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## **The importance of volunteering functions to university students**

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### **ABSTRACT**

*Volunteer work plays a key role in the functioning of social services within our communities. Younger volunteers now comprise a major component of the volunteer population. However, little work on the volunteerism of younger people, especially students, has been conducted in an Australian context. The present study investigated the psychological functions that volunteering serves amongst young tertiary students who volunteer and the perception of the functions served by volunteering by those who do not volunteer. A survey of a cohort of Australian university students, comprising both volunteers and non-volunteers, showed that 42.1% of the sampled university students were recent volunteers and that 74.4% had volunteered at some point in the past, thus demonstrating the importance of this cohort for volunteering practices in Australia. For the functions that volunteering serves, the results indicated that both volunteer and non-volunteer students rated the values and understanding functions as significantly more important than any other function. Further, non-volunteers rated the career function as more important than current volunteers. The implications of these results are discussed in terms of strategies that are most effective in engaging younger volunteers.*

### **INTRODUCTION**

Volunteering, defined as any activity, formal or informal, which is conducted by choice in an unpaid manner to benefit another person, group, or organisation (Wilson 2000), plays a key role in the functioning of social services for communities and the nation as a whole. As well as the practical work benefits for the volunteers themselves, both communities and individuals benefit from volunteer work, through the development of social networks and social cohesion (Australian Bureau of Statistics [ABS] 2000). The aim of the present study was to examine the underlying volunteering motivations of younger university students within an Australian sample. Specifically, the current study sought to compare volunteering motivations amongst current volunteers and non-volunteers.

In Australia, the percentage of the population engaging in some sort of volunteer activity has increased from 24% in 1995 to 34% in 2006 (ABS 2007). Of particular interest to the present research is the growth of volunteers in the 18 to 24 year age range, increasing from 17% in 1995 to 30% in 2006. Thus, it is clear that younger volunteers comprise a major proportion of the volunteer population (ABS 2007). Many researchers have examined the motivations and type of volunteering engaged in the cohort of volunteers in the age range of between 18 and 26 years (Eley & Kirk 2002; Oesterle, Kirkpatrick-Johnson & Mortimer 2004; Taub 1977). As many people in this age range are also university students, a number of studies have focussed on the factors specific to university students' volunteering behaviour (Hellman, Hoppes & Ellison 2006). However, little work on the functions fulfilled by volunteering amongst younger people has been conducted within an Australian context.

In a British study, Eley and Kirk (2002) conducted longitudinal research on a group of university student volunteers, over a 9-month period, assessing their leadership skills, motivations, and attitudes towards volunteering in a sport-based program. At the start of the program, the students were asked what motivated them to volunteer, and reported the following reasons: to increase leadership skills (42%), because it was sport based (34%), to work in the

community (10%), and to enhance their curriculum vitae (14%). After the 9-month period, however, their reasons for volunteering had shifted significantly: to increase leadership skills (28%), because it was sport based (37%), to work in the community (20%), to enhance their curriculum vitae (9%) and other (6%). This shift in attractions to the volunteering program indicates that community involvement became more important, and enhancement of their curriculum vitae and increasing leadership skills became less important, over time.

United States based reports also indicate that volunteerism amongst young people is strongly related to entry requirements for higher education, community involvement, the acquiring of new skills and the involvement of friends (Ramos-Mrosovsky 2003; Saftner 1998a, 1998b). Other reasons for volunteering amongst young people in the United States include expressing altruistic values, social integration and building social networks (Oesterle et al. 2004). Such findings suggest that young people perceive volunteering to fulfil certain functions, such as career building, contributing to the community and developing understanding of disadvantaged populations. Further, past research indicates that the importance of these functions to young people's continued volunteerism may change once they have had more experience as a volunteer. Little research has examined the differences in the perception of the functions fulfilled by volunteering between volunteers and non-volunteers. Research examining this difference can provide volunteer organisations with important information to aid in the initial recruitment and then maintenance of younger volunteers.

