THE INFLUENCE OF MOTIVATION, ROLE IDENTITY, AND PERCEIVED MEANINGFULNESS OF WORK ON THE RELATIONSHIP BETWEEN VOLUNTEER SATISFACTION AND VOLUNTEER CONTRIBUTION

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VOLUNTEER SATISFACTION AND VOLUNTEER CONTRIBUTION

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A Thesis

Presented to the

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ABSTRACT

Volunteering, the act of donating time and effort to contribute to society is a unique form of helping that includes deliberate non-obligated services given one time or long-term. Utilizing an integrated approach incorporating the functionalist perspective and role identity theory as framework, the present study re-examined factors that influence volunteer contribution. The sample consisted of 161 participants who have donated time volunteering. Structural equation modeling (SEM) was used to test the model. Results of the structural equation model indicated the hypothesized model was not a good fit. As such, no significance was found among the expected relationships between volunteer satisfaction, role identity, volunteer motivation, and meaningful work on volunteer contribution. However, a supplemental analysis was conducted on the model that was re-estimated with additional pathways added. Results of the supplemental analysis indicted that volunteer satisfaction, role identity, volunteer motivation, and meaningful work did not predict volunteer contribution as expected, but unique relationships between volunteer satisfaction, role identity, volunteer motivation, and meaningful work were found. Results and implications of the findings are discussed.

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CHAPTER ONE:

INTRODUCTION

Some people think a good way to give back to society is to contribute their
time volunteering for organizations or causes they believe in. By doing so,
volunteers often contribute their time, effort, and expertise by providing services
for areas of need in the community (Snyder & Omoto, 2008). Volunteering,
known as the physical act of donating one's time and efforts to an organization or
cause without pay, is not something people do without considerable thought or
reason. Specifically, volunteerism is considered a planned behavior in which a
person helps an organization long-term without obligation (Omoto & Snyder,
1995; Penner, 2002). In effort to provide a definition to adequately identify
volunteering behavior, existing literature has suggested five qualities that makes
volunteerism unique from other forms of helping. Specifically, volunteerism
consists of non-obligated behavior, deliberation in seeking opportunities, services
given over extended time period, volunteerism is determined by personal goals
without financial expectation, and providing help to others (Snyder et al., 2004).

Researchers have indicated that when volunteers feel committed to their
service they tend to make more helping contributions than those who volunteer
occasionally (Dwyer et al., 2013). Yet, whether a person decides to volunteer one
time or long-term, contributions given are given freely, without obligation or
financial rewards, and are carefully contemplated. Given that volunteer work is

not mandatory and volunteers willingly donate their time, it is reasonable that individuals seek opportunities that are meaningful, important, or necessary in order to propel them to contribute in a manner they perceive is valuable. Past research suggests that when volunteers plan to help, they deliberately seek opportunities to engage in (Omoto & Snyder, 1995). The opportunities they seek may be those that allow the volunteer to satisfy their personal motives such as attending to those in need, obtaining opportunities to gain knowledge, or gaining personal and professional growth (Clary et al., 1998). For instance, those who wish to volunteer in an animal shelter, may do so to ensure the animals are cared for, learn how to tend to the animals, or gain experience for a career as a veterinarian. Thus, when volunteers seek out opportunities in society, they do so specifically for reasons they consider to be important enough to dedicate their time and energy.

Additionally, the act of giving back to society in the form of volunteerism and other prosocial behaviors, are considered important for helping overcoming problem around the world (Dwyer et al., 2013). The dedication of volunteers to help society is not only beneficial to help provide solutions for societal issues, but has also been found to provide individuals with a means to cope emotionally with serious ailments (Shannon & Bourque, 2005), as well as enhance overall satisfaction they have with life, psychological well-being, and optimism (Heo et al., 2016). As a result, these positive outcomes of volunteering may ultimately provide an individual with a greater meaning and purpose in life (Heo et al.,

2016). With this in mind, volunteering can provide an outlet for people to focus on areas that are innately valuable in their life. Thus, organizations concerned about retaining volunteers would benefit from understanding the psychological benefits associated with volunteering in their organization. Researchers have found that a beneficial psychosocial experience obtained by volunteering is key for recruitment and retention efforts (Hidalgo et al., 2013).

Even though volunteering is viewed as being beneficial and important in society, data from a survey conducted in 2015 indicated that volunteer contribution has dropped over the years. In 2003, the percentage of volunteers in America was nearly 29 percent or 63.8 million people. However, the percentage of volunteers in 2015 was 24.9 percent or 62.6 million people, indicating volunteer contribution has declined a little more than one million people since 2003 (Bureau of Labor Statistics, 2003; 2016). Because volunteers are viewed as an essential part of our social structure (Mellor et al., 2008), a continued decrease in contribution may become problematic for society. For organizations that utilize volunteers on a daily basis to operate, this downturn in volunteer activity may seem particularly troublesome and raise concerns about how to maintain their level of service. With this in mind, understanding factors that influence the decision to volunteer can be essential for organizations that rely heavily on volunteers to operate. Identifying these influences can help organizations determine how to not only recruit volunteers, but how to retain them long-term in order to maintain viability. This can be especially important

since researchers have found that shorter contribution of volunteer time has become an important issue in volunteer organizations (de Leon & Fuertes, 2007).

Over the years, researchers who study volunteerism have contributed to the understanding of volunteerism by proposing different theories and models to explain volunteerism.   It is suggested that simply understanding an individual's intent to volunteer is not adequate, we must understand the processes, relationships, and influencing factors that affect intent and continuity to fully understand volunteerism (de Leon & Fuertes, 2007).   Thus, explanations of volunteerism have included models that incorporate variables such as: commitment, satisfaction, motivation, role identity, leadership, social support, and prosocial personality. The most prominent theories developed to assess the volunteer process are based on the functional approach and role identity theory. The functional approach focuses on motives and suggests that volunteer satisfaction is determined by the extent to which motives are fulfilled (Clary et al., 1998). Role identity theory is based on the idea that volunteer behaviors are influenced when the volunteer role is internalized and becomes part of an individual's personal identity (Callero et al., 1987).   However, researchers who study volunteerism have suggested that there are many reasons underlying volunteer contribution and have indicated there are mixed findings on factors that influence satisfaction and the amount of contribution given. Therefore, the purpose of this study is to re-examine aspects of existing models of volunteerism

and incorporate an additional variable, perceived meaningfulness, to help explain and clarify discrepancies in the existing literature on volunteerism.

Volunteer Satisfaction

Job satisfaction derives from the feelings and attitudes an individual has regarding their job experience (Locke et al., 1964). Additionally, it has been suggested that volunteer satisfaction requires individuals to engage in meaningful work and have purpose (Fitzpatrick et al., 2013). Thus, because volunteer job satisfaction is a result of a volunteer's affect toward their non-obligated contribution to society, it seems reasonable that volunteers may be more inclined to base their decision to contribute on personally meaningful affective responses.

Satisfaction obtained from the volunteer experience may influence a person to volunteer on subsequent occasions and continue their service. Previous literature suggests satisfaction plays an important role in volunteer service. It has not only been found to reduce the impact of job stress, volunteer satisfaction can increase the chances that volunteers will continue their volunteer work (Fitzpatrick et al., 2013). Specifically, researchers have found that when volunteers are more satisfied with their volunteer experience they tend to increase the time they contribute to volunteering (Finkelstein et al., 2005; Finkelstein, 2008). Likewise, satisfaction with the activities of the volunteer experience was found to have a positive relationship with a volunteer's intention to continue their service (Cheung et al., 2006; Clary et. al, 1998). In fact,

volunteer satisfaction not only impacts time spent volunteering and the intention to continue, but may help organizations retain volunteers over time.

For example, researchers have found a positive relationship between satisfaction and length of service (Penner & Finkelstein, 1998). This finding confirmed previous results indicating that volunteer efforts were found to be sustained by the amount of satisfaction individuals have with their experience (Omoto & Snyder, 1995). Thus, when volunteers like what they do as a volunteer, they will increase the time they donate, plan to continue, and follow through with their plan and remain as a volunteer. Yet, when an individual's donation of time and effort are not perceived to be satisfying, their dissatisfaction may deter a person from even thinking about subsequent volunteer contribution efforts within the organization. As such, organizations may have a hard time sustaining volunteers and might ultimately find productivity constrained due to reduced staffing levels. Because volunteer satisfaction has been found to increase the ability to predict volunteer contribution, it is perceived as an essential aspect of the volunteerism (Galindo-Kuhn & Guzley, 2001).

However, conflicting research has indicated that even though satisfaction correlates with and predicts time spent volunteering, it was not found to predict longevity (Finkelstein et al., 2005; Finkelstein, 2008). Specifically, this finding supports previous research suggesting satisfaction with the initial volunteer experience is only associated with hours of service given, not ongoing contribution activity (Davis et al., 2003). Eventhough some findings indicate

satisfaction may not predict longevity, it seems plausible that satisfaction would sustain contribution. However, subsequent research in this area has suggested that there may not actually be a relationship between volunteer satisfaction and the volunteer contribution. In particular, recent findings indicate that increased satisfaction with volunteer experience did not increase the likelihood of contribution (Dwyer et al., 2013).

