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Through the eyes of volunteers

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Through the eyes of volunteers

Abstract
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Abstract

The motivation behind this paper is showing that the long-term survival of nonprofit organizations depends on the recruitment and retention of today’s young adults. Determining what motivates young adult’s verses what holds them back and how organizations can meet student’s interest seems to be still unknown. Looking within the St. John Fisher community through an emailed survey can help pinpoint some of those unanswered questions for nonprofits. With help of the data we can see SJFC student’s volunteer history, influence for volunteering and influences for not volunteering, which organizations they volunteered for and pinpoint why as a volunteer they would become a repeat volunteer. Out of 190 responses 130 females and 60 males responded helping shed light on the female’s motivation factors for volunteering such as helping the community, skill building and mission statement being the top three. Secondly we looked at the service focus of volunteer organizations to see within the college community what volunteer organizations seemed to be volunteered most frequently. Looking at these results can help organizations meet student interests and motivations seeing as young adults are a vital part of the nonprofit world today.
Through the Eyes of the Volunteers

Volunteers provide numerous benefits to society, not only to help fill gaps in social safety nets but to also provide services that communities cannot. This has created social links among diverse members of the community (Phillips & Phillips, 2010). When one thinks of a volunteer, the first thing that comes to mind are people who engage in unpaid labor (Stebbins, 2009). The reason for volunteering has been linked with the idea of gaining acceptance, many volunteers feel as if they are engaging in leisure activity. They ultimately have the opportunity to accept or reject to volunteer on their own terms (Stebbins, 2009). Feeling as if they volunteer during their “leisure time” whether that is time off work or out of school, organizations need to market an experience that is worth their free time.

Volunteers for a nonprofit organization are a dream come true; the individuals’ work for free to help create an event that would otherwise not proceed without them. While nonprofits’ reliance on volunteer labor is not new by any means, the pressure to recruit and maintain volunteers has continued to intensify. (Phillips & Phillips, 2010) The study of understanding why one is motivated to volunteer is highly important, as it can be a critical element for tapping the university market by knowing exactly what those individuals want in return. For future volunteer coordinators, having knowledge of why people volunteer, why they choose not to volunteer, and what kinds of organizations are selected for volunteers can be extremely useful.

Literature Review

Nonprofit Organizations

Nonprofit organizations provide a way for many individuals to connect with their community and ultimately make a difference in the world. Currently there are more than 1.9 million non-profits in the United States (U. S. Internal Revenue Service, 2006). Nonprofit
organizations chronically suffer from a shortage of both human and financial resources. In order to perform their day-to-day duties, nonprofits rely on 20 billion volunteer hours and $200 billion in private charitable gifts annually (Salamon, 2002). Volunteers have been identified as a crucial resource for nonprofits (Wymer, 2003). In exploring what is known about volunteerism, a vast amount of research has uncovered why individuals volunteer and how to retain these volunteers. Seeing as finding new volunteers each year can be more harmful then good to an organization. The harm comes from the cost of recruiting, training, and allocation of time (Wymer, 2003). A volunteer is defined as an individual who donates his or her time, skills and or services to an agency. In this case a nonprofit organization with obligation, and without receiving direct financial compensation for his or her work (Lacz & Hanisch, 1999). Encouraging a volunteer in an environment full of numerous volunteering opportunities, nonprofits have increased their marketing efforts to recruit and retain volunteers (Faircloth, 2005). The competitive pressures have made the application of marketing tools such as market segmentation much more necessary (Beerli, Diaz & Martin, 2004). Segmentation tactics highlight the benefits a specific group wants most while diminishing the perceived costs that the group dislikes (Dolnicar & Randle, 2007). The two-segmented markets that most nonprofits have tried to push their way into are youth volunteers and young adults (university students).