Within volunteering research, there has been a focus on developing an understanding of the underlying psychological functions that volunteering serves in order to recruit and maintain volunteers (Clary & Snyder 1991; Clary et al. 1998; Clary, Snyder & Ridge 1992). Clary and Snyder (1991) developed a functional approach to explain why people volunteer based on personal and social motivations that are being satisfied by the act of volunteering. This functional approach proposes six psychological functions that are served by the act of volunteering: values (volunteering to express important values, for

example, humanitarianism), understanding (volunteering to understand the population being helped), enhancement (volunteering to enhance oneself psychologically), career (volunteering to gain career-related experience), social (volunteering to enhance social relationships), and protective (volunteering to reduce negative feelings such as guilt, or personal problems) (Clary & Snyder 1999). The functional approach postulates that continued volunteering is serving at least one of these social or personal functions: one person may be benefiting from one or several functions, and the same volunteer position may be satisfying different needs for different people (Clary et al. 1998). The Volunteer Functions Inventory (VFI), developed by Clary, Snyder and Ridge (1992), contains 30 statements reflecting the six different psychological functions stated previously. Respondents are required to indicate their level of agreement or disagreement with each statement on a Likert scale. Using an Australian sample of 385 older volunteers from a large non-profit organisation, Greenslade and White (2005) found some support for the VFI in an Australian context. In their research, the social function emerged as the most important in predicting above average levels of volunteering.

Research has demonstrated that different age groups vary according to which functions are being served by volunteering; for example, the career function has been shown to be rated as more important to younger, than to older, volunteers (Clary & Snyder 1999). Further research by Okun and Schultz (2003), who administered the VFI to 523 volunteers from the American organisation International Habitat for Humanity, also indicates that age has an impact on the perceived important of volunteering functions. This research indicated that age had an inverse relationship with the career and understanding functions but, as age increased, the social function became more important.

While some research has examined the motives underlying younger volunteers' behaviour (Clary & Snyder 1999), more information on both recruiting and maintaining young volunteers is needed. Thus, the current study will examine both volunteers and non-volunteers. In addition, there is little research examining the functions perceived to be fulfilled by volunteering

amongst young Australians. University students provide a unique sample of younger Australians to examine in the volunteering context given that they have often have more flexibility in their time schedules to offer organisations than other young people (especially those who are full-time employees) and also have the opportunity to encourage other young people to undertake volunteering given their often vast student networks. The present study, therefore, aimed to investigate the psychological functions that are perceived to be fulfilled by volunteering in a cohort of Australian tertiary students. Specifically, this research examines the importance given to the psychological functions perceived to be fulfilled by volunteering, as measured by the VFI, amongst young tertiary students who have engaged in volunteer work and those who have not volunteered in the past year. Comparisons between volunteers and non-volunteers can assist in identifying those motivations that can be targeted in campaigns to encourage volunteering in younger people, irrespective of current volunteer status, as well as establishing if separate strategies should target the recruitment, as opposed to the maintenance, of younger volunteers.

## **METHOD**

### **PARTICIPANTS**

The participants were 121 students enrolled in an undergraduate psychology unit at a major Australian university who responded either to an invitation via email to participate in an online questionnaire or completed the questionnaire in a pencil and paper format in groups of up to 40 people. The participants were 93 females (76.9%) and 28 males (23.1%).

The mean age of respondents was 20.05 years ( $SD = 2.63$  years, range 17 to 26 years). Most of the participants (95%) were full-time students. In the total sample 43% of participants had volunteered in the last year, with most volunteering for less than 1 hour per week (32.7%) and most volunteering during both semester and university holiday times (55.8%). The types of volunteering that most participants engaged in were sports

coaching/assistance (23.1%), religious activities (19.2%). There were also small numbers engaged in a diversity of other volunteering activities such as working in youth groups, women's shelters, online forum moderation, or surf life saving (19.2%). Due to their small numbers and diversity, these activities were grouped together in an 'other' category to distinguish them from the principal volunteer activity categories (see Tables 1 and 2).

