American University in Cairo

# AUC Knowledge Fountain

Theses and Dissertations

6-1-2017

# Campus-based student volunteering in Egypt: A case study of students in a private university

Basma Serag

Follow this and additional works at: https://fount.aucegypt.edu/etds

## Recommended Citation

### APA Citation
Serag, B. (2017).*Campus-based student volunteering in Egypt: A case study of students in a private university* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain.
https://fount.aucegypt.edu/etds/669

### MLA Citation
Serag, Basma. *Campus-based student volunteering in Egypt: A case study of students in a private university*. 2017. American University in Cairo, Master's thesis. *AUC Knowledge Fountain*.
https://fount.aucegypt.edu/etds/669

**The American University in Cairo**


**School of Global Affairs and Public Policy**


**CAMPUS-BASED STUDENT VOLUNTEERING IN EGYPT: A CASE STUDY**

**OF STUDENTS IN A PRIVATE UNIVERSITY**



A Thesis Submitted to the


**Public Policy and Administration Department**


in partial fulfillment of the requirements for the degree of

**Master of Public Policy**



**By**

**Basma Sameh Serag**



**Supervised By**

**Dr. Ghada Barsoum**



**Spring 2017**


1

# Table of Contents

The American University in Cairo

School of Global Affairs and Public Policy

CAMPUS-BASED STUDENT VOLUNTEERING IN EGYPT: A CASE STUDY
OF STUDENTS IN A PRIVATE UNIVERSITY

By

Basma Sameh Serag

Supervised By

Dr. Ghada Barsoum

## ABSTRACT

This qualitative study aims to identify the motivations and constraints that undergraduate students experience in volunteering in different student-run organizations. The study applies models of volunteer function inventory and leisure constraints to the Egyptian context with focus on one private not-for-profit institution. The study highlighted the pivotal role of educational institutions in encouraging and implementing campus-based volunteering activities among students. The study identifies three groups of motivational factors to student volunteerism in this context: social motivation; personal enhancement; and career motivations. The study also identifies three constraints to student volunteerism. These refer to structural constraints; intrapersonal constraints; and interpersonal constraints. The study concludes with policy recommendations to increase and encourage student campus-based volunteerism in Egypt involving the Ministry of Higher Education, university administrations, and civil society organizations.

**Chapter one: Study overview**

**1.1. Introduction**

Youth are a main pillar in the Egyptian community, the largest faction of the population. Literature on youth in Egypt is usually concerned with employment opportunities (Asaad & Barsoum, 2007) or political activism, however, there are more to youth in Egypt than these two pillars. Youth participation is not only about political activism but it includes other activities that are not a focus of researchers, due to the political developments in the region generally and in Egypt specifically.

Youth have been a focus to the government and other public and private institutions especially after the 2011 revolution (Barsoum, 2016). Youth in Egypt are engaged in a number of activities through different channels. Universities are one of the main channels through which they participate in the community whether politically, socially or economically in some cases. Undergraduate students representing a main faction of youth in Egypt participate and volunteer through numerous behaviors that they spend time doing. Youth volunteering activities in Egypt are means for youth to engage positively in the community and means of civic engagement. It has also grown to become of more interest to the decision makers and policymakers in Egypt (Ibrahim, 2005). In addition, the government interest in youth volunteerism has become a more discussed topic, especially after the President's decision in October 2016 Youth conference where one of the conference's decisions came in setting a policies and programs to encourage youth to volunteer (egyyouth.com).

Volunteerism is a mean of civic engagement (Horstemier & Ricketts, 2009) as a term it has several definitions especially when defining it as a form of civic engagement. For the purpose of this research one definition will be used which is that

identified by Snyder and Omoto (2008) where they define volunteer work as freely chosen engaging activities done through a formal organization that aim at helping a certain cause and extends over a period of time, without any rewards expected (2008). Campus-based student volunteerism in Egypt is a growing phenomenon in Egypt where many undergraduates find it an attractive channel to do community work, express their opinions or just fill in their free time. Campus-based volunteerism has been studied in different contexts specifically in the United States. According to a study published in 2012 (Gage and Thapa, 2012), 80% of college students have volunteered in one or two more organizations in one year. The study found five motivational purposes for volunteerism and three constraints among college students. The motivational purposes included: values and understanding which were found to be altruistic motivations, to gain specific status in the society (ibid). Second motivations are protective ones, which include reasons such as escaping from troubles whether personal or professional. Third, social motivations that are inclusive of reasons such as wanting to make friends, sharing community interests, or just joining some friends. Fourth, career motivations where many students view volunteerism as a mean to build the resume that would increase their chances of finding a job later. Finally, personal enhancement which again come under altruistic motives but to raise self-esteem and feel better about ones' self (ibid.). On the other hand constraints came structural which are constraints related to time and money, interpersonal that are constraints related to family and friends, and intrapersonal that are constraints related to lack of skills, or worry about affecting grades for example.

## 1.2. Case Study

This research will replicate the study by Gage and Thapa, by applying it to the Egyptian context. The research will be applied on a private university in Egypt that

already applies the American system in its education and management overall. This research aims at understanding the motivations and constraints behind youth volunteerism in universities. It specifically discusses campus-based volunteerism among undergraduate students in private universities.

The higher education system in Egypt is one of the largest in the region, where the number of enrolled students is expected to reach 1.1 million by 2021 (OECD and World Bank, 2010). The introduction of private universities in Egypt began in 1992, where Law number 101 was passed regulating and authorizing the establishment of private universities (Barsoum & Rashad, 2016). According to data from the Ministry of Higher Education the number of private universities increased to 20 universities in the academic year 2014/15 (ibid.).

This study focuses on private universities; however, it has a specific case study on one private university. This university is unique in its nature and is known for being an active campus with many volunteer activities and opportunities available for its students. The on-campus activities in this university as well are considered part of the overall university's policy, as part of its administration. The types of volunteerism activities that students participate in are a mix of those that aim at enhancing soft skills, career opportunities and community services activities.

The research is done through interviewing currently involved students in extra-curricular activities as well as those that refuse to participate, trying to understand the motivations of those volunteering and constraints to those refusing to volunteer. In understanding the motivations and constraints to volunteerism, the research aims to identifying the role of the educational institutions in affecting youth's opportunities. Accordingly, linking the role of educational institutions in shaping youth personalities, goals and careers that can eventually affect educational

policy-making in Egypt.

**1.3. Problem Statement**

Volunteerism has been a main reason for success of a number of programs in different public and private agencies (Liao-Troth & Dunn, 1999). It is a contribution to the society and a mean to engage positively with the society. Volunteers do not expect getting financial material in return but they are motivated to do so due to other reasons. A number of studies have been conducted to assess the benefits of volunteerism, and the motivations to both the organization and the volunteer. Many of the studies examined the beginning to the motivations that can usually be traced back to the volunteers' activity previously in high school or university for example (Ryan, Kaplan, & Frese, 2001). In addition, there are a n umber of benefits to community that has volunteerism as a culture as they were found to be a mean to solve the labor problem for non-profit organizations (Martinez &McMullin, 2004).

According to several studies conducted on civic engagement (Sika, 2016) volunteerism is usually studied from that perspective and no attention has been given to volunteerism of other kind among youth, especially post the "Arab Spring". Volunteerism in Egypt begins at an early age and has grown to become more popular among university students through a number of university activities. This research therefore aims at shedding some light on campus-based volunteerism among undergraduate students in private universities. This can be a beginning in understanding the nature of campus-based volunteerism in Egypt and therefore coming up with recommendations on how to capitalize on it. Furthermore, since universities are one of the main channels for youth volunteerism, the link between

educational institutes and campus-based volunteerism should be understood and assessed.

## 1.3. Research Questions

This study aims at addressing the motivations and constraints behind volunteerism among students in private universities. The research will therefore address a number of questions that it will aim to answer through the interviews conducted. The main research question is: What are the motivations of undergraduate students to volunteer in different youth-run organizations?

- What type of activities do undergraduate students participate in?

- What are the motivating factors behind undergraduate students participation in volunteer activities?

- What are the constraints factors behind undergraduate students non-participation in volunteer activities?

- What impact does volunteerism have on undergraduate students?

In order to answer the above questions, the study is divided to a number of chapters that tackle different parts of the study. The second chapter of the study is dedicated to understanding the current literature on youth volunteerism through discussing: youth on Egypt, role of educational institutes in youth volunteerism, relationship between citizenship and volunteerism and the motivations to youth volunteerism according to the literature. The third chapter explains the conceptual framework that is the frame for the study, fieldwork conducted and analyzing the data. The fourth chapter is then devoted for explaining the research methodology and how the sampling took place. Followed by these chapters come the final two that discuss first the analysis of the data and discussion of the findings to reach the final policy recommendations.

# Chapter Two: Literature review

## Chapter Overview

The motivations to volunteer and how it shapes youth personality as well as the mean through which they institutionalize these activities are all areas of research when discussing youth volunteerism in general. This research aims to document the experience of campus-based student volunteerism in private universities in Egypt as well as understand the motivations behind them volunteering. The literature on campus-based volunteerism and to serve the purpose of this research can be divided into mainly four areas. First, in order to understand a background of Egyptian youth history and activism the first section presents the portrayal of Egyptian youth volunteerism in the literature and some history on youth policies in Egypt and its development. This section shows that the literature on youth in Egypt has usually been concerned with mainly youth political activism and employment in some cases; therefore it is worth addressing and reviewing here. This also helps in identifying and shedding light on the gap this research will contribute to.

