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An Examination of Volunteer Motivations and Characteristics Between Required Volunteer Service and Non-Required Volunteer Service in College Students: An Exploratory Study

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**AN EXAMINATION OF VOLUNTEER MOTIVATIONS AND CHARACTERISTICS
BETWEEN REQUIRED VOLUNTEER SERVICE AND NON-REQUIRED VOLUNTEER
SERVICE IN COLLEGE STUDENTS: AN EXPLORATORY STUDY**

An Honors Thesis submitted in partial fulfillment of the requirements for Honors in the *Department of
Health & Kinesiology*

By

AMANDA C. BASTIEN

Under the mentorship of *Dr. Daniel R. Czech*

ABSTRACT

Volunteerism in the undergraduate years can enhance students' academic development, civic responsibility, and life skills (Astin & Sax, 1998). Whether a student volunteers in high school can be a predictor of continued volunteerism in college and later in life (Planty & Regnier, 2003; Astin & Sax, 1998). Participants of this study were 283 college students enrolled in first year seminar courses at a large university in the Southeastern United States. Participants completed a questionnaire developed by Gage and Thapa (2012) which included the Volunteer Function Inventory (Clary et al. 1998) that served to investigate the volunteering characteristics and volunteering motivations of college students, as well as the relationship between volunteerism in high school, required volunteerism in high school, and volunteerism in college. Data analysis was conducted using descriptive statistics and Pearson Correlation. Results showed that there was no significant correlation between required volunteerism in high school or required volunteerism in high school and volunteerism in college. Results also indicated that students are more interested in volunteering time and skills contributions for organizations, particularly those involved in human services. On average, students scored higher on values and career motivational functions than other motivational functions.

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INTRODUCTION

People are motivated to behave in ways that best suit their needs. Maslow (1943) theorized that while some needs are more inherent and at the core of our very survival, some needs are more lofty and behaving to meet them serves the purpose of achieving a better quality of life and ultimately attaining self-actualization. Motivation is studied from multiple approaches, with some researchers assessing motivations holistically (Yeung, 2004) and others looking at what motivates people by categories. Functionalist theory, originally developed by Katz in his study of attitudes (1960), suggests that people behave to serve specific functions. In his research, people's attitudes are changed by certain conditions; their motivation for having the attitude is affected by their needs at the time. A particular attitude may be adopted for different reasons, thus it can serve different functions. One can also apply this concept to motivations.

Volunteering is a behavior that may seem very self-sacrificing on the surface, but in reality it serves many purposes for the volunteer. People volunteer not only for the good of the cause to which they donate their time and efforts, but also for themselves. When this behavior is looked at from a functional approach, there are six functions served by volunteering: values, understanding, social, career, enhancement, and protective (Clary & Snyder, 1998). The values function is served by volunteering in that it allows people to be a part of an experience that serves others, appealing to the altruistic nature of many volunteers. The understanding function relates to learning; the acquisition of knowledge and skills may accompany a volunteer experience, and one often has the opportunity to utilize knowledge and skills that are otherwise unused. The social function is served by volunteering, because volunteering allows people to build positive relationships with others. Volunteers not only make friends as they are volunteering, but they are also viewed more positively by others for participating in volunteer activities. The career function is served as people may obtain benefits relevant to excelling in their career by volunteering. The enhancement function relates to one's development psychologically; a boosted self-esteem and personal growth can be results of engaging in volunteer work. The last function is protection;

one protects themselves from negative feelings of guilt or self-loathing by volunteering (Clary & Snyder, 1998).

By identifying these underlying motivational factors to volunteerism, we can obtain a better understanding of why different types of people volunteer for different events. The Volunteer Function Inventory (VFI) was developed to assess to what extent each of these functions is served by volunteering (Clary & Snyder, 1998). The developers also conducted studies that suggest that when volunteer activities provide benefits to the particular functions served by volunteerism for an individual, they are more likely to be satisfied by the experience and to continue to volunteer in the future.

Researching the motivations for volunteering is important to ensure proper recruitment of volunteers for organizations and events, as well as finding the best ways to encourage volunteerism. Volunteerism benefits the cause and the volunteer. For college students, volunteerism can enhance students' academic development, civic responsibility, and life skills (Astin & Sax, 1998). A study using the VFI on college students found that understanding and values are the highest scoring dimensions, with the career function being notably higher in comparison to studies conducted on other populations. This suggests that students seek to further their career paths through volunteerism (Gage & Thapa, 2012).

As volunteerism can affect the academic development of students, it is no surprise that educators and organizations seek to encourage this development by requiring that students engage in volunteer work in high school. However, the efficacy of this requirement is disputed. Whether a student volunteers in high school can be a predictor of continued volunteerism in college and later in life (Planty & Regnier, 2003), however requiring this volunteerism may have an effect on their motivations and later volunteering characteristics. Research suggests that Individuals who are inherently motivated to volunteer regardless of the context of its introduction are more likely to continue to volunteer than those who are not inherently motivated. For those who are not inherently motivated to volunteer, individuals have reported less future intentions to volunteer if they previously volunteered due to a mandated requirement (Clary et al., 1999).

This suggests that some students may be unaffected while others may be less inclined to volunteer due to the requirement, which is seemingly contradicting to its purpose. In another study, young adults who performed only mandatory service in high school showed the same likelihood to volunteer 8 years later as those who performed no volunteer service at all. Both of these groups were less likely to volunteer later than those who did it for strictly voluntary reasons or those who were strongly encouraged rather than required (Planty & Regnier, 2003). Strongly encouraging volunteerism may be more beneficial than instating a mandatory requirement or quota of service hours to be completed. More research is needed to determine how the requirement of volunteerism may affect students' volunteering efforts in the future. Thus, the purpose of this study is to gain insight into the current volunteering characteristics and motivational functions of first year college students, as well as the impact that a previous volunteer service requirement in high school may have had on these variables. The following research questions were examined:

Question 1: What motivates college students to volunteer?

Question 2: What are the volunteering characteristics of college students?

Question 3: What is the correlation between required volunteerism in high school and volunteerism in college?

METHODOLOGY

Participants

This study surveyed 283 students enrolled in first year seminar courses at a large, public, doctoral/research university in the Southeast United States. This group was selected to target freshman in their second semester of college; this would have allowed students the opportunity to practice their own volunteering habits while in college, but not to allow so much time to have passed since high school that they are no longer affected by their mandatory or non-mandatory service requirements in high school. Students were informed that their participation was voluntary and can be discontinued at any time, information would be kept confidential, and information collected was also to be anonymous. Participants signed informed consent forms prior to completing the survey.

Instrumentation

The questionnaire given to students modeled that used by Gage and Thapa in their study of volunteer motivations and constraints among college students (2012). This questionnaire included several sections. The first asked questions regarding volunteering characteristics. This included data regarding whether or not the student was required to participate in volunteer service in high school, and data since attending college regarding how long the student has been volunteering and volunteer segment. Volunteering segment will identify the category of volunteer service (political, environmental, recreational, cultural, human services, educational, or other) as well as the types of support contributed (time, money, leadership, resources, skills, or other). The second section of the questionnaire includes the Volunteer Function Inventory (VFI) developed by Clary et al. (1998). The VFI will be used to categorize the students' motivations for volunteering into six different functions. The last section of the questionnaire will gather demographic information regarding gender, race, student classification, age, and major. Reliability and validity of this measure has been established by the authors in their development of the inventory.

Procedures

Initially, an application was submitted to the Institutional Review Board (IRB) of the university to obtain permission to complete this study. After receiving approval, the course instructors were contacted via email to obtain permission to speak in class about the research purpose and study, and to conduct a brief survey of students in the classroom. Class sizes ranged from 12-30 students, and surveys were conducted in February 2015.

Data Analysis

Data was analyzed using IBM SPSS predictive analytic software and Microsoft Excel. Descriptive statistics were utilized for demographics, volunteering characteristics, and motivations to volunteer. The VFI consists of thirty different statements that participants rank on a 7-point Likert-type scale from *not at all important* (1) to *extremely important* (7). It is broken down into six different subscales, each yielding a total score for one of six functions to volunteer. These subscales include values (questions 3, 8, 16, 19, and 22), understanding (questions 12, 14, 18, 25, and 32), protective (questions 7, 9, 11, 20, and 24), social (questions 2, 4, 6, 17, and 23), career (questions 1, 10, 15, 21, and 28), and enhancement (questions 5, 13, 26, 27, and 29). Two additional relevant questions were added to the questionnaire used by Gage and Thapa (2012) “I feel volunteering is a religious duty” and “Volunteering is a way for me to help the natural environment”. Each student’s responses were totaled to find their individual subscale totals, then an average of all subscale totals was gathered. Average responses for each statement were also calculated. Responses to the questions “have you volunteered since enrolling in college?”, “did you volunteer in high school?”, and “did you participate in ‘service hours’....during high school?” were compared using Pearson Correlation to determine whether a significant relationship existed between volunteerism in college and required volunteerism in high school.

