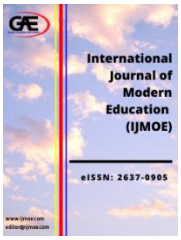
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UNDERGRADUATE STUDENTS' MOTIVATIONS AND LEARNING EXPERIENCES IN VOLUNTEER COMMUNITY ENGAGEMENT ACTIVITIES

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Abstract:

This study aims to explore volunteer motivation among undergraduate students and explain how this motivation shapes learning experiences through Corporate Social Responsibility (CSR)-based community engagement activities in Cameron Highlands, Malaysia. This study uses a Basic Qualitative Inquiry approach involving 28 undergraduate students. Data was collected through written responses during program applications and analyzed using inductive thematic analysis. The findings identified six main themes that were then compiled into a Learning Trajectory Model, which explains how participation motivation develops into meaningful learning experiences through community engagement. This model demonstrates that volunteer motivation is a catalyst for learning that is reinforced through authentic experiences, social interaction, and self-reflection. This study contributes to the higher education literature by offering a new conceptual perspective on the relationship between volunteer motivation, community engagement, and learning experiences, and suggests that community engagement programs be designed as intentional learning experiences.

Keyword:

Community Engagement; Corporate Social Responsibility; Learning Experiences; Undergraduate Students; Volunteer Motivation

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Introduction

Volunteering activities are increasingly gaining attention in higher education institutions as one of the important mechanisms in shaping the holistic development of students. In the 21st century education era, universities not only serve as centers for the delivery of knowledge but are also responsible for producing graduates who have social awareness, human values and responsibility towards the community. In this regard, various programs based on Corporate Social Responsibility (CSR) and community engagement have been introduced to provide opportunities for students to apply academic knowledge in real situations through experiential learning.

Kolb (1984), Young (2024) and Tran (2025) argue that authentic learning experiences through community involvement not only benefit society, but also contribute to the personal development, soft skills and civic awareness of students. In the context of higher education, volunteering activities are recognized as a learning medium that can improve communication, leadership, teamwork and problem-solving skills. Činčalová and Černá (2021), Barton et al. (2019) and Kumar et al. (2026) reported that volunteering experiences enhance the development of professional competence, self-confidence and employability of graduates through learning experiences outside the classroom. In line with Kolb's Experiential Learning Theory (1984), real-life experiences allow students to construct new knowledge through reflection and application, thus supporting the development of identity, emotional maturity and personal well-being (Young, 2024; Kumar et al., 2026).

At the same time, research shows that students' motivation to participate in volunteering activities is influenced by a combination of intrinsic and extrinsic factors such as altruism, self-development, career development, social interaction and the search for new experiences (Clary et al., 1998; Činčalová & Černá, 2021; Luo, 2026). In the context of volunteer tourism and rural community programs, Tran (2025) show that direct engagement with the community not only increases understanding of local culture and social realities but also produces transformative learning experiences. These findings indicate that volunteer experiences have the potential to shape students' academic and personal development, but the relationship between volunteer motivation and learning experiences through community engagement still requires further investigation.

Although Corporate Social Responsibility (CSR) and community engagement programs are increasingly popular in higher education, research on volunteer motivation is still largely focused on quantitative approaches, resulting in students' actual experiences and motivations being less explored in depth. In addition, qualitative studies in the context of rural communities such as Cameron Highlands are still limited, even though the environment offers authentic learning experiences. This gap limits understanding of how volunteer motivation shapes students' learning experiences and development through community engagement. This lack of evidence may affect the effectiveness of CSR program design in universities. Therefore, this study uses a qualitative approach to explore how volunteer motivation shapes undergraduate

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students' learning experiences through CSR-based community engagement activities in Cameron Highlands.

Literature Review

This section reviews the literature on community engagement, volunteer motivation and experiential learning in higher education to establish the conceptual foundation of the study. It also identifies the research gap concerning how undergraduate students' motivations are connected to their learning experiences through community engagement activities.