Nevertheless, researchers have indicated that the sources that influence volunteer satisfaction have been found to be positively associated with the underlying reasons a person decides to volunteer (Wong et al., 2011). In other words, volunteers will be more satisfied the greater their personal motives, which prompted them to volunteer, are fulfilled. For example, if the decision to volunteer is based on the desire to express concern others and the volunteer is given tasks in which they are directly interacting with and helping others, such as serving food at a soup kitchen, they may be more satisfied than if they are given clerical tasks, such as stapling packets. Moreover, subsequent research has verified this relationship, indicating volunteer satisfaction is indeed associated with personal motives for volunteering (Dwyer et al., 2013). Because volunteer satisfaction has been found to be related to personal motives, a person's source of motivation is fundamental in understanding the relationship between volunteer satisfaction and the time and effort a person donates to volunteering. As such, existing literature identifying underlying reasons that influence the relationship between volunteer satisfaction and contribution has provided insight on the

volunteer process. In fact, satisfaction is considered a main factor of volunteer

contribution using the functional approach framework, which examines motives

that propel a person to help (Finkelstein, 2008).

Despite the mixed findings regarding volunteer satisfaction predicting

volunteer contribution, it seems intuitive that the more satisfied a volunteer is with

their volunteer experience the more likely they will spend additional time

volunteering. With this in mind, the relationship between volunteer satisfaction

and contribution should not be disregarded and should be re-examined to further

explore other factors that might contribute to this relationship. Thus, the present

study re-examines the relationship between volunteer satisfaction and

contribution and proposes the following hypotheses:

H1: Volunteer satisfaction will be positively associated with volunteer

contribution.

H2: Volunteer satisfaction will be positively associated with motivation to

volunteer.

Volunteer Motivation

Motivation refers to the inspiration to take action or do something and can

vary by level and type. While level of motivation refers to the amount of

motivation a person may have, type of motivation is characterized by attitudes

that underlie the inspiration to take action (Ryan & Deci, 2000). A primary

approach used in existing literature examining motivation for volunteering has

been the functional approach. This approach is based on the functionalist

assumption that attitudes are understood by the psychological functions which they satisfy. This functionalist perspective posits that the same attitude can be expressed for different reasons, depending upon the psychological function it serves. Additionally, the theory implies that until we understand the psychological needs underlying attitudes we cannot make predictions about them (Katz, 1960).

From this perspective, before we can fully understand volunteering in order make recommendations on how to recruit and sustain volunteers, we need to know the reasons that inspire individuals to volunteer their time and effort. Moreover, the functional approach to volunteering suggest there are different motivational processes which influence volunteerism (Clary et al., 1998). That is, people have different reasons for volunteering that satisfy different underlying motivational needs (Omoto & Snyder, 1995).   For example, some people may volunteer to fulfill a desire to help others and express their altruistic values, whereas others may volunteer to gain understanding or enhance career related skills. Given that volunteering allows a person a means to give back to society, it appears that one of the main motives for volunteering would be the desire to help others. In fact, early research in this area found that volunteering was primarily associated with altruistic motives (Frisch & Gerrard, 1981).

To operationalize the theory, research on the underlying reasons that inspire volunteer behavior lead to the identification of motivational functions for volunteering. To assess volunteer motivation, Clary et al. (1998) developed the

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Volunteer Functions Inventory (VFI) which identified six underlying motivational functions served by volunteering: values, understanding, social, career, protective, and enhancement. Each of the six functions reflect an underlying reason for volunteering as follows: values refers to the concern for other people and expressing humanitarian or altruistic values; understanding provides learning and skill practicing opportunities; social is based on relationships and the positive perceptions others have regarding volunteering activities; career provides the opportunity to obtain experience that is beneficial to a person's career; protective protects ego from negative states that produce guilt, such as personal issues or the perception of being more fortunate than other people; enhancement serves to enhance the ego through personal growth and increased self-esteem. The identification of these volunteer motivations has allowed researchers to explain influences of volunteer contribution and satisfaction.

The functionalist approach assumes that when motives are fulfilled volunteers have increased satisfaction, which may lead to continued service (Finkelstein, 2008).   This assumption was supported by findings that indicated that when the volunteering experience matches a person's motivation, volunteers are more satisfied and are more likely continue their service (Clary & Snyder, 1999). Thus, motivation not only plays a role in the decision to volunteer, but in outcomes as well.

However, research on volunteer motivations have revealed mixed findings. Early research in this area found that self-oriented motives, not

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altruistic values, was found to be positively associated with length of service (Omoto & Snyder, 1995). While some researchers found the values motive was the only motivation positively related to length of service (Penner & Finkelstein, 1998), others found that humanitarian values predicted satisfaction, but it was the understanding motive that predicted contribution more than the other motives (Dwyer et al., 2013), supporting earlier findings. However, in a study involving crisis counselors, the values motive was found to be the most important motivation for volunteers and both high levels of others-oriented or self-oriented motivations that were found to be related to continued service (Fuertes & Jimenez, 2000). This finding indicates that having high levels of either type of motivation in general can be sufficient for sustaining volunteer service. In the same manner, recent findings support the idea that high levels of motivation can influence satisfaction and continued service, suggesting that those who are highly motivated are more likely to be satisfied and more likely to have behavioral intentions to continue service (Alexander et al., 2015).

Considering the mixed findings and the role motivation plays on both volunteer satisfaction and contribution, this study aims to clarify these relationships. The majority of existing literature has identified volunteer motivation as an antecedent to volunteer satisfaction, however, it has been proposed that variables related to long-term volunteering should be considered both "temporal" and "dynamic" because over time the volunteer experience can alter their relationships (Penner, 2004). Given that motivation is linked to both

volunteer satisfaction and contribution and can possibly change due to the volunteer experience, in this study we propose that motivation also serves as a mediating variable between the two constructs. Specifically, this study proposes that satisfaction from the volunteer experience and its association with contribution may be determined by the amount and type of motivation a volunteer has.   While volunteers have many different underlying reasons that influence their decision to volunteer, overall high levels of motivation as well as motivation types may provide an explanation of the link between volunteer satisfaction and contribution. Thus, the following hypotheses are proposed:

> H3: Volunteer motivation will be positively associated with volunteer
>
> contribution.
>
> H4: Volunteer motivation will mediate the relationship between volunteer
>
> satisfaction and volunteer contribution

<u>Perceived Meaningfulness</u>

Meaningfulness of work can be defined as work activities that are perceived to be valuable and significant. Additionally, the amount of significance or value a person places on work activities can vary, indicating that perceived meaningfulness of work can be different for each individual (Rosso et al., 2010). Thus, people can derive different amounts of meaningfulness as a result of how significant they perceive their work to be. Meaningfulness of work is said to be experienced when a person considers their actions are worthwhile and feel

satisfaction from the work they are motivated or inspired to do (Holdsworth & Cartwright, 2003).

Perceived meaningfulness of work is an area of research that has been studied for decades and has become a topic of interest due to the variety of organizational outcomes that meaningfulness of work can influence, such as job satisfaction, career development, personal fulfillment, motivation, stress, and empowerment (Rosso et al., 2010). In particular, research on meaningfulness of work has been a result of the desire to find a sense of purpose and value in work. As a result, perceptions of meaningful work has become an area of interest in research literature (Peng et al., 2016). Similarly, existing literature indicates that meaningfulness of work involves aligning one's values and purpose in life with the purpose of the job. By doing so, a sense of fulfillment can be obtained by the perception of making a difference for others (Chalofsky & Krishna, 2009). Accordingly, when volunteer's motives match their purpose for the job, they may find more meaning in their work. In the same manner, when work is believed to be beneficial to the greater good of society or serves a purpose to the organization, it provides a sense of meaningfulness (Bailey & Madden, 2017; Steger et al., 2013). Given that volunteering provides individuals with the opportunity to give back to society, meaningfulness of work should play a critical role in volunteerism.

Additionally, it is argued that when people find meaning in their job, they are better able to cope with certain job environments, allowing them to perceive

the job as more satisfying (Katz, 1978). Given that volunteer satisfaction has been found to be associated with volunteer contribution, the more satisfaction they have due to perceived meaningfulness, the more time they may be willing to contribute. Particularly because it is argued that those who perceive their work as meaningful should have an easier time staying involved due to their desire to contribute to a greater good (Steger et al., 2013). Similarly, previous researchers have suggested that meaningful work may be expressed as employee commitment, which involves increased work effort and intentions to stay working for the organization (Chalofsky & Krishna, 2009). Thus, meaningful work may play an important role in the amount of time donated to volunteering. For this reason, the following hypothesis is proposed:

H5: Perceived meaningfulness of volunteer work will be positively associated with volunteer contribution.