## **Insert Table 1 and Table 2**

## **MEASURES**

The target behaviour was *volunteerism*, defined as any activity, formal or informal, which is conducted by choice in an unpaid manner to benefit another person, group, or organisation (ABS 2000). Participants were asked if they had engaged in any volunteer work in the last year. Forty-three percent of the total sample had volunteered in the past year and comprised the current volunteer group in the present study. Fifty-seven percent of the total sample had not volunteered in the past year and comprised the non-volunteer group in the present study.

To assess the importance of the major functions volunteering serves, participants who currently volunteered (i.e., during the last year) completed Clary et al.'s (1992) Volunteer Functions Inventory (VFI). For non-volunteer participants, the items were reworded to capture what they thought would be important if they were to volunteer. The 30 items were responded to using 7-point Likert scales ranging from 1 (*extremely unimportant/inaccurate*) to 7 (*extremely important/accurate*). The inventory examined six functions: *Protective* (e.g., no matter how bad I've been feeling, volunteering helps me to forget about it); *Values* (e.g., I am concerned about those less fortunate than myself); *Career* (e.g., volunteering allows me to explore different career options); *Social* (e.g., people I'm close to want me to volunteer); *Understanding* (e.g., I can learn more about the cause for which I am working); and *Enhancement* (e.g., volunteering makes me feel important).

Refer to Appendix 1 for a full listing of items for both volunteers and non-volunteers.

## PROCEDURE

Prior to conducting the study, ethical clearance was applied for and granted from the Queensland University of Technology's Human Research Ethics Committee (reference number: 0500001483). Two approaches were adopted to recruit participants. Participants were approached either during an undergraduate psychology class to complete a pencil and paper version of the survey or were invited, via email, to participate in an online questionnaire. If students elected to participate via email, they were directed electronically to the online survey. All participants were presented with background information to the study including a definition of volunteer work (i.e. any activity, formal or informal, which is conducted by choice in an unpaid manner to benefit another person, group, or organisation; (Wilson 2000) and were assured of the anonymity of the survey. Students were then asked a series of demographic questions, and questions about their volunteering activities, including whether they had ever volunteered, whether this volunteer work was conducted in the past year, what type of volunteer work they participated in, and how many hours per week they engaged in volunteer work. The relevant version of the VFI (current volunteer or amended for non-volunteers) was then presented for completion.

## RESULTS

### DESCRIPTIVES

Data were examined for missing values and assumptions. Seven cases had substantial missing data and were removed from the final data set. All other missing data were randomly scattered and deleted list-wise during analysis.

The mean of the six items measuring the perceived importance of each function were calculated and the subsequent subscale scores were entered

into the analysis. Internal reliability for each subscale was calculated using Cronbach's (1951) alpha, which was moderate to high for each function (albeit slightly lower for some of the subscales for non-volunteers) as can be seen in Table 3. Tables 4a and 4b show the correlations between the functions for each group.

#### **Insert Table 3, Table 4a and Table 4b**

To examine the difference in perceived importance of the volunteer functions for young volunteers and non-volunteers, a 6 x 2 Split Plot ANOVA was conducted entering the six volunteer functions as the repeated measures variable. The analysis revealed a significant interaction between volunteer status and function type ( $F(5, 115) = 2.33, p = .047, \text{partial } \eta^2 = .092$ ).

Figure 1 shows the nature of this interaction. Bonferroni adjusted tests of the simple effect of volunteer status on the six functions revealed that those who had not recently volunteered ( $M = 5.00, SD = .88$ ) rated the career function as significantly more important compared to those who had volunteered recently ( $M = 4.37, SD = 1.33$ ). Groups did not significantly differ on any other function. We examined further the simple effects of functions for both volunteers and non-volunteers using Bonferroni adjusted pairwise comparisons. These comparisons revealed that both volunteers and non-volunteers rated the functions of values and understanding as more important than any other function (see Table 4a). For non-volunteers, the career function ( $M = 4.97$ ) was rated as more important than the enhancement ( $M = 4.50$ ), social ( $M = 4.15$ ) and protective ( $M = 3.67$ ) functions while, for volunteers, career ( $M = 4.37$ ) was rated as significantly more important than the protective function ( $M = 3.69$ ) only. Non-volunteers rated the social function ( $M = 4.15$ ) more highly than the protective function ( $M = 3.67$ ), while volunteers did not distinguish between the importance of these two functions.

