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Motives and the Psychological Contract: Relationships with Job Satisfaction and Self-Esteem

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Relationships with Job Satisfaction and Self-Esteem**

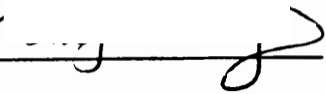
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June 11, 2003



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Motives and the Psychological Contract:

Relationships with Job Satisfaction and Self-Esteem

Abstract

The purpose of this study was to determine the relationships between motives to volunteer and the expectation for fair treatment by organization representatives. I developed two hypotheses based on previous work on volunteer motives, the psychological contract, and self-esteem and job satisfaction. A sample of college students was given the Volunteer Functional Inventory (Clary and Snyder, 1998), Rousseau and Tijoriwala's psychological contract questionnaire (1996), the Job Descriptive Index (Smith, Lorne, and Charles, 1969), and the Self-Esteem Scale (Rosenberg, 1969).

Contrary to previous findings, it was found that the good faith and fair dealings portion of the psychological contract does not correlate with any of the volunteer motives. There were no relationships found between self-esteem and any other variable in this study. However, relationships were found between the understanding motive and co-worker satisfaction, for women; and the values motive and co-worker satisfaction, for women. This indicates that volunteer motives may be related to types of job satisfaction and gender differences may exist.

Motives and the Psychological Contract:

Relationships with Job Satisfaction and Self-Esteem

In previous research, correlations between volunteer motives and dimensions of the psychological contract were discovered (Liao-Troth, 2004 and 2001b). If explanations can be found to describe reasons for these correlations, employers may be better equipped to satisfy their volunteers. For volunteer organizations, the work performance of their volunteers is often difficult to motivate due to the lack of compensatory rewards. If relationships are found to exist between volunteer motives, psychological contract dimensions and job satisfaction, an organization may be able to use such knowledge to improve volunteer motivation, satisfaction and work performance.

In his research, Liao-Troth discovered that the values motive correlated with the good faith and fair dealings dimension of the psychological contract. In his first study, Liao-Troth surveyed 85 volunteer fire fighters using the Volunteer Functional Inventory, and Rousseau and Tijoriwala's (1998) psychological contract questionnaire (2004). Liao-Troth discovered several correlations between motives to volunteer and psychological contract dimensions, including a correlation between the values motive to volunteer and the good faith and fair dealings aspect of the psychological contract. In his second study, Liao-Troth surveyed 105 undergraduate college students with the same questionnaires (2001b). Many contradicting correlations between volunteer motives and psychological contract dimensions were discovered. In that study, a correlation was not found between the values motive to volunteer and the fair dealings portion of the psychological contract. Further research needs to be conducted to resolve such incongruities.

The following paragraphs will review motives to volunteer and the psychological contract, and discuss my hypotheses to address these inconsistencies.

Clary and Snyder (1998) argue in their theory behind the Volunteer Functional Inventory that there are six types of motivation for a volunteer. These motives include career, social, values, enhancement, protective and understanding. Career motives involve being motivated to volunteer in order to gain work experience which may enhance one's career aspirations. Volunteers with social motives enjoy volunteering in order to conduct social interaction. Those with the values motive volunteer because they enjoy acting on important personal convictions. Enhancement motives are used to increase one's self-esteem. Protective motives involve volunteering in order to protect one's ego from ridicule or threats. Those with understanding motives volunteer in order to learn and practice skills.

According to Liao-Troth, Rousseau defines the psychological contract as a “construct that captures the informal reciprocal agreements of a work environment” created in the mind of an employee, based on his or her perceptions of what employment issues have been agreed upon (2001b). As measured by Rousseau and Tijoriwala's (1998) questionnaire, there are four dimensions to the psychological contract: benefits, good faith and fair dealings, working conditions, and intrinsic job characteristics. Benefits are the extrinsic compensatory aspects of the work. The good faith and fair dealings psychological contract involves expectations for the organization's representatives to treat the volunteer with fairness and respect. Working conditions involve the safety and/or comfort of the job environment. Intrinsic job characteristics are those which measure the internal value of a particular job.

This study was to determine if the correlation between the values volunteer motive and the good faith and fair dealings psychological contract, as found by Liao-Troth (2004), is also

correlated to high self-esteem and/or job satisfaction. Self-esteem and job satisfaction may help to explain why such a correlation was found to exist.

Those who volunteer because of the values motive feel the organization's work is important and they have a personal conviction to participate in the work. Volunteers who feel their work is important may feel that they themselves are important for conducting such work; hence they may be more likely to possess high self-esteem. Those with high self-esteem believe they have high self-worth (Northcraft and Ashford, 1990) and therefore may be more likely to believe they have a right to fair treatment and expect such treatment from the organization.

