

MOTIVATIONS WHICH INFLUENCE VOLUNTEERS' SATISFACTION

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Abstract

In this paper we attempt to find out which motivations influence volunteers satisfaction. So, in a first moment, we categorize satisfaction through a factor analysis and then use linear regression models to find out the relations previously mentioned. Furthermore we analyse the existence of correlations between some demographic attributes and the other variables. In this research the population under study includes volunteers that work in the health area, more precisely volunteers that work in hospital and have direct contact with patients and their families. We obtained a total of 327 questionnaires and after excluding incomplete answers we get 304 questionnaires which embody a response rate of 36%.

The outcomes of our analysis reveal that we can categorize satisfaction into intrinsic and extrinsic categories and show that motivations related to belonging and protection and career recognition are the ones influencing extrinsic satisfaction; motivations associated to development and learning and altruism are the ones with higher effect in intrinsic satisfaction. There are some negative correlations between age and extrinsic satisfaction, between years of participation and extrinsic satisfaction, between education and the motivation related to belonging and protection and between age and the motivation related to career recognition. There is only one positive correlation between hours per week and intrinsic satisfaction.

The results offer new insights for research about volunteers' motivations, motive fulfillment and volunteer satisfaction. Furthermore the outcomes advocate that to ensure satisfied volunteers, their motivations must be identified in a timely and appropriate moment, meaning that should happened as early as possible.

KEY WORDS

Satisfaction, Motivation, Volunteers, Hospital, Intention to Stay

1. INTRODUCTION

Volunteering is not a new occurrence (Wilson & Pimm 1996) and has changed much over time (Anheier & Salamon 1999) also because society is very dynamic and its structure is being climbed by new visions of the world (Leandro & Cardoso 2005). Currently there are many discussions around volunteering, and it is relatively common to consider volunteering as a social phenomenon (Leandro & Cardoso 2005). Without the determination of several volunteers many activities in numerous areas could not be operationalized (Wu *et al.* 2009).

Recognizing and legitimizing the importance and impact of the volunteers, especially those working in hospitals, it is vital to analyze and understand their activity, as well as the elements that eventually might influence them. Some theoretical reflections and empirical results suggest that nonprofit organizations improve their performance and gain a competitive advantage if they are able to retain their present volunteers (Dávila 2002; Skoglund 2006). Understanding this process could lead to a more efficient design of policies and statements of attraction and retention of volunteers in NPOs (Dávila 2002; Hidalgo & Moreno 2009; Huber 2011). In fact a volunteer play a very important role and given its importance it is a bit odd that so little is known about hospital volunteers (Wymer 1999).

In many circumstances volunteers are a scarce resource and as such requires singular attention (Vecina *et al.* 2009). Therefore, it is imperative to consider the opportunity that each organization gives to volunteers to capitalize their skills and abilities in order to meet their expectations and, these expectations are, in a great extent, shaped by their motivations (Clary *et al.* 1998; Stukas *et al.* 2009). A deeper understanding of volunteers' motivations will simplify task definitions, allowing motivations fulfillment (Finkelstein 2008) and may also serve as an important attraction element (Trogon 2005). Since the economic support is a missing variable it seems necessary to evaluate volunteers' gratification (Vecina *et al.* 2009) by examining their motivations and fulfillment.

It is usually accepted that an understanding of the motivations and expectations of volunteers is key for their management (Ralston & Rhoden 2005). A crucial interrogation is related with the influence of motive and motive fulfillment to volunteer satisfaction and to comprehend in a more complete way the relationship between satisfaction and volunteer activity. This paper aims to study which type of motivations influence satisfaction, particularly intrinsic and extrinsic motivation. Following a review of the pertinent literature, the research and results are presented. The paper concludes with the discussion of the results.

2. BACKGROUND (context)

Motivations

Motivation is a basic psychological process or a need that activates a behavior (Luthans 2011) and results from the interaction between the individual and the environment (Latham & Pinder 2005). To enhance the understanding of volunteer behavior is vital to identify their fundamental motives (Bussell & Forbes 2002) to give their time and work to an organization.