The second section is concerned with a main theme in the research that is the role of educational institutions in instilling volunteerism habits among youth. This is a main focus for this research since it documents volunteering experiences of students on campus; therefore it is important to dedicate a part to understanding the role of the educational institutions in the literature. As the researcher explores the role of educational institutions the third section of the literature appears to be citizenship concepts and their relation to volunteerism especially among students that receive the same type of education. The citizenship concept appears important as it is one of the main motivations for educational institutions to instill volunteering habits among students as has appeared from the research. This is also an aspect that has been highlighted since the revolution in 2011 especially that some scholars believe in its

relation to building a democratic citizen while others that do not stress on the relation to democracy, stress on the traits gained from volunteering experiences to become good citizens that are effective in the society. The basis built to the study through these three sections of literature, lead to a final key area discussed in the final section of the chapter that is studying the motivations behind the student's volunteerism, where scholars are found to be divided on whether volunteerism has a self-oriented motivation or is actually an altruistic motivation that helps in keeping youth active in their societies.

## 2.1. Understanding Volunteerism and its Definitions

In accordance to the literature reviewed, volunteerism among youth in Egypt is usually discussed in the context of civic and political engagement such as the works of Bayat (1998), Sika (2016). Civic engagement as a concept includes organizing community events, supporting certain causes or voluntary groups (Purdam & Tranmer, 2012). Another understanding to the concept of civic engagement is that it refers to "civic skills, knowledge, attitudes, behaviors, and goals" (Ballard, 2014). Most definitions of civic engagement fall among the above understandings. Volunteerism is a type of civic engagement that focuses on helping a certain cause (ibid). Volunteerism as a concept is defined as a "sub- domain of community involvement" (Cornelis, Hiel & Cremer, 2013), where it discusses the contribution of a person to help in addressing societal problems. It is any contribution of service, time, money, or resources without expectation of monetary reward (Gage, 2009). The main definition adopted in this research is the one provided by Snyder and Omoto (2008) where volunteerism is defined as a freely chosen activity performed through an organization to serve a certain cause. This definition can be applied to the case of

student organizations on campus that students use as a channel to volunteer through numerous activities that involve charity, community service, soft skills building and others. Therefore, when discussing volunteerism the definition provided by Snyder and Omoto is to be referred to.

## 2.2. Literature on Youth Engagement in Egypt
### 2.2.1. Youth Definition

A general youth definition is one provided by the United Nations and World Bank, which views youth as those in the transitional period between being dependent during their childhood and being independent when they reach adulthood. However, the UN General Assembly Resolutions state that due to a number of factors, the youth age should be flexible depending on the country discussed. In Egypt, the Ministry of Youth affairs define youth as the age group between 18 – 35 years old.

### 2.2.2. Campus-Based Youth Activism in Egypt: A Historic Synopsis

This section sheds light on the development of youth policies in modern history Egypt. The development of youth policies in Egypt had its ups and downs throughout history. Since the 1970s, youth have moved up and down the government's priorities, depending on a number of factors including the change in regimes as well as the political situation. Youth policies development in Egypt began in the 1970s where the student unions in universities began their rise after Sadat's attempt to liberalize the economy and open up political spheres.

The year 1979 witnessed the establishment of the Council of Youth and Sports; that has kept on evolving back and forth until today. In 1981, Mubarak turned the council into a ministry, however, the 1980s and 90s "did not witness much youth contention; their activism was contained within closed university doors" (Sika, 2016).

The 2000s generally witnessed a number of initiatives from the government and non-governmental movements towards youth inclusion (Sika, 2016). Currently, the Ministry of youth and sports remains to be the one in charge of youth policies through which it cooperates with a number of other institutions such as: Ministry of Education and Vocational Schools, Ministry of Manpower and Migration and different youth councils. There was an attempt in 2003 by the dissolved National Democratic Party to set a National Youth Policy but it was never adopted.

Post the 2011 revolution, several organizations emerged working through the civil society, the Revolutionary Youth Coalition, composed of youth form variety of parties and movements was instrumental in the revolution though was dissolved in 2012, and nowadays the country remains to have no national youth organizations or associations formed (Sika, 2016). That is with exception to the efforts put from the president's office in empowering youth that came in several means in 2016 in collaboration with different stakeholders including the Ministry of Youth. That change in functionalizing youth power and institutionalizing can be traced to affect the type of volunteerism youth involved in based on the political situation. It also proves the importance of universities as a sphere for discussion among youth. Literature reviewed that discusses youth engagement in Egypt usually focuses on political engagement. This research sheds light on different type of engagement that is volunteerism but it studies how this type of volunteering has changed depending on the political situation.

The literature in this area, therefore, shows that youth in Egypt have usually been viewed as a political power, ever since they have become organizationally active, the rise of Student Unions in universities began with the attempted political liberalism that Sadat started in 1979, and that can be a reason to why youth are

usually discussed in the context of political activism. However, youth are active in a range of other activities and sectors that have not been explored much yet. It is also worth mentioning that the current efforts and changes that began in mainly 2016, towards youth from the government's side is not yet included in recent literature (Bayat, 1998).

## 2.3. Literature on Educational Institutions and Youth Volunteerism

### 2.3.1. Role of Educational Institutions

Youth are found to be more active in voluntary activities through their educational institutions, where in many cases the activities are encouraged by the institutions themselves (Wilson, 2012). An example of that is the United States where schools are an organizational basis for the different kinds of extracurricular activities including sports, student unions and clubs (Wilson, 2012). Furthermore, it has been stated that a significant number of university students participate in on-campus activities or extra-curricular activities through the different student run organizations (Bringle & Hatcher, 1996). It is also worth mentioning that that also applies to schools out of the United States that apply their methods of teaching or curriculum. Moreover, research has proven that youth are more likely to be participative in voluntary actions if available at their schools. It has also been argued that adults volunteering will usually have a history of being active as young adults back at their own schools (McFarland &Thomas 2006). Therefore, it has been proven that volunteerism in educational institutes has an effect on the long run in instilling these values and culture among citizens.

University students in general are more likely to volunteer through their

university campuses as it acts as a platform providing support to youth-run organizations and agencies (Thapa, 1999). Educational institutions offer students a medium where they can be active and learn and communicate different skills that can instill activism behavior in general (Thapa, 1999). The institutions include both schools and universities. These institutions are viewed as a reason to students volunteering on campus. The institutions manage to make students benefit from volunteering in order to encourage them, they set some incentives such as improving their grade point average, their general knowledge, their aspirations for future degrees or job and their knowledge in the field (Wilson & Musick, 1999).

**2.3.2. Role of Curriculum**

Another opinion on the relation of educational institutions to volunteerism claim that the institution itself is not the medium to encouragement but it is rather teaching the concepts in classrooms (Youniss et al., 2002). Some scholars have mentioned that enthusiasts of volunteerism have encouraged making it a requirement within the academic curriculum (Youniss et al., 2002). Some schools already have what they call service learning, which is a form of volunteering that includes volunteer service within the educational curriculum (Sax & Astin, 1997). It has been reported that that type of activity raises students' grade point average too (Sax & Astin, 1997). In that aspect, volunteering has been argued to be a mean of linking student's education to employability upon the completion of university education (Holdsworth & Quinn, 2010). Likewise, volunteering helps in enhancing performance of students, interest in the subject, making learning a more enjoyable process and teaching new problem solving skills (Bringle & Hatcher, 1996). Therefore, university students are being encouraged to expand their learning experience through extracurricular activities as it is also now recognized and appreciated by employers

hiring fresh university graduates (Holdsworth et al., 2010).

Consequently, it can be argued that the traits that the educational institute and curriculum taught can help encourage volunteerism concepts. Educational achievement is viewed as an important asset to volunteerism since most volunteers come from well-educated backgrounds (Wilson, 2012) because they are more aware of the current affairs and societal issues in addition to having higher status jobs (Gesthuizen, van der Meer & Scheepers, 2008). Hence, the important role of teaching volunteerism values through educational institutions and encouraging students volunteer from an early age.

## 2.4. Literature on the Relationship between Citizenship and Volunteerism

### 2.4.1. Volunteerism and Democracy

The community itself encourages volunteerism in many cases as well as some governments. Volunteering is viewed as a mean to contribute to the society and act as a good citizen without a monetary compensation (Gage & Thapa, 2012). In accordance to Ballard (2014), scholars that link the development of democracies to volunteerism argue that the success of democratic societies relies on whether, and how, the people participate with others in social associations, work cooperatively and towards untied objectives that would benefit the community (e.g., Flanagan & Faison, 2001; Verba, Schlozman, & Brady, 1995). Moreover, through volunteering activities youth are argued to be more aware of government role and how it functions as well as their roles as citizens to participate accordingly in a democratic framework (Youniss, Bals, Christmas-Best, Diversi, Mc Laughin and Silbereisen, 2002). The linkage between volunteerism and democracy is usually spoken about when discussing political organizations that instill citizenship values through debating and discussing

attitudes towards political behavior, voting, participation in civil society…etc. (e.g., Barber, 1984; Kymlicka & Norman, 1994; Sears, Clarke, & Hughes,1999 as cited in Ballard, 2014).

### 2.4.2. Volunteerism and Community Development

Volunteerism helps in instilling values within a person and sense of belongingness to a community or society that help in the community development overall but not necessarily in democratizing it. A report on volunteerism effects by the United States Department of Health and Human Services indicated that when young adults feel capable, associated to their societies through different activities, and when they have a sense of control over certain societal activities they are more likely to show positive developmental behaviors through their personalities (Horstemier, Ricketts, 2009). It is further argued that although youth develop certain traits in their personalities through volunteering, the community participation does not guarantee their positive engagement in civil society.

According to Wilson and Musick (1999), there are four variables for studying volunteering motivations that are related to the idea of community development too: anti-social behavior, physical and mental health, citizenship and occupational achievement. First, it is believed that volunteering decreases the cases of anti-social behavior among teens because they are involved in activities that they choose themselves to be part of voluntarily, and therefore spending most of their time and energy in it, especially the negative ones such as failing classes, or getting suspended. Second, volunteerism has been linked to citizenship because it teaches volunteers how to become civically responsible through doing different community service activities. It engages them positively in the society. Furthermore, volunteers are more encouraged and likely to become responsible citizens that would vote and engage in

local politics (Knoke, 1990), and therefore encouraging democratic processes. Third, authors have also shown that through longitudinal analysis, it has been proven that volunteerism can be linked to better physical and mental health, they stated " volunteering improves health, but it is also likely that healthier people are more likely to volunteer" (Wilson and Musick, 1999), that is because they usually have access to facilities and other resources that help them have a healthy living. In addition to these variables identified, it has also been argued that youth still need to "share leadership and decision-making roles with the adults" (Loftquist 1989 as cited in Horestemier et al., 2009). Therefore, volunteering is a mean not only for engagement but also for personal development and its contribution to the community generally. It is hence argued that citizenship actually includes the multiple ways that youth "come to identify with the common good and become engaged members of their communities" (Flanagan & Faison, 2001).

