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WHY DO STUDENTS VOLUNTEER?
A STUDY USING THE FUNCTIONALIST APPROACH THEORY ON VOLUNTEER MOTIVATION

Master’s Thesis in Education

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Abstract

This master’s thesis examines volunteering as a phenomenon with respect to the motivation of students to engage in volunteerism. There are many volunteer programs available for students, from opportunities offered by their schools, their districts and the various choices made available by international humanitarian organizations. The focal point of this study is specifically identifying what motivations students perceive to have when they join these volunteer programs that are made available to them.

The motivations are divided accordingly per the Functionalist Approach Theory on Volunteer Motivation- which will be the theoretical framework of the entire study. The theory explicitly states that volunteer motivation is divided into six (6) categories - Values, Enhancement, Career, Social, Protective and Understanding functions. The methodological basis makes use of the Functionalist Approach questionnaire and is also rooted on phenomenology. The latter is concerned with the study of experience and analyses motivations in-depth via interviews conducted by the researcher.

The responses indicated that students do have various motivations all at once. Though even if all these motivations did exist- there are motivational factors which student perceive to be more important than the other. The three functions that were perceived to be more important were Values, Career, and Understanding. The Social function was considered to be the least important while Enhancement and Protective functions received mixed receptions and did not meet a general consensus. Together with volunteer motivation they can also create more sustainable programs with higher volunteer retention.

The findings of the study cannot be generalised, but the use of the questionnaire- including the unique experiences of each interviewee, have emphasized the volunteer motivation is multi-faceted and play an important role in sustaining volunteer programs.

Keywords

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1. Introduction

This master’s thesis studies volunteering as a global phenomenon. More specifically, what students perceive to be their motivational factors in engaging in volunteer programs. The study uses The Functionalist Approach Theory on Motivation by Clary and Synder (1998) as the main theoretical framework. The methodology is qualitative in its approach, but the use of the questionnaire (see appendix) involved the use of frequencies and charting. The study has two parts. The first is the distribution of questionnaires that were directly adopted from Clary and Synder (1998), and the second was through the use of interviews and thematic content analysis that still used the theory as its base. One of the more specific goals was to discover how volunteer programs for students can improve attracting more volunteers and also retaining them in the process.

The researcher has always been interested in the topic of volunteerism. Specifically when it is discussed in a context that involved students and schools. There is a belief from the researcher that when students engage in volunteering programs, they develop a different sense of learning, one students cannot immediately receive in a classroom setting. It also roots from the desire to make a substantial impact in volunteer programs in his home country, the Philippines. As a developing country, the Philippines faces a lot of issues in poverty and inequality. It is his personal belief that if the community is engaged- as early as they are students; then the generations to come will have a deeper understanding of their roles in society and can commit to helping re-build communities.

Research on volunteerism is not new, and is by far, very rich in literature and experiences. There is also very high interest in this field, or some would argue, industry. However, in the researcher’s years of being exposed to volunteer programs, he believes that the problems still remain the same- especially in the school context. There was always a question on how to get students interested, or what motivations would students have that programs can tap into- and more importantly, what will motivate them to stay?

Volunteer retention has always been a particular issue. The researcher has traveled to so many different countries in a span of one year and a half. Destinations varied from parts of Asia, Europe, Americas and Africa. With this, he always made it a point to review existing
volunteer programs and try to identify what the similarities and the differences are. With regard to similarities, there was always a question on how to retain volunteers.

With this question, he has always wondered- “What motivations did these program address?”. The issue of motivation is not new to him as he has always agreed with the idea that human behaviour is triggered intensely by motivations. What motivates a person to study a certain course? What motivates a person to eat certain food? It is in the same line of “What would motivate a person to become a volunteer?”.

This study hopes to shine evidence on the fact that volunteer retention can easily be addressed if programs catered to addressing motivations first and foremost. Without the proper idea of what motivates students to volunteer then both recruitment and retention will always be an issue. If these are issues, then so will be the sustainability of the program.

The thesis begins with presenting related literature and what studies have been conducted with regard to volunteering and volunteer motivation. Volunteerism as a concept all the way to various intentions, satisfaction and retention. The focal point of the second chapter will be on volunteer motivations where the Functionalist Approach Theory on Volunteer Motivation (1998) will be discussed in detail.

Following that will be Chapter 3, or the methodology. The paper uses one approach but with two tools. A questionnaire and an interview, all under the approach of phenomenology. Chapter 4 will discuss the data analysis process and how the researcher collected and analysed the data. The findings will be further discussed in Chapter 5. Then reliability, validity and ethical concerns are found in Chapter 6. The final chapter will be the discussion of the results and what recommendations the study will have to the design of volunteer programs.

1.1 The researcher

This chapter was written to clarify the background of the researcher. This is to clarify the position of where the researcher comes from. This will also shine light on what preconceptions he might have and what biases he has put aside to ensure that this test is as humanly
authentic as it can be. The researcher started volunteering when I was in high school. From helping build people homes to tutoring children who did not have access to quality education. He comes from the Philippines, as initially stated, and as a citizen from a developing nation, he has been exposed to societal problems are not easily resolved by policies. It was also in high school that he learned to initiate programs - using his position as an officer, he was able to contribute to scholarship funds that helped poor children receive quality educations. The scholarship fund consisted of fund-raising efforts from contests, pageants and parties - all in which were focused on creating profit that could be donated. Back then, he simply perceived it as a hobby or a fun way to pass time.

The researcher’s experience in university would give him a completely different perspective - he became more politically active, and through his student government trainings, was made aware that the issues in his county were far graver than just having to send a few children to school. It was a systematical problem, and that if there was a want to make a difference, it had to address the country’s system and make a dent in the culture. There was a rich culture of corruption and this translated from government officials to everyday people. Everyone was just wanting to survive. The researcher claims that these experiences served also as an eye opener. To see through that the youth were required to go to school to ensure that they have a future. This is what he found to be superficial. Why just learn to get a future for one’s self? Why can’t a quest for a bright future include others to have the same fate as well? This is when he started becoming more intent on increasing volunteer programs for students. He believed that if people wanted more socially aware citizens, thy had to start by engaging them to volunteer as students.

He then graduated from university, and years later, found himself involved in three volunteer programs. Two of which he had the privilege of authoring prior to graduation. “Pride Against Prejudice”, which is an LGBT right’s awareness program. Volunteers are members of the LGBT community or straight allies and we rally from school to school trying to educate the youth on anti-discrimination. The second is “be the stART” which is an effort for artists to take a more pivotal role in helping the community. Through art, citizens are made socially aware of issues in society. In line with this, artists get to use their craft in helping others - from teaching the performing arts to the underprivileged, and using art as a sup-
lementary initiative to improve education in the Philippines. The last is the Philippines Dictionary Project. It serves as both a campaign for child literacy and in line with this, follows a framework that reinforces teacher accountability.

He has always encountered problems with recruiting student volunteers and more importantly, retaining them. He has tried several campaigns, but he always fall short on the desired number of volunteers he predicted would make his program effective. His targets were always students as this is in line with his personal advocacy for a more socially engaged student body in universities in the Philippines.

With this, he was able to chance upon literature on volunteer motivation. He was convinced that campaigns were not addressing volunteer motivations - but were just very generic as “help others” or “improve yourself by helping others”. With the literature he has encountered, there was a more in-depth discussion on how volunteers are motivated. Through this, he decided to pursue a study that will give him answers and hopefully, help other volunteer frameworks as well. If this global phenomenon shares similar problems in all corners of the world, maybe he could engage in a study that would help us understand student volunteer perceptions on their motivation.

1.2 The research questions

The research question would seem to be quite simple - but if anything, I learned that simple is not always the easiest. Sometimes, there has to be some complexity to prevent a study that is just one-dimensional. It must contain multiple faces and be interpreted accordingly. I was able to narrow down my questions to just three. These now serve as the research questions for the master’s thesis.

1) What motivates a student to volunteer?

2) With this motivation, how does this contribute to a student’s volunteering experience as a whole?

3) Does addressing perceived motivation lead to more sustainable volunteer retention?
2. Review of Related Literature.

2.1 Volunteerism as a concept

In all communities, numerous people dedicate a considerable amount of time, talent, or treasure for others (Sattar and Waheed, 2013, p.61). Volunteers are indeed an integral human resource for many communities and organizations (Papadakis, Griffin and Frater, 2004, p.321). Human, social and environmental concerns can be helped by volunteerism (Sattar and Waheed, 2013, p.61). Many societal activities may even halt without the contribution of volunteers. Dwyer, Bono, Snyder, Nov and Berson (2013, p.182) even argue that volunteerism and various forms of citizen participation play a crucial role in combating world problems.

According to Clary, Snyder and Ridge (as cited in Sattar and Waheed, 2013, p.63), an expression of human goodwill is volunteerism. People offer their services for the benefit of others. Volunteering services may take different forms, may it be formal, informal, abroad or at home, volunteering is widespread. It may take on forms such as helping the blind cross the road, tutoring the illiterate, and visiting sick people (Sattar and Waheed, 2013, p.61; McBride, Johnson, Olate, and O'Hara, 2010, p.35).

Different people volunteer for different organizations and programs, including, but not limited to sports, environmental, healthcare, and social settings (Pi, Lin, Chen, Chiu and Chen, 2014, p.1486).

2.2 Volunteerism as a phenomenon

Organizations are following the trend of asking individuals for their time and effort in volunteer activities based on the premise that volunteers do not request anything in return for their efforts (Volunteer Impact Organization, 2011). Literature for volunteering as a phenomenon is simpler to understand when only unpaid voluntary programs are analyzed (Egerton & Mullan, 2008, p.147). Volunteers play a huge part in mass sports. They serve two functions: a) the engagement and existence of non-profit sports clubs, and b) guarantee the operation of small-scale, major and mega sporting events (Hallmann & Harms, 2012, p.272). Huge sporting events like the Olympic Games and FIFA World Cup require tremen-
dous numbers of volunteers to help athletes, visitors, and spectators by serving in different areas: sports, medical services, technology, medical services, environment, ceremonies, spectator services, and administrative services.