Community Engagement in Higher Education

Universities today are no longer just institutions for imparting knowledge but also play a role in producing graduates who have professional competence, civic awareness and social responsibility. In line with these developments, community engagement is increasingly recognized as a pedagogical approach that connects academic learning with real-world experience. Barton et al. (2019) and Tijsma et al. (2023) argue that community engagement provides opportunities for students to apply academic knowledge in authentic situations, thus strengthening professional skills, employability, critical thinking and reflective learning. Therefore, community engagement is no longer seen as a mere co-curricular activity, but as part of a learning experience that supports the holistic development of students.

Through community engagement, students can interact directly with the community, understand social issues and connect theory with practice in real situations. This authentic experience allows students to develop communication, collaboration and problem-solving skills through an experiential learning process. This perspective is in line with the Experiential Learning theory which emphasizes that learning becomes more meaningful when concrete experiences are followed by reflection and application (Kolb, 1984). In the context of volunteering and community tourism, Barton et al. (2019) also show that community engagement experiences not only enhance self-development and social awareness but also strengthen students' motivation to continue contributing to society.

Volunteer Motivation Among Students

Volunteer motivation is one of the main factors influencing students' decisions to engage in community engagement activities. Clary et al. (1998), Luo (2026) and Činčalová and Černá (2021) explain that participation in volunteer activities is driven by a combination of altruistic values, self-development, social connections and opportunities to gain new experiences. In the context of higher education, this motivation not only encourages participation in community activities, but also supports the development of personal and professional competencies needed to face future challenges. Therefore, volunteer motivation can be considered a key driver influencing the level of student involvement and commitment in community programs.

However, volunteer motivation should not be seen solely as a factor that drives participation. Duchatelet et al. (2024) and Villacé-Molinero et al. (2023) show that learning experiences through community engagement are shaped by authentic interactions with the community, reflection on experiences, and active participation in real activities. This process not only supports the development of professional and interpersonal skills but also promotes transformative learning and self-development among students. These findings suggest that

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students with different participation motivations have the potential to build different learning experiences even when participating in the same community program. This perspective forms the basis of this study to explore how volunteer motivation develops into meaningful learning experiences through community engagement.

Experiential Learning through Community Engagement

Although motivation drives students to participate in community activities, the true value of education is formed through the experiences they gain throughout the engagement. In higher education, experiential learning is increasingly recognized as an approach that connects academic learning with authentic experiences outside the classroom. Kolb (1984) explained that learning occurs through experience, reflection and application, while Tijsma et al. (2023) and Duchatelet et al. (2024) show that experiential learning enhances critical thinking, problem solving and generic competencies needed by graduates. Therefore, community experiences provide a space for students to build knowledge through direct engagement with the community.

In the context of community engagement, learning does not only occur through the implementation of activities, but also through interaction with the community and the process of reflecting on the experience. Barton et al. (2019) and Tijsma et al. (2023) argue that experiences with the community help students understand social reality, build empathy and connect academic theory with practice. Through this process, students not only develop communication and leadership skills, but also develop a deeper understanding of their role as members of society.

Although the importance of experiential learning is increasingly recognized, most studies still assess learning outcomes after the program is implemented without exploring how the experience develops from the students' initial motivation. Therefore, the relationship between volunteer motivation and learning experiences still requires further investigation, especially in the context of CSR-based community engagement.

Research Gaps

The literature shows that research on volunteer motivation, community engagement and experiential learning is growing in higher education. Studies by Clary et al. (1998), Činčalová and Černá (2021) and Barton et al. (2019) describe factors that influence students' participation in volunteer activities, while Tijsma et al. (2023) and Duchatelet et al. (2024) demonstrate that community engagement supports students' academic and professional development. However, most studies focus on participation factors or program outcomes, while understanding of how volunteer motivation develops into learning experiences remains limited, particularly through qualitative approaches. This gap is more pronounced in the context of CSR-based community engagement programs in Malaysia. Therefore, this study explores how volunteer motivation shapes undergraduate students' learning experiences through community engagement activities, thus contributing to a more comprehensive understanding of the relationship between volunteer motivation, community engagement and learning experiences.

