

Motives of Youth Volunteer Behavior

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Abstract—This aims of the study are to obtain an overview of the changing motives of youth volunteer behavior before and after participating in the Positive Youth Project. The model used in this research was a quasi-experimental model with a pre-posttest design. Twenty- five high school students participated in this study by filling out the Volunteer Functions Inventory measuring instrument and receiving material with various delivery methods over the course of four days. In general, this activity is able to increase the score of the measuring instruments used, evident by the increase in mean after the activities when compared to the mean before the activities. The part that shows significant changes after delivering the material is 1) motivations for being a career, social, value, and protective volunteer, 2) career outcomes, values, protection, and understanding, and 3) satisfaction. The parts that show insignificant changes are 1) reasons for becoming volunteers in terms of understanding and enhancing, 2) social outcomes, and enhancing, and 3) long-term intentions.

Keywords—*motives, volunteers, students*

I. INTRODUCTION

Unpaid helpers or commonly known as *volunteers* are now starting to become an option for some people. *Volunteer* activities can also be carried out in various forms, fields or activities. For example, volunteering in the field of education, health or in the economy. In the field of education, one of them is activities that encourage youth to learn to volunteer. The activity is an annual activity held by the Indonesian Psychology Association (HIMPSSI) of the South Sulawesi Region; the program is called Positive Youth Project.

Positive Youth Project has been implemented for two consecutive years and was recently held for the third time in 2018 (indopositive.org). In this activity, the participants were teenagers selected from the results of the selection process conducted by the organizers. Some of the highlights are that participants can learn about volunteering is to be invited to become volunteers and do positive activities in their respective environments. Based on data obtained from www.indopositive.org, there are around 75% of the selected teenagers who plan and carry out programs obtained from Positive Youth Project.

Unger [1] states that altruism is the main form of motivation for a volunteer. However, other findings explain that each worker or *volunteer* has different motivations and goals. There are many influential factors, one of which being gender. Female volunteers tend to have higher motivation than men [2].

Teenagers who become volunteers will experience a positive impact on themselves and their surrounding

environment. They are able to give new views and get opportunities to be more successful in the future [3]. In addition, the benefits of being a volunteer can have an impact on the health of the individual. Volunteers are considered to have more social relationships and improved life expectancy than those who are not volunteers. Volunteers will also have social support from the results of carrying out these activities. It can change health conditions for the better [4].

The participants who have participated in the Positive Youth Project, some of which have even carried out volunteer activities such as storytelling, teaching, and becoming facilitators and initiators of the reading garden. This is supported by the process experienced during the activity. Through the Positive Youth Project program, researchers were interested in seeing an overview of the motives of volunteer behavior of the participants and determining the difference in motivation before and after the participants received volunteer behavior education in the program.

In simple terms, volunteers are interpreted as people who help others without hope for appreciation or compensation in any material form and participate in volunteerism intended to improve the welfare of others [5]. Volunteering is known as a form of skill development and is often intended as a form of sharing goodness and improve the quality of human life. Volunteering has positive benefits for the volunteers themselves and also for the people or communities served.

Papadakis et al. in Yoshioka et al. [6] state that volunteerism is an activity carried out by someone without financial reward, and benefit others and also benefit the volunteers. Bastien [7] states that volunteerism is a behavior that may seem self-sacrificing in nature, but in reality, volunteerism serves many purposes for the volunteers. People volunteer not only for the good of others but also for themselves. Another explanation is expressed by Snyder [8] that volunteers give volunteering sustainable assistance, and exhibit productive results after getting motivated and giving a commitment to help and be actively involved for a long time.

Volunteering is generally regarded as an altruistic activity in which individuals or groups provide services without financial or social benefits to benefit others, groups or organizations [9]. In conclusion, volunteerism is a person's action for another person or group to give something without expecting a reward.

The study identified at least six *volunteering* functions for individuals [10], namely:

- a. Values, many volunteers emphasize personal values such as affection for others, the desire to help disadvantaged people, give special attention to groups or communities.
- b. Understanding, to gain a deeper understanding of learning a social event, exploring personal strengths, developing new skills, and learning to work with various people.
- c. Social, the third motive can be a social motive, reflecting the desire to be friends, conduct activities that have significant value or get social acceptance.
- d. Enhancement, the fourth motive is career development. Volunteering activities can help individuals explore career options, build potential contacts, and add to the list of activities that are of social value on their resumes.
- e. Protective, volunteering activities also contain a function of self-protection. This activity may help someone escape difficulties, not feel lonely, or reduce feelings of guilt.
- f. Career, the last function is for self-enrichment. Volunteering activity may help people feel needed or become important people, strengthen self-esteem, or even develop personalities. Religion can also be an important factor.

