committed teacher and sometimes raised the issue in school meetings, the level of effort was not satisfactory as we compared with the wildness of the problem. It needed continuous follow up equal as other educational activities.

Possible solution suggested

**Table 12: Descriptive statistics of volunteerism challenges in selected primary schools in related to training**

| **lack of training as a challenge** | Frequency | Percent |
|---|---|---|
| Strongly Agree (SA) | 22 | 24.7 |
| Agree (A) | 19 | 21.3 |
| Undecided (U) | 15 | 16.9 |
| Disagree (DA) | 20 | 22.5 |
| Strongly disagree (SD) | 13 | 14.6 |
| Total | 89 | 100 |

## 4. 11. Possible solutions raised by school community for volunteer service challenges in selected primary school

To perform volunteer service in primary school volunteers were raised different challenges since they were performed volunteer service through these challenges they had expected to have possible solution for the challenges they raised. Accordingly, possible solutions suggested by major respondents were working in coordination with community, government and non-government organization, widen the support and work on sustainability, work on HVC psychological gap, work on self-motivation and work on management were solution in descending manner which covers 55%,23.6%,19.1%,6.7% and 4.5% respectively.

To perform volunteer service in primary schools' volunteers revealed as they passed through different challenges. To solve the problem and perform volunteer activity in smooth manner most of them agreed on widening the intervention of community and responsible body through community and resource mobilization. In addition, some participants of FGD also raised the issue of coordination. In the case of coordination, the engagement of school management in coordination could show the emphasis of the service and could attract more volunteer service providers.

# 5. Discussion

## 5.1. The Status of Voluntarism to Support HVC in Selected Primary Schools of Addis Ababa

Education is critical to the future of all children, especially to those who are highly vulnerable children. But twenty percent of young people in developing countries, due to lack of educational accesses, fail to complete primary school and lack skills for work, according to a report by global anti-poverty organization (UNESCO, 2012). Factors hinder the primary education opportunity of Ethiopian vulnerable youth and children is explained by educational choices in Ethiopia as household wealth index; parental education; structural social capital; school accessibility; household size; child work; economic shocks and ownership (Pereznieto & Jones, 2006). To alleviate such problem, schools must create peaceful environment for effective teaching learning process, and administrators and teachers can do much to improve students' sense of belongingness. To do this and other community connection activities, creating committed volunteer school communities is the assignment of school administrator (Blum, 2004; Adelman & Linda, 2002).

As research reveal, volunteerism can serve as a strategy for educational improvement. Educational volunteer service is very wide since educational effectiveness is not measured solely by national test scores, but by whether all students are successful in primary school. This simply stated goal is surprisingly difficult to achieve where substantial numbers of children are at risk of failing to complete a primary education due to in school and out of school challenges (AED, 2006). The contribution of volunteerism for educational success is unquestioned. The finding of this research indicated that volunteerism in the selected primary schools was a common practice. Among 89 respondents, 79 (91 %) of the respondents indicated the presence of school volunteer service. From the finding, it was also learned that the contribution of volunteerism in selected primary schools was recognized and had contribution for better school attendance of students.

Education policy makers should perceive the teaching profession as a task that beyond a teaching learning process. It is over stretched. Teachers are expected to respond to wider societal demands. Teachers in countries with high social, economic and political problems are expected to respond to the additional needs of learners to make the teaching and learning process effective and

efficient. The work of teachers should incorporate an element of nurturing, socialization, and acting as a role model and counselor as their people. So, in addition to the teaching learning activity, teacher's work ethic, gender role, psychosocial support of students and to solve other student and school related problems, they make relationship with community and society at large (Pereznieto & Jones, 2002).

Finding researches in school community volunteer participation of teachers is visible as compare other school community members because of their closeness (Blum,2003).The finding of this research is align with findings of the current research. Findings of this research indicate that the majority of volunteer services was covered by teachers. The reason was justified focus group discussion participants who indicated that the majority of the school community was teachers so the number of teachers' participation in volunteer service was high. The second reason for teacher major involvement was the wideness of the problem of the students they observe, so the finding shows rather than demographic characteristics the involvement of school community to volunteerism is more of their closeness to the problem area. This is clearly shown in the occupation of the data, among different occupations teachers', i.e.74%, are more involved than other occupation since they are close to students.

As Cnaan and Cascio (1999) explained in their study about the correlation of occupation, income, sex in the likelihood one will volunteer they found that the higher the income, education and occupation the higher the involvement in volunteer activity. In the case of sex as Cannan and Toni cited from (Black and Nitto, 1994) sex is not a major factor in explaining volunteer engagement rather those who married and those in more prestigious occupations are more committed and perform better as volunteers. The finding is contrary from the above research income, education and has no significant influence on the engagement of school volunteerism rather sex and occupation matters. According to participants response most of volunteer service initiative took by females and teachers. Occupation and sex matters because of their closeness with neediest or HVC not because of their prestigious occupation or not because of higher income.

### 5.2. Motives of volunteerism to support HVC in selected primary school

As (Classens, 2004) sited from (cultherbert, 1992) and (Bennet,1987) the most important motivators of volunteers are altruism, defined as the inner need to do something for others; sociability, the need to affiliate in order to avoid loneliness; and self-interest, also referred as the need to learn and grow .The above motivations of volunteers have different reasons as (Kruger & Schreuder, 1999) the identified reasons are religious or community obligation, helping those less fortune, to enhance own capabilities or wanting to make a different.

