

MOTIVATIONS AND BENEFITS OF VOLUNTEERING
AS PERCEIVED BY UNIVERSITY STUDENTS

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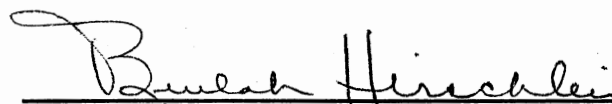
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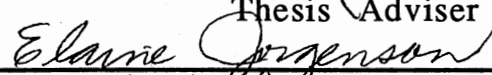
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF PHILOSOPHY
December, 1989

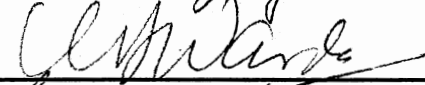
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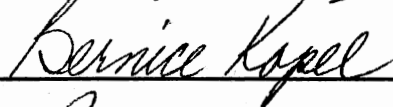
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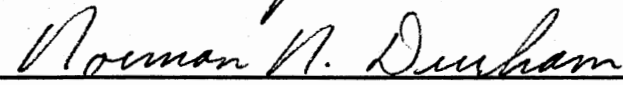
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ACKNOWLEDGMENTS

I greatly express sincere appreciation to many people who supported, guided, assisted, and cooperated in making this dissertation possible. Among those is my major advisor, Dr. Elaine Jorgenson, who provided not only scholarly counsel, generous encouragement, and genuine understanding throughout my graduate program but also who awarded me graduate assistantships that provided growth and development opportunities and financial assistance as well. As a result, my doctoral program was made possible.

Special appreciation is also expressed to Dr. Beulah Hirschlein, whose expertise as an outstanding home economics leader served as my dissertation advisor and gave me unyielding support and professional assistance. In addition, she provided me comforts and concerns as much as she possible could. Her vigorous encouragement and inspired approach were very much appreciated. Special thanks must also go to Dr. Bernice Kopel for serving as a committee member and offering useful suggestions. Special acknowledgment is also given to Dr. William Warde for the assistance he willingly provided in computer programming and statistical analysis.

Thanks are also extended to the Oklahoma State University students who volunteered to pilot-test the research instrument. The subjects who participated in this study freely gave their time and comments are recognized and sincerely appreciated. Thanks are also

offered the professors who allowed me to work with their students. Without their cooperation, this study would not have been accomplished. Finally, I am indebted to my personal friend who voluntarily gave his time and energy to instruct me how to operate a word processor in order to type this paper professionally.

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CHAPTER I

INTRODUCTION

In November 1965 and in April 1974, nationwide surveys of volunteers in America were conducted by the Census Bureau. The first survey was funded by the Department of Labor (U.S. Department of Labor, 1969) and the second by ACTION (ACTION, 1975). The results derived from these two surveys showed that for all persons aged 14 and over, 24.3 million Americans in 1965 and 36.8 million Americans in 1974 gave their time and energy freely to non-profit voluntary associations, many of which provide essential human services (U. S. Department of Labor, 1969; ACTION, 1975). Of these volunteers, young people 14-24 years of age participated in voluntary activity; 14% in 1965 and 20% in 1974. In both years, the participation rate was highest among 24-44 year olds and lowest among persons 65 and over. The young people, age 14-24, participated less than their elders in volunteer activities.

The more current surveys conducted in March of 1981 and in October of 1985, indicated that approximately 47 percent in 1981 and nearly 50 percent of American population 14 years and older in 1985 engaged in community voluntary programs (Allen, 1982; Independent Sector, 1986). Among this population the volunteer rates of the young population ages 14-24 were 53.5 percent in 1981 and 47.5 percent in 1985.

Based on the national survey of volunteering and the literature on student voluntarism, the college student volunteer movement has progressed tremendously. A number of studies show that there has been an increase in the number of college student volunteers and volunteer programs (Eberly, 1976; Kates, 1974; Peterson, 1971 & 1973). The results of these studies also identify the college student volunteer movement as becoming more socially, economically, organizationally, and educationally significant. Other studies indicate that many motivations of college student volunteers are directly associated with developmental education, the integration of affective and cognitive learning, and the interaction of the student with the environment (Eberly, 1976; Peterson, 1971, 1975, & 1977).

However, there is still a gap between the need for college student volunteers and the number of community service voluntary programs. Several researchers have found that today's students have a tendency to have a lower level of social commitment to deprived populations or to redistributive justice than those educated in the sixties. At the University of South Florida in Tampa, an average of 1200 students per year volunteered between 1973-1977, this figure has dropped to an average of 500 students a year (Garcia, Clark, & Walfish, 1979). This decline in college student voluntarism is a reflection of shifting student priorities and declining support from faculty. The evidence is supported by a formed coalition which consists of 75 college and university presidents. The presidents said that "many colleges put too much emphasis on careers and too little on volunteerism, and that students are reluctant to participate in extracurricular activities because they feel they must focus on

preparing for a good job so they can pay back their college loans" (Greene, 1985, p. 27).

Students need to be motivated to participate in community service voluntary programs and make them see the value and benefits of volunteer experiences. As the slogan of the Yugoslavian youth bridge said,

We are building the railroad, and the railroad is building us, suggests the mutuality of volunteer experience. As the volunteer gives, he is also getting. He is growing, developing, enlarging himself, making himself more aware of the world around him, increasing his effectiveness for the future, cultivating his sense of identity. Whether he is building a literal road or a figurative one, tutoring a child or helping someone who is blind, disabled or disadvantaged, the volunteer builds himself. (Peterson, 1975, p. 44)

Statement of Problem

The needs and problems of society seem to increase and become more complex. College students as volunteers can serve as additional human resources to help fulfill the needs and solve the problems of the people within the communities which surround their campuses. However, the amount of volunteer services is less than desirable when considering the number of students available to give their time and energy for community social services. There is a need, therefore, to increase the amount of student volunteers and their level of participation in voluntary activities. According to

Lyman, president of the Rockefeller Foundation, "Efforts to increase student voluntarism must focus on the quantity, if students' low level of commitment to civic responsibility is to be raised" (Greene, 1986, p. 25).

College students who manifest their desire for volunteering initially must have some sort of motivations (reasons) why they volunteer and how they perceive volunteerism. Several studies have been done on the role of the college student as a volunteer, personal characteristics, motivations, and benefits of participation in volunteer programs. There are no studies on the relationship of college students' motivations regarding their perceptions of volunteering as personal growth benefits. There is a need for research to (a) identify what motivates college students to volunteer, (b) to examine the college students' motivations as related to motivation-hygiene theory, and (c) to investigate the relationship between motivations and selected demographic characteristics, and the relationship between derived benefits of volunteering experiences and selected demographic characteristics.

Purpose and Objectives

The purpose of this study is to identify the motivations of college student volunteers and the benefits derived from their volunteer experiences. A knowledge of the motivations or reasons why college student's volunteer can provide an indication of what may be expected from a volunteer program in return for volunteer participation (Anderson & Moore, 1975). Thus, the volunteer

administrator can start to develop a program which can offer appropriate motive satisfaction for volunteers while accomplishing primary program objectives.

The specific objectives of this study are as follows:

1. To identify the motivations of college student volunteers.
2. To examine the strength of students' motives for volunteering.
3. To determine if a relationship exists between the motivations for volunteering and selected demographic characteristics.
4. To identify the benefits students derived from their volunteer experiences.
5. To examine the strength of benefits derived from volunteer experiences.
6. To determine if a relationship exists between the derived benefits of volunteer experiences and selected demographic characteristics.
7. To identify conditions in volunteer work that create difficulties for student volunteer.

Null Hypotheses

The formulated null hypotheses are stated as follows:

1. There are no relationships between students' motivation for volunteering and selected demographic variables as stated below:
 - a. gender
 - b. age

- c. academic major
 - d. student classification
 - e. student enrollment status
 - f. marital status
 - g. employment status
 - h. active memberships in on-campus clubs or organizations
 - i. active memberships in off-campus clubs or organizations
 - j. average number of hours per week for volunteering
2. There are no relationships between the perceived benefits of volunteering and selected demographic variables as stated blow:
- a. gender
 - b. age
 - c. academic major
 - d. student classification
 - e. student enrollment status
 - f. marital status
 - g. employment status
 - h. active memberships in on-campus clubs or organizations
 - i. active memberships in off-campus clubs or organizations
 - j. average number of hours per week for volunteering

Assumptions

The following assumptions undergirded the development of this study:

1. It is assumed that student participants would react or respond positively to the survey.

2. It is assumed that student volunteers with different motivations to volunteer would perceive benefits of volunteering differently.

Limitations

The limitations of the study are identified as follows:

1. The student volunteers who participated in the study were limited to those students enrolled in four courses in the upper division at Oklahoma State University. The four courses were HEECS 4113 - Home Economics: Professional Issues, CTM 3002 - Professional Image and Dress, FRCO 3143 - Marriage, and HRAD 4573 - Institutional Organization and Management. Since the students sampled are from a single university, the generalization of the findings to students from other institutions and regions is not advised.

2. Although the investigation of this study is elaborate, it is possible that not all potential motivations and perceived benefits of volunteer experiences are discussed and included.

Definition of Terms

The following terms used in this study are defined operationally.

Volunteer - Some one who works with free will without monetary pay.

Volunteering - An activity of an individual who is motivated to participate in a particular activity by varying degrees of altruism

and self-interest voluntarily under the formal and informal organizations without monetary compensation in return for such an activity.

Volunteerism - A helping action of an individual that is valued by him or her (Van Til, 1977, p. 14). It is a concept of people helping people (Henderson, 1985).

Voluntary Activity - A human activity aimed primarily at psychic benefits and larger goals, rather than being directed primarily by remuneration, coercion, or compulsion (Smith, 1981).

College Student Volunteers - Students aged 17-25 years old and enrolled at Oklahoma State University during the Spring semester of 1989 who volunteered for any organization for any kind of organizations in the community without financial gain.

Motivation - A reason for behaving in a specific manner. Students have reasons for volunteering which are derived from a particular need or drive. That particular need or drive can be categorized as: (1) an external altruistic or other directed need that the student wishes to satisfy, or (2) a self directed personal need, where the need is not fulfilled in the student's personal experience that a volunteer experience may help to meet satisfaction. Mostly voluntary action is a combination of self and other-oriented elements (Smith, Reddy, & Baldwin, 1972).

Benefit - A positive result of volunteering. In other words, a benefit is an outcome of volunteer experiences resulting in increasing, improving, and/or reinforcing personal growth development in terms of skill, talent, knowledge, attitude, self-image etc. Some benefits are expected and tangible, but some are not

depending upon what specific goal and level of commitment a person has in doing a volunteer work.

Perception - A visualization of what a volunteer receives from his/her volunteer experiences.

CHAPTER II

REVIEW OF LITERATURE

Societal Problems Needing Volunteer Participation

Never has there been a time in our history, as a nation, where it has been more necessary to make maximum use of our human potential and resources as there is in the 70's the problems of our society are many and complex, therefore, the solutions are also many and complex. However, our bright spot looms in the effective utilization of the volunteer to help in the solution of these problems (Swanson, 1970, p. 8).

The above statement indicates that needs for human and educational services in today's complex, interdependent, and changing society have increased concurrently with decreasing financial resources (Henderson, 1985). The needs of society seem to grow, and people come to expect various services. Volunteers can serve as potential human resources and extend services in such a way that the needs of society are fulfilled to the certain degree. Volunteers may be the only way that quality programs can be assured in the future.

As our society has changed from an industrial to a post industrial society, so have the values and practices regarding the employment of volunteers. As a result, more human services are

needed, demanded, and being made available. However, the needs for human services are not proportionate to the available funds, so more volunteers will continue to be needed to help professionals provide these services.

In this postindustrial society, improvement of the quality of living and learning means finding ways to improve the delivery of human services. Research and development will focus on improving the patterns of interpersonal relationships rather than on improving the skills of working with tools and materials. As we look ahead, we can predict tremendous changes in the concepts of occupational training and in the amount of school time devoted to the applied behavioral science. Preparation for both professional and volunteer human service roles will extend from grade one through grade twelve. There are several schools establishing a policy for every student beyond the third grade to serve as a tutor to a younger student on a volunteer basis every week (Schindler-Rainman & Lippitt, 1975).

From the standpoint of postindustrial society, every individual from early childhood on will have opportunities to volunteer, so that they will develop the values, the attitudes, the motivations, and the skills to be an effective volunteer and will value volunteer activities as the essential important opportunities for self-growth and for making their contribution to the community.

Regarding a democratic system in which we live, it is a must for members with a high degree of commitment to voluntarily participate in the affairs of the society. It is assumed that policy making and action taking in a democracy requires widespread

involvement and are totally dependent on commitment of volunteer time and energy. As the society becomes bigger, more diverse, and more scattered, as its functions of maintenance and growth become more complex, more volunteer time and energy must be given to fellowship activities if the society is to continue to be a democratic one. As the rate of social change increases, and as change becomes a more complex process, the need for volunteers increases in order to keep pace with the rate of social change (Schindler-Rainman & Lippitt, 1975). According to the statement of former Secretary of Housing and Urban Development, George Romney, the need for volunteers in democratic society is reflected.

In every community and every state across the country we need a program for voluntary action by the people, not just government action for the people - many problems can be tackled right at home, human and social problems like education, mental illness, traffic safety, urban decay, crime, delinquency, and family deterioration, through the organization of voluntary effort. Nothing can melt such human and social problems faster than the willingness of one individual to involve himself voluntarily in helping another individual overcome his problem. (Cornuelle & Finch, 1968, p. 109)

Regarding the natural environment and human resources, they are polluted, exploited, and neglected. As we are facing the increasing rate and complexity of social and technological change, we tend to become more dependent on the professionals than volunteers. However, the professionals, because of their expertise in knowledge and skills, cannot provide the wide perspective of social

problem solving. In addition, the political action projects, both local and national, have to deal with the quality of environment (Schindler-Rainman & Lippitt, 1975). All of these issues and problems depend primarily on volunteer energies. Volunteer effort will be the vital human resource other than expertise for any success in social problem solving for improving the quality of life in the future. Therefore, one of the greatest needs is to find ways to motivate citizens to give their time, energy, and talent to activities that promote maximum personal growth and improve the community. Tempting others to investigate and develop their human potential are extremely exciting challenge for volunteers.

Support for Volunteers

According to trends in voluntarism, human and educational services in several institutions and organizations will depend more on voluntary assistance (Henderson, 1985) because of social change and increasingly complicated problems. Volunteers are needed in many areas. In the area of development, Delano (1966) mentioned:

The demand for development experts far exceed the supply, and it is contended that volunteers can help bridge the gap Today, 18 government supported programs are responsible for 19,000 volunteers working in 19 countries under export programs Volunteer service has now grown to have a significant impact on the world's need for development experts.
(p. 3)

As Michener and Walzer (1970) stated:

It has been increasingly recognized that the available professional personnel is insufficient to attend to all needs of mental health programs and hospitals have begun using volunteers In working with mental patients, there is evidence that volunteers can accelerate the treatment process Many volunteers pursue professional careers in mental health as a result of their experience as a volunteer. (p. 60)

If paraprofessional volunteers are carefully recruited and trained in crisis intervention methods and personal counseling, they can serve as counselors working with patients in the mental health institutions and make a great contribution to a certain community (Heilig, Farberow, Litman, & Schneidman, 1968). In another area of human services, legal services, is able to utilize volunteer attorneys as well. It has been cited by Shamberg (1968):

The solution of the problem of legal services for the poor may be in the untapped resource of the volunteer attorneys who are willing to spend some of their time serving the poor The skill and enthusiasm of law students could also be utilized to a greater extent. (p. 168)

In addition, volunteer knowledge, skill and ability are also needed on campus as well as off campus. A companion program was designed at Southern Illinois University employing college student volunteers as companions to the physically handicapped, the international student, the parolee, and the student who lived off campus. The follow-up of this program identified an important imperative contribution of the program to the college community (Boylin, 1973).

The need for volunteering in various areas of human services is in demand, as mentioned earlier. For this reason, we need to support and motivate volunteers to get involved in voluntary activities. There are several motivation theories that researchers are trying to apply to motivate people or to attract them to volunteer in any organization. Psychologists have studied motivation for many years and have developed a number of theories. In volunteer service, there is little evidence of applications of motivation theory, specifically Herzberg's motivation-hygiene theory, which could be utilized in understanding volunteer behavior. The motivation-hygiene theory which will be discussed in the next section is used as a theoretical approach for this study.

Volunteer Motivation of the General Population

An increasingly important role of volunteers is a solution for the complex problems that confront communities, institutions, organizations, and society as a whole. However, volunteers cannot provide a good service without being motivated. Many motivation theories have been developed which illustrate to some extent the "why" of behavior. These theories are not mutually exclusive but complementary to each other. Most theories suggest that to be motivated in any activity, a person must have in his/her mind what will be given to the activity, what one expects to receive from the activity, and how big the risk will be. These are behaviors associated with a rational person.

Motivation-Hygiene Theory

There were no studies done in the area of volunteer motivation which used motivation-hygiene theory as a theoretical framework to find out what motivates people to volunteer (reasons for volunteering). The motivation-hygiene theory was developed by Herzberg (1967). He divided factors affecting people and how they work into two categories: hygiene factors and motivators. Hygiene factors related to the work environment and included policies and administration, organizational management, supervision working conditions, interpersonal relations, money, status and security. The presence of hygiene factors were found to produce no growth in worker's productivity, however, the absence of hygiene factors was demotivating and thereby capable of restricting productivity. Motivators, a primary focus of this study, were referred to as satisfying factors by Herzberg. Motivators included those items which were believed to produce positive effects on job satisfaction and job performances. Herzberg's motivation-hygiene theory, a product of the 1960's remained highly visible throughout the next two decades. Kempton (1980) enumerated Herzberg's motivators as follows:

1. Achievement - doing well in the job and pride in accomplishment.
2. Recognition - someone else recognizes the good work done.
3. The work itself - the tasks are some that are liked.
4. Increased responsibility - the job is done with little supervision or carries the supervision role.

5. Growth and development - promotion in responsibility, advancement, self-fulfillment and development.(p. 20)

According to Kempton (1980), if these five motivators were ranked in order of importance, achievement and recognition would receive the two highest ranks and the work itself, responsibility, and development would have the most long-term effects. Therefore, one could conclude that the motivators must be used in balance to keep a volunteer enthusiastically involved.

Factors Determining Motivations to Volunteer

Surveys of volunteer motivation have revealed that "people volunteer for multiple reasons, among which are their own personal social goals and need" (Van Til, 1983, p. 5). Van Til (1983) further said that anyone who volunteered at one point in time would have multiple reasons for volunteering and the motivations of an individual volunteer may change from time to time. For instance, the reasons for and feelings about being a volunteer at the beginning may be totally different from those which keep a person active in volunteer work (Naylor, 1976). Furthermore, other studies indicated that it was possible that different types of individuals have different motives for participating in voluntary activities or becoming volunteers (Anderson & Moore, 1978).

A number of studies investigated the motivations of people who volunteered for a variety of social service agencies. Gluck (1975), who did a study of Democratic and Republican committee persons, found that most volunteers volunteered for the political

party organization because of self-oriented incentives. However, a research study of direct service volunteers in social service agencies showed that altruistic reasons - helping others or feeling useful and needed in society - seemed to be the primary motivators of volunteers and self-fulfillment or personal development as the secondary reasons for volunteering (Anderson & Moore, 1978). In the same study, a number of differing patterns of responses were given when the participants were subgrouped according to particular social background variables - age, sex, employment factors, education level, and social class - which prior studies had shown to be related to participation in organized voluntary action (R. Payne, B. Payne, & Reddy, 1972). King and Gillespie (1981), investigating people who currently volunteered for the American Red Cross in the St. Louis Metropolitan area as well as some who had previously volunteered with the Red Cross but who were now either no longer doing volunteer work or who were volunteering with some other agency, found that the two most frequently checked categories - to help others and to contribute to the community - represented the motivational factors underlying volunteerism.