About the research evolution on volunteers' motivations we can mention a growing concern with this topic, shaped by the gradual appearance of studies and models. The literature emphasizes the importance of understanding volunteers' motivations and rewards in order to allow organisations to meet volunteers' expectations (Anderson & Moore 1978; Qureshi *et al.* 1979). The oldest researches on volunteers' motivations identify altruism as a primary motivation (Tapp & Spanier 1973; Howarth 1976; Esmond & Dunlop 2004; Widjaja 2010) and nowadays this concept still widely discussed (Horton-Smith 1981; Burns *et al.* 2006; Carpenter & Myers 2007). The distinction between altruistic and egoistic motivations (Horton-Smith 1981; Phillips 1982) or other non-altruistic reasons (Frisch & Gerrard 1981; Henderson 1981) appears in the eighties and we can state that the literature categorizes volunteers' motivations based on models with two or three factors that distinguish exactly the altruistic of the non-altruistic motivations. These models are strengthened by the work of several authors (Frisch & Gerrard 1981; Henderson 1981; Horton-Smith 1981; Phillips 1982) that identify altruistic and non-altruistic motivations as the concern of the individual with others and the self (Phillips 1982), career concerns (Frisch & Gerrard 1981) or leisure (Henderson 1981). The concept of volunteers involvement is referred for the first time and is considered as a process with many stages that might reflect different motivations (Phillips 1982).

Some authors (Cnaan & Goldberg-Glen 1991; Farrell *et al.* 1998) mention the existence of gaps in the literature including the descriptive nature of some studies about volunteers' motivations, the inexistence of relationships between different motivations and the weakness of the empirical evidence, since many of these studies were based on small samples. Some years later appears two models that try to understand volunteers' motivations - one factor model and multifactorial model (Esmond & Dunlop 2004; Widjaja 2010). At the start the one factor model is considered as the most appropriate, Cnaan & Goldberg-Glen (1991) conclude that volunteers have altruistic and non-altruistic motives, but they consider that volunteers do not distinguish the several motivations types and do not act according to one motivation or a group of motivations. These authors conclude that it is the combination of several motivations that builds volunteer experience and as such the model of one factor seems more appropriate to explain the reasons of those who volunteer. Later appears the multifactorial model that has as main objective understand the reasons, intentions, plans and goals that characterize the phenomenon of

volunteering (Clary & Snyder 1991). This model divides motivations according to their functions and classify motivations as follows (Clary *et al.* 1998): *value*, i.e. the chance for a volunteer to express his or her own values, knowledge and abilities; *understanding*, i.e., the opportunity of new learning experiences; *social*, i.e. the possibility to be with friends or to make new friends; *career*, related to the improvement of professional career through the voluntary work; *protective*, offering an alternative to negative feelings; and, finally, *enhancement*, related to their self-esteem and ego. This is, perhaps, one of the most complete categorisations in the literature (Ferreira *et al.* 2008).

It is also important mention the existence of intrinsic and extrinsic motivations (Ryan & Deci 2000; Raman & Pashupati 2002; Meier & Stutzer 2004). Volunteers might receive internal rewards as a direct result of their activities and because they like to "help others" do not expect other rewards (materials). So, this can be called intrinsic motivation (Ryan & Deci 2000). At the same time we can consider extrinsic motivation the situations in which "help others" plays a more secondary role and when volunteers expect rewards materialized in external benefits of their activity (Meier & Stutzer 2004). This means that instrumental reasons are essential to the decision-making (Meyer & Gagné, 2008). The sense of duty and responsibility to a particular community is, for many, the primary motivation and sometimes this configuration has shapes strongly influenced by religious traditions related to benevolence and altruism (Hustinx & Lammertyn 2003).

In our previous work (Ferreira *et al.* 2012) we identified four different motivations categories: development and learning, altruism, career recognition and belonging and protection and what follows is a discussion of each of these motivations.

Development and Learning category includes motivations related with the learning process, new perspectives and the increase of experiences. Several volunteers consider their work as an important inspiration to their knowledge, to the development and expansion of their horizons (Trogon 2005) and have confidence that these ability to learn increases their understanding about society, improves social skills and gain experience (Kemp, 2002), as well as familiarity with specific causes and the gain of new angles and viewpoints. At the same time volunteers want to increase their self-esteem, feel better about themselves (Edwards, 2005) and expect to keep themselves mentally and physically active (Rhoden *et al.* 2009). Is important to mention that volunteers who are part of this research develop their activities in hospitals, so we must highlight that this learning might be related with a particular pathology, meaning that this group of volunteers is concerned with certain diseases and deepen their knowledge about it can be an important asset.