RESULTS

Profile of Respondents (Table 1, Chart 1)

The majority of students who responded classified themselves as freshman (82.4%), and either 18 years old (44.3%) or 19 years old (40.2%). Less represented were seniors (2.5%), and those over the age of 20 (14%). Slightly more than half of respondents were female (52.3%). 76% of respondents identified themselves as Caucasian or white, and 17.9% classified themselves as African-American or black. Students studied different majors in 8 different colleges. The vast majority of students had a hometown within the United States (99.6%) and in the state of Georgia (97.1%), although students came from 7 different states and 2 countries.

Volunteer Characteristics (Table 2)

About half (51.9%) of students volunteered since their enrollment in college, whereas 84% of students reported volunteering in high school. Of these students, 63% were required to volunteer in high school, while the other 37% did not volunteer due to a mandated requirement. Of those that were required to volunteer in high school, 39% of students reported that this requirement had an influence on their volunteerism in college. In college, students volunteered with various types of organizations. The category with the greatest reported volunteerism was human services (59.2%), followed by cultural (55.8%). The category with the least reported volunteerism was political (3.4%). Students often contributed skills (85.7%) and time (81.6%) to volunteer organizations. Human services was ranked as the most important type of volunteer organization by 36.8% of students, followed by cultural (29.3%). Skills was ranked as the most important contribution by 45.6% of students, followed by time (44%). Most students who volunteered in college started volunteering between the years of 2010-2015 (67.6%) or 2004-2009 (28.1%).

Table 1. Demographics

Response	Frequency	Percent
Gender		
Male	133	47.7
Female	146	52.3
Class		
Freshman	230	82.4
Sophomore	28	10
Junior	14	5
Senior	7	2.5
Race		
Caucasian/White	212	76
African American/Black	50	17.9
Hispanic/Latino	6	2.2
Asian	2	0.7
Multi-racial/Mixed race	9	3.2
Age		
Below 18 years	4	1.5
18 years	117	44.3
19 years	106	40.2
20 years and older	37	14
Mean Age: 18.8 years		
College		
College of Science and Mathematics	26	9.32
College of Liberal Arts and Social Sciences	42	15.05
College of Engineering and Information Technology	47	16.85
College of Health and Human Sciences	64	22.94
College of Education	14	5.02
College of Business Administration	65	23.30
Center for International Studies	2	0.72
Undeclared	19	6.81

Response	Frequency	Percent
State		
Georgia	267	89.3
Florida	2	.7
Delaware	1	.3
Connecticut	1	.3
Alabama	1	.3
New Jersey	1	.3
Illinois	1	.3
Somerset (England)	1	.3

Chart 1. Respondents by College

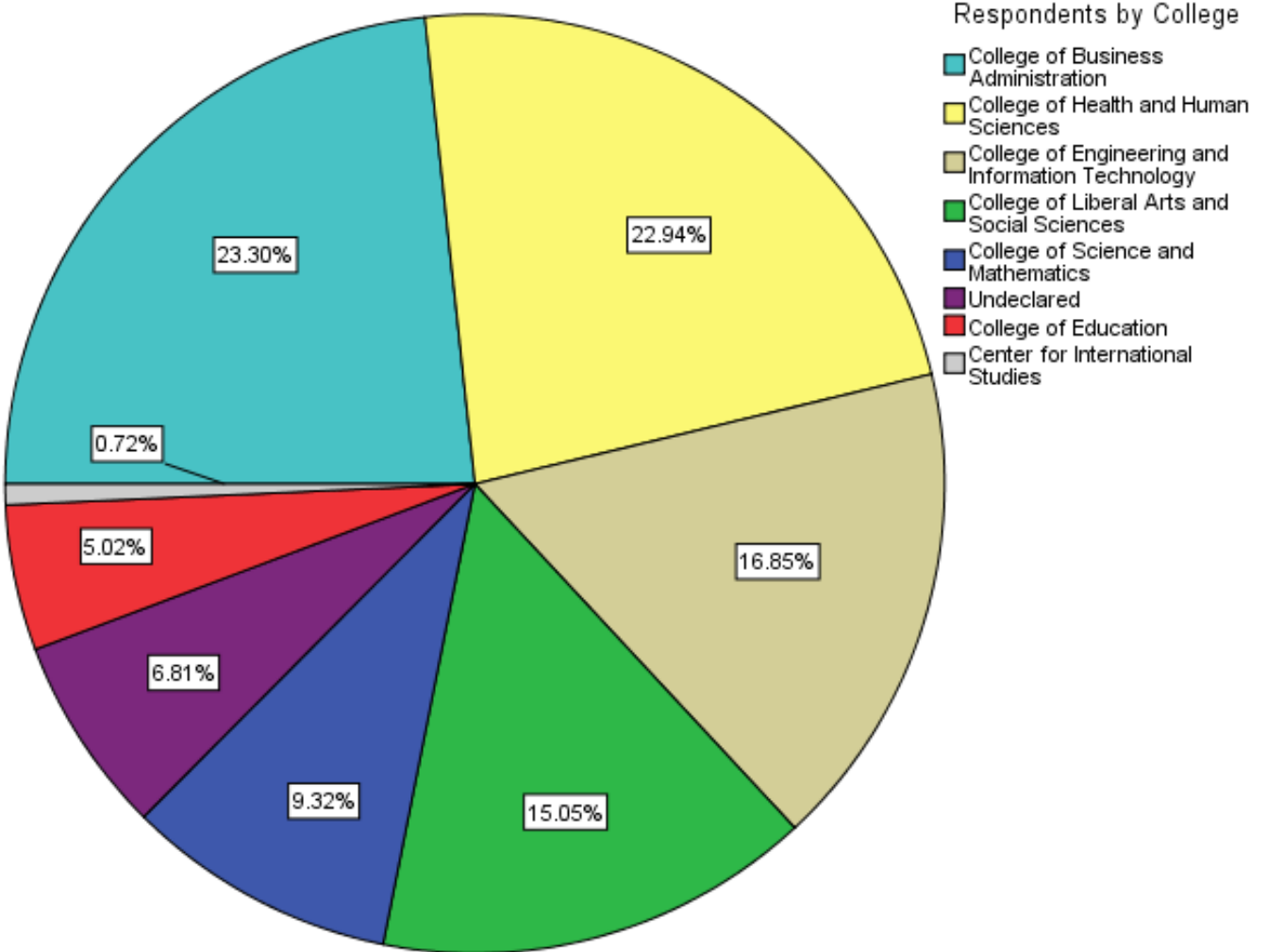


Table 2. Volunteer Characteristics

Response	Frequency	Percent
Volunteered since enrolling in college		
Yes	147	51.9
No	136	48.1
Year started volunteering		
1998-2003	6	4.3
2004-2009	39	28.1
2010-2015	94	67.6
Volunteer in high school		
Yes	236	84
No	45	16
Required volunteerism in high school		
Yes	178	63.1
No	104	36.9
High school influenced college		
Yes	72	38.9
No	113	61.1
Type of volunteer organization		
Political (political campaigns, etc.)	5	3.4
Environmental (Sierra Club, Friends of Florida State Parks, etc.)	25	17
Recreational (scouting groups, hiking clubs, boating clubs, book clubs, etc.)	49	33.3
Cultural (church groups, women's groups, etc.)	82	55.8
Human Services (Habitat for Humanity, Red Cross, volunteer fire department, hospitals, etc.)	87	59.2
Educational (literacy programs, tutoring, teacher's aid programs, etc.)	56	38.1
Other	28	19.2
Contribution to volunteer organization		
Time (Attend meetings, sit on a committee, fundraising drives, etc.)	120	81.6
Money (donations, annual dues, etc.)	56	38.1
Leadership (hold office, chair a committee, act as a team leader on a project, etc.)	43	29.3
Resources (allow the use of your tools, vehicles, property, etc.)	49	33.3
Skills (physical labor, expertise, etc.)	126	85.7
Other	2	1.4