#### **Insert Figure 1**

## **DISCUSSION**



The aim of the present study was to investigate the relatively unexplored cohort of Australian tertiary university students in relation to their perceptions of the psychological functions fulfilled by the act of volunteering. Two separate groups were investigated: those who had volunteered in the past year (volunteers) and those who had not volunteered in the past year (non-volunteers). By using the Volunteer Functions Inventory (VFI, Clary et al. 1992), it was possible to compare and describe current volunteers and non-volunteers on the six dimensions of psychological fulfilment. Thus, it could be ascertained whether current volunteers and non-volunteers differed in their perceptions of the functions fulfilled (or expected to be fulfilled in the case of non-volunteers), by the act of volunteering. It was found that the values and understanding functions were rated as significantly more important than any other function by both volunteers and non-volunteers, and that non-volunteers rated the career function as more important than current volunteers.

The results are encouraging as they show that 43% of the sampled university students were current or recent volunteers, thus demonstrating the importance of this cohort for volunteering practices in Australia. This figure is substantially higher than the 30% national average of volunteering reported for younger people in the recent ABS survey (2007). Further analysis of the reported activities of these recent volunteers reveals that the type of volunteer work engaged in varied greatly from assisting the elderly and religious activities to fundraising and sports coaching/assistance. For the volunteers in the present study, the average amount of time spent volunteering revealed a bimodal distribution with most participants (32.7%) volunteering for less than 1 hour per week, a figure comparative with the national average of 0.9 median hours per week (ABS 2007), but with a further 25% of participants volunteering for more than 4 hours per week.

Further support for the VFI (Clary et al. 1992) is provided in the present study given the adequate internal reliabilities for the functions for both volunteers and non-volunteers within this cohort. This finding adds to the body of literature (Clary & Snyder 1999; Greenslade & White 2005; Okun & Schultz

2003) providing support for the functions measured by the inventory. It is of interest to note that the VFI displayed slightly lower reliabilities on a number of the functions in the non-volunteer sample compared to the volunteer sample, possibly reflecting the greater experience of and insight about the functions served by volunteering by those who engage in the behaviour.

The present study primarily identified similarities in volunteers and non-volunteers' ratings of the perceived importance of the functions volunteering serves. Both groups rated the values and understanding motivations as most important, a finding consistent with previous research using the VFI that highlights the endorsement of motivations related to learning about social causes amongst younger volunteers (Okun & Schultz 2003).

For current or recent volunteers, results showed that, after values and understanding, the functions rated as most important were the career and enhancement functions. Interestingly, the social and protective functions were reported as the least important. The perceived importance of the functions of values and understanding suggests that, for those engaged in a volunteering activity, volunteering provides them with a means of actively translating their concerns for a particular issue or group of people within their local community into action. Volunteering also seems to provide individuals with insight into the issues and people they are working with as well as developing their own skills through interacting with a diversity of people and exploring their own undiscovered strengths. While rated as less important than the values and understanding functions, volunteers still rated career and enhancement functions highly. The perceived importance of these functions indicates that volunteers are obtaining valuable experience from their volunteering activities which can be integrated into their career development. Such experience may increase volunteers' self-esteem by feeling needed and as an important contributor to the community. Interestingly, the social and protective functions emerged as the least important to this group. It is possible that social connectedness needs are fulfilled by other area of young people's lives and their interest in volunteering to gain social networks is not as important as in other age cohorts, such as older volunteers.

