VOCATIONAL COLLEGE STUDENTS VOLUNTEER MOTIVATION

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Abstract

Vocational education institutions have been concerned about how to prepare students for the world outside the classroom. Vocational college student volunteering especially in special events differ from the other form of volunteering. Using the literatures reviews of volunteer motivation, the purpose of this article is to make a contribution towards vocational college students motivations to become involved in volunteering. Literature clearly distinguish between three broad explanatory variables to explain motives for volunteers; material/utilitarian, solidary/affective/social, purposive/normative/altruistic. Since students are motivated to volunteer for multiple reasons, vocational educational institution (which include faculty and staffs) should recruit volunteers by appealing to both the student's selfless and selfish motivations.

Keywords: vocational college students, volunteer, motivation.

1. Introduction

To deliver services many organizations depends on volunteers, but because of a lack of volunteers, organizations find that they are unable to provide the services. Volunteer work does not provide any salary for the volunteers (Pearce 1993 p.8), still many organizations are dependent on the voluntary contribution of people and are really interested to keep volunteers. But why are people doing it? Wanting to make connection with others and involved in local community become a variety of reasons people volunteered.

Bali Tourism Institute as a public vocational education institute in Bali is well-known to provide their college students to become volunteer for national and international events that take place in Bali. For example, Miss World in 2013, APEC Conference in 2013, IMF Conference in 2018, and many educational conference such WCBM (World Conference in Business and Management) in 2017, BTFI (The Bali Tourism Forum International) in 2018, INSPIRE Conference in 2019 and the APIEM (Asia Pacific Institute for Events Management) in 2019. To help students increase their skills, boost their chances of getting a job while meet new people and make new friends are the reasons the students take up volunteering. Regardless the students' motivation to become volunteer, the institute are more concern about the level of support and training opportunities provided by the events. If not appointed by the campus, the students will have considered whether the expenses are reimbursed, their availability, their personal circumstances, the type of activities and the level of involvement could be the motivation behind the students' desire to volunteer. Finch's (2017) survey of 3.020 American adults found out the incentives that would be most motivating for volunteer are as follows: convenient scheduling (27%), proof of work's impact (24%), professional development (22%), social/networking event (15%), and discounts at local business (12%).

Scholars have found students volunteer to obtain job training, skills and admission into educational institutions (Hall et al. 2006; Gillespie & King 1985). Whatever the reason a person wants to volunteer, understanding their motivation will help in supporting and developing that volunteer and hopefully retaining them. Information on someone's motivation to volunteer can be gained at the recruitment stage on an application form, during an informal chat or at an interview. Keeping track of whether a person's motivation has changed is also important and can be done through regular supervision sessions.

The objective of this research is to enhance and sustain volunteers' motivation by analyzing motivation determining factors and outcomes. Understanding of vocational student's motivations to become involved in volunteering would seem to be important.

2. Literature Review

Volunteer

Students might be looking to volunteer during the holidays whilst someone with a family might be looking for more one-off activities rather than a volunteering opportunity that requires a regular time commitment. Some people might want to be involved in volunteering on a regular basis (e.g. once a month or more) whilst others might only want to be involved in a one-off activity or during a particular time of the year, such as during the summer or at Christmas.

Volunteer work is defined as organized unpaid help to support another person, groups or movement (Wilson, 2000). Elementary definitions describe volunteers as those who help others with no expectation of monetary rewards and volunteerism as a type of activity that is intended to improve the wellbeing of others (Mowen & Sujan, 2005). Carlo et al. (2005) referred to *volunteering* as "performing a service without compensation for an organization or agency"

Smith et al. (2010) stated that student volunteering is sometimes conceptualized as outward-looking, focusing on students volunteering within their local communities, although this activity may be organized through their university. The external focus can result in some educational institutions excluding (some) internal volunteering roles, where students volunteer within the university, student union/association, and student led clubs and societies. The positioning of curriculum-based volunteering and service learning with an element of compulsion attached is also variable. College students tend to be inclined to volunteer and have the potential to provide tremendous support to agencies and organizations, this group should not be overlooked for volunteer recruitment (Burns et al., 2005).

Motivation

Most scientists agree that people do not simply perform actions just for the sake of doing them. A thorough knowledge of the factors that motivate an individual to service is crucial to recruitment and retention of quality volunteers (Bruyere & Rappe, 2007). Volunteers are unpaid workers and thus, are motivated by factors other than monetary compensation some research concerning work-related motivation is applicable to volunteers. Volunteer motivation cannot be easily described as altruistic or egoistic because some motives combine self-interest and others-interest, and because many people indicate that they have both types of reasons for volunteering (Clary & Snyder, 1999).