### 2.4.3. Volunteerism in Arab Societies

Having discussed the above points, it is also worth noting that volunteerism in the Arab context is quite different. The literature on volunteerism when discussing it in Arab societies the role of religion is often mentioned. The role of voluntary action is strengthened in Islam and therefore Islamic societies through a number of activities including *sadkah* (charity) or *zakah* (Sakr, 2003). The principle of social solidarity is also another major one that is highlighted in Islam and believed to be strengthened through voluntary actions (Kandil, 2004).

To sum up, it can be argued that volunteerism generally helps in instilling certain values and traits of citizenship that help in expanding the sense of belongingness towards the society. In the Islamic context in general and Arab in

specific, volunteerism is viewed as mean to belong to the community and be responsible towards it. Where, an increase in the contribution towards a certain society or community by volunteering in the different activities and helping other citizens in the same community, will help in better development of that society. However unlike the previous explanation of volunteerism and community development, it is not necessarily directly linked to democratic values.

## 2.5. Literature on Motivations for Youth Volunteerism

Finally, when discussing motivations for youth volunteerism two main streams are found to explain the incentives behind it, one is that youth volunteer for self-interest and the other is that it has more than just selfish reasons. There are also authors that found through their studies that in many cases the motivations for volunteering could be an overlap of both streams, or one leading to the other. For instance, one of the studies that examined the motivations and constraints of members of large non-governmental organizations where it studied the effects of social networks, competing commitments, personal growth, lifestyle changes and belief of the person's ability to assess his decisions volunteering and remaining active in the entity itself (Martinez & McMullin, 2004). The study found out the greatest motivation for a person to volunteer comes when one feels and witnesses the impact they have on the ground to their volunteering activity. The impact made is what makes the person take the decision of committing to an activity and volunteering, the volunteers do it for the influence they have (Martinez & McMullin, 2004). Another study found that volunteers took part in specific activities or programs initially for altruistic reasons, but they are likely to stay active and engage more for other benefits that they explore and find out by their initial activity (Deci, Koestner, & Ryan, 2001).

In other words, they start for selfish reasons and discover the benefits as they complete the activity or vice versa and therefore choose to commit. In this study, friendships and other social relations, benefits from learning, skills gained in project management were also found to be some of the main motivations for a volunteer to continue volunteering in a project. The social factor was stressed on in this study, as it found that people volunteering were more likely doing that to satisfy other needs and gain other benefits that had to do with expanding their social network, making more friends and volunteering for recreation (Ryan et al., 2001).

The literature found specific altruistic and non-altruistic motivations, where volunteers are motivated to do so because of their own self-interest motivations and in other cases, researchers argue that it can happen for pure humanitarian reasons. The next two sections discuss the two types of motivations and the differences between them in the volunteerism context.

### 2.5.1. Altruistic Motivations

Scholars such as Ballard (2014) and Pearce & Larson (2006) argue that youth are usually motivated by self-interest to participate in volunteerism activities. Moreover, it has been suggested that the human nature pertains that any action done including volunteerism is usually predominantly motivated by self-interest (Kohn, 1990; Wuthnow, 1991 as cited by Cornelis, Hiel & Cremer, 2013). In addition, it has been agreed that personal satisfaction happens to be one of the main motivations to youth involvement in volunteerism (Sherrod, Flanagan, and Youniss, 2002). In accordance to Ballard (2014), writings on motivation towards volunteerism through extracurricular activity advocate the self-need towards participation. It suggests that youth usually participate because they are trying to fulfill a certain personal need (Fredricks et al., 2002). In the same context of personal gains, it is argued that even if

it seems that a person is doing a volunteering act out of generosity, there will always be a selfish concern driving the act (Cornelis et al., 2013). Scholars stressed that such purely altruistic acts are against human nature (Kohn, 1990; Wuthnow, 1991 as cited by Cornelis et al., 2013) and that in some cases the altruistic acts if any are driven by selfish ones such as escaping possible guilt feelings (Schaller & Cialdini 1988).

### 2.5.2. Non-Altruistic Motivations

On the other hand, other scholars argued that motivation towards volunteerism does not necessarily happen due to selfish reasons. Selfish or altruistic motives are the characteristics of volunteers who have minimal interest in personal benefits from the volunteerism act done (Silverberg et al., 1999). Although altruism is found as one of the main reasons to volunteer, there usually exist other mutually beneficial reasons for both the volunteer and the recipient (Wilson & Musick, 1999). It is claimed that motivation to volunteerism is due to "the feeling of solidarity" (Wilson 2012, p.79) that can also play a role in political organizations. A number of researchers argue that idealistic behaviors of volunteerism are minimal and that there are more personal advantages to volunteer (Serow, 1991). Volunteerism as Wilson (2012) mentions can be motivated by the desire to express or strengthen a sense of personal identity, in the sense of being a "helper" within the society and not for selfish reasons (Matsuba, Hart & Atkins, 2007). Furthermore, in accordance to Conelis et al. (2013) some scholars (Batson, 1991; Clary and Orenstein, 1991) believe that helpful behaviors acquired by some people are always altruistic driven through a desire to increase the wellbeing of others within a community. They have also given an example of several crisis center volunteers that are purely motivated by altruistic reasons rather than self-oriented ones. In the same context, Martiez and McMullin (2004) argued that members that have pride feeling towards their work and the organization they belong to, are found

to be more keen on committing to the organization.

Finally, many scholars agree that motivation towards volunteerism can be a mixture of both opinions whether self-interest motives and altruistic ones. Conelis et al. (2013) conclude that volunteering can be driven by self-focused and considerations to others. As well as Sherrod et al. (2002) that give three main reasons for youth engagement in volunteering activities including: personal satisfaction, collective efficacy, and contributing to shared national values.

## 2.6. Summary of Literature Reviewed

In conclusion, the literature on youth volunteerism can be divided into mainly four sections as discussed here. First, literature on youth engagement in Egypt and how it development on the ground. The section discusses the reflection of the development in the literature. The section sheds light on the history of youth activism in Egypt starting with the 1970s student union movements up until the recent developments in 2016. Second, in accordance to the literature, the educational institutes can have an important influence on youth volunteerism. The literature shows that educational institutes can play a role in the voluntary activities that students participate in (Wilson, 2012) and in some cases the concepts taught can be of more effect than the medium itself (Youniss et al., 2002). Furthermore, adults that volunteer in their elderly experiences, are usually those that volunteer as young students. Third, citizenship and volunteerism have proven to have an important relationship. In agreement with the role of educational institutes, citizenship concepts taught in educational institutes have proven to have a role in instilling volunteerism values (Horstemier & Ricketts, 2009). The concepts taught at educational institutes help in shaping the motivations to volunteerism that as the literature shows can be

either self-interest, altruistic or a mixture of both. In addition, it is argued that the success of democratic societies usually relies on the participation of citizens through different community beneficial activities, where volunteerism is one of these activities stressed on. Finally, the literature on youth in Egypt has shown a gap in the type of activities the youth are involved in. Although the literature on youth volunteerism in general is rich; however there seems to be a gap on university students' volunteerism in Arab countries in general and Egypt in specific. This research tries to address this gap by documenting the experiences of campus-based student volunteerism as well as in applying the already tested concepts on the motivations behind university students volunteering through their educational institutions. The studies reviewed that discuss motivations of students to volunteer and the roles of educational institutes define the framework to fill in the gap on this topic in an Egyptian context.

## Chapter Three: Conceptual Framework

The research focuses on documenting student's campus based motivations and constraints. It explores their motivations towards volunteerism and what encourages them to commit to volunteering in different activities. The Volunteer Function Inventory model developed by Katz (1960) along with the Leisure Constraint Model developed by Crawford and Godbey, (1987) help in answering the research questions. The concepts are being tested on private university undergraduates in Egypt that is considered one of the most active mediums for youth volunteerism. This is the basis of the conceptual framework guiding the research that guided the data collection and analysis process. It depended on two theories that are usually used to study volunteerism. The Volunteer Function Inventory model motivations that studies motivations to volunteerism and the Leisure Constraint model that is used to study the constraints to volunteerism.
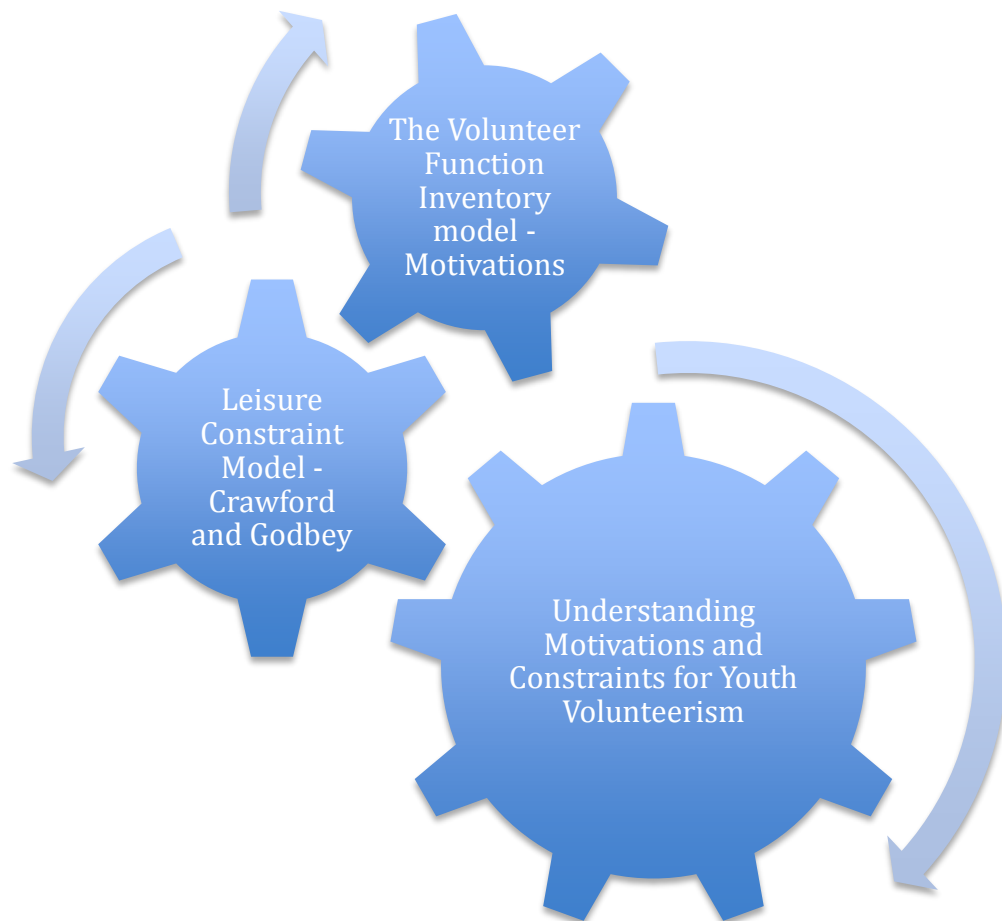
*Source: Author's conceptualization based on (The Volunteer Function Inventory model developed by Katz (1960) and the Leisure Constraint Model developed by Crawford and Godbey, (1987))*