Another research study about women who participated in policy action campaigns was conducted by Flynn and Webb (1975). The researchers in this study found that the participants' responses focused on themselves as beneficiaries; first they wanted to get away from the house and then to achieve self-actualization. In a similar context, Sharp (1978), studying citizen volunteers in an urban crime prevention program, found that the most prevalent reason for volun-

teers for participating was the psychic benefits derived from interaction with other volunteers.

Two additional studies furthered the effort to explore the reasons why people volunteer. Jenner (1982), who explored the motivations of women who volunteered in a national organization, reported that altruism and self-realization were given equally important value as motivators for volunteering. Trabert (1986) conducted a study about motivations of adult literacy volunteers who had just started to volunteer as a tutor and some who decided to continue tutoring for adult literacy volunteer programs. According to the conclusions drawn from Trabert's study, volunteer motivations appeared to vary among individuals. The reasons given by adult literacy tutors could be roughly categorized into three types: (1) service - feeling good from helping others and contributing to the society, (2) achievement - feeling satisfied because of the students' progress in reading skills, the students' progress in self-confidence and the development of good human relationships between the volunteer tutor and the student and (3) self-enhancement - increasing the volunteer tutor's knowledge, social responsibility and commitment, improving the volunteer tutor's own communication skills and fulfilling a sense of purpose in his or her life. In conclusion, the desire to help others was a powerful motivator and at the same time social interaction and achievement seemed to be motivators as well.

The motivations are as diverse as the differing types of individuals. Categorically, however, the motivation for volunteer work can no longer be considered purely altruistic. Both altruism and other

motives such as self-interest or self-actualization characterize volunteers. This reflects the statement of Van Til (1983) in the paper on volunteer motivation: "People volunteer for multiple reasons, among which are their own personal and social goals and needs" (p. 5). It is difficult to generalize motivations of volunteers because they are various, complex and dynamic.

Some studies have identified demographic factors associated with the motives of volunteers (Trabert, 1986; Anderson & Moore, 1978). Trabert found that upper class individuals were more involved in voluntary efforts while Anderson and Moore's survey of VISTA volunteers found that females joined the VISTA program giving altruistic reasons while males tended to participate in the program because they wanted to escape their present situations. Similarly, the results of a study by Henderson (1983) indicated that adult female 4-H volunteers cited altruistic reasons for participating in the program such as "Because I want to be with my child(ren)," "Because I like helping people," "Because I like associating with youth" significantly more often than did male volunteers. Men tended to volunteer for the rewards of interaction with others and achievement. Among two most common reasons for volunteering were "Because I like associating with youth," "Because it is a way to improve my community."

In the same study, when adult volunteers were asked questions regarding their perceptions of volunteering, men and women expressed themselves similarly with statements such as the following: volunteering is fun, is interesting, is refreshing, is engaged in for its own sake, releases energy, leads to other worthwhile interests,

leads to cooperation, makes my life meaningful, provides an opportunity to relax, and is its own great reward. However, women tended to perceive volunteering as providing for interaction with others and maintaining one's personal growth more often than did men.

Anderson and Moore (1978), who studied the motivations of over a thousand volunteers, found that more females volunteered in order to feel useful and needed and to occupy spare time. In contrast to women, men more frequently reported as reasons for volunteering to improve the community and to provide for self-fulfillment and personal development.

Using an immersion experience in voluntary participation as a time to take stock of self and prepare for the future is a motive associated with young people. For example, Gottlieb (1974) reported that younger VISTA volunteers tended to give their reasons for volunteering as a desire to get out of their present situation in order to consider the future, while older volunteers were not as likely to report this motive.

As cited earlier, Gluck (1975) stated that young political volunteers in his study expressed their motives for volunteering as other-orientation. Similarly, Gidron (1978), investigating direct service volunteers, reported that differences in motivation given by the participants were grouped into three age categories: under 25, 26-54, and over 55. Those under 25 were more likely to be interested in rewards dealing with learning and personal development whereas those over 55 seemed to be interested in dealing with other-orientation, i. e. viewing volunteer work as their obligation to the community.

Other age related differences in volunteer motivations were presented by Gidron (1978). Among the 26-54 age group motivations were found to be the most varied. For example, one fourth of these, ages 26-54, saw their volunteer service as career preparation. Anderson and Moore (1978), in the study of the motivation of volunteers mentioned above, found that age was an important demographic variable for some dimensions of motivation but not for others. The opportunity to help others was a strong motivator for all age groups, while being a companion or being a volunteer because of friends was a weak one. Self-fulfillment, personal development, meeting people and acquiring work-related experience were not equal motivators for all age groups. However, they were moderately important for younger volunteers and less important for those in older categories. Volunteers over 60 reported that they volunteered in order to feel useful and needed, and those under 18 volunteered in order to fill spare time.

In the area of employment factors in volunteer motives, Anderson and Moore (1978) observed that volunteers who had no prior work experience volunteered because they wanted to meet people, whereas those who had been employed for pay tended to give personal development as a reason for volunteering. Of those volunteers who recently worked for pay, chose most frequently self-fulfillment, personal development, and acquiring work-related experience as reasons for being involved in voluntary activity. In contrast, unemployed people in the study participated in voluntary work in order to feel useful and needed, and to occupy spare time. Pearce (1983), studying differences on job attitudes and work

motivation between volunteers and employees, found the volunteers reported that they were more likely to be interested in rewards dealing with social interaction and service to others than were employees. With respect to job attitudes, volunteers viewed their work as more praiseworthy, more satisfying and were less likely to leave their organizations than did employees.

As cited in the study conducted by Anderson and Moore (1978), the desire to help others was reported by respondents in this study as a prevalent motivation for all levels of education while being with friends as the reason for volunteering as less important to all educational levels. The volunteers who possessed a university degree gave their reasons for volunteering as a self-fulfillment and personal development, and community improvement played a motivational role for this group. Those who had not completed high school reported that their motivations to volunteer were to occupy spare time and to feel useful and needed. In a study of social background and role determinants of individual participation in organized voluntary action, it was found that level of education was strongly related to participation in voluntary organizations. Persons with higher educational levels tended to have more extensive and intensive involvement (R. Payne, B. Payne, & Reddy, 1972).

The last demographic characteristic determining motivations to volunteer is social class. Also the same study as stated earlier, the chance to help others was ranked first by all social groupings. The higher social classes indicated that their most important reasons for volunteering were to meet people, have friends who were volunteers, and be companionable (Anderson & Moore, 1978). Other

studies had revealed that the blue-collar or working class individual was unlikely to participate in voluntary activity in formal voluntary organizations and was normally not interested in holding membership in any voluntary organizations nor have access to them (R. Payne, B. Payne, & Reddy, 1972).

A variety of demographic characteristics: sex, age, employment status, level of education, and social class, apparently determine differences in motivation of volunteers. The impact of each these demographic variables on motivations for volunteering may vary among individuals. These factors may be related to each other and thus influence an individual's motivation to volunteer, but the nature of the influence is not clear.

Involvement of University Student Volunteerism

The involvement of university student in volunteerism has occurred for several decades and has been recorded by several authors. The data on university student volunteer service groups are incomplete and inconsistent. However, data available present evidence of university volunteerism growing strong in the late 1960s and at the beginning of 1970s (Peterson, 1973). Nevertheless, the number of university students in volunteer service organizations is still far less than the number of students who are members of social and honorary fraternities.

There have been many university student volunteer programs existing for several years, often times associated with campus YMCAs (Peterson, 1973). In 1967 Michigan State University was the first

university in the United States to support a volunteer office with a full-time coordinator of voluntary programs. In 1967 it was estimated that 200,000 university students were involved in tutoring and other volunteer programs across the country. By 1969 the number involved had grown to 250,000 and to 400,000 by 1972 (Peterson, 1973). Eberly (1976) examined changes in the amount of volunteering in the United States. A 1965 survey indicated that 18% of all persons age 14 and over volunteered. By 1974 that rate of volunteering by the same age group had risen to 24%. For young people ages 14-25, 14% volunteered in 1965 and 20% in 1974. Independent Sector (1986) did a national survey of volunteers about their activities and the reasons why they volunteered. The result showed that approximately 89 million people (approximately one-half of the population), age 14 and over participated in volunteer activities. Disappointing to those who encourage greater volunteer participation by young persons was the finding that among persons 18-24 years of age, the participation rate of volunteers decreased 11% from 1980 to 1985.

ACTION's National Student Volunteer Program (NSVP) compiled the Directory of College Student Volunteer Programs across the United States, except Nevada, during the 1973-1974 academic year by mailing 2,000 questionnaires to colleges and universities (Kates, 1974). Only 681 returned questionnaires were valid and used for analyzing the data. The summary of the survey revealed that 143,611 college students volunteered for approximately 638,689 hours a week. Furthermore, the report indicated that those college student volunteers spent approximately 23 million hours in

community service during that academic year. Based on the returned questionnaires, a statistical projection showed that the college volunteer movement totalled some 2,000 student volunteer programs involving an estimated 422,600 student volunteers who contributed approximately 1.9 million hours per week of volunteer services, which was equivalent to 47,000 fully employed people, or 67.6 million hours per academic year. In terms of dollar value of volunteer time, it was estimated that college student volunteers provided \$135 million worth of services to their communities each year.

The national survey of volunteers with a representative sample of 1,638 people 14 years and older across the nation was conducted by the Gallup Organization for Independent Sector (Independent Sector, 1986). A summary of the findings from that survey stated that the estimated dollar value of volunteer time was \$110 billion in 1985. Of the \$110 billion that were provided by the total survey population, \$101 billion was from adults 18 years of age and older and \$9 billion from the 14-17 age group.

A search of the literature produced very few reports on university student volunteer programs and activities since the mid-1970s. Some of the several publications have been discontinued because of lack of funding. For example, Synergist, which was funded by a government agency, stopped publishing since 1982. However, as indicated earlier, there were recent nationwide surveys conducted by private organizations in 1980 and 1985. It is clearly shown that the university student volunteers are beginning to receive recognition for the importance of their involvement. The

researcher strongly believes that voluntary activities and experiences will maximize the growth and development of university students.

Movement of the University Student Volunteer

The university student volunteer movement had formed early in the twentieth century as a result of the reflection of America's socioeconomic and political situation during that period (Garcia, Clark, & Walfish, 1979). The primary reason for initiation of student volunteerism, especially among university students, was that the university students were dissatisfied with the existing social system. Therefore, they tried to be change agents through voluntary service. Thus, the facilitation of social change had emerged as the primary concern of university student volunteers.

College and university students had a tendency to volunteer in two major areas of volunteerism: political activity and mental health service. During the year 1955-1965, a number of state hospitals used students as volunteers (Theodore, 1973). In 1955, undergraduate students of Harvard and Radcliffe organized voluntary services for mentally ill patients at the Metropolitan State Hospital in Massachusetts. This remarkable program expanded and covered nine colleges and universities in the Boston area under operation of over 2,000 energetic and talented students. There were two main activities in which the student volunteers engaged; they worked as a group with patients on the ward and worked side by side with the patients. These college and university student volunteers had high

motivation and a high degree of eagerness to help solve the problems encountered by the patients and hospital (Greenblatt & Kantor, 1962).

In the 1960's the college and university student volunteer projects started spreading to several colleges and universities and received attention across the nation. Students realized that they needed to learn not only in classroom activities but also outside the school setting in order to prepare themselves whenever they got out into the complex world. Eberly (1968) discussed an Outreach Program at Franconia College in New Hampshire. A premise of the program was that "the service experience, should be an integral part of its curriculum" (Eberly, 1968, p. 201). One student concluded that formal education was not enough. As reported by Eberly, "He sees education as a process which cannot properly be carried on if confined to the campuses limits; it must fully embrace the world of experience as well as the world of academe" (p. 202). Consequently, the students became interested in acquiring first hand experience in politics and later more interested in their local communities.

The university student volunteer movement today is growing and moving into the academic field. This student volunteer service is characterized as broad-based, comprehensive community service programs and is established at more than 300 college campuses across the nation (The Participants of, 1987). These programs offer students the opportunity to share skills and talents with their communities. Through services, the students are able to explore themselves in terms of personal growth, self-confidence, and ability to take responsibility. Additionally, they have to satisfy their

curiosity, to be recognized, to acquire personal experience, to be exposed to a new aspect of life, to have contact with community needs, to learn about other competencies other than those taught at a university, to apply academic knowledge to practical experience and to improve interpersonal skills and communication. All of these mentioned aspects, classified as self-development or self-orientation are types of motivation and benefit, and possibly provide the reasons students participate in voluntary activities.

Availability of the University Student Volunteer Programs

The Campus Outreach Opportunity League (COOL) is a student volunteer program organized at Duke University, Durham, North Carolina. Sixty-five students, faculty, staff, and administrators got together and committed themselves to community service and worked under the support of the local and national leaders such as community and federal agencies, mayors and governors, foundations and ethnic communities to exchange ideas and share common concerns. The participants presented a statement which identified the essence and importance of the student volunteer service movement (The Participants of, 1987).

The involvement of this group of people as well as others had opened up and formed a strong national network of campus service programs and as a result of that action, the most pressing social problems were being addressed. Students provided three basic types of services: (1) direct action, such as serving meals for senior

citizens or giving immediate attention to a crisis situation; (2) educational service, such as teaching people how to help themselves, demonstrating independent living skills for senior citizens and disabled persons and/or counseling teenagers on the prevention of unwanted pregnancy and (3) residential lobbying assistance, such as assisting recipients of the service to be self-sufficient and act as their own lobbyists. The students rarely engaged in only one kind of services in helping solve a particular problem. Some students preferred to remain in a one-by-one tutoring status, while others got involved deeply in an issue and tried to enable those they helped to be self-sufficient no matter what the problems.

Students were involved in different volunteer programs at different levels. The reasons for participation in voluntary activities of the student volunteers were varied. Many students have a desire to do volunteer work because they wanted to use their time constructively and in the meantime they had fun in the process of volunteering. Some students gave the reasons for volunteering as enjoying an involvement in different environments and ways of life from those in which they grew up and exploring careers through services in order to make a more rational decision for a career choice. Being recognized for the value of ones' efforts and building up self-confidence were reasons given by the student volunteers (The Participants of, 1987).

At the University of West Florida, a volunteer program had been developed for students to volunteer for credit. This particular program allowed students to be able to serve both the agencies of the community and the university. Students were required to volun-

teer nine hours per week or a total of 90 hours per quarter term in order to earn three credit hours.

The volunteer program for credit was started in the department of psychology under the cooperation of several social service agencies such as the Community Mental Health Center, drug abuse programs, the American Red Cross, the local public and private schools, homes for delinquent youth, and many other social agencies. While working in the field, student volunteers while working in the field were monitored by a program coordinator who reviewed student volunteers' weekly reports which were signed by an agency supervisor or coordinator. Also, the student volunteers periodically met and interacted with the program coordinator regarding the field experiences.

The organization of the volunteer program was based on the expressed needs of the students. According to the result of a self-study conducted by the psychology department at the university, student volunteers indicated that they wanted to find the practical way to apply what they learned in class to the real world situation as well as gain personal experience. In addition, the student volunteers preferred to participate in a volunteer program for credit rather than for monetary gain (Redfering & Biasco, 1982).

Related Studies of Motivation of University

Student Volunteers

Bach (1961) did a study on factors related to student participation in campus social organizations at the Ohio State University.

The findings stated that sex, age, marital status, and military status were significantly related to social participation. Male students participated in social activities on campus less than did female students. The older the male student, the less likely he was to participate. Single students tended to participate more than did married and divorced students. Veterans participated significantly less than did non-veterans. Regarding employment status, the amount of hours spent working per week were significantly related for both men and women. However, women students who were employed participated less than did those who did not work. Traveling time to campus and traveling mode, especially among male students, were associated significantly with social participation. This particular result was consistent with other findings of the study which indicated that men were motivated to participate less than were women, and consequently were less willing to do so.

Kievit (1964) studied about the relationship between social participation of students on campus and in the community and selected demographic variables. The results of this study were more or less the same as the findings of Bach's study. Higher income and advanced education were associated positively with membership, leadership, and extensive and intensive involvement in voluntary organizations (Smith, Reddy, & Baldwin, 1972).

There were few studies done on student motivations that had come from higher education institutions. Hollis (1953) did a study about factors related to participation. Five hundred and seventeen female students at Michigan State Normal College (Eastern Michigan University) were selected as a sample and the conclusion was drawn

that most students involved in voluntary activities were those engaged in study and employment and those who were twenty to twenty-two year-old juniors and seniors, sorority members, and those with an active church affiliation. Benson (cited in Allen, 1971) conducted a survey of 550 students at Temple University. The respondents from the survey gave the following reasons for joining a service organization: to meet people, to provide recreation, to advance intellectual interests, to provide status or recognition, to follow friends, to function as a professional, to exercise religious values and to further political interests.

Michener and Walzer (1970) reported that college student volunteers were motivated by idealism, a desire to face present issues, and an essential need to deal with adult tasks and work roles. As reported in the U.S. News and World Report ("The student", 1969), an assistant vice-chancellor for educational planning and programs at UCLA, stated that most student volunteers took seriously the opportunity to apply their knowledge to help solve some of the community problems. Tanck (1969), former National Student Volunteer Program Director, pointed out that many students had a desire to take constructive action in order to change society and they did so immediately. As he reported, a 1969 Gallup Poll showed that 71% of the college students would like to participate in voluntary activities as part-time volunteers if there were any volunteer programs available within or near the college community.

According to Allen (1971), volunteers joined the Peace Corps with two primary motivations: the desire to serve and help others and to explore the world, including the desire to investigate future

careers. Sills (1974) did a study on motivations. He reported two types of motivations: self-oriented which includes fulfilling obligations to the community, fulfilling job obligations and advancing personal status and other-oriented which simply means helping others.

Chapman (1980) reported on a study of the university students' reasons for volunteering at the University of Missouri-Columbia. The university student volunteers who were involved in volunteer community services and volunteered at least ten hours during an academic year were selected as subjects for this study. This researcher established five categories of reasons for volunteering: (1) community need, (2) experiential, (3) personal, (4) adult influence and (5) academic. The experiential reason: "Volunteering offered me opportunity to work in preferred career field," and the academic reason: "Volunteering offered me opportunity to learn by doing" were selected by the university student volunteers as the most important reason and the next most important reason for deciding to volunteer, respectively. Also, it was found that career interests, student major, previous work experience, gender, student classification, student status, and university course requirement were significant variables associated with reasons the university volunteers gave for volunteering.

Serventi (1980) investigated the relationship between and among university student volunteers' selected demographic characteristics: sex, academic major, academic year, and volunteer program, and motivations of university student volunteers and their perceived benefits of volunteering. The findings of this study showed that sex,

academic major, and academic year were not strong predictors of motivations for volunteering.

According to Serventi, volunteer programs appeared to be the most significant predictor of university student volunteers' motivations. However, sex and academic major were slightly better predictors of motivations than academic year. In other words, the relationship between volunteers' gender and motivations, and between volunteers' academic major and motivations were stronger than the relationship between academic year and motivations.

Serventi's study revealed that females rated academic reasons for volunteering at a higher level of importance than did their male counterparts. Examples of items ranking high on a motivation scale by females were as follows: "I wanted an opportunity to relate my academic work to concrete experience" and "I hoped volunteer work would help me decide on an academic major" (p. 84). Males had a tendency to be more motivated by other-oriented reasons. Examples of statements attributed to males were as follows: "The people I helped through volunteering would appreciate me" and "My resume would be improved" (p. 81). Academic reasons were given least often as motivations by government, business, and related social science majors. Humanities and social science majors were more likely to be motivated for personal and altruistic reasons. Examples of statements illustrating this finding are the following: "Volunteer work would help me perform better in a future job or career" and "I wanted to help others" (Serventi, 1980, p. 84). Medical services volunteers and day care volunteers tended to be motivated for academic reasons. An example of a statement attributed to participants

of these two volunteer groups is as follows: "I wanted to help others" (p. 93). Groups of youth recreation and consumer information service volunteers gave personal and external-related reasons for volunteering. Examples of items receiving high mean scores on a motivation scale by participants of these two volunteer groups were as follows: "I wanted to engage in an activity that was different from university-related experiences" (p. 91) and "I wanted to help others" (p. 93).