In addition to the relationships meaningful work may have with contribution, meaningfulness of work is an also known to be an important psychological state linked to the development of internal motivation. Such that, motivation may be improved when an individual believes they are doing significant and valuable work (Rosso et al., 2010). It is theorized that meaningfulness is a deeper intrinsic motivational variable than the values motive (Chalofsky & Krishna, 2009). Hence, there seems to be a clear link between meaningfulness of work, motivation, and satisfaction. For instance, when volunteers perceive their work as meaningful by participating in volunteer

experiences that allows them to express their humanitarian values, they are more likely to be satisfied (Dwyer et al., 2013). Additionally, those who are motivated by the values and understanding motives tend to perceive their work as more meaningful and experience less burnout, yet those who are motivated by social and career motivations were found to have higher cynicism, suggesting they are less satisfied and may perceive their volunteer job as less meaningful (Moreno-Jiménez & Villodres, 2010). Nevertheless, meaningful work has been found to be associated with career-related satisfaction (Stewart-Sicking et al., 2011), in that career satisfaction is obtained by those who perceive that their career provides them with what they believe is important (Arogundade & Arogundade, 2015). Thus, those who have career motivations fulfilled are more likely perceive their work as meaningful and be satisfied. Given that the perceived meaningfulness a volunteer obtains may be an important component of the volunteer experience it should be taken into consideration when understanding the relationship between volunteer satisfaction, motivation, and contribution. Therefore, this study aims to examine these relationships and proposes the following hypothesis:

> H6: Perceived meaningfulness of volunteer work will moderate the positive association of volunteer motivation on volunteer contribution. Specifically, perceived meaningfulness and volunteer motivation will interact to predict volunteer contribution, such that the association between volunteer

motivation and volunteer contribution will be stronger when perceived

meaningfulness is high and weaker when it is low.
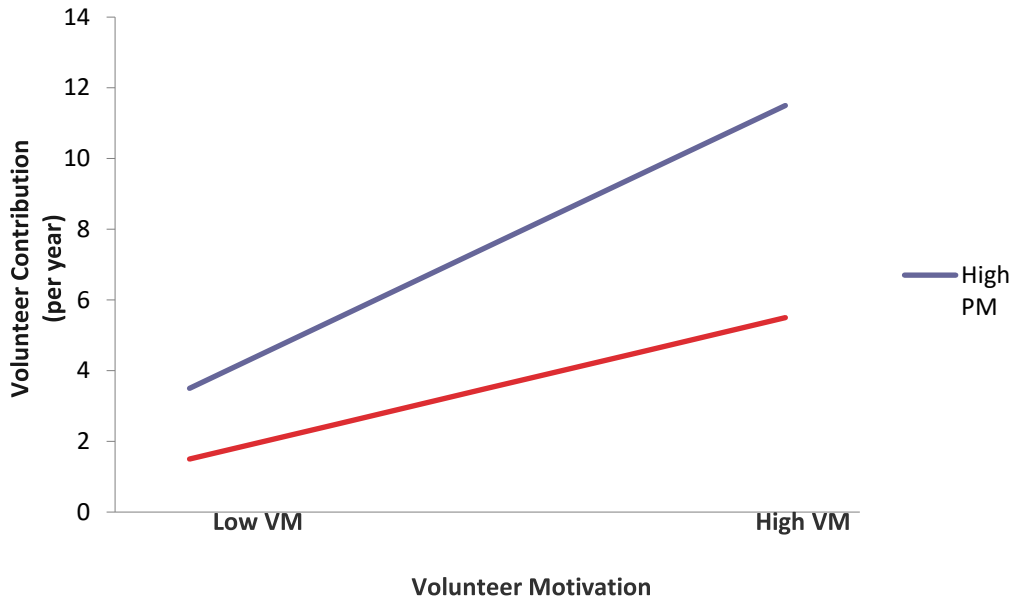
Figure 1. The Expected Interaction Effect of Perceived Meaningfulness and Volunteer Motivation as Indicated in Hypothesis 6.

Role Identity

Researchers have previously focused on understanding how prosocial

role identity can result in prosocial actions (Piliavin et al., 2002). Consequently,

the other main approach in existing literature examining volunteerism focuses on

the role identity perspective. Role identity refers to the extent to which a role is

internalized and identified with as part of an individual's self-concept (Penner,

2002).   A role can be referred to as a social position with expected behaviors

(Callero, 1994). Therefore, identity theory is used to explain the relationship

between social structures and self. Specifically, individuals have different networks of relationships which correspond with various identities that are determined by the social position they hold (Stryker & Burke, 2000). Stated differently, people can hold different roles for different situations. For instance, the position an individual holds at work is different from the position they have with their family, friends, or as a volunteer. As such, each role has unique behavioral expectations associated with each social network a person has. Identity is developed if a role is internalized as part of oneself (Piliavin et al., 2002). In the case of volunteerism, individuals who internalize a volunteer role identity will likely have corresponding prosocial behavioral expectations that are indicative of giving back to society.

Further, roles that become part of an individual's identity will likely result in the person acting a manner that meets the behavioral expectations associated with the role (Piliavin et al., 2002). Thus, the volunteer may exhibit more prosocial behaviors the more they identify with the volunteer role and try to meet expectations defined by the social network in which the role exists. Accordingly, a key component of identity theory is that social structures influence self, which in turn, influences behaviors (Stryker & Burke, 2000). Given that the theory assumes that expectations of behaviors associated with roles will guide actions (Piliavin et al., 2002), role identity is a vital concept for understanding volunteer behaviors.

Because roles can guide action, it is not surprising that researchers have discovered that helping behaviors can be predicted when an individual's role is merged with sense of self (Callero et al., 1987). In fact, role identity is considered the most important factor in predicting time a person is willing to give (Lee et al., 1999). Moreover, role identity theory proposes that the commitment and behavior is reflected by the extent the individual identifies with the role (Stryker & Burke, 2000). This assumption is reasonable given that role identity is associated with those who have a longer history of helping (Callero et al., 1987). Thus, the more a person volunteers, the more likely they will develop a volunteer role identity. The assumption also supports earlier literature which indicated that person and role mergers can occur when an individual is learning or participating in a role, or is in a role for a period of time (Turner, 1978).

Increased commitment is said to be established as volunteers develop relationships while volunteering, prompting them to become more engaged in attempt to develop their identity, resulting in continued service (Marta & Pozzi, 2008). Those who believe they have a social expectation to behave according to their role, are more likely to continue volunteering. Research has indicated that it is the network of relationships that are developed in a specific role that sustain role identity (Lee et al., 1999). Thus, the more volunteers identify with their role which requires them to act in manner that is acceptable to their social network, the longer they will contribute their time. In fact, volunteer role identity has found

to be mainly associated with being a long-term volunteer (Finkelstein et al., 2005).

Additionally, to identify whether or not a person has merged a role with themselves can also be determined by the attitudes they have regarding the role (Turner, 1978). Specifically, role identity was not only found to predict the intention volunteer, but is associated with positive attitudes toward volunteering (Grano et al., 2008) and volunteer satisfaction (Marta & Pozzi, 2008). Thus, the amount of time a volunteer contributes can be determined by how satisfied volunteers are with their experience and the extent to which they have internalized the role. With this in mind, role identity should be considered in studies examining volunteer contribution. Particularly because volunteer role identity plays an essential role in the decision to volunteer, attitudes toward volunteering, and the likelihood an individual will continue contributing their time (Marta & Pozzi, 2008). Given the relationships volunteer role identity has been found to have with volunteer satisfaction and volunteer contribution, this study proposes that the association between volunteer satisfaction and contribution is mediated by the extent to which individuals identify with their volunteer role; therefore, following hypothesis is proposed:

H7: Volunteer satisfaction will be positively associated with role identity.

H8: Role identity will be positively associated with volunteer contribution.

H9: Role identity will mediate the relationship between volunteer

satisfaction and volunteer contribution.

<u>Integrated Models of Volunteerism</u>

Existing literature on explaining prosocial behaviors has provided

evidence that both the functional approach and role identity play a significant role

in volunteerism. However, mixed findings do not provide clarity in this area.

Subsequent researchers have proposed to incorporate both approaches by

integrating the two theories. Penner (2002) was the first to propose a sustained

model of volunteerism, suggesting that sustained volunteerism is a result of

interactions between dispositional and organizational variables that are mediated

by role identity. The model proposes a path to sustained volunteerism that

includes the decision to volunteer (situational factors, social pressure,

demographic characteristics, beliefs, motives, personality, and organizational

practices), the initial volunteer experience, and role identity. The model posits

that the initial volunteer experience shapes volunteer role identity, which leads to

sustained volunteer contribution.

In the same manner, Finkelstein (2008) was the first to test the model

proposed by Penner in a single study, focusing on correlations between motives,

role identity, and time spent volunteering. Findings indicate that motives

changes throughout the volunteer experience. Specifically, the values motive

was associated with time spent volunteering at the beginning of the volunteer

experience and satisfaction and understanding was positively associated with

time spent volunteering after a year. In general, volunteers who were motivated by values (altruistic) motives initially spent more time contributing when their motives were fulfilled. Conversely, those who had volunteered for a year were found to be motivated by personal growth. Additionally, role identity was found to be related to satisfaction with altruistic motives initially and personal growth motives (understanding and enhancement) after a year.

Furthermore, an additional study incorporated motivation, organizational variables, and relational variables mediated by role identity to explain the intention to volunteer. Findings indicate that others-oriented motivation was associated with satisfaction, while role identity was associated with both satisfaction and the intention volunteer (Marta & Pozzi, 2008). Overall, these findings indicate that factors that influence volunteer contribution can vary throughout the volunteer experience.