### 3.1. Motivations and Constraints to Volunteerism Theories

Motivation to volunteerism as a concept has been studied through different motivational theories of which the Volunteer Function Inventory (VFI) (Katz, 1960) is one of the mostly used (Clary & Snyder, 1999). In addition, the leisure constraint model helps in explaining the constraints to leisure in general and can be applied as constraints to volunteerism since such activities are usually done during leisure time.

### 3.1.1. Constraints Model

The Leisure Constraint Model theory goes beyond understanding the type of activities people participate in to the meaning behind the participation in them as well as to the constraints faced through participation (Mannell & Kleiber, 1997). There are three categories of constraints to leisure identified by Crawford and Godbey (1987) that are: intrapersonal, interpersonal and structural. A balance between the motivations and constraints can be identified where they can be checked against each other. In accordance to Jackson et al. (1993) if constraints exceed motivations the person is likely to not proceed with the activity and vice versa. The three categories are identified as follows by Crawford and Godbey (1987); intrapersonal constraints are about the person's psychological characteristics that determine leisure choices. Interpersonal constraints are identified as those that prevent individuals from participating due to structural constraints. Finally, structural constraints are those that come between preference and participation.

### 3.1.2. Motivations Theory

There are a number of hidden elements when it comes to the motivations leading a person to invest time volunteering and commit to it for a certain period. The theory coordinates the different factors or possibilities for motivations and breaks them into six factors making it easier to analyze and understand (Katz, 1960). The core of the functionalist analysis is that the same activities are performed by different people for different psychological functions (Clary & Snyder, 1999). In other words people engage in the same activity in order to fulfill different motives. The theory is used to identify the motives behind volunteering. It identifies six motives for volunteering (1) developing and enhancing person's career (career); (2) improving and enriching personal development (esteem); (3) stressing on the idea of helping

27

others (social); (4) becoming a more positive person (protective); (5) learning new soft and hard skills (understanding); (6) possessing values related to humane beliefs and caring for others (value). These motivations presented by the VFI are to be used as a guide in identifying the motivations of university students in volunteering through the different organizations. The theory will also guide the analysis of the data collected to link it to theory.

These theories will help in studying the research main problem and documenting the motivations and constraints to students volunteering. The functionalist theory is developed for volunteerism and has been used for testing volunteerism motivations previously. However, the leisure constraint model has not been used as frequently in studying constraints to volunteerism but rather to constraints to leisure activities in general.

**Chapter Four:  Research Methodology**

In understanding the different aspects of motivations and constraints to undergraduate students volunteering on-campus, and understanding the relation to the educational system as well in Egypt, a number of research approaches have been considered for collecting this data. The two main methods that can be used are either qualitative or quantitative methods or a mixture of both. Quantitative research methods are one of the approaches that are concerned with numerical and statistical data collection, that are done using different techniques including questionnaires and surveys. This type of quantifiable data can be useful for research on youth behaviors, however, the research question and overall nature of it, defines a specific methodology that would be suitable for satisfying the questions and data to be collected. The statistical and numerical data are not what the research aims to identify or answer through the questions given, therefore this methodology was not used for the purpose of answering the research questions here.

The research approach therefore determined the usage of a qualitative methodology that would be more pragmatic for the research purpose. The qualitative approach has helped the researcher get a deeper understanding of the data that was collected and in its analysis. The qualitative methodology includes a number of data collection techniques and tools such as: structured, semi-structured interviews, open-ended questions, focus groups or participant observation (Marshall & Rossman, 2006). This study has been more concerned and aimed to getting a deep understanding of concepts provided by the research participants. " Research procedures which produce descriptive data: people's own written or spoken words and observational behaviors. [It] directs itself at settings and the individuals within those settings holistically; that is, the subject of the study, be it an organization or individual, is not reduced to an isolated

variable or to a hypothesis, but is viewed instead as part of a whole" (Hatch 2002, p. 6). In other words the research had a main goal of wanting to identify and understand the why and how of the matter, in order to get different perspectives that would help in understanding the bigger picture of the research question overall, hence the usage of qualitative methods.

A qualitative research approach was more appropriate for my research question because my research topic is concerned with why students volunteer or not in on-campus activities, rather than giving attention to quantifiable measures such as the number of activities students participate in, number of hours or even number of days. A qualitative method helped in providing me with more detailed data that helped in better analysis of perspectives and therefore recommendations.

Therefore, for this study, an applied research approach has been made that has helped in coming up with potential recommendations to volunteerism in the context of educational systems in Egypt in private universities. This approach provided an opportunity to find more practical solutions to difficulties and challenges faced by youth when it comes to volunteering on campus. The study therefore aimed to inform the perspectives and point of views of the students that have eventually helped in enhancing the decisions made by policy-makers or even university administrators. This study and methodology used depended largely on the perspectives provided by participants therefore it has been the researcher's role to correlate the theories and literature reviewed, and the framework with the realities explored through the participants in the study.

## 4.1. Overview of the research design

To complement the study using different tools and to triangulate the data, both semi-structured, one-on-one interviews, as well as focus group session were conducted.

The interviews lasted between 30 to 45 minutes each, while the focus group for 60 minutes. The semi-structured interviews were conducted to understand the motivations and constraints for students to volunteer or not in on-campus activities. The focus group was used as a mean to supplement that data from the interviews conducted, it was a semi-formal one conducted to explore the reasons that would be given by students publically.

Students were asked about their motivations to volunteer, the constraints to volunteer as well and their perceptions of volunteering and some gave recommendations to how volunteerism can be improved on-campus whether from the student's side or the university's administration at times. The interviews helped the researcher in identifying different themes, each with its own characteristics that later helped in the analysis when looking at the larger research question. All participants' responses were recorded.

In order to avoid any inaccuracy in the data collected and the analysis later, consistency in the questions asked was a mean used in both the one-on-one interviews as well as the focus groups. In preparing for the interviews and questions to be asked, some pre-conditions were identified including, the transparency of all the information provided whether prior, during, or after the interviews conducted. All questions were also bias-free.

## 4.2. Sample Selection

The sample selected for this research is a purposeful sample selected in a diverse manner to maintain diversity in gender, age and experience in volunteering. The purposive sampling is used, as the research needs specific criterion of participants to fulfill the purpose of the study. The researcher depended on interviewing leaders of the different student-run organizations in one of the elite private universities in Egypt.

The student-run organizations chosen represent volunteering space to students in private universities and that is why the sample is chosen from them. The data was collected from ten participants representing undergraduate students that volunteered and others that did not. The ages of the ten students who agreed to take part in this study ranged between 20 to 23 years old. The data collection process took around one month and the interviews lasted for approximately 30-45 minutes while the focus group for 60 minutes. Below is a table explaining the sample's background and volunteerism experiences:

| Pseudonyms | Age | Academic Year | Volunteer Experience |
|---|---|---|---|
| Youssef | 23 | Senior | Soft Skills related activity |
| Mohamed | 23 | Junior | Community Service |
| Omar | 20 | Sophomore | Soft Skills related activity |
| Noura | 22 | Junior | Does not volunteer |
| Noha | 20 | Graduating Senior | Does not volunteer |
| Habiba | 21 | Graduating Senior | Soft Skills related activity |
| Shaheer | 23 | Senior | Academic related activity |
| Fares | 22 | Sophomore | Does not volunteer |
| Ahmed | 23 | Junior | Community Service |
| Lina | 21 | Junior | Community Service |

## 4.3. Recruitment of respondents

A purposeful sample of students from the university was chosen to ensure that age, gender, year of education and type of activity involved in would not affect the hypothesis outcome of the research study and question. In the process of writing this

study, the data collected has been analyzed and presented in the form of a case study. The findings have been linked to the literature and the conceptual framework set for the study and presented accordingly.

Pre-interviews:

The recruitment process of this study used a snowballing technique. Each of the voluntary participants was informed of the purpose of the study orally and through the consent form. The study was explained in detail by the researcher to the participants. The Participants were all then given the chance to inquire about any concerns related to the study and their role through participating in it. They were only asked to sign the written consent form after a thorough reading and explanation if any required. The interviews and focus group took place within the premises of the university after taking the permissions and approvals required.