Motivations related to **Altruism** are the second type of motivations most mentioned in our work. There is a notable absence of agreement over what is meant by altruism (Monroe 1996).

and “has sparked controversy both for and against” (Trogon, 2005: 15). According to Monroe (1996) altruism is a behaviour that will benefit other, even when this brings eventual sacrifices for the welfare of the actor. Motives related to “help others” (Cavalier 2006) or the determination of “make something worthwhile” (Soupourmas & Ironmonger 2001) are some examples of motivations included in this category. Considering the hospital environment, its fragility situations and the willingness to help of the volunteers, is important to emphasize its role as influencers of the hospital humanization, even in a scenario that might be extremely demanding for themselves (Paúl *et al.* 1999) bringing out exactly their selfless and altruistic side.

The category **Belonging and Protection** contains motivations related with social interaction, friendship, affection and love (Latham 2007), making new friends, meeting people (Anderson & Shaw 1999) and relationship network (Edwards 2005). We can mention interpersonal purposes and motivations might show a need to recompense an absence or loss of relations (Prouteau & Wolff 2008). According with these authors, widowed people more regularly report this type of motivations since the loss of a spouse makes them develop new personal relationships. We can also refer motives associated to external aspects of volunteers’ immediate control, as being valued and respected by family and friends (Edwards 2005).

The less important category is the one related to **Career Recognition**, which means that volunteers are not motivated by issues related to their career. Inside this category we can find the aim to make business contacts and improve the CV/ résumé in order to increase employability and gain experience beneficial to a full time work (Rhoden *et al.* 2009).

Satisfaction

Considerably vast, the literature about workers behavior cannot be lengthened and overlaid to volunteers because there are relevant distinctions between workers and volunteers (Ferreira *et al.* 2008). These distinctions can affect individuals’ attitudes regarding the tasks they are assigned to and, at the same time, influence their job satisfaction (Galindo-Kuhn & Guzley, 2001). The majority of the research in voluntary field agrees with the idea that job satisfaction plays an important role in voluntary behaviour, although there isn’t unanimity about the dimensions that should be considered (Vecina *et al.* 2009). The multiple measures of job satisfaction at the business scenario, help us to understand the complexity and diversity of the conceptualizations of this construct (Silverberg *et al.* 2001). Table 1 presents a summary of volunteers’ satisfaction research, identifying the dimensions of satisfaction, its forms of measurement and the context in which research was carried out. The attempt to assess job satisfaction has a long history (Spector, 1997), and is characterized by a wide variety of measurement instruments (Galindo-Kuhn & Guzley, 2001). A one-dimensional perspective of

satisfaction uses a single overall measure, and a multidimensional perspective uses several measures, such as intrinsic satisfaction (task consequence) and extrinsic satisfaction (action consequence) (Stride *et al.* 2007). Table 1 reflects, exactly, instruments diversity used in the study of different satisfaction dimensions in volunteering context. These dimensions may include the analysis of satisfaction with the ability to complete tasks (Costa *et al.* 2006), satisfaction with operational procedures (Silverberg *et al.* 2001) or satisfaction with management (Vecina *et al.* 2009), just to name some examples. They may also contain analysis to the global satisfaction or to the satisfaction with the volunteer experience (Kulik 2007; Finkelstein 2008; Stukas *et al.* 2009).

