

CAMPUS RESEARCH DAY

Volunteerism: Why or Why Not?

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Overview

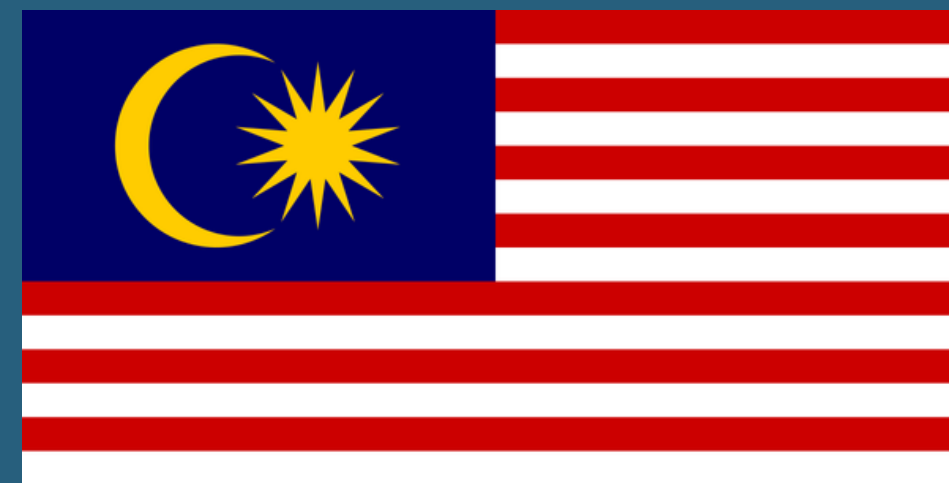
Volunteering during an individual's college years potentially sets the stage for a lifetime of service and civic participation.

- In 2022 volunteer hour worth \$31.80 per hour ~\$123 billion dollars (AmeriCorps, 2023)
- National rates have dropped between 2019-2021 (AmeriCorps, 2023)
- Volunteerism is vital due to the positive effect it can have on a student's well-being, self-esteem, etc. (Bird et. al, 2016)
- Past research found some barriers to be academic demands (Eyler et. al, 1999) and lack of awareness/access (Astin et. al, 1999)
- Past research also found some motivators to be values/faith (Burtt et. al, 2022) and previous positive experiences (Haski-Leventhal et. al, 2019).

Overview Cont.

Some gaps and limitations in existing research include...

- Outdated studies
- Studies conducted on college students in other countries
- Studies conducted on different populations (non-college students)
- No studies comparing helping and non-helping majors
- No studies conducted on SDA students



Research Aims

Research Questions: What are the Barriers and Motivators of Volunteerism among College Students in the Helping and Non-Helping Professions at a Private Christian University?

Hypotheses

- Because there was no known research evidence on barriers and motivators between helping and non-helping majors, we do not have a hypothesis.

Methods

- Survey Design (Survey Monkey)
- Sample
 - convenience sample of 127 Southern Adventist University students
 - current undergraduates only
 - 18 years of age or older
- Recruitment
 - flyer with QR code
 - social media platforms
 - verbal recruitment



Methods Cont.

- Measures
 - Demographics
 - Race
 - Gender
 - Current class-standing
 - Major Type: Helping and Non-Helping
 - Helping: Nursing, Health Science, Pre-Med, Pre-Dental, Allied Health, Kinesiology, PTA, Primary and Secondary Education, Psychology, Social Work, and Religious Studies.
 - Non-Helping: all others (e.g. Business Administration, Computer Science, Physics, etc.)

Methods Cont.

- Motivators measured by Volunteer Function Inventory (VFI) scale (Clary et al., 1998).
 - 30 items
 - Seven-point Likert scale
 - 7 subscales: *Values, Understanding, Social, Career, Protective, and Enhancement.*
- Barriers measured by a questionnaire developed by Gage and Thapa (2011).
 - 15 items
 - Five-point Likert scale
 - Exploratory Factor Analysis (EFA) found 4 factors: *Relational, Internal, External, and Resource.*
- IBM SPSS version 29
- Conducted multiple t-tests on independent variable (major type) with the motivators and barriers sub-scales.

Results: Demographics

Majors

- Helping: 58% (N=73)
- Non-Helping: 42% (N=50)

Total N=123

Gender

- Male: 29% (N=37)
- Female: 64% (N= 82)
- Prefer Not to say: 0.06% (N=8)

Total N=127

Class Standing

- Freshman: 15.7% (N=20)
- Sophomore: 20.5% (N=26)
- Junior: 29.1% (N=37)
- Senior: 32.3% (N=41)
- Missing: < 1% (N=1)

Total N=124

Age Range

- 18 yrs-52yrs.
- Median age: 20 yrs.

Total N=126

Results: Barriers

- We conducted independent sample T-tests to explore if there were differences between helping and non-helping majors on the barriers to motivation subscales.
 - Resource: transportation, finances, etc.
 - Internal: values, beliefs, energy, etc.
 - External: physical or health related concerns and opportunity disinterest or unawareness
 - Relational: the influence of peers and family
- No statistical significant difference for any barrier subscales (at $p=.05$)

Results: Motivators

- We conducted independent sample T-tests to explore if there were differences between helping and non-helping majors
 - Values: expressing one's altruistic and humanitarian values
 - Protective: protecting the ego from the difficulties of life
 - Career: improving career prospects
 - Social: developing and strengthening social ties
 - Understanding: gaining knowledge, skills, and abilities
 - Enhancement: helping the ego grow and develop
- All subscales indicated that helping majors had higher statistical levels of motivators

Motivators Results

	Helping		Non-helping		Mean difference	df	t	p
	M	SD	M	SD				
Values	30.32	3.71	27.49	4.49	-2.82	124	-3.82	<.001
Protective	21.61	5.93	19.16	5.81	-2.45	120	-2.26	.026
Career	25.06	5.02	21.92	3.81	-3.14	121	-3.23	.002
Social	23.59	4.95	20.73	5.43	-2.86	124	-3.05	.003
Understanding	28.28	4.43	25.31	3.81	-2.97	120	-3.79	<.001
Enhancement	23.78	5.90	21.35	4.67	-2.43	124	-2.45	.02

Discussion

- Summary
 - There were no differences between helping and non-helping majors on barrier subscales
 - Helping majors had higher levels of motivations on each subscale for motivators
 - No unexpected results

Discussion Cont.

- Strengths
 - Fair representation of responses across majors.
 - Valid and reliable measure for motivators.
- Limitations
 - Limited generalizability.
 - Barriers measure was not validated.
- Implications of research results:
 - Values are the leading motivator for undergraduate students at SAU within both helping and non-helping majors. Understanding is the second leading motivator. This information can be utilized in planning, advertising, and promoting future volunteer opportunities through Southern Adventist University .



References

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Thank You!

Any Questions?