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Literature Synthesis and Conceptual Perspectives

The literature review shows that volunteer motivation, community engagement and experiential learning are three interrelated constructs in explaining student involvement in community activities. Clary et al. (1998), Tijsma et al. (2023), and Duchatelet et al. (2024) show that motivation drives student participation, while community engagement experiences provide space for authentic learning and generic competency development. At the same time, Kolb (1984) explains that experience only becomes meaningful learning when accompanied by reflection and application in real situations. This literature synthesis shows that student learning experiences cannot be understood through a single construct in isolation but need to be seen as a dynamic relationship between motivation, experience and learning.

Methods

Study Design

This study used a Basic Qualitative Inquiry approach to explore how volunteer motivation shaped the learning experiences of undergraduate students in a Corporate Social Responsibility (CSR)-based community engagement program in Cameron Highlands, Malaysia. A qualitative approach was chosen because this study aimed to understand participants' perspectives, experiences, and interpretations of their motivations, rather than measuring fixed variables. According to Merriam and Tisdell (2016), Basic Qualitative Inquiry is appropriate for understanding how individuals interpret and give meaning to their experiences in each context. In this study, the design allowed researchers to explore students' motivations before they participated in the program and understand how these motivations shaped expectations of learning experiences through community engagement activities.

Study Participants

This study used purposive sampling to select participants who could provide information relevant to the study objectives. A total of 28 undergraduate students from Universiti Tenaga Nasional (UNITEN) who voluntarily applied to participate in a CSR-based community engagement program in Cameron Highlands were selected as study participants. All participants shared a common interest in community engagement activities and had completed the application process before data were collected. Selecting participants at this stage allows researchers to examine the students' actual motivations before they are influenced by their experiences throughout the program, thus producing more authentic data to understand the relationship between volunteer motivation and learning experiences.

Data Collection

Data was collected through written responses in the form of open-ended questions completed by participants during the program application process. In contrast to most studies that rely on post-program interviews or reflection journals, participants in this study were asked to explain their reasons for wanting to participate in the program, their expectations of the program, and the learning experiences they expected from community engagement activities before the program began. This approach allows researchers to gain insight into participants' initial motivations before they are influenced by their actual experiences throughout the program. In addition to reducing retrospective bias, the use of data generated naturally through the program

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application process also allows volunteers' motivations to be explored in the context of authentic decision-making. Participation in the study was voluntary, and informed consent was obtained from all participants before the data collection process was conducted.

Data Analysis

The data were analyzed using inductive thematic analysis. In line with the recommendations of Merriam and Tisdell (2016), all participant responses were read repeatedly to enable the researcher to understand the entire data before generating initial codes. Similar codes were then grouped into categories and continuously refined through a process of constant comparison until major themes were formed. The entire coding process was done manually to allow the researcher to interact closely with the data and ensure that the resulting themes truly reflected the participants' experiences and perspectives. The analysis focused on patterns related to volunteer motivation and expected learning experiences, thereby explaining how motivation shapes student engagement in community-based learning.

Reliability and Ethical Considerations

Several steps were taken to increase the credibility of the study findings. These included repeated reading of the data, a systematic coding process, and continuous comparison of participant responses throughout the analysis process (Merriam & Tisdell, 2016) leading to coding process and theme formation to increase the reliability of the findings. From an ethical perspective, all participants were informed about the purpose of the study before giving consent to participate. The confidentiality of participant information was also maintained throughout the research, and all data citations were reported using pseudonyms such as Student 1, Student 2, and so on to protect the identity of the participants.

Findings

An inductive thematic analysis of undergraduate students' written responses yielded six main themes that explain the relationship between volunteer motivation and learning experiences in a Corporate Social Responsibility (CSR)-based community engagement activity in Cameron Highlands. Although the themes were identified separately through the analysis process, the findings indicate that they are all interconnected and form a learning trajectory that explains how students' initial motivation develops into meaningful learning experiences. Therefore, the findings are presented according to three developmental stages, namely Participation Motivation, learning through Community Engagement, and Learning Outcomes, to illustrate the overall progression of students' learning. Table 1 summarizes the relationship between each stage, main theme, supporting participants, and educational meaning before further discussion in the following subsections.