Present Study

Previous research has examined the factors that contribute to volunteerism and have resulted in mixed findings. Two main approaches have been used to attempt to explain why an individual decides to volunteer and continues to volunteer. Building on existing literature, the present study re-examines relationships evaluated in previous studies between satisfaction and contribution using motivation and role identity as mediators. In addition, this study aimed to contribute to existing literature by addressing how perceived meaningfulness fits into the integrated model. Therefore, the purpose of this

study was to re-examine the two prominent theories: functional and role identity, while incorporating perceived meaningfulness to clarify discrepancies in existing literature on volunteerism.

To develop the model of volunteer contribution, I utilized aspects of the integrated approach proposed by Penner (2002) that incorporates both the functionalist perspective and role identity theory as my theoretical framework for volunteer contribution.

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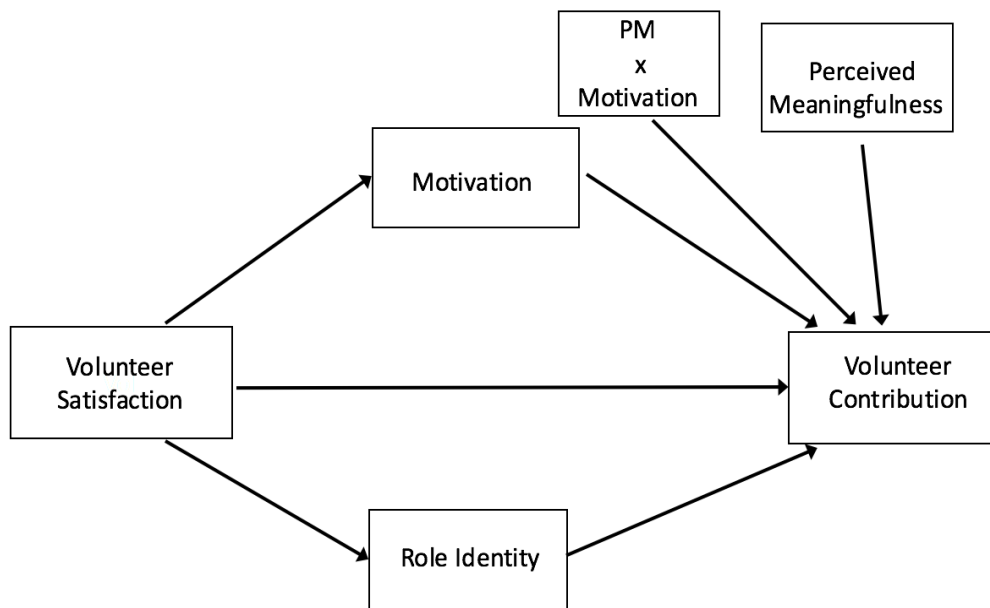
Figure 2. The Proposed SEM Model of Volunteer Contribution.

CHAPTER TWO:

METHOD

<u>Participants</u>

Participants included in this study were all adults 18 years old or older who have donated time volunteering. Participants were invited to take part in this study using two methods that utilized the online survey collection services (Survey Monkey). The convenience sample was comprised of respondents who participated in Survey Monkey, as well as those in the primary investigators professional and social network.   In order to be eligible for this study, all participants had to have volunteered at least one time in the past. Those with the intent to volunteer in the future, but did not actually have volunteer experience, were not considered for this study. The results of a power analysis performed to determine the sample size needed for this study indicated a sample size of 91 was needed for a medium effect when power was set at .80 and $\alpha = .05$ and 138 when the power was set at .95 and $\alpha = .05$ (Soper, 2017). Additional sample size requirements by desired effect size are shown in Table 1.

Table 1. Power Analysis Results for Sample Size Required in Order to Obtain Desired Effect Size.

R^2	Power = .80 $\alpha = .05$	Power = .95 $\alpha = .05$
.10	134	204
.15	91	138
.20	70	105
.25	57	85
.30	49	72

Participants ages ranged from 19 to 82 years old, with an average age of 42 years old. Of the participants, 27.3% were men and 72.7% were women. Ethnicity of the respondents consisted of 1.9 % African American, 1.2% American Indian, 3.1% Asian, 65.8% Caucasian, 21.7% Hispanic, and 6.2% responded as other. Additionally, the nature of the organizations in which the participants had volunteered at consisted of 27.3% public , 19% private, and 52.2% for religious organizations. The length of time the participants reported as having volunteered ranged from less than 1 year to 60 years, with the average length of 11.75 years. Participants also indicated the type of work they did during their volunteer experience by answering the open-ended question "What type of work did you do?" Descriptive statistics for the participants are shown in Table 2 and Table 3 for continuous and categorical variables.

Procedures

Participants were asked to complete a self-report survey regarding their attitudes about their volunteer experience and time spent volunteering. The participants who qualified were invited to complete a survey utilizing a computer

and the on-line survey collection service (Survey Monkey). Additionally,

respondents were recruited by inviting participants through the use of the social

media website, Facebook. The primary investigator posted an invitation and link

to the survey on Facebook. Additionally, the primary investigator sent emails to

personal and professional contacts with the invitation and survey link. Both

methods of collection allowed participants to forward or share the survey with

others.

Survey data from a total of 206 respondents was obtained from

individuals who identified themselves as a volunteer who had volunteered at

least one time in the past. Of the 206 original participants, 45 participants were

removed from the study. The respondents removed from this study include 5

participants that had careless response violations, 9 participants that had never

volunteered, and 31 of participants that did not complete the survey. After data

screening, a total of 161 responses were included in this study, meeting the

sample size requirement as indicated by the power analysis.

Table 2. Continuous Demographic Variables

Variable	M	SD	Minimum	Maximum
Age (Years)	42.26	14.22	19	82
Length of Service (years)	11.75	11.85	0.02	60

Table 3. Categorical Demographic Variables

Variable	N	%
Gender		
Female	117	72.7
Male	44	27.3
Ethnicity		
African American	3	1.9
American Indian	2	1.2
Asian	5	3.1
Caucasian	106	65.8
Hispanic/Latino	35	21.7
Other	10	6.2
Organization Type		
Public	44	27.3
Private	32	19.9
Religious	84	52.2

Measures

The study included general demographic information and responses from the scales measuring volunteer satisfaction, volunteer motivation, role identity, and meaningfulness of volunteer work.   Measures are scales which have been used in previous research regarding volunteerism and are included in the appendix.

Volunteer Contribution. Demographic and contribution information was collected regarding participants age, gender, ethnicity, nature of volunteer organization (i.e., humanities, animal welfare, disaster relief), nature of the organization (public, private, religious), type of work, length of service, how often

they volunteer per year, month, and week, volunteer frequency, as well as the average number of hours of each volunteer episode. For this study, volunteer contribution was measured by combining length of service and volunteer frequency. Cronbach's alpha was not obtained for this measure (see Appendix B for details on how the items were worded).

Volunteer Satisfaction. To measure volunteer satisfaction, six items established by Clary et al. (1998) were adapted and used on a seven-point Likert response scale to measure the level of satisfaction and fulfillment participants obtained from their volunteer experience ranging from 1 (not satisfied at all) to 7 (extremely satisfied). The scale was used to validate the Volunteer Function Inventory (VFI), measuring volunteer satisfaction for each of the six volunteer function motive subscales. Clary et al. (1998) obtained a Cronbach's alpha of .85 when the six items are summed. High scores indicate a higher level of satisfaction. Cronbach's alpha obtained in this study was .84.

Volunteer Motivation. To measure volunteer motives, the Volunteer Functions Inventory (VFI) identifying motivation for volunteering with 30 items comprised of six subscales with five items each was used (Clary et al., 1998). Each subscale used a seven-point Likert response scale ranging from 1(Not at all accurate/important) to (Extremely important/accurate). The six subscales consist of items that assess a volunteer's motivation to volunteer which include: values, understanding, social, career, protective, and enhancement. Each of the six subscales in the study conducted by Clary et al. (1998) had a Cronbach's alpha

ranging from .80 to .89 as follows: .80 (values),.81 (understanding), .83 (social),

.89 (career), .81 (protective), and .84 (enhancement). The composite VFI scale

has been found to yield a Cronbach's alpha of .74 (Terrell et. al., 2004) and a

Spanish adapted version of the VFI yielded a Cronbach's alpha of .91 for the

complete scale (Moreno-Jimenez & Villodres, 2010). Cronbach's alpha for the

composite scale in this study was .92.

Role Identity. To measure the extent in which an individual views their

volunteer role as part of their personal identity, an adapted version of a five-item

scale developed by Callero et al. (1987) was used. The original version was

specific to blood donor volunteers and includes items such as "blood donation is

an important part of who I am". For this study, the items were adapted for

general volunteering. For example, an adapted item is "volunteering is an

important part of who I am". The five items used a nine-point Likert rating scale

ranging from 1 (strongly disagree) to 9 (strongly agree). Callero et al. (1987)

obtained a Cronbach's alpha of .81 for the scale when all five items were

summed. Cronbach's alpha obtained in this study was .82.

Meaningfulness of Work. To measure how meaningful volunteer's

perceive their volunteer work to be, the three item meaningful work measure

using a seven point Likert response scale ranging from 1 (strongly disagree) to 7

(strongly agree) was used. The meaningful work measure assesses the value of

work goal or purpose. Spreitzer (1995) obtained a Cronbach's alpha of .87 for

the scale. For the purposes of this study, the items were adapted to specify

volunteer work. Cronbach's alpha of .92 was obtained in this study.