For a hypothetical example, American Red Cross volunteers with the values motive may “contribute time and service to a not-for-profit cause in the belief that their activity is beneficial to others as well as satisfying to themselves” (www.redcross.org). With this strong conviction in the work they conduct, the volunteers will almost certainly feel that the work they contribute is important. The individual volunteer’s self-esteem may improve because she is contributing work and service that is meaningful and important to her and by doing so, she then feels she is a more significant person. Additionally, those with high self-esteem may believe they ought to be given fair treatment because they feel significant.

Alternatively, those who volunteer because of their strong personal convictions may overlook any dissatisfying aspects of the work, and may be more likely to be satisfied by their work. Volunteers with high job satisfaction may be satisfied with the treatment from the organization's representatives, may believe such treatment to be fair, and then expect to receive such fair treatment in the future.

A hypothetical example for this hypothesis may be a volunteer firefighter who has the values motive and therefore has a strong belief in the value of firefighting. Because of this strong

conviction, this volunteer may be more satisfied by the long hours and difficult work conditions than volunteers with different motives. She may also be satisfied with the interpersonal treatment by the firefighter supervisors and overlook any dissatisfying factors. She may label such treatment as fair because she is satisfied, and this may lead to an expectation for similar treatment in the future.

A diagram of these hypotheses may be found in Figure 1.

Hypothesis One:

The values motive to volunteer is related to the expectation for fair treatment and high self-esteem.

Hypothesis Two:

The values motive to volunteer is related to the expectation for fair treatment and high job satisfaction.

Study

The design of this study was a retrospective questionnaire.

Subjects

Subjects (n=29) were students in an upper division college-wide management class at a mid-sized public university in the Pacific Northwest region of the United States. The demographic variables in this study were age and gender. Age was measured by an item labeled "Age" where subjects would input their age in years, and gender was measured by circling either an "M" for male, or an "F" for female. The subjects were, on average, 20.86 years old (standard deviation of 1.11 years), 55.2% male and 37.9% female (2 subjects did not designate a gender). The subjects were given one week to complete the four part survey and were debriefed with the results after the statistical analysis was complete.

Measures

All measures were assessed using separate instruments for volunteer motives, fair treatment expectation, job satisfaction, and self-esteem.

Values Motive

The values motive was measured through the Volunteer Functional Inventory developed by Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998). This instrument measures six volunteer motives including the values motive. Each volunteer motive is measured with five items describing reasons for volunteering. Subjects were asked to "indicate how important each of the 30 possible reasons for volunteering was for you in doing volunteer work" (1998). Responses were measured using a seven point Likert Scale, ranging from 1 (not at all important) to 7 (extremely important). Total scores for each motive were calculated by summing the scores to the five items and then averaging that score by dividing by five. Total scores for each motive could range from 1 to 7. The mean for the values motive was 5.55, and the standard deviation was 1.07. Means and standard deviations for variables are listed in Table 1.

Fair Treatment

The expectation for fair treatment was measured using the Psychological Contract Questionnaire developed by Rousseau and Tijoriwala (1996). For this study, only the good faith and fair dealings contract items were used, and five of those questionnaire items were eliminated based on inconsistencies found by Liao-Troth (2001a). The remaining four items were each measured twice. Once asking if the organization promised to provide the item and once asking if the organization fulfilled the item. Each item was measured with a five point Likert Scale, resulting in a total average distribution of 0 to 5 points for promised items and 0 to 5 points for fulfilled items. The mean for the promised good faith and fair dealings contract was 3.86 points

and the standard deviation was 1.53. The mean for the fulfilled good faith and fair dealings contract was 4.14 points, and the standard deviation was 0.77.

Job Satisfaction

Job satisfaction was measured using Smith, Kendall, and Hulin's Job Descriptive Index (JDI; 1969). This measurement contains five areas of job satisfaction from the viewpoint of the employee: work, opportunity for promotion, supervisors, co-workers and pay. For this study, the survey category measuring pay satisfaction was removed because all subjects were responding to this study with regard to their volunteer work, so pay would not be a factor in their job satisfaction.

Work satisfaction involves being satisfied with the actual work the employee conducts. Satisfaction with promotions implies that there is a significant opportunity for promotion. Employees who are satisfied with their supervisors report that they are intelligent and around when needed. Employees satisfied with their co-workers describe them as responsible, loyal and stimulating.

Work satisfaction, supervision satisfaction and co-worker satisfaction are each measured with eighteen items, while promotions satisfaction is measured with nine items. For each item the respondent is asked to "put a Y beside an item if the item described the particular aspect of his job, and an N if the item did not describe that aspect" (1969, p.83). The weights for the values are as follows: for a correct response indicating satisfaction, three points; for an incorrect response indicating dissatisfaction, zero points; and a blank response indicating either satisfaction or dissatisfaction, one point. All point values were summed in each area to determine the overall satisfaction in each area. The range for each area except promotions is 0 to 54 points. For promotions satisfaction, the range is 0 to 27 points.

In this study, the mean for work satisfaction was 31.03, and the standard deviation was 12.03. The mean for satisfaction with supervisor was 35.17, and the standard deviation was 12.99. The mean for satisfaction with co-workers was 39.00, and the standard deviation was 14.27. The mean for satisfaction with promotion was 10.59, and the standard deviation was 5.99.