Table 1: Learning Trajectory of Undergraduate Students through CSR-Based Community Engagement Activities

Developmental Stage	Theme	Supporting Participants	Educational Meaning
Motivations for Participation	Altruism and Community Contribution	Student 4, Student 7,	Students entered the programme with a strong commitment to contributing to society and

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Developmental Stage	Theme	Supporting Participants	Educational Meaning
		Student 12, Student 18	fulfilling their social responsibility through meaningful community service.
	Personal Growth and Self-Development	Student 2, Student 10, Student 21, Student 25	Participation was also driven by aspirations to enhance self-confidence, emotional maturity and personal development through authentic experiences.
Learning through Community Engagement	Experiential Learning and New Experiences	Student 3, Student 8, Student 15, Student 24	Authentic engagement enabled students to connect classroom knowledge with real-world contexts while broadening their understanding of rural communities.
	Social Interaction and Relationship Building	Student 11, Student 19, Student 26, Student 27	Interaction with local communities and peers fostered social awareness, relationship building and appreciation of diverse perspectives.
Learning Outcomes	Soft Skills and Leadership Enhancement	Student 5, Student 6, Student 14, Student 22	Community engagement strengthened communication, teamwork, leadership and other transferable competencies essential for academic and professional development.
	Emotional Fulfilment and Happiness	Student 1, Student 9, Student 16, Student 20	Meaningful community participation nurtured empathy, emotional fulfilment and a deeper appreciation of humanitarian values.

Participation Motivation: Choosing to Contribute and Grow

The first stage of the learning trajectory shows that students' participation in community engagement activities is driven by a combination of altruistic values and aspirations for self-development. The analysis identifies two main themes, namely Altruism and Community Contribution and Personal Growth and Self-Development, which underpin students' decisions to participate in the CSR programme in Cameron Highlands. These two motivations complement each other, with students being motivated to contribute to society while developing self-confidence, maturity and new experiences. Thus, participation motivation not only influences students' decisions to engage in the programme but also serves as the starting point for a learning trajectory that develops through community engagement.

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Altruism and Community Contribution

The desire to contribute to society was the most dominant motivation among participants. They saw involvement in the programme not simply as a volunteer activity, but as an opportunity to benefit the community and to live out humanitarian values and social responsibility. Student 4 stated that "Helping is a noble practice, so if you can, you should help those who can't," while Student 7 explained that he wanted to "contribute something meaningful to society." The same aspiration was shared by Student 12, who believed that "Community service makes me feel that I can help people even with small efforts," and Student 18, who stated that volunteering "teach us to appreciate life and care more about others." These statements indicate that altruistic motivations based on empathy and civic awareness are the main drivers of student participation in community engagement programs.

Personal Growth and Self-Development

In addition to the desire to help the community, participants also saw the program as a space to develop their potential. They seemed to associate community engagement with the opportunity to increase self-confidence, interpersonal skills, and emotional maturity through experiences that cannot be fully obtained in a classroom setting. For example, Student 2 stated that the program would "hone my emotional intelligence and improve my people skills," while Student 10 hoped to "challenge myself and become more confident when interacting with people." This view was supported by Student 21, who believed that volunteering helps students "grow emotionally and become more mature," and Student 25, who believed that community activities can make them "more responsible and independent." These findings show that self-development is not just an expected benefit after the programme but is one of the main motivations that encourages students to get involved in community engagement activities.

Learning through Community Engagement: Learning Beyond the Classroom

The second stage in the learning trajectory shows how students' initial motivations are translated into learning experiences through direct engagement with the community. The analysis identifies two main themes, namely Experiential Learning and New Experiences, and Social Interaction and Relationship Building which explain how learning develops through authentic experiences outside the classroom. Through interactions with the community and fellow volunteers, students connect academic knowledge to real-world situations and build a broader understanding and perspective of society. Therefore, community engagement becomes a medium that connects students' initial motivations with meaningful learning experiences before contributing to the development of skills, values and personal growth.

Experiential Learning and New Experiences

Participants described community engagement programs as an opportunity to gain experiences that cannot be learned through formal university learning. They saw direct interaction with the community as a medium to understand the realities of community life, explore new environments and build a broader understanding of social issues. For example, Student 3 stated that the program was "a perfect way for me to meet new people, explore new areas and understand the challenges that we are facing," while Student 8 hoped to "experience something different from normal university life." This view was reinforced by Student 15, who stated that such programs "expose students to the real world and community life," and Student 24, who

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wanted to "explore Cameron Highlands and learn about rural communities." These statements indicate that participants valued authentic learning experiences because they allowed them to see for themselves the reality of rural community life and connect those experiences with the learning they were gaining at university.