**Youth Volunteers**

The amount of social trends in today’s culture has many feeling that the nature of volunteering is undergoing a dramatic change. The willingness to volunteer has seemed to be more dependent on personal interests and needs rather than the sense of well being for others (Hustinx & Lammertyn, 2003). The volunteer market today can be segmented based on age. As a potential market segment, young age groups have been identified as an under-represented age
group in volunteering (Hankinson & Rochester, 2005). The youth ranges from ages between 8 and 12 years (Grimm, Dietz, Spring, Avery, & Foster-Bey, 2005). Many of these organizations have not looked as to what the benefits of obtaining youth volunteers are. Evidence shows that youth who volunteer have experienced many benefits such as improved communication and interpersonal skills, increased knowledge, improved organizations and managerial skills, increase empowerment and finally increased exposure to and reinforcement of positive social values. (Risler, Holosko & Hatcher, 2008) Young volunteers benefit from working directly with individuals in need but developing their overall character and skills. The young individuals who volunteer also ultimately exhibit better academic progress, such as an improved grade point average. Additionally, young volunteers express higher levels of self-esteem and view themselves as more socially competent and self-efficacious (Schmidt, Shumow, & Kackar, 2007). Seeing as much as volunteering for the age group of 8-12 years old can benefit them greatly in their development process, attitudes towards youths potential has hindered their ability to volunteer. The attitudes of adults in the communities toward youth volunteers have altered the number of volunteer opportunities for this age group. Adults having such a negative attitude has greatly affected younger youths’ perception of their abilities, and influenced their enjoyment of the volunteer experience. (Shannon, Robertson, Morrison & Werner, 2009)

The first step nonprofits need to overcome is to educate the public about the abilities of the youth on how they can contribute to their community as well as the developmental, and social benefits to the 8-12 year old. The youth will not wake up one day and inform their parents they wish to volunteer. Instead the parents must guide their kids to volunteer for an organization. Youth need positive relationships with others; it is a very important aspect of their life that greatly impacts behavioral preferences and decisions. (Shannon, Robertson, Morrison & Werner,
2009) While the youth can benefit greatly from volunteering, this is one of nonprofits untapped market. This may involve shifting attitudes and increasing the number of the volunteer opportunities available. (Shannon, Robertson, Morrison & Werner, 2009) Nonprofits want to broaden their reach to the younger generation to educate and bring awareness to their organizations, by do so organizations hope the youth will volunteer within the organization and help push it’s cause to their fellow age group. Seeing as the younger age group has yet to be sought out, organizations have looked to university students to fill the nonprofits needs.

Young Adult Volunteers

Recruiting young adults as volunteers is advantageous on many levels, for example those who donate their services are transformed into more engaged, enlightened, and tolerant members of society (Hart & Brossard, 2002). However, today young adults expect some type of personal benefit from their volunteering (Rehberg, 2005). College students are deemed to be a big percentage of the volunteers in the nonprofit world. Around 54% of college students were part of the volunteering world, 34.2% volunteered for 1-4 hours a month, 36.5% volunteered for 5-15 hours a month and 16.1% volunteer for over 15 hours a month (Gallant et al., 2010). The climate for volunteering has changed such that individuals volunteer due to external pressures, such as school or job requirements. (Brunell, Tumblin & Buelow, 2014) College students might currently be volunteering due to solely focusing their life goals around the idea of obtaining money, fame, and their image rather then their affiliation with their community or for altruistic work. (Brunell, Tumblin & Buelow, 2014) These are self-serving motives to further themselves in life to reach their goals, obtain where they want to be compared to helping out an organization fulfill its mission. This just emphasizes that college students volunteer for external reasons compared to internal reasons. Colleges and universities are attempting to educate students on the
importance of community issues and the need be seen as a good citizen through contributing to
the local community through service learning. (Tomkovick, Lester, Flunker & Wells, 2008)
When nonprofits tap into the service learning programs of colleges and universities it is a
possible win-win situation for both parties involved. (McIntyre, Webb & Hite, 2005) This win-
win situation comes from the students having an enriched skill development, improved learning,
a better understanding of what the community needs, and increased community responsibility
through the volunteer experience; all developed through service learning programs. (McIntyre,
Webb & Hite, 2005) Nonprofits benefit from the fresh insight and output received from these
students as well as a better understanding of what the millennials want. Research has shown that
students who have spent six or more hours a week volunteering during their last year of college
were almost twice as like to volunteer once they graduate. (Astin, 1999) Understanding how
service-learning programs support those who are more likely to volunteer and continue to
volunteer for years to come can help colleges build a student who is overall well rounded as well
as build a relationship between an organization and a student. Service learning courses have been
shown to facilitate positive outcomes such as increased cultural competency and future intentions
toward civic engagement (Bruening et al., 2010). Beyond providing opportunities for civic
engagement, service-learning courses are often used to facilitate social justice-related outcomes
in students, including social capital development (Bruening et al., 2014), increased cultural
competency and meaningful interactions between students and community members (Bruening,
Madsen, Evanovich, & Fuller, 2010). As well increased knowledge about and empathy toward
members of groups different from their own (Bruening, Cotrufo, Fuller, Madsen. & Wilson-Hill,
in press), and the willingness to continue serving in the future (Bennett, Drane, & Henson, 2003).
Retention Programs