Volunteering is not just an individual choice or spontaneous outburst of altruism but is affected by larger social and institutional forces. Volunteering is a purposive action that can be used to accomplish different social goals—from self-actualization, expression of values, and enhancement of the quality of life, to the production and delivery of public goods (Wojciech & Johns, 2001).

In related to Altruism motive researches revealed there is no true altruism to engage in volunteer activities it's an old emphasis on" doing your citizenship duty". The motive is changed to self-development and growth. In the contrary (Classens,2004) identified in her research the following motivation for volunteering: religion community obligation ,helping those less fortune and wanting to make a difference are among the acknowledged and she conclude that the altruistic acts are part of everyday life and is not un usual. In the selected primary schools, the reason of engaging in supporting HVC in primary schools was one of the questions raised to know the motivation factor of school community involvement in volunteer service. According to the finding of the research the most driving factor for volunteerism service was altruistic values but the result of sociability and self-interest scores also had significant result.

In the study to assess the motive of respondents either their motive is altruistic or not the research identified values i.e. acting on deeply held beliefs about the importance of helping others that make the motive of the people altruistic such as engagement in volunteer work in religious conviction (religious), just to helpful and serve others (General Value) , to improve the world (Social Transformation Values), to do something for my community, to work for my people, and get involved in the problems of my people and engagement in volunteer work because of liking the group of people that I help (Group Value). As (Chacón, Pérez, Flores and Vecina,2011) sited in their research the value of altruism focuses on a moral obligation towards a specific individual

(e.g., a god, a king), or collective. From the finding the motive of volunteers to engage in volunteerism was highly considers with just to help and serve others.

Among the above altruistic value social transformation was relatively low since the attention of volunteer work was providing relief for highly vulnerable children than transforming.

The Self-interest motive is seen as an important motivation most volunteers spend their available free time in a way that is personally gratifying. This implies a mutual benefit process that is lending a helping hand to something and getting appreciated and positive feeling (Kruger & Schreuder, 1999). The value of self-interest is confirmed with different researchers (schinder-rainman, 1975), (Esmond, 2004), (classens, 2004) and (Chacón, Pérez, Flores and Vecina, 2011).Even if most respondents involved in volunteerism activities driven by their altruism motive but self-interest were not that much low this result coincide from the above study i.e. involvement in volunteerism is not based on pure altruism so volunteers may need exchange and reciprocities. This is a very crucial element to manage volunteers and to retain them in their service.

### 5.3. The major focus and contribution of volunteers in Addis Ababa primary school

Volunteer work has a significant role in both economic and social affairs of a country. Even in the developed countries, the role of volunteer work is easily observed and covers their budgetary limitation. In America among half of the countries adult give volunteer services to assist others (Hodgkinson & Weitzman, 1992). In the finding of these research even though the level of volunteer service significance is visible and contribute for educational effectiveness the activities are not performed in a planned manner and its significance towards the contribution of budget limitation is not a target for the activity.

But the study shows as volunteers contributed for the key solutions to the problems facing public in elementary schools today. Children of the poor are more likely to suffer from food, educational materials, social and emotional problems. The cognitive, affective, social, and physical gaps among students in primary school are headache for the school to make teaching learning process effective. Even identifying the exact problem of individual is another difficulty. Solving the critical problems of students in areas of food and educational materials, volunteers save the poor from school “dropout”. Volunteers’ contribution in this regard was visible.

Besides knowledge and skill transfer, researchers find that reducing school fee, instituting subsidies through school meals or conditional cash transfer programs consistently increases school participation (Kremer, 2008). To bring the above teaching learning supportive activities in school in addition to teaching learning activities school communities expected to participate in different activities voluntarily beyond their job description. In Addis Ababa primary schools, teachers and principals of the school have participated in different volunteer activities.

The livelihood of children has a direct impact on the success of education. When children are provided sufficient food and nutrition and protected from infectious disease, their brain scans fully develop. If those children are educated, they can realize their full potential and make significant contributions to society (Global volunteers, 2011). In the case of Ethiopia, the social and economic problem is very wide because of the country development level. Frequent food shortages and periodic famine-like conditions continue to put children at risk (Save the children, 2012). With this wide problem success in primary school is the question of significant number of students. To solve the problem by the activity of the government and aid agencies require huge amount of budget. The existing volunteer service of primary schools give attention and responding the problem of food and educational material problem since the problem challenges the teaching learning process.

The contribution of their volunteer service is significantly contributing for improvements in school dropout and school attendance by providing school feeding and educational material provision. So, giving attention for inhabitant volunteers and motivating the current volunteering service in different organizational and community level has great significance. School volunteerism significance for the connectedness of the school with potential individual and community members to mobilize external resource for gratifying the gap.

### 5.4. Major challenges of volunteerism for supporting HVC in primary schools

The presence of volunteers in a school represents a significant increase in workload for principals as individuals must be matched to tasks, supervision and provision records checks and their performance monitored and recognized (Brown, 2003). The result of these finding is not aligning with the above research result. As the finding showed among the challenges of volunteerism lack of responsible body for mobilizing and managing volunteer activity was the one.