Table 2. (continued)

Response	Frequency	Percent
Most important type of volunteer organization		
Political (political campaigns, etc.)	1	.8
Environmental (Sierra Club, Friends of Florida State Parks, etc.)	3	2.3
Recreational (scouting groups, hiking clubs, boating clubs, book clubs, etc.)	11	8.3
Cultural (church groups, women's groups, etc.)	39	29.3
Human Services (Habitat for Humanity, Red Cross, volunteer fire department, hospitals, etc.)	49	36.8
Educational (literacy programs, tutoring, teacher's aid programs, etc.)	21	15.8
Other	9	6.8
Most important contribution		
Time (Attend meetings, sit on a committee, fundraising drives, etc.)	55	44.0
Money (donations, annual dues, etc.)	2	1.6
Leadership (hold office, chair a committee, act as a team leader on a project, etc.)	8	6.4
Resources (allow the use of your tools, vehicles, property, etc.)	1	.8
Skills (physical labor, expertise, etc.)	57	45.6
Other	2	1.6

Volunteer Motivations (Table 3, Table 4)

The values function ranked highest among students, with a mean subscale score of 27.42. Next was the career function ($M = 25.55$), followed by understanding ($M = 24.80$), and the remaining functions enhancement ($M = 21.75$), social ($M = 19.89$), and protective ($M = 18.54$). The most highly ranked statements included “I feel it is important to help others” ($M = 6.01$), “volunteering experiences will look good on my resume” ($M = 5.69$), “I feel compassion towards people in need” ($M = 5.63$), “volunteering allows me to gain a new perspective on things” ($M = 5.58$), and “I can do something for a cause that is important to me” ($M = 5.55$). The lowest ranked statements included “volunteering helps me work through my personal problems” ($M = 3.63$), “by volunteering I feel less lonely” ($M = 3.65$), “doing

volunteer work relieves me of some of the guilt over being more fortunate than others” (M = 3.67), “volunteering is a good escape from my own troubles” (M = 3.83), and “I feel volunteering is a religious duty” (M = 3.84).

Table 3. Volunteer Motivations

Statement	Mean Response
I feel it is important to help others (Values)	6.01
Volunteering experiences will look good on my résumé (Career)	5.69
I feel compassion towards people in need (Values)	5.63
Volunteering allows me to gain a new perspective on things (Understanding)	5.58
I can do something for a cause that is important to me (Values)	5.55
I am concerned with those less fortunate than myself (Values)	5.54
Volunteering lets me learn things through direct, hands on experience (Understanding)	5.51
Volunteering can help me get my foot in the door at a place where I would like to work (Career)	5.42
I can learn how to deal with a variety of people (Understanding)	5.38
I can make new contacts that might help my business or career (Career)	5.30
I can explore my own strengths (Understanding)	5.30
I am genuinely concerned about the particular group I am serving (Values)	5.27
I can learn more about the cause for which I am working (Understanding)	5.12
Volunteering is a way to make new friends (Enhancement)	5.07
Volunteering allows me to explore different career options (Career)	5.05
Volunteering is a way for me to help the natural environment (no subscale)	4.70
Volunteering will help me to succeed in my chosen profession (Career)	4.68
Volunteering makes me feel important (Enhancement)	4.51
Others with whom I am close place a high value on community service (Social)	4.34
Volunteering makes me feel better about myself (Enhancement)	4.33
Volunteering increases my self-esteem (Enhancement)	4.28
People I know share an interest in community service (Social)	4.18
Volunteering makes me feel needed (Enhancement)	4.18

Table 3. (continued)

Statement	Mean Response
No matter how bad I've been feeling, volunteering helps me to forget about it (Protective)	4.13
Volunteering is an important activity to the people I know best (Social)	3.98
People I'm close to want me to volunteer (Social)	3.92
My friends volunteer (Social)	3.91
I feel volunteering is a religious duty (no subscale)	3.84
Volunteering is a good escape from my own troubles (Protective)	3.83
Doing volunteer work relieves me of some of the guilt over being more fortunate than others (Protective)	3.67
By volunteering I feel less lonely (Protective)	3.65
Volunteering helps me work through my own personal problems (Protective)	3.63

Table 4. Volunteer Functions

Volunteer Functions	Mean Subscale Score
Values	27.42
Career	25.55
Understanding	24.80
Enhancement	21.75
Social	19.89
Protective	18.54

Volunteer Requirement in High School & College Volunteerism (Table 5)

A Pearson Correlation revealed no significant relationship between volunteering in college and required service hours in high school ($r = .027$), as well as general volunteering in high school ($r = .030$).

Table 5. Correlations

		Volunteered in College
Volunteered in High School	Pearson Correlation	.027
	Sig. (2-tailed)	.650
	N	282
Required Service in High School	Pearson Correlation	.030
	Sig. (2-tailed)	.617
	N	281

DISCUSSION

This study primarily assessed the population that was targeted, first-year college students. Because this survey was conducted in February, the results indicate that in less than a year more than half of first-year college students have had a volunteer experience in college. Most students volunteered prior to this in a high school setting, where some (63%) were required to volunteer and others volunteered for another purpose. These findings indicate that this population is actively doing volunteer work, and research done on a college student sample composed primarily of upperclassmen suggests that by the time these students graduate, most of them will have volunteered in college in some capacity (Gage & Thapa, 2012).

Students chose to volunteer with organizations that work with and help people, human services, which reflect their motivations to volunteer, as the values function and the statement “I feel it is important to help others” were scored with the highest mean values. Human services was also selected most often as the most important type of volunteer organization. Additionally, this population is particularly keen on gaining career benefits from their volunteer experiences, as the career function and the statement “volunteering experiences will look good on my resume” had the second highest mean values. This seems appropriate, as college students are likely to be more focused on advancing their future. This finding is concurrent with those found by Gage and Thapa (2012).

Students volunteer to help others as well as themselves, but not for reasons related to the protective function, such as to alleviate loneliness, personal problems, or guilt. The protective function and statements were ranked lowest among motivations. Social motivations were also ranked low. This seems contradictory; many varied students volunteer, but students are not highly motivated to volunteer by their peers. It is possible that students are unaware that their peers are volunteering, or that their peers are also interested in helping others. Another interesting finding was that 55.8% of students volunteered with cultural organizations such as church groups or women’s groups, but the statement “I feel volunteering is

a religious duty” had one of the lowest mean response scores. Students might be involved with cultural or religious organizations, but do not necessarily volunteer because they feel it is a religious duty.

Students contributed time and skills to their volunteer experiences, and ranked these as the most important contributions to volunteer organizations. Students may be more likely to contribute these resources as they are more available to them than other types of support, like money or tools. This is an important finding, because volunteer organizations may be able to recruit volunteers more effectively if they target those who can offer the types of support that is needed. If students believe that they can make important contributions to organizations with their time and skills, then volunteer organizations that need these contributions should target this population.

Although Astin and Sax found that the most important predisposing factor to volunteerism in college was whether the student volunteered during high school (1998), and Cruce and Moore found that students that participated in volunteer service in high school had higher levels of service in college (2012), this study yielded no significant results to indicate this relationship. In addition, no significant correlation was found between required volunteerism in high school and volunteerism in college. Although this study yielded no significant correlations, it does not indicate that high school volunteerism has no effect on college volunteerism. The reasons for an individual’s volunteerism are numerous and complex, as illustrated by the VFI, which has six separate functions to identify some of these motivations. A person may be more or less inclined to volunteer freely without a requirement, and may be affected by that requirement differently (Clary et al., 1999).

This study contributes additional data to the investigation between volunteer service in high school and volunteer service in college, but further research could be conducted to enhance these findings. Limitations of this study include the limited diversity of the sample; nearly every student was from the United States, with the vast majority of students from the state of Georgia. A respondent pool with students from various locations and backgrounds could yield more conclusive results. Additionally, a

longitudinal study where students logged their volunteer hours as they were completed could be more accurate than asking students to recall their volunteering information.

In conclusion, this research indicates that first year college students are motivated to volunteer to help others and to enhance their careers. They prefer to volunteer with human services organizations, and believe that time and skills are their most important resources to volunteer to these organizations. No significant correlation was found between required volunteer service in high school and volunteerism in college, or between volunteerism in high school and volunteerism in college. Further research could be conducted to investigate this relationship more comprehensively.