It is essential that volunteers be retained in order to minimize the time and costs that are associated with the recruitment, selection, orientation and especially training of new volunteers. (Newton, Becker & Bell, 2014) Volunteers who have donated their time only to fulfill a requirement may be perceived as temporary and deemed less valuable. (Waters & Bortee, 2010) Negative images such as over involvement mostly due to time constraints following structural changes, such as beginning a new job, marriage, or the birth of a child of being a volunteer have contributed to the reasons for low and declining participation of young adults in the volunteer sector. (Francis, 2009) Not having time for such milestones leaves a negative image, forcing volunteers to make decisions to either choose the milestones or volunteering. One may not even consider how the infrequent volunteer participation can negatively impact the short-term productivity, performance and service quality of an organization. (Newton, Becker & Bell, 2014) Retention can be defined as the extent to which one individual believes and feels that the relationship is worth spending energy to maintain and promote. (Hon & Grunig, 1990)

Research on volunteerism has been a topic of numerous studies both Da’vila and Chaco’n (2007) and Greenslade and White (2005) have looked at factors as to why one continues to volunteer. In the Da’vila and Chaco’n (2007) the factors that cause one to influence those to sustain volunteering year after year, are that there is a positive relationship between organizational commitment, and one’s intention to stay. Greenslade and White (2006) found that ones duration of service could be predicted by the strength of intention to remain in the organization. The motivations behind why one is a volunteer discussed above can shed light to what are one’s intentions while being in an organization. For example are they there to learn, build better skills or to build their network and further their career path. Motivations to stay
within the organization can be used as an indicator depending on whether or not volunteers’ motivation are met and understanding what the volunteer wished to get out of their time with the organization. Studies have also shown that to retain volunteers, an organization must ensure that volunteers have the feeling of value and provide the volunteer with social support. (Skogund, 2006) This has a connection with Da’vila and Chaco’n (2007) feeling valued and being socially supported provides the volunteer with a positive relationship with the organization as well as building relationships with their co-workers.

The retention of volunteers may not be an issue for an organization needing only temporary help with simple tasks. (Starnes & Wymer, 2001) However, for organizations needing well-trained personnel for long periods of time, turnover rates can be a serious problem in terms of organization effectiveness and efficiency (Fischer and Schaffer, 1993). One way to help keep turnover rates at a lower level then normal is for organizations to have volunteer program managers [VPM]. VPMs will have strategies that can apply to maintaining a strong volunteer force to include the use of selective screening methods; matching volunteers to appropriate service roles by volunteer needs, experience and age; and setting time limits on how long one can serve as a volunteer (Starnes & Wymer, 2001). Strong organizational support and VPMs can understand the relationships between the types of organization volunteers tend to work for, the work they do and their levels of involvement (Starnes & Wymer, 2001). A study by David. H Smith (1986) shows that organizations that selectivity recruits their volunteers tend to retain them for a longer period of time (Fischer and Shaffer, 1993). Recommendations for how organizations screen potential volunteers are
a. Past volunteer experience. Studies have shown that those who have volunteered in the past ten to be more committed and remain on the job longer (Fischer and Schaffer, 1993).

b. Selfless devotion to the welfare of other as their motivation for volunteers with non-altruistic reasons tends to leave early (Houghland, Turner, and Hendricks, 1998; Fischer and Schaffer, 1993).

c. Pick those who believe in the mission, values, and goals of the organization. (Fischer and Shaffer, 1993)

d. Known the volunteer’s level of satisfaction with his or her life’s situation since those are satisfied with their private lives tend to be more satisfies with their volunteer experience (Kravitz, 1987).