In selected primary schools school communities engaged in volunteer work because of the problem intensity they observed in the life of HVC and the leading and facilitation role is mostly on the shoulder of teachers as we see in the above finding because of their closeness. School volunteerism should be assessed not only in the side of its significance for the school and the beneficiary students, the moral and support in the side of school management and got attention to be more successful and retain the volunteer in the activity.

Any school that is serious about developing a strong volunteer force need to start by designating a staff person to initiate the process. Such a volunteer "coordinator" plays a key role in leading the way to establishing and maintaining policies and procedures for recruitment, training, supervision, and so forth. This lead person is not expected to devote full time to the effort (Adelman &Taylor, 2007*)*. Due to coordination gaps in the selected primary schools, work load, lack of personal incentive and lack of training were considered as a challenge for performing school volunteer service. A coordinating staff member would have promoted initiatives and guided the process of volunteer service, making the service more formal and organized. Volunteering service in schools, however, is more informal and disorganized and it depends on individual commitment. This makes the service unstructured and unsustainable.

For the success of education both students out-side and school climate have a value as stated in scholars above. The livelihood of students has direct relation for the level of school participation. From the finding to create good school environment and to support the needy most teachers involved to serve the livelihood gap of their students that is why they were interested to serve HVC. In other services i.e., school gardening counseling and resource mobilization for school infrastructure their participation is relatively low. From this result the researcher can conclude that the preference of volunteer service is based on the wideness and the severity of the problem they observe.

Studies conducted from developing countries in volunteer services showed that the inspiration of collages in volunteer service had significant impact on the success of volunteer more than other motivations (Fry, 2002; Adelman & Taylor,2007). Volunteer recruitment and training usually are not approached as a major programmatic concern at school sites. This is unfortunate because, with relatively little expense, volunteers can become the backbone of a school's welcoming and social support activities and facilitate positive performance.**6. Summary**

## 6.Conclusion and Recommendation

### 6.1 .Summary

The present study had an objective to assess the status of volunteers and contribution of volunteerism for educational enhancement of HVC. In order to address the study objective the study had answered the research questions of the following, the status of voluntarism in primary schools in enhancing the educational enrollment, attendance, and performance of HVC; motives guide volunteers to work in the selected primary schools as volunteers; the major focus of voluntary activities in the selected primary schools (Education, Health, Psychosocial, Food, Economic strengthening and Legal) and challenges faced by volunteers working at primary schools.

The study conducted in four government primary schools in Addis ketema sub-city in purposive way. Mixed methods research design was employed. The research conducted by employing both qualitative and quantitative methods. The rationale for employing both qualitative and quantitative approaches of research design is that insight into some of the research questions cannot fully be obtained using quantitative procedures alone.

The finding showed in the selected primary schools there was an existing volunteer activities that worked by targeting HVC. Among the total population near to 90% of the school community were participated .The leading actors were teachers. The reason of school community engagement in volunteer service was the intensity of the problem observed in the daily life of HVC. The altruism motives of respondents cover the highest frequency but sociability and self-interest also has a part in volunteer involvement. Volunteer activity in selected primary school had a contribution of improving school attendance of HVC. Volunteers faced challenges when they performed their task lack of trainings and coordination were challenges raised by most volunteers.

The school volunteer programs can be support the quality of education by enabling the school community to meet students' needs more effectively, broaden students' experiences through interaction with volunteers and help to address the problem of HVC beyond the knowledge transfer .Most of the time volunteers are committed in their spare time so the school management and other concerned organization have to give attention for fulfilling the material and financial resources.

## 6.2 Conclusion

School volunteer programs can contribute to the quality of education by enabling the school community to meet students' needs more effectively, broaden students' experiences through interaction with volunteers and help to address the livelihood of students beyond the knowledge transfer. With such benefits of volunteer programs in mind, the study investigated into the status of volunteer service, motives and preferred services of volunteers, and challenges of volunteers in selected primary schools of Addis Ababa.

Results of the study indicate that the school community in selected primary schools engage in volunteer service in support of needy students. From the finding, most of the participants in such volunteer services are teachers. The study results also indicated that the close interaction of teachers with students help them notice unfulfilled needs while also provoking them to engage in volunteer activities. Other demographic characters like the sex, age, salary and marital status of respondents had no observable effect for the engagement of school community to volunteer service.

Promotion of volunteer service at schools is crucial for the success of education since regular education programs cannot address the basic needs of students. To make volunteer service management smooth and successful, identifying the motivation of volunteers is necessary. For identifying which motivation leads the school communities engage to volunteer service, altruism, sociability and self-interest motives were assessed by the study. The finding show that the altruism motives of respondents cover the highest frequency, but self-interest and sociability also have a part in volunteer involvement. To retain volunteers in their service, giving value for the motive of individuals is essential. In addition, it is difficult to take the motive of volunteers is purely altruism and single. So, based on the motive of volunteers the school management should think over the reciprocities and exchanges in their volunteer services.

Most of the time volunteers are committed in their spare time so the school management and other concerned organization should give attention for fulfilling the material and financial resources. Before doing that the type of service should be identified. In the finding of the study most volunteers were giving service for the needy students to fill the gap of their livelihood. The reason of engagement to this service is the wideness and severity of the livelihood problem of

HVCs.