Careless Response Checks. To identify careless responding, three items

were included within the survey items. An example of the careless response

items was "please respond with agree if you have read this statement". The

criteria included in this study required respondents to correctly responded to at

least two of the careless response items. Nine participants were removed from

this study for careless response violations.

CHAPTER THREE:

RESULTS

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Data Screening

Data from 206 adult participants was obtained. Several participants were excluded from the study because they declined to participate, did not meet criteria for the study, discontinued participation, or incorrectly answered two or more careless response checks.   Thus, the sample size after the initial data screening was N = 161.

After the initial screening for unusable data, the data were screened for normality and outliers using the standardized z-score criteria of (+- 3.3) (Tabachnick & Fidell, 2013). An examination of the data revealed univariate outliers on volunteer satisfaction (z = -5.55, z =- 3.38, z = -3.67, z = -3.35, z = -3.33), length of service (z = 3.30, z = 3.65, z = 4.06), meaningful work (z = -5.12, z = -3.45), and role identity (z = -3.35). For this study, outliers were coded as missing and included in the final analysis. Additionally, using Mahalanobois Distance, $\chi2(6)$ = 22.45, p < .001., four multivariate outliers $\chi2$ = 23.17 to 46.76, were found. The model was estimated with and without the multivariate outliers and did not impact the final results; therefore, the multivariate outliers were retained in the analysis.

After the data were screened and assumptions were evaluated, Structural Equation Modeling was used to test overall model that examines the

direct and indirect effects of volunteer satisfaction on volunteer contribution

through the hypothesized mediators (motives, and role identity), as well as the

interaction of perceived meaningfulness with motives. The Structural Equation

model and assumptions was tested using JMP and IBM SPSS software.

<u>Model Estimation</u>

To examine the directional hypotheses, path analysis using Structural

Equation Modeling (SEM) procedures were performed in JMP software. The

goodness of fit statistics were examined to determine the overall fit of the model.

The model chi-square, $\chi2$ (6, $N = 161$) = 134.50, $p < .001$, was significant,

which indicates the model is not a good fit. Further examination of other fit

indices, comparative fit index (CFI) = .33 and the root mean square error of

approximation (RMSEA) = .36, provide evidence that the model is poor fitting. As

such, no significance was found among the relationships between the variables

and volunteer contribution, which does not support overall hypothesis.

Given that the hypothesized model was a poor fit, the model was re-

estimated with additional pathways added to the model in a supplemental

analysis after reviewing the significant correlations between the variables. The

goodness of fit statistics for the supplemental model were examined and the

model chi-square, $\chi2$ (3, $N = 161$) = 9.66, $p = .02$, and the root mean square

error of approximation (RMSEA) = .12, 90% CI [.04, .20], the comparative fit

index indicates the model (CFI) = .96.   According to Hu and Bentler (1999), CFI

values greater than .95 can indicate a good fit. For the purposes of this study the

results of the supplemental analysis were used to examine the predicted

hypotheses as well as additional associations between variables.

Supplemental Analysis

In hypothesis 1, I predicted that volunteer satisfaction would be positively

associated with volunteer contribution. In the supplemental analysis, volunteer

satisfaction did not predict volunteer contribution (β = 0.10, p = .35) and was not

correlated r (143) = .02, p = 0.78. as originally expected. In terms of hypothesis

2, I predicted that volunteer satisfaction would be positively associated with

volunteer motivation. The association between volunteer satisfaction and

volunteer motivation was significant (β = 0.36, p < .05) and correlated with one

another r (154) = 0.39, p < 0.001, which indicates that volunteer satisfaction has

a positive relationship with and predicts volunteer motivation. However,

volunteer motivation was not positively associated with volunteer contribution

(β = -0.13, p = .16), as predicted in hypothesis 3, nor were the variables

correlated r (147) = -0.11, p = .19.

Likewise, I predicted in hypothesis 5 that meaningful work would positively

predict volunteer contribution, but findings indicate meaningful work did not

predict volunteer contribution (β = 0.04, p = .77) and the variables were not

correlated r (144) = -0.03, p = 74. In terms on hypothesis 6, I predicted that

meaningful work and volunteer motivation would interact and predict volunteer

contribution, such that the association between volunteer motivation and

volunteer contribution would be stronger when meaningful work was high and

weaker when it is low. However, the interaction of meaningful work and volunteer motivation did not significantly predict (β = 0.03, p = .72) nor was not correlated r (144) = 0.05, p = .56 with volunteer contribution.

In hypothesis 7, it was predicted that volunteer satisfaction would be positively associated with role identity. Hypothesis 7 was supported, as volunteer satisfaction did significantly predict role identity (β = 0.44, p < .05) and was significantly correlated r (153) = 0.44, p < .01. For Hypothesis 8, I predicted role identity would be positively associated with volunteer contribution. Hypothesis 8 was not supported (β = -0.09, p = .41) and the results indicate the variable were not correlated r (146) = -0.067, p = .42.

In addition to the predicted hypotheses, paths were added in the supplemental analysis to further examine the unique relationships of role identity and volunteer satisfaction on meaningful work that was not predicted in the original model (see Figure 3). Likewise, the covariate between volunteer motivation and meaningful work was also examined.   The results from the supplemental analysis showed that volunteer satisfaction proved to positively predict and was correlated with meaningful work (β = 0.37, p < .05), r (152) = 0.59, p < .01 . In the same manner, role identity also significantly predicted and was correlated with meaningful work (β = 0.46, p <. 05), r (156) = 0.66, p < .01. Lastly, the covariance between volunteer motivation and meaningful work was significant (β = 0.11, p < .05) and r (156) = 0.41, p < .01, indicating volunteer motivation and meaningful work are positively correlated.

In this model the direct effects of all variables predicting volunteer contribution did not prove to be significant. As such, indirect effects were not examined as intended.
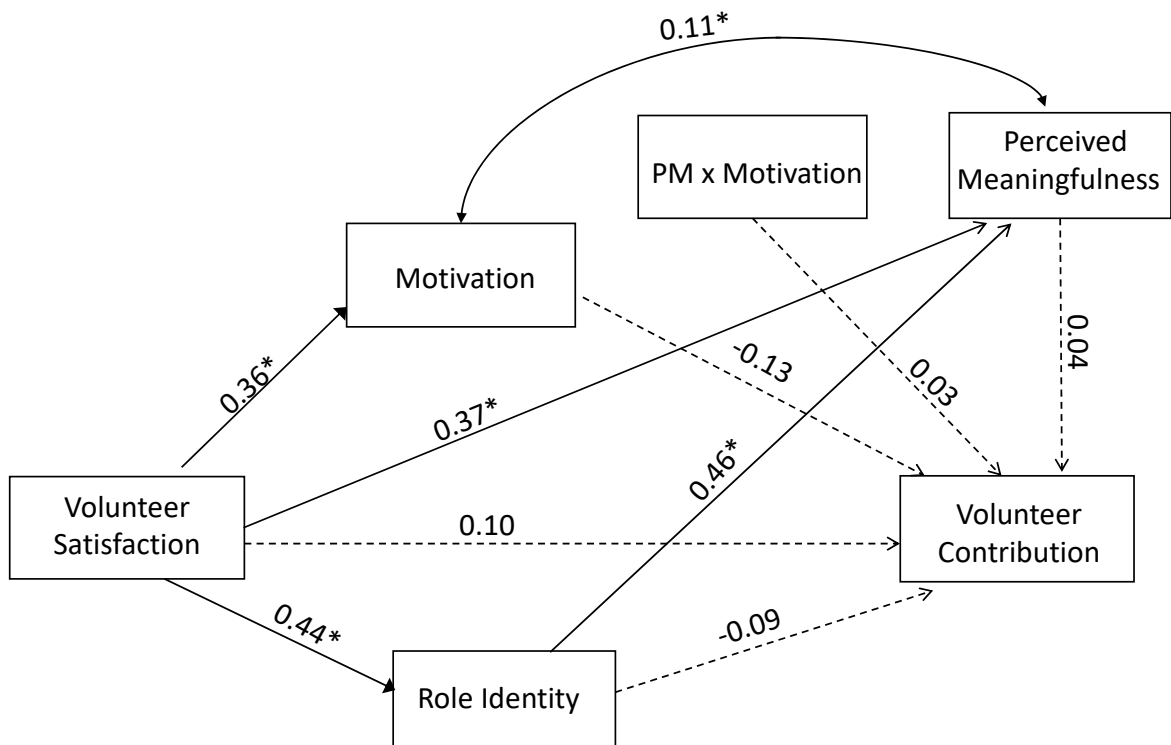

Figure 3. Supplemental Model.

Table 4. Zero-Order Correlations Among Study Variables.