It could even be argued that regional, national, or international sporting events would not be possible without volunteers (Hallmann & Harms, 2012, p.272-273). For instance, nearly 4.4 million Australians volunteered for the 2000 Sydney Olympics. This translates to approximately 704.1 million hours of voluntary work. The contribution of volunteers in sporting events cannot be denied; volunteerism in sporting events is critical to its success (Wang, No Year, p.1).

Similarly, the environmental movement would cease to exist without the help of volunteers (Bruyere & Rappe, 2006, p.503). Environmental volunteer programs encompass a wide experience. Some individuals travel great distances just to reach their volunteer sites or national park (Bruyere & Rappe, 2006, p.505). Public participation is needed in environmental projects more than ever before (Propst et al., 2000; as cited in Bruyere & Rappe, 2006, p.504). Declining budgets (Propst et al., 2003; as cited in Bruyere & Rappe, 2006, p.504) will be a trend that's going to continue in the future (Cordell & Betz, 2000; as cited in Bruyere & Rappe, 2006, p.504). Due to limited budgets of public land management agencies combined with the increased use of resources by visitors, these agencies need to depend on volunteers. Further, volunteering is an effective tool by which managers can communicate to the public their management issues and decision making considerations (Bruyere & Rappe, 2006, p.503).

In the context of local festivals, volunteering contributes a significant amount to its success (Lee, Alexander & Kim, 2013, p.273). According to Earl, Parker, and Capra (2005; as cited in Lee, Alexander & Kim, 2013, p.273), volunteering can also lead to building capacity for local festivals. For instance, 64.3 million US adults volunteered for social service activities in 2011 (U.S. Bureau of the Census, 2012). This huge population shows that there is widespread volunteerism for social events, festivals, and community events.

McBride, Johnson, Olate, and O'Hara (2010, p.34) also discussed youth volunteer programs in the United States. According to McBride, et al., volunteer services can be used to
channel youth into contributing productive activities while gaining personal benefits like personal, educational, and civic enhancement. For instance, the AmeriCorps national service in the United States serves as an institutionalized volunteer service.

In higher educational institutions, greater student involvement in community activities is also pushed because of its positive impacts. For instance, Cress and Sax (1998; as cited in Bruyere & Rappe, 2006, p.505) concluded that volunteerism had positive effects on students' personal and academic development during and after higher education. This is also backed up by Astin and Antonio's findings (2004; as cited in Bruyere & Rappe, 2006, p.505) that higher educational institutions are now launching comprehensive leadership, volunteer and community service programs that primarily involve students.

An aging population characterized by multiple chronic health conditions (Pesut, Hooper, Lehbauer, and Dalhuisen, 2014, p.69) has brought up volunteering in healthcare. However, palliative care alone, based on specialist providers, cannot meet the demands of patients. This gives importance to volunteers as part of the primary care network (Pesut, Hooper, Lehbauer, and Dalhuisen, 2014, p.69).

Pesut, et. al., argues that efforts should focus on building volunteers in healthcare programs. Pragmatically, employees in the healthcare system cannot meet the needs of patients and families, specially in the model of home-based care. This calls for volunteers to play an important role in supporting patients, specially in rural areas, where formal healthcare resources are limited. Ethically, in palliative care, healthcare providers are tasked to provide psychosocial and spiritual care to patients. However, these needs are best served by volunteers -- someone who has the capacity to build close, personal relationships with patients. These arguments give importance to a volunteer's role in end-of-life care (Pesut, Hooper, Lehbauer, and Dalhuisen, 2014, p.75).

2.3 Intrinsic and extrinsic motivation

Among the types of motivations, intrinsic and extrinsic motivations are those that have been widely studied. The difference between these two types of motivation sheds light on developmental and educational practices (Ryan and Deci, 2000, p. 54).
Motivation Theory (SDT) of Deci and Ryan, motivations are distinguished based on the different reasons or goals that spur them. The basic distinction is in intrinsic motivation, someone does an action because it is inherently interesting or enjoyable to the person, while in extrinsic motivation, someone does an action because it leads to a desired and separable outcome (Ryan and Deci, 2000, p. 55).

Ryan and Deci's analysis (2000) of studies over three decades show that the quality of experience and performance may be severely different when one is motivated for intrinsic or extrinsic reasons. The review of related literature will shed light on the classic distinction between the two, and to summarize functional differences between the two.

Among all fields, education has been particularly interested in the study of intrinsic motivation. It is a natural source of learning and achievement for students that can be used by parents and educators (Ryan & Stiller, 1991). Since intrinsic motivation results in enhanced learning and creativity, factors that help and impede it should be discussed (Ryan and Deci, 2000, p. 55).

However, an equally important aspect of motivation is extrinsic motivation and its different types. The SDT proposes three different types of extrinsic motivation, some representing impoverished forms of motivation, and some representing active states (Ryan and Deci, 2000, p. 55).

Digging deeper, intrinsic motivation is defined as doing an activity for one's inherent satisfaction rather than its consequences. An intrinsically motivated person acts because he feels challenged or feels it is fun (Ryan and Deci, 2000, p. 56). It is when one engages in a task because one finds it enjoyable or interesting (Millette and Gagne, 2008, p. 12). Intrinsic motivation is not the only form of motivation for humans. However, it is the most important one. This is because from birth, humans are active, curious and inquisitive, always willing to discover and learn something new. This natural motivational tendency may be harnessed for cognitive, social, and physical development because being intrinsically motivated results in growth in knowledge and skills (Ryan and Deci, 2000, p. 56).
Ryan and Deci (2003) discuss intrinsic motivation as existing between the person and the task. Intrinsic motivation is defined as the task being interesting, it may also be defined for the satisfaction one gains from tasks. To operationally define intrinsic motivation, there may be two measures to define it. One measure to define it rests on behavioral measure, or called the "free choice" measure. In experiments that highlight this measure, participants are exposed to a task with different outcomes such as getting a reward or not. Afterwards, the experimenter will not advise the participants to not continue the task anymore, leaving them alone in the room with various activities that may take their attention away from the original activity. In this moment, participants now have a "free choice" on whether to continue the activity or engage in a different activity, assuming that there are no more extrinsic factors such as rewards or approval for the task. Measuring the length of time they spend with the target task at that point on measures their intrinsic motivation. This classic measure has been used to measure the dynamics of intrinsic motivation (Ryan and Deci, 2000, p. 57).

The Cognitive Evaluation Theory (CET), considered to be a subtheory of the SDT, was introduced by Deci and Ryan in 1985. The CET specifies variables in intrinsic motivation. The theory argues that interpersonal events or incentives that make people feel competent during the task may enhance intrinsic motivation for that action (Ryan and Deci, 2000, p. 58).

While intrinsic motivation is regarded as the most important motivation for humans, realistically speaking, most activities by people, strictly speaking, are not intrinsically motivated. Specifically, after early childhood, when one grows up, intrinsic motivation may be overtaken by extrinsic motivation via responsibilities for uninteresting tasks. For schools, intrinsic motivation decreases with each level (Ryan and Deci, 2000, p. 60). In these cases, extrinsic motivation takes over. Extrinsic motivation is when someone does an activity for a separable reason. This contrasts intrinsic motivation, in that it talks about instrumental value rather than intrinsic value. However, the SDT proposes that extrinsic motivation can also vary. For instance, Ryan and Deci argue that students may do homework out of fear of parental sanctions. Other students may finish their homework because they personally believe it is valuable for future careers. In both cases, extrinsic motivation was used, although
levels of autonomy varied (Ryan and Deci, 2000, p. 60). Extrinsic motivation means engagement in an activity for instrumental purposes such as incentives and rewards. It is when one engages in a task because one finds it enjoyable or interesting (Millette and Gagne, 2008, p. 12).

Understanding the three types of extrinsic motivation is also an important aspect not only of educators, but also anyone looking to harness volunteerism, for these people cannot always rely on intrinsic motivation to motivate people. Realistically, because of different tasks that educators and organizers request, not all tasks will be motivating for participants. It is in these cases that knowing how to promote external motivation to further achieve successful learning (Ryan and Deci, 2000, p. 55).

Millette and Gagne (2008, p.12) discussed the three different types of extrinsic motivations:

a) *External regulation*: The most controlled extrinsic motivation. It is based on one’s engagement to the task based on external pressures or demands.

b) *Introjected regulation*: This represents engagement for egoinvolvement or self-worth.

c) *Identified regulation*: This represents a more autonomous type of extrinsic motivation as compared to the first two. It is engagement based on one's evaluation of the activity's meaningfulness or value. This type of motivation is still considered as extrinsic because the purpose of the action is to achieve an outcome separable from behavior (Millette and Gagne, 2008, p. 12).

2.4 Volunteer intention

Volunteer intentions to continue serving may be linked to the initial motivation on why one became a volunteer. A challenge faced by organizations is how to retain volunteers for subsequent events (Lee, Alexander and Kim, 2013, p. 273). Evidently, retaining a workforce is beneficial for an organization's operational purposes (Bang, Won, & Kim, 2009) (Lee, Alexander and Kim, 2013, p. 273).
Clary and Snyder (1999) hypothesized the connection between intentions and satisfaction. They argue that if one's volunteer satisfaction is linked to the relevant benefits they receive, then their actual intentions to continue volunteering is also related to the alignment between one's experiences and motivations. In their experiment to prove the hypothesis, university students were found to have higher chances of continuing as volunteers when they received relevant benefits in the volunteer program. Those who did not receive the said benefits had lower intentions to continue (Clary and Snyder, 1999, p. 3).

Clary and Snyder (1999) also discussed an experiment wherein 40 students were mandated to 40 hours of community service for a semester. The experiment concerns the students' intentions to volunteer after the program was done in relation to the students' level of control over their decision of entering the program and their prior volunteer experience. As hypothesized, students who felt like their decision was under their control displayed higher intentions to volunteer in the future. On the other hand, for students who were pressured to volunteer -- those who did not have direct control over their decision to be in the volunteer program, displayed negative intentions to volunteer in the future (Clary and Snyder, 1999, p. 4-5).