Regarding relationships between student volunteers' sex, academic major, academic year, volunteer program, and their motivation to volunteer and the benefits of their volunteer experiences, Serventi's analyses revealed that the relationship between academic year and the perceived benefits of volunteering was weaker than any other relationships between benefits of volunteer experiences and the selected demographic variables. Motivations of volunteering were the strongest predictor variable of the benefits of volunteering. The perceived motivations of volunteering were significantly associated with academic-related benefits. The relationship between volunteers' sex and their perceived benefits of volunteering was weak. However, the result indicated that females appeared to perceive their volunteer benefits related to academic, development of skills, abilities, attitudes, values, and personality. The academic major/benefits relationship was also weak. Serventi (1980) found that government, business, and related social science majors were least likely to accrue academic-related benefits.

Summary of the Literature Review

Volunteers are needed increasingly and tremendously as a society changes continuously and becomes more complex and interdependent. Volunteer effort is commonly viewed as the most important human resource for fulfilling the needs of a changing society, especially when funds are scarce. Volunteers are utilized in several institutions such as government, mental health, human services, and higher education. Therefore, support for volunteers, especially from government and faculty, is needed in order to motivate volunteers, specifically university students, to increase their level of participation and commitment in voluntary activities.

According to the literature, Herzberg's motivation-hygiene theory had not been used in the area of volunteer service. This particular theory served as a theoretical model for this study. Hygiene factors which affected people's morale were work environment, organizational management, and supervision. Motivators were satisfying factors including achievement, recognition, the work itself, increased responsibility, and growth and development.

Several surveys of volunteer motivation reported that people volunteered for multiple reasons which were self-oriented and other-oriented reasons. One study found that the altruistic reason "helping others" was given as a primary motivator of volunteers. This result was consistent with the other studies. In the same study self-fulfillment or personal development was identified as a secondary motivation for volunteering. Other studies associated selected demographic variables (age, sex, employment status, education level,

and social class) with motivations to volunteer. These selected demographic characteristics were factors determining different reasons for volunteering. It appeared that motivations to volunteer were varied, complicated and changed from time to time among individual volunteers.

Involvement of university service volunteers started and grew strongly in the late 1960s and at the beginning of the 1970s. Michigan State University which was the first higher education institution established and supported volunteer service fully in 1967. The number of university students involved in voluntary activities increased from 18% in 1965 to 24% in 1974. Independent Sector did a national survey of volunteers and the results showed that the participation rate of volunteers 18-24 years of age decreased 11% from 1980 to 1985. In the same survey the amount of volunteer time estimated in dollar value was \$110 billion; \$101 billion was from adults 18 years of age and older and \$9 billion from the ages of 14-17. The summary of the survey conducted by ACTION's National Student Volunteer Program (NSVP) indicated that college student volunteers contributed \$135 million worth of volunteer time.

The initiation of student voluntarism was a result of dissatisfaction with the social system which drove college students to get into voluntarism. Later on, the college students realized that they not only wanted to learn in the classroom but also they needed to learn from their first hand experience in the real world so as to enrich their personal growth and development. A few universities offered student volunteer programs. Duke University developed a student volunteer program called Campus Outreach Opportunity

League (COOL). The student volunteers gave the reasons for volunteering and benefits derived from volunteer experiences as increasing personal growth, self-confidence and ability to take responsibility. Furthermore, they wanted to be recognized, acquire personal experience, be exposed to a new aspect of life, apply academic knowledge to practical experience and improve interpersonal skills and communication. The University of West Florida also established a student volunteer program for credit. The students volunteered because they wanted to use what they learned in class in the real world, to gain personal experience and to earn credit.

There were few studies done on motivation of university student volunteers. Some studies showed that university student volunteers gave the reasons they participated in volunteer organization as to meet people, to provide recreation, to advance intellectual interests, to achieve status or recognition, to follow friends, to function as a professional and to apply their knowledge in solving community problems. Another study reported that the experiential reason: "Volunteering offered me opportunity to work in preferred career field" and the academic reason: "Volunteering offered me opportunity to learn by doing" were given as the most important reason and next most important reason for doing volunteer work by the university student volunteers. Selected demographic variables: career interests, student major, previous work experience, sex of the student, student classification, student status, and university course requirement were found to be significantly associated with motivations of university students for volunteering. Another study indicated that volunteer program was the most significant predictor of

university student volunteers' motivations. Sex and academic major were better predictors of motivations than academic year. Females tended to be academically motivated while males appeared to be motivated by other-oriented reasons. Certain academic majors reported personal and altruistic reasons as motivations for volunteering. Participants of medical services and day care appeared to be motivated by academic reasons. At the same time participants in youth recreation and consumer information service programs identified personal and externally-related reasons for deciding to volunteer.

In terms of benefits of volunteering, sex, academic major, and academic year were rarely attributable to benefits derived from volunteer experiences. The volunteer program and volunteers' motivations were reported as "better" and "best" predictors, respectively, of the perceived benefits of volunteering by university students.

CHAPTER III

RESEARCH PROCEDURES

A description of a methodology of the research procedures used in the implementation of the study is presented in this chapter. The research design, the selection of population and sample, the development of instrumentation, the data collection, and the statistical analysis used in analyzing the data are discussed.

Research Design

This research utilized an ex post facto descriptive design in analyzing university students' motivations for volunteering and benefits derived from volunteer experiences. The association between motivations and benefits and selected demographic variables was also studied.

According to Best (1989), "Descriptive research seeks to find answers to questions through the analysis of variable relationships" (p. 77). For example, descriptive research is used to determine what factors seem to be associated with certain occurrences, outcomes, conditions, or types of behaviors. In contrast to an experiment, in descriptive research, a researcher does not manipulate the variables, decide who receives the treatment or arrange for events to happen. In fact, the events observed would have happened even if there were no analyses. This study described characteristics of university

student volunteers, particular motivations for volunteering and perceived benefits of volunteer experiences. Also this study attempted to identify functional relationships among variables which the researcher was not able to control and draw conclusions appropriate to the sample studied.

The dependent variables were motivations of university student volunteers and perceived benefits of volunteer experiences. The independent variables were demographic characteristics. The demographic variables included gender, age, academic major, student classification, student enrollment status, marital status, employment status, active memberships in on-campus organizations, active memberships in off-campus organizations, and the average number of volunteer work hours per week since age 18 to the present. These demographic variables were examined to determine if they had a relationship to motivations for volunteering and perceived benefits of volunteer experiences.

Population and Sample

The population under study was Oklahoma State University students enrolled in the Spring semester, 1989, who had participated in any volunteer activities or who were presently doing volunteer work for the formal and informal organizations or agencies. The sample survey was a convenience sample of all students in four classes in the College of Home Economics. These four classes were HEECS 4113 - Home Economics: Professional Issues, 74 students; HRAD 4573 - Institutional Organization and Management, 71

students; CTM 3002 - Professional Image and Dress, 83 students; and FRCD 3143 - Marriage, three sections with an enrollment of 157. In summary, the class rolls for these four courses was the population frame and the target group was students. These four classes were selected because the majority of the students were in the upper division of student classifications (junior and senior level) and would therefore be expected to have more volunteer experiences to back up their responses. By using this method of sampling, however, all Oklahoma State University student volunteers did not have an equal chance to participate in the study. One cannot assume that students in these four classes were representative of the entire university. Therefore, generalizations to the total student body are not possible. The bias assumed in the sampling method must be considered in the interpretation of results.

Instrumentation

In order to carry on and accomplish the research, information related to the objectives of the study was needed. A questionnaire was developed and used to obtain the desired information.

The questionnaire consisted of four sections. The first section pertained to the demographic characteristics of university student volunteers and requested the following data: gender, age, academic major, student classification, student enrollment status, marital status, employment status, active memberships in on-campus organizations, active memberships in off-campus organizations, and the

average number of volunteer work hours per week since age 18 to the present.

The second section of the questionnaire addressed the motivations for volunteering. The motivation section was constructed using a list of known and presumed motivations for volunteering gleaned from the review of literature, specifically the Herzberg's motivation-hygiene theory (1967). In addition, some items were adapted from instruments used in several studies (Chapman, 1980; Serventi, 1980). These motivation items were classified into five categories based on motivation-hygiene theory (achievement, recognition, challenging work, increased responsibility, and growth and development). The direction and degree of motivation were measured with a five-point Likert scale ranging from not important = 0 to very important = 4. A Likert scale was employed because Likert scales are easy to construct, administer, and have been shown to be valid and reliable in measuring attitudes.

The third section of the questionnaire dealt with the perceived benefits of volunteer experiences. The volunteer benefit section was developed in using a number of descriptive sentences based on a review of the literature regarding the benefits that may be derived from volunteering. Some items on benefits of volunteering were taken from the questionnaires made up by other researchers (Chapman, 1980; Serventi, 1980). The perceptions of the benefits of volunteering were measured by using a five-point Likert scale ranging from strongly disagree = 0 to strongly agree = 4.

The last section of the questionnaire dealt with the volunteer work environment. The work environment section was constructed

using a list of items presumed to have an effect on volunteers while working in a volunteer agency. These items were based on hygiene factors or demotivators which were a part of the Herzberg's motivation-hygiene theory. The work environment items were measured by using a five-point Likert scale ranging from no effect = 0 to extreme effect = 4. This particular section of the questionnaire was created in its entirety by the researcher.

Concerning understandability and reliability of the questionnaire, a pilot test was conducted on March 1st, 1989. Junior and senior students in HRAD 4693 - Institution Administration class, who had participated in volunteer activities prior 1988-1989 and during 1988-1989, were selected and contacted for testing the comprehension and reliability of the instrument. Also the instructor was contacted for permission to administer questionnaires for the pilot study. These students were selected as a pilot study sample because they were not included in the study and they were comparable to the study sample in terms of sex, age, academic major, student classification, student enrollment status and volunteer experience. The result of the pilot test showed that there were no changes or additions needed in any items in the existing instrument.

Data Collection

In January and March, 1989, the instructors who taught the selected classes were contacted by personal interview and telephone interview by the researcher to obtain their cooperation. Copies of the questionnaire were given to the instructors. The objectives and

plan for the study were explained in detail. The specific dates that would be most convenient for the class to complete the questionnaires were selected. HEECS 4113 - Home Economics: Professional Issues, CTM 3002 - Professional Image and Dress, and HRAD 4573 - Institutional Organization and Management classes were administered the questionnaire on March 27th, 28th, and on April 3rd, respectively. For FRCD 3143 - Marriage, section one was administered the questionnaire on March 29th; sections two and three were administered the questionnaire on April 4th. The total number of respondents was 276 or 72% of the population. During an earlier class period the instructors had announced and explained about the volunteer survey to the students. Plans were made to administer the questionnaires during a regularly scheduled class period.

The questionnaires were administered at the beginning of the class period. The researcher explained the purpose and importance of such a study. Then the questionnaires were distributed to the students. Directions for each section of the questionnaire were illustrated elaborately for clarity in filling out the questionnaire. Any items which were not clear or not completely understood on the questionnaire were explained at this time.

Statistical Analysis

Data received from the questionnaires which the university student volunteers filled out were coded on the computer for analysis. With the assistance of Dr. Warde, who was one of the committee members of this study, the computer program, Statistical

Analysis System (SAS, 1985) was used to analyze the data. Factor analysis and varimax rotation were employed to identify which motivation items belonged to which categories of motivation-hygiene theory (achievement, recognition, challenging work, increased responsibility, and growth and development). Also, volunteer benefit items were classified into categories by using factor analysis and varimax rotation.

The procedure of factor analysis is to determine the number and nature of the constructs or traits (which may be called factors) underlying a set of variables. Such a number of variables under consideration are reduced to a manageable number; that is, the number of factors is less than the number of original variables (Hinkle, Wiersma, & Jurs, 1979).

Factor analysis can be used in a confirmatory way, in the sense that confirmatory factor analysis is used to confirm or refute a theoretical model and to test the goodness of fit between the model and the data. In other words, factor analysis may serve as a means of establishing construct validity. This statistical model was appropriate for the data in the study. The researcher constructed a set of motivation items utilizing Herzberg's motivation-hygiene study in which achievement, recognition, challenging work, increased responsibility, and growth and development were identified as the primary factors which motivated employees. Responses to these items were factor-analyzed in order to determine whether the resulting factors would support or refute Herzberg's theory. A set of volunteer benefit items was developed regarding personal growth experiences and

factor-analyzed into categories according to their factor loading values.

The correlation coefficients between all pairs of items were factor-analyzed by using a principle components analysis. The analysis produces factors. Afterwards, varimax rotation was utilized to simplify the factor loadings or rotated principle component coefficients, which helped in determining which variables loaded highly on particular factors (Jolliffe, 1986). If two or more variables are highly correlated, they share a high proportion of their variances. In other words, they share the measurement of a common construct (Hinkle, Wiersma, & Jurs, 1979). Therefore, the indicators that two or more variables have the same underlying constructs are high correlation coefficients or high factor loading values.

Frequency distributions were utilized so that characteristics of university student volunteers could be described. Conditions that had an effect on volunteers in volunteer work place and environmental reasons for leaving a volunteer agency could be identified. All null hypotheses were tested by a Student's t-distribution and one way analysis of variance. In the latter case, a rejected null hypothesis was further analyzed using Duncan's multiple range test in order to identify which variables were different.

The Student's t-distribution and one way analysis of variance were selected from among other statistical methods because these two statistical analyses were applicable to the data in this study. Importantly, the factor scores met the assumptions underlying the Student's t-test and one way analysis of variance except that the sample of the study was not randomly selected. The assumptions

underlying the Student's t-test and one way analysis of variance were as follows:

1. The scores must be interval or ratio in nature.
2. The scores must be measures on random samples from the respective populations.
3. The populations from which the samples were drawn must be normally distributed.
4. The populations from which the samples were drawn must have approximately the same variability (Bartz, 1976, p. 253).

According to Bartz (1976), in cases where only one of the assumptions has been violated, a t-test may still yield fairly accurate results.

Table I presents the relationships of research objectives, items in the questionnaire, null hypotheses and methods of reporting results.

TABLE I
THE RELATIONSHIPS OF RESEARCH OBJECTIVES,
ITEMS IN THE QUESTIONNAIRE, NULL
HYPOTHESES, AND METHODS OF
REPORTING RESULTS

Objectives	Null Hypotheses	Questions on Instrument	Methods of Reporting Results
1. Sources of Motivation: To identify what the motivations of university student volunteers are.	-	Volunteer Motivation: Q. 1-44	Frequency

(table continues)

TABLE I (Continued)

Objectives	Null Hypotheses	Questions on Instrument	Methods of Reporting Results
2. Strength of Volunteer Motivators: To examine whether university student volunteers are motivated more by achievement, responsibility, challenging work, increased responsibility, and growth and development.	-	Volunteer Motivation: Q. 1-44	Frequency
3. Relationship Between Motivators and Demographic Variables: To investigate a relationship between achievement, recognition, challenging work, increased responsibility, and growth and development for volunteering and selected demographic characteristics.	No. 1(a-j)	Demographic Information: Q. 1-10, & Volunteer Motivation: Q. 1-44	A Student's t-test and one way analysis of variance
4. Sources of Volunteer Benefits: To identify what students perceive to be benefits they derive from their volunteer experiences.	-	Perception of the Benefits of Volunteering: Q. 1-26	Frequency
5. Strength of Volunteer Benefits: To examine the benefits university student volunteers derived from their volunteer experiences.	-	Volunteer Benefit: Q. 1-26	Frequency
6. Relationships Between Volunteer Benefits and Demographic Variables: To investigate a relationship between the benefits of volunteering and selected demographic characteristics of volunteers.	No. 2(a-j)	Demographic Information: Q. 1-10, & Perception of the Benefits of Volunteering: Q. 1-26	A Student's t-test and one way analysis of variance
7. Sources of Work Environment Problems: To identify factors that create problems for students volunteers.	-	Work Environment: Q. 1-21	Frequency

CHAPTER IV

RESULTS AND DISCUSSION

The data obtained from the questionnaire will be presented and analyzed in this chapter. The first section describes the characteristics of the university volunteers studied. The remainder of the chapter discusses the results and findings corresponding to the objectives and null hypotheses stated in this study.

Characteristics of the Oklahoma State University Student Volunteers

The major purpose of this section is to describe the general characteristics of students participating in volunteer activities at Oklahoma State University, Stillwater, Oklahoma. A secondary purpose is to understand the nature of the sample in order to use the data for interpretations and conclusions. Table XXXVIII in Appendix B presents the frequencies and percentages of respondents in each category for each of the ten demographic variables. Missing data are noted for three variables; in these instances 274 of the 276 respondents completed that item.

The ratio of female to male participants was approximately three to one. Two hundred females were 72.5% of the sample while the 76 males were 27.5% of the group.

The age range of the respondents was from 18 to 26 and older. The majority (51.1%) of the students were 18-21 years old. Those in the age group 22-25 were 40.2% of the respondents. Fewer than 10% were 26 years old and older. Obviously, more than three-fourths (91.3%) of the student volunteers included in this study were traditional students with ages between 18 and 25 years of age. For purposes of statistical manageability and meaningfulness, the three age brackets were collapsed into two age brackets by grouping the ages 22-25 and 26 and older as one group and the age bracket 18-21 remain as the other group.

By academic majors the largest group was home economics, comprising 53.3% of the total group. Fifty-nine (21.4%) and 52 (18.8%) reported other (including arts and sciences) and business majors respectively. The remaining 6.6 percent of the student volunteers majored in four areas: agriculture, animal science, education and engineering. In order to make the data more statistically manageable, the seven categories of academic majors were collapsed into two categories which were home economics majors (53.3%) and non-home economics majors (46.8%).

More than half (158 or 57.2%) of the respondents were seniors, 3 (1.1%) were freshmen, 34 (12.3%) were sophomores, 77 (27.9%) were juniors and 4 (1.4%) were graduate students. Prior to statistical analyses, the five categories of student classification were collapsed into two categories: freshman, sophomore, and junior as one category and senior and graduate student as the other category.

The enrollment status of the participants was examined in the study. Full-time enrollment status was reported by 94.9%, part-time status by 5.1%.

Approximately 85% of the student volunteers were single. Of the remaining 15%, the majority (11.6%) were married. Only 4% were divorced or separated. The four classifications of marital status of student volunteers were collapsed into two groups: single as one group and married, divorced and separated together as one group.

Student employment status was another variable studied.. Almost half (46%) of the volunteers was unemployed at the time of being students in the university. Over half (54%) of the student volunteers was employed at the time of being students in the university with varying number of hours ranging from less than 20 hours per week to more than 40 hours per week. Of the total 148 respondents, 92 worked an average of 20 hours or less per week, 43 worked an average of 21-30 hours per week, 10 worked an average of 31-40 hours per week and 3 worked an average of 41 or more hours per week. The five categories of employment status of student volunteers were collapsed into two groups, employed and unemployed.

Data regarding memberships in on-campus clubs or organizations were provided by the respondents. Sixty respondents, almost 22%, did not belong to any on-campus club or organization. Approximately 21% reported belonging to one on-campus organization. Over one fourth (27%) belonged to two on-campus organizations. Of the remaining 83 respondents, 17.5%, 6.9%, and 5.8% reported belonging to three, four, and five or more on-campus

organizations respectively. The respondents who belonged to one and two on-campus organizations were merged into one group and those indicating memberships in three, four, and five or more on-campus organizations were combined as another group. The respondents who did not belong to any on-campus organization remained as a third group.