Through formal interviews the VPM get an opportunity to screen out applicants not suitable for the work as well as demonstrate the organization’s seriousness about its volunteer force (Brudney, 1990). Volunteer programs can also reduce turnover rates by placing individuals with assignments they would particularly enjoy or are well suited for (Winter, 1998). Volunteers who serve in roles that match their motivations incur more satisfaction and enjoyment from their service and are more likely to continue to serve in years to come. Francies (1983) discovered that 69 percent of volunteers who are placed in positions that have been matched with their individual motivations remain active (Fischer & Shaffer, 1993).

Gelineau and Kantow (1974) found that college students between the ages of 18 and 29 were motivated to volunteer for professional, political, social, moral and existential reasons (Heidrich, 1998). Therefore, volunteer managers may consider matching young adults with positions that provide career and political opportunities rather than those requiring in direct client
support such as phone calls, emails and running errands (Black, 1989). Forty-nine percent of students in grades 6 through 12 were involved in community service through school programs meaning they are easily accessible (Statistical Portrait of the U.S., 1998). Students also reported higher incidents of volunteer involvement if an adult in their household also volunteered. Volunteer managers and organizations can use this information to develop strategies targeting people who performed volunteer services as children to possibly improve retention rates.

The organization’s behavior affects teen’s retention meaning the volunteer must feel as if they are vital to the organization and have trust within the organization. The focus for organizations must be on trust, commitment, satisfaction, control mutuality and inclusion. (Hon & Grunig, 1999) Trust can prove vital for understanding the nature of the organizations and publics relationship. In simple terms doing what an organization says it will and won’t do determine how teens build trust within the organization. Inclusion is the element of feeling included in the workplace, as a volunteer is critical because it can lead to feelings of acceptance in an organization. Inclusion can link to satisfaction while being part of the organization and commitment to the organization. (Waters & Bortree, 2010) Being excluded can lead to distrustfulness of other employees as well as the organization. Volunteers can feel as if their positions are not personally satisfying, exclusion may feel as if the power is one-sided. (Waters & Bortree, 2010) Volunteers work with a variety of individuals while working in multiple departments. Satisfaction within such departments can measure whether an organization and a volunteer have had positive feelings about one another, positive relationships causes one to come back. Young adults in general have a lot to gain from volunteering, such as life experiences, resume building, establishing new career networks, enhancing self-image, building confidence and meeting new potential friends. (Francis, 2009) Given how important volunteers, especially
retaining volunteers it is very important that organizations create a marketing plan internally, which will focus on increasing the volunteer’s commitment and long-term loyalty. (Karl, Peluchette, & Hall, 2008)

There are a lot of research conducted on volunteerism motivations and their effects on satisfaction and future intention in sporting events (e.g., Farrell et al. 1998; Bang and Ross 2009). The purpose of this study is to contribute knowledge of volunteer motivations and intentions in nonprofit organizations. By looking at what motivates one to volunteer, the number of hours associated with becoming an repeat volunteer, and organizations most frequently volunteered for can help nonprofits reach their market on a whole new level. In addition, it is vital that event organizers understand volunteer motivation and their satisfaction with the volunteering experience to respond effectively to management needs in the areas of recruitment, retention, and daily operations.

**Method**

This section will describe the detailed process of how data will be collected. Based on what needs to be done and the existing literature can determine how one needs to collect data for volunteerism in nonprofits. An electronic survey is the type of design type picked for this project because surveys are short and concise when questions are asked properly (Jones, 2015). Especially when targeting college students one needs to make sure the survey takes as little amount of time as possible (Jones, 2015).

**Participant Selection**

Existing research shows that university students have become key players in the world of volunteers (Jones, 2015). Based on the study of what could be done and the existing literature
can determine how collected data can be used for nonprofits. Selection of participants is coming from the St. John Fisher population everyone has volunteered in some form before entering onto campus. A cross section will be attempted of those participants whether one is a service learning student and those who are not. In previous research it was indicated that service learning students are more likely to volunteer after graduation if they have spent at least six hours of community service during their college career (Merrill, 2006). Getting information is vital to understand which sample of the population is most likely to continually volunteer for volunteer programs.

**Sampling**

The participants are selected by one of two things being a service learning student or just being an undergraduate of St. John Fisher. Non-probability sample is the selection of individuals who are able to provide the needed information (Jones, 2015). This is due to convenience of the sample, it is easy accessible since being part of the college community. In previous literature Moore et al. (2014) obtained information from 406 college students while Mirsafian and Mohamadinejad (2011) looked at 304 students compiled from four different universities. In order to obtain enough information at the same time being comparable to similar literature approximately 200-230 students will need to have answered the survey. This is in part because the previous literature chooses their participants from four different universities. St. John Fisher is a smaller pond of participants; also in mind are a percentage of students who will disregard the email.