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APPENDIX A
REVIEW OF LITERATURE

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.

Maslow theorizes that there are five basic needs; physiological, safety, love, esteem, and self-actualization. These needs can be organized into a hierarchy of necessity, with the basic needs of survival being a more immediate concern. Once needs are fulfilled, they are no longer the primary motivation for behavior.

Yeung, A. B. (2004). The octagon model of volunteer motivation: Results of a phenomenological analysis. *International Journal of Voluntary and Nonprofit Organizations*, 15(1) 21-46.

This study uses descriptive phenomenology to study the motivations of volunteers more holistically, and utilizes M.E. Ford's motivational theory; it seeks to understand volunteer motivation in terms of the meaning and experience of the volunteers. Descriptive phenomenology focuses on situations where meanings and values are experienced as phenomena. Ford's Motivational Systems Theory (MST) takes separate ideas into a systematic understanding. It is defined as the idea that motivation consists of the organized patterning of personal goals, emotions, and personal agency beliefs. Yeung also uses this study to look at how volunteer motivation changes over time.

The participants in this study were 18 volunteers of the Evangelical Lutheran Church of Finland with varying volunteer experiences. The interviews used a thematic approach, covering topics including past and present experiences and meanings of volunteer work, and the participants' views on the future of volunteerism. The data was analyzed in four stages: gaining a sense of the whole, distinction of the meaning unit, analysis of the meaning units, and synthesizing the units into a consistent description. The author found 767 motivational elements within the data, and four dimensions from these elements: getting-giving, continuity-newness, distance-proximity, and thought-action. These dimensions were used to create an octagon model with 8 poles, covering 47 motivational themes.

The getting-giving dimension covered the most motivational elements, including approximately 1/3 of them. Continuity-newness covered 1/10 of the elements, distance-proximity covered 1/6, and thought-action covered 1/10. The poles also interact with each other. Action is very interconnected with the other poles, and getting, proximity and thought are closely linked with the other poles as well. However, distance was particularly not connected with other poles.

This octagon model (diagram) encompasses and illustrates the many different factors that motivate these volunteers. With this model, one can physically illustrate a person's motivation by placing and connecting points along the connections between poles. One half of the model includes more outward motivations, whereas the other half is more inward. The model illustrates the relationship between one's personal motivations and one's motivations as a result of outside influences.

Finkelstien, M. A. (2009). Intrinsic vs. extrinsic motivational orientations and the volunteer process. *Personality and Individual Differences*, 46, 653-658.

This study uses assesses volunteer motives, prosocial personality, and volunteer role identity to understand the motivational factors of volunteerism. Functional analysis is used to delineate the various motives for volunteering. It recognizes that people volunteer for more than one reason or to fulfill the same need, and that motivations can change over time. The author uses the Volunteer Function Inventory (VFI), which identifies six motivational functions that are fulfilled by volunteering: values,

understanding, career, social, enhancement, and protective. Functional analysis also holds that people continue volunteering based on how fulfilled these functions are based on their experiences.

Role identity theory views the self as being comprised of different identities that become present due to the expectations of others and ongoing social influence. The more a person identifies with a role, the more it becomes part of the person. The author seeks to explore the development of the volunteer identity. The prosocial personality is comprised of other-oriented empathy and helpfulness. Studies have shown positive and negative correlation between prosocial personality and volunteerism. The author investigates these dispositional factors while incorporating the constructs of intrinsic and extrinsic motivation. The functions within the VFI can be separated into internal or external categories. This and the Work preference inventory (WPI) provided data on the participants' intrinsic and extrinsic orientations.

The participants were 287 undergraduates at a metropolitan university in the southeastern U.S. The participants completed questionnaires including assessments of volunteer activity, motives, role identity, prosocial personality, and extrinsic/intrinsic orientation. High intrinsic motivation was consistent with prosocial personality, internal motives for volunteering, and the establishment of a volunteer role identity. Extrinsic motivation was consistent with external motives for helping, but not prosocial personality or volunteer role identity. The author discusses the influence of these motivational orientations on volunteer activity; these may suggest strategies to encourage continued volunteerism. External controls such as a volunteer requirement can inhibit the desire to continue volunteering for those who are intrinsically oriented. However, mandatory volunteerism may encourage the involvement of extrinsically oriented volunteers.

Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24, 163- 204.

This is a well-cited article that outlines functionalist theory. Katz holds that the reasons for changing attitudes are determined by the functions they perform for the individual. One's attitudes are modified due to certain conditions, which vary depending on the motivation for having the attitude. Thus, one has a particular attitude due to a particular need they wish to fulfill.

Clary, E. G., & Snyder, M. (1999). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science*, 8(5), 156-159.

Clary and Snyder identify six personal and social functions served by volunteering. They developed an inventory to assess these functions. The functions are Values, Understanding, Enhancement, Career, and Social. This article is essentially a summary of their research to date.

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*, 74, 1516-1530.

The Authors develop the Volunteer Function Inventory and conduct six separate studies to assess its reliability and validity.

- Study 1: Administered the inventory to active volunteers to evaluate psychometric properties of VFI as a measure of volunteers' motivations. Results showed that the theorized functions were evident in actual volunteers.
- Study 2: Cross validation of VFI – the inventory was administered to a different group of participants: university students who were both volunteers (320) and non-volunteers (213). The VFI was administered in mass testing situations. The functions are also able to be assessed in this population, where volunteerism is less evident as in the previous study.
- Study 3: Temporal stability test: Test-Retest reliability stable when re-administered at a different time.
- Study 4: Matching Motivations with persuasive communications: Six advertisements appealing to six different functions asking readers to become volunteers were shown to participants. Participants rated persuasiveness of the ads; participants persuaded by the ads corresponding to their functions of motivation as indicated by the VFI.
- Study 5: Volunteers' Satisfaction: Functionalist theory holds that those who are motivated by a particular activity derive greater satisfaction from that activity. Older volunteers (mean age 70 years) at a hospital took the VFI, then several months later indicated the function-specific benefits they received from their volunteer experience. Results support the hypothesis that functionally relevant benefits are directly related to quality of experiences of volunteers.
- Study 6: Predicting commitment to volunteerism: This study examined the benefits received from volunteering in influencing their intentions to continue involvement in and commitment to volunteerism. Participants included a sample of college students who were required to do community service. The participants completed the VFI and 12 weeks later completed a follow up survey that looked at perceived benefits, satisfaction, and intentions to continue. Results indicated that volunteers who received function relevant benefits were satisfied (also found in study 5) and intended to continue volunteering short term and long term.

Gage, R. L., & Thapa, B. (2012). Volunteer motivations and constraints among college students: Analysis of the volunteer function inventory and leisure constraints models. *Nonprofit and Voluntary Sector Quarterly*, 41(3) 405-430.

Motivations are the underlying influences on an individual's behavior. Motivation occurs when there is an imbalance that causes the desire for a change, and there is a belief that performing some action will correct the imbalance. If the individual satisfies their desire for change with the behavior, they reinforce that behavior. People participate in the same activities for many different reasons; they have different motivations for doing the same actions as others. The authors of this study take a functional approach to studying motivation. A functional approach looks at motivational factors for a particular action and arranges them based on the needs they fulfill.

This study examined not only motives, but also constraints to volunteerism among college students and the characteristics that are associated with both factors. The authors had four research questions: what are the volunteering characteristics of college students? What motivates college students to volunteer? What constrains volunteerism among college students? What is the association between volunteer motivations and constraints? As volunteering can be considered a leisure activity, the authors used the constraints to

leisure to assess constraints to volunteering. The authors used a slightly modified version of the Volunteer Function Inventory (VFI) to assess volunteer motivations.

The questionnaires were administered to college students attending three sections of an introductory level undergraduate course at a large university in the southeastern U.S. The data collected was quantitative in nature and included demographic information, information on volunteer activity and participation, and items categorizing volunteer motivation and constraints. The VFI included five dimensions: values and understanding, protective, social, career, and enhancement. The highest scoring dimension was values and understanding, followed by career, enhancement, social, and protective. The career dimension was notably higher in this study than in comparison to others, suggesting that college students seek to further their career paths in through volunteerism. Constraint dimensions were categorized into structural, interpersonal, and intrapersonal. Structural constraints were the highest. In the relationship between constraints and motivations, as interpersonal and structural constraints increased, the values and understanding motivations decreased.