Researches like the ones mentioned above show a clear relationship between sense of satisfaction, intentions to quit, and behaviors of leaving the organization (Millette and Gagne, 2008, p. 13).

In Wang's research (No Year), age, perceived time constraints and altruistic value were all significant factors in intentions of volunteering for a major sporting event. However, Wang argues that the factors may also be significant outside of sporting events (p. 1-6).

2.5 Volunteer satisfaction

Satisfaction plays a huge role in the functional approach in volunteerism (Omoto and Snyder, 1995, p. 672) Satisfaction leads to longer volunteer periods. Similarly, volunteers feel more satisfied the more their experiences coincide with their reasons for volunteering (Omoto and Snyder, 1995, p. 676). For the same reason, volunteers report higher satisfac-
tion when their motivations for helping were met (Omoto and Snyder, 1995, p. 672-673, 676).

Millete and Gagne (2008) suggests that volunteer satisfaction, volunteer motivation, and volunteer experiences are related to one another. By assessing and using these factors, volunteering programs can strategize to motivate people to volunteer. This may lead to high volunteer satisfaction (Wong, Chui and Kwok, 2011, p. 20). To further assess and measure volunteer satisfaction, the Volunteer Satisfaction Index (VSI) was devised. The instrument uses a seven-point Likert Scale to assess volunteer's satisfaction with the different aspects of volunteering, wherein 1 stands for very dissatisfied and 7 stands for very satisfied (Wong, Chui and Kwok, 2011, p. 20).

The VSI is a tool that delves into four dimensions of volunteer satisfaction, which are the ff (Wong, Chui and Kwok, 2011, p. 20):

a) Organizational support: Feedback, goals and objectives.

b) Participation efficacy: The utilizations of skills to make a change.

c) Sense of empowerment.

d) Group integration: Rapport with other volunteers and even paid staff.

Going further than the general scope of volunteer satisfaction, the VSI looks into different aspects of volunteerism that may be the cause of satisfaction and dissatisfaction. This means that the VSI produces more targeted details regarding the volunteering experience. With the details that the VSI produces, volunteer programs can focus on specific aspects that may further enhance volunteer satisfaction (Wong, Chui and Kwok, 2011, p. 20).

On the other hand, Latta (2001, p. 12) used a modified Job Satisfaction Survey (JSS) to measure volunteer satisfaction of volunteers. Latta's research revealed that volunteers in the specific study were motivated out of altruistic value and were satisfied with their experience. The study proposed three types of volunteers in long-term care: Novice, Intermediate, and Veteran volunteers, based on their volunteer travel and experience (Latta, 2001, p. 12).
The JSS used by Latta featured 24 items within six areas of satisfaction. Like the VSI, the JSS uses a Likert Scale. The six categories are supervision, contingent rewards, operating conditions, coworkers, nature of work, and communications. Likewise, Latta concludes that the results of the research may be used by volunteer directors to improve volunteer satisfaction in select areas (Latta, 2001, p. 43 - 45).

Clerkin and Swiss (2014, p. 487) approached volunteer satisfaction in a different way: they measured volunteer satisfaction in relation to paid volunteer programs. Some volunteer programs charge fees for anyone who wants to volunteer in their programs. Results of the study reveal that a third of the volunteers said that fees enhanced their satisfaction of the program, while another third disagreed. A bigger portion, however, believes that fees even discourage some volunteers. (Clerkin and Swiss, 2014, p. 487)

2.6 Volunteer retention

Volunteer dropout is one of the most basic problems of volunteer organizations. These organizations' life expectancy depends not only on recruiting volunteers, but also retaining them. Low retention may be fatal for any volunteer organization, so studying its causes and how to increase retention is imperative (Yanay and Yanay, 2008, p. 66). Hence, just like volunteer satisfaction and intention, volunteer retention is an important factor to consider (Cuskelly, Taylor, Hoye and Darcy, 2006, p. 142).

Volunteer managers, on the other hand, are competing for volunteers. This leads them to become concerned not only about the recruitment of volunteers, but also retaining them (Bussell and Forbes, 2001, p. 245).Segmenting the target market of volunteers may lead to better targeting of certain groups interested in volunteering. In effect, this creates a niche for recruitment (Bussell and Forbes, 2001, p. 248) Omoto and Snyder (1995, p. 672) highlights that increasing volunteer satisfaction will lead to longer service, in effect, increasing volunteer retention. In some cases, declining numbers of volunteers means more work will be distributed to the remaining volunteers, discouraging them from continuing. Some may also be deterred to pursue their volunteer programs because current volunteers may form a group that would not be welcoming to newer ones (Bussell and Forbes, 2001, p. 250-251).
For example, in sporting events, Bang and Ross stresses that understanding volunteer motivations is needed for volunteer managers to increase efficient volunteer recruitment and retention (Bang and Ross, p. 62).

2.7 Volunteer motivations

Volunteering does not result into personal and tangible gains. As a result, non-profit organizations must find means to motivate their volunteers to work well and keep them (Millette & Gagne, 2008, p.11).

Motivation serves as an individual's driving force towards accomplishment. Chapman (2008, p.6) states that motivation can also be an internal need that is satisfied by completing an external action. Moreover, Chapman argues that motivations can be hard to understand – it can be complex, intricate and diverse.

Usually, volunteers must be motivated to participate in groups that aim for something larger than them. That is when volunteers see their contribution, efforts and membership as worthwhile (Chapman, 2008, p.16).

In the study of volunteer motivation literature, Millette and Gagne (2008, p.11) has noted that much of the research focused on the beginnings of volunteerism, not on how volunteers are maintained and kept. Chapman (2008, p.6) also argues that there are multiple theories that study motivation. However, no one theory has provided a complete explanation of why people are motivated to volunteer.

The literature about to be discussed will focus on various forms of motivation theories and frameworks to understand volunteer motivation. For example, Chapman (2008, p.6) brings up the Congruence (Person-Organization Fit Theory). The theory is based on the congruence of an individual's values and an organization's values. This is because individuals often behave in line with their beliefs and values. This concept gives importance to the role that personal values play when choosing a volunteer activity (Chapman, 2008, p.6).

Person-Organization fit was also discussed by Chatman (1991; as cited in Chapman, 2008, p.6) as having two distinct influences: a) organizational values upon membership, and b)
changes in individual values during tenure. Individuals are attracted and will most likely choose to volunteer in organizations that are in line with their value orientation (Judge & Bretz, 1992; Schneider, 1987; Chapman, 2008, p.7). When an individual joins a volunteer organization, his personal values may become the center of his expectations (Chapman, 2008, p.7). In the 1920s, theories of motivation provided an egoistic defense for behaviors that seem to be altruistic in nature. Because of this explanation, the existence of altruism as a theory of motivation was ignored by mainstream psychologists until the 1970s (Chapman, 2008, p.17).

On the other hand, Wang (No Year, p.2) argues that volunteerism, by nature, is altruistic. Volunteering for a cause opens up opportunities for people to join in humanitarian activities which give individuals a chance to apply their values into actions.

Altruism defined is when an individual engages in voluntary behavior to help others without expecting anything in return (Phillips & Phillips, 2011; as cited in Lee, Alexander, and Kim, 2013, p.275). Further, Treuren (2009; as cited in Lee, Alexander, and Kim, 2013, p.275) argues that the demonstration of altruistic behaviors within volunteering is essential, hinting that all acts of volunteerism are altruistic in nature. Florin, Jones & Wandersman (1986; as cited in Chapman, 2008, p.17) has a similar finding: contributing and helping others outweighs many volunteers' self-interest.

Volunteers are characterized by abiding with a strong sense of mission, sometimes even spending as long as eighteen hours a day doing volunteer work (Muganda, 2007, p.4). However, Toi and Batson (1982; as cited in Muganda, 2007, p.17) suggests otherwise: the said researchers need to prove that the source of such actions are actually altruism. They also ponder whether being motivated to help, in any situation, is truly altruistic.

As an antithesis to altruism, an egoistic theory of volunteer motivation is also argued as a main driver for people to volunteer. Egoism is referred to as self-interest and gain. It is thought to be central to the majority of an individual's decision-making activities (Phillips & Phillips, 2011; as cited in Lee, Alexander and Kim, 2013, p.275). In the egoistic theory, volunteers engage in acts of volunteerism mainly because of the rewards such as skill acquisition that could be useful in career advancement (Chapman, 2008, p.20).
Contrasted to the supposed altruistic theory of volunteerism, egoism is related to volunteerism because helping others is focused on an individual's self-improvement (Treuren, 2009; as cited in Lee, Alexander and Kim, 2013, p.275), and intrinsic reward and satisfaction from volunteering are the main motives for lending a hand (Reed, Aquino, & Levy, 2007; as cited in Lee, Alexander and Kim, 2013, p.275).

Altruism and egoism is further contrasted by the works of Batson, a noted social psychologist (Chapman, 2008, p.20). According to Chapman (2008, p.20), Batson's model shows that individuals engage in acts of volunteerism primarily as an instrument to relieve one’s own negative state.

A study by Lee, Alexander and Kim (2013, p.286) showed that volunteer retention increased because of the opportunities that presented training and professional development to the volunteers. These developments should result into a more efficient performance of organizational tasks.

Brunell, Tumblin and Buelow (2014, p.367) also conducted a study on the correlation of narcissism and volunteerism. Brunel, et al hypothesized that narcissists volunteer because of the existing social functions in volunteering: narcissists would volunteer to reap benefits such as building a resume or expanding a social network. The researchers also hypothesized that narcissists would give low value on the relevance of one's values to the cause -- this is because narcissists tend to lack empathy and altruistic concerns. The results revealed that narcissists volunteered for self-interest as opposed to altruistic concerns (Brunell, Tumblin and Buelow, 2014, p.367).