TABLE 1 - Satisfaction – dimensions, measures and context

Authors	Dimensions	Measure	Context
Farmer & Fedor (1997)	global satisfaction	3 questions from “Job Diagnostic Survey” (Hackman & Oldham, 1975)	health volunteers
Cnaan & Cascio (1998)	satisfaction with volunteer experience	8 questions	social and care volunteers
Farrell <i>et al.</i> (1998)	satisfaction with volunteer experience, site facilities and organisation	twenty-four questions	sport volunteers
Galindo-Kuhn & Guzley (2001)	satisfaction with communication quality, tasks, participation efficacy, support and group integration	39 questions	recreation volunteers
Silverberg <i>et al.</i> (2001)	satisfaction with nature of the work; contingent rewards; supervision; operating procedures; co-workers and communication	thirty-six item employee job satisfaction scale (Spector 1997)	public and recreation volunteers
Yiu <i>et al.</i> (2001)	satisfaction with the work	one question	social and care volunteers
Dávila (2002)	satisfaction with volunteer experience and overall satisfaction	classification of nine adjectives and one question (for overall satisfaction)	social, care and environmental volunteers
Kemp (2002)	overall satisfaction	open question	sport volunteers
Doherty & Carron (2003)	overall satisfaction	job in general (Smith & Brannick 1985)	sport volunteers
Sherer (2004)	satisfaction with the work, services, managers and other volunteers	Interviews	public volunteers
Cheung <i>et al.</i> (2006)	satisfaction with the work	one question	senior volunteers
Costa <i>et al.</i> (2006)	satisfaction with information; with variety of freedom; with ability to complete tasks and with pay/rewards	eight of the original fourteen items in the Job Satisfaction Scale (Wood <i>et al.</i> 1986)	sport volunteers
Kulik (2007)	satisfaction with volunteer activity	one question	adolescents
Arias & López (2008)	satisfaction with the social support received from the volunteers family, friends, other volunteers and staff	four questions	social and care volunteers
Millette & Gagné (2008)	overall satisfaction	two questions	social volunteers
Finkelstein (2008)	satisfaction with volunteer experience	five questions	hospice volunteers
Stukas <i>et al.</i> (2009)	satisfaction with volunteer experience	one question	various
Vecina <i>et al.</i> (2009, 2010)	satisfaction with management organisation, with tasks and with motivation	seven items (satisfaction with management), four items (satisfaction with tasks) from job diagnostic survey and six items (satisfaction with motivation) from volunteers motivations inventory (Clary <i>et al.</i> 1998)	social and care volunteers

To understand and to follow the development of volunteers satisfaction is crucial (Hibbert *et al.* 2003), particularly in contexts where their work and presence has become fundamental and whose future is deeply influenced and even dependent of their permanence. It seems evident to consider that more satisfied volunteers will be more dynamic and that the probability of staying in the same organisations is higher (Finkelstein 2008).

This research has the following goals: (i) to examine the configuration volunteers' satisfaction and (ii) to identify and understand which kind of motivation influences the different types of satisfaction. The differentiating elements of this research are connected to volunteers' working area and their nationality, i.e. we want to evaluate the satisfaction of Portuguese volunteers that work only in the health area (particularly in hospitals) and check which motivation influences satisfaction. We try to reach a better understanding of hospital volunteers, especially of those who have some interaction with patients and their families, and we will also verify if there are some correlations with demographic attributes (hours/week, age, income, education and participation in years).

Question 1 which type of satisfaction volunteers have

Question 2 which kind of motivation influences satisfaction

3. THE RESEARCH

The participants in this study are 304 volunteers that are affiliated to 19 different NPO's in Portugal. All the volunteers work in public hospitals and have direct contact with patients and their families. The volunteers were recruited through the organisation, specifically through the volunteers' managers. Surveys were collected within 3 months of the original date of distribution (October of 2009). Each participant needed to return the survey to the volunteer manager and then all the surveys were collected from the organisations.

3.1 Participants

In total, 327 volunteers from 19 different NPO's participated in the survey. In the end we get 304 responses since some of the questionnaires were not complete.

Participants are predominantly woman (84%) and are working for the same organisation for 7 years. Most of the volunteers are part time and donate, in average, nearly 6 hours per week to their organisation. Table 2 show data about civil state and age; education and monthly income and we can see that most of the volunteers are married and have between 52 and 68 years old; have an income lower than 2000 Euros and has a college degree.

TABLE 2 – Demographic attributes

Education	Frequency	%	Monthly Income	Frequency	%
Basic Education	67	22.0	until 1000€	68	22.4
9° to 11° degree	34	11.2]1000€- 2000€]	73	24.0
High Scholl	62	20.4]2000€- 3000€]	30	9.9
College Degree	76	25.0	More than 3000€	4	1.3
Pos-grad	12	3.9	Missing	129	42.4
Missing	53	17.4	TOTAL	304	100.0
TOTAL	304	100.0			
Civil State	Frequency	%	Age	Frequency	%
Single	40	13.2	18-34	26	8.6
Married	162	53.3	35-51	38	12.5
Divorced	29	9.5	52-68	145	47.7
Widowed	48	15.8	69-85	60	19.7
Missing	25	8.2	Missing	35	11.5
TOTAL	304	100	TOTAL	304	100

3.2 Measures and procedures

The survey was prepared to measure volunteers' motivation and satisfaction. Questions were rated in a seven point Likert scale. For the analysis of satisfaction we used twelve questions adapted from the works of Silverberg *et al.* (2001), Stukas *et al.* (2009) and Vecina *et al.* (2009). We can see these items in the following table.