**Data Collection Instrument**

The form of collecting data was a survey either one or two depending on the access to the population at St. John Fisher. Deciding on a survey looking at the advantages and disadvantages
of a questionnaire is critical. A survey means no probing for information the answer is all one gets, no control of who completes the questionnaire or who doesn’t, potential problem over complex questions may arise and finally possible low response rates. An electronic survey is the type of design type picked for this project because surveys are short and concise when questions are asked properly (Jones, 2015). Especially when targeting college students one needs to make sure the survey takes as little amount of time as possible (Jones, 2015).

However, the advantages outweigh the disadvantages seeing at the survey will be easily accessible to the St. John Fisher community immediately going into their emails once it is sent. Biases will be reduced due to how a question is being asked and the answers will provide highly structured data that can be easily comparable. A good questionnaire is quite difficult to design; it takes a considerable amount of time than is anticipated (Jones, 2015). Often the time is consumed by making sure the questions are reliable and valid. The forms of questions include closed/pre-coded question such as “how many hours do you work a week” and an open-ended question “in your opinion does your major effect whether or not you volunteer?”

For this study there were two different independent variables, they include barriers and motives for volunteering. To distinguish between these barriers the questions will be in sequence of asking if the participant is a service scholar, takes service learning class, volunteered independently and have not volunteered before. If his/she answers as either a service scholar or participates in service learning classes or volunteered independently they will be brought to questions about their volunteer pre/post experience. If they choose the fourth option of never volunteering they will be directed to questions such as what is their major, gender, as well as their involvement within the St. John Fisher community. Through these barriers and motives it
can be lead to a better understanding of the dependent variable. See Appendix A for the survey instrument.

**Data Collection Procedure and Analysis**

The survey through Qualtrics will be easily accessible to the St. John Fisher community. An email will be sent to the college community in an email two weeks prior to spring break on February 8th and will be open until the week of break, March 1st. Before the opening of the survey pilot tests will be taken in order to make sure the questions are simplified enough to answer, questions make sense, and all grammar is correct. A cover letter attached to the survey thanking for participation and saying if the participant wishes to discontinue they may at any time (see Appendix B) Once the survey has been sent out to the St. John Fisher community a follow up email within a week left of the survey being open will be sent out reminding students if they wish to participate must take the survey within the week (see Appendix C). Once the survey is closed the data collection process will be underway, from Qualtrics the data will be transferred to an Excel worksheet. Calculating statistics one will look at the descriptive and inferential statistics. The descriptive statistics will be based on the frequencies: gender, major, service scholar, service learning, age and the possibility of ethnicity. The inferential statistics will look at relationship between two variables. An example would be if one’s hours at work increases do the number of hours of their free time decrease. Testing differences is the variable of interest in one group significantly different that the variable of interest to a different group. In this case looking at the interests of service learning students and undergraduate students will be looked at.
Results

The population in which the data was collected was provided a college campus that emphasis volunteerism through majors requirements, and clubs/organizations. The age group of these individuals ranged from 17 to 23 years of age. According to the data collected out of the 285 responses that were valid, a total of 130 females volunteered compared to a total of 60 male volunteers. The two categories most females reported their volunteer history to be was either volunteering in a single organization at 27 to 15 males and having volunteered in multiple organizations 103 to 45 males. However, 14 in total 7 males and 7 females have never volunteered out 285 responses. Through the literature review knowing as to why young adults volunteer is evident such as school responsibilities (major) coming in first followed by clubs/organizations on campus such as Fisher Cru, Student Activities Board, Teddi Dance for Love, SJFC Athletics and so much more however little has been known as to what influences one to be hesitant to volunteer. Continuing with the idea of majors/minors having a motivation factor as to why a student at SJFC would volunteer was proved to be wrong with an R-value of .000 and a significance level of .996. This was quite surprising seeing as SJFC has service scholar’s, service learning classes and majors that require volunteer hours. The next step was seeing if major/minors had a motivation difference between age groups and gender through a regression test. The correlation was .104 while the explained value was .011 or 11% explained. Both age and gender was not seen to be a significant factor as well in one’s motivation to volunteer based on SJFC majors/minors.