In Sattar and Waheed's study of volunteerism in Islamabad (2014), the results revealed that altruistic and egoistic motivations both played a huge role in volunteer services in nonprofit organizations. However, volunteers gave more importance to egoistic motivations, highlighting 'career development' as the leading motivation for volunteers (Sattar and Waheed, 2014, p.65). Interestingly, Egoistic motives for volunteering are argued to be more common to people with higher levels of education and economic standing. This is because these people are believed to help based on the assumption that volunteering is an activity that provides meaning to their lives ("Reviewer's Choice", 2015, p.163)
Clary and Snyder (1998, p.156) has found out that a lot of volunteers have multiple motives for volunteering. This contrasts the views of the altruism-egoism debate and gives a third approach on volunteer motivation: The Functional Theory of Volunteer Motivation.

According to Clary, Ridge, Stukas, et al. (1998, p.1517), the functional approach states that acts of volunteerism may appear to be similar externally, but may serve different internal motivations. Therefore, the main premise of the functional theory states that individuals are motivated for various reasons, and that these motivations are subject to change depending on the respective needs of the individual (Julka & Marsh, 2000; as cited in Chapman, 2008, p.12). Clary, et al. (1998, p.1517) also argues that under the functionalist theory, different people can perform the same actions for different psychological functions.

Houle, Sagarin and Kaplan (2005, p.339) provides an example that illustrates the functionalist theory. A political campaign volunteer is asked to choose from different tasks, such as stuffing envelopes, phoning voters, or canvassing neighborhoods. The functional approach suggests that the individual will choose a task with benefits that match his or her volunteer motivation. Houle, et al., then, argues that if individuals choose tasks with benefits that match their motives, then the tasks should be characterized by the motives that they satisfy.

The functional approach is further noted to be a multimotivational perspective. In this perspective, it should be important to note that volunteerism may serve multiple motives for an individual, and that different motivations may drive a group of volunteers performing the same activity (Houle, Sagarin and Kaplan, 2005, p.339).

Aside from knowing the tenets of the functional motivation theory, volunteer programs must know how to use the theory to motivate volunteers. Under the functional motivation theory, individuals may give similar responses to a message source, but may give varied responses to the message content depending on its relevance to the receiver (Chapman, 2008, p.22). Clary, et al. (1998, p.1517) argue that in this approach: a) one must consider different personal and social motivations to promote helping behavior, and b) one should identify the motivational foundations that makes these people act to assess these motivational factors. Further, to achieve maximum persuasion, Chapman (2008, p22) states that
the functional approach gives stress not only to the message of the volunteer programs, but also the combination of the message and the audience.

Clary and Snyder (1991) formulated six functional factors that influence one’s motivation to volunteer:

1) Values: One can show altruistic values related to humanistic helping.
2) Understanding: Understanding of the world and acquisition of new skills.
3) Social: Develop social relationships by doing activities that others favor.
4) Career: Participation as career advancement.
5) Protection: The protection of the ego from negative features of self.
6) Enhancement: Mood enhancement by the development of the ego.

A study by Papadakis, Griffin and Frater (2004, p.322) reveals that students who have volunteered at least once gave more importance to Values, Understanding and Enhancement as opposed to students who have never volunteered before. This shows differences between volunteer and non-volunteers, and also shows that different people, gender and majors volunteer for different motivations.

Chapman (2008, p.25) adds to the principle, that an individual's decision is determined by one's personal values. This leads to the Values Function, which states that one's values influence one's decisions to volunteer and to be motivated.

Under the Social functional factor lies the Social Adjustment theory of motivation. According to Lee, Alexander and Kim (2013, p.277), another motivation for volunteers is the social value of the program. If a person can participate with his or her friends, or be involved in activities that are judged as favorable by friends and family, the more likely the person is motivated. This is because volunteering may present an opportunity to be with one’s friends or be in an activity that is viewed as a boon by people whose opinions one holds valuable (Lee, Alexander & Kim, 2013, p.277).
People consider perceived social expectations when they form intentions (Wang, No Year, p.3). *The Theory of Reasoned Action of Fishbein and Ajzen* (1975; as cited by Wang, No Year, p.3) and *Theory of Planned Behavior of Ajzen* (1991; as cited by Wang, No Year, p.3) both argue that people form perceived expectations, specially from important people in one's life, from one's social environment.

There is also literature that tackled volunteer motivation when volunteers are charged fees to volunteer. Clerkin and Swiss' study (2014; p.487) examined the attitudes of 4,400 volunteers who paid a substantial amount of money to participate in a housing project in Appalachia.

Clerkin and Swiss (2014, p.488) state that some volunteer programs impose volunteer fees because they provide unusual life experiences in different culture, labelled as "volunteer tourism". However, marketing studies suggests that fee charges can sometimes make volunteers more motivated. On the other hand, based on volunteer motivation studies, fees can diminish volunteer motivation (Clerkin and Swiss, 2014, p.488).

Clerkin and Swiss (2014, p.489) has devised a framework on how fees affect volunteers:

**Positive:**

a) Charges as quality signals: Non-profit organizations that charge fees may be perceived as delivering a better experience than those who do not.

b) Charges as sunk costs: Charges may play an effect on the volunteer that they have spent the money and do not want to let it go to waste, thus maximizing experience.

c) Charges as initiation: Volunteers do not wish to believe that they were fooled or overcharged, thus, viewing the experience as worthwhile, to avoid cognitive dissonance.

**Negative:**

a) Charging fees runs the risk of appearing less non-profit and more commercial.

b) Charges may be viewed as unfair if there is selective charging.
Chesbrough (2011, p. 687) conducted a study that what motivates students to volunteer, in what they called the **Student Development Theory**.

In their study, male students had higher chances of volunteering because of the potential outcomes of service and external motivators, whereas female students were more motivated by internal factors (Chesbrough, 2011, p.702).

However, as a student progresses by year level and hours in service, external motivators were replaced by internal motivators over time. It should be noted that external motivation was the important initial catalyst to motivate students to serve (Chesbrough, 2011, p.702).

Male students described the service as a rational, individual and impersonal activity to meet societal duty objectives whereas female students described volunteering as an emotional, relational activity to meet personal commitments (Chesbrough, 2011, p.702).

In Hallmann and Harms' 2012 (p.272) study on sports volunteerism, results show that sports fan volunteer mainly because of values expression and personal growth, which are both factors in the functional approach.

*The Theory of Sports Fan Involvement* also highlighted another feature of volunteer motivation at sporting events, which argues that since fans will most likely spend time at sporting events, they will wish to be involved with their team or sport (Hallman and Harms, 2012, p.276).

In Bruyere and Rappe's study (2006, p.510) about motivations of people in environmental programs, results reveal that people volunteer for different reasons, in line with the functionalist approach. "Helping the environment" was the main reason for volunteer motivation, but "improving areas that volunteers use for their own recreation", "expressing their values", "learning about the natural environment" and "socializing with people with similar interests" were also reasons for environmental volunteer motivation.

Abraham Maslow's 1943 *Human Motivation Theory* (as cited in Pacesila, 2014, p.8) discusses that people have different needs that follows a certain order. Self-esteem, Belongingness and Love, Safety, and Biological and Psychological needs make up the first four
levels of needs. The fifth, self-actualization, can only be realized when one meets the first four needs. Pacesila (2014, p.8) argues that this theory helps in the understanding of volunteer and volunteer motivation.

In 1960, McGregor (as cited in Pacesila, 2014, p.9) proposed The Theory X and Y, which tackles individual behavior and work motivation. In these theories, the working environment is given importance because it is essential in making employees feel motivated to work. These assumptions place great focus on human potential, which should be accounted for to increase volunteer motivation (Pacesila, 2014, p.9).

McGregor compares and contrasts Theories X and Y, with both theories representing different styles of managers to motivate employees.

Managers with theory X assumptions follow an authoritarian style, which favors controlling employees, which demotivates them. Managers that follow theory Y are more liberating, empowering, and developmental. As a result, employees are more motivated to work (McGregor, 1960).

McClelland (1961; 1988; as cited in Pacesila, 2014, p.10) proposes a related, but different approach in volunteer motivation: the Three Needs Theory. This theory identifies three basic motivational factors: a) high need for achievement, b) high need for affiliation, and c) high need for power. McClelland states that the need for achievement is the most powerful motivational factor, as people tend to desire success while fearing failure (Pacesila, 2014, p.10).

The Expectancy Theory of Motivation developed by Vroom (1964; as cited in Pacesila, 2014, p.10) is a theory based on concepts of economic rationality. The theory states that motivation is a deliberate and conscious choice by an individual to perform a task that one thinks will be rewarded; motivation is based on the premise that one's effort depends on the value of expected rewards (Pacesila, 2014, p.10).

The Equity Theory of Adams (1965; as cited in Pacesila, 2014, p.10) believes that employees desire equity in what they give to the organization and what they receive in return. If employees are satisfied with their benefits, may it be financial or not, they will remain mo-
tivated and even try to increase productivity. If remuneration does not equal their effort, employees become demotivated (Pacesila, 2014, p.10).

With all the theories presented in the literature, Frontera (2007; as cited in, 2014, p.12) argues that these theories do not provide a standard solution for volunteer motivation, rather, it shows that motivation is a complex topic because human behavior is complex.

2.8 Volunteering in a school context

Volunteerism enhances college student learning and development (Chesbrough, 2011, p. 702). Much of the literature on school volunteerism focuses on differences between male and female volunteers.

Studies about student volunteerism often talks about how factors like gender, year in college, and previous experience lead to different volunteer behaviors (Chesbrough, 2011, p. 687).

Chesbrough (2011, p. 702-703) stresses that educators should recognize how gender plays a role in student's opinion, choice and learning experience from volunteer programs during college. To increase male student volunteerism, educators should reach out volunteer opportunities for males as aggressively as females. In Chesbrough's study, men felt that they weren't invited to serve or that they weren't aware of service opportunities (Chesbrough, 2011, p. 702-703).
3. Methodology

3.1 The Functionalist Approach Theory on Volunteer Motivation

In volunteerism, theories were proposed that individuals acted either out of altruistic or egoistic value. However, Clary, Snyder, et. al proposed the functionalist approach theory of volunteer motivation. The main propositions of the functional analysis on volunteer motivation are acts of volunteerism may appear to be similar on the surface may serve different motivations for different individuals (Clary, Snyder, et. al, 1998, p. 1517). This resonates with the central tenet of the functionalist theory: individuals may perform the same action to serve different psychological functions.

