Undergraduate Honors Thesis Master Paper

College Student Engagement in Volunteering: A Comparative Analysis of Self-Esteem,

Sense of Belonging, and Professional Development Between Volunteer and Non-Volunteers

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April 7, 2023

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Table of Contents

Abstract

Student engagement in volunteering: A comparative analysis of university students who volunteer versus those who are non-volunteers. Self-Esteem, Sense of Belonging and Professional development.

Abstract: The aim of this study was to investigate whether there are differences in outcomes reported by undergraduate students who volunteer compared to those who do not. The study addressed three research questions: (R1) Does volunteering correlate with higher levels of self-esteem among students? (R2) Does volunteering increase students' sense of belonging compared to non-volunteers? (R3) Does volunteering contribute to students' understanding and mastery of professional skills more than non-volunteers? The study employed a quantitative approach and analyzed data using nominal techniques. The findings indicated that volunteering did not significantly affect students' self-esteem. However, students who volunteered reported that the experience had helped them to develop professionally and achieve their future goals.

Keywords: university, volunteerism, self-esteem, professional development, sense of belonging, volunteers, non-volunteers, student engagement

Introduction

Does volunteering while attending a university enhance students' experiences, sense of self, and skills? Given that volunteering is an essential component of society and has been linked to personal and professional outcomes, it is important to test if students who engage in volunteering report higher levels of these variables. The goal of this research is to determine if volunteering really affects a student's self-esteem, sense of belonging, and professional development.

Civic engagement in our communities and the benefits of volunteering for those in need, the economy, and nonprofit organizations have been widely studied (Allen & Prange, 2021). University student volunteerism has multidimensional benefits, as student volunteering helps the university, nonprofit organizations, and students meet their goals while engaging in activities that help the community meet its goals (Haski-Leventhal et al., 2019). The literature surrounding volunteerism has primarily focused on adult populations, although recently, there has been more research that focused on youth and adolescent volunteering (Elrod, 2022). Because volunteerism is a vital part of our society, understanding and advancing volunteerism is becoming an integral and vital field of research (Bauer & Lim, 2019).

Volunteering has been linked to successful aging (Gasiorek & Giles, 2013), well-being, and social connectedness (Browne & Nicholson, 2012). Engagement in volunteerism while in college has been shown to play a role in facilitating students' sense of belonging while attending a university (Strayhorn, 2019) and can help students gain new knowledge and skills (Soldavini et al., 2022). Students who have taken classes that integrate meaningful community service reported

improved academic, personal, and professional development due to their experience (Lim, 2018).

Further, these experiences have also provided students with skills that apply to the workplace

(Costa, 2017).

Student engagement in volunteering has revealed tangible benefits as an outcome of the

experience while also benefiting the community; students who volunteer can serve the community

while also meeting goals of their own (Haski-Leventhal et al., 2019). Thus, this research project

seeks to explore the relationship between student volunteerism and the personal and professional

outcomes of the experience. The main. focus will be to determine if there is a relationship

between volunteering and student reported levels of self-esteem and sense of belonging, as well as

if these activities relate to professional development compared to non-volunteers. These factors

will be measured based on students' questionnaire responses. In order to investigate these

variables, the research will explore student motivations for volunteering, student feelings, beliefs,

and behaviors associated with helping, student perceptions of self, and professional abilities

between students who volunteer or those who do not volunteer.

Literature Review

Understanding engagement in volunteering and its impact on the university student has

been increasingly studied in volunteerism through looking at the short-term development of

students in college, and more long-term impacts post-college, and has been looked at as a form of

student involvement (Astin, Sax, & Avalos, 2019). More recently, student volunteering has

looked at the benefits of volunteering for undergraduate college students, through community

service and service-learning experiences (Lim, 2018).

Definitions of volunteerism have changed and evolved to reflect how volunteers are now

able to contribute to society (Healey, 2020). *Volunteering* is when one offers time to perform a

service in exchange for no financial payment (Elord, 2022). *Volunteering* has also been defined as the means of one contributing to society, an organization, or themselves, as volunteering creates value for an individual as it satisfies an individual's self-interest in helping others (Aydin, Kirazli, & Yurdakul, 2021). Volunteering engagement is increasing in America as more and more people seek to join a community, gain approval, and boost their self-esteem (Elord, 2022). However, when applied in the college setting, the concept of volunteering can take on various notions.

Community service is defined as "activities that are non-curriculum-based and are recognized by and/or arranged through the school," and at most universities' community service can be mandatory or voluntary performed (Skinner, 1999, p. 4). When determined as mandatory, it can be performed as a form of punishment delegated by the state or institution the student is affiliated with. It benefits the community and the measure of responsibility and accountability on the offender's part (Kilburn, 2022). This project will consider community service as a reason why students volunteer. These variations will be looked at in this study to better understand the different variations of volunteering and community service.

Another term commonly associated with volunteering is *service learning*, which has been defined as "a pedagogical model that actively integrates community service with learning outcomes in a credit-bearing academic course or curriculum project" (Nejmeh, 2012, p. xvii). Service-learning acts as a way to meet the community's needs by balancing learning goals with service outcomes, generally in a course setting, benefiting both the student and the community partner (Lim, 2018). Service learning allows students to gain a more enhanced sense of civic responsibility and a broader appreciation of what they learn in the classroom. It allows students to reflect on the service they did to gain an increased appreciation for what they are doing in the classroom and the community (Elord, 2022). This project will take these different variations of

giving back into consideration to understand the different variations of student volunteerism. The University of Colorado's Volunteer Resource Center's website, *About* section, explains their philosophy of service and explains that essential components are education and reflection (2022). This project will consider service-learning as one of the ways that students may volunteer while they are in college, as students engage in this type of volunteering through the University, whether that be classes or organizations to fulfill requirements.

This research primarily focuses on the motivations, outcomes, and the university's role in fostering student volunteer engagement. Measuring student engagement in volunteering and the professional and personal outcomes is at the heart of this research, and to understand these variables, exploring the different variations of student volunteering, the impact of university promotional efforts on volunteering, student motivations for volunteering, and the outcomes volunteering has on self-esteem, sense of belonging, and professional development among college students will be considered.

Variations of Student Volunteering

First, this section will address the different variations of volunteerism that have been identified as broad categories for labeling engagement in volunteerism when at the university.

Three types of student volunteerism have emerged in considering the different variations of volunteerism. Although there are many different types, the following lay out three broad types of volunteerism have been identified (Paull et al., 2022):

- *Independent student volunteers*: Giving time independently of their university and self-organizing.
- *Facilitated student volunteers*: the mediated relationship between a university and a program or host organization.

- *Academic student volunteers*: these students were specified as undertaking volunteering associated with their studies, including service learning.

Students can become involved in volunteering in various ways and have different motivations behind why they volunteer, which this study will look at. The ways in which student volunteers will be looked at in this research to better understand the various ways and the different types of student volunteers are at the University of Colorado Boulder.

The University and Volunteering

Past literature has highlighted how most universities have an agreed mission or purpose of providing service to the community, which is vital to understand when researching student engagement in volunteering. Student volunteering supports universities in meeting key goals, such as achieving learning outcomes, cross-cultural awareness, employability, and developing global citizenship, while also presenting an opportunity for universities to build community partnerships (Haski-Leventhal et al., 2019).

The CU Boulder Volunteer Resource Center explains that volunteering can act as a tool which can transform individuals and society, while being a vehicle for social justice. The center highlights their passion for helping others, and their dedication to helping students and staff volunteer on campus or in the community. The Volunteer Resource Center offers a platform "CU Servers" which allows staff and students to explore opportunities, connect with others, and provide feedback about their experience (2022).

Much literature surrounding university student volunteering focuses on the universities' integration of service-learning programs and the outcomes that service learning impacts a student's educational experience (Lim, 2018).

In particular, the University of Colorado Boulder's Volunteer Resource Center offers volunteering opportunities to all students. These opportunities include, short-term, long-term, group opportunities and court mandated service. The Volunteer Resource Center provides students an opportunity to gain experience, learn new skills, and make an impact to help meet community needs. The center offers opportunities that provide students with an experience to learn what it is like to work in different fields as well provide students with a platform to pursue interests that are non-academic or academic (*Volunteer Opportunities, 2023*).