The other issue assessed by the study was the challenges and possible solutions to volunteer work in Addis Ababa primary schools. As a remarked from the finding of volunteer motivation, altruism has taken the highest frequency and from the finding of prefer service the severity and wideness of the problem is a reason for the engagement of the volunteers. This show the volunteer service in primary school initiative is coming from by the volunteers. From the finding basic challenges of volunteerism are negative attitude of the school community, lack of administration support and training. All the above findings show the volunteer service has no proper responsible owner to solve and motivate the activities of volunteers. As a result, volunteers are discouraged by the negative attitude of their colleagues.

Possible solutions were also suggested by the study respondents. As suggested, the school management need to engage in awareness creation about services provided by volunteers at schools. In general, the problems stated by primary school volunteers can be solved by the engagement of volunteers. Even though next to teachers in the study school principals' engagement in volunteer service is observed but the challenges observed from the study are more of managerial. This is controversial so the involvement of principals in volunteer activity may be affected by their work load as the researcher observed during the data gathering.

### 6.3. Recommendations

Based on the finding of the study, the following recommendations are forwarded.

- The significance of volunteerism awareness has no uniformity among school community. As a result, the service is provided by motivated school communities. This made the service ownerless. So, the importance of school voluntarism for solving the educational problem of the needy students should be done by the responsible government, humanitarian and non-governmental organizations. As we know schools have a big job to do with a few resources Volunteers are not the answer to this complex problem. But they can play a role in helping schools do much more with respect to addressing barriers to learning when there is good management of volunteers. From the front office to the classroom to the outside campus, before school, after school, and on weekends -- volunteers can assist with a wide range of activities. The livelihood problem of governmental primary school students is

extensive because most students from poor family have a possibility of education from government primary schools. The regular program of primary education can't address the out-school problems of students. So, to solve the livelihood problems of students, the involvement of volunteers is very crucial. But, currently the service is inadequate because the service is given by small number of committed teachers. To mobilize enough resource for fulfilling the livelihood gap of students, awareness creation for all school community about the importance of voluntarism should be done by the school management. In addition to achieve these results as efficiently and effectively as possible, school management has to developed partnerships with a range of organizations and resource groups, including local & international NGO &with experience facilitating school-community partnerships to improve education and surrounding community that has a potential to mobilize resources.

- Understanding the motivation of volunteers has significance for proper management especially for retaining and keeping the motivation of volunteers for long period. So, the motive of volunteers should be considered in the time of recognition. For effective and fruitful management of volunteers motivation is identified by researchers as a governing law and other components of volunteer management. Volunteer motivation is started by giving recognition of volunteers work .To perform their activity and to retain volunteers for a long time receiving recognition and being recognized for their skills and contribution was important to volunteers. This need for recognition reinforces the importance for managers of volunteers to continue to find ways to both formally and informally recognize and reward their volunteers.
- The preference of volunteer service in primary school is based on the wideness and severity of the problem this should lead the school management to interact with partner organization since there is complication to address the problem by the school community alone.
- Lack of volunteer service recognition by school management make the service seasonal and challenging. To make the school voluntarism service fruitful the activity should have planned and monitored by the school management. The following are the most important elements that should be considered by schools.

A. Starting

At the initiate point of volunteer work schools will need to start by designating a focal

person to initiate the process. Such a volunteer "focal person" plays a key role in leading the way to establishing and maintaining policies and procedures for recruitment, training, supervision, and so forth. This lead person is not expected to devote full time to the effort. Rather, the focal person member initiates and guides the process and recruiting other staff members to involve in the proposed volunteer work.

B. Coordinating

The prime responsibility of the focal persons or coordinator is to understand what is involved in making the program work and to take initiative in working with teachers and other staff to ensure volunteers are used productively.

C. Recruiting

It is selecting of volunteers who will commit to giving at least three hours a week.The school volunteers can be recruited from parent, student and community volunteers

D. Screening and Placement

It is a way of identifying the recruited volunteers by brief interviews and to determine whether the volunteer understands and is willing to commit him or herself to the time and goals of the endeavor. Information about previous experience and career interests also help to identify the best applicants.

E. Training

The aim is to develop awareness and skills appropriate to the proposed volunteer work. Volunteers must already have at least a minimal level of competence. Additional skills can be learned at the initial orientation and during on the job supervision.

F. Evaluating the Impact and Expressing Appreciation

The target here is not to propose a comprehensive evaluation of these matters. Rather, the idea is to encourage gathering some data that can help you determine if the program is going in the right direction and, if not, what to do about it and in the volunteer side to determine whether the volunteers are satisfied with their experience.

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ANNEX 1

**ADDIS ABABA UNIVERSITY**
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**
**SCHOOL OF PSYCHOLOGY**

The purpose of this study is to assess the status of volunteerism and the contribution of volunteers for educational enhancement of highly vulnerable children in selected primary schools of Addis Ketema Sub-city. The questionnaire has two parts. The first part consists of items that explore about the demographic characteristic, level of volunteerism, challenges encountered in voluntary work and the contribution of volunteerism in the learning of highly vulnerable children. The second part of the questioner consist scale question which will level the respondents motive of volunteerism and challenges of volunteer work.

Do not feel obligated to answer all questions if you are uncomfortable or unable to do so. Please do NOT write your name on the questionnaire as this study is anonymous. Make your answers as true FOR YOU as you can. Thank you very much for taking the time to complete the questionnaire, your effort is greatly appreciated.