Volunteerism, in nature, is characterized by the voluntary, sustained, and ongoing service of individuals. This means that it is helpful to inquire about the different motivations that help people commit to volunteerism, and to sustain their services (Clary, Snyder, et. al, 1998, p. 1517). So, to further discover what motivates people to help, Clary, Synder, et. al asks: "why do people volunteer?" and "what sustains voluntary helping?" (Clary, Snyder, et. al, 1998, p. 1517)

Clary, Snyder, et. al suggests that key themes for functional analysis can be further understood by analyzing the same themes that contributed to the understanding of persuasion, social cognition, social relationships, and personality (Clary, Snyder, et. al, 1998, p. 1517). Six proposed functions are served in the functional approach to volunteer motivation. These are: 1) values, 2) understanding, 3) social, 4) career, 5) protection, and 6) enhancement (Clary, Snyder, et. al, 1998, p. 1518).

Research on volunteer motivation reveals that the six proposed functions are compatible with previous studies that talk about functional theorizing, although none of those were specifically catered to volunteer motivation. Six functions serve to cater all aspects of self- and ego-related functions that are potentially served by volunteerism (Clary, Snyder, et. al, 1998, p. 1518).

In its essence, the functional approach encourages researchers to consider a wide range of personal and social motivations to promote sustained volunteerism. Following this trail of
thought, it may also be argued that important consequences follow from matching motivations of individuals to opportunities available in their environments. For instance, people can be recruited into volunteer work by appealing to their own psychological functions. They will become satisfied volunteers when they engage in volunteer work that serves their own psychological functions, and they will most likely continue volunteering as long as their psychological functions are being met (Clary, Snyder, et. al, 1998, p. 1518).

3.2 Phenomenology

Phenomenology can be described as a qualitative research technique that seeks to explicitly describe the implicit structure and meaning of human experience (Sanders, 1982, p. 353). Simply, it is the study of conscious phenomena: it is an analysis of the way in which things or experiences show themselves. It is the search for "essences" that are unobservable at first glance; it is the science of essential structures of experience (Sanders, 1982, p. 354).

Phenomenology is derived from the Greek words “pheninoemn”, meaning apperance, and "logos", meaning reason (Schumacher, 2010, p. 1; Sanders, 1982, p. 354). Phenomenology aims to discover the pure vision of what an experience essentially is (Sanders, 1982, p. 354). It addresses the nuances of day-by-day experience (Schumacher, 2010, p. 1).

So for researchers, phenomenological research attempts to give a descriptive investigation on the contents of conscious phenomena, both objective and subjective, or consciousness itself (Sanders, 1982, p. 353).

There are a few difficulties in using phenomenological approaches: the vocabulary is a torturous list of technical or even Latin and Green terms. Another difficulty is that methodologically, phenomenology has no strict conventions on analyzation, unlike quantitative research that specifically states how analysis should be done (Sanders, 1982, p. 353).
3.3 Method:

**Thematic content analysis**

Thematic analysis is a method used to identify, analyze, and report themes within data. It minimally organizes and describes data in rich detail (Braun and Clarke, 2006, p. 83). Thematic content analysis (TCA) reveals the thematic content of interview transcripts or other textual data by identifying common themes in the texts. TCA is the fundamental form of qualitative analysis and in some way informs all other qualitative methods (Anderson, 1997, p. 1). A theme captures an important pattern or meaning in the response in relation to the given question (Braun and Clarke, 2006, p.82). Thematic analysis is essentially a method to identify and analyze patterns in qualitative data (Clarke and Braun, 2013, p. 3).

In TCA, names and themes should be derived from the actual words of participants and themes should be grouped in a manner that directly reflects the text as a whole. While sorting and naming themes requires a level of interpretation, the interpretation is kept to a minimum. The researcher's feelings or thoughts about the themes or what the themes may signify are irrelevant to a TCA. The TCA does not stand for a complete analysis for it is merely descriptive (Anderson, 1997, p. 1-2). Clark and Braun (2013, p. 3) says that the TCA is theoretically flexible, for the research and examination of themes and patterns in language does not require strict adherence to any particular theory. This means that this analysis can be applied to different theoretical frameworks, ranging from essentialist to constructionist (Clarke and Braun, 2013, p. 3).

Thematic analysis can suit a wide range of research interests and theoretical perspectives because: a) it suits a wide range of research questions, b) it can be used to analyze different types of data, c) it works with data sets, large or small, and d) it can be applied to produce data-driven or theory-driven analyses. The thematic analysis has six phases (Braun & Clarke, 2006, p. 4-5):

1) Familiarization with the data: Researchers must immerse themselves in the data and gain an intimate familiarization with the data.
2) Coding: This involves generating labels for important features of data of relevance to the research question. A code must capture the semantic and conceptual reading of a data.

3) Searching for themes: A theme is a coherent and meaningful pattern that frequently shows up in the data studied.

4) Reviewing themes: Involves checking if the themes fit in relation to both the coded extracts and the whole data-set.

5) Defining themes: Researchers must write a detailed description and analysis of each theme. The essence of the theme must be captured and labeled in a way that gives a concise and informative name.

6) Writing up: This involves weaving together the narrative and data extracted to tell the readers a coherent and persuasive story about the data.

These six phases were used by the researcher in analysing the interview data.
4. Data and the analysis process.

4.1 Data Collection

Motivation is a concept that is not easily measured and requires a qualitative approach. Which is why the researcher decided on using two means to collect data for the purpose of the findings. The researcher wanted to determine what student volunteers perceive to be their motivation factors in volunteering. With volunteer programmes made available for students worldwide- the researcher did not limit the data set to a specific nation. Instead, respondents and interviewees ranged from a wide variety of nations. Student volunteers from Europe, Asia, America and Africa. Majority, however, have chosen to volunteer either in their home country, South Africa, and the Philippines.

All of the respondents had to be 1) currently enrolled in a university degree programme (bachelors, masters, doctorate etc.), and 2) have been actively participating/participated in a volunteer program. The volunteer program they participated did not need to be part of the academic institution they were enrolled in. Both questionnaires and interviewees were required to have been answered by students with at least one full year of active volunteer involvement. This allowed the researcher to have information from students who have experienced more than just one or two volunteer projects. Let it be known that the researcher collected data from two different groups of people.

There are two sets of data. The first one is from the questionnaire that is directly adopted from Clay and Synder (2003) on the Functionalist Approach Theory on Volunteer Motivation. The questionnaires were administered to over 100 student volunteers worldwide. The researcher visited university volunteer programmes in different countries and cities traveled to. From there, volunteers were handed the questionnaires and were asked to answer it as honestly as they could. The questions and format of the questionnaire were not changed at all and used directly as is. The data is presented based on the categories defined by Clay and Synder (2003).
The researcher initiated contact with volunteer programmes of universities that the researcher chanced upon in his travel. This would specifically deal with universities in the Philippines, Finland, United States of America, and South Africa. A large number of universities had social development departments or specified volunteer programmes depending on an advocacy. The researcher began contacts via email. From there, the researcher first met with volunteer programme heads. Each head was interviewed about their programme and was asked about details of the programme - such as how long the programme has been running, how many volunteers does it have annually, how many volunteers drop out, what their opinion on their volunteers are and other operational matters. This was to establish are relationship with the volunteer programme head to strengthen communication lines between the programme volunteers and the researcher. This was the same style applied to in the United States of America, South Africa and in the Philippines. The researcher also directly invited some volunteers to answer the survey via email.

The researcher did not have a chance to meet all the respondents as it was the volunteer programme head that mobilised the volunteers. They were selected however, based on the requirements of the researcher. From there, the researcher received a total of 110 questionnaires answered.

The second set of data are interviews from ten (10) different student volunteers worldwide. The interviewees were identified with the same requirements as respondents. They had to be 1) currently enrolled in a university degree programme (bachelors, masters, doctorate etc.), and 2) have been actively participating/participated in a volunteer program. The volunteer program they participated did not need to be part of the academic institution they were enrolled in. They were also not part of the data set of respondents who answered the Clay and Synder (2003) questionnaire as to not influence their ideas and experiences to be patterned after it.

The researcher opened an invitation upon arrival to each volunteer programme office and interviewed at least two (2) students per program. All the interviews were conducted in the university the student was enrolled at. There were only three pre-set questions 1) What do
you think is your motivation to volunteer?, 2) What did you expect from the programme? and 3) What are your recommendations for the programme? The researcher refrained from using comparative words to prevent influencing the interviewees. It was also mostly a discussion instead of simply following the set of questions. In line with phenomenology, the researcher wanted the interview to be more about the experience of the students and their perspective without any outside influence.

4.2 The respondents and interviewees

The respondents and interviewees consist all of enrolled students in university. They had been 1) currently enrolled in a university degree programme (bachelors, masters, doctorate etc.), and 2) have been actively participating/participated in a volunteer program. For the exemption of five (5) respondents for the questionnaire, every other respondent refused to disclose their names. Their gender, religion and any other factors beside being enrolled in a degree and volunteering for a year were not considered.

The interviews consist all of enrolled students in university. All ten (10) of them had revealed their first names, but the researcher has promised not to disclose any personal information for the study.