Mitchell & Taylor in Fu [11] mentions that there are four types of volunteers related to the role of volunteers, namely:

- a. *Policy-making volunteers*: volunteers who make policies, work on task forces, review panels, commissions, and councils.
- b. *Administrative volunteers*: a volunteer who provide office support through activities such as word processing, coordinating schedules, and arranging correspondence.
- c. *Advocacy volunteers*: volunteers who provide support through fundraising efforts, write letters and contact members of parliament, give testimony at public hearings, organize community support, and work in the field of public relations.
- d. *Direct service volunteers*: volunteers who may be involved in activities such as counseling, recreation, and teaching. The current trend is to link clients, especially those who train volunteers as part of the overall intervention plan. Often, trained volunteers handle crisis telephone lines, or hotlines, and refer callers to appropriate community sources.

Nashori [12] actions that like helping or volunteerism cannot be separated from prosocial behavior. Prosocial behavior includes all forms of actions taken or planned to help others, regardless of the helper's motives. Prosocial behavior has a broader range of altruism. Some types of prosocial behavior including altruistic actions and some other behaviors are not categorized as altruistic. The notion of prosocial behavior ranges from selfless acts of altruism to helpful actions that are fully motivated by self-interest.

The purpose of this study is to get an idea of the changing motives of the behavior of adolescent volunteers before and after participating in the Positive Youth Project 2018 program? This research can be a reference source for

developing related research. Motives to become volunteers can open up space for research topics that focus on developing adolescents and increasing motivation found in a number of volunteers.

II. RESEARCH METHODS

This research is quantitative research, namely research that emphasizes the use of numbers as data that will be processed to determine the results. The variables in this study were the motives of volunteer behavior and the Positive Youth Project program itself. The motive for volunteer behavior was a dependent variable, while the Positive Youth Project was an independent variable. The motives of volunteer behavior referred to in this study were scores obtained by individuals after completing The Volunteer Functions Inventory from Clary and Snyder. While the Positive Youth Project program is a camping program for four days, where participants received material related to social projects, *volunteerism*, books and social movements, literacy in child development, and designing social projects.

The material is provided with various methods ranging from *ice breaking*, *sharing sessions*, lectures, *focused group discussions*, simulations, presentation, to *outbound*. This study used a quasi-experimental model with a pre and posttest *design*.

The research subjects consisted of twenty-five high school students who registered and were selected through a selection process. They came from various regions, twenty people from South Sulawesi, two people from West Nusa Tenggara, one person from North Sumatra, and two people from South Sumatra in which fourteen of them were female and eleven male.

Data was collected through measuring instruments made by Clary and Snyder [10] that had been previously translated. The measure is The Volunteer Functions Inventory. This measuring instrument was aimed to measure the motives and motivations of volunteers. This gauge was arranged based on four assumptions, namely: 1) the human being has a goal, is able to plan, and is useful to others, 2) different people can do the same for different people, 3) each individual may be motivated by more than one goal, and 4) outcomes depend on the suitability of needs and goals with opportunities provided by the environment. This measuring instrument has 48 items and consists of four parts, namely: 1) items 1 to 30 are part of the *reasons for volunteering (career, social, values, understanding, enhance, and protective)*, 2) items 31 to 42 are part of the *volunteering outcomes (career, social, values, understanding, enhance, and protective)*, 3) items 43 to 47 are part of *satisfaction*, and 4) item 48 which is part of *long-term intentions*. The subjects were asked to respond giving a response of one to seven for items 1-47. Where the number one represents the response is very inappropriate or very incompatible with me, while the number seven represents the response is very appropriate in accordance with me. Meanwhile, in item number 48, subjects were asked to determine their hopes for the next year. The data were analyzed using paired-samples t-tests. In this study, software, Microsoft Excel, and SPSS 25 was used to assist in analyzing data.

III. RESULTS AND DISCUSSION

Table 1 shows the results of data analysis by comparing scores before and after intervention, and using *paired samples t-test*. After the intervention was carried out, there were significant changes in several parts, but also there were some parts that did not show significant changes. The part that shows significant changes after giving the material is 1) reasons for being a career ($p=0.005$), social ($p=0.000$), and

protective ($p=0.009$), 2) career outcomes ($p=0.044$), protection outcomes ($p=0.009$), and understanding outcomes ($p=0.007$). Whereas, the parts that show insignificant change are 1) reasons for becoming volunteers in terms of values ($p=0.34$), understanding ($p=0.153$) and enhancing ($p=0.093$), 2) social outcomes ($p=0.087$), value outcomes ($p=0.34$), and enhancing outcomes ($p=0.59$), and 3) satisfaction ($p=0.11$), 4) long-term intentions ($p=0.323$).