Information regarding memberships in off-campus clubs or organizations was requested from the student volunteers. Approximately one-third of the respondents had not participated in any off-campus organizations. The majority of the students (64.4%) were active memberships in at least one off-campus organization. Approximately 28% reported involvement in two or more off-campus organizations. Seven students (2.5%) were active members in five or more off-campus organizations. The student volunteers who belonged to two, three, four, five or more off-campus organizations were combined as one group. The respondents who did not belong to any off-campus organization and those who belonged to only one off-campus organization remained as a separate group.

Finally, the respondents' participation in volunteer activities since age 18 to the present was examined. Approximately one-fourth (23.4%) had never volunteered. Of the total 276 students, approximately 40% volunteered less than three hours per week. Twelve percent of the participants volunteered three or more but less than five hours per week and 24.5% of the students volunteered five or more hours per week when combined these two groups equal approximately one-third who volunteered for three or more hours per week. The five categories representing hours volunteered per

week were collapsed into two groups. The volunteers who participated in volunteer activities less than three hours per week were grouped as one category; those who volunteered three or more hours per week were placed in a second category.

Students who had never volunteered are not included in the analysis of data in the remainder of this report. The 210 students who reported they had volunteered will be the size of the sample reported henceforth.

Motivations for Volunteering

This section presents findings related to respondents' motivations for volunteering (210). A principle components factor analysis and varimax orthogonal rotation of factors procedures were used to identify which motivation items fell under what particular categories or factors. As a result of these procedures, eight factors were produced. Since none of motivation items loaded highest on the eighth factor, it was eliminated leaving seven factors which were named as follows: I) Achievement, II) Recognition/Affiliation, III) Job/Career Development, IV) Community Service, V) Responsibility/Autonomy, VI) New Experiences, and VII) Personal Needs.

Responses to the 44 motivation items in the questionnaire yielded seven factors that were very similar to the five factors identified by Herzberg, which were as follows: achievement, recognition, challenging work, increased responsibility, and growth and development. Factors that were inconsistent with Herzberg's are Factor IV: Community Service, Factor VI: New Experiences and Factor

VII Personal Needs. These three factors while understandably unimportant in salaried employment are on the other hand logical motivators for unsalaried work of a volunteer nature. The seven factors generated by factor analysis procedures were used as the basis for testing the null hypotheses. Results reported in the following sections will pertain to these factors as they relate to the objectives of the study.

The varimax orthogonal rotated factor matrix loadings for each of the items on the questionnaire are found in Appendix B, Table XXXIX. Also eigenvalues and variances explained are shown in that Table XXXIX. The loadings of items associated with each of the seven generated motivation factors are presented in Appendix B, Table XL.

Benefits of Volunteering

The principle components factor analysis and varimax orthogonal rotation procedures were used to identify factors that explain how students benefited from their volunteer work. These procedures yielded five factors. These five factors were named as follows: I) Job/Career Advantage, II) Personal Development, III) Personal Skills, IV) Problem-Solving Skills, and V) Affiliation/Mentoring. Table XLI in Appendix B presents loading values of each of benefit items, eigenvalues, and variance explained. The loadings of items associated with each of the five generated Benefit Factors and their correspondings are presented in Appendix B, Table XLII.

In the remainder of this chapter, analyses relating to each of the research objectives will be presented in sequential order. The

first objective focuses on motivations for volunteering. A complete list of the research objectives may be found in Chapter I.

Objective One: Sources of Motivation

The first objective of this survey was to identify the motivations or reasons for volunteering that were reported by the university student volunteers. The volunteers were asked to rate on a five-point Likert scale statements regarding motivations for volunteering. Each motivation was given a score from zero (not important) to four (very important) depending upon how the respondent valued a particular motivation according to its importance. The five most frequently selected motivations for volunteering which were ranked from the highest mean score included:

1. help other people (mean = 3.26; item 32)
2. practice skills that might be needed in my chosen career (mean = 3.03; item 23)
3. improve my chance of obtaining a good job (mean = 3.03; item 3)
4. work with interesting people (mean = 2.96; item 31)
5. do a task that I think I can do well (mean = 2.90; item 18)

Table II presents a complete ranking of the responses, the number of respondents for each item, the means, and the percentages of responses for each level of the rating scale. Data were collected for 44 statements regarding the reasons Oklahoma State University students volunteered. Again, the questionnaire utilized a

TABLE II
MEANS, PERCENTAGES, AND RANK ORDER
OF THE IMPORTANCE OF VOLUNTEER
MOTIVATIONS

Item No.	Motivation Statement	No. of Responses	Mean	Percentage					Rank
				Not 0	Important 1	2	Very 3	Important 4	
32.	help other people	201	3.26	1.5	1.5	9.5	44.3	43.3	1
23.	practice skills that might be needed in my chosen career	203	3.03	2.0	7.4	12.8	40.9	36.9	2
3.	improve my chance of ob- taining a good job	204	3.03	3.4	5.9	17.2	31.4	42.2	3
31.	work with interesting people	202	2.96	1.0	5.4	20.3	43.1	30.2	4
18.	do a task that I think I can do well	204	2.90	1.5	5.4	20.1	47.5	25.5	5
19.	learn by doing	204	2.89	2.0	5.9	23.5	38.2	30.4	6
9.	assume responsibility	202	2.88	2.0	5.0	23.3	43.1	26.7	7
33.	accomplish goals which I have in my mind	200	2.87	1.5	6.5	27.0	33.5	31.5	8
27.	interact with different types of people	201	2.86	2.0	7.0	20.9	43.3	26.9	9
16.	experience all types of people's personalities and backgrounds	204	2.83	2.5	6.9	21.1	44.6	25.0	10
22.	find out if I really enjoy a certain kind of work	202	2.83	1.5	9.4	19.8	43.6	25.7	11
29.	have references for future employment	202	2.81	3.5	8.9	21.3	36.1	30.2	12
38.	apply my knowledge, skills and abilities that I have developed	201	2.81	3.0	6.0	24.4	40.8	25.9	13
24.	develop new interests	203	2.80	2.0	5.4	27.6	40.4	24.6	14
36.	develop skills and abili- ties that would help me in my personal life	203	2.79	3.4	5.4	22.7	45.3	23.2	15
20.	be appreciated by the people I help through volunteering	203	2.79	2.0	8.4	25.1	37.9	26.6	16
34.	feel useful and needed	201	2.79	3.0	9.0	21.4	39.8	26.9	17
41.	undertake interesting work	201	2.75	2.0	6.5	26.4	44.8	20.4	18
30.	try out my skills	202	2.70	3.0	6.9	27.2	43.1	19.8	19

(table continues)

TABLE II (Continued)

Item No.	Motivation Statement	No. of Responses	Mean	Percentage					Rank
				Not Important 0	1	2	Very Important 3	4	
14.	share what I know with others because it makes me feel good	201	2.70	2.0	5.0	18.4	45.8	28.9	20
13.	help improve community services	202	2.62	3.0	6.9	32.2	41.1	16.8	21
28.	make some sort of contribution to the community because I feel I accomplish something	203	2.62	3.4	8.4	29.1	41.4	17.7	22
4.	make changes in the community	204	2.57	0.5	13.7	28.9	42.2	14.7	23
6.	undertake challenging work	203	2.54	3.9	11.3	26.6	43.3	14.8	24
42.	have something to put on resume	202	2.53	6.4	12.9	25.7	30.7	24.3	25
40.	have opportunity to be involved in program planning and decision making	201	2.53	3.5	10.9	27.9	44.8	12.9	26
21.	assume a greater responsibility for the community	203	2.52	2.5	8.4	36.5	39.9	12.8	27
15.	increase my ability to get things done under little supervision	199	2.48	7.0	12.6	26.1	33.7	20.6	28
2.	increase my responsibility for getting things done	204	2.48	4.4	10.8	27.9	35.3	21.6	29
37.	be liked by people	203	2.43	8.9	11.8	29.6	27.1	22.7	30
8.	work in a different environment from where I grew up	200	2.38	8.5	16.0	24.0	32.5	19.0	31
10.	do my own thing with little supervision	200	2.29	9.5	12.0	32.5	32.5	13.5	32
17.	fulfill a course requirement	204	2.25	13.7	17.6	21.1	25.5	22.1	33
25.	improve my status of being a member of an organization	199	2.21	8.5	16.1	32.2	31.2	12.1	34
26.	be recognized for my contribution	203	2.15	12.3	16.3	30.5	25.6	15.3	35
7.	increase my prestige	202	2.14	12.4	19.8	25.2	26.2	16.3	36
1.	participate in an activity other than university-related experience	202	2.14	5.9	19.8	38.6	25.7	9.9	37

(table continues)

TABLE II (Continued)

Item No.	Motivation Statement	No. of Responses	Mean	Percentage					Rank
				Not Important 0	1	2	Very Important 3	4	
39.	be awarded for doing a good job	202	2.12	9.9	19.3	30.7	29.2	10.9	38
5.	test out ideas	202	2.05	6.9	21.8	37.1	27.2	6.9	39
12.	achieve status in my community	203	1.85	14.8	24.1	29.6	24.6	6.9	40
43.	fill up my leisure time	202	1.69	15.8	25.2	37.1	17.3	4.5	41
35.	participate in the same activities as my friends	197	1.68	18.3	24.9	32.5	19.3	5.1	42
11.	fulfill the family's value of volunteering	203	1.52	20.7	27.1	43.0	15.8	2.5	43
44.	fulfill a court referral	201	.94	51.2	20.4	16.4	7.5	4.5	44

Likert-type scale where zero represented "not important" and four indicated "very important." An examination of the distribution of percentages, on the rating scale, indicates that more than 70% of the respondents rated the five highest ranked items at levels 3 and 4 on the importance scale.

The motivations that were rated lowest were as follows:

- 40. achieve status in my community (mean = 1.85; item 12)
- 41. fill up my leisure time (mean = 1.69; item 43)
- 42. participate in the same activities as my friends (mean = 1.68; item 35)
- 43. fulfill the family's value of volunteering (mean = 1.52; item 11)
- 44. fulfill a court referral (mean = .94; item 44)

These five items received low mean score; motivation item 44 receiving the lowest mean score and being ranked the lowest. The distribution of percentages indicated that items 12, 43, 35, 11, and 44 were given the highest percentages of score on the lower end of the rating scale (not important), especially item 44 (51.2%). The frequent reason given for volunteering and highly ranked by the university student volunteers was "help other people."

Objective Two: Strength of Volunteer Motivators

The second objective of this study was to examine whether Oklahoma State University student volunteers were motivated most by achievement, recognition/affiliation, job/career development, community service, responsibility/autonomy, new experiences, or personal needs. Analysis of the data revealed that achievement received the highest factor mean score (2.81) followed by job/career development as the second highest (2.75), community service as the third highest (2.58), new experiences as the fourth highest (2.45), responsibility/autonomy as the fifth highest (2.33), recognition/affiliation as the sixth highest (2.17), and personal needs as the lowest factor mean score (1.38) (see Table III). The interpretation of these findings was that Oklahoma State University student volunteers were most motivated by achievement, concerned about doing well in the job and being proud of their accomplishment. This particular result was consistent with Herzberg's motivation-hygiene theory in which achievement was ranked as the highest motivator.

TABLE III
RANKING AND FACTOR MEAN SCORES

Factor	Mean	Rank
I. Achievement	2.81	1
III. Job/Career Development	2.75	2
IV. Community Services	2.58	3
VI. New Experiences	2.45	4
V. Responsibility/Autonomy	2.33	5
II. Recognition/Affiliation	2.17	6
VII. Personal Needs	1.38	7

Objective Three: Relationships Between Motivators
and Demographic Variables

The third objective of this study was to investigate a relationship between factors which motivated volunteering (achievement, recognition/affiliation, job/career development, community service, responsibility/autonomy, new experiences and personal needs) and selected demographic characteristics. There were ten null hypotheses related to this objective (one null hypothesis for each demographic variable) and the findings regarding the ten null hypotheses are presented as follows.

Null Hypothesis 1(a)

Null hypothesis 1(a) states that there is no relationship between university student volunteers' motivations for volunteering and sex of the student volunteer. The Student's t-distribution, with two-tailed tests of significance, was utilized to test the relationship between sex of the student volunteers and their motivations for volunteering. As indicated in Table IV the analysis of Student's t-distribution appeared to indicate that sex was significantly related to Motivation Factor I: Achievement, Motivation Factor III: Job/Career Development, Motivation Factor IV: Community Service, and Motivation Factor VI: New Experiences. The t values of -2.385 on Motivation Factor I, -2.253 on Motivation Factor III, -2.520 on Motivation Factor IV and -2.454 on Motivation Factor VI were significant at the .018, .025, .013, and .015 levels respectively.

Females as a group had higher mean scores on Motivation Factor I: Achievement, Motivation Factor III: Job/Career Development, Motivation Factor IV: Community Service and Motivation Factor VI: New Experiences than males on each of these factors. Therefore, it could be concluded that females tended to be more achievement, job/career development, community service, and new experiences motivated than males did. See Appendix B, Table XL for a list of items included in each factor.

The results of the analysis revealed that there was no relationship between sex of the student volunteers and their motivations for volunteering on Motivation Factor II: Recognition/Affiliation, Motivation Factor V: Responsibility/Autonomy and

TABLE IV
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS BETWEEN
MALES AND FEMALES

Factor	Means		df	t value	Probability
	Male	Female			
I. Achievement	42.18	46.60	181	-2.385	.018
II. Recognition/ Affiliation	18.11	18.24	188	-.115	.909
III. Job/Career Development	15.22	17.01	198	-2.253	.025
IV. Community Service	9.42	10.64	199	-2.520	.013
V. Responsibility/ Autonomy	9.62	9.41	194	-.354	.724
VI. New Experiences	6.60	7.59	196	-2.454	.015
VII. Personal Needs	4.08	4.16	198	-.202	.840

Motivation Factor VII: Personal Needs. The sex of the Oklahoma State University student volunteers was not a significant variable in relation to recognition/affiliation, responsibility/autonomy, and personal needs.

Null Hypothesis 1(b)

Null Hypothesis 1(b) states that there is no relationship between university student volunteers' motivations for volunteering and age of the student volunteers. A Student's t-distribution, with two-tailed tests of significance, was used to test the relationship between student volunteers' age and student volunteers' motivations for volunteering. Table V presents the results of Student's t-distribution used to test this null hypothesis. It was found that there were no significant t values for this variable. The conclusion could be drawn that age was not a significant variable in identifying the relationship between age of the student volunteers and their motivations behind their volunteering.

Null Hypothesis 1(c)

Null Hypothesis 1(c) states that there is no relationship between university student volunteers' motivations for volunteering and academic majors of the volunteers. A Student's t-distribution, with two-tailed tests of significance, was calculated to test the significance of the relationship between each motivation factor and academic majors of the student volunteers. The results of the analysis did not indicate that academic major (home economics majors and non-home economics majors) was related to student volunteers' motivations (see Table VI). In other words, academic major was not significantly related to motivations for volunteering.

TABLE V
RESULTS OF T TESTS FOR DIFFERENCE IN
MOTIVATION FACTOR MEANS BETWEEN
AGE 18-21 AND 22 AND OVER

Factor	Means		df	t value	Probability
	18-21	Age 22 and +			
I. Achievement	44.33	46.81	181	-1.552	.122
II. Recognition/ Affiliation	17.93	18.49	188	-.593	.554
III. Job/Career Development	16.26	16.88	198	-.902	.368
IV. Community Service	10.17	10.52	199	-.819	.414
V. Responsibility/ Autonomy	9.32	9.60	191	-.555	.580
VI. New Experiences	7.34	7.34	196	-.000	1.000
VII. Personal Needs	4.11	4.17	198	-.175	.861

Null Hypothesis 1(d)

Null Hypothesis 1(d) states that there is no relationship between university student volunteers' motivations and student classification. A Student's t-distribution was employed to test the relationship between student classification and motivations for volunteering. Table VII reports the results of the analysis and

TABLE VI
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS BETWEEN
HOME ECONOMICS MAJORS AND NON-
HOME ECONOMICS MAJORS

Factor	Means		df	t value	Probability
	Non-HE	HE			
I. Achievement	45.05	45.86	181	-.494	.622
II. Recognition/ Affiliation	18.01	18.34	188	-.335	.738
III. Job/Career Development	15.93	17.01	198	-1.552	.122
IV. Community Service	10.27	10.39	199	-.273	.785
V. Responsibility/ Autonomy	9.41	9.50	191	-.164	.870
VI. New Experiences	7.07	7.54	196	-1.294	.197
VII. Personal Needs	4.49	3.90	198	1.715	.088

indicates that there was a significant relationship between student classification and the importance of certain motivations for volunteering. The t values of -2.030 for Motivation Factor IV: Community Service and 2.178 for Motivation Factor VII: Personal Needs were significant at the .044 and .031 levels respectively. This student classification was significantly related to community service and personal needs as motivators of volunteer participation.

TABLE VII
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS BETWEEN
GROUP ONE AND GROUP TWO

Factor	Means		df	t value	Probability
	Student Group 1 ^a	Classification Group 2 ^b			
I. Achievement	44.36	46.27	181	-1.159	.248
II. Recognition/ Affiliation	18.59	17.97	188	.629	.530
III. Job/Career Development	16.85	16.40	198	.626	.532
IV. Community Service	9.79	10.67	199	-2.030	.044
V. Responsibility/ Autonomy	9.34	9.53	191	-.376	.707
VI. New Experiences	7.07	7.51	196	-1.213	.227
VII. Personal Needs	4.63	3.86	198	2.178	.031

a Freshmen, sophomores, and juniors

b Seniors and graduate students

When comparing the means of freshman, sophomore, and junior students with the mean for senior and graduate students, it was found that the student volunteers who were seniors and graduate students were more motivated to participate in volunteer activities for community reasons than the student volunteers who

were classified as freshmen, sophomores and juniors. A possible explanation is that the student volunteers who were seniors and graduate students were more mature and had more sense of responsibility toward contributing their time, energy, and talent to their community.

Furthermore, Table VII illustrates that the student volunteers classified as freshmen, sophomores, and juniors were more personal needs motivated. It appeared that students classified as freshmen, sophomores, and juniors were more likely to volunteer in order to maintain family tradition, fill up leisure time or fulfill a court referral. The student volunteers with a higher classification were less likely to be so motivated. The results also indicated that there were no significant t values for Motivation Factor I: Achievement, Motivation Factor II: Recognition/Affiliation, Motivation Factor III: Job/Career Development, Motivation Factor V: Responsibility/Autonomy and Motivation Factor VI: New Experiences on the student classification.

Null Hypothesis 1(e)

Null Hypothesis 1(e) states that there is no relationship between university student volunteers' motivations for volunteering and student status. A Student's t-distribution was employed to test the relationship between the student status and motivations for volunteering. The results of the analysis showed that there were no significant t values for any of the factors on student status (see Table VIII).

TABLE VIII
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS
BETWEEN PART-TIME AND
FULL-TIME STUDENTS

Factor	Means		df	t value	Probability
	Student Part-Time	Status Full-Time			
I. Achievement	45.80	45.52	181	.079	.937
II. Recognition/ Affiliation	16.45	18.31	188	-.917	.361
III. Job/Career Development	16.55	16.57	198	-.017	.986
IV. Community Service	10.45	10.33	199	.093	.928
V. Responsibility/ Autonomy	9.27	9.47	191	-.186	.853
VI. New Experiences	7.73	7.32	196	.521	.603
VII. Personal Needs	3.73	4.16	198	-.581	.562

Null Hypothesis 1(f)

Null Hypothesis 1(f) states that there is no relationship between respondents' motivations for volunteering and marital status of the respondents. Again a Student's t-distribution was used to test the relationship between each motivation factor and the marital status of the subjects. The t values derived for each

motivation/marital status relationship did not appear to indicate that marital status was significantly associated with motivations (see Table IX).