Student Perception and Motivations for Volunteering

A series of myths have emerged surrounding student volunteering, which points to the complexity of student engagement and motivations to volunteering, whether students are considered unavailable or challenging to manage. These myths include:

- Students are unreliable.

- Students are hard work.

- Hosts do not have the skills or time to supervise.

- Hosts do not always 'value' student volunteers.

- Students need to 'hide' instrumental motives.

These common myths organizations may hold can usher the organization not to see student volunteers' value or effectively supervise students, which ultimately can be a barrier to students engaging in volunteering (Paull et al., 2022). These perceptions must be considered when considering barriers to student volunteerism.

However, students are often seen to be energetic and have unique skills based on their studies and flexible schedules (Paull et al., 2022). Another study highlighting the role of communication between students and mentors about volunteering revealed that students are more

likely to volunteer and hold positive attitudes about volunteering than those who did not talk

about volunteering as much (Briggs & Cvancara, 2008). Therefore even among these myths about

volunteering, many students are motivated to volunteer for various reasons. It is also important to

note different variables that can act as key motivations for people to volunteer. Healey (2020)

found that the key motivations for volunteers aged 12-25 are linked to variables such as cultural

identification, socioeconomic circumstances, education, gender, and location. It has been found

that leaders such as on campus organizations and peers led to higher levels of volunteering again

and increased levels of satisfaction (Kramer, Austin, & Hansen, 2021).

Self-determination theory (SDT) has been used to examine volunteer motivation,

suggesting that individuals' actions result from intrinsic or extrinsic motivations (Kramer, Austin,

& Hansen, 2021). Motivation can be experienced by individuals both internally and externally

(Grote-Garcia & McDowell, 2011).

- Intrinsic motivation is when one engages in activities or exercise capabilities where

  rewards and satisfaction are derived (Kramer, Austin, & Hansen, 2021; Grote-Garcia &

  McDowell, 2011).

- Extrinsic motivation refers to external rewards gained, such as social activities or career

  opportunities (Kramer, Austin, & Hansen, 2021; Grote-Garcia & McDowell, 2011).

In some cases students' strongest motivations for volunteering were found to be intrinsic in that

individuals found motivations to volunteering were tied with dimensions of expanding their

perspective on particular issues and values about helping others (Gage & Thapa, 2012). Still other

studies have also shown some students were much more inclined to volunteer in activities that

offer direct learning experiences that relate to their future careers, and many students were

extrinsically motivated by experiences that improve their position in the job market (Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021; Soldavini et al., 2022).

Intrinsic motivations can be explained by various functional approached to volunteer motivation rooted in four basic assumptions (Clary & Snyder, 1998; Snyder, Clary, & Stukas, 2000):

1. Volunteers work to satisfy personal goals because people are goal-directed, planful, and purposeful.

2. Volunteers have many different reasons for volunteering because different people do similar things for various reasons.

3. An individual may volunteer to be attempting to satisfy more than one want or goal because an individual may be motivated by more than one or two motivations.

4. To fulfill an individual's particular needs and wants, the ability of an organization's volunteer recruitment and satisfaction is critical. Thus, outcomes depend on addressing the needs and goals of the opportunities supplied by the organization to which one is donating their time.

This approach also suggests that six functions of extrinsic motivations for volunteering are manifested by different goals and needs that vary between individuals (Clary & Snyder, 1998; Snyder, Clary, & Stukas, 2000). Based on theoretical ideas about the causes, aims, and driving forces behind human actions, we have pinpointed six potential personal and societal purposes that volunteering may fulfill. The six functions are based in a functional theorizing that takes a motivational approach to understanding what prompts people to become volunteers (Clary & Snyder, 1999). The six functions are listed and defined below:

1. Protective – "The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems" (Clary & Snyder, 1999, pg. 157).

2. Values – "The individual volunteers in order to express or act on important values like humanitarianism" (pg. 157).

3. Career – "The volunteer has the goal of gaining career related experience through volunteering" (pg. 157).

4. Social – "Volunteering allows an individual to strengthen his or her social relationships" (pg. 157).

5. Understanding – "The volunteer is seeking to learn more about the world or exercise skills that are often unused" (pg. 157).

6. Enhancement – "One can grow and develop psychologically through volunteer activities" (p. 157).

The study found that career functions are more critical for younger than older respondents (50 years or older) (Clary & Snyder, 1999). This study will explore the interplay between intrinsic motivations and extrinsic factors that play a role in personal and social purposes of volunteering in college students and how these motivating factors may impact a student's decisions about becoming a volunteer or volunteering in the first place, which will enable the study to understand what functions are more important for students than other functions to better volunteer outcomes between students who volunteer and students who do not.

Related to the functional approach, Butt, Hou, Soomo, and Acquadro (2017) expanded this notion to volunteering and suggested that human behavior is motivated by various needs and goals and that motivation varies in individual. Four areas of affiliation to motivation to

volunteering were revealed by research surveying volunteers from various NGOs. Using the

ABCE model, it was indicated that volunteering motivations depend on:

      (A) affiliation (social motives) and socialization motives),

      (B) beliefs (personal values and beliefs),

      (C) career development (understanding and career motives), and

      (E) egoistic (volunteer desires based on an individual's ego).

Among these motives, it has been suggested that a driving factor for student engagement amongst

other age groups is career development (Clary & Snyder, 1998; Butt, Hou, Soomo, & Acquadro,

2017).

Volunteering Outcomes

      Volunteering outcomes that this study will focus on are benefits on an individual's self-

esteem, higher levels of sense of belonging, and professional development. Although past

literature has looked at various outcomes of volunteerism, it is important to consider that there

may be some unforeseen motivations, outcomes, and side benefits for students who volunteer that

may emerge through this study.

Self-Esteem

      Self-esteem is an individual's attitude toward themselves, conditioned to an individual's

thoughts and feelings in general relation to oneself (Rosenberg, 1965). Moreover, self-esteem is

when an individual has a positive sense of self, which develops when they consistently meet or

exceed critical goals in their life (Zeigler-Hill, 2013).

      Self-esteem has been noted to be an essential part of studying the outcomes volunteering

has on individuals. Past literature suggests that volunteering can lead individuals to report higher

self-esteem (Badger et al., 2022; Brown, Hoye, & Nicholson, 2012; Council of Chief State School

Officers, 1989; Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021).

Literature has highlighted the benefits of volunteering and suggested that engaging with the

community and giving back benefits those individuals with low self-esteem (Erold, 2022). This

study will look at student engagement in volunteering to explore if there is a relationship between

student volunteers and self-esteem.

Volunteers reported significantly higher self-esteem than non-volunteers. Past literature

has indicated that volunteering leads to higher self-esteem because of how it acts to modify one's

sense of self (Brown, Hoye & Nicholson, 2012) and due to the emotional benefits, it has on the

student who engages (Haski-Leventhal et al., 2019).

When it comes to the college setting, volunteering has been shown to positively affect

students' personal development and allowing some students to find inner peace and joy (Luque-

Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021). Commonly, past literature

studies self-esteem and its connection to well-being, suggesting volunteerism allows the

individual to feel valued and included and improves the quality of life (Badger et al., 2022). This

study will look at college students' volunteer engagement to explore volunteering and self-

esteem's relationship for both volunteers and non-volunteers.

Sense of Belonging

Sense of belonging can be defined in a multitude of ways and has been defined differently

amongst literature; due to the multitude of definitions, a set of terms or labels can be attached to

this experience can encapsulate the essence: "belongingness, relatedness, membership,

community, acceptance, support, and affiliation" (Strayhorn, 2019, p. 11). It is the terms

community and support that tie the variable sense of belonging to a study on volunteering among

college students.

Feeling a sense of belonging is a critical component of an individual's existence and growth within a community, particularly in college, as students have a goal or a need to belong to the community (Aanstoos, 2021; Strayhorn, 2019). Sense of belonging on campus, relating with peers, or affiliation in the classroom is a critical dimension of student success (Strayhorn, 2019). Sense of belonging for students is also noted in the level at which they feel respected, included, accepted, and valued by the support system of the university, which is often reflected in student involvement in campus life such as activities, organizations, clubs, or committees (Goodenow, 2009; Strayhorn, 2019). Basically, involvement in college life makes students feel like they belong to something greater than themselves (Strayhorn, 2019). This relates to this study as this study will look at students' sense of belonging and student engagement in volunteering to better understand volunteering impact on students belonging to the community.