Self-Esteem

Self-esteem was measured using Rosenberg's Self-Esteem Scale (1965). This scale was composed of ten items regarding an individual's global feelings of self-worth. The responses to the items were each scored on a scale from one to four, with a total score range of 10 to 40 points. The mean for self-esteem was 39.00 points, and the standard deviation was 4.48.

Results

For each variable, the number of responses, ranges of responses, means and standard deviations can be found in Table 1. The correlations between the variables can be found in Table 2. The values motive correlated with gender ($r = 0.59, p < 0.01$), enhancement motive ($r = 0.40, p < 0.05$), career motive ($r = 0.43, p < 0.05$) and understanding motive ($r = 0.70, p < 0.01$). The promised and fulfilled aspects of the good faith and fair dealings contract did not correlate with any of the volunteer motives or self-esteem. However, the fulfilled aspects of the good faith and fair dealings contract did correlate with the work JDI category ($r = 0.43, p < 0.05$). The supervisor JDI category correlated with the work JDI category ($r = 0.59, p < 0.01$), the promotions JDI category ($r = 0.41, p < 0.05$), and the co-worker JDI category ($r = 0.70, p < 0.01$). The co-worker JDI category also correlated with the understanding motive ($r = 0.49, p < 0.01$), the work JDI category ($r = 0.54, p < 0.01$) and with the promotions JDI category ($r = 0.38, p < 0.05$).

Hypothesis One

Hypothesis one states that volunteers who possess the values motive also have a high probability to possess an expectation for fair treatment by the organization and high self-esteem. For the values motive there were no effects for fair treatment expectation or self-esteem.

Hypothesis Two

Hypothesis two stated that volunteers who possess the values motive also have a high probability to possess an expectation for fair treatment by the organization and high job satisfaction. For the values motive there were no effects for fair treatment expectation. When considering only female subjects, the values motive correlated with the co-worker JDI category ($r = 0.74, p < 0.01$).

Discussion

While the hypotheses were not found to exist in this study, at least two interesting correlations were found. First, there was a correlation between the understanding motive, co-worker satisfaction and the female gender. There was also a correlation found between the values motive, co-worker satisfaction and the female gender. Correlation charts for these values may be found in Table 3 and Table 4.

The relationship between co-worker satisfaction and the understanding motive for gender was a correlation of $r = 0.49$, significant at $p < 0.01$. This strong correlation exists due to the strong positive correlation between these variables for females. The relationship between the understanding motive and co-worker satisfaction for only the female gender was a correlation of $r = 0.62$, significant at $p < 0.05$. Considering only the male subjects, there was no correlation between the understanding motive and co-worker satisfaction. The correlation values for these variables may be found in Table 4.

The implications for the first finding may be that college females possess the understanding motive to volunteer more than college males, or college females are experiencing more satisfaction with their co-workers than college males. The understanding motive correlates with gender at $r = 0.54$, significant at $p < 0.01$, while co-worker satisfaction does not correlate with gender. Therefore the former implication may show more potentiality than the latter. Another implication may be that college students who possess the understanding motive also feel more co-worker satisfaction and female college students are more likely to possess the understanding motive to volunteer.

Another discovery was also found when considering only female subjects. For female subjects, the relationship between the values motive and co-worker satisfaction reflected a strong positive correlation ($r = 0.74$, $p < 0.01$). The relationship between these variables for the male gender reflected such a low correlation value, that when considering all subjects the relationship did not reflect a strong correlation ($r = 0.27$, $p = 0.16$). The correlation values for these variables may be found in Table 4.

The implication for the second finding may be that college females are more likely to possess the values motive to volunteer than college males. The values motive correlates with gender at $r = 0.59$, significant at $p < 0.01$. Another implication may be that college students who possess the values motive also feel more co-worker satisfaction and female college students are more likely to possess the values motive to volunteer.

Limitations

This study did contain several limitations including sample size, subject source, volunteer experiences and survey quality. The small sample size of 29 subjects limited the study by not offering a larger representation. This limited the survey results because with a larger sample size

the results would have been more complete in representing the population. The source for the subjects was an upper division college-wide management class at a mid-sized public university in the Pacific Northwest region of the United States. This limited the study by not providing a larger portrayal of the global population. For instance, age was limited between the ages of 19 and 24, and results may not be generalizable to volunteers of other age groups.

The volunteer experiences of the subjects were also limited. Subjects may have completed the survey with a large amount or a very small amount of volunteer experiences. This study may have been more appropriate to administer to full time volunteers or those who maintain a certain amount of volunteer time to one organization. Similarly, the results of this study may have been sample specific. In other words, the findings may only be applicable to subjects with similar demographics and backgrounds. Additionally, the quality of the survey may have been compromised by not including all items from the psychological contract questionnaire. By only providing items relating to good faith and fair dealings, responses may have been distorted.