SECTION A: Demographic and General Information

DIRECTION: Please indicate your response by circling the letter/number that describes you well

1. Gender: 1. Male 2. Female
2. Age: _____
3. Marital status:
   1. Single 2. Married 3. Divorced 4. Separated 5. Widowed
4. Your monthly income _____
5. Is there voluntary activity in your school intended to help vulnerable children in their learning?
   1. Yes 2. No 3. I do not know

6. If yes, who in the school community is engaged in school voluntary activity? (Multiple responses are possible)

1. Teachers
2. Students
3. Principals and vice principals
4. Unit leaders or department heads
5. Administrative staff
6. Others (Specify) _____

7. If yes, according to your view, what proportion of the school community has been engaged in school voluntary activity?

1. Less than a quarter 2. About a quarter 3. More than a quarter

8. Have you engaged in voluntary activities to support highly vulnerable children?

   1. Yes 2. No 3. I am not sure

9. If you are engaged in voluntary activity, would you please explain the most important reason for engaging in school related voluntary work?

1. The intensity of the problem
2. The school administration support & motivation
3. Your personal conviction t of doing something for the needy
4. The client's appreciation and thankfulness
5. Other (explain) _____

10. In which of the following activities have you engaged in support of highly vulnerable children in your school?

1. Contribute money for High vulnerable children school feeding
2. Contribute money for high vulnerable children school material fulfillment
3. Contribute your time for mobilizing resource for school material fulfillment
4. Guidance, counseling and other psychosocial support for highly vulnerable children
5. None of these activities
6. Other (please specify) _____

11. How does school volunteerism help highly vulnerable children in improving their learning?
    1. Contribute for better school attendance of HVC
    2. Contribute for HVC food problem
    3. Educational material support
    4. Economic strengthening
    5. Contribute in academic performance
    6. Other (explain)_____

12. Would you please explain the challenges you encountered, if any, while engaging in voluntary activity?

    _____

    _____

    _____

13. Would you please suggest possible solutions for the challenges you encountered?

    _____

    _____

    _____

    _____

    _____

**SECTION B: Volunteer Work Views and Experience**

**DIRECTION**: The items below are intended to collect information on your views and experience of volunteerism. Please read each of the following statements carefully, and for each item, think about your motivation towards to volunteerism and the challenge you encounter in serving as a volunteer. I want to know to what extent you have been doing what the item says. Please kindly indicate your response by putting a check mark √ in the column that shows how you agree or disagree with each item by using the following scale:

| **Strongly Agree (SA)** | **Agree (A)** | **Undecided (U)** |
|---|---|---|
| **Disagree (DA)** | **Strongly disagree (SD)** | |

| **No.** | **Item** | **SA** | **A** | **U** | **DA** | **SD** |
|---|---|---|---|---|---|---|
| 1 | I engage in volunteer work just to be helpful and serve vulnerable children | | | | | |
| 2 | I engage in volunteer work out of my religious conviction | | | | | |
| 3 | I engage in volunteer work todo my bit to improve the world | | | | | |
| 4 | I engage in volunteer work to do something for my community, work for mypeople, and get involved in the problems of my people | | | | | |
| 5 | I engage in volunteer work because I like the group of people that I help | | | | | |
| 6 | I engage in volunteer work becauseI share the interests of theschool | | | | | |
| 7 | I engage in volunteer work to learn and know new things. | | | | | |
| 8 | I engage in volunteer work to learn in newsituations, find out about other realities | | | | | |
| 9 | I engage in volunteer work to knowmyself better, find out about my abilities, my potential, capacities and limits. | | | | | |
| 10 | I engage in volunteer work because my friends/family talk aboutit | | | | | |
| 11 | I engage in volunteer work tomake friends, social relations, to meet people withthe same interests and curiosity, to meet like-mindedpeople, to meet new people or to bring new peopleinto my life. | | | | | |
| 12 | I engage in volunteer work because I like working in teams/ groups | | | | | |
| 13 | I engage in volunteer work to learn and know new things/ curiosity | | | | | |
| 14 | I engage in volunteer work out of desire to gain new perspectives | | | | | |
| 15 | I engage in volunteer work to create future job opportunity from the organization I give volunteer service | | | | | |
| 16 | I engage in volunteer work because of the incentive I receive from the organization I give volunteer service | | | | | |
| 17 | I engage in volunteer work because of the training opportunity I get from the organization I give volunteer service | | | | | |
| 18 | I engage in volunteer work because I want to acquire professionalexperience, a better CV or looking for work | | | | | |
| 19 | I engage in volunteer work for the need to feel useful, so as to value myself | | | | | |
| 20 | I engage in volunteer work because I have free time | | | | | |
| 21 | Lack of a responsible body to coordinate voluntary work in your schoolis a challenge. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 22 | Lack of personal benefit can be a barrier to more people becoming volunteers | | | | | |
| 23 | Work load is a constraint to adequately carry out volunteer work | | | | | |
| 24 | Lack of training is a challenge to adequately carry out my volunteer work | | | | | |
| 25 | Lack of support from the school administration is a challenge to adequately carry out my volunteer work | | | | | |
| 26 | The extent of acceptance by clients and customer is a factor for school community involvement in volunteer work. | | | | | |