Volunteering in college can allow students to take the initiative to find social connectedness, providing students with a platform to feel more included and valued as community members. Thus, volunteering has been linked to students feeling a heightened level of sense of belonging and social connectedness in the college community (Alaref, 2019; Badger et al., 2022; Brown, Hoye & Nicholson, 2012; Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021). Sense of belonging will be looked at in this study to better understand if undergraduate students who volunteer at the University of Colorado feel that volunteering acts to enhance their sense of belonging or not.

Professional Development

In addition to self-esteem and sense of belonging, volunteering in college has been seen as an educational resource for students, which can directly contribute to professional growth (Buyakova & Malkova, 2021). Professional development is an umbrella term for activities and

processes in which individuals gain or improve their skills, attitudes, knowledge, and effective behavior within a particular practice or career (Nguyen, 2019; Young & Castetter, 2004). Professional development among undergraduate students helps students build confidence in collaboration, teamwork, and problem-solving; moreover, students who take advantage of professional and career preparation opportunities in college have been shown to be better in articulating their ideas and viewpoints to small or large groups, as well as successfully assuming leadership roles (Costa, 2017). Past research has revealed a strong correlation between professional development and student volunteerism, suggesting that students who engage in volunteering report higher levels of professional skills, such as improved communication, workplace values, and skills with in a particular field (Badger et al., 2022; Buyakova & Malkova, 2021; Costa, 2017; Haski-Leventhal et al., 2019; Levy & Edmiston, 2015; Lim, 2018; Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021; Weiss, Hajjar, Giordono, & Joseph, 2016). This paper will look at both volunteers and non-volunteers in order to better understand if volunteers report improved professional development as a result of the volunteering experience.

Students who engage in community service show an increase in professional development, which equips them with essential skills that apply to the real world and are critical to future employment (Lim, 2018). Student volunteerism leads to future success and increased employability (Haski-Leventhal et al., 2019; Lim, 2018). It equips individuals with communication opportunities and skills that link to successful aging (Gasiorek & Giles, 2013). Further, volunteering leads students to behave more effectively in various situations (Buyakova & Malkova, 2021) and increases workplace values (Costa, 2017; Levy & Edmiston, 2015).

The relationship between volunteering and gaining relevant professional development skills shows through the improvement of students learning personal standards and values, which acts to develop students in their future professional skills (Villardón-Gallego, García-Carrión, Yáñez-Marquina, Estévez, 2018; Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021). Values act to express one's altruistic and humanitarian values in addition to a way to improve their career prospects (Clary & Snyder, 1998; Snyder, Clary, & Stukas, 2000).

This paper seeks to add to these fields of literature and will explore student motivations for volunteering, student feelings, beliefs, and behaviors associated with helping, student perceptions of self, and professional abilities between students who volunteer or those who do not volunteer. This paper seeks to better understand these dynamics to determine the ways in which students are motivated to volunteer and the outcomes of the volunteer experiences.

Research Questions

This paper explores if those who volunteer report different levels in their self-esteem, sense of belonging, and professional development skills compared to non-volunteers. To better understand student engagement in volunteerism and the outcomes of the experience, the following three questions were tested:

R1: Does volunteering correlate with higher levels of self-esteem among students?

R2: Does volunteering increase students' sense of belonging compared to non-volunteers?

R3: Does volunteering contribute to students' understanding and mastery of professional skills more than non-volunteers?

Methods

Participants

The purpose of this study was to understand better if students who volunteer report higher self-esteem, an increased sense of belonging, and increased professional skills and opportunities than those who report not volunteering during their college career. Approval for this study was obtained by the University of Colorado (CU) Institutional Review Board (see Appendix A). The quantitative survey was developed and distributed electronically to undergraduate students at CU, including but not limited to those who have participated in the Volunteer Resource Center, club sport athletes, and other student groups on campus. In addition, students in various on-campus classes were asked to participate in the study. All participants were asked to give consent for voluntary participation in the project, and responses were kept confidential.

Once consent was obtained, participants started the questionnaire by indicating if they had volunteered while attending CU (see Appendix B). Based on the survey results, 54.04% participants volunteered, while 45.97% reported not volunteering during their college experience, 1% responded with "kind of". Then participants were directed to a series of questions based on their volunteer status. Participants were directed to logical follow-up questions based on whether they had reported volunteering or reporting being a non-volunteer. 33.3% of participants who reported not volunteering said they were "very likely" to volunteer in the future, while 58.2% of participants who have volunteered reported that they were "very likely" to volunteer again.

To determine campus involvement, the survey asked, "Are you involved in extracurricular activities" (clubs, sports, extracurricular activities) 68% participants answered "yes", out of the students who answered "yes", and 50% indicated they were a member. As for data on work and professional experience obtained while in school, 86% participants explained that they were working a job during their undergraduate college career: 67% part-time, 6% full-time, and 13% seasonal, temporary, or contract, while 14% reported never working a job undergraduate.

In addition to volunteering, participants were also asked a series of demographic questions. Of the 100 participants, 59.6% were female, and 40.4% were male. Participants ranged from 18 to 23, with the majority between 20 to 22 years of age (n=81). Of the participants, 7.1% were first-year students; 10.1% were 2nd-year students, 28.3% were 3rd-year students, 45.5% were 4th-year students, 8.1% were 5th-year students and 1% of students between the 3rd and 4th year.

Participants were asked their overall GPA, in which 20.2% of students reported having a 3.7-3.99, while 38.4% of students reported 3.3-3.69, 20.2% reported 3.0-3.29, and 13.1% of participants reported 2.7-2.99. The majority of participants, 58.6% reported the highest degree or level of education they were planning to complete being a bachelor's degree and 26.3% of students reported planning on completing a Master's Degree.

Most participants reported that they are majoring in Strategic Communication (33%), followed by Communication (16%) and Business (11%). There were a wide range of other majors through participants, such as Engineering (4%), Phycology (5%) and Integrative Physiology (5%).

Procedures

To separate if a student had volunteered or not and the motivations behind their volunteerism, the survey began by asking eight initial questions. If participants answer, "have you volunteered while attending CU Boulder," the survey will direct participants to a set of logical follow-up questions to better understand why or why not a student has volunteered before proceeding to the survey questions all participants are asked to answer. Subsequent questions focused on how students report self-esteem, sense of belonging, and professional development based on whether they have or have not volunteered at CU.

Questions on self-esteem for this survey were from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). This scale contained 10 items that measured both positive and negative feelings about oneself. Sample questions included "On the whole, I am satisfied with myself", "I take a positive attitude toward myself", and "I feel I do not have much to be proud of". Participants answered the questions based on a 5-point Likert scale, modified from the original 4-point scale to be used to reflect across all other scales used in the study. The mean reliability and validity of this scale are shown to be 0.81 (Rosenberg, 1965), and the reliability obtained for this study was .795 with this scale.

Next, this study used the Volunteer Functions Inventory (VFI) to better understand and assess participants' motivation for volunteering (Clary & Snyder, 1998). The scale is a 30-item measure that aims to measure the motivation to volunteer by examining the functional motives of participants who have chosen to volunteer. The scale is divided into six factors: proactive motives, values, career, social, understanding, and enhancement. The scoring of the scale is kept at the factor level and kept continuous and comprises of six scorings (Clary & Snyder, 1998):

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

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

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

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

5. Items 12, 14, 18, 25, 30 make up the understanding factor

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

Sample questions included "Volunteering increases my self-esteem", "Volunteering is a way to make new friends", "I feel it is important to help others," and "Volunteering experience will look

good on my resume." The reliability of this scale has been shown to be between .80 and .89, and a

mean correlation being .34 (Chacon Fuertes et al., 2017). For this research the reliability is .95.

After completing the previous two scales, participants were directed to answer various

ordinal and nominal questions on professional development items to understand how they

believed they had been prepared professionally during their college career. Using a 5-point Likert

scale, participants are asked to answer seven questions, including "I am actively looking for ways

to develop professionally," "Volunteering has helped me develop professionally", and "I believe

that I will be prepared for employment after college."