Directions for Further Research

No solid support was found for a correlation between any volunteer motive and the good faith and fair dealings psychological contract. This result contradicts Liao-Troth's 2004 conclusion about the correlation of the values motive and the good faith and fair dealings psychological contract ($r = 0.32, p < 0.05$). Yet, it agrees with results from Liao-Troth's 2001b study, where no correlation was found between these variables ($r = 0.16$). That study also used undergraduate college students as subjects, and so perhaps this correlation may not exist for college students, but may be applicable for other populations. The college student population

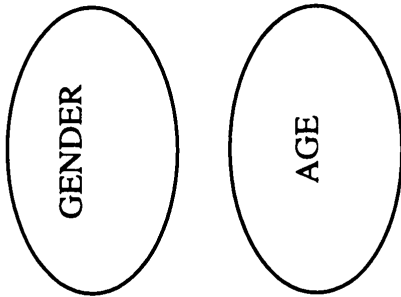
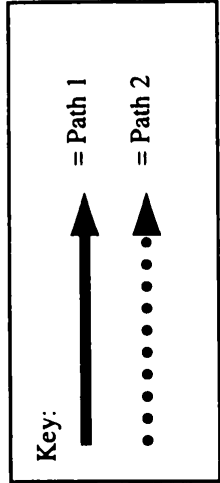
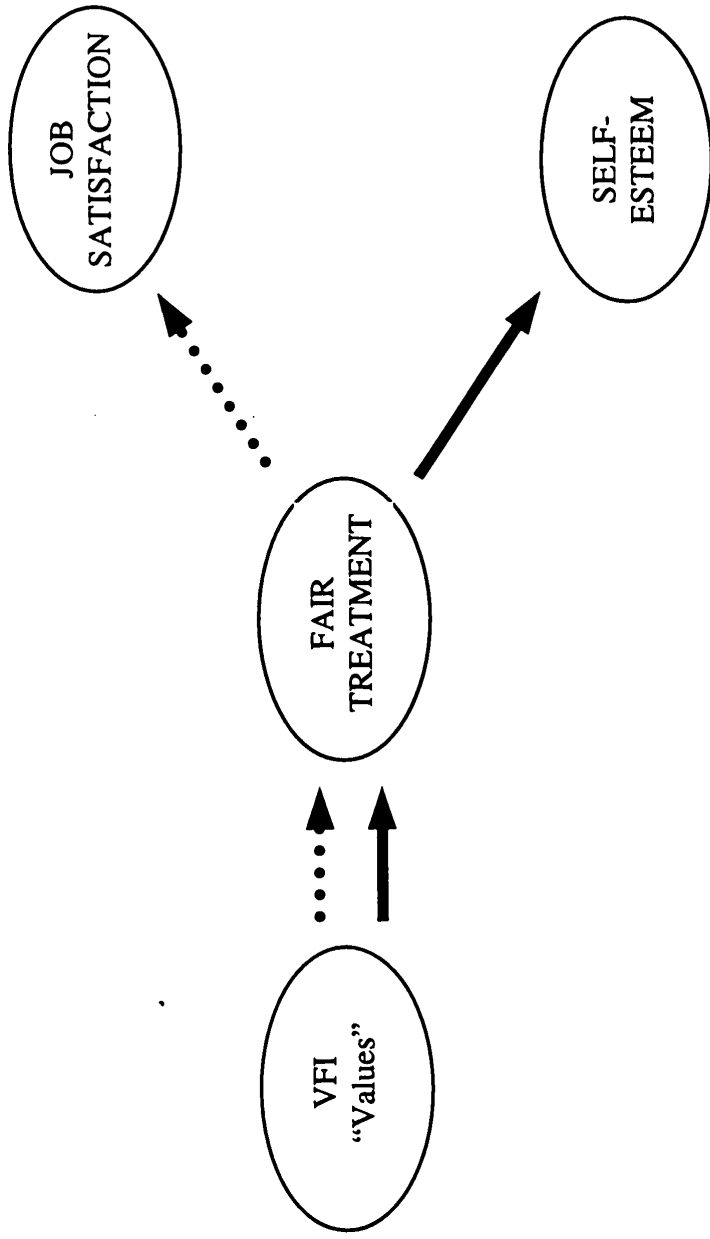
may be further explored to actually determine if this correlation does not exist for college students and further researched to determine if it indeed exists for other populations.

The correlation values Liao-Troth found in his studies (2004 and 2001b) between the volunteer motives and areas of the psychological contract, and the correlations found through this study, should all be reexamined. The limitations found in all three studies should also be reconsidered to allow for a better representation of the general volunteer population and the use of a higher quality survey. Additionally, there are further research opportunities in studying the gender effects on volunteer motives and satisfaction factors found in this study.