For both respondents and interviewees, the researcher ensured that very little is known about each individual. Only necessary information such as how long they have been volunteering for the programme was carefully considered. This prevents any preconceived biases that the researcher may incur. Information such as country of origin (for international student volunteers), religion, degree, gender and other such personal information may contribute to influencing the researcher’s perspective. Initially, respondents for the questionnaire found it uncomfortable that they were asked to disclose their names. Hence, the researcher made name disclosure optional instead. For the interviewees, names and other information was also optional. The only thing important was that they had volunteering experience for at least one year upon being interviewed.
Most of the respondents and interviewees have varying experiences in volunteerism. A majority of students however have expressed that their volunteering experience focused on tutoring children from communities around their universities. Some also follow specific causes such as volunteering for children with special needs, environmental awareness, education for all and culture and arts awareness. Generally, the respondents and interviewees come from a very diverse group of students- diverse from nationality, degree, level of university education (minimum high school graduate), degree being studied- all other factors except for being enrolled at a programme and volunteer experience for one year. With this data set as diverse, the researcher believes we can better study the phenomenon in terms of finding the commonalities in experiences despite the vast differences of respondents and interviewees.

4.3 Data Analysis

The study utilised two approaches in order in analysing the data. The first one directly uses the Functionalist Approach Theory on Motivation. This questionnaire allowed for more student volunteers to participate in the study. The second was through interviews. This was conducted anchoring on the principle of phenomenology. Through this, the study received more in-depth data that discussed the interviewees perception with regard to their motivation.

4.3.1 The Questionnaires

The researcher chose the mechanism presented by Clary and Synder (2003) using the Functionalist Approach Theory on Volunteer Motivation (see appendix). The questionnaire has 30 questions. All of the questions correspond to a certain function and are divided equally into six categories then referred to as Functions. Meaning, per function, there will be five questions in the questionnaire that belongs to one of the specific categories. Each question has to be ranked by the respondents from numbers 1-7. 1 is the lowest or a rating in which they give the least importance to, and 7 is the highest rating wherein they give the most importance to.
This method was used to be able to achieve a larger number of participants. The interviews and the time allotted to perform the research would only make room for a few participants. Using the questionnaire, and anchoring on the theory allowed for the study to reach a wider number of volunteers and what their perception was regarding their motivation. A total of 153 respondents were recorded.

Once the data was collected, the researcher analysed the data set and identified which items from the questionnaires were perceived to be the most important. This generally gave the researcher a picture on how many respondents considered each item as important to their volunteer experience- and how important they are per when they are asked to rank it. Clary and Synder (2003) then divided the questions into the six corresponding Functions: Values, Enhancement, Career, Social, Protective and Understanding.

4.3.2 Interviews

The purpose of the phenomenology was to be able to acquire a deeper understanding of the student’s motivation to engage in volunteering while currently enrolled in university. Phenomenological analysis was conducted in the following steps:

1. Interviewees described their volunteering experience to the researcher.
2. Interviewees discussed their perceptions on why they decided to volunteer.
3. Researcher identifies what the common themes are with regard to their answer.
4. Themes were divided using the categories of Functionalist Approach Theory.
5. Responses were simplified and were identified within a specific Function.

The first step was to ask the interviewees to describe the phenomenon of volunteerism and the motivations of volunteers was for the researcher to be able to contextualise where the interviewee was coming from. Simply because the researcher conducting interviews with select participants- all whom have volunteer experience, and still enrolled in a tertiary institution. The interview allowed the respondents to elaborate on their personal experiences
and their perceptions on what motivates them to volunteer. Then the researcher dealt with identifying themes or variants that come about from the descriptions of the participants. The themes were categorised into Functions. The interview allowed a more in-depth discussion as to why there are motivations in specific categories.

Below is the sample of the data analysis process with regard to simplifying the expression and attributing it a Function based on Clary and Synder. (2003)
Table 1. Example of data analysis process

<table>
<thead>
<tr>
<th>Original Phrase</th>
<th>Simplified Expression</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>I volunteer because I think it is important to help others.</td>
<td>I volunteer to help.</td>
<td>Value Function</td>
</tr>
<tr>
<td>I volunteer because I like to interact with like-minded people.</td>
<td>I volunteer to be social.</td>
<td>Social Function</td>
</tr>
<tr>
<td>I like to volunteer because it is a chance for me to grow as a person and learn new things.</td>
<td>I volunteer to grow.</td>
<td>Enhancement Function</td>
</tr>
<tr>
<td>I signed up to be a volunteer because I wanted to be more competitive so I can more find job opportunities by the time I graduate.</td>
<td>I volunteer for career opportunities.</td>
<td>Career Function</td>
</tr>
<tr>
<td>When I joined a volunteer organisation, I felt like I was giving back, and this made me feel as guilty to live the way that I do.</td>
<td>I volunteer to feel less guilty.</td>
<td>Protective Function</td>
</tr>
<tr>
<td>I volunteer because there is so much more to learn about the world, to realise and to pursue. I learn more about myself, others and society.</td>
<td>I volunteer to understand myself and my environment.</td>
<td>Understanding Function</td>
</tr>
</tbody>
</table>

This mechanism was used in order to interpret the interview answers. This table is in line with phenomenology and thematic content analysis.
5. Findings

This chapter will show the idea of respondents on what is important with regard to their motivation to volunteer. The questionnaire (see appendix) items will be divided into respective Functions. Graphs will be used to represent how respondents perceive the importance of each item. This will allow the researcher to identify what Function possesses the highest frequency or is considered the most important by the respondents.

The interviews will be examined based on why student volunteers engage in volunteerism. Their reasons, and their perceived motivations will be discussed based on which categorical Function the reasons will fall into. The researcher has identified simplified expressions from the original phrases of the interviewee’s. The researcher will then elaborate on the interviewees answer and further discuss their perceptions with regard to their motivation. The interviews have been interpreted to answer the research questions.

5.1 Motivations of volunteers based on the Functionalist Approach Theory

Using the Functionalist Approach Theory on Motivation by Clary and Synder (2003), the questionnaire was used as a means to determine what the respondents perceived to be as important motivations in why they volunteer. The researcher divided the answers based on their corresponding functions:

1) Values: One can show altruistic values related to humanistic helping.

2) Enhancement: Mood enhancement by the development of the ego.

3) Career: Participation as career advancement.

4) Social: Develop social relationships by doing activities that others favor.

5) Protection: The protection of the ego from negative features of self.

6) Understanding: Understanding of the world and acquisition of new skills.
Figure 1: Values graph from respondent's data (items 3, 8, 16, 19 & 22)

This graph shows that the respondents placed very high importance on the items that were categorised on the Values function. This means that students perceive their motivation to be more centred on their values that are in the context of helping others, giving back to society and more altruistic intentions.
Figure 2: Enhancement graph from respondent’s data (items 5, 13, 26, 27, & 29)

This graph shows that students have varying perceptions with regard to the Enhancement category. There are specific items wherein students feel that their personal ego need not be developed, while others felt there was a sense of importance to it. It definitely did not have a general consensus, or a majority of perceptions.
Figure 3: Career graph from respondents data (items 1, 10, 15, 21, & 28)

This graph shows that majority of the students placed importance on motivations that deal with their career choices. Majority of the respondents believe that volunteering allows the opportunity to gain experience and training for their expected careers and exposes them to clearer career choices.
Figure 4: Social graph from respondents data (items 2, 4, 6, 17, & 23)

This graph shows an overwhelming perspective on the Social function graph. It would seem that students showed less importance on the motivation to meet new friends or interact with people.
Figure 5. Protective graph from respondents data (items 7, 9, 11, 20, & 24)

This graph shows that students have varying perspectives with regard to the Protective function. Some students perceive that volunteering allows them protection from feeling guilty, while others do not share the same sentiment. There is no consensus of majority - it is a very individual response.
Figure 6. Understanding graph from respondents data (items 12, 14, 18, 25, & 30)

This graph shows an overwhelming importance placed on the students' motivation to understand their role in society. Per students’ perception, a motivation to volunteer is to understand society at large and to be able to see the bigger picture in their environment. This showcases their motivation to learn more about the world.
The graphs have represented the frequency of what factors students believe are important motivational factors for them in engaging in volunteerism. Though Clary and Synder (2003) these motivations were divided into their corresponding six functions. In these graphs, it is presented in a clearer manner which functions are given more or least importance in terms of the perception of the students.

With regard to high importance, as most graphs represent what functions show most frequencies on the right- which means they are ranked high in importance, are the Values, Career and Understanding functions. The Values function represented the desire to help others and give back to the community. For respondents who ranked it of high importance- it showed how their motivations to volunteer were mostly about being able to play a role in helping others in society. It was more entered on their individual efforts to give to the community- as these represented their values as individuals and how they perceive volunteering is about.

Career function also played a critical role in terms of importance. Students who volunteer are motivated by the idea that this can help them get a good career in the future. Being able to volunteer allows them the opportunity to expand their networks in their chosen careers. The motivation also roots from the idea that when they volunteer they get to learn more about their initial career choices and can make more reasonable decisions with regard to their career options.

One of the highest importances was given to the Understanding function. This discusses the student perception that their motivations to volunteer are focused on their ability to understand the world around them. It motivates them to continue volunteering knowing that they can learn from their environment, from the issues in society and even the behaviour of people around them.

The function that students responded to as least important- but still in general considered important was the Social function. It would appear that students who volunteer are not exactly motivated by the idea of using volunteer opportunities as a means to socialise. It does
not directly mean that there is no importance to it; but as a factor to be considered as motivating, it may not be a priority. Generally, student respondents feel that meeting new people and making new friends is not an important motivational factor in volunteering.

The graphs would show that the Protective function and Enhancement function seem to have various responses in terms of importance. Some respondents found Protective function, or the need to help to make them feel better or less guilty as not really a motivational factor. Others of course believe it to be an important source of their motivation. The Enhancement function was also similar as to some respondents believing that learning new skills or being better students was not a main motivational factor, while others believed it to be so.

5.2 Motivations of students who volunteer based on their experience

This part of the study looks at the experiences of the selected students volunteers, who were interviewed. This examines their experiences in the context of volunteering at what they perceive their motivation factors are to be. Motivation consists of what motivation them to volunteer and what motivates them to continue volunteering. Using TCA and the Functionalist Approach Theory on Volunteer Motivation- the answers were first simplified and then divided into themes. Answers were categorised based on whether they expressed either Value function, Enhancement function, Career function, Social function, Protective function or Understanding function.