Lastly, participants answered demographic questions to analyze the results better, which

will be important to take into consideration when sorting the data and analyzing differences

among various participants. Items like sex/gender, year in school, involvement in extracurricular

activities, and GPA will be useful in determining differences among these factors when compared

to other study variables.

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Results and Findings

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In the undergraduate survey, the respondents were asked various closed-ended questions,

which were based on a 5-point Likert scale. Data analysis comprised nominal findings and

moderate and moderately high correlations between particular variables. Out of 100 participants,

2 participants' responses were omitted. due to a large amount of missing data.

Self-Esteem

The findings indicate a weak correlation ($r=0.246$) between Rosenburg's Self-Esteem

scale and Clary & Snyder Volunteer Functions Inventory scale (VFI). There were no significant

differences in averages of self-esteem among participants who have volunteered and those who

have not volunteered during their undergraduate college career at the University of Colorado; the

participants fell in the middle category for their self-esteem scores. The range was 1.9 to 5 points and students' averages were in the middle, M=3.03.

Although most participants reported average self-esteem, over half, 54%, agreed (n=38) or strongly agreed (n=16) that "volunteering increases [one's] self-esteem." While there were not any noted differences in self-esteem, past literature suggests that those who report low self-esteem can feel heightened self-esteem when engaging with the community and giving back to others (Erold, 2022). Students did not report low self-esteem, but they also did not report having high self-esteem, but there were interesting findings when it came to volunteering motivations and frequency which may point to other forms of personal development among students.

Volunteering Motivations and Frequency

While there was no relationship between self-esteem and volunteering, several questions pertained to reasons for volunteering and frequency of volunteering. Of those students who reported volunteering during their college experience, the highest percentage of students, 40.74%, out of the n=54 who volunteered, reported volunteering to "support a cause through a club, group, or organization they are involved with." The next highest was "making a difference in my community," with 16.6% of volunteers reporting this for the reason they volunteered (see figure 1).

Figure 1

Student Reported Reasons for Volunteering
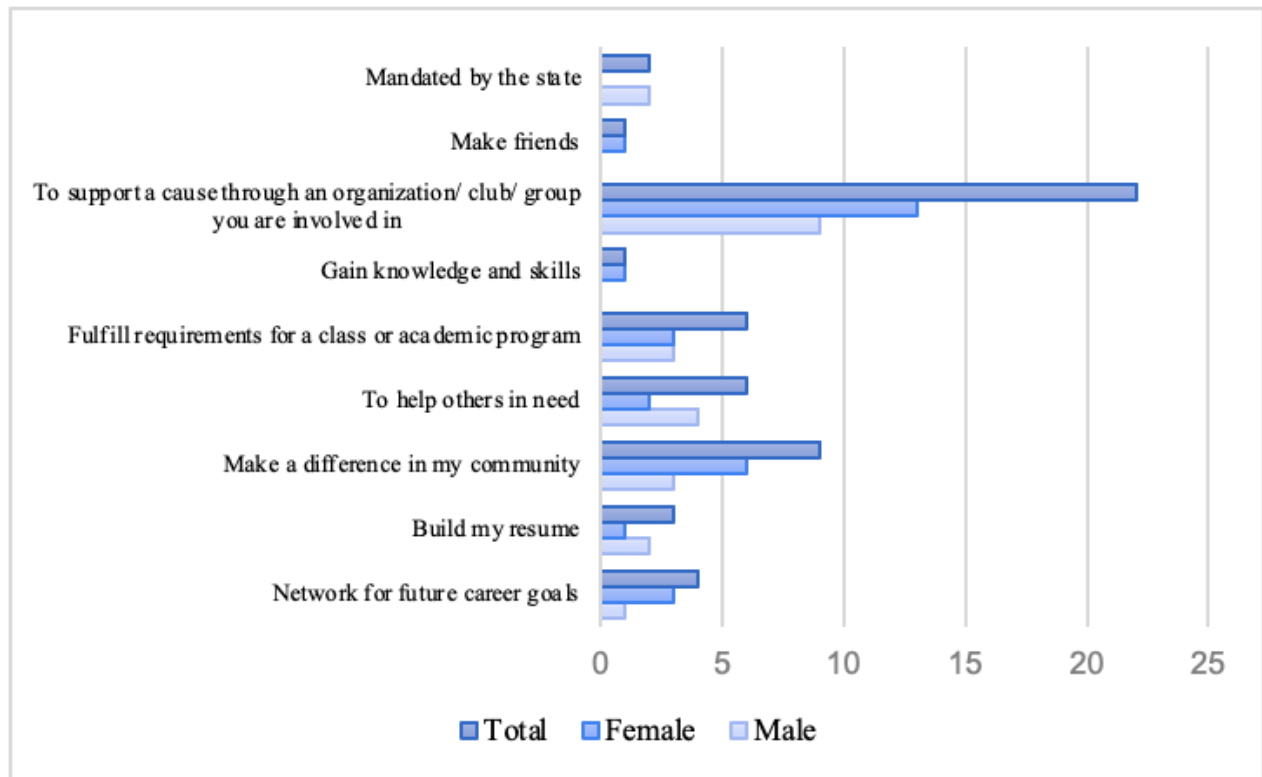
Participants reported reasons for volunteering during their time at the University of Colorado.

About 41% of participants reported volunteering once or twice a year, and 20% reported volunteering once or twice a month (see figure2). Concerning what holds students back from volunteering, many participants, 73.3%, reported a "lack of free time" and 51% reported "lack of information about volunteering opportunities," and 17% reported they "do not have anyone to volunteer with."

Figure 2

Frequency of Volunteering in the Past 12 Months
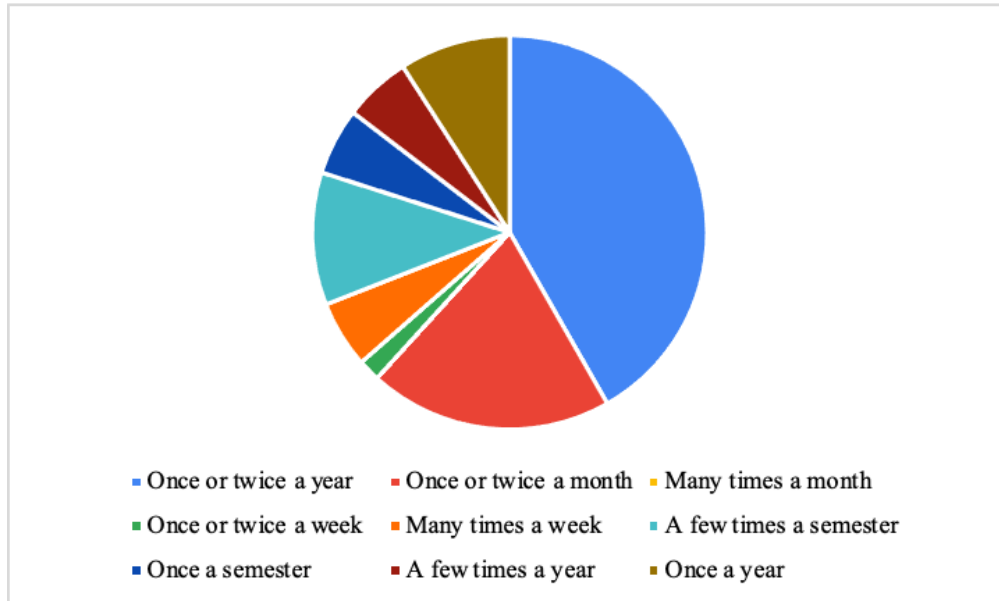
What participants report about their frequency of volunteering.

Volunteer Functions Inventory

The VFI scale uses six functions of volunteer motivations: protective, value, career, social, understanding, and enhancement (Clary & Snyder, 1998). These functions were measured to compare participant attributes and responses to the different motivating factors when it comes to reasons for volunteering as seen in figure 3. Findings showed slightly higher levels of values (demonstration of altruistic and humanitarian principles) and understanding (desire to gain or improve knowledge). On the other hand, social factors (strengthening social ties) were shown to be lower amongst respondents (Clary & Snyder, 1998).