Variable	M	SD	1	2	3	4	5	6	7
1. Age			---						
2. Volunteer Motivation(VFI)	**4.66**	**.96**	**-.291****	(.92)					
3. Role Identity	6.80	1.67	-.012	**.303****	(.82)				
4. Meaningful Work	6.15	.87	-.051	**.407****	**.662****	(.92)			
5. Volunteer Satisfaction	6.47	.47	.026	**.388****	**.435****	**.591****	(.84)		
6. Moderator VFI x MW)	.39	1.14	-.042	**-.177***	**-.173***	**-.271****	**-.175***	---	
7. Volunteer Contribution	.12	.93	.051	-.107	-.067	-.028	.023	.049	---

** $p < 0.01$, * $p < .05$. Alpha reliabilities in parentheses on diagonal

Follow-Up Analysis

   In addition to the supplemental analysis, a follow up analysis was
conducted on the hypothesized model to determine if the frequency variable
alone would be a more appropriate measure for volunteer contribution verses
combining frequency and length of service as it was in the hypothesized model.
In a study on public service volunteers, frequency was used as an outcome
variable in which motivation was found to be a significant predictor for those that
volunteered weekly (Costello et al., 2020). The frequency variable utilized in this
study is a five-point Likert scale measuring how frequently participants
volunteered ranging from 1 (very infrequently) to 5 (very frequently). With this
change to the outcome variable, new correlations were found between volunteer
contribution and role identity $r(160) = .42$, $p < .001$, meaningful work $r(158) =$
.22, $p = .005$, and volunteer satisfaction $r(156) = .20$, $p = .01$. However, despite
efforts made to re-estimate the model with frequency, the goodness of fit

statistics obtained for the follow-up analysis indicated the model was not a good

fit. For example, the model chi-square, $\chi2$ (6, N = 161) = 134.65, p <.0001, was

significant and the root mean square error of approximation (RMSEA) = .36, 90%

CI [.31, .42]. Examination of the comparative fit index also indicates the model

(CFI) = .42 is not a good fit. The estimation mirrors the fit indices for the

hypothesized model and indicates the model is not a good fit on all three fit

indices.

CHAPTER FOUR:

DISCUSSION

The primary purpose of this study was to examine the influence of motivation, role identity, and meaningfulness of work on the relationship between volunteer satisfaction and volunteer contribution. While previous literature indicated that both the functional approach and role identity can contribute to volunteerism, there have been mixed findings in this area of research. This study was intended to re-examine the two prominent theories utilizing the integrated approach proposed by Penner (2002) to help clarify previous discrepancies in existing literature. However, my hypothesized model did not converge as expected. Thus, additional pathways were added to the model in order to further evaluate proposed the relationships.

I predicted in hypothesis 1 that volunteer satisfaction would be positively associated with volunteer contributions. Hypothesis 1 was not supported. Further, no relationship was found to be present between the two variables in this study. This finding indicates that satisfaction with the volunteer experience does not impact the time individuals donate to volunteering. Thus, whether or not a person feels satisfaction in volunteering is not a factor in their volunteer contribution. One objective of this study set out to re-examine the relationship between volunteer satisfaction and volunteer contribution to get a better understanding of the previous mixed findings in in current literature. Results of

this study does not support previous research, which suggests the more satisfying volunteering is, the more time an individual will spend volunteering (Finkelstein et al., 2005; Finkelstein, 2008), have more intention to continue their volunteer service (Giel & Breuer, 2020; Cho et al., 2020), and has been recently linked to long term service in informal settings (Trautwein et al., 2020).

Despite this study's findings that are contrary to some of the previous research on volunteerism, this finding is consistent with opposing literature that implies that there is no relationship between volunteer satisfaction and contribution. Specifically, Dwyer et al (2013) found that the likelihood of volunteer contribution was not increased by experiencing more satisfaction when volunteering. However, it should be noted that some of the previous studies found satisfaction to be associated with amount of time volunteering, but did not find an association with longevity. Additionally, because this study set out to examine overall volunteer contribution, the outcome variable was determined using years of service and frequency per year. In previous research, length of service and amount of time volunteering were examined independently, and no consistent method was used to determine contribution. Some researchers determined contribution by using response options such as days per designated timeframe (week, month, year), or ranges of times per month and or year which that included possible responses "several days a week", "between 1 and 2 years". The method used in the current study to determine volunteer contribution may likely have hindered the overall results in that volunteer satisfaction was

found to have contradictory results regarding time spent volunteering and length of service in previous studies.

In hypothesis 2, volunteer satisfaction was predicted to be positively associated with volunteer motivation. Hypothesis 2 was supported and the variables were found to be correlated with one another. These findings indicate the volunteer satisfaction does in fact contribute to an individual's motivation to volunteer and the variables are positively associated with one another. Specifically, the higher the amount of satisfaction an individual has, the more motivation they have to volunteer. These findings suggest that those satisfied with their volunteer experience have more overall personal motives fulfilled by the experience. This result was not surprising, given that previous studies have found a positive relationship between volunteer satisfaction and underlying reasons to volunteer (Dwyer et al., 2013; Wong et al, 2011). Further, volunteering can satisfy specific motivational needs such as the values, understanding and development (Omoto & Snyder, 1995). Similarly, researchers found the values and understanding motives were associated with volunteer satisfaction and were the main motives for volunteering (Oh, 2017; Angosto Sanchez et al., 2021).

For hypothesis 3, I predicted that volunteer motivation would positively predict volunteer contribution. Hypothesis 3 was not supported. Surprisingly, this result indicates that overall motivation does not play a significant role in donating time to volunteer service and is inconsistent with prior studies suggesting that

levels of motivation can influence volunteer service intentions (Alexander et al.,

2015) and length of service (Fuertes & Jimenez, 2000). Similarly, higher levels

of motivation were found to contribute to increased frequency of volunteering in a

previous study examining public service motivation (Costello et al., 2020).

Conceivably, lack of significance in this study may be due to not

examining the effect of individual motives on contribution amounts. For example,

prior studies found specific motives such as the values motive (Penner &

Finkelstein, 1998), understanding motive (Dwyer et al.,2013), and self-oriented

motives (Omotos & Snyder, 1995) were positively associated with length of

service. In the same manner, the social and protective motives have been found

to be associated with the intent to continue volunteer service (Oh, 2017).

In this study, hypothesis 4 predicted that volunteer motivation would

mediate the relationship between volunteer satisfaction and volunteer

contribution. However, given that no relationship was found between volunteer

satisfaction and contribution, the indirect effects was not examined. If no

relationship was found in the current model between volunteer satisfaction and

volunteer contribution, then motivation could not be taken into consideration in

order to change or explain the non-existent relationship between predictor and

outcome variables. In fact, in this study, motivation was only found to have a

relationship with volunteer satisfaction and would not be an appropriate mediator

in this study.

In hypothesis 5, I predicted that meaningful work would positively predict volunteer contribution. However, this prediction was not supported and the variables were found to be unrelated in this study. This finding deviates from existing literature the suggests that those who perceive work to be meaningful are likely to show more commitment, intentions to stay working (Chalofsky & Krishna, 2009) and should find it easier to stay involved (Steger et al., 2013). Likewise, the present findings also do not align with a previous study that examined corporate volunteers and found meaningfulness of the volunteer work to positively predict repeated participation (van Schie et al., 2018). Additionally, the interaction between volunteer motivation and meaningful work did not predict volunteer contribution as was expected for hypothesis 6. The main effects of both volunteer motivation and meaningful work did not significantly predict volunteer contribution. As such, the interaction of perceived meaningfulness and motivation could not moderate or change the non-existent relationship with volunteer contribution. Specifically, meaningful work (regardless of it being high or low), has no impact on the strength of the absent association between motivation to volunteer and volunteer contribution given.

Hypothesis 7, volunteer satisfaction would be positively associated with role identity, was supported such that the more a person feels satisfied with their volunteer experience, the more an individual has internalized the role to be part of oneself. The current finding supports previous researcher who found volunteer satisfaction is an important factor in influencing and predicting

volunteer role identity (Almas et al., 2020).   Research on role identity suggests

that when specific roles are internalized part of one' self-concept, individuals are

likely to portray the role and adhere to the role's behavioral expectations (Callero,

1994; Piliavin et al, 2002). In the current study, findings indicate the more

satisfied a person is with volunteering, the more they relate to the role of a

volunteer, which research has suggested, is expected to guide and predict their

helping behaviors (Callero et al., 1987) and intention to continue service (Almas

et al., 2020). Similarly, increased commitment and long term volunteering has

been previously found to be associated with role identity (Marta & Pozzi, 2008;

Finkelstein et al., 2005; Almas et al., 2020) in order to sustain their role (Lee et

al., 1999). As such, this study set out to examine the influence role identity has

on the predicted relationship between volunteer satisfaction and contribution.

However, even though role identity was found to be associated with volunteer

satisfaction, role identity was not found to be associated with volunteer

contribution as indicated in hypothesis 8. Hypothesis 8 was not supported. This

finding implies that volunteer roles that are internalized as part of one's self-

concept are not a factor in donating time to volunteering which contradicts

previous studies that implied that role identity has an influence on long term

volunteering intentions (Almas et al., 2020).

     As with hypothesis 4, the indirect effects predicted in hypothesis 9 was not

examined in this study due to lack of support for the association between

volunteer satisfaction and contribution. Thus, role identity cannot help explain the relationship between satisfaction and contribution in this study.