Numerous models of motivation have been used to categorize and explain volunteer motivation. While some models are more widely used than others, all of them will be introduced. According to Herzberg (1966), the factors associated with work considered to be motivators include: achievement; recognition; tasks (the work itself); responsibility; advancement; and personal growth. The factors associated with work considered to be hygiene include: policies and administration; supervision/managerial relationships; salary; working conditions; status; security; and coworker relationships.

Other motivation theories have been studied extensively in the business literature, but they do not break down the components of motivation as specifically as the Two-Factor Theory and consequently, do not allow for such detailed analysis. For example, Maslow's Theory of Needs (1954) states that individuals reach higher level needs such as self-esteem and self-actualization only after lower level needs such as belongingness and safety needs have been met. While useful in other contexts, this theory is not geared towards job-related motivation. Alderfer's ERG Theory (1972) states that people have three core needs: existence; relatedness; and growth. This scheme does not include the rigid hierarchy of Maslow, indicating that employees may experience needs concurrently. But its broad categories lead to a generalized evaluation of motivation. McClelland's Needs Theory (1961) also acknowledges three sets of needs: achievement; power; and affiliation. His research suggests that achievement needs, and to a lesser degree, power and affiliation needs, are related to job performance, thus linking employee motivation with job outcomes. While beneficial at an individual level, the Needs Theory does not focus on the dynamics of group-level motivation. Adams' Equity Theory (1965) explains that employees will strive for equitable situations when comparing themselves to coworkers as they consider inputs to a job, level of effort expended and job outcomes. However, Equity Theory does not expound upon the actual motivators that cause individuals to act the way that they do in the workplace.

Mogan (2016) study concluded that there are two-dimensional and three-dimensional models are more widely used in volunteering literature. The two-dimensional models distinguish between egoistic and altruistic motivations (Clary & Miller, 1986; Frisch & Gerrard, 1981; Horton-Smith, 1981; Latting, 1990). An egoistic motivation, is related to tangible rewards, and argues that a motive for acting-or volunteering-is directed towards the ultimate goal of increasing our own welfare (Batson, 1991) and "altruism" holds that

individuals may act with the ultimate goal of increasing the welfare of others (Horton-Smith, 1981; Pinker, 1979; Titmus, 1971). Gidron (1978) used Herzberg's two-factor theory of intrinsic and extrinsic hygiene factors for explaining motivations to volunteer. The three-dimensional models typify motivations as altruistic, material, and social (Adams, 1980; Fitch, 1987; Gillespie & King, 1985; Knoke, 1988; Knoke & Prensky, 1984; Morrow-Howell & Mui, 1989; Prestby et al. 1990).

3. Methodology

This paper is mainly based on literature research. This paper seeks to review the existing literature on vocational college students volunteer motivation.

4. Discussion

Vocational college students usually volunteer in special events which different from other forms of volunteering. Monga (2016) characterized special events by festive spirit, uniqueness, tradition, hospitality, celebratory atmosphere, elements of leisure, social, and cultural experiences, are of limited duration, and offer a special experience. These unique characteristics of special events differentiate the motivation to volunteer for special events.

Most research on motivation has focused on work-related motivation as it is deemed to have a greater impact on the economy and thus, regarded as more important (Johnson, 2007). As mention before volunteers are unpaid workers and thus, are motivated by factors other than monetary compensation, other researcher concerning work-related motivation is applicable to volunteers, which has an essential difference. Intrinsically motivated behavior involves engaging in an activity for the satisfaction, or enjoyment inherent in performing the activity (Finkelstien, 2009). On the contrary, extrinsic motivation involves performing an activity to obtain a separable outcome (Finkelstien, 2009). An individual motivated by extrinsic motivators engages in an activity because it contains instrumental, instead of intrinsic, value (Ryan & Deci, 2000).

Researchers have often relied on the functional approach, and instruments such as the Volunteer Function Inventory (VFI), to examine motivations to volunteer. Scholars sorted these motivations into specific categories, which originated from the psychological functions served by volunteering. The study supports relevant literature on the topic, such as Moore et al. (2014), that found values and understanding to be the most important motivations to volunteer among college students. Table 1. Depicted the categories used to evaluate the volunteer motivations based on several studies.