## 4.4. Data Collection

The research depended on two methods to study the topic that are: semi-structured interviews with each participant as well as focus groups. The semi-structured interviews lasted for around 30 to 45 minutes each while the focus groups for 60 minutes. The semi-structured interviews were mainly used to discover the motivations behind student's participation in volunteering activities taking place through the university, as well as the constraints to volunteering, depending on the interviewee. The focus group used open-ended questions in order to complement the data collected from the interviews to help in understanding the motivations to commitment to voluntary activities as well as the various types of activities.

I as the researcher collected the data all by myself for the purpose of the study. All interviews were recorded for the purpose of having all information noted and they

were later transcribed. The research participants were acknowledged of the recorder usage. All questions used in both the semi-structured interviews and focus groups were in the same context to maintain consistency, coherence and non-bias of the study.

## 4.5. Data Analysis

The data analysis section provides intuitive documentation and analysis of the primary research conducted. The research conducted is presented in the form of a case study. The main aim of the study is to explore student's motivations to volunteer. The data gathered has been coded based on the transcripts of the interviews and thorough reading of them that gave specific themes used in the analysis. The codes helped in writing up the themes and patterns that feed into a better understanding of the findings. The main themes in the study discuss motivations and constraints of students to volunteer through university-based activities and motivations to commit to these activities.

## 4.6. Ethical Considerations

The core of this research project depends on qualitative method based on human participants, the researcher aimed to guarantee neither direct nor indirect harm to participants. The researcher was determined to ensure full verbal explanation of the research study, and both verbal and written consent was taken from all participants. Consent forms were presented with a thorough explanation of how and why this research project is being conducted and the role of the participant. The purpose of the study has been explained thoroughly by the researcher before collecting any data. Participants were aware of the data collection process, and that the interviews have been recorded. Anonymity and confidentiality of the participants is guaranteed and

pseudonyms are used when referring to the participants. All participants participated in the study voluntarily after understanding and accepting the research purpose.

The researcher has also successfully achieved the National Institute of Health web-based training courses based on "Protecting Human Research Participants", where all necessary information concerning the following topic has been studied and tested. The Institutional Review Board later approved my thesis and granted me the approval on the 15th of March 2017, prior to any conduct of interviews for this study. To this end, all possible ethical sensitivities were strongly considered prior to conducting the primary research required for this study.

## 4.7. Limitations and Delimitations

The limitations of the research include: lack of prior research in this area, impact limitation and self-reported data. Although youth volunteerism is a topic that has been researched widely overall, but it has not been researched enough in the Egyptian context within the context defined in this study. Most of the work done on civic engagement of youth in Egypt especially post the 2011 revolution focused on political participation and its limitations or expansion. Work discussing volunteerism as a mean of civic engagement to youth in Egypt post 2011 revolution is very minimal. Therefore although an opportunity for the research to add to the literature, this can be considered a limitation to lack of prior reference. Another limitation is the impact limitation that can be a result of the sample selection. This is a qualitative study therefore not a representative sample that can affect the impact of the study's findings for policy implications. Finally, the self-reported data is a limitation that should be considered when conducting a qualitative study. The researcher will be

expected to believe information given by research participants that are very likely to be biased depending on each participant's experience.

The delimitations of the research are the boundaries set within this section. This research is studying youth that participate in voluntary activities in private universities. The data collected and its analysis will be presented in a form of case study. It does not study public university students participating in similar activities because the demographics as well as the education received are believed to have an impact on the personality of the student and therefore their activities. Hence, a comparison between the two types will need to be done in another research project. The research does not seek to answer questions on the impact of the type of education to the student's volunteerism. The research does not also discuss political engagement of students. It will only study the motivations to volunteer and the different type of activities done.

### 4.7.1. Researcher's Position

It is important to note that part of the research and learning about the topic comes from the researcher's own experiences. The researcher has been part of the community and case study in this research. The researcher is already a young person living in this community that had similar experiences to the ones studied here. The experience includes first being a student in this institution as an undergraduate and having been an active volunteer as an undergraduate through campus-based activities. Furthermore, the researcher has also grown to become an active volunteer post graduation, and had experience on youth research in Egypt and the region overall. All of this background information of the researcher's history has a role in the reflections made and analysis of the data collected from the participants.

The choice of this specific study comes from my background as both a young person living Egypt, working and being involved in the youth policies applied as well as, my previous background on youth research in Egypt post the revolution. As one of the youth of Egypt that has been quite active as an undergraduate student, and graduating and growing to be involved in some of the government's initiatives in empowering and involving youth, this topic has been of great interest to me. My research on youth in Egypt made me familiar with the type of literature available about youth, and when comparing it with the experiences I got to live, I noticed a gap in the literature that need to shed a light on. Youth in Egypt are not only about political activism, but there is more to it and that can be witnessed through many channels of which one is university.

**Chapter Five: Research Findings and Analysis**

The data collection process has shown that students usually identified one of the following as their main motivations for volunteering on-campus: i. Social Motivations, ii. Personal Enhancement and Career Motivations, and, iii. Values Motivations. Students also identified one of the following as their constraints to volunteer on-campus: i. Structural Constraints, ii. Interpersonal Constraints, and, iii. Intrapersonal Constraints, those are to be further explained. Due to the lack of literature on the topic of On-campus volunteerism in Egypt, the data collected will be presented and supported by literature about on-campus volunteerism elsewhere. The participants in the study gave data that helped in answering the research questions from their own perspectives. Three main questions guide the analysis of the data collected: i. what type of activities do undergraduate students participate in? ii. What are the motivating factors behind undergraduate students participation in volunteer activities? iii. What are the constraints factors behind undergraduate students non-participation in volunteer activities?

**5.1. Categories of Activities in Which Undergraduate Students Participate**

During the data collection process, the participants have discussed the different activities that they participated in, yielding that the type of activity to many of them was one of the main reasons to the commitment to the voluntary activity. As discussed previously, the main definition adopted in this study is the one provided by Snyder and Omoto (2008) where volunteerism is defined as a freely chosen activity performed through an organization to serve a certain cause. Accordingly, the activities that the students participated included: community services, career development activities, soft-skills development activities and sports. The type of student's personality identified the activity they participated in and it affected their personalities

as well. The interviews done with students participating in soft-skills development activities revealed that the students would be more enthusiastic and would use the same words when describing the activities they participated in and the enhancement in their personalities achieved through the activity. Some of the main statements and terminology that these students used in describing themselves and how the volunteering experience change them are: "challenged myself", "get out of my comfort zone", "having a vision", "improving myself".

"Not a vision, but a feeling of improving yourself, and where were you and now I am here, something has changed such as my personality, my achievements, I discovered things I did not know existed before, I became more transparent in front of myself." – (Youssef, March, 2017)

Youssef is a president in one of the on-campus activities that help enhance students' soft-skills such as public speaking skills, leadership development and management. For many students like Youssef, they enthusiastically believe that the soft-skills development activities they joined have helped them change their personalities.

**5.2. Motivational Factors for Undergraduate Students Volunteerism**

Students interviewed have discussed a number of motivational factors for them originally joining the volunteering activity as well as their motivations for the commitment to the activity. The motivating factors included factors that appeared in different similar studies elsewhere including the original one that was used as a guide for the study. The five motivational factors identified by Gage and Thapa, 2012were almost all found but with a different perspective given the Egyptian context. These motivations were: 1. Values and understanding, 2. Protective motivations, 3. Social

motivations, 4. Career motivations, 5. Personal Enhancement. The five motivational purposes in that study (ibid) were found to be so in this specific hierarchy of motivations. The motivational factors found through the data collected can be divided into mainly three motivation categories: i. Social Motivations, ii. Personal Enhancement and iii. Career Motivations. These are further discussed below, where in each of the three motivation categories more sub-motivations are found.

### 5.2.1. Social Motivations

The social motivations found through the study included a number of motives that students volunteered for that would fall under the social category. Some students volunteered for making friends, for creating new social networks, or for only joining their friends that have joined the activity originally. Ryan et al. (2001) argue that social relationships were found to be one of the main motivations where students volunteered for having friends. This is considered to be the case because those that volunteered usually managed to have more friends, and larger networks that came from participating or being part of group activities.

"I think those that volunteer do so because of many reasons but mainly for one, first, most of them come to university alone, like my brother for instance, only one of his school friends came with him, so he wanted to make new friends" – (Noura, March, 2017)

Noura is one of the students that is not keen about activities and is not one of those that participated in many activities, but she believes that one of the main reasons for volunteering on-campus is for making new friends. A similar opinion to that of Noura's was that provided by Youssef who is a very active student and a president to one of the activities where he stated:

"When I first joined [the university name] I did not have any friends joining the same university from high school, and I did not know anyone on campus, so I thought the way to overcome that was through the activities so, I first joined to make new friends" (Youssef , March, 2017)

Furthermore, in the same context, another social reason to joining the voluntary activities was found to get into a relationship which was a reason repeatedly mentioned by a number of the interviewees when interviewed alone. Below is a quote by Mohamed another president of one of the clubs that was explaining the reasons he started volunteering in the first place.  He notes

"My friend convinced me of joining by saying that he will get me to know a lot of girls and to start dating and actually I started dating through a connection in this club" – (Mohamed , March, 2017)

The previously discussed quotes describe the original reasons that get some students to volunteer in the social context; however, there are other reasons that keep them committed to the volunteering activity they join. As one of the participants mentioned: "I found [activity name] and it had my type of people, so I liked it. I liked the people, and they were all our friends" – Noura (March, 2017). This opinion was found also by many such as this by Omar. He notes:

"All my friends are from [the activity name] and we spend our time on-campus only working together, so that is another reason for why we stuck in it, but we all love it" – (Omar, March, 2017).

Those that made friends through activities were more likely to stick to the exact same activity with that group of friends. To them they believed these were their "university friends" and therefore spent most of their time volunteering together and that is one of the main motivations to complete it together.