Clary, E. G., Snyder, M., & Stukas, A. A. (1999). The effects of “mandatory volunteerism” on intentions to volunteer. *American Psychological Society*, 10(1), 59-64.

Study 1: The authors studied the hypothesis that effects of prior experience on intentions to volunteer following required service are moderated by perceptions of external control being exerted by the requirements. 371 students with service requirements were assessed. Students with more past experience were more likely to intend to volunteer in the future, but only for students who did not feel that the program had overly controlled their behavior.

Study 2: Experimental study conducted to compare required volunteerism vs. free choice volunteerism. A Pre-test was conducted to measure the participants perceptions about volunteering freely or only if required to. This was to determine preexisting perceptions of external control. Participants were told they were participating in a study of “leisure time activities”. For 30 minutes, participants were given the options to volunteer (read textbooks for the blind) or be entertained by watching music videos. One group was persuaded/induced (“it would really help if you chose reading to the blind”) to do the volunteer activity. Participants in another group were told that due to a scarcity in participants, they had to participate in the volunteer activity. Results showed that participants who had different initial perceptions responded differently to mandates or choices to volunteer. Participants who were more inclined against freely volunteering reported greater future intentions to volunteer when they chose service rather than when it was mandated. Participants who were initially inclined toward freely volunteering were not affected by the requirement; regardless of the context, these participants reported greater future intentions to volunteer than those who were not initially inclined to.

Cruce, T. M., & Moore, J. V. (2012). Community service during the first year of college: What is the role of past behavior? *Journal of College Student Development*, 53(3), 399-417.

Longitudinal multi-institution study examining effects of students’ involvement in high school service clubs and their level of civic-mindedness when entering college on their propensity and intentions to volunteer during college. “All else being equal, the students’ propensity and intentions to volunteer during college differ substantially by their levels of service participation in high school and entering civic-

mindedness. Compared with students who had low levels of participation in high school service clubs, students with moderate levels of service had probabilities of volunteering during their first college year that were 10.2 percentage points higher, whereas students with high levels of service had probabilities of volunteering during their first college year that were 19.2 percentage points higher. Students with moderate or high levels of precollege service also had significantly lower probabilities than their peers of being undecided about volunteering and not planning to volunteer.”

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*, 251-263.

Entering freshman and follow-up data from students attending 42 different institutions was analyzed to determine the effect of participation in community service. Results indicate that for college undergraduates, participating in service enhances the student’s academic development, civic responsibility, and life skills. “As might be expected, the most important predisposing factor was whether the student volunteered during high school.”

Planty, M., & Regnier, M. (2003). Volunteer service by young people from high school through early adulthood. *National Center for Education Statistics*

Statistics in Brief that uses data from the National Education Longitudinal Study of 1988 to describe the characteristics of young adults who volunteered, when, why, and for which types of organizations they volunteered. It also examines whether high school volunteer service was related to volunteering 2 and 8 years after the participants’ scheduled high school graduation.

After high school, young adults were less active as community service volunteers. “Fifty-four percent of adolescents who performed volunteer service in high school (1990-92) volunteered again 2 years later in 1994, whereas 27 percent of those who did not volunteer in high school volunteered in 1994. Forty-two percent of adolescents who performed volunteer service in high school (1990-92) volunteered again 8 years later in 2000, whereas 26 percent of those who did not volunteer in high school volunteered in 2000.” In the young adults who performed only mandatory volunteer service in high school and students who performed no high school volunteering, there was no difference in the likelihood of volunteering 8 years after high school. Both of these groups were less likely to volunteer 8 years after high school than persons who did it for strictly voluntary reasons or those who were strongly encouraged to volunteer.

McLellan, J. A., & Youniss, J. (2003). Two systems of youth service: Determinants of voluntary and required youth community service. *Journal of Youth and Adolescence, 32*(1), 47-58.

Students from two Catholic, private high schools were assessed twice a year longitudinally with questionnaires. One school required service hours to be completed, but integrated these experiences into the class. The other school required the same amount of service hours to be completed, but did not integrate this into the classroom. The questionnaires assessed the type of service the students did for their requirement, whether they did voluntary service outside of their requirement, and if so, the type of service completed voluntarily. “Whether or not schools help to structure service can make a significant difference in the kinds and quality of required service that students do.” The data support the idea that both required and volunteer service have the potential to benefit students. Schools can help students by organizing service strategically and integrating the service into their academics.

APPENDIX B

DEMOGRAPHICS & VOLUNTEERING CHARACTERISTICS QUESTIONNAIRE

Volunteer Motivation and Constraints Survey (2009)

Date: _____

For the purposes of this survey, “volunteering” is defined as:
A contribution of service, time, money, or resources without the expectation of monetary reward. The contributions can be made through an organization or independent of one.

SECTION I: VOLUNTEER BACKGROUND

Please answer the following questions:

1. Have you volunteered since enrolling in college?

- Yes
 No (*If No*)→ Please skip through to question 10.

2. How many volunteer organizations or programs have you been involved with since your enrollment in college?

3. On how many separate occasions did you volunteer since your enrollment in college? (e.g. two times a week would be two separate occasions.) _____

4. Have you spent time volunteering independently, outside of an organized group or program (e.g. assist a blind woman with her shopping, visit a retirement home, etc.)?

- Yes No

5. How many hours do you spend volunteering per week? _____ Per month? _____ Per year? _____

6. What year did you first start volunteering? _____

7. Since you started volunteering, during how many years did you volunteer at least once?

8a. Which of the following organizations and programs have you volunteered for? (*Select all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> Political (Political campaigns, etc.) | <input type="checkbox"/> Cultural (Church groups, women’s groups, etc.) |
| <input type="checkbox"/> Environmental (Sierra Club, Friends of Florida State Parks, etc.) | <input type="checkbox"/> Human Services (Habitat for Humanity, Red Cross, volunteer fire department, hospitals, etc.) |
| <input type="checkbox"/> Recreational (Scouting groups, hiking clubs, boating clubs, book clubs, etc.) | <input type="checkbox"/> Educational (Literacy programs, tutoring, teacher’s aid programs, etc.) |
| <input type="checkbox"/> Other: _____ | |

8b. Of all of these, which is the *most important* to you? _____

9a. In what ways do you contribute to these organizations? (*Select all that apply*)

- | | |
|---|--|
| <input type="checkbox"/> Time (Attend meetings, sit on a committee, fundraising drives, etc.) | <input type="checkbox"/> Resources (Allow the use of your tools, vehicles, property, etc.) |
| <input type="checkbox"/> Money (Donations, annual dues, etc.) | <input type="checkbox"/> Skills (Physical labor, expertise, etc.) |
| <input type="checkbox"/> Leadership (Hold office, Chair a committee, act as a team leader on a project, etc.) | <input type="checkbox"/> Other: _____ |

9b. Of all of these, what would you consider your *most significant* contribution? _____

10. Did you volunteer in high school?

- Yes No

11a. Did you participate in “service hours,” “service learning,” or any other compulsory volunteer program as a requirement for a class, graduation, school-related, or non-school related organization during high school?

- Yes No (*If No*)→ Skip through to question 12

11b. Did you volunteer beyond what was expected and required for the class, graduation, school-related, or non-school related organization?

- Yes No

11c. Did this volunteer requirement in high school influence your volunteering habits in college?

- Yes No (If No)→ Skip 11d.

11d. How did the volunteer requirement in high school influence your volunteering habits in college?