An important note to recognize is that interviewees were jumping from one theme to the other with their answers. When expressing their volunteer experience and their perception on what motivated them- a variety of motivational factors were answered, thus, overlapping among themes. The theme and answers to the questions were based on their feelings alone, without the researcher leading them to a specific answer. The questions asked were the research questions and just worded in a more casual and conversational manner.
Several interviewees answered that their motivation had different faces, and all of them had said that their desire to volunteer was not motivated by a single reason— but has managed to transcend to many others. This is critical as it reinforces Clary and Synder’s (2003) theory that volunteers will have many different motivation and that it can be expressed all at once.

1) Values: One can show altruistic values related to humanistic helping.

Volunteering, as said by many of the respondents, was their way of helping others. It was an exercise and practice that allows them to genuinely express their desire to serve the community. It is also a way in which students get to realize their roles in society at the soonest possible time. These answers all fall under the definition of the Values Function. To be specific, one interviewer elaborated “I think there is a bigger role that we play in society. We can’t just be students and go to class and not mind what’s happening in this world. I like to volunteer because I believe that I can help, that we can make a difference by participating in volunteer programs.”

Another common theme is that students volunteer in groups or causes that they closely identify with. All the respondents mentioned that a clear motivation was because they wanted to contribute to a specific cause that they believe needed their help. Or because they were contributing to a particular group of people whom they felt needed their most attention. One of the interviewees stated “I volunteer in a shelter for the homeless because I don’t think they deserve this kind of treatment. I care about them. It’s not their fault that they are homeless, and if we can do something about it, then why shouldn’t we? Who else is going to help? We have to help each other.”

One particular pattern with regard to the Values Function is how interviewees mention their backgrounds and why they believe they were motivated to volunteer in the first place. One interviewee discusses her thoughts more specifically “With regard to the theme on values, ever since I was young, I was always exposed to volunteering. Especially in Church. I grew up working with my church and participating in all sorts of volunteer work.
whether it be a soup kitchen, toy collection drive for Christmas. I mean, this is what my mother taught me, and what my family teaches me daily and that is to always make yourself available for others. Does my religion play a big role? Definitely. Saint Augustine said, you should live your life as being a man of others. I’ve been doing it ever since and I don’t see myself stopping anytime soon. “

2) Enhancement: Mood enhancement by the development of the ego.

Volunteers also feel motivated as a means to develop themselves and their own skills. This is a motivation that is rooted on an individual’s desire to feel needed and feel important. Statements and perceptions that fall under this function are those that increase a volunteer’s self-esteem, and how important it is to volunteer in an environment where one can play a more critical role.

Most of the students who were interviewed did not really prioritize this as a means to volunteer. Instead, they mentioned ideas that are related to the Enhancement function very seldom. There wasn’t a clear focus on this, and though there were some mentions of it, it did not seem like it was a top motivational factor. One student even mentions “At one point, you look around you and you think, wow, I’m doing so many things and suddenly I have larger roles to play because of it. But then again, it’s not that much of a big deal. What is more important is that we get to be there for others and not only for ourselves.”

With regard to developing an individual’s self-esteem- it would seem that the interviewees were less concerned about that area and were volunteering not for the sake of the self.

3) Social: Develop social relationships by doing activities that others favor.

This is in line with the idea that volunteers are motivated by the call to meet new friends or meet new people. It is being able to interact with a variety of personalities and enlarge a circle of friends. For others, it could also be a motivational reason in an effort to improve their own socializing skills- and the chance to meet more people in the process of helping others.
However, based on the discussions with the interviewees- meeting people, or the Social function was not really talked about in-depth and was not exactly perceived as a critical motivational factor. One of the interviewees however mentioned “It’s just nice to be in a place where you meet like-minded people. I mean, when I’m here and volunteering with everyone else, I feel like we can talk about all these issues and that we are all on similar pages. Or maybe its just that we understand the issues. Because my group of friends and I can never really talk about feeding the poor or anything like that. When I’m here though, I can relate to a variety of topics.”

Others feel it is not that important, and that whether you make friends or not, what is important is the reason as to why you are volunteering, which most would feel is just being able to help out.

4) Career: Participation as career advancement.

Motivation to volunteer can also root from the desire to advance in their chosen career or soon to be career. Given that the interviewees were all students- they were not currently working and their responses were in the context of what careers they choose after they graduate from their respective tertiary education programs. Most of the responses focused on how volunteering is closely related to the degree they are studying and can be very useful in a future path they wish to forge. An interviewer furthers “Well, I study politics now, I want to be in development soon- so definitely volunteering is great for the career path I want to choose. I can help others and at the same time help myself. I get to meet new people who can help me in the future. It’s also in your CV so it shows that you are serious about this line of career.”

For other respondents, volunteering was a way to make them realize what careers they actually want to get into. Which means some students may be studying a certain craft, but are unsure of whether they would like to pursue a career in their field of study. Their motivation to volunteer was to further discover other career options. A volunteer who is in her
sophomore year discusses “You know, I honestly don’t know what I want to do in the future. As a literature major, you think, oh, what should I be doing? I started volunteering on the premise that I might enjoy it, or that I might actually get a good idea of what I want to do. And you know what? It did help me. Working with these programs definitely gives you a foot in the door in the workforce and you have an edge over your classmates, just because you get an idea of what kind of job you would like in the future.”

A volunteer taking a Master’s degree had this to add “I was an advertising major when I was an undergraduate. Though I never really liked it. I did it for my parents. Then one day, I saw a recruitment poster, they were looking for volunteers. I said to myself, maybe this can give me an idea of what I want to do. I’m now taking my Master’s in Development Studies and have never once stepped foot in an advertising agency. So I did feel like my motivation to volunteer helped me discover a new career that is more suited for me.”

In the context of career, other students thought they had good ideas of where they wanted to go after they graduate. Some, however, were motivated by a career challenge- to ask themselves if they really were sure that they were going to push through with the initial job they wanted. “I never imagined I would enjoy volunteering. More so, get motivated to do it for how many years now? I don’t know. I am studying law, and I always thought I was going to end up in some big company and be a corporate lawyer. One of my teachers said I should try volunteering. I thought it wouldn’t be too bad. So I did. It turns out, it helped me in my career. I think I want to be a human’s rights lawyer now. Going to the centre every weekend really makes me feel like I’m going to make the right career choice. “

5) Protective: The protection of the ego from negative features of self.

Based on the Functionalist Approach Theory on Motivation, the Protective function focuses on ideas that people are motivated to volunteer because they want to erase the feelings of guilt that they are much better off in life than some. It means that volunteering is more of a means to help one’s self as the main motivation.
With regard to the interviewees- there were no personal mentions of feeling such as this. However, one student did discuss that in his perception, some students joined the volunteering program for this specific purpose alone. Though he does not see it as a negative thing. Maybe some people are just curious- especially those from countries who are in better, more developed statuses. Then after a while, these volunteers realize that once they have made themselves feel better, then it is okay to stop.

“We get a lot of volunteers here who just want to see how things are. I guess their motivations are more on, oh, I’m in a poor country, maybe I should go out and help. Which you know, there is nothing wrong with. I just don’t think it sustains the member base. They join for a while then when they’re done feeling better, they just stop.”’’ Mentions one interviewee who chanced upon the topic of ego.

6) Understanding: Understanding of the world and acquisition of new skills.

Understanding function covers discussions that volunteers are motivated based on the idea that they will be able to educate themselves on the situations of society. In addition, student volunteers perceive that their motivations to volunteer are rooted on the idea that they can develop new skills that will help them grow as people. Several interviewees responded positively to the idea and have attributed a lot of their new perspectives on learnings from volunteering. One student elaborates ”My volunteering experience is about learning the new things everyday. Well, every time I volunteer. You get to meet so many different people, from all walks of life. Your co-volunteers, the people you help. Just, you get to learn so much. Now I don’t jump into judgements, you can’t just judge someone who isn’t rich and say its their fault, they’re lazy. Suddenly you understand the role every single person plays in someone’s life. And these are things I would have never understood if I didn’t volunteer, and if I didn’t continue volunteering. It certainly motivates me to do it for a long time.”

Another motivational factor in this function would be the idea that they get to see more than what they normally do if they were not volunteering. This student furthers “I’ve always wanted to volunteer. When I found time to, I realized that this is really something that has helped me and has made me help others. I was able to learn new things. I think that is
whats important. When you establish relationships with a community and understand that what they’re going through is something nobody should be going through. You get a bigger picture of what is happening in the world. Suddenly, my homework does not seem like a big problem when you have people in the townships who can’t even find food to eat for them and their children. It has been a great experience and I really do think it has helped me learn more about my country and the people I share this country with. “

“Before you think the world revolves around you. But it really doesn’t. Nobody cares if you get a new t-shirt or watch a game of Rugby. You start to volunteer and you see that there are so many things happening around you. This is an experience you don’t get in a classroom or in a dinner with friends or family. The chance to get to know more about the people around you, those you never expect you can ever meet- those are chances only offered by being a volunteer. It’s great to know that there is still so much about the world I can learn.” One volunteer says as he elaborated on why the motivation to volunteer is more of a mutual relationship- where both the volunteer and the community benefit because they gain a critical understanding of each other.

While others elaborate that they are motivated to step away from what is familiar and take a challenge- in order for them to gain a greater understanding of their society. “Where I am from, poverty is everywhere. And when I say poverty, its literally children on the streets who will die if you don’t help. If you don’t give them at least ten pesos so they can buy rice, you know? I always thought it was just their parent’s fault. Little did I know that so many people are involved in their suffering- and just a few people are involved in trying to make things better for them. When I started volunteer, suddenly the world just became clearer. Yeah, you know who the good guys and the bad guys are. You try your best to make sure the good guys win. But I would have never understood this if I never tried to volunteer, if I didn’t get out of my comfort zone and try to understand the city I live in. “
6. Reliability, validity and evaluation

The aim of the thesis was to discover what motivational factors students have when they engage in volunteer work. The *Functionalist Approach Theory on Volunteer Motivation* (Clary and Synder, 2003) served as the theory used as a general framework for the thesis. While phenomenology was the approach used in trying to get in-depth with the volunteers with regard to their perception- and how it is consistent with the theory.