Social Interaction and Relationship Building

In addition to gaining new experiences, participants also emphasized the importance of social interaction throughout their involvement in the program. The relationships built with the local community, fellow volunteers and other participants were seen as part of the learning process that enriched their experience. Student 11 stated that the program allowed him to "understand different people and different lifestyles," while Student 19 explained that his experience in Cameron Highlands helped him "learn how rural communities live and face challenges." A similar view was shared by Student 26, who believed that community activities provided opportunities to interact with people from different backgrounds, while Student 27 stated that the program provided "real-life exposure and practical learning experiences." This finding suggests that learning through community engagement is not only influenced by individual experiences but is also reinforced through social interactions that build understanding, empathy, and appreciation for the diversity of society.

Learning Outcomes: Growing Through Community Engagement

The final stage in the learning trajectory demonstrates how the experience of community engagement translates into meaningful personal development and learning outcomes. Analysis shows that the experience throughout the program not only enriches participants' understanding of society but also contributes to the development of personal and professional competencies. Two main themes are identified at this stage, namely Soft Skills and Leadership Enhancement and Emotional Fulfilment and Happiness. These two themes demonstrate that learning through community engagement goes beyond the acquisition of knowledge alone, but rather shapes changes in the way students communicate, lead, interact and value the experience of helping others.

Soft Skills and Leadership Enhancement

Participants described their involvement in the program as an opportunity to develop skills that are important in their academic and professional lives. They stated that community activities provided opportunities to improve their communication, teamwork, program management and leadership skills through real-world experiences. For example, Student 5 explained that he hoped to improve his ability to communicate and collaborate with individuals from different backgrounds. Student 6 stated that his involvement in the program provided an opportunity to develop leadership and activity management skills. This view was also supported by Student 14, who saw community activities as a medium to increase confidence when interacting with others, while Student 22 believed that the experience of managing activities with the community would help him become a more responsible leader. This finding indicates that learning through community involvement contributes to the development of soft skills that are difficult to develop through lecture-based learning alone.

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Emotional Fulfilment and Happiness

In addition to skill development, participants also described volunteering experiences as a source of emotional satisfaction that gave meaning to their involvement. They not only felt happy when they could help the community but also saw the experience as an opportunity to appreciate life and build more meaningful relationships with others. Student 1 stated that he "feels happy seeing them being happy with us," while Student 9 explained that "Helping people gives me emotional satisfaction." This view was reinforced by Student 16, who felt "fulfilled when I can make other people smile," and Student 20, who expressed a desire to "give back to the community and help people who need support." These quotes show that the participants' learning outcomes are not only measured through improved skills, but also involve the development of emotions, empathy and appreciation for human values resulting from experiences with the community.

Summary of Trajectories

The learning trajectories identified in this study illustrate that volunteer experiences not only meet community needs but also contribute to the formation of meaningful learning experiences among undergraduate students.

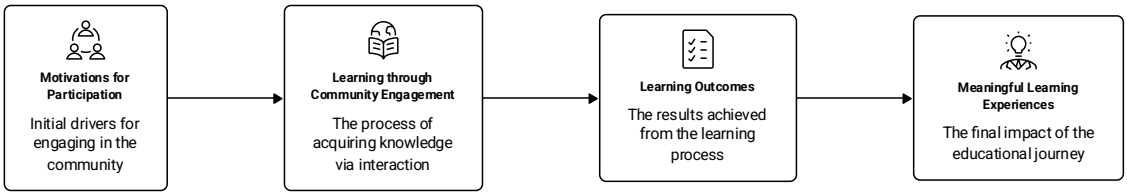


Figure 1: Learning Trajectory of Undergraduate Students through CSR-Based Community Engagement Activities

Figure 1 above depicts the learning trajectory resulting from the thematic analysis of students' experiences in CSR-based community engagement activities. This trajectory shows the relationship between participation motivation, learning through community engagement and learning outcomes that ultimately form a meaningful learning experience

Discussion

The study findings show that volunteer motivation not only influences students' decisions to participate in community engagement activities but also shapes the learning experiences that develop throughout their involvement with the community. The following discussion interprets the findings based on the study objectives and existing literature to explain the study's contribution to understanding the relationship between volunteer motivation, community engagement and learning experiences.