12. Who introduced you to your first volunteering experience? (*Check one only*)

- Family member Teacher
 Friend Religious Leader
 Other: _____ Scouting or other Organization Leader

SECTION II: VOLUNTEER MOTIVATION

1. There are many reasons why people volunteer. Please indicate the importance of each of these factors in explaining why you choose to volunteer. (*Circle one number for each item*)

Motivational Factors	Not at all Important	Very Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Very Important	Extremely Important
Volunteering can help me get my foot in the door at a place where I would like to work	1	2	3	4	5	6	7
My friends volunteer	1	2	3	4	5	6	7
I am concerned with those less fortunate than myself	1	2	3	4	5	6	7
People I'm close to want me to volunteer	1	2	3	4	5	6	7
Volunteering makes me feel important	1	2	3	4	5	6	7
People I know share an interest in community service	1	2	3	4	5	6	7
No matter how bad I've been feeling, volunteering helps me to forget about it	1	2	3	4	5	6	7
I am genuinely concerned about the particular group I am serving	1	2	3	4	5	6	7
By volunteering I feel less lonely	1	2	3	4	5	6	7
I can make new contacts that might help my business or career	1	2	3	4	5	6	7
Doing volunteer work relieves me of some of the guilt over being more fortunate than others	1	2	3	4	5	6	7
I can learn more about the cause for which I am working	1	2	3	4	5	6	7
Volunteering increases my self-esteem	1	2	3	4	5	6	7
Volunteering allows me to gain a new perspective on things	1	2	3	4	5	6	7
Volunteering allows me to explore different career options	1	2	3	4	5	6	7
I feel compassion towards people in need	1	2	3	4	5	6	7
Others with whom I am close place a high value on community service	1	2	3	4	5	6	7
Volunteering lets me learn things through direct, hands on experience	1	2	3	4	5	6	7
I feel it is important to help others	1	2	3	4	5	6	7

Volunteering helps me work through my own personal problems	1	2	3	4	5	6	7
Volunteering will help me to succeed in my chosen profession	1	2	3	4	5	6	7
I can do something for a cause that is important to me	1	2	3	4	5	6	7
Volunteering is an important activity to the people I know best	1	2	3	4	5	6	7
Volunteering is a good escape from my own troubles	1	2	3	4	5	6	7
I can learn how to deal with a variety of people	1	2	3	4	5	6	7
Volunteering makes me feel needed	1	2	3	4	5	6	7
Volunteering makes me feel better about myself	1	2	3	4	5	6	7
Volunteering experiences will look good on my résumé	1	2	3	4	5	6	7
Volunteering is a way to make new friends	1	2	3	4	5	6	7
I feel volunteering is a religious duty	1	2	3	4	5	6	7
Volunteering is a way for me to help the natural environment	1	2	3	4	5	6	7
I can explore my own strengths	1	2	3	4	5	6	7

2. Please list any other factors that may contribute to your volunteerism.

SECTION III: DEMOGRAPHICS

1. Gender Male Female 2. What is your age? _____

3. Do you consider yourself to be?

- | | |
|---|---|
| <input type="checkbox"/> Caucasian or White | <input type="checkbox"/> African American or Black |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> Native American or American Indian |
| <input type="checkbox"/> Other (please specify) _____ | <input type="checkbox"/> Multi-racial or Mixed race |

4. What is your current class standing? (*Check one only*)

- Freshman Sophomore Junior Senior

5. What is your academic major? _____

6. What is your city of residence? _____ State? _____ Country? _____

That completes our survey. Thank you very much for your assistance. For More Information, Please Contact:

**Amanda Bastien, Georgia Southern University Department of Health & Kinesiology
Phone: (912) 674-0898 or ab07344@georgiasouthern.edu**

APPENDIX C

VOLUNTEER FUNCTION INVENTORY (VFI)

VOLUNTEER FUNCTIONS INVENTORY (VFI)

Reference:

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Meine, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology, 74*, 1516-1530.

Description of Measure:

A 30-item measure of motivations to volunteer. The authors use a functionalist approach to volunteering, examining the functional motives individuals have for choosing to volunteer. The scale is divided into 6 separate functional motives (i.e., factors):

- 1.) Protective Motives – a way of protecting the ego from the difficulties of life.
- 2.) Values – a way to express ones altruistic and humanitarian values.
- 3.) Career –a way to improve career prospects.
- 4.) Social –a way to develop and strengthen social ties.
- 5.) Understanding –a way to gain knowledge, skills, and abilities.
- 6.) Enhancement –a way to help the ego grow and develop.

For each item, respondents are to indicate “How important or accurate each of the 30 possible reasons for volunteering were for you in doing volunteer work.”

Respondents answer each item on a 7-point scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate).

Abstracts of Selected Related Articles:

Clary, E. G. & Snyder, M. (2002). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science, 8*, 156-159.

Why do significant numbers of people engage in the unpaid helping activities known as volunteerism? Drawing on functional theorizing about the reasons, purposes, and motivations underlying human behavior, we have identified six personal and social functions potentially served by volunteering. In addition to developing an inventory to assess these motivational functions, our program of research has explored the role of motivation in the processes of volunteerism, especially decisions about becoming a volunteer in the first place and decisions about continuing to volunteer.

Penner, L. A. (2002). Dispositional and organizational influences on sustained volunteerism: An interactionist perspective. *Journal of Social Issues, 58*, 447-467.

Community service often involves sustained prosocial actions by individuals. This article focuses on one kind of such actions, volunteerism. Volunteerism involves long-term, planned, prosocial behaviors that benefit strangers, and usually occur in an organizational



setting. A selective review of the literature on the correlates of volunteerism is presented. One part of the review concerns the relationship between dispositional variables and volunteerism; it includes new data from an on-line survey that show significant relationships among personality traits, religiosity, and volunteer activities. The other part concerns how organizational variables, alone and in combination with dispositional variables, are related to volunteerism. A theoretical model of the causes of sustained volunteerism is presented and the practical implications of this model are discussed.

Stukas, A. A., Snyder, M., & Clary, E. G. (2002). The effects of "Mandatory Volunteerism" on intentions to volunteer. *Psychological Science, 10*, 59-64.

Abstract—With the widespread emergence of required community-service programs comes a new opportunity to examine the effects of requirements on future behavioral intentions. To investigate the consequences of such "mandatory volunteerism" programs, we followed students who were required to volunteer in order to graduate from college. Results demonstrated that stronger perceptions of external control eliminated an otherwise positive relation between prior volunteer experience and future intentions to volunteer. A second study experimentally compared mandates and choices to serve and included a premeasured assessment of whether students felt external control was necessary to get them to volunteer. After being required or choosing to serve, students reported their future intentions. Students who initially felt it unlikely that they would freely volunteer had significantly lower intentions after being required to serve than after being given a choice. Those who initially felt more likely to freely volunteer were relatively unaffected by a mandate to serve as compared with a choice. Theoretical and practical implications for understanding the effects of requirements and constraints on intentions and behavior are discussed.

Scale

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.

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

Scoring:

Items 7, 9, 11, 20, 24 make up the Protective factor.

Items 3, 8, 16, 19, 22 make up the Values factor.

Items 1, 10, 15, 21, 28 make up the Career factor.

Items 2, 4, 6, 17, 23 make up the Social factor.

Items 12, 14, 18, 25, 30 make up the Understanding factor

Items 5, 13, 26, 27, 29 make up the Enhancement factor.

Scoring is kept at the factor level and kept continuous.

APPENDIX D
INFORMED CONSENT

COLLEGE OF Health and Human Sciences

SCHOOL OF HEALTH AND KINESIOLOGY

INFORMED CONSENT

You are being asked to participate in a study being conducted by Amanda Bastien from Georgia Southern University. I am currently a Senior Exercise Science major working toward completing my University Honors Program thesis. I am interested in examining the volunteer motivations and characteristics of first year college students in relation to completion of required or non-required volunteer service in high school.

The purpose of this research is to survey first-year students to collect data regarding the reasons students are motivated to volunteer, their volunteering characteristics in college, as well as whether they completed required volunteer service in high school. Participation in this research will include completion of a paper survey. The survey responses will allow me to gather information regarding students' reasons for volunteering, as well as their current volunteering habits. Demographic data regarding race, gender, student classification, and major will be asked of the participants, but this survey is anonymous. If you choose to participate, do not write your name on the questionnaire.

There are no anticipated risks. There are no direct benefits to you for participating in this research study. You will receive no payment for participating in the study. Your participation in this study is voluntary. You have the right to stop taking the survey at any time without penalty. If you do not wish to participate in this study do not complete a questionnaire. If you decide to withdraw after data has been collected, then contact the researcher who will destroy the data collected.

The information that you give in the study will be handled confidentially. Your survey responses will be kept in a locked file. When the study is completed and the data have been analyzed, the questionnaires will be destroyed. Your name will not be used in any report.

Deidentified or coded data from this study may be placed in a publically available repository for study validation and further research. You will not be identified by name in the data set or any reports using information obtained from this study, and your confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher. To contact the Office of Research Services and Sponsored Programs for answers to questions about the rights of research participants please email oversight@georgiasouthern.edu or call (912) 486-7758.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below. You will be given a copy of this consent form to keep for your records.

Title of Project: An examination of volunteer motivations and characteristics between required volunteer service and non-required volunteer service in college students: An exploratory study

This study has been reviewed and approved by the Georgia Southern University IRB under tracking number H15098.