For non-volunteers, the pattern of importance of the functions showed a similar pattern to the perceptions of volunteers. The major difference between the two groups, however, was in the ratings reported for the career function. Non-volunteers rated the career function as more important than volunteers, a finding consistent with other research conducted amongst this age group indicating that career-related motivations become less integral as a volunteering career progresses (Eley & Kirk 2002). This difference in ratings suggests that non-volunteers see gaining career related experience as an important aspect of volunteering and highlights a strategy that may be used to encourage non-volunteers to engage in volunteer activity.

The findings of this research have clear implications for individuals, groups and organisations who wish to engage university students in the volunteering process. The results of the present study suggest that, to both encourage volunteer initiation (or a return after a break from volunteering) and volunteer maintenance, emphasis should be placed on motivations related to values and understanding. These findings demonstrated that the values and understanding functions are important to young university students, regardless of their past volunteering experience, and confirm how important social commitment values are within this population. Efforts to encourage volunteering amongst younger people should continue to highlight that engaging in volunteer work is a meaningful way in which to commit to behaviours that reflect one's own values set and will provide an opportunity to engage with and learn about important social issues. Further, the results of the present study suggest that, for non-volunteers, information about how volunteering can provide them with valuable experience which may help their career aspirations could also provide a powerful motivator for initially engaging in volunteer activity. When addressing a cohort of students without recent volunteering experience, pro-volunteering messages should emphasise how the volunteer work can provide experience that can be included in students' curriculum vitae which, in the main, lack both depth and breadth at this early stage of students' careers. Highlighting career-related benefits, then, could be a powerful initial motivator in encouraging young

university students to volunteer. As stated previously, a tertiary student sample is a cohort with more flexible time schedules, as well as valuable skills, to offer groups and organisations. Importantly, engaging younger people at this point may lead also to ongoing volunteerism after graduation.

The strengths of the current study lie in exploring volunteer motivations in a sample, namely young university students, which has received little previous attention. As younger people have been shown to be a growing cohort in terms of volunteer activity in Australia, the more we understand the motivations underlying volunteering in this age group, the more informed the strategies that can be used to encourage younger people to engage in volunteering.

There are a few limitations of the study that should be noted. The majority of participants were female and future investigations would benefit from the inclusion of more male participants. In addition, there may have been self-selection bias with students who were more predisposed to volunteering choosing to participate in the study. It should be noted also that this particular study only surveyed students in an introductory psychology unit. Due to the nature of their studies, this cohort can be expected to be slightly different from other student samples, possibly with a greater awareness of social issues than other tertiary students, as well as a stronger desire to be helpful and contribute to society. Hence, future research is needed across a broader range of university students to examine motivational expectations amongst this potential pool of volunteers. It is also important to examine the volunteer motivations for younger people who are not currently studying. Given the recent ABS (2007) statistics about the number of parents engaging in volunteering work, another area of interest for future research would be to examine the influence of parents' volunteering behaviour on motivations and decisions to volunteer amongst this age cohort. Finally, given the bimodality of number of hours per week of volunteer work reported by current volunteers in the present study, further research may reveal different motivations for volunteers who engage in less, as compared to more, number of hours of weekly volunteer work.

## **CONCLUSION**

In conclusion, this study found that volunteers and non-volunteers alike rated the values and understanding functions as significantly more important than any other functions related to the actual or perceived psychological fulfilment resulting from volunteering. The career function was significantly more important for non-volunteers than for current volunteers, indicating that efforts to increase volunteering rates amongst students currently not engaged in volunteer work should emphasise the career benefits of donating time. Overall, this study was important in that it identified the functions served by volunteering for an under-researched cohort, younger Australian university students. It also examined the perceptions of the functions that volunteering fulfils in a sample of current non-volunteer students. Identification of the motivations that university students indicate as important to them has direct implications for the recruitment and maintenance of volunteer behaviour to ensure a growing volunteer base with potential to extend into future volunteering activities.

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## **APPENDIXES**

### **Appendix 1: Volunteers functions inventory for current volunteers (Psychological function and question numbers)**

#### **Protective**

- 7. No matter how bad I've been feeling, volunteering helps me to forget about it.
- 9. By volunteering I feel less lonely.
- 11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
- 20. Volunteering helps me work through by own personal problems.
- 24. Volunteering is a good escape from my own troubles.