Understanding Volunteer Motivation Among Undergraduate Students

The study findings show that students' motivation to participate in community engagement activities is influenced by a combination of altruistic values and self-development aspirations. The desire to help the community reflects a commitment to social responsibility, while the desire to increase self-confidence, maturity and new experiences indicates that students also

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see community engagement as a space for self-development. This finding is in line with Clary et al. (1998) who explained that volunteer engagement is influenced by various motivational functions, including humanistic values and self-development. Similarly, Činčalová and Černá (2021) reported that students participate in volunteer activities not only to contribute to society, but also to gain experiences that support personal and professional development.

However, this study extends the existing literature by showing that the motivation for participation is not simply a factor that drives students to participate in programs but is the starting point for a learning experience that develops throughout community engagement. From a higher education perspective, these findings suggest that the effectiveness of community engagement programs is also influenced by the motivation that students bring before the program begins. Therefore, higher education institutions need to take participation motivation into account in designing programs that can connect student aspirations with meaningful learning experiences. This approach has the potential to increase student engagement and strengthen the function of community engagement activities as a learning medium in higher education (Barton et al., 2019; Tijsma et al., 2023).

From Motivation to Learning Experiences through Community Engagement

One of the main findings of this study is that volunteer motivation does not stop at the participation stage but rather develops into meaningful learning experiences through community engagement. Students who enter the program with the motivation to contribute to society and develop themselves subsequently gain authentic learning experiences through interaction with the community, exposure to new environments, and participation in real activities. This finding suggests that motivation functions as a catalyst for learning, while community involvement provides a context that allows learning to develop actively and reflectively.

This finding can be explained through the Experiential Learning perspective by Kolb (1984), which emphasizes that learning becomes more meaningful when individuals gain concrete experiences, reflect, and apply knowledge in real situations. In line with Tijsma et al. (2023), community involvement connects academic learning with authentic experiences, while Duchatelet et al. (2024) show that such experiences support the development of generic competencies such as communication, collaboration, and problem solving. In this study, experiences with the community not only broaden students' understanding of the realities of community life but also strengthen their learning process. This study also extends existing literature by suggesting that learning experiences are shaped by motivations that exist before the program begins.

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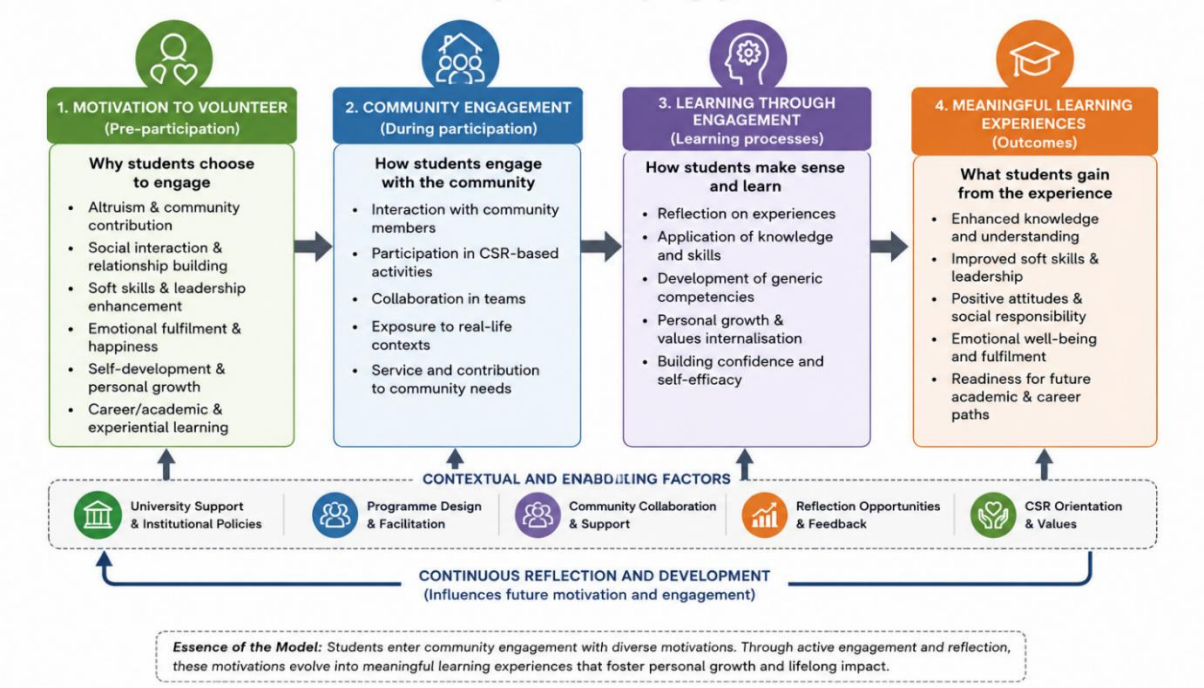