Figure 3

Mean Scores for Six Functions

Factor	Protective	Values	Career	Social	Understanding	Enhancement

Mean	**3.1**	**4.26**	**3.67**	**3.04**	**4.13**	**3.63**

Average mean across all participants.

To determine if other factors played into participant's motivational factors, attributes including volunteers versus non-volunteers, if the student is involved in an extracurricular activity (Greek Life, Clubs, or athletics) and gender (male and female) were compared. The results indicate that those participants who reported volunteering displayed slightly higher levels on all six factors in the VFI Scale than those who reported not volunteering (SD=0.24).

Figure 4

Mean Scores Various Attributes

6 Functions	Yes Volunteer (mean saying "Yes")	No Volunteer (Mean saying "No)	Male	Female	Yes Extracurricular (Mean saying "Yes")	No Extracurricular (Mean saying "No")
Protective	3.11	2.86	2.95	3.05	3.12	2.78
Values	4.3	4.14	4.16	4.27	4.26	4.16
Career	3.71	3.52	3.58	3.65	3.67	3.53
Social	3.13	2.68	2.91	2.93	3.05	2.68
Understanding	4.23	3.89	4.06	4.08	4.13	3.97
Enhancement	3.55	3.48	3.52	3.52	3.63	3.3

Profile of volunteer functions and various Attributes: Volunteers (Yes Volunteer)/ Non-volunteer (No Volunteer).

Students who were involved in extracurricular activities reported higher total averages than those who were not involved in extracurricular activities (SD= 0.24). Females reported slightly higher averages across the men across all six functions (SD=0.05) (see figure 4).

Correlation

The VFI scale's averages as a whole show a strong correlation with two variables in particular, (1) "Volunteering has helped me develop professionally" and (2) "Volunteering helps me achieve my future goals." There were several moderate to moderately high correlations between the functions and several variables (see figure 5)**.** The figure reveals strong relationships

between the six motivation functions for volunteering and two questions that link to professional

development and future goals, which was also noted in the higher mean between all participants

in the values and understanding factors noted earlier.

Figure 5

Correlation Between Six Functions of Volunteering and Professional Development

Questions

Variable (1) & (2)	Protective	Values	Career	Social	Understanding	Enhancement
(1)Volunteering has helped me develop professionally	0.481	0.405	0.49	0.576	0.551	0.48
(2) Volunteering helps me achieve my future goals.	0.585	0.4357	0.534	0.595	0.559	0.586

Positive correlations between 6 Functions and 2 independent variables.

Six Functions

The six functions of volunteering indicated how important or accurate each of the 30

possible reasons were for an individual to engage in volunteer work and are crucial in the findings

of this study, which will be a consideration when discussing these findings. However, the average

scores for these functions and some correlations between these motivational factors.

The *values* factor refers to the demonstration of altruistic and humanitarian principles,

having the highest average across all attributes tested (Clary & Snyder, 1998). Between all

participants, the average score for participants is M=4.26 (see figure 4).

Understanding also showed a similar pattern with showing a moderately high correlation

between variable (1) (r= 0.551) and (2) (r=0.559) and the understanding function of the inventory

(see figure 5). The *Understanding* factor is driven by a desire to gain or improve knowledge,

skills, experiences, and other related factors (Clary & Snyder, 1998), on average, understanding

function had the second highest scores across all attributes tested M=4.13 (see figure 4)

Averaging in the middle M= 3.63 (see figure 3), the *enhancement* factor is the motivation revolving around gaining self-knowledge, self-development, and feeling better about oneself (Clary & Snyder, 1998).

Career factor refers to a participant's motivation to enhance knowledge in a particular field relevant to professional and academic growth (Clary & Snyder, 1998). The average for students was M=3.67 across all participants (see figure 3). The career factor had a moderately high (r=0.54) and positive direction of the relationship between the career function and variable (2) and a moderate, positive relationship between variable (1) (r= 0.49) shown in figure 4.

Social factors, which are motivations focused on developing and strengthening social ties, had the lowest averages among all participants (Clary & Snyder, 1998) M= 3.04 (figure 3). The social function (see figure 5) correlation indicates a moderately high correlation and positive relationship between variables (1) (r=0.576) and (2) (r=0.595).

Protective factors are focused on safeguarding the ego or escaping from issues (Clary & Snyder, 1998) and had the second lowest average score among participants with a mean of 3.1 (see figure 3). Protective motivations resulted in moderate and moderately high correlations variable (1) reveals a moderate co-relationship with the protective factor (r=0.481), and variable (2) revealed a moderately high relationship (r=0.585) (refer to figure 5).

Discussion

The current study analyzed attributes of different students, variables such as self-esteem, sense of belonging, and professional development in accordance with six functions, protective, values, career, social, understanding, and enhancement, to better understand the relationship between these different variables to help answer the research questions. While there were no significant correlations found when comparing the variable of self-esteem to the act of one

volunteering, there were relationships between the other variables that will be noted in this section of the research project. In particular, a sense of belonging and students' understanding, and mastery of professional skills were shown to differ between those participants who volunteered and those who did not.

Student Engagement in Volunteering

About half the students reported volunteering at the University of Colorado Boulder, while the other half reported not -volunteering during their undergraduate years. Of those who volunteered, most participants fit into the facilities volunteer category, as many students reported volunteering for an organization, club, or group they are a part of (Paull et al., 2022). Only a few students reported being facilitated to volunteer through community service, which was mandated by the state (Kilburn, 2022). However, many independent volunteers volunteered for many different reasons: to make a difference in the community, help others in need, build their resumes, network for future career goals, gain new knowledge and skills or make friends (Paull et al., 2022). Fewer students were academic student volunteers, as only a handful volunteered in a service-learning course (Lim, 2018; Paull et al., 2022). This study's findings suggest that students volunteer for many different reasons. The results demonstrate that students volunteer for four primary reasons, to fulfill requirements for extracurricular activities or a course they enrolled in, to give back to the community, and to advance professionally.

Impact of University and it's Promotional Efforts on Volunteering

Most students at the university became involved in volunteering through the university, which suggests the university's purpose and goal is to provide service to the community (Haski-Leventhal et al., 2019) and help the university meet their goals to transform individuals and society (*About the Volunteer Resource Center, 2023*). While also allowing students to gain new

skills, gain experience, learn about different fields, and allow students to pursue their diverse interests (Haski-Leventhal et al., 2019; *Volunteer Opportunities, 2023*). The results of this study suggest that the university's role as a stakeholder was a significant factor in whether students volunteered and the rate at which students reported volunteering. Thus, the university's role was paramount in students' engagement in volunteering.

Restrictions to Volunteering

Students reported that the main reason they did not was a lack of time and information about volunteering, while most students explained that they were likely or very likely to volunteer in the future. These findings are significant because they reveal that if there was more communication about volunteer opportunities and how students can become engaged, more students might volunteer. The restrictions to volunteering and students' likelihood to volunteer in the future, point to the importance of communicating opportunities to students while they are in their undergraduate years (Briggs & Cvancara, 2008).

Student Motivations for Volunteering

Results indicated that students volunteered for various personal reasons, but the majority of students engaged in volunteering through facilitated volunteer activities. Results highlight that both intrinsic and extrinsic motivation was important in one deciding to volunteer during their undergraduate time at the University, despite a student's reason for volunteering whether that be facilitated, independent, or academic variations. Overall, motivations vary between individuals but, both intrinsic and extrinsic motivations worked to motivate students to become a volunteer (Clary & Snyder, 1999). Intrinsic motivations worked through students' attempting to satisfy a goal or need, while extrinsic motivations worked through the professional development award students gained through the volunteering experience (Snyder, Clary, & Stukas, 2000; Kramer,

Austin, & Hansen, 2021; Grote-Garcia & McDowell, 2011). The findings point to the interplay of

intrinsic and extrinsic motivations and how volunteering motivations can manifest both to satisfy

an individual's goals and needs, while also gaining awards, such as job opportunities (Kramer,

Austin, & Hansen, 2021; Grote-Garcia & McDowell, 2011).

Intrinsic Motivations

The goals and needs of individuals who volunteer were shown to vary, as the findings

highlighted how some of the six functions were more important than others for students to engage

in volunteering.