#### **Values**

- 3. I am concerned about those less fortunate than myself.
- 8. I am genuinely concerned about the particular group I am serving.
- 16. I feel compassion toward people in need.
- 19. I feel it is important to help others.
- 22. I can do something for a cause that is important to me.

#### **Career**

- 1. Volunteering can help me to get my foot in the door at a place where I would like to work.
- 10. I can make new contacts that might help my business or career.
- 15. Volunteering allows me to explore different career options.
- 21. Volunteering will help me to succeed in my chosen profession.
- 28. Volunteering experience will look good on my resume.

#### **Social**

- 2. My friends volunteer.
- 4. People I'm close to want me to volunteer.
- 6. People I know share an interest in community service.
- 17. Others with whom I am close place a high value on community service.

23. Volunteering is an important activity to the people I know best.

**Understanding**

12. I can learn more about the cause for which I am working.

14. Volunteering allows me to gain a new perspective on things.

18. Volunteering lets me learn things through direct, hands-on experience.

25. I can learn how to deal with a variety of people.

30. I can explore my own strengths.

**Enhancement**

5. Volunteering makes me feel important.

13. Volunteering increases my self-esteem.

26. Volunteering makes me feel needed.

27. Volunteering makes me feel better about myself.

29. Volunteering is a way to make new friends.

## **Appendix 2: Volunteers functions inventory for non-volunteers**

### **(Psychological function and question numbers)**

#### **Protective**

- 7. No matter how bad I've been feeling, volunteering would help me to forget about it.
- 9. Volunteering would make me feel less lonely.
- 11. Volunteer work would relieve me of some of the guilt over being more fortunate than others.
- 20. Volunteering would help me to work through by own personal problems.
- 24. Volunteering would be a good escape from my own troubles.

#### **Values**

- 3. Volunteering would express my concern about those less fortunate than myself.
- 8. Volunteering would mean I am genuinely concerned about the particular group I am serving.
- 16. In volunteering, I would feel compassion toward people in need.
- 19. I would volunteer because I would feel it is important to help others.
- 22. By volunteering, I could do something for a cause that is important to me.

#### **Career**

- 1. Volunteering could help me to get my foot in the door at a place where I would like to work.
- 10. I could make new contacts that might help my business or career.
- 15. Volunteering would allow me to explore different career options.
- 21. Volunteering would help me to succeed in my chosen profession.
- 28. Volunteering experience would look good on my resume.

#### **Social**

- 2. My friends would volunteer.
- 4. People I'm close to would want me to volunteer.
- 6. People I know would share an interest in community service.

17. Others with whom I am close would place a high value on community service.
23. Volunteering would be an important activity to the people I know best.

### **Understanding**

12. I could learn more about the cause for which I am working.
14. Volunteering would allow me to gain a new perspective on things.
18. Volunteering would let me learn things through direct, hands-on experience.
25. I could learn how to deal with a variety of people.
30. I could explore my own strengths.

### **Enhancement**

5. Volunteering would make me feel important.
13. Volunteering would increase my self-esteem.
26. Volunteering would make me feel needed.
27. Volunteering would make me feel better about myself.
29. Volunteering would be a way to make new friends.

**Table 1: Demographic characteristics of participants in the study (N = 121)**

	Participants	Freq.	% *
Sex	Male	28	23.1
	Female	93	76.9
Student status	Full time	115	95
	Part time	6	5
Volunteered in the last year	Yes	52	43
	No	69	57
When was the volunteering conducted	During semester	16	30.8
	During holidays	7	13.5
	Both	29	55.8
Average time per week spent volunteering	< 1 hour	17	32.7
	1–2 hours	8	15.4
	2–3 hours	7	13.5
	3–4 hours	7	13.5
	> 4 hours	13	25