### 5.2.2. Personal Enhancement

All those that are actively volunteering in campus-based activities were found to witness significant changes in their own personalities. They believed that volunteering done by them affected their personalities and their belongingness to the society and community around them. All of them believed in the change they were doing and more importantly the change they live in their own personalities. In this context, a number of participants explained their point of views as follows; "People volunteer because they are convinced they help others, and they actually see change in their own personalities and they like that" – Noura. Like Noura many of those volunteer believe in the impact they make and that's why they are committed to continue volunteering.

> "…That's why I always keep going because I have changed a lot, my personality, the person that came in to this university is different than the one sitting in front of you right now" – (Mohamed, March, 2017)

> "Taking this opportunity was a challenge for me to create a change in something and in myself, to develop it…" – Habiba, (March, 2017)

Like Noura, Mohamed, Habiba and all those interviewed mentioned at least one thing that has changed in their personalities due to their volunteerism. These can be viewed as the altruistic motivations that Pearce &Larson (2006) spoke about when discussing self-interest as a motivation for volunteerism. It has been implied that in accordance to the human nature any action done is usually predominantly motivated by self-interests (Kohn, 1990; Wuthnow, 1991).

In the same context some of the altruistic motivations eventually affect the community as a whole, especially when linking volunteerism to democracy.

> "I was a bit more opinionated given my studies in political science, that was 2016 I was a junior, and I did not like the current union [Student Union], it was one that would side more with the administration than the people which is not wrong but just as a mean and to me the student union is not a government it is something for the students the people, and I also saw people hating the SU and I did not like this so I wanted to change it" – (Habiba, March, 2017)

The above quote, which delves into the politics and details of the Student Union where she participated, supports scholars that link the development of democracies to volunteerism. These studies argue that the success of democratic societies relies on whether, and how, the people participate with others in social associations, work cooperatively and towards untied objectives that would benefit the community (e.g., Flanagan & Faison, 2001; Verba, Schlozman, & Brady, 1995). Habiba in this context is trying to apply democracy on a small scale, that of a university and she would probably be even more interested in politics after graduation, and this ideology only started with her campus based volunteerism. Additionally, Habiba's opinion and similarly others that discussed volunteering for other motivations that include helping others, support the opinion adopted by Wilson (2012) when he mentions that a person, can be motivated by the desire to express or strengthen a sense of personal identity, in the sense of being a "helper" within the society and not for selfish reasons (Matsuba, Hart & Atkins, 2007).

### 5.2.3. Career Motivations

As part of the altruistic motivations that make students volunteer, comes the career motivations. Career was a pillar discussed by all students who volunteered as well as those that did not either. As Martinez and McMullin (2004) discussed, personal growth can be a main motivation to volunteering.

"Finally [listing reasons for volunteering], is career and building their CVs, especially such as [example of an activity], I for instance will say I have worked in [example of an activity] for a month because it is an impressing thing on the CV… I actually regret not participating in activities, because all my friends that graduated said that in job interviews, they did not ask them any academic questions, nor about their GPAs, but only what they did in uni, what they participate in, they want to see something more than what they studied, so I regret it now" – (Noura, March, 2017).

The quotes by Noura support the Voluntary Function Inventory (VFI) developed by Clary et al. (1996) mentioned career development as one of the main six motivations for volunteerism. Where this motivation is used when a student uses the volunteer activity as a mean to build the career, whether through making connections or building a resume.

In addition to the findings through literature in relation to career development and its link to volunteering experiences, a new factor to career development was found through the interviews and focus group conducted:

"I became very organized, calm, and knowledgeable about political organizations although being originally an engineer, if I would ever change my career which is very likely I would only have my extracurricular activities to support my resume" – (Shaheer, March, 2017).

Like Shaheer, many students have found similar reasons to commit to a volunteering experience they started with. These types of volunteers felt the change and development in their personalities and hence decided to keep volunteering.

> "I do not necessarily know what I want to do yet after graduation, I did not decide yet how my life would go after I graduate, but I know I am prepared to take any challenges that might come and I am ready to get out of my comfort zone" – (Youssef, March, 2017).

Youssef on the other hand is one of the students that volunteer to fulfill a passion they have found in the organization and for it. Many of those volunteering do so, and although they would volunteer in different activities but with the same goal of soft-skills development, they would say the same thing about their careers. They are only volunteering because they have grown to believe in the organization and its motives. These types of volunteers support Martiez and McMullin (2004) argument that members that have pride feeling towards their work and the organization are more likely to commit and are very likely to stay and continue serving that organization.

> "When I graduate, my ultimate goal is to be the CBE (Central Bank of Egypt) governor.  The goal I have set to myself is out of my activities, that was never my goal, I always wanted to be a football player and then a trainer, that I did not quit and working on my license, as a goal but I have another more important now" – (Mohamed, March, 2017).

Mohamed here gives an example on career motivations that have grown through the volunteering experience. He explained that he did not have these aspirations neither did her ever think he would reach these goals. However, his experiences volunteering,

and the networking he managed to make and learn from has changed his views and made him even more determined to achieve such goals.

> "The challenges I have faced in my current status have prepared me to think differently, I want to start my own thing, and if it wasn't for being a VP in the Student Union I wouldn't have been able to lead a team or manage an entity…" – (Habiba, March, 2017).

Mohamed and Habiba in general, are both examples of those whom actually started growing and developing in their personalities from their experiences that they gained through volunteering. These types of volunteers usually do more than just soft-skills trainings or event organization, but instead they work on long-term plans for huge organizations with a large member base. The above quotes show that the volunteering experience has helped many in discovering new elements that can be worked on in their careers, it shed lights on new challenges that can be faced. The volunteer experience to students is viewed as a tool that can help in exploring new careers or in other cases helps in preparing them to what they might face in the real world post graduation.

### 5.3. Constraining Factors for Undergraduate Students Volunteerism

Students interviewed have revealed a number of constraints to campus based volunteerism. As guided by the Leisure Constraint Model developed by Crawford and Godbey, 1987, the findings are divided into three main pillars: i. Structural Constraints, ii. Interpersonal Constraints, and, iii. Intrapersonal Constraints. Student perspectives in this section are a mixture of findings between those that actively volunteer and those that do not at all.

### 5.3.1. Structural Constraints

Structural constraints as explained in the leisure constraints model are factors that intervene between the preference to perform any leisure activities, in this case volunteer, and between the participation (Crawford & Godbey, 1987). They include constraints to volunteerism such as: time boundary and lack of money.   When talking about why she did not volunteer and is not an active person on campus, she stated: "I am kind of a lazy person, I cannot handle more responsibilities other than studying" – (Noha, March, 2017).

Similarly, Fares notes that having football as his priority did not allow him to participate in other activities.  He notes:

> "I wasn't active because I was busy playing football, my priority has always been sports. The time boundary is the difficulty my friends face, I myself face the same issue with football, if I join an activity I will not be able to coordinate my time" – (Fares, March, 2017).

Both Noha and Fares above, discuss their concern with the time boundary, however they stand in different positions. Noha for instance, admits that she is a person that is not willing to put the effort or as described by Thapa (2012) "lazy", or does not want to volunteer in the first place, and then she gives the reason of not having enough time due to studies. On the other hand, Fares is an active person but he already has his cup full with a sports activity, so he does not have the time to volunteer. Although he already faces time management problems he does not quit sports but decides to not join the volunteering activity. Both of them give reasons for not volunteering that would fall under the structural constraints.

## 5.3.2. Interpersonal Constraints

In accordance to the leisure constraints model, interpersonal constraints are found to be the constraints that happen when the co-participants themselves are prevented from participation due to the social network of family and friends. They may not support the activity, not join it themselves, or are a structural constraint themselves, for example the student would rather spend time with friends than volunteering, that would fall under structural constraints for the times boundary but would still be considered an interpersonal constraint.

> "I only played football that was all I did, so my social life was stagnant, I had a lot of friends but no connection between them but now that is not the case. I think people that do not volunteer do so because they believe that activities are to those that do not have a social life, do not have friends, so they think they are good with their own circle…this is the main point of view here on campus, I do not want to be part of "activities people" that is referred to those volunteer, or whatever tag or label they give, so we have this stereotype on campus" – (Youssef, March, 2017)

Youssef explains a point of view that was shared a lot especially within group discussions during the focus group that which showed that because students in many cases volunteer because of their friends, in most cases as well they do not volunteer because of their friends. They try to avoid the labeling and stereotyping within their social circle, which in such cases would not welcome them back in their circles.

This is a common point of view among students in universities, where a study in the United States revealed that interpersonal constraints faced by students on

campus included the main finding as: friends not wanting to volunteer, family does not volunteer, or having no one to volunteer with (Gage, 2009).

### 5.3.3. Intrapersonal Constraints

The leisure constraint model discusses the intrapersonal constraints as the constraints that are related to lack of skills, or worry about affecting grades for the student. These constraints were found in the context of the study. For example, Noha notes:

> "I had so much work, I mean I had to leave university and give all attention to the volunteering activity I was doing so then I just left. My priority is university (education)." – (Noha, March, 2017).

Noha's decision to stop participating in the volunteering activities reflects challenges of worrying about affecting her grades and studies. This was a common answer among those that decided not to volunteer. Unlike most studies done, this was one of the mostly stated constraints. A similar study conducted in the United States revealed interpersonal constraints as the most frequent ones (Gage, 2009).

Another common constraint stated by some of the participants in addition to the time constraint have been the fear of limited skills and inability to handle the demands for the volunteering activities. For example, Ahmed notes:

> "I think it is a huge responsibility to have a leadership role in any of the clubs, they get into legal problems sometimes with the universities, it is just a headache" – (Ahmed, March, 2017).

Those adopting that opinion usually labeled those volunteering and used terms such as "wasting time volunteering" and others in the same context. They therefore do

not see the point of handling a huge responsibility such as that of a volunteering experience while being a student as well.

Overall, it is also worth noting that students that were concerned with their studies and had more intrapersonal constraints did not mention anything about interpersonal constraints, as they did not give themselves the chance to explore that type of constraint. And those that discussed interpersonal constraints thoroughly did not talk about structural constraints. This supports Raymore's finding that individuals that face high intrapersonal constraints are less likely to face interpersonal ones, and those facing interpersonal constraints are less likely to progress to structural ones. (Raymore et al., 1993).