Null Hypothesis 1(g)

Null Hypothesis 1(g) states that there is no relationship between respondents' motivation for volunteering and employment status of the respondents. A Student's t-distribution, with two-tailed tests of significance, was employed to test the relationship between motivations for volunteering and employment status. Table X shows the results of the analysis. None of the t values for the motivation factors on employment status were great enough to be significant at $p \leq .05$, meaning that whether the respondents were unemployed or employed, the reasons they gave for volunteering were more or less the same

Null Hypothesis 1(h)

Null Hypothesis 1(h) states that there is no relationship between respondents' motivations and active memberships in on-campus organizations to which the respondents belonged. Analysis of variance was used to test the relationship between the active memberships in on-campus organizations in which the respondents participated and motivations given for volunteering. The results of the analysis are presented in Table XI. There were no significant F values for any of the seven factors on the active memberships in on-campus organizations. As a result, the number of organizations in which respondents participated were not significantly associated

TABLE IX
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS BETWEEN
SINGLE AND OTHERS

Factor	Means		df	t value	Probability
	Marital Status Single	Status Others			
I. Achievement	45.77	44.04	181	.566	.576
II. Recognition/ Affiliation	18.38	17.18	188	.713	.481
III. Job/Career Development	16.61	16.32	198	.291	.771
IV. Community Service	10.35	10.29	199	.099	.921
V. Responsibility/ Autonomy	9.47	9.43	191	.045	.965
VI. New Experiences	7.42	6.89	196	1.013	.312
VII. Personal Needs	4.26	3.39	198	1.400	.171

with their motivations for volunteering

Null Hypothesis 1(i)

Null Hypothesis 1(i) states that there is no relationship between respondents' motivations and active memberships in off-campus organizations to which the respondents belonged. The F

TABLE X
RESULTS OF T TESTS FOR DIFFERENCES IN
MOTIVATION FACTOR MEANS BETWEEN
UNEMPLOYED AND EMPLOYED
RESPONDENTS

Factor	Means		df	t value	Probability
	Unemployed	Employed			
I. Achievement	45.04	45.95	179	-.558	.578
II. Recognition/ Affiliation	18.52	18.01	187	.538	.591
III. Job/Career Development	16.74	16.48	196	.379	.705
IV. Community Service	9.98	10.65	197	-1.564	.119
V. Responsibility/ Autonomy	9.45	9.44	189	.003	.998
VI. New Experiences	7.24	7.44	194	-.563	.574
VII. Personal Needs	4.19	4.05	196	.420	.675

values of the seven motivation factors were computed by utilizing analysis of variance to test for a significant relationship between the subjects' motivations for volunteering and their active memberships in off-campus organizations. A Duncan's multiple range test was employed to further examine significant F values to determine which level of participation in off-campus organizations might be signifi-

TABLE XI
RESULTS OF ANALYSIS OF VARIANCE FOR MOTI-
VATION FACTORS BY PARTICIPATION IN
ON-CAMPUS ORGANIZATIONS

Factor	df	MS	MSE	F	Probability
I. Achievement	2, 178	76.35	117.66	.65	.524
II. Recognition/ Affiliation	2, 195	11.83	42.82	.28	.759
III. Job/Career Development	2, 195	19.74	23.62	.84	.435
IV. Community Service	2, 196	24.89	8.77	2.84	.061
V. Responsibility/ Autonomy	2, 188	5.05	12.07	.42	.659
VI. New Experiences	2, 193	3.75	6.26	.60	.551
VII. Personal Needs	2, 195	3.75	5.91	.63	.531

cantly related to a particular factor (see Table XII). The results of analysis of variance revealed that there were significant relationships between Motivation Factor I: Achievement, Motivation Factor IV: Community Service, Motivation Factor V: Responsibility/Autonomy and Motivation Factor VI: New Experiences and active memberships in off-campus organizations. The F values for Motivation Factor II: Recognition/Affiliation, Motivation Factor III: Job/Career Development, and Motivation Factor VII: Personal Needs

were not significant for the active memberships in off-campus organizations.

Tables XIII, XIV, XV and XVI indicate that the sample group of volunteers who belonged to two or more off-campus organizations were more likely to be motivated by achievement, community service, and responsibility/autonomy than the respondents who belonged to no off-campus organization and who belonged to only one off-campus organization. It appeared that the subjects who were not involved in any off-campus organization and who participated in only one off-campus organization are equally motivated by achievement, community service, and responsibility/autonomy. In short, the participants who were more actively involved in off-campus organizations were the most likely of all participants to be motivated for achievement reasons.

After conducting the Duncan's multiple range test on the data discussed above, another pattern appeared. The respondents who did not participate in any off-campus organization were less motivated by new experiences than the respondents who participated in two or more off-campus organizations. The active participants who belonged to only one off-campus organization appeared to be motivated equally to the non-participants who belonged to no off-campus organization and the very active participants who belonged to two or more off-campus organizations for reasons of wanting to participate in activities other than university-related experiences, to work in a different environment from where they grew up, and to experience all types of people's personalities and backgrounds.

TABLE XII
RESULTS OF ANALYSIS OF VARIANCE FOR MOTI-
VATION FACTORS BY PARTICIPATION IN
OFF-CAMPUS ORGANIZATIONS

Factor	df	MS	MSE	F	Probability
I. Achievement	2, 180	491.89	113.34	4.34	.014
II. Recognition/ Affiliation	2, 187	11.23	42.90	.26	.770
III. Job/Career Development	2, 197	.78	23.86	.03	.968
IV. Community Service	2, 198	67.91	8.48	8.01	.001
V. Responsibility/ Autonomy	2, 190	63.75	11.42	5.58	.004
VI. New Experiences	2, 195	22.19	6.13	3.62	.029
VII. Personal Needs	2, 197	3.19	5.88	.54	.582

Null hypothesis 1(j)

Null Hypothesis 1(j) states that there is no relationship between respondents' motivations for volunteering and past participation in volunteer activities. Analysis of variance was used to test the relationship between number of hours students participated in volunteer activities per week since age 18 and the respondents' motivations for their volunteering. Table XVII reports

TABLE XIII

DUNCAN' S MULTIPLE RANGE TEST FOR FACTOR I:
ACHIEVEMENT BY PARTICIPATION IN
OFF-CAMPUS ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	66	48.62	A
1	68	43.87	B
None	49	43.69	B

^a Means with the same letter are not significantly different.

TABLE XIV

DUNCAN' S MULTIPLE RANGE TEST FOR FACTOR IV:
COMMUNITY SERVICE BY PARTICIPATION IN
OFF-CAMPUS ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	71	11.44	A
1	55	9.93	B
None	75	9.60	B

^a Means with the same letter are not significantly different.

TABLE XV

DUNCAN'S MULTIPLE RANGE TEST FOR FACTOR V:
RESPONSIBILITY/AUTONOMY BY PARTICIPATION
IN OFF-CAMPUS ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	69	10.55	A
1	71	8.86	B
None	53	8.85	B

^a Means with the same letter are not significantly different.

TABLE XVI

DUNCAN'S MULTIPLE RANGE TEST FOR FACTOR: VI
NEW EXPERIENCES BY PARTICIPATION IN
OFF-CAMPUS ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	71	7.96	A
1	72	7.13	A B
None	55	6.84	B

^a Means with the same letter are not significantly different.

the results of that analysis. The F values for each grouping of hours volunteered per week by the seven motivation factors did not appear to be significant at $p \leq .05$ level, indicating that the number of hours for volunteering was not associated with the respondents' motivations. No matter how many hours subjects volunteered per week, their reasons given for volunteering were more likely to be the same.

In summary, there were ten null hypotheses related to objective three. The results of the analysis of the association between selected demographic variables and the respondents' motivations for volunteering have been reported. Decisions pertaining to each of the null hypotheses have been disclosed at the end of the section dealing with each null hypothesis.

The findings for null hypotheses 1(a) to 1(g) were analyzed by a Student's t-test and the remaining null hypotheses were analyzed by analysis of variance at the $p \leq .05$ level of significance. When a particular null hypothesis was found to be significant, the Duncan's multiple range test was used to determine which of the categories within the demographic variable was more strongly associated with volunteer motivation.

As a quick review of the decisions made and in order to demonstrate the strength or weakness of the demographic variables as predictors of volunteer motivation for the students in this study, Table XVIII was developed. The gender of the students and their participation in off-campus organizations were each significant for four of seven motivation factors. The student's classification was significant for two factors. All other demographic variables studied

TABLE XVII
RESULTS OF ANALYSIS OF VARIANCE FOR
MOTIVATION FACTORS BY THE NUMBER
OF HOURS VOLUNTEERED PER WEEK

Factor	df	MS	MSE	F	Probability
I. Achievement	1, 137	4.58	113.71	.04	.841
II. Recognition/ Affiliation	1, 143	40.77	42.80	.95	.331
III. Job/Career Development	1, 149	42.21	21.19	1.99	.160
IV. Community Service	1, 151	1.52	8.20	.19	.668
V. Responsibility/ Autonomy	1, 145	.00	11.44	.00	.989
VI. New Experiences	1, 148	5.28	6.15	.86	.356
VII. Personal Needs	1, 149	.50	6.08	.08	.775

showed no significant relationship to any of the volunteer motivation factors.

Objective Four: Sources of Volunteer Benefits

The fourth objective of this survey was to identify what university student volunteers perceive to be benefits they derive from their volunteer experiences. The respondents were asked to

TABLE XVIII
SUMMARY OF RESULTS FOR MOTIVATION
FACTORS

Demographic Variables	Motivation Factors ^a						
	I	II	III	IV	V	VI	VII
1. Sex	*b		*	*		*	
2. Age							
3. Academic Major							
4. Student Classification				*			*
5. Student Status							
6. Marital Status							
7. Employment Status							
8. Active Memberships in On-Campus Organizations							
9. Active Memberships in Off-campus Organizations	*			*	*	*	
10. Average Number of Hours Per Week for Volunteering							

^a Motivation Factors are as follows: Motivation Factor I: Achievement, Motivation Factor II: Recognition/Affiliation, Motivation Factor III: Job/Career Development, Motivation Factor IV: Community Service, Motivation Factor V: Responsibility/Autonomy, Motivation Factor VI: New Experiences, Motivation Factor VII: Personal Needs.

^b Asterisks indicate significance.

rate on a five-point Likert scale statements pertaining to benefits derived from volunteering. Consistent with the theoretical base of this study, benefits are regarded as contributors to personal growth, therefore, the terms "benefits" and "personal growth experiences" are used interchangeably in this section.

Table XIX presents a complete listing of the ranking, means, frequencies and percentages of agreement and disagreement with the propose statements regarding their perceptions of the benefits derived from volunteering. The differences in the mean scores among the 26 items used to assess volunteer benefits identified ranged from 1.67 to 2.92 on a 4.0 scale. The four items rated highest as volunteer benefits were: volunteer experiences "enabled me to work well with others" (item 15), "helped me become more self-motivated to learn, participate, and achieve" (item 14), "made my life well rounded" (item 4), and "helped me increase self-confidence" (item 1). The four items rated lowest as volunteer benefits were: volunteer experiences "helped me gain visibility" (item 26), "helped me know people who were of potential help to my family or me in business or professional pursuits" (item 20), "offered me opportunity to explore a variety of training programs for self-development" (item 21) and "led me to employment" (item 9). Items 9, 21, and 26 were included in Factor I: Job/Career Advantage and item 20 was included in Factor V: Affiliation/Mentoring as mentioned earlier in this chapter. Generally, the sample group of the students perceived that benefits related to job/career advantage were weaker than benefits related to personal development and personal skills. These particular results were consistent with the literature which indicated

TABLE XIX
SUMMARY OF RESPONSES TO VOLUNTEERISM
AS AN EXPERIENCE IN RANK ORDER

Item No.	Volunteer Experience	No. of Responses	Mean	Percentages					Rank
				Strongly Dis. 0	1	2	Strongly Agree 3	4	
15.	enabled me to work well with others	196	2.92	1.5	2.6	24.0	45.9	26.0	1
14.	helped me become more self-motivated to learn, participate, and achieve	196	2.89	1.5	7.1	17.9	47.4	26.0	2
4.	made my life well rounded	198	2.89	1.0	4.5	27.8	37.9	28.8	3
1.	helped me increase self-confidence	198	2.86	1.5	5.6	25.8	39.9	27.3	4
3.	made my life more meaningful	198	2.83	1.5	5.6	29.3	35.9	27.8	5
19.	helped develop friendships with others	196	2.78	2.6	7.7	24.0	41.3	24.5	6
5.	helped maintain personal growth	197	2.77	.5	3.6	33.0	44.2	18.8	7
7.	helped me gain better observation skills	197	2.76	1.0	7.6	22.8	51.3	17.3	8
8.	made me feel more competent - that I knew what I was able to do and what I was unable to do	195	2.75	2.6	3.6	28.7	46.7	18.5	9
12.	helped me become a better listener	196	2.73	3.1	10.2	20.9	42.3	23.5	10
2.	helped me become more independent	198	2.73	1.5	9.6	29.8	32.8	26.3	11
13.	helped me become a better speaker	197	2.65	3.0	12.7	23.9	37.1	23.4	12
24.	gave me opportunity to develop my skills in leadership and administration	192	2.52	3.1	13.0	31.3	33.9	18.8	13
23.	helped improve my resume	195	2.45	8.7	14.9	24.6	26.2	25.6	14
16.	offered me opportunity to explore a career field	194	2.43	8.8	13.9	22.7	34.5	20.1	15
6.	helped me gain skills at gathering and analyzing information	197	2.41	3.0	12.2	37.1	36.0	11.7	16
18.	offered me opportunity to gain knowledge about organizational activities	197	2.41	4.1	14.2	31.0	38.6	12.2	17
10.	helped me gain problem-solving skills	187	2.34	3.2	15.0	35.3	37.4	9.1	18

(table continues)

TABLE XIX (Continued)

Item No.	Volunteer Experience	No. of Responses	Mean	Percentages					Rank
				Strongly Dis. 0	1	2	Strongly Agree 3	4	
11.	gave me opportunity to gain specific job skills	195	2.33	6.7	15.9	28.7	34.9	13.8	19
25.	gave me opportunity to identify and pursue interests and training related to a career	196	2.28	8.2	16.8	30.1	29.1	15.8	20
17.	helped me understand the client and professional in my career field	197	2.23	11.2	20.3	22.3	26.9	19.3	21
22.	helped improve meself by following the example set by other members	197	2.22	5.6	17.8	38.1	26.4	12.2	22
26.	helped me gain visibility (for advancement)	197	2.11	11.7	18.3	31.5	24.4	14.2	23
20.	helped me know people who were of potential help to my family or me in business or professional pursuits	196	2.09	10.7	19.4	33.2	23.5	13.3	24
21.	offered me opportunity to explore a variety of training programs for self-development	197	2.06	9.6	18.3	38.1	24.4	9.6	25
9.	led me to employment	194	1.66	20.1	26.3	26.8	19.6	7.2	26

that students volunteered in order to gain personal experiences, knowledge, and skills, and earn credits (Redfering & Biasco, 1982).

Table XIX also reveals that the means of all the items except one fell above 2.0 on a continuum from 0 to 4. This indicates that respondents appeared to agree more than disagree that the volunteer experiences had benefited them in a number of ways.

Objective Five : Strength of Volunteer Benefits

The fifth objective of this study was to examine the benefits students derived from their volunteer experiences. Means of benefit factor scores were computed; results indicated that Benefit Factor II: Personal Development received the highest mean (2.80) and Benefit Factor I: Job/Career Advantage received the lowest mean (1.93) (see Table XX).

Based on these data, the sample group of student volunteers perceived that their volunteer experiences provided the greatest benefits related to personal development. Items included in this factor were "increasing self-confidence" (item 1), "becoming more independent" (item 2), "making life more meaningful" (item 3), "making life well rounded" (item 4), "maintaining personal growth" (item 5) and "feeling more competent" (item 8). The respondents tended not to perceive strong benefits related to "helping them improve specific job skills" (item 11) or "finding a job (item 9).

Objective Six: Relationships Between Volunteer Benefits and Demographic Variables

The sixth objective of this study was to investigate a relationship between the respondents' perceptions of the benefits of their volunteer experiences and selected demographic characteristics of the study sample. There are ten null hypotheses developed under this objective from null hypotheses 2(a) to 2(j) which were stated in chapter I. The null hypotheses 2(a) to 2(g) were tested by utilizing Student's t-distribution, with two-tailed tests of significance, and the

TABLE XX
RANKING AND MEANS OF FACTORS FOR
BENEFITS OF VOLUNTEERING

Factor	Mean Score ^a	Rank
II. Personal Development	2.80	1
III. Personal Skills	2.74	2
IV. Problem-Solving Skills	2.51	3
V. Affiliation/Mentoring	2.37	4
I. Job/Career Advantage	1.93	5

^a Scale of 0 - 4

remainder were tested by using analysis of variance. The rejected null hypotheses were further analyzed by Duncan's multiple range test. The results and findings are presented as follows:

Null Hypothesis 2(a)

Null Hypothesis 2(a) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and gender of the respondents. Table XXI presents the results of the analysis. The results indicated that gender of the subjects was not a significant variable in relation to perceived benefits for Benefit Factor I: Job/Career Advantage, Benefit Factor III: Personal Skills, Benefit Factor IV: Problem-Solving Skills, and

TABLE XXI
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
MALES AND FEMALES

Factor	Means		df	t value	Probability
	Male	Female			
I. Job/Career Advantage	16.93	18.10	186	-.966	.336
II. Personal Development	15.57	17.23	192	-2.340	.020
III. Personal Skills	13.22	13.81	187	-.872	.385
IV. Problem-Solving Skills	7.37	7.60	185	-.607	.545
V. Affiliation/Mentoring	8.98	9.68	193	-1.317	.189

Benefit Factor V: Affiliation/Mentoring. Nevertheless, a t value of -2.340, significant at the $p \leq .05$, identified that gender of the volunteers was significantly associated with benefits of their volunteer experiences on Benefit Factor II: Personal Development (see items 1, 2, 3, 4, 5 and 8 in questionnaire, Appendix A). Females were more likely than males to perceive that personal development was a benefit of their volunteer experiences. Such personal development experiences included "increasing self-confidence" (item 1), "becoming more independent" (item 2), "making life more meaningful" (item 3), "making life more rounded" (item 4), "maintaining personal growth" (item 5) and "feeling more competent"

(item 8). This particular result was consistent with the previous study done by Serventi (1980).

Null Hypothesis 2(b)

Null Hypothesis 2(b) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and age of the respondents. Table XXII reports the results of the Student's t-distribution used to test this null hypothesis. The t values of all perceptions of benefit factors for age of the subjects were not great enough to be significant at the $p \leq .05$ level. A conclusion could be drawn that no matter how old the respondents were, they perceived their volunteer experiences in the same manner.

Null Hypothesis 2(c)

Null Hypothesis 2(c) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and academic majors of the respondents. According to the results of the analysis, as shown in Table XXIII, academic majors of the volunteer sample (non-home economics and home economics) were not associated with their volunteer experience. In other words, the subjects' perceptions of the benefits of volunteer experiences were similar regardless of their academic majors.