Table 1.
Categories of Volunteer Motivations

Category	Volunteering allows the individual to …	Supporting Authors
Values	Express values related to altruistic and humanitarian concerns for others.	Clary et al. (1998)
Understanding	Increase knowledge and perspective. The chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed.	Clary et al. (1998)
Social	Be with friends and family while volunteering, and to create new relationships	Clary et al. (1998)
Career	Prepare for a career (e.g., resume building) and build professional skills (e.g., communication and task management skills).	Clary et al. (1998)
Protective	Protect oneself from negative feelings (e.g., reduce guilt from being more fortunate than others) and address personal problems (e.g., volunteer to heal from current or past issues).	Clary et al. (1998)
Enhancement	Grow and develop the oneself (e.g., personal growth and increased self-esteem or self-worth).	Clary et al. (1998) Holdsworth (2010)
Requirement	Satisfy an external demand (e.g., scholarship program or class).	Ghose & Kassam (2014) Beehr et al. (2010)
Recognition	To be acknowledged for contributions and talents.	Esmond & Dunlop (2004)
Religion	To express altruistic values instilled by religion/ religious affiliations.	Esmond & Dunlop (2004)

Source: Washington, 2018

The majority of literatures has emphasized three variables of motives to volunteer (Taylor, 1995): *Material/utilitarian*: rewards that have monetary value or can be translated into monetary value, such as wages, salaries, property value, information. *Solidary/affective/social*: Derived from social interaction, interpersonal relationships, friendships,

group status and group identification. *Purposive/normative/altruistic*: Based on global concerns of a suprapersonal nature. Appeal to values such as community action and support, civic responsibility and environmental concern. (Calwell & Andereck, 1994)

Institutional arrangements to help students meet national goals or enter the labor market can encourage volunteering and have an impact on volunteering rates as well as students' reported reasons on why they volunteer (Haski-Leventhal et al. 2010). Hart et al. (2007) found that required community service in high school was a strong predictor of adult volunteering.

5. Conclusion

For many undergraduate students, a robust education includes learning opportunities in and outside of the classroom. Volunteering, coupled with self-reflection, has the potential to create transformative educational experiences—those where the classroom meets a place and students gain knowledge and experience in interacting with complex social issues (Saltmarsh et al., 2009). This study aimed to understand vocational college student motivations to volunteer by reviewing several literatures which come to the following motivations: values, understanding, social, career, protective, enhancement, requirement, recognition, and religion. Cnaan and Goldberg-Glen's (1991) claim that people volunteer for multiple reasons (also supported by Holdsworth, 2010; Handy et al., 2015). Scholars findings agreed with values, understanding, and enhancement motivations, followed by career and social motivations, and least agreed with recognition, protective, and requirement motivations. Compatible with Ghose and Kassam's (2014) and Handy et al.'s (2010) findings, students were motivated to volunteer for altruistic (values), understanding, and egotistic reasons (e.g., career and social motivations). Holdsworth's (2010) found enhancement (referred to as self-confidence) to be a significant motivation to volunteer among college students. Overall, these findings support academic research on the topic and add to the discussion specific to vocational college students.

This study contributes to the growing literature on motivations for volunteering, particular for vocational college students. Students are increasingly exalted to build up their CV profiles in the pursuit of enhancing employability after graduation. Volunteering will lose many of its positive attributes, that it can be fun and scary; it can take students outside of their comfort zones, to meet new people and experience challenging situations. These contingent qualities of volunteering are too valuable to be lost at the expense of emphasizing skills and employability alone.

Since students are motivated to volunteer for multiple reasons, vocational educational institution (which include faculty and staffs) should recruit volunteers by appealing to both the student's selfless and selfish motivations. Volunteer recruitment should not be limited to faculty and staff directly involved with service-learning and community engagement since motivations to volunteer naturally align with departments and groups within the institution. Supported by Smith et al. (2010), the authors recommended associating volunteering with career opportunities to recruit more student volunteers. Additionally, civic and community engagement (i.e., the democratic purpose of higher education) should be weaved into the institution's fabric (and felt at all levels)—evident by mission and value statements, as well as in policy and practice (supported by Atkins and Hart, 2003).

There are several limitations on any attempt to understand vocational college students' motivation to volunteer. There is no clear analytical divide between altruistic and egotistic activities; even altruistic activities are carried out to achieve the egoistic goals of satisfying one's set expectations about one's role in society (Monga, 2016). Second, in practice, it is difficult for both researchers and volunteers to clearly distinguish the nature of motivations (Murnighan et. al., 1993; Phillips, 1982) as more than one motivation is operative including a combination of altruistic, instrumental, and egoistic factors. Third, it cannot be assumed that the motivation for volunteering may not change over time within and between volunteering engagements (Cuskelly & Harrington, 1997; Cuskelly et al., 1998). Further research both qualitative and quantitative into event volunteerism using the instrument is desirable.

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