Principal Investigator: Amanda Bastien, 1504B O'Neal Dr., Statesboro, GA. 30458, 912-674-0898, ab07344@georgiasouthern.edu

Other Investigator(s): Dr. Dan Czech, P.O. Box 8076, Statesboro, GA. 30458, 912-681-5267, drczech@georgiasouthern.edu

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX E
DEPARTMENTAL IRB FORMS

Research Compliance Combined Cover Page

Georgia Southern University

Application for Research Approval

Investigator Information:		
Name of Principal Investigator: Amanda Colette Bastien	Phone: (912) 674-0898	For Office Use Only: Protocol ID: _____ Date Received:
Email: ab07344@georgiasouthern.edu (Note: Georgia southern email addresses will be used for correspondence.)	<input type="checkbox"/> Faculty; <input type="checkbox"/> Doctoral; <input type="checkbox"/> Specialist; <input type="checkbox"/> Masters <input checked="" type="checkbox"/> Undergraduate	
Department Name and PO Box: School of Health and Kinesiology	Address: 1504B O'Neal Dr. Statesboro, GA. 30458	
Name(s) of Co-Investigators: Dr. Daniel Czech	Phone: (912) 478-5267	
Email addresses: drczech@georgiasouthern.edu	<input checked="" type="checkbox"/> Faculty; <input type="checkbox"/> Doctoral; <input type="checkbox"/> Specialist; <input type="checkbox"/> Masters <input type="checkbox"/> Undergraduate (If multiple: identify by initial letter behind name. E.g., F for faculty)	
Department Name and PO Box: School of Health and Kinesiology	P.O. Box: 8076	
Personnel and/or Institutions Outside of Georgia Southern University involved in this research (Attach training certification):		
Project Information: (Note: funded project titles must match grant title)		
Title: An examination of volunteer motivations and characteristics between required volunteer service and non-required volunteer service in college students: An exploratory study		
Brief (less than 50 words) Project Summary: Volunteerism in college can enhance the undergraduate student experience, and it is related to volunteerism in high school. Using the Volunteer Function Inventory and a questionnaire, this study will quantitatively assess students' motivational functions for volunteering, as well as how they volunteer, and whether or not they also volunteered in high school due to a requirement. 300 students will be surveyed, and the researcher will analyze the responses and determine the significance of the data. The findings of the study will be reported.		
Compliance Information:		
<i>Please indicate which of the following will be used in your research: (application may be submitted simultaneously)</i>		
<input checked="" type="checkbox"/> Human Subjects (Complete Section A: Human Subjects below)		
<input type="checkbox"/> Care and Use of Vertebrate Animals (Complete Section B: Care and Use of Vertebrate Animals below)		
<input type="checkbox"/> Biohazards (Complete Section C: Biohazards below)		
<input type="checkbox"/> Do you or any investigator on this project have a financial interest in the subjects, study outcome or project sponsor. (A disclosed conflict of interest will not preclude approval. An undisclosed conflict of interest will result in disciplinary action.).		
Project Start Date: 09/15/2014 End Date: 05/15/2014 (no more than 1 year) Anticipated renewals <input type="checkbox"/> year 2 <input type="checkbox"/> year 3	Check one: <input checked="" type="checkbox"/> New submission <input type="checkbox"/> Resubmission # _____	
Funding Source: <input type="checkbox"/> Federal <input type="checkbox"/> State <input type="checkbox"/> Private	<input type="checkbox"/> Internal GSU <input checked="" type="checkbox"/> Self-funded/non-funded	
Funding Agency:	<input checked="" type="checkbox"/> Not Applicable	

Section A: Human Subjects <input type="checkbox"/> Not Applicable	
Number of Subjects (Maximum): 400	Date of IRB education completion: 10/01/2013 (attach copy of completion certificate)
<i>Purpose of Research: (Check all that apply)</i>	<i>Please indicate if the following are included in the study (Check all that apply):</i>

<input checked="" type="checkbox"/> Publication/use in thesis/dissertation <input type="checkbox"/> Publication (journal, book, etc.) <input type="checkbox"/> Poster/presentation to a scientific audience <input checked="" type="checkbox"/> Completion of a class project <input checked="" type="checkbox"/> Presentation to GSU audience only <input checked="" type="checkbox"/> Presentation in outside of GSU <input type="checkbox"/> Results will not be published <input type="checkbox"/> Other	<input type="checkbox"/> Human Subjects Incentives <input checked="" type="checkbox"/> Informed Consent Document <input type="checkbox"/> Greater than minimal risk <input type="checkbox"/> Research Involving Minors <input type="checkbox"/> Deception <input checked="" type="checkbox"/> Generalizable knowledge (results are intended to be published) <input checked="" type="checkbox"/> Survey Research <input type="checkbox"/> At Risk Populations (prisoners, children, pregnant women, etc) <input type="checkbox"/> Video or Audio Tapes <input type="checkbox"/> Medical Procedures, including exercise, administering drugs/dietary supplements, and other procedures
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Section B: Care and Use of Vertebrate Animals <input checked="" type="checkbox"/> Not Applicable	
<i>Purpose of use/care of animals:</i>	<i>Please indicate if the following are included in the study:</i>
<input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Demo only <input type="checkbox"/> Student participation in faculty work <input type="checkbox"/> Class Project <input type="checkbox"/> Exhibition <input type="checkbox"/> Display	<input type="checkbox"/> Physical intervention with vertebrate animals <input type="checkbox"/> Housing of vertebrate animals <input type="checkbox"/> Euthanasia of vertebrate animals <input type="checkbox"/> Use of sedation, analgesia, or anesthesia <input type="checkbox"/> Surgery <input type="checkbox"/> Farm animals for biomedical research (e.g., diseases, organs, etc.) <input type="checkbox"/> Farm animals for agricultural research (e.g., food/fiber production, etc.) <input type="checkbox"/> Observation of vertebrate animals in their natural setting

Section C: Biological Research <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Submitted Separately	
<i>Biosafety Level:</i>	<i>Please indicate if the following are included in the study:</i>
<input type="checkbox"/> Exempt <input type="checkbox"/> BSL 1 <input type="checkbox"/> BSL 2 <input type="checkbox"/> BSL 3	<input type="checkbox"/> Use of rDNA <input type="checkbox"/> Non native/invasive plant species <input type="checkbox"/> Last EHS lab safety inspection date: <u> Attach Report </u> <input type="checkbox"/> Last IBC biosafety lab inspection date: <u> Attach Report </u>

<i>Signature of Applicant(s): (PI, CoPI)</i>	<i>Date:</i>
X	
<i>If student project please complete research advisor's information below (note that advisor signature must be received before application will be reviewed.):</i>	
Research Advisor's Name: Dr. Daniel Czech	Advisor's E-mail: drczech@georgiasouthern.edu
Advisor's Phone: (912) 478-5267	Advisor's Department: School of Health and Kinesiology P.O. Box: 8076
If student project - Signature of faculty member who is responsible for the student conducting research. If faculty project – Signature of department head or chair.	
<i>By signing this cover page I acknowledge that I have reviewed and approved this protocol for scientific merit, rational and significance. I further acknowledge that I approve the ethical basis for the study.</i>	
<i>Signature of Committee Chair/Research Advisor (if student) Department Chair(if faculty):</i>	<i>Date:</i>
X	

Please submit this protocol to the Georgia Southern University Research Compliance Office, c/o The Office of Research Services & Sponsored Programs, P.O. Box 8005. The application should contain all required documents specific to the committee to which you are applying. Questions or comments can be directed to (912)478-5465 or IRB@georgiasouthern.edu Fax 912-478-0719.

For optional email submission: Save the application forms to your computer. Complete the forms and name them beginning with your last name and first initial. Email the entire submission package to IRB@georgiasouthern.edu in a single email. Original signature pages may follow by mail or fax. (Signatures located on cover page, certification of investigator responsibilities and last page of application where certifications required.)

GEORGIA SOUTHERN UNIVERSITY INSTITUTIONAL REVIEW BOARD

PROPOSAL NARRATIVE

Personnel

Amanda Bastien is an undergraduate student at Georgia Southern University and the principal investigator for this study. Amanda will be distributing and collecting surveys for data collection, and she will be working with Dr. Dan Czech and Dr. Sam Todd from the college of Health and Human Sciences School of Health and Kinesiology, who will be advising her in the research process and data analysis.