Looking at the intention to motivate an individual to volunteer such as athletics seeing as SJFC prides itself in sports. A vast percentage of the student body participates in sports as well as looking at family, seeing as most of the students live within an hour or so radius from home
THROUGH THE EYES OF THE VOLUNTEERS

(Buffalo, Rochester, and Syracuse). Both while looking at it from a gender standpoint was deemed to be significant factors in one intent to volunteer within the SJFC community, being at a .008 significance level out of 0.01 for both.

It was interesting to explore individuals’ volunteer history has either been with a single organization compared to multiple organizations. Twenty-one individuals have volunteered in a single organization while eighty-five people have volunteered in multiple organizations. When figuring out if gender made a difference as to who volunteered for SJFC events it was determined there was significance between the two. The correlation value was r=.380 while the significant level was .001. The next step was trying to determine how many hours a week one worked with an organization during their duration of volunteering. In the literature review it stated that if a volunteer works with an organization for six hours or more they are more likely to have intentions of volunteering in the future compared to their counterparts. When examining the responses of hours spent per week volunteering the average amount of hours for individuals within the SJFC was approximately 2.24. This was no surprise due to the major time restrictions that come with ones major, athletics, clubs, and school responsibilities. There are not enough hours in the day to complete each task that must be accomplished. However while still looking if the hours volunteering had a correlation with being a repeat volunteer it was determined there was no significance. Instead using the regression to predict a new outcome it was found that according to the study future volunteers must complete .007 +( .269*number of hours on task). This predicts that the certain number of hours one must complete to have the potential to become a future volunteer.

Even though this study contradicted previous research that indicated that if one volunteers for at least 6 hours they are more likely to volunteer once they graduate becoming a
repeat volunteer. The study also looked as to why students at SJFC pinpointed reasons as to why one would be a repeat volunteer, 42.7% believe that open communication within an organization is important, following organizations fulfilling their mission statement at 42.2% saying it is extremely important while 41.4% said it was very important. What was surprising was that an organization that encourages innovation and has a strong retention program in place came in last with being extremely important at 23.8% and very important at 30.8%.

Discussion

According to previous literature the motivations for why one volunteers is for self-serving reasons, for example further their career. This original hypothesis is not supported by the study, which took place with the SJFC community. For the 285 SJFC students 190 who did volunteer were motivated the mission statement, helping the community and skill building. Trying to further investigate if self-serving motives had any correlation as to why one volunteers, the study focused on each participant’s major/minor. When looking at the data it was determined there was no correlation between volunteering and one’s major/minor. Graduating requirements, money, networking and farther their careers were deemed insignificant. Other than their motives lying within the organizations two other factors were significant, those being family and personal relationship to an organization. As discussed in the youth volunteer’s section adult perceptions hinder youths from volunteering, for the SJFC students family helped push them in the direction of volunteering for nonprofits.

Retaining volunteers is a critical part in the volunteering process within organizations. When pinpoint why a SJFC volunteer would become a repeat volunteer 42.7% believe that open communication within and organization is important, following organizations fulfilling their mission at 42.2%. The most surprising is what came in last which was an organization
encouraging innovation and having retention program at 23.8% and 30.8%. Contradicting that retention programs could help bring volunteers back within their organization. To the SJFC students it is more about building a relationship, helping the local community by organizations fulfilling their mission. In previous literature it was said that if a volunteers works six hours per week within an organization they are more likely to volunteer. The average amount of volunteering hours spent per week was 2.24 hours for SJFC students. While looking at the hours one works per week compared to if one intends to be a repeat volunteer contradicted the previous literature. It was determined that after 007 +(.269*number of hours on task).

For this research a small college demographic was chosen and not all students within the community gave their input. This study does contradict existing literature however it is not a direct reflection of the SJFC as a whole, or college’s in the surrounding area. One could say that students at SJFC are unique when it comes to volunteers in nonprofit organizations. The organizations who would be most interested in these findings would be the local Rochester nonprofits who are looking with the SJFC community seeing that self serving motives for 190 students who have volunteered in the past is not what motivates them to continue to volunteer. Local nonprofits can market to SJFC community differently then they do of other colleges within the area. Other than limiting the participant pool to only the SJFC community more time to developing more ideas after collecting data was hindered due to time restraints. Nonprofits especially today believe that volunteers are there to fulfill their school needs, meaning fulfilling hours in order to graduate or further themselves in life.
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Appendices

Appendix A:

Q2

The purpose of this study is to examine volunteers in non-profits.