**Focus Group Discussion Leading Questions**

1. What do you understand by the term volunteer work/activity?
2. In your view, is there a voluntary work/activity in your school?
3. If there is volunteer work/activity at your school, what are the types of voluntary work? Who benefits from the volunteer work? Who engages in volunteer work? What are the reasons to engage in the volunteer work?
4. Do you participate in voluntary work in your school? If yes, why do you engage in voluntary work?
5. What motivates you to engage in volunteer activity?
6. What kind of volunteer activities do you carry out as a volunteer? Who benefits from your work?
7. Do you think vulnerable children benefit from volunteer work at school? If yes, how?
8. Are there challenges to do volunteer work at school? If yes, what are the challenges? How can the challenges be resolved?
9. Did you personally encounter challenges to do volunteer work? If yes, what were the challenges? What did you do to cope with such challenges?
10. What do you think will support and improve voluntary activities at school?

ANEX 2

**አዲስአበባዩኒቨርሲቲ**
**የሳይኮሎጂትምህርትቤት**

**መጠይቅ፡-**

**አጠቃላይመመሪያ**

የዚህመጠይቅዋናአላማበትምህርትቤቶች ውስጥ ያለውን የበጎፈቃድ አገልግሎት ጠቅላላ ሁኔታ ለማትና የበጎ ፍቃድ አገልገሎት ዎላጎቻቸውን በሞት ላጡና ለችግር ለተጋለጡ ህጻናት ትመህርት ውጤታማንት ያለውን አስተዋጽኦለማጥናትየሚረዳመረጃማሰባሰብነው፡፡የሚሰበሰበውመረጃለጥናቱየሚጠቅምእንዲሆንየእርስዎግልፅእናእውነተኛም ላሽከፍኛዋጋአለው፡፡ስለዚህበእያንዳንዱጥያቄላይእርስዎየሚሰማዎትንእናይገልፀኛልብለው
የሚያስቡትንመልስእንዲሰጡእንጠይቃለን፡፡ጥያቄዎቹትክክለኛወይምየተሳሳተመልስየላቸውም፡፡ከእርስዎምየሚገኘውመረጃ ሚስጥሩየሚጠበቅሲሆንማንንምበምንምአይነትመልኩየሚጎዳአይደለም፡፡በተጨማሪምስምዎትንበየትኛውምቦታላይመጻፍአይ ጠበቅቦትምወይምአይፃፍም፡፡ለጥያቄዎቹመልስመስጠትየሚችሉት
ፍቃደኛሲሆኑብቻ፡፡በመመርያውመሰረትለመጠይቆቹምላሽበመስጠትበሚያደርጉትትብብርለጥናቱመሳካትየእርስዎድርሻእጅግ የላቀነው፡፡መጠይቁየተለያዩበሁለትክፍሎችእንዲኖሩትተደርጎተዘጋጅቷል፡፡እያንዳንዱምክፍሎችየራሳቸውየሆነመመርያአላቸ ው፡፡ለመጠይቆቹምላሽበመስጠትበሚያደርጉትትብብር
ለጥናቱመሳካትየእርስዎድርሻእጅግየላቀነው፡፡

ስለሚያደርጉልኝትብብርበቅድሚያአመሰግናለሁ!!!

## ክፍልአንድ፡- የግልሁኔታመረጃ

*መመርያ፡-*እባክዎየግልሁኔታዎንየተመለከተንለመስጠት የመረጡትን ፊደል በማክበብ ለጥያቄው ምላሽ ይሥጡ፡፡ተጨማሪ ሀሳብ ካሎዎት ደግሞ ከጥያቄው በታች በተቀመጠው ስፍራ ምላሽዎን ያስቀምጡ

1. ዕድሜ----------

2. ፆታህ.ወንድለ .ሴት

3. የትዳርሁኔታ፡- ሀ.ያገባለ.ያላገባሐ.የፈታ መ.ባለቤቶቻቸውየሞቱባቸው

4.ወርሃዊ ገቢ----------

5.በትምህርትቤታችሁ ውስጥ ችግረኛና ዎላጆቻቸውን በሞት ያጡ ህጻናትን ለመርዳት የ በጎ ፍቃድ አገልግሎት የካሄዳል?

ነ አዎ 2.አይ 3 አላውቅም

6አዎ ካሉ የትኞቹ የትምህርት ቤት መህበረሰቦች ናቸው የሚሳተፉት(ከአንድ በላይ መልስ መስጠት ይቻላል)

ነ.መምህራን

2.ተማሪዎች

3.የትምህርትቤቱ ርዕሳነ መምህራን

4.የትምህርት ክፍል ተጠሪዎችና ዩኒት አስተባበሪዎጭ

5.የአስተዳደር ሰራተኞች

6.ሌላ----------

7.አዎ ካሉ በርስዎ አመለካከት ምን ያህሉ የትምህርትቤት ማህበረሰብ በበጎ ፍቀደኝነት ይሳተፋል?

ሀ. ከሲሶ በታች 2. ሲሶ ያህሉ 3. ከሲሶ በላይ

8.አንተ/አንች ችግረኛ እና ዎላጅ የሞተባቸውን ልጆች ለመርዳት በበጎ ፍቃደኝነት ሰራ ውስጥ ይሳተፋሉ;

ሀ.አዎ 2. አይ 3.እርግጠኛ አይደለሁም

8.ዎላጆቻቸውን በሞት ያጡና ችግርኛ ህጻናትን ለመርዳት እርስዎ በየትኛው በጎ ፍቃደኝነት ላይ ይሳተፋሉ?