TABLE 3– Satisfaction indicators

Construct	Satisfaction
Authors	Adapted from Silverberg, Marshall & Ellis (2001); Vecina, Chacón & Sueiro (2009); Stukas et al. (2009)
Items	
	A1. I feel satisfied, as volunteer, in this organisation because:
	1. I am meeting my humanitarian objectives
	2. I can do something for a cause that is important to me
	3. Volunteering allows me to gain a new perspective on things
	4. Volunteering allows me to learn new and more interesting things
	5. I feel fulfilled at a personal and professional level
	6. Volunteering makes me feel important and increases my self-esteem
	7. I enjoy the other volunteers I work with
	8. My tasks, as a volunteer, allow social relationships with several persons
	9. Volunteering helps me to forget my own problems
	10. Volunteering helps me work through my own problems
	11. I can make new contacts that might help my business or career
	12. I develop new skills that can help in my job

5. RESULTS

We are interested in identifying representative variables from the volunteers' satisfaction set of variables, in this case the 12 items presented previously, to use in subsequent multivariate analysis (Hair *et al.* 1998). We use an exploratory factor analysis (using PASW 18.0) to examine scales validity, considering as criteria eigenvalues greater than 1, factor loadings greater than 0.5 and values for Kaiser–Meier–Olkin (KMO) higher than 0.7 (Hair *et al.* 1998; Maroco 2003). We use Cronbach's alpha as the measure of internal consistency reliability and values greater than 0.7 to indicate a good internal consistency (Hair *et al.* 1998; Gliem & Gliem 2003).

The preliminary analysis exhibited a number of items that had inadequate loadings, because they were too low or because loadings were spread across more than one factor. An iterative process not including unsatisfactory items in different combinations yielded a more satisfactory pattern of loadings and more expressive factors. This optimal solution was completed after taking out four items from the analysis: “volunteering makes me feel important and increases my self-esteem” (item 6), “I enjoy the other volunteers I work with” (item 7), “my tasks, as a volunteer, allow social relationships with several persons” (item 8) and “volunteering help me to forget my problems” (item 9). Table 4 shows the rotated matrix and the eigenvalues suggest a two-factor solution. The end of Table 4 presents the percentage of variance in the full set of the items that can be attributed to the two factors. The cumulative value of total variance explained by the two-factor solution is 61.6% and the value for KMO is reasonable (0.717). The value for Cronbach Alpha is good (0.701) indicating homogeneity and internal consistency.

TABLE 4 – Rotated component matrix

Items	Components	
	1	2
3. Volunteering allows me to gain a new perspective on things	0.801	
2. I can do something for a cause that is important to me	0.799	
1. I am meeting my humanitarian objectives	0.777	
4. Volunteering allows me to learn new and more interesting things	0.755	
5. I feel fulfilled at a personal and professional level	0.587	
Cronbach's Alpha		0.792
11. I can make new contacts that might help my business or career		0.879
12. I develop new skills that can help in my job		0.830
10. Volunteering helps me work through my own problems		0.703
Cronbach's Alpha		0.724
Eigenvalue	2.843	2.087
Variance explained in %	35.532	26.089
Total variance explained in %		61.621
KMO		0.717
Bartlett's Test	Approx. Chi-Square	607.0
	df	28.0
	Sig.	0.0

The first component, comprising 5 items in total, has loadings that vary from 0.587 to 0.801. The items included here are related to the intrinsic satisfaction. Intrinsic means belonging to the essence of something. Intrinsic satisfaction is associated to the chance that organizations give to their volunteers to work and develop their capacities and expertise. In our research intrinsic satisfaction is reflected in statements relate to humanitarian objectives, learning and new perspectives and satisfaction as a result of the work done in a meaningful cause.

The second component has 3 items and loadings vary from 0.703 to 0.879. The items included here are related to the extrinsic satisfaction. This covers issues related to the resolution of problems, development of skills and contacts for their career. The mean of this variable is very low (1.95, considering a Likert scale of 7 points) materializing volunteers dissatisfaction regarding the way through volunteering they can convert their problems or strengthen some of their skills.

Using this factor loadings and inspired in the work of some authors, namely Herzberg *et al.* (1959); Chelladurai (2006); Stride *et al.* (2007) and Stukas *et al.* (2009), we decided to build a two-fold codification scheme and the two categories are: intrinsic satisfaction (component 1) and extrinsic satisfaction (component 2). Summary descriptive statistics are presented in the following table.