Implications for Practice

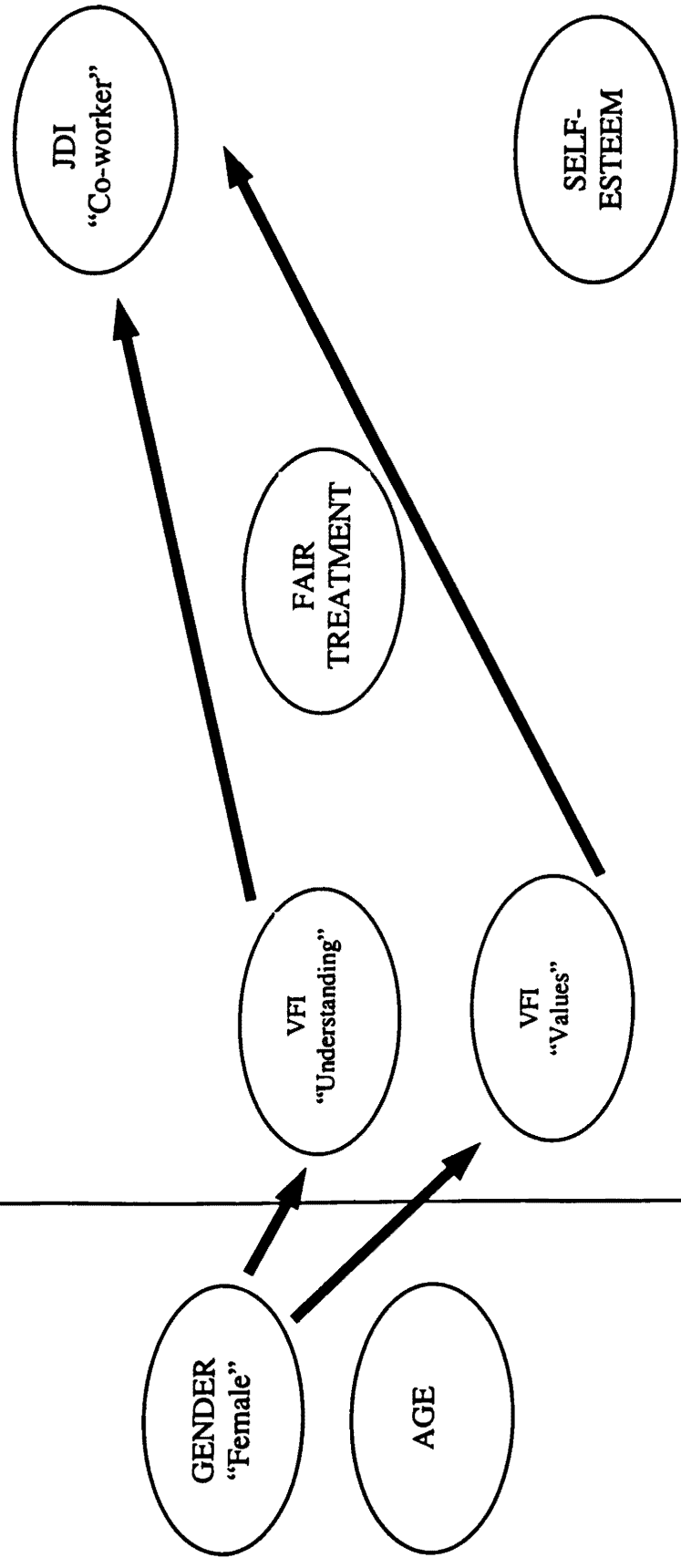
It's important for businesses, even volunteer organizations, to understand what motivates their employees, or volunteers, and why they find satisfaction in their work. Work performance is a key asset to businesses, especially volunteer organizations. By providing appropriate rewards, such as fulfilling psychological contract expectations or increasing employee (or volunteer) job satisfaction, workers may be more motivated and satisfied in their work, and henceforth improve their performance. In the future, if correlations were found between motives to work (or volunteer), psychological contract expectations and reasons for job satisfactions, it may be in the organization's best interest to use this information in order to better motivate employees, and increase job satisfaction and work performance. However, if gender differences are found to exist among these factors, it may not be ethically responsible to use such information if it harmfully discriminates. Further research may discover correlations and ethical reason must determine the appropriate use of such information.

Figure 1
Path of Correlation Hypotheses



Note: Gender and Age should not correlate if data is universal to all ages and genders

Figure 2
Path of Correlation Results



Note: Gender and Age should not correlate if data is universal to all ages and genders


Key:  = Correlation Path

Table 1- Frequencies and Descriptives

Frequencies

Statistics

GENDER

N	Valid	27
	Missing	2

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	55.2	59.3	59.3
	1	11	37.9	40.7	100.0
	Total	27	93.1	100.0	
Missing	System	2	6.9		
Total		29	100.0		