ሀ.ችግርኛኛ ዎላጆቻውን በሞት ያጡ ህጻናትን ለመመገብ በሚደረግ የገንዘብ መዋጮ

2..ችግርኛኛ ዎላጆቻውን በሞት ላጡ ህጻናት የትምህርት መሳሪያ ድጋፍ በማድረግ

3..ችግርኛኛ ዎላጆቻውን በሞት ላጡ ህጻናት ድጋፍ ለማድረግ ማህበረሰቡን በማስተባበር

4..ችግርኛኛ ዎላጆቻውን በሞት ላጡ ህጻናት የስነ ልቦናና የምክር አገልግሎት በመስጠት

5 ከላየ ከተዘረዘሩት ውጭ ከሆነ ይግለጡ----------

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9.በጎ ፍቃደኝነት አገልግሎት ከተሳተፉ በበጎ ፍቃደኝነት እንዲሳተፉ ምክኒያትዎ ምንድን ነው?ከአንድ በላይ ምላሽ መስጠት ይችላል

ሀ.የችግሩ መጠን ሰፊነት

2.የትምህርትቤቱ አስተዳደር በምሰራው ስራ ድጋፍ ስለምሰጥና ስለሚያበረታታ

3.በግልዎ ችግረኞችን መርዳትና እንዲህ ያለስራ መስራት ካለዎት ተነሳሻሽነት

4.ድጋፍ የሚያደርጉላቸው ልጆች የሚያሳዮት አክብሮትና ፍቅር

5.ሌላ ምክንያት ካለዎት ይግለጹ----------

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ሀ0..በትምህርት ቤቱ ውስጥ የበጎ ፍቃድ አግልግሎት ዎላጆችን ላጡና ለችግረኛ ሕጻናት በየትኛው አገልግሎት ይሰተፋሉ?

ሀ..ልጆች ከትምህርት ቤት እንዳይቀሩ ያግዛል

ለ.የምግብ ችግር ያለባቸውን ልጆች ለመመገብ ያግዛል

ሐ.ለችግረኛ ተማሪዎች የትምህርት መሳሪያ ድጋፍ ለማድረግ ያግዛል

መ.የችግረኛ ህጻናት አሳዳጊዎች ገቢ እንዲጠናከር ያደርጋል

ሠ.የችግረኛ ተማሪዎች የትምህርት ውጤት እንዲሻሻል ያደርጋል

ረ.ሌላ ካለ ይግለጹ----------

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ሀ1.በትምህርተቤትዎ የበጎ ፍቃደኝነት አገልግሎት ችግርኛ ህጻናትን ለመርዳት ምን ያግዛል?

ሀ.ከትምህርት ቤት እንዳይቀሩ ያግዛቸዋል

2.የችግርኛ ህጻናትን የምግብ ችግር በመፍታት

3.የትምህርት መሳሪያዎችን ችግር መቅርፍ

4.የችግረኛ ህጻናትን የኢኮኖሚ ችግር ለመፍታት

5.የችግርኛ ተማሪዎችን የትምህርት ውጤት ለማሻሻል

6.ሌላ ካለ ይግለጹ----------

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12.የበጎ ፍቃድ አገልግሎት በሚሰጡ ጊዜ ችግር ያጋጥምዎታል ካለ ይግለጹ----------

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13.ከላይ ለተነሳው ችግር እርስዎ ቢሆን የሚሉትን መፍትሄ ይግለጡ----------

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# ክፍል ለ፤የበጎ ፍቃድ ስራ ልምድና አመለካከት

መመረያ፡ከዚ ክፍል የተቲዘረዘሩ ጥያቄዎችን የእርሰዎን የበጎ ፍቃድ አመለካከትና ልምድ ለማዎቅ የተዘጋጁ ናቸው፡፡የተዘረዘሩትን ዐረፍተ ነገሮች በጥንቃቄ በማንበብ ቀጥሎ ስለአርፍተ ነገሮች እረሰስዎን ለበጎ ፍቃድ ስራ ያለዎትን ፍላጎት ፡የገጠመዎትን ተግዳሮት እንዲሁም አጠቃላይ እይታ ምን ያህል እንደሚያንጽባርቁ ያመለክታሉ ፡፡የተዘረዘሩት አረፍተነገሮች ምን ያህል የርስዎነ ተግባር እንደመሚዎክል ለማዎቅ ስለምፈልግ እባክዎን መልስዎን በጥንቃቄ ይስአለመስማማትዎን ለማጡ፡፡የተዘረዘሩት አረፍተ ነገሮች መስማማትዎን አሊያም አለመስማማትዎን ለማሣየት እባክዎን የሚከተለውን ደረጃ ማሳያ መለኪያ ይጠቀሙ