Values functioned as the most critical factor to motivate a student to volunteer, suggesting

that students engage in volunteer activities for emotional, altruistic, or moral reasons to improve

their life (Clary & Snyder, 1999). Next, the motivational factor understanding was also ranked

very high among respondents as the second most important or accurate reason to volunteer as it

allows students to learn more about their communities while exercising their knowledge, skills,

and abilities uniquely through the volunteer experience (Clary & Snyder, 1999). Values and

understanding were reported as the strongest motivations for volunteering as they function as a

way for students to help others, while also expanding their perspectives on particular issues (Gage

& Thapa, 2012). Moreover, enhancement allows students to grow and develop inwardly through

their volunteer experiences which were important but less than the values and understanding

motivators (Clary & Snyder, 1999). In terms of intrinsic motives, protectiveness came in as least

essential or accurate for students, suggesting that reducing negative feelings to make a student

feel better through volunteering was the least important factor in volunteer engagement (Clary &

Snyder, 1999).

Overall, intrinsic motivations for volunteering can be reflected in the reason a student perceives volunteering as a vehicle to satisfy their personal goals, in this study shown through the relationship between reasons for volunteering and reporting volunteering as a way to meet their future goals. The relationship reveals the role of volunteering in fulfilling a student's particular goals, thus, revealing the importance of the universities' and the organization's role in providing opportunities that allow students to donate their time (Clary & Snyder, 1998; Snyder, Clary & Stukas, 2000).

Extrinsic Motivations

Extrinsic motivations reveal that multiple social reasons factored into students' engagement in volunteering. Research suggests that some students are more likely to volunteer in activities that allow them to gain experiences that relate directly to their future careers, which extrinsically motivates students to volunteer in order to increase their employability (Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021; Soldavini et al., 2022). It has been shown that the career function is ranked more critically by younger individuals than older individuals (Clary & Snyder, 1999). Thus, students' extrinsic motivation was to help them develop their skills, whether through understanding the world around them or gaining skills that will help them grow professionally for their future careers.

The career factor was the second most important, suggesting that understanding is more important than gaining more career-related experience for the respondents in this study (Clary & Snyder, 1999). Social factors were ranked lowest overall regarding students' motivations for becoming volunteers, as students felt strengthening their social ties or relationships was less important as an extrinsic motivator than career factors (Clary & Snyder, 1999).

Outcomes of Volunteering

The findings of this study reveal two potential outcomes for volunteers as a result of the experience, as respondents reported that volunteering has helped students *achieve their future goals* and *helped students develop professionally*.

Helping Students Achieve Their Goals

The findings relieve a relationship between intrinsic and extrinsic motivations and reasons for volunteering, which suggests that volunteering can help students achieve their future goals. Self-esteem is tied to meeting critical goals in one's life (Zeigler-Hill, 2013). Although volunteers and non-volunteers reported average self-esteem, there was a relationship between the personal motivations of volunteering and engagement in volunteering, allowing students to meet their future goals.

The importance of intrinsic motivations in motivating student volunteers, such as values and understanding, may suggest a perceived personal impact associated with the experience. Past literature suggests that volunteering in a college setting can positively impact a student's personal development, allowing them to find more peace and joy (Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021).

The correlation between students reporting volunteering helps them achieve their future goals, and the motivating factors to volunteer may suggest that those who volunteer experience these factors through their experience. Results indicate a strong relationship between meeting future goals and volunteering as a vehicle to reduce negative feelings, express or act on personal values such as humanitarianism, and allow one to grow and develop psychologically through volunteer activities (Clary & Snyder, 1999).

Belonging to one's college community is a student's goal and need (Aanstoos, 2021; Strayhorn, 2019) and can be a critical dimension of student success (Strayhorn, 2019). There was

a strong relationship between the social factor and understanding factor and volunteering helping

students meet their future goals, suggesting the ways that volunteering can function for students to

allow students to strengthen their social connectedness with their peers and communities while

also learning more about their communities. Although connecting with one's community was an

important motivating factor for most students, the social factor was least important to students,

which reveals that volunteering while in college is not as important for social reasons as it is for

understanding and values. This finding may allow students to volunteer to feel more included and

valued as community members, both on campus and outside of campus (Alaref, 2019; Badger et

al., 2022; Brown, Hoye & Nicholson, 2012; Luque-Suárez, Olmos-Gómez, Castán-García, &

Portillo-Sánchez, 2021).

Moreover, the study results show that students who were already involved on campus

through extracurricular activities reported higher intrinsic motivations to volunteer than those who

were not involved in extracurricular activities, engagement in clubs, groups, and organizations on

campus made up half of the ways students became involved in volunteering. Engagement in

activities in college provides students with a platform to find more social connectedness to their

community; through their involvement in activities, students have a platform to take more

initiative to find social connectedness and potentially be valued as community members (Alaref,

2019; Badger et al., 2022; Brown, Hoye & Nicholson, 2012; Luque-Suárez, Olmos-Gómez,

Castán-García, & Portillo-Sánchez, 2021). Suggesting that volunteering can act as an activity to

be involved in the community and with others on the campus to achieve one's goal of finding

belongingness in college. However, although students reported the importance of engagement in

their communities, strengthening social ties was not an important factor in student engagement in

volunteering.

Professional Development

Next, the findings indicate that volunteering to enhance knowledge in a particular field or relevant to professional and academic growth was tied to volunteering as a way to help students meet their future goals. Student engagement in volunteering has shown an increase in professional development, leading to increased employability and future success (Haski-Leventhal et al., 2019; Lim, 2018).

Further, results reveal a relationship between the social ties an individual can gain from the volunteering experience and volunteering helping individuals develop professionally. Results from this current study suggested that there is also a relationship between the desire to gain new knowledge, improve one's skills, and acquire new experiences that indicate a relationship between this factor and volunteering helping to develop professionally. Past research has found a strong relationship between those who engage in volunteering and higher levels of professional development (Badger et al., 2022; Buyakova & Malkova, 2021; Costa, 2017; Haski-Leventhal et al., 2019; Levy & Edmiston, 2015; Lim, 2018; Luque-Suárez, Olmos-Gómez, Castán-García, & Portillo-Sánchez, 2021; Weiss, Hajjar, Giordono, & Joseph, 2016). The findings of this study indicate that the relationship between volunteering and these various factors, lead students to experience professional growth through the experience.

Limitations

While this current project was helpful in researching the connection between volunteering, self-esteem, sense of belonging and professional development among undergraduate students, it was not without its limitations. Starting with data collection efforts, two of the responses out of 100 had significant missing values, and both were omitted from the analysis. There were also more women than men in the study. In addition more 3rd- and 4th-year students participated in

the research than 1st- and 2nd- year–a gap that might allow individuals more time to volunteer over their college years if the pool of participants had been more equal.

Regarding the Rosenberg Self-Esteem Scale, the average participants were between 18-23 (ages sampled), the majority being 21, reported medium self-esteem, possibly due to being in this phase of young adulthood when views of oneself are still developing. But on the flip side, the Volunteer Functions Inventory ended up being more suitable for the study's age range of participants because it outlined at specific functions of volunteering that included career and professional development skills–factors that are more relevant among the ages of tradition college student. The majority of participants shared similar demographics: white, cis-gender students, ages 21-22. Most students were majoring in Strategic Communication or Communication, with fewer majoring in Business, Engineering, Psychology, and Political Science. The lack of diversity among demographics limits the lens of this research and may have impacted the results.

Students who also volunteered all reported different frequencies for volunteering, which could have also limited the results. Students were also not allotted time in preparation to take this survey nor where they surveyed before volunteering in comparison to after having volunteered, which may have acted as a limitation in the comparative area of this study.

Recommendations

The following recommendations are made considering the results and the study's general results. Based on the findings, the overall level of student engagement in volunteering at the University of Colorado Boulder was about half of the students. The findings reveal that there was no relationship between self-esteem and volunteering among the domains of student engagement in volunteering. This revealed that college students report medium self-esteem, volunteering or not volunteering during their undergraduate time at the university. One recommendation would be

for campus resources like the Volunteer Resource Center to engage in more class room settings, in a service learning type class, as service learning enables students to meet community needs and balance their learning goals (Lim, 2018), while gain a more enhance sense of civic responsibility and a broader appreciation toward what they are learning in the classroom (Elord, 2022), while directly contributing to their professional growth (Buyakova & Malkova, 2021).