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	27	0	1	.41	.50
AGE	28	19	24	20.86	1.11
ENHANCE	29	1.8	6.2	4.366	1.110
CAREER	29	2.2	6.8	4.662	1.306
SOCIAL	29	1.6	6.0	3.593	1.311
VALUES	29	2.8	7.0	5.545	1.068
PROTECT	29	1.4	5.8	3.255	1.148
UNDERST	29	2.2	6.8	5.110	1.107
PROMISE	29	0	5	3.86	1.53
FULFILL	29	2	5	4.14	.77
WORK	29	0	45	31.03	12.03
SUPERVIS	29	0	51	35.17	12.99
PROMOT	29	0	21	10.59	5.99
COWORK	29	0	54	39.00	14.27
SELFEST1	29	24	40	33.07	4.48
Valid N (listwise)	27				

Table 2

Correlations

Correlations

		GENDER	AGE	ENHANCE	CAREER	SOCIAL	VALUES
GENDER	Pearson Correlation	1.000	-.053	.192	.421*	.027	.592**
	Sig. (2-tailed)	.	.792	.338	.029	.895	.001
	N	27	27	27	27	27	27
AGE	Pearson Correlation	-.053	1.000	.020	-.260	-.169	-.106
	Sig. (2-tailed)	.792	.	.920	.182	.391	.592
	N	27	28	28	28	28	28
ENHANCE	Pearson Correlation	.192	.020	1.000	.501**	.402*	.403*
	Sig. (2-tailed)	.338	.920	.	.006	.030	.030
	N	27	28	29	29	29	29
CAREER	Pearson Correlation	.421*	-.260	.501**	1.000	.246	.433*
	Sig. (2-tailed)	.029	.182	.006	.	.198	.019
	N	27	28	29	29	29	29
SOCIAL	Pearson Correlation	.027	-.169	.402*	.246	1.000	.183
	Sig. (2-tailed)	.895	.391	.030	.198	.	.341
	N	27	28	29	29	29	29
VALUES	Pearson Correlation	.592**	-.106	.403*	.433*	.183	1.000
	Sig. (2-tailed)	.001	.592	.030	.019	.341	.
	N	27	28	29	29	29	29
PROTECT	Pearson Correlation	.402*	-.025	.631**	.355	.326	.275
	Sig. (2-tailed)	.038	.901	.000	.059	.084	.148
	N	27	28	29	29	29	29
UNDERST	Pearson Correlation	.542**	-.157	.652**	.813**	.326	.699**
	Sig. (2-tailed)	.004	.425	.000	.000	.085	.000
	N	27	28	29	29	29	29
PROMISE	Pearson Correlation	.355	.029	-.228	.084	-.177	.180
	Sig. (2-tailed)	.069	.883	.233	.664	.358	.349
	N	27	28	29	29	29	29
FULFILL	Pearson Correlation	.347	.202	-.026	.016	-.011	.252
	Sig. (2-tailed)	.076	.303	.896	.934	.953	.187
	N	27	28	29	29	29	29
WORK	Pearson Correlation	.091	.064	.165	.184	.297	-.005
	Sig. (2-tailed)	.653	.745	.393	.340	.118	.978
	N	27	28	29	29	29	29
SUPERVIS	Pearson Correlation	.011	.220	-.019	.071	.131	.117
	Sig. (2-tailed)	.956	.260	.922	.715	.500	.547
	N	27	28	29	29	29	29
PROMOT	Pearson Correlation	-.058	-.105	.121	.234	.014	.051
	Sig. (2-tailed)	.774	.594	.531	.221	.942	.793
	N	27	28	29	29	29	29
COWORK	Pearson Correlation	.226	-.004	.350	.379*	.175	.271
	Sig. (2-tailed)	.256	.985	.062	.043	.363	.155
	N	27	28	29	29	29	29
SELFEST1	Pearson Correlation	.056	.005	.167	.175	.058	.144
	Sig. (2-tailed)	.782	.982	.386	.364	.763	.455
	N	27	28	29	29	29	29