## Chapter Six: Discussion of Findings and Conclusions

The findings discussed in the previous chapter revealed a number of motivations and constraints to campus based volunteerism among undergraduate students in private universities in Egypt. Many of the findings corresponded to the theories on volunteerism and the motivations to it. Overall, the data collected helped in answering the main research question: What are the motivations of undergraduate students to volunteer in different youth-run organizations? The Volunteer Function Inventory model developed by Katz, 1960 along with the Leisure Constraint Model developed by Crawford and Godbey, 1987 guided the answer to the research questions.

The VFI identified six motives for volunteerism: (1) Career Enhancement; (2) Personal Development; (3) Social Motivations; (4) Protective Motivations; (5) Understanding new skills; (6) Possessing Values. The Leisure Constraints model identifies three categories of constraints to leisure: structural, interpersonal, and intrapersonal.

**6.1. How does the Experience of on-campus student volunteerism in private institutions fit with the Global Literature?**

**6.1.1. Volunteer Function Inventory Model**

| Gage and Thapa, 2012 | | This Study, 2017 | |
|---|---|---|---|
| **Motivations** | **Constraints** | **Motivations** | **Constraints** |
| Values and Understanding | Structural Constraints | Social Motivations | Structural Constraints |
| Protective Motivations | Interpersonal Constraints | Personal Enhancement and | Interpersonal Constraints |

| | | Career Opportunities | |
|---|---|---|---|
| Social Motivations | Intrapersonal Constraints | Value Motivations | Intrapersonal Constraints |
| Career Motivations | | | |
| Personal Enhancement | | | |

The findings revealed some common motivations between the ones identified by VFI. As mentioned in the previous chapters the motivations of youth to volunteer on campus were found to be: i. Social Motivations, ii. Personal Enhancement and Career Motivations, and, iii. Values Motivations. These are similar to motive number (3) Social Motivations, (1) Career Enhancement and (6) Possessing Values. The priorities in the findings are where the main differences are as well. In accordance to the VFI career enhancement came as the main motivation for volunteering among youth, however, in accordance to the study's findings the main motivation cam for a number of social motivations as explained in the previous chapter. Career and personal enhancement though came second after social motivations. That is one of the main differences between a similar research study that was one of the main basis to this one, conducted in the context of the US (Gage and Thapa, 2012).

### 6.1.2. Leisure Constraint Model

The findings on the constraints for youth volunteerism were however very similar to that of the study conducted in the US (Gage and Thapa, 2012). The constraints identified by students fell under one of the three types of constraints: i. Structural

Constraints, ii. Interpersonal Constraints, and, iii. Intrapersonal Constraints, and were all similar between those that volunteered and those that did not volunteer. The differences in how some did volunteer and others did not was mainly a matter of choice and prioritizing their own lives.

## 6.2. Impact of Volunteerism on Undergraduate Students

The literature stated that volunteerism impacts community development and the role of citizens in the community because it helps in instilling certain values within the volunteers. The four variables stated by Wilson and Musick (1999) for volunteering were to a great extent found to stand strong in the context of this study: anti-social behavior, physical and mental health, citizenship and occupational achievement. The finding that social motivations were found to be the main motivation to volunteerism prove the first variable that volunteering helps in decreasing the cases of anti-social behavior among teens because they are involved in activities that they choose themselves to be part of voluntarily, and therefore spending most of their time and energy in it, especially the negative ones such as failing classes, or getting suspended. It is worth mentioning that the active students interviewed are all standing in good academic records and happen to be very popular in the university. Second, linking volunteerism to citizenship has been found as well to be true, with the value motivations coming third. Volunteerism helped in increasing the sense of belongingness to the community the students work in, in some cases that is the university alone and in others it comes in a bigger scope being Egypt as whole, because volunteerism taught them how to become civically responsible through doing different community service activities. It helped in engaging them positively in the society.

Furthermore, agreeing with the literature as well, volunteers are more encouraged and likely to become responsible citizens that would vote and engage in local politics (Knoke, 1990), and therefore encouraging democratic processes. That has been proven by some of those interviewed that have been able to participate in leadership positions in the activities. In addition as has been identified previously in the literature, it has also been argued that youth still need to "share leadership and decision-making roles with the adults" (Loftquist 1989 as cited in Horestemier et al., 2009), and from the interviews conducted, it has been proven that students volunteering possess certain skills that help them in becoming more aware and more responsible. It also helps them shed some light on future opportunities and challenges that they can pursue. Therefore, volunteering in this sense has been proven as in the literature too not only be a mean for engagement but also for personal development and community development too. Therefore, as Flanagan & Faison (2001) state citizenship actually includes the multiple ways that youth "come to identify with the common good and become engaged members of their communities".

## 6.3. Role of Educational Institutes

In accordance to the literature, educational institutions are one of the major channels through which students are active. Educational institutions offer students a medium where they can be active and learn and communicate different skills that can instill activism behavior in general (Thapa, 1999). The institutions in some cases encourage the activities themselves. The university where the study was conducted is actually known as one of the most encouraging institutions to student activities in the country. The university has also started giving certificates for graduating students documenting their volunteering experience throughout their study years in order to encourage them to participate more. The certificate is similar to the academic grades,

but in extra-curricular activities that include all type of volunteering activities as well as sports achievements. The role of education institutions has been stressed in other similar studies too for example in the United States schools and educational institutions are considered to be organizational basis for the different kinds of extracurricular activities including sports, student unions and clubs (Wilson, 2012). Furthermore, it has been stated that a significant number of university students participate in on-campus activities or extra-curricular activities through the different student run organizations (Bringle & Hatcher, 1996).

These examples can be applied to the study here since the university itself applies United States methods of teaching and curriculum. The university by making the voluntary actions available has helped in making students participate and research has proven that youth are more likely to be participative in voluntary actions if available at their schools (McFarland & Thomas 2006). Furthermore, university students in general are more likely to volunteer through their university campuses as it acts as a platform providing support to youth-run organizations and agencies (Thapa, 1999). The students interviewed have mentioned the role of the university in helping them take these opportunities both directly and indirectly, in other words, the university in the students opinion managed to make students benefit from volunteering by encouraging them, they set some incentives such as improving their grade point average, their general knowledge, their aspirations for future degrees or job and their knowledge in the field (Wilson & Musick, 1999).

## 6.4. Conclusion and Recommendations

In conclusion, this study on campus based volunteerism in the Egyptian context has managed to find main motivations and constraints to youth volunteerism.

Three main motivations and three constraints were identified through analyzing the findings that came from the interviewed conducted with students. In addition to proving that the role of educational institutions in instilling volunteer values in youth has proven to be a great one. Discussion of the findings and linking it to the theory and previous literature in the field revealed that volunteerism has also been proven to have a link to community development on the long run as it helps in increasing the sense of belongingness among students towards their community. The findings are unique to this sample that is considered a special one, as it exists in an elite university that contains a small percentage of students in Egypt.

The role of educational institutions in volunteerism as found from the study, can help in making linkages with possible education policies in relation to this study. The educational institutions should be encouraged to create the environment for students that would help them volunteer. Since volunteerism have proven to have a positive impact on the community development overall, it should be encouraged and prevailed among all universities. This can be through a policy from the ministry, creating incentives for universities that have more students volunteering.

As highlighted throughout this research study, there are a number of opportunities for better utilization of youth volunteerism in universities. This section of the chapter aims to identify few policy recommendations that can help in spreading volunteerism culture among youth in Egypt.

Study Recommendations

According to the above conclusions and previously reached findings and discussion of it, the following proposed recommendations come as a way to try and have wider access for volunteering activities on campuses other than the ones in this study. The

institution plays a role in instilling these values, and if volunteerism among students on campuses are better institutionalized, it can be of benefit to the students, universities and their wider communities. Accordingly, the proposed recommendations are:

1. Establishing a Committee within the Ministry of Higher Education to involve different youth-run and student-run organizations under one umbrella to include students from all over universities. This will make the Ministry of Higher Education a supporter as well to volunteering programs on university campuses.

2. Apply the Extra-curricular certificate around different universities in Egypt to act as an incentive for students to volunteer and to help them make time for these activities that are as important as the academic achievements.

3. Engage the civil society through the different non-governmental organizations in creating opportunities for youth to volunteer within their communities under university supervision.

4. Encourage non-governmental organizations and central and local governments to offer internships for students to act as incentives for them to volunteer. These internships can later be added to their CVs as well to help enhance their future career opportunities.

5. Encourage religious institutions to offer volunteering experiences within their scope under community services, in order to encourage volunteerism as a concept.

The above recommendations all come under the umbrella of trying to encourage youth to volunteer. All of these recommendations are aligned to one of the main recommendations announced by the president's in October of last year in the First

National Youth Conference to create programs and policies to increase and spread volunteerism culture among youth.

## 6.5. Future Research

The findings of this research study are not generalizable to the universities all over Egypt and among all university students. It should also be stated that the study has been conducted in a university that has a unique environment that cannot be compared to other universities around Egypt, however, it can be considered a good case practice that can be applied elsewhere. Therefore, future research can be done due to the nature of the study where further exploration of motivations and constraints to volunteerism among undergraduate students in other universities can be made, and then compared with the findings of this study. This can also help in making some linkages with the effect of the curriculum in creating the volunteering environment and in encouraging students to volunteer.

Furthermore, the main findings that were guided by the VFI and the Constraint model, linked the social factors together where it was found that students with these demographics can be motivated differently to volunteer or to do other things as well. The three motivations found to student volunteerism: i. Social Motivations, ii. Personal Enhancement and Career Motivations, and, iii. Values Motivations, can be further explored and linked to interpersonal constraints that were also part of the findings. Hence, further research can be made in comparing the nature of volunteerism and students' perceptions to volunteerism between different universities, and accordingly making linkages to the environment differences including teaching styles and curriculum.