Null Hypothesis 2(d)

Null Hypothesis 2(d) states that there is no relationship

TABLE XXII
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
AGE 18-21 AND 22 AND OVER

Factor	Means		df	t value	Probability
	18-21	22 and +			
I. Job/Career Advantage	17.44	18.20	186	-.740	.460
II. Personal Development	16.40	17.28	192	-1.447	.150
III. Personal Skills	13.49	13.85	187	-.617	.538
IV. Problem-Solving Skills	7.43	7.64	185	-.646	.519
V. Affiliation/Mentoring	9.43	9.58	193	-.323	.747

between respondents' perceptions of the benefits of their volunteering and student classification of the respondents. The t values for volunteer Benefit Factor I: Job/Career Advantage, Benefit Factor III: Personal Skills, Benefit Factor IV: Problem-Solving Skills, and Benefit Factor V: Affiliation/Mentoring were not significant at the $p \leq .05$ level (see Table XXIV). These results indicated that there was no relationship between the subjects' perceptions of the benefits of volunteering for job/career advantage, personal skills, problem-solving skills, affiliation/mentoring and the students' academic classification. Table XXIV also reveals that student classification was

TABLE XXIII
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
HOME ECONOMICS MAJORS AND
NON-HOME ECONOMICS MAJORS

Factor	Means		df	t value	Probability
	Non-HE	HE			
I. Job/Career Advantage	17.76	17.86	186	-.089	.929
II. Personal Development	16.44	17.10	192	-1.070	.286
III. Personal Skills	13.85	13.55	187	.506	.614
IV. Problem-Solving Skills	7.68	7.44	185	.744	.458
V. Affiliation/Mentoring	9.42	9.56	193	-.300	.765

associated with the perceptions of the benefits of volunteer experiences in relation to personal development. The sample group of the student volunteers who were in the first year, second year, and third year appeared to be less likely to perceive that their volunteer experience contributed to personal development than the subjects who were senior and graduate students.

TABLE XXIV
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
GROUP ONE AND GROUP TWO

Factor	Means		df	t value	Probability
	Student Group 1 ^a	Classification Group 2 ^b			
I. Job/Career Advantage	18.18	17.59	186	.552	.581
II. Personal Development	16.08	17.31	192	-1.973	.050
III. Personal Skills	13.72	13.64	187	.123	.902
IV. Problem-Solving Skills	7.38	7.64	185	-.780	.437
V. Affiliation/Mentoring	9.54	9.49	193	.112	.911

a Freshmen, sophomores, and juniors

b Seniors and graduate students

Null Hypothesis 2(e)

Null Hypothesis 2(e) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and their enrollment status. Table XXV presents the results of the Student's t-distribution used to test this null hypothesis. The results did not appear to indicate that enrollment status was significantly related to the students' perceptions of the

TABLE XXV
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
PART-TIME AND FULL-TIME
STUDENTS

Factor	Means		df	t value	Probability
	Student Part-time	Status Full-time			
I. Job/Career Advantage	15.09	17.99	186	-1.325	.187
II. Personal Development	19.56	16.70	192	1.975	.050
III. Personal Skills	14.70	13.61	187	.842	.401
IV. Problem-Solving Skills	8.36	7.49	185	1.288	.200
V. Affiliation/Mentoring	9.55	9.51	193	.040	.968

benefits of their volunteer experiences for Benefit Factor I: Job/Career Advantage, Benefit Factor III: Personal Skills, Benefit Factor IV: Problem-Solving Skills, and Benefit Factor V: Affiliation/Mentoring.

Table XXV indicates that enrollment status of the volunteers was significantly associated with Benefit Factor II: Personal Development, $p \leq .05$ level, (see items 1, 2, 3, 4, 5, and 8). Part-time students tended to perceive their volunteer experiences as personal development more than full-time students. Part-time students were

more likely to perceive the contribution of volunteer experiences in "increasing self-confidence" (item 1), "becoming more independent" (item 2), "making life more meaningful" (item 3), "making life well rounded" (item 4), "maintaining personal growth" (item 5) and "feeling more competent" (item 8). Full-time students were less likely to report these benefits.

Null Hypothesis 2(f)

Null Hypothesis 2(f) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and marital status of the respondents. There were no significant t values for respondents' perceptions of the benefits of volunteering and their marital status (see Table XXVI). The results of the analysis indicated that the perceived benefits of volunteer experiences of the subjects who were single were not different from the subjects who were married, divorced and separated.

Null Hypothesis 2(g)

Null Hypothesis 2(g) states that there is no relationship between respondents' perceptions of the benefits of volunteer experiences and their employment status. Table XXVII illustrates that there were no significant t values in determining the relationship between employment status of the volunteers and their perceptions of the benefits of their volunteer experiences. Subjects who were unemployed perceived the benefits of volunteering approximately the same as the respondents who were employed.

TABLE XXVI
RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
SINGLE AND OTHERS

Factor	Means		df	t value	Probability
	Marital Single	Status Others			
I. Job/Career Advantage	17.70	18.54	186	-.559	.577
II. Personal Development	16.75	17.38	192	-.706	.481
III. Personal Skills	13.64	13.85	187	-.241	.810
IV. Problem-Solving Skills	7.50	7.78	185	-.609	.544
V. Affiliation/ Mentoring	9.50	9.54	193	-.050	.960

Null Hypothesis 2(h)

Null Hypothesis 2(h) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and active memberships in on-campus organizations. According to the results of the analysis of variance used to test this null hypothesis, the F values of volunteer experiences for active memberships in on-campus organizations were not significant at the $p \leq .05$ level (see Table XXVIII). Whether the subjects were active or inactive memberships in on-campus organizations, the perceptions of

TABLE XXVII

RESULTS OF T TESTS FOR DIFFERENCES IN
BENEFIT FACTOR MEANS BETWEEN
UNEMPLOYED AND EMPLOYED
STUDENT VOLUNTEERS

Factor	Means		df	t value	Probability
	Employment Status Unemployed	Status Employed			
I. Job/Career Advantage	17.94	17.73	184	.205	.838
II. Personal Development	17.01	16.76	190	.460	.682
III. Personal Skills	13.59	13.75	185	-.284	.777
IV. Problem-Solving Skills	7.42	7.62	183	-.599	.550
V. Affiliation/Mentoring	9.73	9.35	191	.828	.409

the benefits of their volunteering appeared to be the same.

Null Hypothesis 2(i)

Null Hypothesis 2(i) states that there is no relationship between respondents' perceptions of the benefits of their volunteer experiences and active memberships in off-campus organizations. The results of the analysis of variance utilized to test this null hypothesis indicated that the number of active memberships in off-campus organizations was significantly associated with the subjects'

TABLE XXVIII
RESULTS OF ANALYSIS OF VARIANCE FOR
BENEFIT FACTORS BY PARTICIPATION
IN ON-CAMPUS ORGANIZATIONS

Factor	df	MS	MSE	F	Probability
I. Job/Career Advantage	2, 183	22.50	49.78	.45	.637
II. Personal Development	2, 189	9.48	18.05	.53	.592
III. Personal Skills	2, 185	4.71	15.84	.30	.743
IV. Problem-Solving Skills	2, 182	3.56	4.69	.76	.470
V. Affiliation/Mentoring	2, 190	13.48	10.20	1.36	.269

perceptions of the benefits of volunteer experiences for Benefit Factor I: Job/Career Advantage (see Table XXIX).

The respondents who did not participate in any off-campus organizations were less likely to perceive volunteer benefits related to job/career advantage than the students who were involved in two or more off-campus organizations (see Table XXX). Benefits identified with the job/career advantage factor were "leading to employment" (item 9), "gaining specific job skills" (item 11), "exploring a career field" (item 16), "understanding the client and professional in a career field" (item 17), "improving resume" (item

TABLE XXIX

RESULTS OF ANALYSIS OF VARIANCE FOR
BENEFIT FACTORS BY PARTICIPATION
IN OFF-CAMPUS ORGANIZATIONS

Factor	df	MS	MSE	F	Probability
I. Job/Career Advantage	2, 185	164.68	48.53	3.39	.036
II. Personal Development	2, 191	126.94	17.03	7.45	.001
III. Personal Skills	2, 186	177.94	13.96	12.75	.000
IV. Problem-Solving Skills	2, 184	9.77	4.74	2.06	.130
V. Affiliation/Mentoring	2, 192	39.49	9.99	3.95	.020

23), "exploring a variety of training programs for self-development" (item 21), "identifying and pursuing interests and training related to a career" (item 25) and "gaining visibility" (item 26). The participants who belonged to only one off-campus organization perceived their volunteer experiences related to job/career advantage similarly to the participants who were inactive and very active in off-campus organizations.

Table XXIX demonstrates that the number of off-campus organizations to which the volunteers belonged were significantly related to the subjects' volunteer experiences on Benefit Factor II:

TABLE XXX

DUNCAN' S MULTIPLE RANGE TEST FOR BENEFIT
FACTOR I: JOB/CAREER ADVANTAGE BY
PARTICIPATION IN OFF-CAMPUS
ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	65	19.51	A
1	71	17.45	A B
None	52	16.21	B

^a Means with the same letter are not significantly different.

Personal Development. The participants who were involved in two or more off-campus organizations were more likely than the participants who were involved in only one and no off-campus organization to perceive that their volunteer experiences had "increased their self-confidence" (item 1), "helped them become more independent" (item 2), "made their lives more meaningful" (item 3), "made their lives well rounded" (item 4), "helped maintain their personal growth" (item 5) and "made them feel more competent" (item 8). Table XXXI gives the results of Duncan's multiple range test for volunteer Benefit Factor II: Personal Development.

Table XXIX also indicates that there was a significant relationship between active memberships in off-campus organiza-

tions and the subjects' perceived volunteer benefit on Benefit Factor III: Personal Skills. Inactive participants and active participants were less likely than very active participants to perceive that their volunteer experiences had helped them become "better listeners" (item 12), "better speakers" (item 13), "more self-motivated to learn, participate, and achieve" (item 14); had enabled them "to work well with others" (item 15) and had "developed their skills in leadership and administration" (item 24). Table XXXII reports the results of Duncan's multiple range test for volunteer benefits on Benefit Factor III: Personal Skills.

TABLE XXXI
DUNCAN ' S MULTIPLE RANGE TEST FOR BENEFIT
FACTOR II: PERSONAL DEVELOPMENT BY
PARTICIPATION IN OFF-CAMPUS
ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	68	18.38	A
1	71	16.14	B B
None	55	15.82	B

^a Means with the same letter are not significantly different.

TABLE XXXII

DUNCAN' S MULTIPLE RANGE TEST FOR BENEFIT
FACTOR III: PERSONAL SKILLS BY
PARTICIPATION IN OFF-CAMPUS
ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	66	15.50	A
1	70	13.01	B B
None	53	12.26	B

^a Means with the same letter are not significantly different.

Table XXIX presents the results of the analysis of variance for benefit factors by participation in off-campus organizations. An F value of 3.95, significant at the $p \leq .05$ level, indicated that active memberships in off-campus organizations was a significant variable in relation to the respondents' perceptions of volunteer benefits on Benefit Factor V: Affiliation/Mentoring. The participants who were very active members in off-campus organizations were more likely to identify affiliation/mentoring as a benefit of volunteering than inactive participants. The active participants tended to perceive affiliation/mentoring in a similar way with the nonparticipants and very active participants (see Table XXXIII). Items included in Benefit Factor V: Affiliation/Mentoring were "gaining knowledge about organizational activities" (item 18), "developing friendship

TABLE XXXIII
 DUNCAN' S MULTIPLE RANGE TEST FOR BENEFIT
 FACTOR V: AFFILIATION/MENTORING BY
 PARTICIPATION IN OFF-CAMPUS
 ORGANIZATIONS

Number of Off-Campus Organizations	Frequency	Mean	Duncan ^a Grouping
2 or more	70	10.16	A
1	71	9.59	A B B
None	54	8.56	B

^a Means with the same letter are not significantly different.

with others" (item 19), "knowing people who were of potential help in business or professional pursuits" (item 20) and "improving oneself by following the example set by other members" (item 22).

Also Table XXIX shows that there was no relationship between active memberships in off-campus organizations and their perceptions of the benefits of volunteer experiences on Benefit Factor IV: Problem-Solving Skills. Respondents in each of the categories of participation in off-campus organizations tended to perceive their volunteer experiences related to "gaining skills at gathering and analyzing information" (item 6), "gaining better observation skills" (item 7) and "gaining problem-solving skills" (item 10) in a similar manner.

In summary, a variety of volunteer benefits is more likely to be perceived by very active participants, those who belonged to two or more off-campus organizations. Benefits of volunteering were less likely to be perceived by inactive participants, those who did not belong to any off-campus organizations. A logical explanation for these results is that the respondents who were involved in several off-campus organizations are able to visualize benefits they gained through their volunteer experiences and the advantages of volunteering for their own personal development.

Null Hypothesis 2(j)

Null Hypothesis 2(j) states that there is no relationship between respondents' perceptions of the benefits of volunteering and the average number of hours students have volunteered per week since age 18. Data in Table XXXIV do not appear to indicate that the average number of hours for volunteering per week since age 18 was significantly associated with their volunteer benefits. No matter how many hours volunteers participated in volunteer activities per week, the benefits of their volunteering were perceived in a similar way.

In summary, there were ten null hypotheses related to objective six. The results of the analysis of the associations between selected demographic variables and the respondents' perceived benefits of their volunteer experiences have been reported. Decisions pertaining to each of the null hypothesis have been disclosed at the end of the section dealing with each null hypothesis.

The findings for null hypotheses 2(a) to 2(g) were analyzed

TABLE XXXIV
RESULTS OF ANALYSIS OF VARIANCE FOR
BENEFIT FACTORS BY THE NUMBER OF
HOURS RESPONDENTS VOLUNTEERED
PER WEEK

Factor	df	MS	MSE	F	Probability
I. Job/Career Advantage	1, 141	103.26	42.38	2.44	.121
II. Personal Development	1, 147	.82	18.65	.04	.835
III. Personal Skills	1, 142	2.05	14.65	.14	.709
IV. Problem-Solving Skills	1, 141	6.88	4.49	1.53	.218
V. Affiliation/Mentoring	1, 148	3.31	9.54	.35	.557

by a Student's t-test and the remaining null hypotheses were analyzed by analysis of variance at the $p \leq .05$ level of significance. When a particular null hypothesis was found to be significant, the Duncan's multiple range test was used to determine which of the categories within the demographic variable was more strongly associated with volunteer benefits.

As a quick review of the decisions made and in order to demonstrate the strength or weakness of the demographic variables as predictors of volunteer benefit for the students in this study.

Table XXXV was developed. A number of off-campus organizations to which the students belonged were significant for four of five benefit factors. The gender, student classification, and student status of the respondents were each significant for only one benefit factor. The remaining demographic variables studied showed no significant relationship to any of the volunteer benefit factors.

Objective Seven: Sources of Factors that Affect
Volunteers in the Volunteer Work
Environment

The subjects' motivations for volunteering and perceptions of the benefits of volunteer experiences were described in objectives one, two, four, and five and their relationships to the selected demographic characteristics of the respondents were discussed and presented in objectives three and six. In objective seven, factors in the volunteer work environment that affect the student volunteer samples will be identified and described.

In Herzberg's motivation-hygiene theory (1967), hygiene factors are considered as demotivators which may affect peoples' performance or may make the work environment unpleasant and affect the morale of the people in the organization. In this case, the factors identified by student volunteers may cause them to be discouraged or discontinue their participation in volunteer activities.

Table XXXVI presents the frequencies, rank order, means, and percentages for items pertaining to the volunteer work environment. Each respondent was asked to assess the effect of 20 items that

TABLE XXXV
SUMMARY OF RESULTS FOR BENEFIT FACTORS

Demographic Variables	Benefit Factors ^a				
	I	II	III	IV	V
1. Sex		* ^b			
2. Age					
3. Academic Major					
4. Student Classification		*			
5. Student Status		*			
6. Marital Status					
7. Employment Status					
8. Active Memberships in On-Campus Organizations					
9. Active Memberships in Off-campus Organizations	*	*	*		*
10. Average Number of Hours Per Week for Volunteering					

^a Benefit factors are as follows: Benefit Factor I: Job/Career Advantage, Benefit Factor II: Personal Development, Benefit Factor III: Personal Skills, Benefit Factor IV: Problem-Solving Skills and Benefit Factor V: Affiliation/Mentoring

^b Asterisks indicate significance.

might be associated with volunteer work. Each item was given a score from zero (no effect) to four (extreme effect) depending on the degree of its effect to the respondents. The four most frequently

TABLE XXXVI
RANKINGS, MEANS, FREQUENCIES, AND PERCENTAGES
FOR CONDITIONS THAT HAD AN EFFECT ON THE
RESPONDENTS IN THE VOLUNTEER
WORK ENVIRONMENT

Item No.	Item Statement	Frequency	Mean	Percentages					Rank
				No Effect		Extreme Effect			
				0	1	2	3	4	
5.	lack of organization	198	1.69	20.7	29.3	20.7	18.7	10.6	1
1.	lack of cooperation	199	1.67	21.1	23.6	29.1	19.0	7.0	2
16.	menial work assignments	199	1.58	25.1	24.1	27.6	13.6	9.5	3
4.	lack of orientation program	198	1.58	21.7	30.8	21.7	19.2	6.6	4
13.	lack of funds for supplies	199	1.55	31.2	19.6	18.6	24.6	6.0	5
15.	unclear work assignments	198	1.46	30.8	20.7	24.2	19.7	4.5	6
10.	lack of professional assistance or guidance	193	1.45	31.1	21.2	25.4	16.1	6.2	7
2.	inconvenience of work site	199	1.43	27.1	30.7	19.1	18.1	5.0	8
3.	lack of supervision	198	1.42	23.7	34.8	21.7	14.6	5.1	9
14.	lack of coordination between volunteer activity and class work	196	1.39	32.7	22.4	23.5	16.3	5.1	10
11.	inadequate in-service training	199	1.37	32.2	23.6	23.1	17.1	4.0	11
20.	poor leadership and/or management	199	1.31	33.2	26.6	22.1	12.6	5.5	12
9.	overlap of supervision	198	1.30	32.8	27.3	19.7	17.2	3.3	13
8.	unpleasant atmosphere at the work site	199	1.29	34.7	28.1	16.1	15.6	5.5	14
12.	lack of a recognition program to honor volunteers	196	1.27	37.2	24.0	17.3	17.3	4.1	15
17.	inappropriate schedule	199	1.26	34.7	27.6	20.1	12.1	5.5	16
7.	unexpected expenses	199	1.23	39.2	25.6	14.6	14.1	6.5	17
18.	poor image of the work being done	199	1.20	35.7	27.6	21.6	11.1	4.0	18
19.	uncomfortable working condition	199	1.19	36.2	28.1	21.6	9.0	5.0	19
6.	relationship problems with the staff	199	1.14	40.2	23.1	21.1	13.6	2.0	20

identified factors in order of the mean scores were as follows:

1. lack of organization (item 5; mean = 1.69)

2. lack of cooperation (item 1; mean = 1.67)
3. menial work assignments (item 16; mean = 1.58)
4. lack of orientation program (item 4; 1.58)

The means of all items on work environment were fairly low, all below 1.70. This indicated that the sample group of volunteers appeared to be affected by the identified factors to a relatively low degree.

Thirty-five to forty percent of the respondents reported that "poor image of the work being done" (item 18), "uncomfortable working conditions" (item 19), and "relationship problems with the staff" (item 6) were hygiene factors that had no effect on them (see Table XXXVI).

The last item on work environment questionnaire asked the sample group of volunteers whether they had ever quit a volunteer job due to any of the items included in the working environment. Of the total number of 199 volunteers who completed the items, 18 reported that they had quit volunteer work because of environmental factors, but 181 never had. The respondents who gave up the volunteer job were requested to go back over the items listed in the work environment section and select the factor that affected them most. Among 18 respondents who had left a volunteer agency, only 10 identified the reasons why they discontinued volunteering.

Table XXXVII presents frequencies of selected reasons for discontinuing volunteering. The most frequently selected reasons for leaving a volunteer agency in descending order of frequency are as follows: "unpleasant atmosphere at the work site" (item 8), "relationship problems with the staff" (item 6), "lack of organization" (item 5)

and "inappropriate schedule" (item 17). One of the respondents wrote the comment that she left the volunteer agency because the supervisor was ineffective and unknowledgeable. Since so few of the respondents identified the environmental reasons why they discontinued volunteering, a statistical analysis was not warranted.