Correlations

		PROTECT	UNDERST	PROMISE	FULFILL	WORK
GENDER	Pearson Correlation	.402*	.542**	.355	.347	.091
	Sig. (2-tailed)	.038	.004	.069	.076	.653
	N	27	27	27	27	27
AGE	Pearson Correlation	-.025	-.157	.029	.202	.064
	Sig. (2-tailed)	.901	.425	.883	.303	.745
	N	28	28	28	28	28
ENHANCE	Pearson Correlation	.631**	.652**	-.228	-.026	.165
	Sig. (2-tailed)	.000	.000	.233	.896	.393
	N	29	29	29	29	29
CAREER	Pearson Correlation	.355	.813**	.084	.016	.184
	Sig. (2-tailed)	.059	.000	.664	.934	.340
	N	29	29	29	29	29
SOCIAL	Pearson Correlation	.326	.326	-.177	-.011	.297
	Sig. (2-tailed)	.084	.085	.358	.953	.118
	N	29	29	29	29	29
VALUES	Pearson Correlation	.275	.699**	.180	.252	-.005
	Sig. (2-tailed)	.148	.000	.349	.187	.978
	N	29	29	29	29	29
PROTECT	Pearson Correlation	1.000	.405*	-.206	-.144	-.100
	Sig. (2-tailed)	.	.030	.283	.456	.604
	N	29	29	29	29	29
UNDERST	Pearson Correlation	.405*	1.000	.017	.157	.237
	Sig. (2-tailed)	.030	.	.931	.416	.215
	N	29	29	29	29	29
PROMISE	Pearson Correlation	-.206	.017	1.000	.354	.031
	Sig. (2-tailed)	.283	.931	.	.060	.872
	N	29	29	29	29	29
FULFILL	Pearson Correlation	-.144	.157	.354	1.000	.431*
	Sig. (2-tailed)	.456	.416	.060	.	.020
	N	29	29	29	29	29
WORK	Pearson Correlation	-.100	.237	.031	.431*	1.000
	Sig. (2-tailed)	.604	.215	.872	.020	.
	N	29	29	29	29	29
SUPERVIS	Pearson Correlation	-.178	.152	.061	.351	.594**
	Sig. (2-tailed)	.356	.432	.753	.062	.001
	N	29	29	29	29	29
PROMOT	Pearson Correlation	.084	.086	-.072	-.072	.260
	Sig. (2-tailed)	.663	.658	.711	.710	.173
	N	29	29	29	29	29
COWORK	Pearson Correlation	.206	.488**	.163	.256	.542**
	Sig. (2-tailed)	.283	.007	.398	.180	.002
	N	29	29	29	29	29
SELFEST1	Pearson Correlation	-.105	.287	-.064	.007	.172
	Sig. (2-tailed)	.588	.132	.742	.969	.374
	N	29	29	29	29	29

Correlations

		SUPERVIS	PROMOT	COWORK	SELFEST1
GENDER	Pearson Correlation	.011	-.058	.226	.056
	Sig. (2-tailed)	.956	.774	.256	.782
	N	27	27	27	27
AGE	Pearson Correlation	.220	-.105	-.004	.005
	Sig. (2-tailed)	.260	.594	.985	.982
	N	28	28	28	28
ENHANCE	Pearson Correlation	-.019	.121	.350	.167
	Sig. (2-tailed)	.922	.531	.062	.386
	N	29	29	29	29
CAREER	Pearson Correlation	.071	.234	.379*	.175
	Sig. (2-tailed)	.715	.221	.043	.364
	N	29	29	29	29
SOCIAL	Pearson Correlation	.131	.014	.175	.058
	Sig. (2-tailed)	.500	.942	.363	.763
	N	29	29	29	29
VALUES	Pearson Correlation	.117	.051	.271	.144
	Sig. (2-tailed)	.547	.793	.155	.455
	N	29	29	29	29
PROTECT	Pearson Correlation	-.178	.084	.206	-.105
	Sig. (2-tailed)	.356	.663	.283	.588
	N	29	29	29	29
UNDERST	Pearson Correlation	.152	.086	.488**	.287
	Sig. (2-tailed)	.432	.658	.007	.132
	N	29	29	29	29
PROMISE	Pearson Correlation	.061	-.072	.163	-.064
	Sig. (2-tailed)	.753	.711	.398	.742
	N	29	29	29	29
FULFILL	Pearson Correlation	.351	-.072	.256	.007
	Sig. (2-tailed)	.062	.710	.180	.969
	N	29	29	29	29
WORK	Pearson Correlation	.594**	.260	.542**	.172
	Sig. (2-tailed)	.001	.173	.002	.374
	N	29	29	29	29
SUPERVIS	Pearson Correlation	1.000	.406*	.701**	.314
	Sig. (2-tailed)	.	.029	.000	.098
	N	29	29	29	29
PROMOT	Pearson Correlation	.406*	1.000	.382*	.106
	Sig. (2-tailed)	.029	.	.041	.583
	N	29	29	29	29
COWORK	Pearson Correlation	.701**	.382*	1.000	.191
	Sig. (2-tailed)	.000	.041	.	.322
	N	29	29	29	29
SELFEST1	Pearson Correlation	.314	.106	.191	1.000
	Sig. (2-tailed)	.098	.583	.322	.
	N	29	29	29	29

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3

Correlations- Values Motive and Coworker Satisfaction- Female Only

Correlations

		VALUES	COWORK
VALUES	Pearson Correlation	1.000	.735**
	Sig. (2-tailed)	.	.010
	N	11	11
COWORK	Pearson Correlation	.735**	1.000
	Sig. (2-tailed)	.010	.
	N	11	11

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations- Values Motive and Coworker Satisfaction- Male Only

Correlations

		VALUES	COWORK
VALUES	Pearson Correlation	1.000	.095
	Sig. (2-tailed)	.	.726
	N	16	16
COWORK	Pearson Correlation	.095	1.000
	Sig. (2-tailed)	.726	.
	N	16	16

Table 4
Correlations- Understanding Motive and Coworker Satisfaction- Female Only

Correlations

		UNDERST	COWORK
UNDERST	Pearson Correlation	1.000	.622*
	Sig. (2-tailed)	.	.041
	N	11	11
COWORK	Pearson Correlation	.622*	1.000
	Sig. (2-tailed)	.041	.
	N	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations- Understanding Motive and Coworker Satisfaction- Male Only

Correlations

		UNDERST	COWORK
UNDERST	Pearson Correlation	1.000	.310
	Sig. (2-tailed)	.	.242
	N	16	16
COWORK	Pearson Correlation	.310	1.000
	Sig. (2-tailed)	.242	.
	N	16	16

Part I.