Purpose

This study seeks to gain insight into the current volunteering characteristics and motivations of first year students, as well as the impact that a previous volunteer service requirement may have had on these variables. This research could help determine whether mandating volunteerism in high school promotes future volunteering in college, how to better enable students to participate in volunteer service, and ultimately contribute to a more civically responsible, prosocial population of college graduates.

Literature Review

Volunteerism in the undergraduate years can enhance students' academic development, civic responsibility, and life skills (Astin & Sax, 1998). Whether a student volunteers in high school can be a predictor of continued volunteerism in college and later in life (Planty & Regnier, 2003; Astin & Sax, 1998). For some students, volunteer efforts in high school are in response to a mandated requirement. For example, students may have to complete a specified number of hours of volunteer service to maintain membership within an organization, earn class credit, or to meet a requirement for graduation. Placing a requirement on individuals to volunteer may impact their motivations and future volunteering behaviors, although the research regarding this effect varies (Clary et al., 1999; Astin & Sax, 1998; Planty & Regnier, 2003).

In a study recently conducted by Gage & Thapa (2012), an undergraduate student population in the southeast United States was surveyed to collect data on their motivations to volunteer using the Volunteer Function Inventory (Clary et al. 1998) and their volunteering characteristics using a developed questionnaire. This study will utilize the same materials to collect data at this institution.

Outcome

The results from this study will provide information about what motivates first-year students at Georgia Southern to volunteer, as well as their volunteering habits since attending college. It is predicted that a large majority of students will have participated in volunteering since attending college, and a large majority will also have been required to volunteer in high school. It is predicted that students will be motivated to volunteer for reasons related to values and understanding, as well as enhancing their social life and future careers. The participants of this study will not directly benefit from this study, but

may indirectly benefit from it. This research could help delineate how to better recruit volunteers for projects, and whether it is wise to require students to volunteer.

Describe your subjects

This study will survey approximately 300 students aged 18 or older and enrolled in FYE 1410 classes at Georgia Southern University in the Spring 2015 semester.

Recruitment and Incentives

Amanda will ask FYE 1410 professors for permission to use a brief period of class time to conduct the survey. Professors may offer extra credit for participation if they desire.

Research Procedures and Timeline

The study will utilize questionnaires previously used by Gage and Thapa in their work with volunteer motivations and constraints among college students (2012). This includes the Volunteer Function Inventory (VFI) developed by Clary et al. (1998), which categorizes individuals' motivations for volunteering into six different functions. Reliability and validity of the VFI has been established by the authors of this inventory. Questionnaires from Gage and Thapa's study will gather data regarding volunteering scope, segment, and types of contributions to determine the volunteering characteristics of participants. Demographic information, including gender, race, student classification, and major will also be collected. No other identifying information will be asked of participants; participants will be asked not to write their names on surveys.

Data Analysis

This data will be analyzed using descriptive statistics for volunteering characteristics and motivations to volunteer. Six separate T-tests will be employed to determine the significance of required volunteerism and non-required volunteerism on the different functions as presented by the data collected from the VFI. Questionnaires will be destroyed after data has been digitized.

Special Conditions

Risk

Participants may lose time to learn material in their FYE classes. After taking this survey, they may think more about volunteerism and analyze their contributions to this point.

Cover Page Checklist

The following are included in the study: informed consent document, survey research, generalizable knowledge.

Literature Review Reference List

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*, 251-263.

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology, 74*, 1516-1530.

Clary, E. G., Snyder, M., & Stukas, A. A. (1999). The effects of "mandatory volunteerism" on intentions to volunteer. *American Psychological Society, 10*(1), 59-64.

Gage, R. L., & Thapa, B. (2012). Volunteer motivations and constraints among college students: Analysis of the volunteer function inventory and leisure constraints models. *Nonprofit and Voluntary Sector Quarterly, 41*(3) 405-430.

Planty, M., & Regnier, M. (2003). Volunteer service by young people from high school through early adulthood. *National Center for Education Statistics*

CERTIFICATION OF INVESTIGATOR RESPONSIBILITIES

By signing below I agree/certify that:

1. I have reviewed this protocol submission in its entirety and I state that I am fully cognizant of, and in agreement with, all submitted statements and that all statements are truthful.
2. This application, if funded by an extramural source, accurately reflects all procedures involving human participants described in the proposal to the funding agency previously noted.
3. I will conduct this research study in strict accordance with all submitted statements except where a change may be necessary to eliminate an apparent immediate hazard to a given research subject.
 - a. I will notify the IRB promptly of any change in the research procedures necessitated in the interest of the safety of a given research subject.
 - b. I will request and obtain IRB approval of any proposed modification to the research protocol or informed consent document(s) prior to implementing such modifications.
4. I will ensure that all co-investigators, and other personnel assisting in the conduct of this research study have been provided a copy of the entire current version of the research protocol and are fully informed of the current (a) study procedures (including procedure modifications); (b) informed consent requirements and process; (c) anonymity and/or confidentiality assurances promised when securing informed consent (d) potential risks associated with the study participation and the steps to be taken to prevent or minimize these potential risks; (e) adverse event reporting requirements; (f) data and record-keeping requirements; and (g) the current IRB approval status of the research study.
5. I will not enroll any individual into this research study: (a) until such time that the conduct of the study has been approved in writing by the IRB; (b) during any period wherein IRB renewal approval of this research study has lapsed; (c) during any period wherein IRB approval of the research study or research study enrollment has been suspended, or wherein the sponsor has suspended research study enrollment; or (d) following termination of IRB approval of the research study or following sponsor/principal investigator termination of research study enrollment.
6. I will respond promptly to all requests for information or materials solicited by the IRB or IRB Office.
7. I will submit the research study in a timely manner for IRB renewal approval.
8. I will not enroll any individual into this research study until such time that I obtain his/her written informed consent, or, if applicable, the written informed consent of his/her authorized representative (i.e., unless the IRB has granted a waiver of the requirement to obtain written informed consent).
9. I will employ and oversee an informed consent process that ensures that potential research subjects understand fully the purpose of the research study, the nature of the research procedures they are being asked to undergo, the potential risks of these research procedures, and their rights as a research study volunteer.
10. I will ensure that research subjects are kept fully informed of any new information that may affect their willingness to continue to participate in the research study.
11. I will maintain adequate, current, and accurate records of research data, outcomes, and adverse events to permit an ongoing assessment of the risks/benefit ratio of research study participation.
12. I am cognizant of, and will comply with, current federal regulations and IRB requirements governing human subject research including adverse event reporting requirements.
13. I will notify the IRB within 24 hours regarding any unexpected study results or adverse events that injure or cause harm to human participants.
14. I will make a reasonable effort to ensure that subjects who have suffered an adverse event associated with research participation receive adequate care to correct or alleviate the consequences of the adverse event to the extent possible.
15. I will notify the IRB prior to any change made to this protocol or consent form (if applicable).
16. I will notify the IRB office within 30 days of a change in the PI or the closure of the study.

Amanda Bastien

Principal Investigator Name (typed)

Dr. Dan Czech

Faculty Advisor Name (typed)

Principal Investigator Signature

Faculty Advisor Signature*

Date

Date

***Faculty signature indicates that he/she has reviewed the application and attests to its completeness and accuracy**

Georgia Southern University Office of Research Services & Sponsored Programs Institutional Review Board (IRB)		
Phone: 912-478-0843		Veazey Hall 2021
		P.O. Box 8005
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Amanda Colette Bastien
Dr. Daniel Czech

cc: Charles E. Patterson
Vice President for Research and Dean of the Graduate College

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Approval Date: 10/10/14

Subject: Status of Application for Approval to Utilize Human Subjects in Research


After a review of your proposed research project numbered **H15098** and titled "**An Examination of Volunteer Motivations and Characteristics between Required Volunteer Service and Non-Required Volunteer Service in College Students: An Exploratory Study.**" it appears that your research involves activities that do not require full approval by the Institutional Review Board (IRB) according to federal guidelines.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review under the following exemption category(s):

- B2 Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(I) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (II) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research, as submitted, is exempt from IRB approval. No further action or IRB oversight is required, as long as the project remains the same. If you alter the project, it is your responsibility to notify the IRB and acquire a new determination of exemption. Because this project was determined to be exempt from further IRB oversight, this project does not require an expiration date.

Sincerely,



Eleanor Haynes
Compliance Officer