In summary, the majority of the volunteers had been affected to some degree by problems in the work environment. However, the volunteers still remained in volunteer service. The two environmental conditions most frequently identified as problems that caused them to leave volunteer work were "unpleasant atmosphere at the work site" (item 8) and "relationship problems with the staff" (item 6). Nine of the 20 items in the list of environmental factors were never identified as reasons for leaving a volunteer assignment by the 18 respondents who had left a volunteer position prematurely (see Appendix A, Questionnaire, Section: Work Environment, items 2, 4, 9, 10, 11, 13, 14, 18 and 19).

TABLE XXXVII
FREQUENCY OF REASONS FOR DISCONTINUING
VOLUNTEERING

Item No.	Reasons for Leaving	Frequency ^a
1.	lack of cooperation	1
3.	lack of supervision	2

(table continues)

TABLE XXXVII (Continued)

Item No.	Reasons for Leaving	Frequency ^a
5.	lack of organization	3
6.	relationship problems with the staff	4
7.	unexpected expenses	2
8.	unpleasant atmosphere at the work site	5
12.	lack of recognition program to honor volunteers	2
15.	unclear work assignments	1
16.	menial work assignments	2
17.	inappropriate schedule	3
20.	poor leadership and/or management	1

^a Only 10 of the 210 students indicated that they discontinued their volunteer work prematurely. Since several students checked more than one item as a contributor to their decision to leave, the total number of responses is greater than 10.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to identify the motivations of university student volunteers and the perceived benefits of volunteer experiences. Another major purpose was to investigate any relationships between respondents' selected demographic characteristics (gender, age, academic major, student classification, student enrollment status, marital status, employment status, active memberships in on-campus organizations, active memberships in off-campus organizations, and the average number of hours per week for volunteering since age 18 to the present) and their motivations for volunteering and their perceived benefits of volunteer experiences. In addition to that, difficulties or factors that the student volunteers encountered in the volunteer work environment and/or might cause them to discontinue volunteer work were examined and identified.

The research design of this study was ex post facto descriptive and involved as subjects Oklahoma State University students, who were in the upper division and enrolled in the Spring semester, 1989. Four classes in the College of Home Economics that met the criteria for the population were selected. The total sample was 385.

An additional criterion was that students included in the study must have previously been or were currently engaged in volunteer activities.

A four-part questionnaire was developed by the researcher incorporating ideas gleaned from the literature. The first part of the questionnaire dealt with the demographic characteristics of university student volunteers and included the following data: gender, age, academic major, student classification, student enrollment status, marital status, employment status, active memberships in on-campus organizations, active memberships in off-campus organizations, and the average number of hours per week for volunteering since age 18 to the present. The second part of the questionnaire pertained to motivations for volunteering and requested the respondents to consider the importance of 44 motivation items using a five-point scale from "not important" (0) to "very important" (4). The third part of the questionnaire included 26 benefit items and the subjects were asked to rate these items on the five-point scale (0 = strongly disagree to 4 = strongly agree) regarding the perceived benefits of their volunteer experiences. The last part of the questionnaire requested the student volunteers to identify difficulties that affected them in the volunteer workplace by assessing the effect 20 work environment items (0 = no effect to 4 = extreme effect). The final question related to work environment asked the respondents whether they had ever discontinued volunteer work. If so, the specific reason for leaving was requested.

The research instrument was pilot tested for content and clarity of items. There were no modifications or additions of new

items to the existing questionnaire. Permission and cooperation to administer the questionnaire to the four selected classes was obtained from each instructor. Arrangements were made with each instructor to set up a specific date and time for administering the questionnaire.

Frequency statistics were computed in order to describe the characteristics of the respondents by, gender, age, academic major, student classification, student enrollment status, marital status, employment status, active memberships in on-campus organizations, active memberships in off-campus organizations, and the average number of hours per week for volunteering since age 18 to the present. A principle components factor analysis and varimax orthogonal rotation of factors were conducted on the responses to the motivation and benefit sections of the instrument, resulting in the identification of seven motivation factors and five benefit factors. The seven motivation factors were named: Motivation Factor I: Achievement, Motivation Factor II: Recognition/Affiliation, Motivation Factor III: Job/Career Development, Motivation Factor IV: Community Service, Motivation Factor V: Responsibility/Autonomy, Motivation Factor VI: New Experiences and Motivation Factor VII: Personal Needs. These results confirmed Herzberg's motivation-hygiene theory to a certain degree. The five benefit factors were named as follows: Benefit Factor I: Job/Career Advantage, Benefit Factor II: Personal Development, Benefit Factor (III): Personal Skills, Benefit Factor IV: Problem-Solving Skills and Benefit Factor V: Affiliation/Mentoring. Student's t tests were

computed to test null hypotheses 1(a) to 1(g) and null hypotheses 2(a) to 2(g). Null hypotheses 1(h) to 1(j) and null hypotheses 2(h) to 2(j) were tested for significance by use of analysis of variance. A Duncan's multiple range test was utilized to test further for a particular significant null hypothesis.

Conclusions

The results regarding the sources of motivation were consistent with other studies. The 1974 study by ACTION and the 1985 study by Independent Sector found the primary motivation for volunteering was "wanting to do something useful and to help other people" (ACTION, 1975; Independent Sector, 1986). Likewise, Serventi's 1980 study of motivations and perceived benefits of the University of Virginia student volunteers indicated similar reasons. "To fulfill a court referral" was the reason or motivation selected least often by the respondents of this study.

Based on the seven motivation factors derived in this study, the analysis indicated that the leading motivator for the sample group of university student volunteers was achievement. When asked to assess the importance of each item in a list of 44 possible motivators, those items that clustered into a factor named Motivation Factor (I): Achievement were perceived as most important. Students indicated a concern about doing well in the job and being proud of their accomplishment.

As a result of the investigation, the relationships between seven of the selected demographic variables (age, academic major,

memberships in on-campus organizations, and average number of volunteer hours per week) and student volunteers' motivations for volunteering were not found to be significant. That is, these seven demographic variables did not seem to contribute to the differences in motivations of the students for volunteering.

Student volunteers' gender, student classification, and active memberships in off-campus organizations were strong predictors of the student volunteers' motivations. However, the relationships between student volunteers' sex and their motivations, and between student volunteers' active memberships in off-campus organizations and their motivations were significantly associated with four of the seven Motivation Factors, while the relationships between student volunteers' classification and their motivations were significant only two motivation factors (see Table XVIII). The results of analysis generated the following patterns: (1) females tended to be more motivated than males and also identified achievement-related motivations more importantly than males; (2) males appeared to be less motivated for job/career reasons than females; (3) females were more likely to volunteer in order to improve and make a contribution to their community than males; (4) males identified volunteering as a means of gaining new experiences as less important than females.

The number of off-campus organizations in which respondents participated was significantly related to four of the seven motivation factors. The major finding indicated that the respondents who were involved in two or more off-campus organizations tended to be more motivated by achievement, community service, and responsibility/

autonomy than the respondents who were involved in only one and no off-campus organizations. Respondents who did not participate in any off-campus organizations were less likely to be motivated for new experience reasons than respondents who participated in only one and two or more off-campus organizations. Both participants who belonged to only one off-campus organization and participants who belonged to two or more off-campus organizations appeared to be motivated equally for reasons of new experiences. The participants who belonged to only one off-campus organization were motivated in similar manner to the participants who belonged to no off-campus organization for new experiences-related reasons.

Student classification of the volunteers was found to be a predictor for two motivation factors. The analysis yielded the following patterns: (1) seniors and graduate students appeared to have a stronger interest than freshmen, sophomores, and juniors in volunteering for community service reasons; (2) in contrast to the first pattern, the lower student classifications tended to be more motivated by personal needs than seniors and graduate students.

Regarding subjects' perceived benefits of volunteering, the subjects reported that they strongly agreed that their volunteer experiences "enabled them to work well with others" (mean = 2.92) and helped them "become more self-motivated to learn, participate, and achieve" (mean = 2.89). At the same time, the respondents tended to strongly disagree that "volunteering led to employment" (mean = 1.68). The analysis of the benefit factors showed that Benefit Factor (II): Personal Development received the highest mean

score; that is, student volunteers perceived personal development as a primary benefit of their volunteer experiences.

A Student's t-distribution identified significant relationships between respondents' sex, student classification, student status and Benefit Factor II: Personal Development. The patterns in the analysis emerged as follows: (1) females were more likely to accrue personal development-related benefits than males; (2) freshmen, sophomores, and juniors perceived benefits of their volunteer experiences as personal development at a lower degree than seniors and graduate students; (3) part-time student volunteers appeared to be more likely to acquire benefits related to personal development than full-time volunteers.

Using analysis of variance, it was found that "active membership in off-campus organizations" was a significant variable in relation to four of five benefit factors. Participants who were involved in two or more off-campus organizations were more likely than participants who did not participate in any off-campus organizations to gain job/career-related benefits. Active participants who belonged to only one off-campus organization perceived their volunteer experiences related to job/career benefits equally to very active participants who belonged to two or more off-campus organizations and inactive participants who belonged to no off-campus organization. The very active participants were more likely than any other groups to accrue personal development and personal skills related benefits. Inactive participants who did not belong to any off-campus organizations were less likely than very active participants to acquire benefits related to affiliation/mentoring.

However, the way the active participants perceived their volunteer experiences as affiliation/mentoring was similar to the very active participants and inactive participants.

Overall, the means of factors that had an effect on the respondents in a volunteer work environment were relatively low. Difficulties or factors identified by the student volunteers appeared to affect them only minimally in the volunteer work placement. However, "lack of organization" was the item that most often affected the volunteers in the volunteer work environment. On a five-point scale (0-4) the mean for this item was 1.69. The majority of volunteers reported experiencing no or negligible effects of relationship problems with the staff. The mean of "relationship problems with the staff" was 1.14 on the five-point scale (0 to 4). The respondents who left a volunteer agency (n = 10) identified "unpleasant atmosphere at the work site" more frequently than any reason for leaving the volunteer job.

In all of the analyses, the results showed that the relationships between respondents' gender and active memberships in off-campus organizations and their volunteer motivations were significant for four of the seven motivation factors, while the relationships between the respondents' student classification and their volunteer motivation were significantly related to only two motivation factors. Similarly, data analyses showed that the relationships between respondents' active memberships in off-campus organizations and perceived benefits of their volunteer experiences were significantly associated with four of the five benefit factors, while the relationships between subjects' gender, student classification, and student

enrollment status and perceived benefits of their volunteer experiences were significant for only one benefit factor. It was concluded that motivations for volunteering and benefits of volunteer experiences were identified by the respondents with the same characteristics.

Implications

The implications drawn from the preceding analyses and conclusions are presented under two aspects: theoretical research implications and administrative implications. Regarding theoretical research implications, there was no evidence in a literature review showing that Herzberg's motivation-hygiene theory had been used to determine motivations and demotivations for volunteering. The findings of this study indicate that achievement is the strongest motivator for volunteering and lack of organization is a demotivator which had an effect on the volunteers' morale. However, "I want to help other people" is the most frequent reason given by university student volunteers. Since this item received the highest mean score among 44 motivation items there is an indication that altruism is still an important motivation for volunteering. This particular finding confirms the results of the studies conducted by Serventi (1980) and Chapman (1980) that university student volunteers gave altruism as a primary reason for volunteering.

The absence of previous research on the application of Herzberg's motivation-hygiene theory especially to volunteers' motivations and perceived benefits of volunteer experiences as

personal growth limited the comparison of results of this study to the others. The results of this study indicated that volunteer benefits appear to be associated with a number of aspects which describe personal development and personal skills. Certain characteristics of individual volunteers and benefits derived from their volunteer experiences are evident.

In terms of administrative implications, the results of this study may give some considerations for better management of volunteers by administrators. More serious knowledge building research on volunteer motivations and volunteer benefits can help managers develop better strategies for volunteers to reach individual goals as well as the volunteer agency's goals. Motivations, benefits, and factors that create problems or affect volunteers' morale are aspects of volunteering which enhance personal growth experience and encourage volunteers to remain in the volunteer organization. A manager who understands the rationale underlying motivation-hygiene theory and outcomes of volunteering (benefits of volunteering) can produce a successful volunteer program and be more effective in managing volunteers.

The Herzberg's motivation-hygiene theory utilized in this study as a theoretical model suggests that motivation occurs when an individual's needs have been fulfilled with the desirable outcomes (expected benefits derived from volunteering) and as a result, he/she will have an additional desire to volunteer in the future. Thus, managers of volunteer programs can establish expected benefits for volunteers by the jobs they provide. Expectations of certain benefits will create motivation.

One of the results of this study demonstrated that student volunteers viewed personal development and personal skills as benefits which contributed most to their personal growth experiences. When volunteers have such a feeling or attitude toward volunteering, they will be motivated continuously. The application of this particular research knowledge may be used as a constructive and creative strategy to market a volunteer program and recruit volunteers.

The other administrative implication of this research is that volunteer staff should contemplate the needs of their volunteers which can be met through volunteerism. For example, opportunities to meet achievement needs should be made available to volunteers by offering work that involves them in assuming responsibility, undertaking challenging work, involvement in program planning and decision making. Job/career development needs should be made apparent to those volunteers who are pursuing a specific career in the future. Above all, the volunteer activities should be action oriented to meet any of the motivational needs. Also, volunteer administrators should be more aware of problems or factors that cause volunteers to develop poor attitudes toward an organization thus leading to reduction in their volunteer productivity.

Recommendations

The following recommendations are offered regarding the results of this research and the review of literature:

1. Since the application of Herzberg's motivation-hygiene theory was not found in any study specifically relating to volunteer motivations prior to this study, more theory testing is needed. Students whose characteristics and motivations differ from what one might expect as a result of Herzberg's work and the results of the present study should be further analyzed. Achievement, recognition/affiliation, job/career, community service, responsibility/autonomy, new experiences and personal needs may not be the only motives for volunteers. Several others contemporary motivation theories could also be applied to this area. The testing of these theories with a standardized instrument might be helpful in further explaining volunteer behavior and might help determine what kind of volunteer position is most appropriate to an individual.

2. A replication of the study is needed in the area of motivations and perceived benefits of volunteer experience. Motivation theories can be studied in several different settings such as recreation services, senior citizen programs, corrections, education, adult programs, business, and programs for disabled persons in order to ascertain types of motivations, benefits, and difficulties encountered in the volunteer workplace.

3. In order to increase generalizability of the findings obtained from this study, the researcher recommends more systematic and stringent sampling techniques for future studies.

4. A well-run volunteer program needs a combination of cooperation from faculty and staff as well as community agencies. Above all, the support of top administrators is very essential for making existing volunteer programs survive. The community agency

leader can act as an impetus to maintain a student's interests in volunteering in the community. Those individuals in the community agency who offer the students the opportunity to search for new experiences in the field, pay attention to students, and make them feel that their contributions make a difference are more likely to attract students who will be committed in the long run to the agency's goals. Thus, the students are more likely to return to those agencies as well. Faculty participation in volunteer programs is also vital because faculty who are able to integrate the volunteer experience into the curriculum will help prepare the students for a particular volunteer activity such as working with handicapped persons or tutoring adults. The recommendation is made that the volunteer experience should be integrated into the curriculum because volunteering, in return, will improve the quality of life of the volunteers themselves and the community as a whole.

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APPENDIX A
QUESTIONNAIRE

VOLUNTEER SURVEY

Introduction: In the U.S., volunteering is known as working in some way to help others for no monetary pay.

Directions: Please complete the following questionnaire in order that we might assess the level and reasons for volunteering among upper division students at Oklahoma State University. **Check the most correct response for each item.** Your cooperation and your time will be sincerely appreciated.

Section I : Demographic Information

1. Sex:
 - Male
 - Female
 2. Age:
 - 18-21
 - 22-25
 - 26 and older
 3. Academic Major:
 - Agriculture
 - Animal Science
 - Business
 - Education
 - Engineering
 - Home Economics
 - Other, please specify
 4. Student Classification:
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Graduate student
 - Other, please specify
 5. Student Status:
 - Part-time (less than 12 credit hours)
 - Full-time (12 credit hours and more)
 6. Marital Status:
 - Single
 - Married
 - Divorced
 - Separated
 7. Employment Status (while a student in higher education):
 - Unemployed most of the time
 - average 20 hours or less per week (including vacations)
 - average 21-30 hours per week (including vacations)
 - average 31-40 hours per week (including vacations)
 - average 41 or more hours per week (including vacations)
 8. Active Memberships in On-Campus Clubs or Organizations: (How many clubs or organizations do you belong to?)
 - None
 - 1
 - 2
 - 3
 - 4
 - 5 or more
- Note: Organizations include, social, residential, civic, academic, political, religious, athletic, and/or other groups.

9. Active Memberships in Off-Campus Clubs or Organizations: (How many clubs or organizations do you belong to?)
- ___ None
 ___ 1
 ___ 2
 ___ 3
 ___ 4
 ___ 5 or more
- Note: Organizations include, social, residential, civic, academic, political, religious, athletic, and/or other groups.
10. Past Participation in Volunteer Activities: Please indicate the average number of hours per week you have volunteered since age 18 to present. A volunteer is one who works in some way to help others for no monetary pay.
- ___ None
 ___ less than 1 hour
 ___ 1 hour or more but less than 3 hours
 ___ 3 hours or more but less than 5 hours
 ___ 5 hours or more

If you have never volunteered, please stop answering the questionnaire at this point, and turn it in.