Figure 2: The Learning Trajectory Model: From Volunteer Motivation To Meaningful Learning Experiences Through Community Engagement

The Learning Trajectory Model (Figure 2) describes how volunteer motivation develops into meaningful learning experiences through authentic experiences, social interactions, and self-reflection. From a higher education perspective, these findings suggest that community engagement programs should be designed as intentional learning experiences, which integrate real-world experiences with reflection to enhance student learning and development holistically.

Educational Implications for Higher Education

The findings of this study provide important implications for higher education institutions in designing more meaningful community engagement programs. The study shows that the effectiveness of programs is not only dependent on their implementation but is also influenced by the motivations students bring before participation. Therefore, universities need to integrate student motivation, authentic experiences, and learning reflection in program design to ensure more meaningful learning outcomes. In line with Kolb (1984) and Tijsma et al. (2023), community engagement provides authentic learning opportunities that connect academic knowledge with real-world experiences, thus strengthening communication, leadership, collaboration, empathy, and social awareness skills. These findings support the recognition of community engagement as a pedagogical strategy that contributes to the holistic development of graduates.

In addition, this study proposes the Learning Trajectory Model as a conceptual perspective to understand how volunteer motivation develops into meaningful learning experiences through community engagement. Although this model was developed in the context of a CSR program in Cameron Highlands, it has the potential to be a reference in designing more intentional community engagement programs (intentional learning experiences) and can be tested in various institutions, academic disciplines and higher education contexts.

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Limitations and Future Research

Although this study provides a deep understanding of the relationship between volunteer motivation and learning experiences through community engagement activities, several limitations need to be considered. This study involved 28 undergraduate students from a university who participated in a Corporate Social Responsibility (CSR)-based community engagement program in Cameron Highlands. Therefore, the study findings offer a contextual understanding and are not intended to be generalized to all higher education contexts. In addition, data was obtained from written responses during program applications that describe students' initial motivations before participation. Although this approach reduces retrospective bias, this study did not examine changes in motivation and learning experiences after the program ended.

Future research is recommended to test the Learning Trajectory Model in various institutions, academic disciplines and forms of community engagement programs. Longitudinal studies that examine the development of motivation before, during and after participation, as well as the use of various data sources such as interviews, observations and reflection journals, have the potential to strengthen the validity of findings and expand understanding of the relationship between volunteer motivation, community engagement and learning experiences in higher education.

Conclusion

This study demonstrates that volunteer motivation extends beyond participation and serves as the foundation for meaningful learning through Corporate Social Responsibility (CSR)-based community engagement. The findings identified six interrelated themes that were synthesized into a Learning Trajectory Model, illustrating how students' motivation to contribute to society and pursue personal development evolves into meaningful learning experiences through authentic community engagement. The proposed model advances current understanding of the relationship between volunteer motivation, community engagement, and learning experiences by explaining learning as a developmental process rather than a programme outcome. From a higher education perspective, the findings suggest that community engagement programmes should be intentionally designed to integrate student motivation, authentic experiences and reflective learning. Although developed within a single programme context, the Learning Trajectory Model offers a conceptual perspective that may inform the design of future community engagement initiatives. Overall, the study highlights community engagement as a powerful pedagogical approach for fostering meaningful learning and holistic student development.

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