TABLE 5 – Descriptive statistics

	Minimum	Maximum	Mean
Component 1 - Intrinsic satisfaction (IS)	1	7	5.592
Component 2 - Extrinsic satisfaction (ES)	1	7	1.946

Before we perform the linear regression analysis is important to mention that from our previous work (Ferreira *et al.* 2012), as mentioned before, we identified four different motivations categories: development and learning (M1), belonging and protection (M2), career recognition (M3) and altruism (M4). Their means can be seen in appendix 1. These motivations will be the independent variables of our linear regressions. The dependent variables are the two types of satisfaction (intrinsic and extrinsic), explained above. Therefore our second objective is subdivided in two specific research questions:

Question 2a which kind of motivation influences intrinsic satisfaction.

Question 2b which kind of motivation influences extrinsic satisfaction.

Analysing Table 6 we can see the values for the coefficient of determination (R^2). This coefficient shows how the regression equation represents this set of data and, according to Maroco (2003), values of $R^2 > 0.5$ are considered acceptable. So, in our examples, the fit of the model to the data is satisfactory. Table 6 also displays the results of the linear regressions and we can say that intrinsic satisfaction is influenced by motivations related to development and learning (M1) and altruism (M4). Extrinsic satisfaction is influenced by belonging and protection (M2) and career recognition (M3).

TABLE 6 – Regression results

Independent variables	Intrinsic satisfaction (IS)			Extrinsic satisfaction (ES)		
	Coefficient	Std. error	Sig.	Coefficient	Std. error	Sig.
Motivations related to development and learning (M1)	0.457	0.058	0.000	-0.092	0.063	0.145
Motivations related to belonging and protection (M2)	0.078	0.047	0.094	0.117	0.052	0.025
Motivations related to career recognition (M3)	-0.025	0.039	0.526	0.702	0.049	0.000
Motivations related to altruism (M4)	0.071	0.036	0.047	0.021	0.037	0.561
R^2	0.497			0.528		

We check also the existence of correlations. Table 7 presents relationships between different type of motivations and satisfaction and some demographic variables, specifically hours dedicated to the organisation, age, income, education and participation in the organisations (in years). There are some salient features, such as the similarity of the results, the small number of statistical significant correlations and the weakness of these correlations, since the highest correlation is only -0.355 between age and extrinsic satisfaction. We can see some others

negative correlations between participation and extrinsic satisfaction, between education and the motivation related to belonging and protection (M2) and between age and the motivation related to career recognition (M3). Finally we should mention a positive relation between hours per week and intrinsic satisfaction.

TABLE 7 – Pearson correlations

	IS	ES	M1	M2	M3	M4
Hours/Week	0.182**	0.003	-0.052	0.055	-0.069	0.064
Age	-0.043	-0.355**	-0.105	0.099	-0.278**	0.047
Income	-0.051	-0.135	-0.107	-0.096	-0.131	0.069
Education	-0.041	0.075	-0.076	-0.183**	0.091	0.068
Participation (years)	0.057	-0.180**	-0.079	0.088	-0.111	0.073

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

6. DISCUSSION

Our **first research question** is about the type of satisfaction volunteers have, upon examining the quantitative data, the results allows us to classify two types of satisfaction – intrinsic and extrinsic. Intrinsic satisfaction is when workers consider only the nature of the work (Locke 2003) and is related with the work engagement of volunteers (Gagné 2003). Intrinsic implies belonging to the essence of something, is internal, so intrinsic satisfaction refers to a well-being resulting from a task completion (Chelladurai 2006). The factors related to intrinsic satisfaction can be controlled by the individual as a result of their role. The intrinsic satisfaction is related to the opportunity that the organisation offers to their volunteers to put into practice their talents and skills in order to meet their expectations and their personal development. In our research, intrinsic satisfaction is seen in statements related to humanitarian goals, new perspectives and fulfilments. Extrinsic satisfaction is a consequence of an action (Stride *et al.* 2007), is when workers consider the conditions of work. In our research extrinsic satisfaction covers issues related to volunteers' satisfaction with the resolution of problems and the development of career contacts and skills. Note that this variable has a very low mean (see Table 5), comparing with the intrinsic satisfaction, materializing its minor importance to the volunteers.