In regard to the additional pathways added in the supplemental model, volunteer satisfaction and role identity were both found to positively predict meaningful work. This finding suggests that those who are satisfied with their volunteer experience find more meaning in their work. This finding is in alignment with previous studies that have found a relationship between job satisfaction and engaging in purposeful meaningful work (Fitzpatrick et al., 2013).   In the same manner, those individuals who have internalized the role of volunteer as part of their self-concept, tend to perceive their volunteer work to be more personally meaningful in this study. These finding are consistent with existing literature that indicates meaningful work and role identity are associated with one another (van Schie et al., 2018). Although the proposed model was not a good fit for my overall hypothesis, these intriguing relationships found with the supplemental model may help to provide guidance on how to re-configure the integrated model to better understand influences of volunteerism in the future. As previous research suggests, volunteer role identity has previously been found to be positively associated with the values motive (Finkelstein et al., 2005) and meaningful work (van Schie et al., 2018). Further, obtaining meaning in one's work involves aligning personal values and purpose with the job, by doing so, a sense of fulfillment is fostered by the perception of making a difference (Chalofsky & Krishna, 2009).

Additionally, in this study the covariance between volunteer motivation and meaningful work was significant, indicating a positive relationship between the variables. The positive trend suggests if motivation is high, meaningful work perceptions would also be high. This finding is consistent with previous researchers who have found positive associations between intrinsic motivation, meaningful work, and the alignment of one's personal values (van Schie et al., 2018). With this positive relationship, it makes sense that those that have internalized the volunteer role perceive their work to be meaningful by aligning their values motives with the job. In this regard, further investigation on the values motive and role identity may provide additional insight and significant pathways not included in the current study.

Implications

The intentions of this study was to contribute to the body of research examining factors associated with and ultimately influence an individual's propensity to contribute their time to volunteer work. By examining the hypothesized relationships between the variables in this study, I had hoped to help clarify previous mixed findings within volunteer research. Due to the fact that previous literature indicated satisfaction with the volunteer experience can affect the amount of contribution a volunteer is willing to give, it was expected that those who have higher levels of satisfaction would contribute more. The overall expectation of this study was that higher levels of volunteer satisfaction would lead to more contribution and that role identity, motivation, and perceived

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meaningfulness would impact contribution efforts over time. However, the lack of support of the relationship between volunteer satisfaction and volunteer contribution actually lends support to the opposing hypothesis in previous literature which indicated increased volunteer satisfaction did not increase the likelihood of volunteer contribution (Dwyer et al., 2013). Thus, findings from this study add to the mixed findings within this area of volunteer research.

In assessing the relationship between satisfaction in volunteering and motivation to volunteer, findings in this study supports the notion that volunteering variables should be considered both "temporal" and "dynamic" in that the volunteer experience itself can influence their relationship (Penner, 2004). Thus, volunteer satisfaction can be an antecedent to a person's motivation to volunteer instead of just the result of the experience.

Given that overall volunteer motivation did not predict volunteer contribution in this study, these findings imply that fulfilled motives do not necessarily influence a person's volunteer service as suggested in previous studies (Finkelstein, 2008). Following the functionalist perspective, motivations not only play a role in the decision to volunteer, but are expected to inspire ongoing volunteer efforts; therefore, motivation was expected to be vital in explaining the relationship between volunteer satisfaction and contribution. However, findings from the present study lends to the notion that in order to better determine if motivation plays a role in volunteer contribution, studying individual motives as proposed by Clary et al. (1998), may paint a clearer picture

of the effect motivation has on contribution and which type of motivation has more impact on an individual's decision to volunteer.

The lack of support for perceived meaningfulness impact on volunteer contribution implies that an individual's contribution is not influenced by meaning found in the volunteer experience. Likewise, the interaction between one's motives and meaningfulness is also not a strong predictor that an individual will contribute time to volunteer work. However, support was found in this study for the relationship between volunteer satisfaction and perceived meaningfulness. Thus, the association found between these variables lend support to the body of research that suggests that when individuals feel satisfied from their work, they will experience a sense of meaningfulness (Holdsworth & Cartwright, 2003). Further, findings in this study indicate that volunteer motivation and meaningful work are positively correlated and supports existing literature that suggests that when individuals believe their work to be meaningful, motivation may be improved and that meaningful work has been theorized to be a deep intrinsic motivational variable itself (Rosso et al., 2010).

In terms of the proposed relationship between volunteer satisfaction and role identity, findings in this study supported the proposed association in that satisfaction in volunteering positively influences an individual's internalization of the volunteer role as part of oneself. In that the more satisfied an individual is with the volunteer experience, the more they will personally identify with the volunteer role. This finding aligns with existing literature in which positive

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attitudes regarding volunteering (Grano et al., 2008) and volunteer satisfaction (Marta & Pozzi, 2008) are associated with role identity and that attitudes can determine whether or not a person has merged with a role (Turner, 1978). However, role identity was not found to significantly predict the amount of contribution an individual will donate to volunteering. Previous research indicates that when roles are merged with sense of self, they may drive action (Callero et al., 1987). However, this was not the case in this study.

In assessing the relationship between role identify and perceptions of meaningful work, findings in this study suggest that the variables are positively correlated in that the more a person identifies with the volunteer role, the more meaningful they perceive their volunteer work to be.

Practical Implications

Although overall the model in this study did not provide insight on factors that contribute to volunteer contribution, the significant relationships found among volunteer satisfaction, role identity, motivation, and meaningful work can be beneficial for organizations to understand. For instance, in this study satisfaction with the volunteer experience was found to not only predict motivation to volunteer, but also role identity and meaningfulness of work. With this in mind, organizations can focus on focus on strategies that promote satisfaction and the fulfillment of motives that are important to volunteers that provide as sense of meaning, that inspires them to continue giving. In the same manner, having insight on the specific motives that inspire volunteers can help increase

perceived meaningfulness and satisfaction from the experience.   For example, if

volunteers have the opportunity to express humanitarian values, such as feeding

the homeless, they may also be able to satisfy their understanding motive and

perceive their job as more meaningful if their volunteer service allowed them to

interact with the homeless as part of job. Further, organizations may find it useful

to develop strategies to help employees build their social network to internalize

their volunteer role as part of their self-concept. By doing so, volunteers that

identify with the role will likely find the experience to be more personally

meaningful. Organizations that understand the importance of satisfaction,

motivation, role identity, and meaningfulness within the volunteer experience can

help provide a better overall experience for their volunteers, which may impact

the service they are willing to give.

Theoretical Implications

The intention of the present study was to contribute to ongoing research

on volunteerism and provide insight on past discrepancies and support the

integrated theoretical framework incorporating both the fundamental approach

and the role identity theory. Eventhough the hypothesized model did not produce

expected results, there seemingly is value in incorporating an integrated model in

volunteer research.   The integrated model is one that provides an overall look at

multiple factors that influence volunteerism and takes in account the experience

as a whole.   In research conducted by van Schie et al.(2018) role identity,

meaningfulness, and motivation were found to work with hand in hand with each

other with the area of volunteer research. By combining the theories, research on volunteerism can paint a clear picture of factors that impact volunteering.

Limitations

Limitations that may have hindered the results include the ratio of male to female respondents. In this study, nearly three fourths of the participants were female.

Further, 65% of the respondents were Caucasian and over half the participants volunteered for religious organizations.   It seems reasonable that different genders, ethnicities, and belief systems would influence different responses. Thus, a wider range of data from a more diverse sample would likely have provided results that could be better generalized to the population, then what was collected in this study.

Additionally, data was collected online using self-reporting. This type of data collection may have made it more difficult for those technically challenged or those that did not have internet or computer access to participate in the study. Further, socioeconomic factors may have played a role in who had the financial capability to donate time to volunteering. At the time that data was collected, prior to global COVID restrictions, the US economy was experiencing slow growth and many were spending more time working, possibly having less time to volunteer.

Future Directions

Given the results of this study, future directions that may prove to be beneficial in understanding the factors that influence volunteer contribution should include examining the effects of individual volunteer motives on the relationship between volunteer satisfaction and volunteer contribution. The current study was limited in examining overall volunteer motivation and may have had better results if individual motives were examined. In the same manner, examining the association of individual motives, such as the values motive, and meaningful work may likely be beneficial for future studies on volunteering behaviors.

Further, given that volunteer satisfaction was found to be a significant antecedent to volunteer motivation, understanding which motives are influenced more by satisfaction could provide more insight to understand what specific motives are associated with satisfied happy volunteers. In the same manner, examining volunteer satisfaction as an antecedent in future research on perceived meaningfulness and role identity could lend to a better understanding of how satisfaction contributes to meaningful work and an individual's role in volunteering. Further, findings in this study could suggest that there are deeper connections between satisfaction, role identity, meaningfulness, and motivation to volunteer that should continue to be examined within volunteerism research.

Conclusion

The present study examined an integrated model proposed by Penner (2002) that incorporated both the functional perspective and role identity theory to better understand factors that influence volunteerism. Volunteer satisfaction was found to be a significant predictor of motivation, role identity and meaningful work, but did not significantly predict volunteer contribution. Additionally, role identity was found to be significant predictor of meaningful work, but also did not predict volunteer contribution. Motivation and meaningful work was found to be positively correlated with one another, yet neither significantly predicted volunteer contribution. These findings contribute to existing literature on the influence of satisfaction, motivation, meaningfulness, and role identity on the volunteer experience. Specifically, the importance of creating a satisfying volunteer experience that aligns with one's values and motives that an individual can internalize as part of oneself. Because of this, I believe examining an integrated model of volunteerism can aid in our overall understanding of factors that influence volunteering in coordinated harmonious manner.