Section II : Volunteer Motivation

Directions: Reflect on your past and present volunteer activities. Ask yourself the question: "What are my reasons for volunteering?" Indicate the level of importance for each of the following "volunteer motivations". **Circle the most appropriate choice for each item below.**

I want to:	Not Important		Very Important		
1. participate in an activity other than university-related experience	0	1	2	3	4
2. increase my responsibility for getting things done	0	1	2	3	4
3. improve my chance of obtaining a good job	0	1	2	3	4
4. make changes in the community	0	1	2	3	4
5. test out ideas	0	1	2	3	4
6. undertake challenging work	0	1	2	3	4
7. increase my prestige	0	1	2	3	4
8. work in a different environment from where I grew up	0	1	2	3	4
9. assume responsibility	0	1	2	3	4
10. do my own thing with little supervision	0	1	2	3	4
11. fulfill the family's value of volunteering	0	1	2	3	4
12. achieve status in my community	0	1	2	3	4
13. help improve community services	0	1	2	3	4
14. share what I know with others because it makes me feel good	0	1	2	3	4
15. increase my ability to get things done under little supervision	0	1	2	3	4
16. experience all types of people's personalities and backgrounds	0	1	2	3	4
17. fulfill a course requirement	0	1	2	3	4
18. do a task that I think I can do well	0	1	2	3	4

I want to:	Not Important		Very Important		
19. learn by doing	0	1	2	3	4
20. be appreciated by the people I help through volunteering	0	1	2	3	4
21. assume a greater responsibility for the community	0	1	2	3	4
22. find out if I really enjoy a certain kind of work	0	1	2	3	4
23. practice skills that might be needed in my chosen career	0	1	2	3	4
24. develop new interests	0	1	2	3	4
25. improve my status of being a member of an organization	0	1	2	3	4
26. be recognized for my contribution	0	1	2	3	4
27. interact with different types of people	0	1	2	3	4
28. make some sort of contribution to the community because I feel I accomplish something	0	1	2	3	4
29. have referencces for future employment	0	1	2	3	4
30. try out my skills	0	1	2	3	4
31. work with interesting people	0	1	2	3	4
32. help other people	0	1	2	3	4
33. accomplish goals which I have in my mind	0	1	2	3	4
34. feel useful and needed	0	1	2	3	4
35. participate in the same activities as my friends	0	1	2	3	4
36. develop skills and abilities that would help me in my personal life	0	1	2	3	4
37. be liked by people	0	1	2	3	4
38. apply my knowledge, skills, and abilities that I have developed	0	1	2	3	4
39. be awarded for doing a good job	0	1	2	3	4
40. have opportunity to be involved in program planning and decision making	0	1	2	3	4
41. undertake interesting work	0	1	2	3	4
42. have something to put on resume	0	1	2	3	4
43. fill up my leisure time	0	1	2	3	4
44. fulfill a court referral	0	1	2	3	4

Section III : Benefits of Volunteering

Directions: Looking back on your volunteer experiences, please indicate the degree of agreement of each of the benefits derived. **Circle the most appropriate choice for each item below.**

My volunteer experiences:	Strongly Disagree		Strongly Agree		
1. helped me increase self-confidence	0	1	2	3	4
2. helped me become more independent	0	1	2	3	4
3. made my life more meaningful	0	1	2	3	4
4. made my life well rounded	0	1	2	3	4

My volunteer experiences:	Strongly Disagree			Strongly Agree	
5. helped maintain my personal growth	0	1	2	3	4
6. helped me gain skills at gathering and analyzing information	0	1	2	3	4
7. helped me gain better observation skills	0	1	2	3	4
8. made me feel more competent- that I knew what I was able to do and what I was unable to do	0	1	2	3	4
9. led me to employment	0	1	2	3	4
10. helped me gain problem-solving skills	0	1	2	3	4
11. gave me opportunity to gain specific job skills	0	1	2	3	4
12. helped me become a better listener	0	1	2	3	4
13. helped me become a better speaker	0	1	2	3	4
14. helped me become more self-motivated to learn, participate, and achieve	0	1	2	3	4
15. enabled me to work well with others	0	1	2	3	4
16. offered me opportunity to explore a career field	0	1	2	3	4
17. helped me understand the client and professional in my career field	0	1	2	3	4
18. offered me opportunity to gain knowledge about organizational activities	0	1	2	3	4
19. helped develop friendships with others	0	1	2	3	4
20. helped me know people who were of potential help to my family or me in business or professional pursuits	0	1	2	3	4
21. offered me opportunity to explore a variety of training programs for self-development	0	1	2	3	4
22. helped improve myself by following the example set by other members	0	1	2	3	4
23. helped improve my resume	0	1	2	3	4
24. gave me opportunity to develop my skills in leadership and administration	0	1	2	3	4
25. gave me opportunity to identify and pursue interests and training related to a career	0	1	2	3	4
26. helped me gain visibility (for advancement)	0	1	2	3	4

Section IV : Work Environment

Directions: Please indicate how you have been affected by the following factors in the volunteer work environment. **Circle the response which is accurate for you.**

While volunteering, I have been affected by:	No Effect			Extreme Effect	
1. lack of cooperation	0	1	2	3	4
2. inconvenience of work site	0	1	2	3	4
3. lack of supervision	0	1	2	3	4
4. lack of orientation program	0	1	2	3	4
5. lack of organization	0	1	2	3	4

While volunteering, I have been affected by:	No Effect					Extreme Effect
6. relationship problems with the staff	0	1	2	3	4	
7. unexpected expenses	0	1	2	3	4	
8. unpleasant atmosphere at the work site	0	1	2	3	4	
9. overlap of supervision	0	1	2	3	4	
10. lack of professional assistance or guidance	0	1	2	3	4	
11. inadequate in-service training	0	1	2	3	4	
12. lack of a recognition program to honor volunteers	0	1	2	3	4	
13. lack of funds for supplies	0	1	2	3	4	
14. lack of coordination between volun- teer activity and class work	0	1	2	3	4	
15. unclear work assignments	0	1	2	3	4	
16. menial work assignments	0	1	2	3	4	
17. inappropriate schedule	0	1	2	3	4	
18. poor image of the work being done	0	1	2	3	4	
19. uncomfortable working conditions	0	1	2	3	4	
20. poor leadership and/or management	0	1	2	3	4	
21. Have you ever quit a volunteer job because of any of the factors listed above?						
___ Yes						
___ No						

If "yes", please go back over the items in this section and identify the factor that affected you most. Write the number of your choice below.

*** Thank you ***

APPENDIX B

TABLES

TABLE XXXVIII
 DEMOGRAPHIC CHARACTERISTICS OF
 RESPONDENTS

Characteristic	Frequency	Percent
<u>Gender</u>		
Female	200	72.5
Male	<u>76</u>	<u>27.5</u>
Total	276	100.0
<u>Age</u>		
18-21	141	51.1
22-25	111	40.2
26 and older	<u>24</u>	<u>8.7</u>
Total	276	100.0
<u>Academic Major</u>		
Agriculture	3	1.1
Animal Science	3	1.1
Business	52	18.8
Education	6	2.2
Engineering	6	2.2
Home Economics	147	53.3
Arts & Sciences, Other	<u>59</u>	<u>21.4</u>
Total	276	100.1 ^a

(table continues)

TABLE XXXVIII (Continued)

Characteristic	Frequency	Percent
<u>Student Classification</u>		
Freshmen	3	1.1
Sophomore	34	12.3
Junior	77	27.9
Senior	158	57.2
Graduate	<u>4</u>	<u>1.4</u>
Total	276	99.9a
<u>Student Enrollment Status</u>		
Part-time	14	5.1
Full-time	<u>262</u>	<u>94.9</u>
Total	276	100.0
<u>Marital Status</u>		
Single	233	84.4
Married	32	11.6
Divorced	10	3.6
Separated	<u>1</u>	<u>0.4</u>
Total	276	100.0

(table continues)

TABLE XXXVIII (Continued)

Characteristic	Frequency	Percent
<u>Employment Status</u>		
Unemployed	126	46.0
Average 20 hours or less per week	92	33.6
Average 21-30 hours per week	43	15.7
Average 31-40 hours per week	10	3.6
Average 41 or more hours per week	<u>3</u>	<u>1.1</u>
Total	274 ^b	100.0
<u>Active Memberships in On-Campus Organizations</u>		
None	60	21.9
1	57	20.8
2	74	27.0
3	48	17.5
4	19	6.9
5 or more	<u>16</u>	<u>5.8</u>
Total	274	99.9 ^a

(table continues)

TABLE XXXVIII (Continued)

Characteristic	Frequency	Percent
<u>Active Memberships in Off-Campus Organizations</u>		
None	98	35.5
1	97	35.1
2	55	19.9
3	17	6.2
4	2	0.7
5 or more	<u>7</u>	<u>2.5</u>
Total	276	99.9 ^a
<u>Past Participation in Volunteer Activities per week</u>		
None	64	23.4
Less than 1 hour	51	18.6
1 hour or more but less than 3 hours	59	21.5
3 hours or more but less than 5 hours	33	12.0
5 hours or more	<u>67</u>	<u>24.5</u>
Total	274 ^b	100.0

^a Percentage is not equal 100 due to rounding.

^b Missing data = 2

TABLE XXXIX
 VARIMAX ORTHOGONAL ROTATED FACTOR
 MATRIX LOADINGS FOR MOTIVATION

No.	Motivation Items ^a	Factor Loadings						
		I	II	III	IV	V	VI	VII
1.	participate in an activity other than university-related experience	.083	.164	.087	.160	.275	<u>.684</u>	-.017
2.	increase my responsibility for getting things done	.201	.214	.218	.060	<u>.527</u>	.346	.275
3.	improve my chance of obtaining a good job	.054	-.014	<u>.760</u>	-.034	.313	.018	.113
4.	make changes in the community	.301	-.048	.003	<u>.685</u>	.144	.220	.059
5.	test out ideas	.322	.281	.023	.423	<u>.430</u>	.280	.160
6.	undertake challenging work	<u>.496</u>	-.016	-.085	.246	.479	.069	-.076
7.	increase my prestige	.110	<u>.636</u>	.288	.124	.441	-.042	-.001
8.	work in a different environment from where I grew up	.285	.248	-.033	.121	.187	<u>.504</u>	.141
9.	assume responsibility	<u>.491</u>	.211	.049	.207	.369	.271	.163
10.	do my own thing with little supervision	.287	.282	.053	.022	<u>.643</u>	.150	.092
11.	fulfill the family's value of volunteering	.339	.256	-.033	.214	.014	.067	<u>.498</u>
12.	achieve status in my community	.175	<u>.683</u>	.056	.100	.249	.041	.216
13.	help improve community services	.336	.083	-.116	<u>.773</u>	.047	.085	.031
14.	share what I know with others because it makes me feel good	<u>.579</u>	.030	.035	.572	-.014	.235	-.135
15.	increase my ability to get things done under little supervision	.446	.374	.133	.180	<u>.475</u>	.253	.008
16.	experience all types of people's personalities and backgrounds	.506	.026	.022	.251	-.057	<u>.655</u>	.016
17.	fulfill a course requirement	.031	.101	<u>.709</u>	-.045	-.190	.084	-.065
18.	do a task that I think I can do well	<u>.642</u>	.188	.237	.254	.268	-.082	.005
19.	learn by doing	<u>.700</u>	.177	.240	.087	.051	.084	-.053
20.	be appreciated by the people I help through volunteering	.354	<u>.605</u>	.210	.183	-.256	.211	-.057

(table continues)

TABLE XXXIX (Continued)

No.	Motivation Items ^a	Factor Loadings						
		I	II	III	IV	V	VI	VII
21.	assume a greater responsibility for the community	.495	.199	.065	<u>.542</u>	.091	.243	-.014
22.	find out if I really enjoy a certain kind of work	.457	.068	<u>.522</u>	.129	.037	.263	.323
23.	practice skills that might be needed in my chosen career	.509	.096	<u>.613</u>	-.070	.123	.216	.017
24.	develop new interests	<u>.722</u>	.286	.068	.120	.147	.195	.094
25.	improve my status of being a member of an organization	.028	<u>.753</u>	.137	.110	.171	.177	.044
26.	be recognized for my contribution	.143	<u>.860</u>	.099	.015	.054	.123	.028
27.	interact with different types of people	<u>.720</u>	.155	-.026	.181	-.009	.403	-.047
28.	make some sort of contribution to the community because I feel I accomplish something	.426	.212	-.148	<u>.561</u>	.097	.003	.078
29.	have references for future employment	.279	.147	<u>.824</u>	-.051	.076	-.046	.007
30.	try out my skills	<u>.781</u>	.083	.297	.095	.133	.153	.043
31.	work with interesting people	<u>.742</u>	.142	.194	.185	-.011	.322	.051
32.	help other people	<u>.741</u>	.014	.025	.376	.084	.029	-.033
33.	accomplish goals which I had in my mind	<u>.748</u>	.094	.016	.195	.059	-.008	.063
34.	feel useful and needed	<u>.584</u>	.375	-.025	.366	-.045	-.012	-.036
35.	participate in the same activities as my friends	.107	<u>.597</u>	-.052	-.152	.101	.060	.430
36.	develop skills and abilities that would help me in my personal life	<u>.657</u>	.085	.162	.172	.188	.134	.146
37.	be liked by people	.326	<u>.711</u>	.148	.040	-.001	.067	.208
38.	apply my knowledge, skills, and abilities that I have developed	<u>.684</u>	.242	.213	.140	.220	.008	.029
39.	be awarded for doing a good job	.236	<u>.786</u>	.106	.064	.127	-.027	.169
40.	have opportunity to be involved in program planning and decision making	<u>.607</u>	.428	.052	.231	.202	.128	.165
41.	undertake interesting work	<u>.744</u>	.219	.156	.094	.207	.081	.112

(table continues)

TABLE XXXIX (Continued)

No.	Motivation Items ^a	Factor Loadings						
		I	II	III	IV	V	VI	VII
42.	have something to put on	.083	.256	<u>.808</u>	-.009	-.010	-.098	.083
43.	fill up my leisure time	.123	.281	.052	.313	-.025	.039	<u>.717</u>
44.	fulfill a court referral	-.126	.126	.119	-.173	.127	.002	<u>.731</u>
	Eigenvalue	9.660	5.513	3.746	3.311	2.470	2.311	2.012
	Variance explained	37.04%	9.5%	7.02%	3.9%	3.1%	2.91%	2.57%

^a See questionnaire, Section II. Item loadings defining factors are underlined. Item response scale ranged from 0 = "not important" to 4 = "very important."

TABLE XL
MOTIVATION FACTORS AND LOADINGS
IDENTIFIED BY FACTOR ANALYSIS

No.	Motivation Items	Loading Value
<u>Motivation Factor I: Achievement</u>		
6.	undertake challenging work	.496
9.	assume responsibility	.491
14.	share what I know with others because it makes me feel good	.579
18.	do a task that I think I can do well	.642
19.	learning by doing	.700
24.	develop new interests	.722
27.	interact with different types of people	.720
30.	try out my skills	.781
31.	work with interesting people	.742
32.	help other people	.741
33.	accomplish goals that I have in my mind	.748
34.	feel useful and needed	.584
36.	develop skills and abilities that would help me in my personal life	.657

(table continues)

TABLE XL (Continued)

No.	Motivation Items	Loading Value
<u>Motivation Factor I: Achievement</u>		
38.	apply my knowledge, skills, and abilities that I have developed	.684
40.	have opportunity to be involved in program planning and decision making	.607
41.	undertake interesting work	.744
<u>Motivation Factor II: Recognition/Affiliation</u>		
7.	increase my prestige	.636
12.	achieve status in my community	.683
20.	be appreciated by the people I help through volunteering	.605
25.	improve my status of being a member of an organization	.753
26.	be recognized for my contribution. ⁸⁵⁹⁷	
35.	participate in the same activities as my friends	.597
37.	be liked by people	.711
39.	be awarded for doing a good job	.786
<u>Motivation Factor III: Job/Career Development</u>		
3.	improve my chance of obtaining a good job	.760
17.	fulfill a course requirement	.709
22.	find out if I really enjoy a certain kind of work	.522
23.	practice skills that might be needed in my chosen career	.613
29.	have references for future employment	.824
42.	have something to put on resume	.808
<u>Motivation Factor IV: Community Service</u>		
4.	make changes in the community	.685
13.	help improve community services	.773
21.	assume a greater responsibility for the community	.542
28.	make some sort of contribution to the community because I feel I accomplish something	.561
<u>Motivation Factor V: Responsibility/Autonomy</u>		
2.	increase my responsibility for getting things done	.527
5.	test out ideas	.430
10.	do my own thing with little supervision	.643
15.	increase my ability to get thing done under little supervision	.475

(table continues)

TABLE XL (Continued)

No.	Motivation Items	Loading Value
<u>Motivation Factor VI: New Experiences</u>		
1.	participate in an activity other than university-related experience	.684
8.	work in a different environment from where I grew up	.504
16.	experience all types of people's personalities and backgrounds	.655
<u>Motivation Factor VII: Personal Needs</u>		
11.	fulfill the family's value of volunteering	.498
43.	fill up my leisure time	.717
44.	fulfill a court referral	.731

TABLE XLI
VARIMAX ORTHOGONAL ROTATED FACTOR LOADINGS
FOR BENEFITS OF VOLUNTEERING

No	Benefit of Volunteering Items ^a	Factor Loadings				
		I	II	III	IV	V
1.	helped me increase self-confidence	.246	<u>.628</u>	.446	.156	-.095
2.	helped me become more independent	.204	<u>.675</u>	.394	.240	.046
3.	made my life more meaningful	.014	<u>.841</u>	.087	-.005	.255
4.	made my life well rounded	.118	<u>.810</u>	.118	.047	.178
5.	helped maintain my personal growth	.028	<u>.686</u>	.323	.168	.242
6.	helped me gain skills at gathering and analyzing information	.194	.213	.229	<u>.686</u>	.259
7.	helped me gain better observation skills	.231	.420	.083	<u>.617</u>	.104
8.	made me feel more competent - that I knew what I was able to do and what I was unable to do	.239	<u>.505</u>	.151	.318	.156
9.	led me to employment	<u>.625</u>	-.089	.052	.428	.109
10.	helped me gain problem-solving skills	.393	.034	.474	<u>.518</u>	.111
11.	gave me opportunity to gain specific job skills	<u>.588</u>	.104	.298	.538	.121

TABLE XLI (Continued)

No	Benefit of Volunteering Items ^a	Factor Loadings				
		I	II	III	IV	V
12.	helped me become a better listener	.170	.370	<u>.550</u>	.386	.199
13.	helped me become a better speaker	.148	.199	<u>.803</u>	.141	.220
14.	helped me become more self-motivated to learn, participate and achieve	.133	.361	<u>.642</u>	.197	.155
15.	enabled me to work well with others	.068	.331	<u>.605</u>	.162	.264
16.	offered me opportunity to explore a career field	<u>.765</u>	.185	.089	.295	.161
17.	helped me understand the client and professional in my career field	<u>.699</u>	.129	.247	.309	.308
18.	offered me opportunity to gain knowledge about organizational activities	.477	.100	.359	.013	<u>.546</u>
19.	helped develop friendships with others	.110	.337	.195	.066	<u>.647</u>
20.	helped me know people who were of potential help to my family or me in business or professional pursuits	.417	.135	.140	.379	<u>.553</u>
21.	offered me opportunity to explore a variety of training programs for self-development	<u>.547</u>	.123	.133	.181	.540
22.	helped improve myself by following the example set by other members	.227	.255	.195	.237	<u>.656</u>
23.	helped improve my resume	<u>.806</u>	.166	.034	-.015	.086
24.	gave me opportunity to develop my skills in leadership and administration	.547	.150	<u>.613</u>	-.060	.117
25.	gave me opportunity to identify and pursue interests and training related to career	<u>.802</u>	.183	.284	.235	.032
26.	helped me gain visibility (for advancement)	<u>.707</u>	.090	.111	.068	.259
	Eigenvalue	5.156	3.960	3.385	2.523	2.443
	Variance explained	43.42%	10.87%	4.69%	4.24%	3.96%

^a See questionnaire Section III. Item loadings defining factors are underlined. Item respon scale ranged from 0 = "strongly disagree" to 4 = "strongly agree."

TABLE XLII

FACTORS FOR BENEFITS OF VOLUNTEERING
IDENTIFIED BY FACTOR ANALYSIS

No.	Benefit Items	Loading Value
<u>Benefit Factor I: Job/Career Advantage</u>		
9.	led me to employment	.625
11.	gave opportunity to gain specific job skills	.588
16.	offered me opportunity to explore a career field	.765
17.	helped me understand the client and professional in my career field	.699
21.	offered me opportunity to explore a variety of training programs for self-development	.547
23.	helped improve my resume	.806
25.	gave me opportunity to identify and pursue in- terests and training related to a career	.802
26.	helped me gain visibility (for advancement)	.707
<u>Benefit Factor II: Personal Development</u>		
1.	helped me increase self-confidence	.638
2.	helped me become more independent	.675
3.	made my life more meaningful	.841
4.	made my life well rounded	.810
5.	helped maintain my personal life	.686
8.	made me feel more competent - that I knew what I was able to do and what I was unable to do	.505
<u>Benefit Factor III: Personal Skills</u>		
12.	helped me become a better listener	.550
13.	helped me become a better speaker	.803
14.	helped me become more self-motivated to learn, participate, and achieve	.642
15.	enabled me to work well with others	.605
24.	gave me opportunity to develop my skills in leadership and administration	.605
<u>Benefit Factor IV: Problem-Solving Skills</u>		
6.	helped me gain skills at gathering and analyzing information	.686
7.	helped me gain better observation skills	.617
10.	helped me gain problem-solving skills	.518

(table continues)

TABLE XLII (Continued)

No.	Benefit Items	Loading Value
<u>Benefit Factor V: Affiliation/Mentoring</u>		
18.	offered me opportunity to gain knowledge about organizational activities	.546
19.	helped develop friendships with others	.647
20.	helped me know people who were of potential help to my family or me in business or professional pursuits	.553
22.	helped improve myself by following the example set by the other members	.656

VITA

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