Next, it was found that students who volunteer may not be inclined to volunteer due to social reasons. However, a moderately strong relationship existed between social function and professional development was found. Students reported a relationship between volunteering and professional development skills and values. Students may feel that volunteering would look good on their resumes. CU Career Services explains that career and self-development are essential for students' future careers. This encourages students to use their experiences, articulate their skills and knowledge, and pursue roles and opportunities that align with those experiences (*Foundational Skills*, 2021). Volunteering can act as an experience that enables self-reflection while equipping students with skills applicable to the workplace (*About the Volunteer Resource Center,* 2023*)*. The findings suggest that students who volunteer may volunteer to develop skills applicable to the workplace and gain values through the experience which can be useful for future employment and self-development through the experience. Thus, the importance of having opportunities to volunteer, whether that be through service-learning courses or through organizations on campus.

Students reported a lack of time and information as the main reasons that hold them back from volunteering, which may suggest a need for more resources and ease to find opportunities or more opportunities offered in class as service-learning exercises to increase engagement in all stages of college. Service-learning classes enable students to grow professionally because it

encourages students to connect their work in the community to their academic endeavors and engage in self-reflection, which can result in personal and professional development.

Conclusion

In conclusion, student engagement in volunteering is beneficial for both individuals and society. While the study analyzed attributes of different students, variables such as self-esteem, sense of belonging, and professional development in accordance with six functions, protective, values, career, social, understanding, and enhancement.

The study revealed that most students became involved in volunteering through the university, which shows the university's goal to provide service to the community. However, the lack of time and information about volunteering was reported as the main reason for not volunteering. The study suggests that the act of volunteering in fulfilling a student's particular goal reveals the importance of the universities' and organizations' role in providing opportunities that allow students to donate their time.

Results indicated that values and understanding were reported as the strongest motivations for volunteering as they allow students to help others while also expanding their perspectives on particular issues. Both intrinsic and extrinsic motivations were important in one deciding to volunteer. The study also shows that some students are more likely to volunteer in activities that allow them to gain experiences that relate directly to their future careers. The outcomes of volunteering suggest that it may have a positive impact on personal development, sense of belonging and professional development. This study highlights the importance of student volunteering and the need for more research to explore its benefits further.

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Acknowledgements

I want to acknowledge my thesis advisor, Dr. Lori Poole, and express my deepest

gratitude and appreciation for her guidance and support throughout my honors thesis project. Her

expertise and insights have been invaluable in helping me navigate the complex and challenging

research process. Dr. Poole has always been available to answer my questions, offer feedback,

and provide encouragement while keeping my spirits high throughout the process. Her

willingness to go above and beyond has made all the difference in helping me succeed. Her

guidance has helped me with my research and taught me valuable professionalism and research

ethics lessons. Her mentorship and kindness have been a tremendous inspiration to me, and I feel

privileged to have had the opportunity to work with her.

I would also like to acknowledge Dr. Grace Rexroth and her support in being a member of

my honors thesis committee, but also her role in helping me develop my leadership skills during

my time in her class as Learning Assistant.

Lastly, I want to acknowledge Jamie Skerski for making this thesis possible and for all she

does in the Communication department.

The CMCI school at the University of Colorado Boulder has been incredible, and the

community, faculty, and staff have provided me with so much support throughout my four years

here. Looking back, I would have never imagined being where I am today; I struggle with

dyslexia, and writing a thesis is something I never thought I would do. So, I am so grateful to

have had this opportunity.

I look forward to carrying this experience and knowledge with me post-graduation into the

professional world and continuing to engage with my communities by volunteering.

Appendix A

List of tables and figures

Figure 1

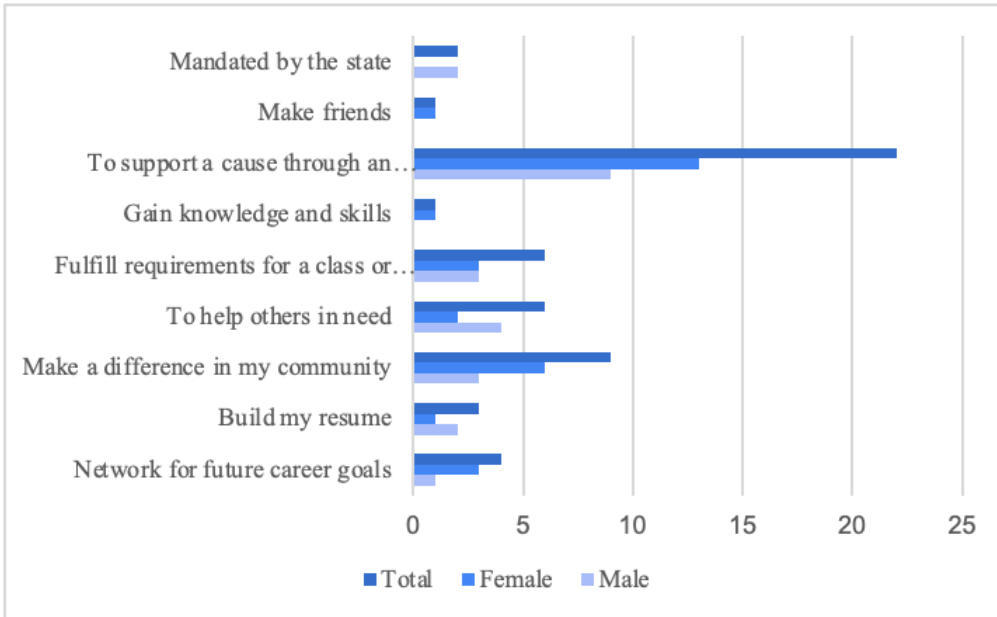**Student reported reasons for volunteering.**

Figure. 1. Participants reported reasons for volunteering during their time at the University of Colorado.

Figure 2

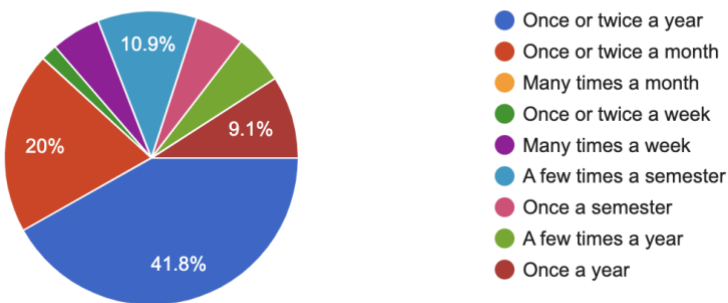**Frequency of volunteering in the past 12 months**

Figure. 4. What participants report about their frequency of volunteering.

Figure 3

Mean scores for each function

Factor	*Protective*	*Values*	*Career*	*Social*	*Understanding*	*Enhancement*
Mean	3.1	4.26	3.67	3.04	4.13	3.63

F.g 3. Average mean across all participants.

Figure 4

Mean scores various attributes

6 Functions	Yes Volunteer (mean saying "Yes")	No Volunteer (Mean saying "No")	Male	Female	Yes Extracurricular (Mean saying "Yes")	No Extracurricular (Mean saying "No")
Protective	3.11	2.86	2.95	3.05	3.12	2.78
Values	4.3	4.14	4.16	4.27	4.26	4.16
Career	3.71	3.52	3.58	3.65	3.67	3.53
Social	3.13	2.68	2.91	2.93	3.05	2.68
Understanding	4.23	3.89	4.06	4.08	4.13	3.97
Enhancement	3.55	3.48	3.52	3.52	3.63	3.3

Figure4. Profile of volunteer functions and various Attributes: Volunteers (Yes Volunteer)/ Non-volunteer (No Volunteer).

Figure 5

Correlation between six functions of volunteering and professional development questions

Variable (1) & (2)	Protective	Values	Career	Social	Understanding	Enhancement
(1)Volunteering has helped me develop professionally	0.481	0.405	0.49	0.576	0.551	0.48
(2) Volunteering helps me achieve my future goals.	0.585	0.4357	0.534	0.595	0.559	0.586

F.g 5. Positive correlations between 6 Functions and 2 independent variables.