APPENDIX A:

INFORMED CONSENT

College of Social and Behavioral Sciences
Department of Psychology

Informed Consent

This study is conducted by Tonia Caraveo, M.S. Industrial/Organizational Psychology graduate student at California State University, San Bernardino. This study has been approved by the Department of Psychology Institutional Review Board Sub-Committee of the California State University, San Bernardino.

Purpose: The purpose of this study is to assess the relationship between volunteer satisfaction and volunteer contribution.

Description of Research: You will be asked to report the extent to which you agree with statements about your volunteer experience via an on-line survey service offered via an online survey service (Survey Monkey). Your responses will be recorded electronically. Upon completion of the survey, you will be provided with post-study information and explanation of the study.

Duration: Responding to the questions on the survey will require between 15-20 minutes, and the full survey should take no more than 25 minutes at most.

Risks: Risk associated with this study is low and no more than would be encountered with daily activities. The nature of the questions is non-invasive.

Benefits: You will receive no direct benefits from this study.

Participation: Your participation in this study is entirely voluntary. You can skip questions or withdraw from this study at any time without any negative consequences. However, your participation is important for advancing research on volunteerism.

Confidentiality: Information collected for this study will be confidential. You will not be required to provide any identifying information. All records and datasets of the study will be kept confidential and will only be accessed by the primary investigator and thesis advisor. Any published report relating to this project will contain group level information only. Any and all identifying information will be excluded from the all reports. All information collected will be kept secure using encryption protocols used by the survey service. All stored information about this

study will be kept on a password protected computer used only by the primary investigator.

Data Storage: Original responses will be stored on a password protected and encrypted server hosted by Survey Monkey. Dataset files downloaded will be stored on a password protected computer used by the primary investigator. The dataset file will only be accessible to the primary investigator and the primary investigator's thesis advisor. All data collected will be destroyed after a period of ten years.

Results: A report of the study findings will be compiled and presented in a research paper. The completed thesis will be available through the CSUSB library. All requests for the report of findings can be made by emailing Tonia Caraveo after December 2018.

CONTACT: In case of questions or if there are concerns, problems, or other issues, the primary researcher, Tonia Caraveo can be contacted at caraveot@coyote.csusb.edu. If you have further questions or concerns regarding this study, please feel free to contact The Department of Psychology IRB Sub-Committee at psyc.irb@csusb.edu.

CONFIRMATION STATEMENT:
I have read the information above and agree to participate in your study.
By selecting "I agree", I affirm that I understand the above information and that I am taking part in this study voluntarily with the option to end my participation at any time with no penalty or negative consequence for voluntarily ending my participation. I also acknowledge that I am at least 18 years of age.

_____ I Agree

_____ I Decline

California State University Psychology Institutional Review Board Sub-		
Approved 12/11/17	**Void After:**	12/11/18
IBB # H-17FA-20	**Committee**	_(signature)_

APPENDIX B:

SCALES

Demographic and Volunteer Contribution Information
(Survey developed by Tonia Christine Caraveo)

[The following will be administered in a force choice format, if respondents answer "No" to volunteering, the participants will not need to continue the survey and the survey will end.]

Gender:
        Male
        Female

Age: _____

Ethnicity:
        African American
        American Indian
        Asian
        Caucasian
        Hispanic/Latino
        Other

Volunteer Contribution:

Have you ever volunteered for an organization?
        Yes
         No

When was your most recent volunteer experience(s)?
        Currently a volunteer
        Within the last year
        Over a year ago
        I do not remember

How long have you been volunteering? (Please indicate length of service in weeks, months, and/or years.)
        Weeks _____
        Months _____
        Years   _____

On average, how many hours do you volunteer per week, month, and year?
        Week   _____
        Month _____
        Year   _____

In a given year, rate the frequency in which you volunteer.
     1 = Very infrequently
     2 = Infrequently
     3 = Occasionally
     4 = Frequently
     5 = Very frequently

How many times a month do your volunteer?
     1 = 1 time a month
     2 = 2 times a month
     3 = 3 times a month
     4 = 4 times a month
     5 = 5 times a month
     6 = 6 or more times a month

Have you volunteered for more than one organization in the past year?
     Yes
     No

     If Yes, how many? _____

How would you classify the type of organization(s) you volunteered for? (Choose all that apply)
     Humanities (society, arts, culture)
     Education or Youth Services
     Environmental
     Animal Welfare
     Health & Human Services
     Social/Community Service
     Disaster Relief
     Civic/Government
     Professional/Career related
     Spiritual/Religious
     International
     Other (please specify) _____.

Describe the nature of the organization in which you typically volunteered for.
     Public   (example: local government, schools, community service)
     Private   (example: charities, foundations)
     Religious (example: churches, spiritual organizations)

What type of volunteer work did you do? (example: distribute food, office support, fundraise, engage in artistic performance) _____.

Volunteer Satisfaction Measure
(Clary et al., 1998)

Measures the level of volunteer satisfaction and fulfillment obtained by the volunteer experience using six items.

Responses based on the following Likert Scale:

          1 = Extremely Dissatisfied
          2 = Dissatisfied
          3 = Somewhat Dissatisfied
          4 = Neither Satisfied or Dissatisfied
          5 = Somewhat Satisfied
          6 = Satisfied
          7 = Extremely Satisfied

Items:

1. How much did you enjoy your volunteer experience?
2. How personally fulfilling was your volunteer experience?
3. How worthwhile was your volunteer experience?
4. How important was your contribution?
5. To what extent did you accomplish some 'good' through your work?
6. Based on your experience, how likely are you to volunteer in the future?

Volunteer Functions Inventory
(Clary et al., 1998)

<u>Identifies motivation for volunteering with 30 items</u>
<u>(6 subscales with 5 items each).</u>

Responses based on the following Likert Scale scale:
        1 = not at all important/accurate to 7 = extremely
important/accurate

Items:

Career
1. Volunteering can help me to get my foot in the door at a place where I would like to
    work.
10. I can make new contacts that might help my business or career.
15. Volunteering allows me to explore different career options.
21. Volunteering will help me to succeed in my chosen profession.
28. Volunteering experience will look good on my resume.

Enhancement
5.   Volunteering makes me feel important.
13. Volunteering increases my self-esteem.
26. Volunteering makes me feel needed.
27. Volunteering makes me feel better about myself.
29. Volunteering is a way to make new friends.

Protective
7.   No matter how bad I've been feeling, volunteering helps me to forget about it.
9.   By volunteering I feel less lonely.
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
20. Volunteering helps me work through my own personal problems.
24. Volunteering is a good escape from my own troubles.

Social
2.   My friends volunteer.
4.   People I'm close to want me to volunteer.
6.   People I know share an interest in community service.
17. Others with whom I am close place a high value on community service.
23. Volunteering is an important activity to the people I know best.

Understanding
12. I can learn more about the cause for which I am working.
14. Volunteering allows me to gain a new perspective on things.
18. Volunteering lets me learn things through direct, hands on experience.
25. I can learn how to deal with a variety of people.
30. I can explore my own strengths.

Values
3.   I am concerned about those less fortunate than myself.
8.   I am genuinely concerned about the particular group I am serving.
16. I feel compassion toward people in need.
19. I feel it is important to help others.
22. I can do something for a cause that is important to me.

Volunteer Role Identity Measure
(Callero et al., 1987)

Measures the extent to which a person views their volunteer role as part of their personal identity

Responses based on the following Likert Scale:
  1 = Strongly Disagree to 9 = Strongly Agree

Items:

1. Volunteering is something I rarely even think about (reverse scored).
2. I would feel a loss if I were forced to give up volunteering.
3. I really don't have any clear feelings about volunteering (reverse scored).
4. For me, being a volunteer means more than just volunteering.
5. Volunteering is an important part of who I am.

Meaningfulness of Work Measure
(Spreitzer, 1995)

Measures the value of value of work goal or purpose

Responses based on the following Likert Scale:

          1 = Strongly Disagree
          2 = Disagree
          3 = Somewhat Disagree
          4 = Neither Agree nor Disagree
          5 = Somewhat Agree
          6 = Agree
          7 = Strongly Agree

Items:

1. The volunteer work I do is very important to me.
2. My volunteer job activities are personally meaningful to me.
3. The volunteer work I do is meaningful to me.

Careless Response Checks

To ensure participants are not responding carelessly, the following questions will be included within the survey.

Items:

1. If you are reading this statement, please respond by selecting extremely important.
2. Please respond with strongly agree if you have read these statements.
3. If you are reading this statement, please respond by selecting satisfied.

APPENDIX C:

INSTITUTIONAL REVIEW BOARD APPROVAL

Human Subjects Review Board
Department of Psychology
California State University,
San Bernardino

PI:

From: Donna Garcia

Project Title: The Influence of Motivation, Role Identity, and Perceived Meaningfulness of Work on the Relationship Between Volunteer Satisfaction and Volunteer Contribution

Project ID: H-17FA-10

Date: December 11, 2017

Disposition: Administrative

Your IRB proposal (The Influence of Motivation, Role Identity, and Perceived Meaningfulness of Work on the Relationship Between Volunteer Satisfaction and Volunteer Contribution, Ismael Diaz & Tonia Caraveo, H-17FA-10) are permitted to collect information from 500 participants (outside of SONA). This approval is valid from 12-11-17 to 12-11-18.

Good luck with your research!

_____
Donna Garcia, Chair
Psychology IRB Sub-Committee

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