\* Percentage may not total 100% due to missing data

**Table 2: Type of volunteer work recently engaged in (n = 52)**

	Freq.	%*
Sports coaching/assistance	12	23.1
Religious	10	19.2
Fundraising	4	7.7
Assisting the elderly	4	7.7
Tutoring without pay	3	5.8
Babysitting without pay	2	3.8
Arts	2	3.8
Clerical	2	3.8
Cleaning/janitorial	1	1.9
Environmental	1	1.9
Animal welfare	1	1.9
Other	10	19.2

\* Percentage may not total 100% due to missing data

**Table 3: Internal reliability as assessed by Cronbach's Alpha**

Function	Volunteers	Non-volunteers
Protective	$\alpha = .87$	$\alpha = .85$
Values	$\alpha = .77$	$\alpha = .70$
Career	$\alpha = .85$	$\alpha = .72$
Social	$\alpha = .82$	$\alpha = .86$
Understanding	$\alpha = .88$	$\alpha = .73$
Enhancement	$\alpha = .78$	$\alpha = .82$

**Table 4a: Correlations between functions for volunteers**

Function	<i>M</i>	<i>SD</i>	<i>N</i>	1	2	3	4	5	6
1. Career	4.37	1.33	52		-.048	.244	.082	.341*	.157
2. Values	5.72	0.82	52			.608***	.628***	.398**	.457***
3. Understanding	5.45	0.96	52				.677***	.111	.439**
4. Enhancement	4.62	0.90	52					.408**	.627***
5. Social	3.94	1.17	52						.477***
6. Protective	3.69	1.27	52						

Note. Mean scores are based on a 7-point scale (ranging from 1 to 7)

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$

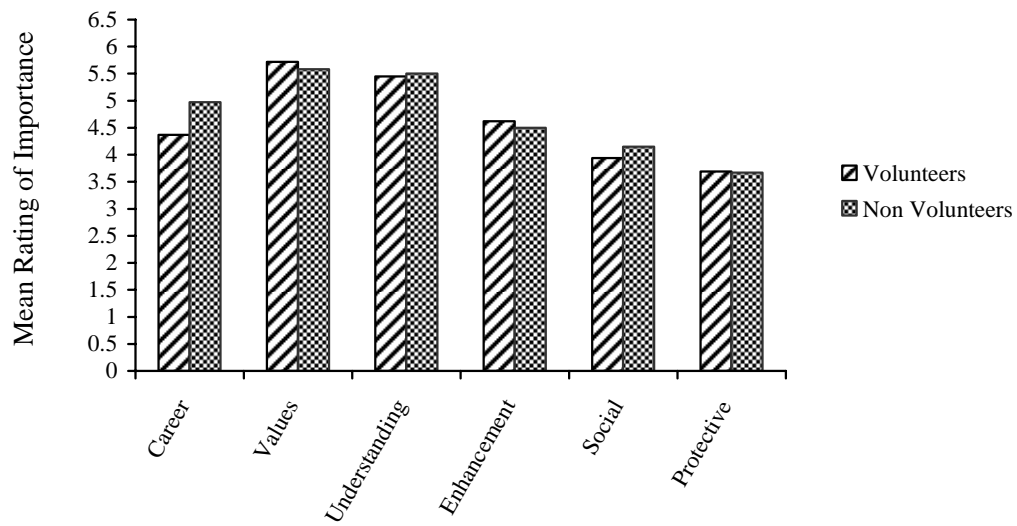


**Table 4b: Correlations between functions for non-volunteers**

Function	<i>M</i>	<i>SD</i>	<i>N</i>	1	2	3	4	5	6
1. Career	4.97	0.88	69		.358**	.516***	.260*	.310**	.028
2. Values	5.58	0.73	69			.531***	.164	.115	.102
3. Understanding	5.50	0.70	69				.423***	.299*	.171
4. Enhancement	4.50	1.02	69					.575***	.635***
5. Social	4.15	1.13	69						.451***
6. Protective	3.67	1.13	69						

Note. Mean scores are based on a 7-point scale (ranging from 1 to 7)

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$



**Figure 1: Mean ratings of importance of the six volunteer functions for volunteers and non-volunteers**