TABLE I. T-TEST RESULTS

		Mean	T	Df	Sig (1-tailed)	Details
Pair 1	TCareer - BCareer	1.68000	2.791	24	.005	Significant
Pair 2	TSocial - BSocial	3.64000	3.635	24	.000	Significant
Pair 3	TValues - BValues	1.36000	1.905	24	.34	Not Significant
Pair 4	TUnderstanding - BUnder	.84000	1.045	24	.153	Not Significant
Pair 5	TEnhance - BEnhance	1.36000	1.358	24	.093	Not Significant
Pair 6	TProtect - BProtect	2.32000	2.528	24	.009	Significant
Pair 7	TOC - BOC	.64000	1.778	24	.044	Significant
Pair 8	TOS - BOS	.88000	1.401	24	.087	Not Significant
Pair 9	TOV - BOV	.76000	1.914	24	.34	Not Significant
Pair 10	TOE - BOE	.60000	1.623	24	.59	Not Significant
Pair 11	TOP - BOP	1.24000	2.526	24	.009	Significant
Pair 12	TOU - BOU	1.28000	2.622	24	.007	Significant
Pair 13	TSatisfaction - BSatisfaction	2.12000	2.430	24	.11	Not Significant
Pair 14	TLTI - BLTI	.08000	.464	24	.323	Not Significant

The research findings show that material related to social projects, *volunteerism*, books, and social movements, literacy in children's development, and designing social projects, are generally able to improve *reasons for volunteering* scores, *volunteering outcomes*, *satisfaction*, and *long-term intentions* on The Volunteer measuring instruments Functions Inventory. The materials and education try to encourage participants to achieve several things. For more details, here are the objectives of each material given to participants:

A. Technical Material for Social Project

1. Participants know the steps to create a social project.
2. Participants know the technical implementation of the social project.
3. Participants are motivated to carry out social projects.

B. Volunteerism

1. Participants know things that must be owned and prepared to become volunteers.
2. Participants know the benefits of volunteering.
3. Participants want to be volunteers.

C. Books and Social Movements

1. Participants know the benefits of reading.
2. Participants know the strengths or things that can be changed by books.
3. Participants understand that books can become media in social movements.

D. Literacy in Child Development

1. Participants know about child literacy issues in Indonesia.
2. Participants know the impact of increasing literacy in Indonesia, especially child literacy.

3. Participants were motivated to carry out a social project on child literacy.

E. Social Project

1. Participants understand the forms of social, educational projects.
2. Participants know the obstacles faced when implementing a social project.
3. Participants know how to solve problems faced in implementing social projects.
4. Participants are able to maximize the design of the social project created during the activity.

The material was provided with various methods ranging from *ice breaking*, *sharing sessions*, lectures, *focused group discussions*, simulations, presentation, to *outbound*. The materials were given over a four day period following the program agenda that had been previously made.

Although in general, this activity is able to increase the score of the measuring instrument used, and evident from the increase in the mean after the activity when compared to before the activity, the increase experienced variation. The variation in question is a number of parts of the measuring instrument showing significant changes, and other parts showing insignificant changes. The part that shows significant changes after giving the material is 1) reasons for being a career, social, value, and protective volunteer, 2) career *outcomes*, values, protection, and understanding, and 3) satisfaction, whereas, the parts that show insignificant change are (1) reasons for becoming volunteers in terms of *understanding* and *enhancing*, (2) social *outcomes*, and *enhancing*, and (3) *long-term intentions*. Thus it is deemed necessary to find a more appropriate formulation to improve the parts that did not change significantly.

IV. CONCLUSIONS

Based on the results of the above research, it can be concluded that:

1. In general, this activity is able to increase the score of the measuring instruments used, which was seen from the increase in mean after the activities when compared to before the activities.
2. The part that shows significant changes after giving the material is 1) career, social, and protective reasons, 2) career, protection, and understanding outcomes.
3. Parts that show insignificant changes are 1) reasons for becoming volunteers in terms of understanding, and enhancing 2) social, values, and enhancing outcomes, and 3) satisfaction and 4) long-term intentions.

ACKNOWLEDGMENTS

This research was funded by DIPA funds from Makassar State University, and for this reason, we would like to thank the Chancellor of Makassar State University, Research Institute, Faculty of Psychology, and those who helped carry out this research.

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