The phenomenological approach will always be subject to certain limitations. For example, the subjectivity of the researcher’s interpretation can limit the data and will not be able to fully capture the original and authentic expression of the respondents involved in the study. This is something the researcher has kept in mind and has used means to disregard any impending bias. However, because of the nature of interviews, it can never be guaranteed that the researcher can fully let go of self perception and opinion. The study is still the researcher’s work and is an attempt to analyse the experience of others using a theoretical framework as a basis and foundation for findings.

Phenomenology was the desired methodological approach, including the use of the steps presented by Clary and Synder (2003) in the *Functionalist Approach Theory of Volunteer Motivation*. It appeared to be the most fitting framework given that it focused specifically on the subject of motivation. It also provided the researcher with already existing, validated, resources that discussed the topic. The tools were considered relevant to the study, such as the questionnaire that was used. The approach of phenomenology was integrated to reinforce the theory in a more in-depth encounter with respondents. The data was collected in the form of interviews and was preserved in audio recordings. It was a set of questions asking the interviewees what their perceptions were on what motivated them to volunteer and continue volunteering. They were also asked on their opinions with regard to their experience as a whole and what recommendations they may have for future volunteer programs. The responses were then analysed using thematic content analysis to reduce the data into more identifiable parts for analysis.
The issue of privacy is addressed as none of the respondents in the questionnaire were required to list any information they did not wish to. Information such as name, age, home and other such private matters were left optional. The only question they did have to answer and confirm was if they were students. (see appendix 1). Respondents were not required to give information with regard to the organizations they worked for, their positions and their specific duties- if there were mentions, it was on their own accord and with no external influence from the researcher. With regard to the issue of confidentiality, no information about the study was withheld from participants. Every use of information had consent and would never be used for other means beyond this specific thesis.

The respondents for both questionnaires and interviews were all voluntary. None of them were coerced, pressured or bribed to participate in the study. There was full consent from both the researcher and the respondent and the latter were free to withdraw at any given point they no longer wished to participate.
7. Discussion

The goal of this study was for substantial data to be collected with regard to volunteer motivation. More specifically, the perception of students who volunteer and why they engage in volunteer work. The main idea was to figure out their responses based on their perceptions, opinions, and more importantly, their own experiences. By looking at their responses, it was now possible for the researcher to identify the strengths and the weaknesses of the Functionalist Approach Theory on Volunteer Motivation. The theory, as initially stated is perceived to be multimotivational. As in Chapter 2, Clary and Snyder (1998, p.156) discovered that volunteers have individual motivations for volunteering. These views are rooted from the altruism-egoism debate and have now been further dissected into six different categories called functions. It is further reinforced by Houle, Sagarin and Kaplan (2005, p. 339) stating that volunteering motivations serve multiple motives and purposes for every individual. That even if they do belong in the same group of volunteers, each person will have a different motive.

With the thesis anchoring its general perspective from the theory- it can then be safe to say that the initial idea is believed that motivation is multi-faceted. Because of this, the researcher decided to use two sets of data. One set, the respondents, were asked to answer the questionnaire authored by Clary and Synder (1998). While the other set was interviewed, still based on the theory in terms of what answers were expected. The results of the study were remarkable.

7.1 The relation of the findings from the questionnaire and the interviewees - what it says about the Functionalist Approach Theory on Volunteer Motivation

As seen in Chapter 5, the interviews were analysed through thematic context- and the themes were divided based on the Functionalist Approach Theory on Volunteer Motivation. As made evidence by the respondents, the three priority functions based on their perspective focused on Values, Career and Understanding. Protective and Enhancement functions did not seem to rank high in importance based on the perspective on the respondents.
The Social function on the other hand, did not seem that at all important to majority of those who participated in the study.

With regard to the interviews, as their responses were divided into themes- it would seem that there was an overwhelming response to the Values, Career and Understanding functions. It seemed that most volunteers, based on their experience, engaged in volunteer work on those motivational factors. Most volunteers had the genuine desire to help, or were raised in an environment that taught them values of service. If not all volunteers agreed that it was also a way to help themselves in terms of being able to contribute to their career development. And all volunteers agreed that it was a way for them to understand the world better. Volunteering allowed them a look at the bigger picture in the world, and with that, help them understand a variety of causes- and more importantly, a variety of effects.

It was also noted that in the interviews, there were little to no mentions of how it affects them in terms of their ego. There weren’t personal opinions in a way that the volunteered because they were motivated because they wanted to feel less lonely or less guilty. There were also no real mention about the need to feel important.

An important contrast was with the Social function. The questionnaire presented it as very simple- as the desire to meet new friends, or that volunteers are motivated to volunteer because of people around them. In the interviews, it was not a motivational factor, but rather something one gets to experience once they are volunteering. The interviews made mention of meeting like-minded people which enriched their experience. In contrast to being motivated to volunteer to meet new people. The Social function could be viewed as a volunteer retention strategy in opposed to volunteer motivation treatment.

The remarkable attribute of these findings are the parallel results with regard to the questionnaires and the interviews. It would appear that based on the Functional Approach Theory on Volunteer Motivation- though there is a recognition of motivations being multifaceted and having different functions; they did not exactly have the same amount of importance. Instead, volunteers in the form of the respondents and the interviewees were still
able to rank their motivations based on importance. Meaning all the functions presented and discussed initially were not on equal footing. Instead, majority of the volunteers preferred specific functions over the other.

It was made evident in the findings that the volunteers who participated in the study, both in questionnaires and the interviews put more importance on three functions over the rest, Values, Career, and Understanding. There was an overwhelming response to how volunteers perceived this to be important, and also, how interviewees discussed that these motivations were more impactful in terms of their motivations. Protective and Enhancement functions were pretty much neutral- as it varied from individuals with no exact majority. While the Social function was not exactly considered as a priority in terms of what their motivation to volunteer would be.

7.2 Recommendations for volunteer programs based on student volunteer motivations

The researcher conducted this study in terms of being able to recommend a framework for volunteer programs. As evidenced with the study, it would seem that the volunteers are motivated by several factors- but the three most important ones are Values, meaning it is a genuine desire to help others, and the affinity to be altruistic. Second, the ability of volunteer programs to impact career choices of volunteers. It also allows volunteers a chance to access a career network and build their credentials so they can be more prepared to enter the workforce upon graduation. Lastly, the personal desire to understand the world in a variety of lenses. Volunteers, specifically student volunteers are motivated by the idea that with volunteering they will gain a deeper understanding of society, thus giving them new knowledge they deem are useful.

This suggests, that outside the career element, student volunteers do not necessarily volunteer for reasons concerning the self. It is not a way to escape reality. Majority do not put so much importance in feeling less guilty, feeling important or having the opportunity to make friends. Though some still consider it as a motivational factor, it is not considered and ranked as the most important.
It would be advised that volunteer programs create a framework that is holistic and not one-dimensional. If anything, the study has shown in its findings, that when motivational factors are addressed this also leads to volunteer retention. Volunteer retention would then lead to a more sustainable volunteer program. With this, the researcher advises that volunteer programs catered to students should put more premium and importance on the altruistic elements. Majority of students also believe that it is a complement to their student life in terms of impacts on their career. It should also be designed as a means to address their genuine desire to learn more about the world. Though elements to build the self should also be considered, this study has made it known that students who volunteer engage in programs not to protect their ego and not just to make new friends.
8. References


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9. Appendix

Good day! My name is Anil Ratanchandani. My current research discusses volunteerism. Below are just a few questions that I hope you can answer as truthfully as possible. Thank you so much for your time!

Name: __________ (Optional)  Age: ___  Country of Origin: __________  # of year(s) in university: ______

Please indicate how important or accurate each of the 30 possible reasons for volunteering were for you in doing volunteer work. (1 = not at all important/accurate; 7 = extremely important/accurate)

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>1. Volunteering can help me to get my foot in the door at a place where I want to work.</td>
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<td>2. My friends volunteer.</td>
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<td>3. I am concerned about those less fortunate than myself.</td>
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<td>4. People I'm close to want me to volunteer.</td>
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<td>5. Volunteering makes me feel important.</td>
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<td>6. People I know share an interest in community service.</td>
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<td>7. No matter how bad I've been feeling, volunteering helps me to forget about it.</td>
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<td>8. I am genuinely concerned about the particular group I am serving.</td>
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<td>9. By volunteering, I feel less lonely.</td>
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<td>10. I can make new contacts that might help my business or career.</td>
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<td>11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.</td>
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<td>12. I can learn more about the cause for which I am working.</td>
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<td>13. Volunteering increases my self-esteem.</td>
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<td>2</td>
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<td>14. Volunteering allows me to gain a new perspective on things.</td>
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<td>15. Volunteering allows me to explore different career options.</td>
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<td>16. I feel compassion toward people in need.</td>
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<td>7</td>
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<td>17. Others with whom I am close place a high value on community service.</td>
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<td>18. Volunteering lets me learn things through direct, hands-on experience.</td>
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<tr>
<td>19. I feel it is important to help others.</td>
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<tr>
<td>20. Volunteering helps me through my own personal problems.</td>
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<tr>
<td>21. Volunteering will help me to succeed in my chosen profession.</td>
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<tr>
<td>22. I can do something for a cause that is important to me.</td>
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<tr>
<td>23. Volunteering is an important activity to the people I know best.</td>
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<tr>
<td>24. Volunteering is a good escape from my own troubles.</td>
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<td>25. I can learn how to deal with a variety of people.</td>
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<tr>
<td>26. Volunteering makes me feel needed.</td>
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<tr>
<td>27. Volunteering makes me feel better about myself.</td>
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<tr>
<td>28. Volunteering experience is good for my credentials.</td>
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<tr>
<td>29. Volunteering is a way to make new friends.</td>
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<tr>
<td>30. I can explore my own strengths.</td>
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</tbody>
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