Why are you a volunteer? Please rate the following on how important each statement is to you, or how accurately the statement reflects your feelings.

1	2	3	4	5	6	7
<i>Not at all important or accurate</i>		<i>Neither important or accurate nor unimportant nor inaccurate</i>			<i>Extremely important or accurate</i>	
1. Volunteering can help me get my foot in the door at a place where I would like to work.	1	2	3	4	5	6 7
2. My friends volunteer.	1	2	3	4	5	6 7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6 7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6 7
5. Volunteering makes me feel important.	1	2	3	4	5	6 7
6. People I know share an interest in community service.	1	2	3	4	5	6 7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6 7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6 7
9. By volunteering I feel less lonely.	1	2	3	4	5	6 7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6 7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6 7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6 7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6 7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6 7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6 7
16. I feel compassion toward people in need.	1	2	3	4	5	6 7
17. Others with whom I am close place a high value on community service.	1	2	3	4	5	6 7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6 7
19. I feel it is important to help others.	1	2	3	4	5	6 7
20. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6 7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6 7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6 7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6 7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6 7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6 7
26. Volunteering makes me feel needed.	1	2	3	4	5	6 7
27. Volunteering makes me feel better about myself.	1	2	3	4	5	6 7
28. Volunteering experience will look good on my résumé.	1	2	3	4	5	6 7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6 7
30. I can explore my own strengths.	1	2	3	4	5	6 7

Part II.

Employees and employers develop agreements, promising to provide certain things for one another. To what extent did the department implicitly or explicitly promise to provide each of the following? Please indicate your responses to each statement by writing your score to the left of each statement, using the 1-5 scale below.

We are not asking what you would have liked or what you feel the department should have provided. Instead, we are interested in WHAT YOU BELIEVE THE DEPARTMENT PROMISED TO PROVIDE YOU.

In addition, to what degree did they fulfill their promise? In other words, to what degree did they deliver? Please indicate your responses to each statement by circling the appropriate number to the right of each statement.

1	2	3	4	5
Not at all	Slightly	Somewhat	To a great extent	To a very great extent

Promised?						Fulfilled?				
1	2	3	4	5	Fair treatment	1	2	3	4	5
1	2	3	4	5	Open communication	1	2	3	4	5
1	2	3	4	5	Cooperative work relationship	1	2	3	4	5
1	2	3	4	5	Honest treatment	1	2	3	4	5

Part III.

Instructions: Put a Y beside an item if the item described the particular aspect of your job and N if the item did not describe that aspect.

WORK

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Creative
- Respected
- Hot
- Pleasant
- Useful
- Tiresome
- Healthful
- Challenging
- On your feet
- Frustrating
- Simple
- Endless
- Gives sense of accomplishment

SUPERVISION

- Asks my advise
- Hard to please
- Impolite
- Praises good work
- Tactful
- Influential
- Up-to-date
- Doesn't supervise enough
- Quick tempered
- Tells me where I stand
- Annoying
- Stubborn
- Knows job well
- Bad
- Intelligent
- Leaves me on my own
- Lazy
- Around when needed

PROMOTIONS

- Good opportunity for advancement
- Opportunity somewhat limited
- Dead-end job
- Good chance for promotion
- Unfair promotion policy
- Infrequent promotions
- Regular promotions
- Fairly good chance for promotion

CO-WORKERS

- Stimulating
- Boring
- Slow
- Ambitious
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- No privacy
- Active
- Narrow Interests
- Loyal
- Hard to meet

Part IV.

BELOW IS A LIST OF STATEMENTS DEALING WITH YOUR GENERAL FEELINGS ABOUT YOURSELF. IF YOU **STRONGLY AGREE**, CIRCLE **SA**. IF YOU **AGREE** WITH THE STATEMENT, CIRCLE **A**. IF YOU **DISAGREE**, CIRCLE **D**. IF YOU **STRONGLY DISAGREE**, CIRCLE **SD**.

		1. STRONGLY AGREE	2 AGREE	3. DISAGREE	4. STRONGLY DISAGREE
1.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
2.	I feel that I have a number of good qualities.	SA	A	D	SD
3.	All in all, I am inclined to feel that I am a failure.**	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.**	SA	A	D	SD
6.	I take a positive attitude toward myself.	SA	A	D	SD
7.	On the whole, I am satisfied with myself.	SA	A	D	SD
8.	I wish I could have more respect for myself.**	SA	A	D	SD
9.	I certainly feel useless at times.**	SA	A	D	SD
10.	At times I think I am no good at all.**	SA	A	D	SD

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