Appendix B

IRB Letter of Approval

Office of Research Integrity
UNIVERSITY OF COLORADO **BOULDER**
INSTITUTIONAL REVIEW BOARD

Institutional Review Board
563 UCB
Boulder, CO 80309
Phone: 303.735.3702
Fax: 303.735.5185
FWA: 00003492

APPROVAL

07-Mar-2023

Dear Sydney Browne,

On 07-Mar-2023 the IRB reviewed the following protocol:

Type of Submission:	Initial Application
Review Category:	Exempt - Category 2 -
Risk Level:	Minimal
Title:	Browne Honors Thesis- CMCI- Student Volunteerism
Investigator:	Browne, Sydney
Protocol #:	22-0604
Funding:	None
Documents Approved:	22-0604 Survey Instuctions Apprv 3.7.2023; 22-0604 Recruitment Script Apprv 3.7.2023; 22-0604 Recruitment Email Apprv 3.7.2023; 22-0604 Protocol Apprv 3.7.2023;
Documents Reviewed:	22-0604 Consent Form Apprv 3.7.2023; 2023 DEPA; Faculty Advisor Review from; 2022-depa-form-protected.docx; DEPA; FA DEPA form; HRP-211: FORM - Initial Application v13;

The IRB confirmed the Exemption of this protocol on **07-Mar-2023**.

You are required to use the IRB Approved versions of study documents to conduct your research. The IRB Approved documents can be found here: Approved Documents

In conducting this protocol you must follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,
Catherine Matteson
Research Services Coordinator
Institutional Review Board

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within the University of Colorado Boulder's IRB records.

Appendix C

STUDENT ENGAGEMENT IN VOLUNTEERING

AT THE UNIVERSITY OF COLORADO BOULDER

Confidentiality Statement

Information obtained about you for this study will be kept confidential to the extent

allowed by law. Research information that identifies you may be shared with the University of

Colorado Boulder Institutional Review Board (IRB) and others who are responsible for ensuring

compliance with laws and regulations related to research, including people on behalf of the Office

for Human Research Protections. The information from this research may be published for

research purposes; however, your identity will not be given out.

Electronic Consent

Please select your choice below. You may print a copy of this consent form for your records.

Clicking on the "Agree" button indicates that:

- You have read the above information.

- You voluntarily agree to participate.

- You are 18 years of age or older.

- You are an undergraduate at the University of Colorado Boulder.

- Agree

- Disagree

Survey Instructions

Section 1
Introduction

1. Are you involved in extracurricular activities? (clubs, sports, extracurricular activities).	● Yes ● No ● Other: _____
2. If you answered "yes" above, what extracurricular activities are you involved in?	_____
3. What type of position or what roles do you have in your extracurricular activity?	● Member ● Leadership potion ● Volunteer ● I am not involved in any extracurricular activities ● Other: _____
4. Have you ever worked a job during undergraduate?	● Yes, Part time ● Yes, Full-time ● Yes, seasonal, temporary, or contracted ● No, I have never worked a job during undergraduate
5. Have you volunteered while attending CU Boulder?	● Yes ● No ● Other…

Section 2
Logical follow up questions based on response: Participants who answered "Yes" or "Other" to Question 5. (Have you volunteered while attending CU Boulder?)

How frequently have you volunteered in the past 12 months?	● Once or twice a year ● Once or twice a month ● Many times a month ● Once or twice a week ● Many times a week ● A few times a semester ● Once a semester ● A few times a year ● Once a year ● Other…
5. If you have volunteered, why did you volunteer?	● To support a cause through an organization/ club/ group you are

	involved in ● Make friends ● Gain knowledge and skills ● Network for future career goals ● Fulfill requirements for a class or academic program ● Make a difference in my community ● I am excited to work with a specific organization ● Build my resume ● To help others in need ● Mandated by the state ● Non Applicable (N/A) ● Other, Please Specify: _____
How likely are you to volunteer again?	● Very Likely ● Likely ● Unsure ● Unlikely ● Very Unlikely
7. What holds you back from volunteering? (Select all that apply)	● Lack of free time ● Lack of information about volunteer opportunities ● I am not interested in volunteering ● I do not have anyone to volunteer with ● I prefer not to answer ● Other, please specify: _____

Section 3
Logical follow up questions based on response: Participants who answered "No" to the first question

How likely are you to Volunteer in the Future?	● Very Likely ● Likely ● Unsure ● Unlikely ● Very Unlikely ● Non Applicable (N/A)
Why have you not volunteered while at University of Colorado?	● Lack of free time ● Lack of information about volunteer opportunities ● I am not interested in volunteering ● I do not have anyone to volunteer with

| | ● I prefer not to answer |
| | ● Other, please specify: _____ |

Section 4
All Participants answer the Following Questions
Rosenberg Self-Esteem Scale

Please answer these questions to the best of your ability using the following scale: 1 point (strongly disagree) to 5 (strongly agree).

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

Section 5
All participants will answer these questions despite volunteering or not volunteering
Volunteer Functions Inventory

Please answer these questions to the best of your ability using the following scale: 1 point (not at all important or accurate) and 5 point (extremely important/accurate).

1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5
2. My friends volunteer.	1	2	3	4	5
3. I am concerned about those less fortunate than myself.	1	2	3	4	5
4. People I'm close to want me to volunteer.	1	2	3	4	5
5. Volunteering makes me feel important	1	2	3	4	5

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

26. Volunteering makes me feel needed.	1	2	3	4	5
27. Volunteering makes me feel better about myself.	1	2	3	4	5
28. Volunteering experience will look good on my resume.	1	2	3	4	5
29. Volunteering is a way to make new friends.	1	2	3	4	5
30. I can explore my own strengths.	1	2	3	4	5

Section 6
Professional Development Questions

Please answer these questions to the best of your ability using the following scale: 1 (strongly disagree) to (5 strongly agree).

1. I do the best I can to prepare myself for employment after college.	1	2	3	4	5
2. The University of Colorado has provided me opportunities to succeed professionally.	1	2	3	4	5
3. I pursue the opportunities that the University of Colorado has provided me to develop professionally.	1	2	3	4	5
4. I devote a lot of my time to school work.	1	2	3	4	5
1. I am actively looking for ways to develop professionally.	1	2	3	4	5
2. I believe that I will be prepared for employment after college.	1	2	3	4	5
3. I am confident in my ability to work with others.	1	2	3	4	5
4. I apply what I learned in class to real-world situations.	1	2	3	4	5
5. Volunteering has helped me develop professionally	1	2	3	4	5
6. Volunteering helps me achieve my future goals.	1	2	3	4	5

Section 9
Demographic questions: all participants will answer this section

What academic year are you at the University of Colorado Boulder?	● 1st year ● 2nd year ● 3rd year ● 4th year ● 5th year +

	● other, please specify: _____
What is your current age?	● Under 18 ● 18 ● 19 ● 20 ● 21 ● 22 ● 23 ● 24 ● 25+ ● prefer not to answer ● other, please specify: _____
Please select the gender you identify with most.	● Female ● Male ● Non-Binary ● other, please specify: _____ ● Wish not to specify
Please specify your major(s) and minor(s)/certificates.	_____ _____
Did you change your major since being first enrolled in CU?	● Yes ● No
If answered "yes" to the questions above, what was your major when you first enrolled at CU?	_____ _____
What is your overall GPA?	● 4.0 ● 3.7-3.99 ● 3.3-3.69 ● 3.0-3.29 ● 2.7-2.99 ● 2.3-2.69 ● 2.0-2.29 ● 1.7-1.99 ● 1.69 or below ● prefer not to answer ● other, please specify: _____
Are you a first generation student?	● Yes

	● No ● other, please specify: _____
What is the highest degree or level of school you plan to complete?	● Associate Degree ● Bachelor's Degree ● Masters Degree ● Professional Degree ● Doctorate Degree ● other, please specify: _____
After graduation, what best describes your immediate plans?	● Full-time Employment ● Part-time Employment ● Graduate or Professional school ● Military Service ● Service or Volunteer Activity (AmeriCorps, Peace Corps, Teach for America, Ect.) ● Internship ● Travel or Gap Year ● No plans at this time ● other, please specify: _____