1.በጣም እስማማለሁ

2.እስስማለሁ

3.እርግጠኛ አይደለሁም

4.አለስማማም

5.በጣም አልስማማም

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| 1 | በበጎ ፍቃደኝነት የምሳተፈው ሌሎች ሰውች ለመጥቀምና ችግረኛ ህጻናትን ለመርዳት ካለኝ ፍላጎት ነው | 1 | 2 | 3 | 4 | 5 |
| 2 | የበጎ ፍቃደኝነት የምሳተፈው የህይማኖቴን ተዕዛዝ ለመጠበቅ ካለኝ አቻም በመነጨ ነው | | | | | |
| 3 | በበጎ ፍቃደኝነት የምሳተፈው ለምኖርበት አለም የተሻለ ለማድረግ የድርሻየን ለማበርከት ነው | | | | | |
| 4 | በበጎ ፍቃደኝነት የምሳተፈው በምኖርበት ማህበረሰብ ውስጥ ያሉ ችግረኛ ዎገኖችን ለመርዳት ነው | | | | | |
| 5 | በበጎ ፍቃደኝነት የምሳተፈው ለማገለግላቸው የማህበረሰብ ክፍሎች ካለኝ ፍቅር የተነሳ ነው | | | | | |
| 6 | በበጎ ፍቃደኝነት የምሳተፈው የትምህርትቤታችን አላማ ስለምጋ ነው | | | | | |
| 7 | በበጎ ፍቃደኝነት የምሳተፈው አዲስ ነገሮችን ለመማር ለማዎቅ ካለኝ ፍላጎት በመነጨ ነው | | | | | |

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| 8 | በበጎ ፍቃደኝነት የምሳተፈው አዳዲስ ሁኔታዎችንና የማላውቃቸውን አዳዲስ እውነታዎች ለመረዳት ካለኝ ፍላጎት ነው | | | | | |
| 9 | በበጎ ፍቃደኝነት የምሳተፈው ራሴን ለማውቅያለኝን ችሎታ ሀቅም እና ውስንነት ለማዎቅ ካለኝ ፍላጎት ነው | | | | | |
| 10 | በበጎ ፍቃደኝነት የምሳተፈው ጓደኞቼና ቤተሰቦቼ ስራየን አዎድሰው ስለሚነግሩኝ ነው | | | | | |
| 11 | በበጎ ፍቃደኝነት የምሳተፈው ጓደኛ ለማፍራት ማህበራው ግንኙነቴን ለማስፋትና ተመሳሳይ ፍላጎት ያላቸውን አዳዲስ ሰዎች ለማፍራት ነው | | | | | |
| 12 | በበጎ ፍቃደኝነት የምሳተፈው በቡድን መስራት ደስ ስለሚለኝ ነው | | | | | |
| 13 | በበጎ ፍቃደኝነት የምሳተፈው የስራ ልምዴን ለማዳበርና አዳዲስ ልምዶችን ለመቅሰም ነው | | | | | |
| 14 | በበጎ ፍቃደኝነት የምሳተፈው የራሴን የግልችግሮቸንና ብቸኝነቴን ለመርሳት ነው | | | | | |
| 15 | በበጎ ፍቃደኝነት የምሳተፍው የበጎፍቃድ አግልግሎት ስሰጥ የስራ እድል ሊፍጠርልኝ ይችላል ብዮ አስቤ ነው | | | | | |
| 16 | በበጎ ፍቃደኝነት የምሳተፈው የበጎፍቃድ አገልግሎት ከምሰጥበት ቦታ ከማገኘው ጥቅማጥቅም የተነሳ ነው | | | | | |
| 17 | የበገ ፍቃድ አገልግሎት የምሰጠው ከማገኝው የስልጠና እድል የተነሳ ነው | | | | | |
| 18 | በበጎ ፍቃደኝነት የምሳተፈው ለራሴ ጥሩ ስሜት እንዲኖረኝ ለእርካታና መልካምነት አንዲሰማኝ ነው | | | | | |
| 19 | በበጎ ፍቃደኝነት የምሳተፈው ጠቃሚ ሰው እንደሆንኩ እንዲሰማኝ ነው | | | | | |
| 20 | በበጎ ፍቃደኝነት የምሳተፈው ትርፍ ጊዜ ስላለኝ ነው | | | | | |
| 21 | በበጎ ፍቃደኝነት ስሳተፍ ጉዳዩን የሚከታተል ሐላፊነት የተሰጠው ሰው አለመኖ ችግር ፈጥሮብኛል | | | | | |
| 22 | በበጎ ፍቃደኝነት ስራ ላይ ምንም አይነት ጥቅማ ጥቅም አለመኖሩ ብዙዎች እንዳይሳተፉ እንፋት ሆኗል | | | | | |
| 23 | በበጎ ፍቃደኝነት ለመሳተፍ የስራ ጫና እንቅፋት ሆኗል | | | | | |
| 24 | በበጎ ፍቃደኝነት ለመሳተፍ ስልጠና አለመኖር እንቅፋት ሆኗል | | | | | |
| 25 | በበጎ ፍቃደኝነት ለመሳተፍ የትምህርትቤቱ አስተዳደር ድጋፍ አለመኖር እንቅፋት ሆኗል | | | | | |
| 26 | በትምህርትቤቱ ውስጥ በበጎ ፍቃድ ተጠቃሚ የሆኑ ተማሪዎች ለበጎ ፍቃደኛ ሰራተኞች የሚያሳዩት ምልካም የሆነ አመለካከት በጎፍቃደኞች በስራው እንዲሳተፉ ምክንት ሆኗል | | | | | |