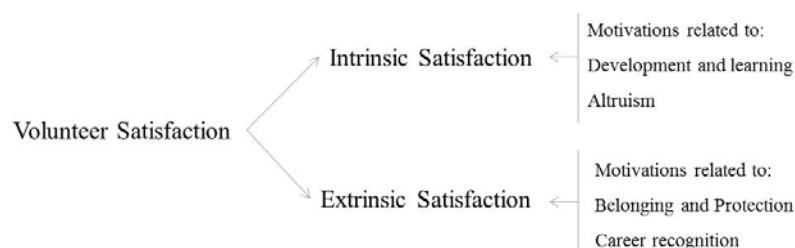
Our **second research question** is related with the kind of motivations that influences satisfaction and is subdivided into two. We can see, through the linear regression (Table 6), that intrinsic satisfaction is influenced by motivations related to development and learning (M1) and altruism (M4) – Q2a. The factors related to intrinsic satisfaction can be controlled by the individual since derive from their assigned role. There is a positive relation between motivation and satisfaction (Davis *et al.* 2003) or between the expectations and volunteers job satisfaction

(Farmer & Fedor 1997). In our research the main motivations of hospital volunteers are learning and development (M1) and altruism (M4) and this are the motivations influencing intrinsic satisfaction meaning that volunteers work in a hospital environment and the contact with patients and / or their families allows them to precisely meet their expectations, influencing their intrinsic satisfaction. Volunteers' intrinsic satisfaction has high values materializing exactly this impact. So, if the organisation can meet volunteers' motivations the result will be a positive impact on their intrinsic satisfaction, which occurs in this research. To meet volunteers' motivations, NPOs must match the job settings with the volunteers motivations in order to improve volunteer satisfaction (Cnaan & Cascio 1998; Silverberg *et al.* 2001). In the literature we can find some similar results (to Q2a) for example “the volitional nature of volunteer work, (...) and the expressive orientation of volunteer work set up being satisfied with simply helping others” (Galindo-Kuhn & Guzley, 2001: 64); altruistic motives are indicated as the main category of motivation and, overall, volunteers were satisfied with their experience (Sherer 2004) so volunteers stated higher satisfaction the more their experiences matched their reasons for helping (for all motives but career) (Finkelstein 2008).

Extrinsic satisfaction is influenced by belonging and protection (M2) and career recognition (M3) – Q2b. In our research M2 and M3 are the motivations with the lowest values and the same is true for the extrinsic motivation. Our data shows that volunteers are not satisfied (extrinsic satisfaction) with the way, through volunteering, they can solve their problems or develop some of their skills and contacts for their professional and career, which effectively is consistent with this results since belonging and protection and career recognition are the ones influencing extrinsic satisfaction. Galindo-Kuhn & Guzley (2001: 64) affirm that “there is expected volunteers to be satisfied; therefore, that is what gets reported”, which is not exactly true in our research since volunteers also show their little satisfaction with the motivations mentioned. At the same time we can find similar results (to Q2b) in some other works, for example be part of a unique event and achieve job skills as the major source of volunteers satisfaction (Kemp 2002), or task and social cohesion as predictors of the volunteer satisfaction (Doherty & Carron 2003).

We can see all the relations previously mentioned in the following figure.

FIGURE 1 – Volunteer satisfaction



Finally, we discuss the **correlations** with the demographic attributes presented in Table 7. We can see some negative correlations between age and extrinsic satisfaction, between participation and extrinsic satisfaction, between education and the motivation related to belonging and protection and between age and the motivation related to career recognition. There is only one positive correlation between hours per week and intrinsic satisfaction.

Extrinsic satisfaction presents a very low mean and analysing the correlations presented in Table 7 we can see that it shows two negative correlations, one with the age of the volunteers and another with the participation of the volunteers (in years). As mentioned before, extrinsic satisfaction covers issues related with the resolution of problems and development of skills and contacts for their career. At the same time, is worth noting that volunteers of this research have more than 52 years and the motivations with higher values, on average, are learning and development and altruism, as such it is clear that extrinsic satisfaction has a negative relationship with age. Similarly it can be stated that the volunteers remain more years within the same organisation if their motivations are satisfied (Vecina *et al.* 2009). The work of Hobson & Heler (2007) indicates the existence of a positive relationship between satisfaction and the permanence of the volunteer, while Omoto & Snyder (1995) suggests that motivations focusing more on the individual, possibly related to learning and development, lead to longer permanencies. In this research the motivations that get higher values, as mentioned above, are the ones related with learning and development and altruism, and these ones will have a closer relationship with the intrinsic satisfaction so it seems natural the existence of a negative relationship between volunteers permanence and extrinsic satisfaction.