**References**

Allison, L., Okun, M., & Dutridge, K. (2002). Assessing volunteer motives: a comparison of an open-ended probe and Likert rating scales. *Journal Of Community & Applied Social Psychology*, *12*(4), 243-255. http://dx.doi.org/10.1002/casp.677

Assad, R. & Barsoum, G. Youth Exclusion in Egypt: In Search of 'Second Chances'. *SSRN Electronic Journal*. http://dx.doi.org/10.2139/ssrn.1087429

Barsoum, G., 2016. "Job Opportunities for the Youth": Competing and Overlapping Discourses on Youth Unemployment and Work Informality in Egypt. *Current Sociology*. May 2016; vol. 64, 3: pp. 430-446

Barsoum, G., & Rashad, A. (2016). Does Private Higher Education Improve Employment Outcomes? Comparative Analysis from Egypt. Public Organization Review. http://dx.doi.org/10.1007/s11115-016-0367-x

Ballard, P. (2014). What Motivates Youth Civic Involvement?. *Journal Of Adolescent Research*, *29*(4), 439-463. http://dx.doi.org/10.1177/0743558413520224

BAYAT, A. (1998). Revolution without Movement, Movement without Revolution: Comparing Islamic Activism in Iran and Egypt. Comparative Studies in Society and History, 40(1), 136-169. doi:10.1017/S0010417598980057

Bayat, A. (2010). Life as politics (1st ed.). Stanford, Calif.: Stanford University Press.

British Council & the American university in Cairo,. (2013). *THE REVOLUTIONARY PROMISE: YOUTH PERCEPTIONS IN EGYPT, LIBYA AND TUNISIA,.*

Cheung, C., Lo, T., & Liu, S. (2014). Relationships Between Volunteerism and Social Responsibility in Young Volunteers. *VOLUNTAS: International Journal Of Voluntary And Nonprofit Organizations*, *26*(3), 872-889. http://dx.doi.org/10.1007/s11266-014-9486-6

Clary, E. & Snyder, M. (1999). The Motivations to Volunteer. *Current Directions In Psychological Science*, *8*(5), 156-159. doi:10.1111/1467-8721.00037

Clary, E., Snyder, M., Ridge, R., Copeland, J., Stukas, A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal Of Personality And Social Psychology*, *74*(6), 1516-1530. doi:10.1037//0022-3514.74.6.1516

Colmen, J. (1965). Volunteerism: A Constructive Outlet for Youthful Energy. *Journal Of Marriage And The Family*, *27*(2), 171. http://dx.doi.org/10.2307/350068

Cornelis, I., Van Hiel, A., & De Cremer, D. (2013). Volunteer work in youth organizations: predicting distinct aspects of volunteering behavior from self- and other-oriented motives. *Journal Of Applied Social Psychology*, *43*(2), 456-466. http://dx.doi.org/10.1111/j.1559-1816.2013.01029.x

Deci, E., Koestner, R., & Ryan, R. (2001). Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. Review Of Educational Research, 71(1), 1-27. http://dx.doi.org/10.3102/00346543071001001

Egypt,. (2014). The Constitution of the Arab Republic of Egypt. http://www.sis.gov.eg/ Newvr/Dustor-en001.pdf

*Egyyouth.com* Retrieved 1 February 2017, from https://egyouth.com/ar/sharm-shikh-november-2016/

El-Taraboulsi, S. (2013). *Youth Activism and Public Space in Egypt*. The American University in Cairo.

Frese, M. (2001). Personal Initiative: the theoretical concept and empirical findings. *work motivation in the context of a globalizing economy.*

Gage, R. (2009). Volunteer Motivations And Constraints Among Undergraduate College Students (Master Of Science). University Of Florida.

Gage, R., & Thapa, B. (2012). Volunteer Motivations and Constraints Among College Students. Nonprofit And Voluntary Sector Quarterly, 41(3), 405-430. http://dx.doi.org/10.1177/0899764011406738

Gagné, M., & Deci, E. (2005). Self-determination theory and work motivation. Journal Of Organizational Behavior, 26(4), 331-362. http://dx.doi.org/10.1002/job.322

Gesthuizen, M., van der Meer, T., & Scheepers, P. (2008). Education and Dimensions of Social Capital: Do Educational Effects Differ due to Educational Expansion and Social Security Expenditure?. *European Sociological Review*, *24*(5), 617-632. doi:10.1093/esr/jcn021

Hatch, J. (2002). Qualitative studies in the era of scientifically- based research: musings of a former QSE editor. International Journal Of Qualitative Studies In Education, 19(4), 403-407. http://dx.doi.org/10.1080/09518390600790308

Holdsworth, C. & Quinn, J. (2010). Student volunteering in English higher education. *Studies In Higher Education*, *35*(1), 113-127. http://dx.doi.org/10.1080/03075070903019856

Horstmeier, R. & Ricketts, K. (2009). Youth Leadership Development Through School-Based Civic Engagement Activities. *Journal Of Leadership Education*, *8*(2), 238-253. http://dx.doi.org/10.12806/v8/i2/rf8

Ibrahim, B. (2005). Strengthening Philanthropy and Civic Engagement in the Arab World: A Mission for the John D. Gerhart Cente. aucegypt. Retrieved 7 May 2017, from http://schools.aucegypt.edu/research/gerhart/Documents/StrengtheningPhilanthropyandCivicEngagementintheArabWorldJune2006_000.pdf

Kadry, M. (2014). Institutionalizing Youth Aspirations in the Public Policy Process in Egypt (Master's Thesis). Available from AUC DAR Theses database.

Kandil, A. (2004). Civic Service in the Arab Region. *Nonprofit And Voluntary Sector Quarterly*, *33*(4 suppl), 39S-50S. http://dx.doi.org/10.1177/0899764004270097

Liao-Troth, M. & Dunn, C. (1999). Social Constructs and Human Service: Managerial Sensemaking of Volunteer Motivation. *International Journal of Voluntary and Nonprofit Organizations.*

Marshall, C. & Rossman, G. *Designing qualitative research* (1st ed.).

Martinez, T., & McMullin, S. (2004). Factors Affecting Decisions to Volunteer in Nongovernmental Organizations. Environment & Behavior, 36(1), 112-126. http://dx.doi.org/10.1177/0013916503256642

McFarland, D. & Thomas, R. (2006). Bowling Young: How Youth Voluntary Associations Influence Adult Political Participation. American Sociological Review, 71(3), 401-425. doi:10.1177/000312240607100303

Purdam, K. & Tranmer, M. (2012). HELPING VALUES AND CIVIC ENGAGEMENT. European Societies, 14(3), 393-415. http://dx.doi.org/10.1080/14616696.2012.691170

Raymore, L., Godbey, G., Crawford, D., & von Eye, A. (1993). Nature and process of leisure constraints: An empirical test. Leisure Sciences, 15(2), 99-113. http://dx.doi.org/10.1080/01490409309513191

Sciulli, D., & Knoke, D. (1991). Political Networks: The Structural Perspective. Social Forces, 70(2), 551. http://dx.doi.org/10.2307/2580274

Sherrod, L., Flanagan, C., & Youniss, J. (2002). Dimensions of Citizenship and Opportunities for Youth Development: The What, Why, When, Where, and Who of Citizenship Development. *Applied Developmental Science*, *6*(4), 264-272. http://dx.doi.org/10.1207/s1532480xads0604_14

Sika, N. (2012). Youth Political Engagement in Egypt: From Abstention to Uprising. *British Journal Of Middle Eastern Studies*, *39*(2), 181-199. http://dx.doi.org/10.1080/13530194.2012.709700

Sika, N. (2016). *The Disguise of Youth Inclusion in Egypt*.

Snyder, M. & Omoto, A. (2008). Volunteerism: Social Issues Perspectives and Social Policy Implications. *Social Issues And Policy Review*, *2*(1), 1-36. http://dx.doi.org/10.1111/j.1751-2409.2008.00009.x

Thapa, B. (1999). Environmentalism: The Relation of Environmental Attitudes and Environmentally Responsible Behaviors Among Undergraduate Students. Bulletin Of Science, Technology & Society, 19(5), 426-438. http://dx.doi.org/10.1177/027046769901900512

Wilson, J. (2012). Volunteerism Research: A Review Essay. *Nonprofit And Voluntary Sector Quarterly*, *41*(2), 176-212. http://dx.doi.org/10.1177/0899764011434558

Wilson, J., & Musick, M. (1999). The Effects of Volunteering on the Volunteer. Law And Contemporary Problems, 62(4), 141. http://dx.doi.org/10.2307/1192270

Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M., & Silbereisen, R. (2002). Youth Civic Engagement in the Twenty-First Century. *Journal Of Research On Adolescence*, *12*(1), 121-148. http://dx.doi.org/10.1111/1532-7795.00027

Youth Civic Development: Implications of Research for Social Policy and Programs. (2001). *Civic Engagement*, *15*(1). Retrieved from http://digitalcommons.unomaha.edu/slceciviceng/11

# APPENDIX

# INTERVIEW AND FOCUS GROUP QUESTIONS

*All information given during this interview will be confidential.*

Background information:

1.	Please introduce yourself. Name, age and your current year at university

2.	Did you graduate from a private or public high school?

3.	What is your major?

4.	How many on-campus activities have you volunteered in?

5.	How long have you participated in voluntary activities in general and in this organization in specific?

6.	How many hours per week do you spend volunteering?

Reasons for volunteering:

7.	What organization are you participating in?

8.	Who introduced you to your first volunteering experience on-campus?

9.	Why this organization?

10.	What activities does your organization do?

11.	Why do you spend time volunteering?

12.	What do you think you gain / will gain through your volunteering experience?

Constraints for volunteering:

13.	What difficulties have you faced volunteering on-campus?

14.	Have you volunteered before becoming a university student? Why not?

15.	Have you tried convincing any of your friends to volunteer with you? If they did not accept why so?

16.	What difficulties do you face in recruiting more volunteers to your activity?

17.	What would make you quit volunteering in this activity?