Please answer these questions honestly and to the best of your ability. This survey will take approximately 10-15 minutes to take. You may take as much time as you wish. Participation is voluntary, and you may refuse to participate at any time. By clicking the arrow you are giving consent to participate in this survey. Thank you for your participation.

Page Break

Q3

Which statement below best reflects your general history of volunteering?

- I have never volunteered
- I have volunteered within a single organization
- I have volunteered within multiple organizations
- I have volunteered in both single organization and multiple organizations

Page Break

Q5

Pre-Experience Questions:

Q3

Why did you decide to volunteer? Please select all that apply.

- Because I support the mission of that organization
- Because I wanted to help others in the community
- Because of a personal relationship
- Because my friends encouraged me or needed my help
- Because it was part of my major/minor requirements in school
- Because it would help build my skills and/or enhance my resume
- As a requirement for being a service scholar
- As part of a service learning class
What categories of organizations have you volunteered for? Please check all that apply.

- SJFC specific events (Courage Bowl, TEDDI, Bills Training Camp, etc.)
- Social/Recreation Organizations (YMCA, Special Olympics, etc.)
- Labor/Agricultural (Future Farmers of America, 4H, etc.)
- Health - general (hospitals, senior living facilities, etc.)
- Health - specific (American Diabetes Association, American Cancer Society, etc.)
- Environment (World Wildlife, National Park, Greenpeace International)
- Animals (PETA, etc.)
- International (UNICEF, United Nations, etc.)
- Human Services (Red Cross, Salvation Army, Food Pantry, etc.)
- Other, please specify.

What kind of tasks were you assigned? Please check all that apply.

- Office tasks (stuffing envelopes, making phone calls, emails)
- Event logistics (planning, set-up, take-down, execution)
- Writing Proposals (grants, community initiatives)
- Sponsorship or Fundraising
- Marketing or outreach
- Other, please specify.
Post-Experience Questions:

How likely are you to volunteer again, for any organization, in the future?

- Extremely unlikely
- Somewhat unlikely
- Neither likely nor unlikely
- Somewhat likely
- Extremely likely

Rate the following factors on their importance in your decision to become a repeat volunteer for an organization.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not at all important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>I trust the organization to fulfill its mission</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The organization is loyal to its volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The organization encourages innovation from volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The organization practices open communication with volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The organization respects their volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The organization has a retention program that supports repeat volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
What factors influenced your decision not to volunteer? Please select all that apply.

- Transportation
- Work
- Family
- Athletics
- Academic responsibilities
- Higher priorities on other things

What is your gender?

- Male

What is your current age?

- 17 years old
- 18 years old
- 19 years old
- 20 years old
Appendix B: Cover Letter

2/3/16

Dear Participant,
My name is Megan Ridings and I am an undergraduate student at St. John Fisher. For my final project, I am examining volunteerism in non-profits. Because you are an undergraduate at St. John Fisher and within a certain age group, I am inviting you to participate in this research study by completing the attached survey.

The following questionnaire will take approximately 5-10 minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. Copies of this project will be provided to my final project instructor Dr. Emily Dane-Staples.

If you choose to participate in this project, please answer all questions honestly as possible and hit submit when officially done. Participation is strictly voluntary; you can refuse to participate at any time.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information in regards to volunteering within a non-profit. If you would like a summary copy of this study please contact me through email at mer06663@sjfc.edu. Completion of the questionnaire will indicate your willingness to participate in this study. If you require any additional information or have questions, please contact me at the email listed below.
Sincerely,

Megan Ridings

Mer06663@sjfc.edu

Dr. Emily Dane-Staples

Edane-staples@sjfc.edu

Appendix C: Follow Up Email

Dear Student,

Last week a survey about volunteerism in nonprofits was emailed to you. The survey will only take about 5-10 minutes of your time. Your response is important in helping understand why one volunteers in nonprofits.

Survey Link: Still yet to come.

Thank you for your help by completing the survey.
Sincerely,

Megan Ridings

Student

Mer06663@sjfc.edu