Motivations associated with belonging and protection presents a negative relation with education. This type of motivation includes aspects related with loneliness, friendships, personal problems and even with the need to please, although “it is likely that more schooling means people will be more self-confident, more secure, more knowledgeable about social issues, more aware of social problems and ways of tackling them, and so on, all attributes that could influence why they volunteer” (Musick & Wilson 2008: 75). So, volunteers with higher levels of education give less importance to the motivations cataloged as belonging and protection.

There is a negative correlation between age and motivation with career recognition, meaning that older volunteers tend to not be motivated by this kind of motivation. In the work of Okun & Schultz (2003) we can see a positive relation between age and social volunteer motivation and a negative relation between age and career and understanding volunteer motivation. Analysing Table 2 we can see the age group with 52 to 68 years (47.7%) as the one with the highest representation followed by the age group that lies between 69 and 85 years (19.7%), at the same time the most mentioned work situation is retired so we can affirm that this group of volunteers is not linked to career recognition motivation, must probably because for these volunteers the

career has finished or is close to the end, consequently the motivations of these volunteers will be of different nature as specified before.

Lastly, we discuss the positive relation between hours given by the volunteer to their organisation (per week) and intrinsic satisfaction. In this research, most of the volunteers are part time and donate, in average, nearly 6 hours per week to their organisation. It is important to note that time devoted to the organisation is above the national average – around 4 hours and half (Almeida *et al.* 2008) - and refer that intrinsic satisfaction has a very high mean (5.6) emphasizing the fact that volunteers are satisfied with their organisation since makes them feel fulfilled, to gain new perspectives and to meet their humanitarian goals, so volunteers feel a well-being as an outcome just because could complete a task. In the work of Wymer (1999) we can see that hospital volunteers work more hours, on average, than other volunteers and compared to other types of volunteers, hospital volunteers are older and more dedicated and committed to their organisation. In the work of Cnaan & Cascio (1998) we can see a correlation between volunteer satisfaction and motivation to volunteer and the higher this value the more hours volunteers worked. So, this explains the hours offered to the organization by the volunteers, embodying precisely the correlation under discussion.

7. CONCLUSION

Being aware of the importance and the effect of the volunteers, particularly the ones that work in hospitals and bearing in mind that their presence is favourable for many stakeholders is fundamental to comprehend their activity as well as the factors that might affect them. In order to be sustainable, organisations that rely on volunteers must plan in a proper and adjusted way. In order to attain these objectives, it has long been acknowledged that an understanding of the initial motivations for volunteering as well as the factors that lead to satisfaction is critical (Ralston & Rhoden 2005).

In our previous work we identified four different motivations categories: development and learning, altruism, career recognition and belonging and protection. The most important motivations are development and learning, followed by altruism. Belonging and protection, followed by career recognition are the least mentioned motivations (Ferreira *et al.* 2012). We categorize satisfaction through a factor analysis and found two categories: intrinsic and extrinsic satisfaction. The findings show that the highest satisfaction arises from an intrinsic sense of volunteers use their talents and skills in order to meet their expectations and feel fulfilled. The extrinsic satisfaction is a consequence of the resolution of problems and the expansion of career contacts.

Then, we use linear regression models to find out the relations between motivations and satisfaction. The outcomes show that motivations related to belonging and protection and career

recognition are the ones influencing extrinsic satisfaction and we can find similar results in the literature (Doherty & Carron 2003). Motivations associated to development and learning and altruism are the ones inducing intrinsic satisfaction, so volunteers reported greater satisfaction the more their experiences complemented their reasons for volunteering, confirming the results of some important works presented in the literature (Sherer 2004; Finkelstein 2008).

There are various significant correlations but only one positive correlation between hours per week and intrinsic satisfaction, so this means that satisfaction predicts time spending volunteering and this result are consistent with the results found in the work of Finkelstein (2008).

In terms of upcoming research the study population could be extended and comprise other volunteers groups and/or organisations that work in the health area (e.g. organisations that work on particular diseases like breast cancer or mental illness) or even to volunteers working in different actuation areas because we consider it would be curious and interesting to verify whether volunteers' motivations are indistinguishable or not according to the area they work.

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APPENDICES

Appendix 1 – Volunteers’ motivations

TABLE 8 - Volunteers’ motivations

Motivations	Mean
M1 - Development and Learning	5.5
M2 - Belonging and Protection	3.7
M3 - Career Recognition	2.0
M4 - Altruism	5.2