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VOLUNTEER MOTIVATIONS IN NON-PROFIT ORGANIZATIONS CASE STUDY: AFS BELGIQUE

Sara Marie TORI

0516769

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Promotor: Marc JEGERS

Social Sciences & Solvay Business School

Abstract

Volunteer motivations is a topic that has formed the basis for many different studies across the world over the last few decades, with several different theoretical models underlying the concept of motivations. To the economy as a whole as well as to individuals' well-being, volunteering is of paramount importance, worthy of in-depth research. This is especially true since there is an upward trend in the number of volunteers in the European Union (GHK, 2010-b).

This thesis builds upon that previous research by analyzing the motivations for Belgian volunteers through Clary et al.'s (1998) Volunteer Functions Inventory. The purpose was to identify demographic profiles within the six different motivations to volunteer identified by Clary et al. (1998). This was done for a sample of volunteers within one NPO specifically, namely AFS Belgique. Three different demographic hypotheses were tested to improve volunteer recruitment strategies within NPOs. The data from 86 respondents was analyzed through different t-tests.

The results showed that the Understanding factor yields the highest overall score across all demographic groups. Young volunteers rate the Career and Understanding factors higher than older volunteers, whereas older volunteer attach a greater importance to the Social factor. Lastly, no statistically significant difference was found between men and women in overall motivation to volunteer, except for the fact that men rate the Social function higher than women do.

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1. Introduction

According to the country report for Belgium in the Study of Volunteering in the European Union (GHK, 2010-b), the number of non-profit organizations (NPO's) in Belgium amounted to 16 091 in 2001. The number of volunteers for the country is more difficult to quantify, since there are no official statistics for it. A survey done by the Flemish Community in 2000 shows that around 1,2 million Flemish citizens regularly engage in volunteering activity, formal and informal alike. A report published by the University of Liège, on the other hand, puts the total number between 1 million and 1,4 million, or between 10% and 14% of the population (GHK, 2010-b).

Although the report on the Study of Volunteering in the European Union (GHK, 2010-a) cautions readers when analyzing the data due to variations in methodology between different surveys, it is estimated that around 22% to 23% of Europeans over 15 years of age volunteer. There are important differences between member states, with around 50% of the Austrian adult population volunteering, whereas less than 10% of the Lithuanian population volunteers. Overall, like in Belgium, the European trend regarding voluntary work is on the rise (GHK, 2010-a).

One of the most important aspects of volunteering is the fact that volunteers do not get paid for their time. However, this does not mean that there is no economic value to volunteering. According to the Independent Sector (2017), an hour of volunteer time in the United States was estimated to be worth 24,14\$ per hour in 2016. This value has been rising over the years, from 17\$ per hour in 2002 (Independent Sector, 2017). In total for 2016, 8 billion hours of volunteer work were given, for a total value of \$193 billion (Independent Sector, 2017). In the UK, the economic value of formal volunteering was an estimated EUR 65 billion, which is equal to 7,9% of the country's GDP (GHK, 2010-a). In Belgium in 2001, the value of volunteering amounted to 5% of GDP, or

EUR 12 billion (GHK 2010-b). This means that volunteering is a major contributor to a nation's economy.

However, it is also important to distinguish the non-economic value of volunteer work. Ziemek (2006) mentions the value to society of volunteering: the capacity to support social welfare functions, to build social capital and to mitigate unemployment problems. Robinson and White (1997) identified the potential of civic organizations in the provision of social services.

At least as important as the potentials of volunteering to society is the positive effect it can have on individuals' well-being. Morrow-Howell, Hinterlong, Rozario and Tang (2003) found that older adults who volunteer show higher levels of well-being than those who do not. Haski-Leventhal (2009) corroborates this finding, detailing that there is a positive relationship between volunteering and life satisfaction, perceived health and self-life expectancy. The author furthermore reports a negative relationship with depression. Thoits and Hewitt (2001) and Musick and Wilson (2003) found a positive relationship between volunteering and mental health. Midlarsky (1989) in her study also discovered a relationship between volunteering and self-esteem scores in elderly volunteers, with the amount of volunteering also being a good predictor for self-esteem. Marta, Guglielmetti and Pozzi (2006) also mentions the various rewards of volunteering. Like Morrow-Howell et al. (2003), Haski-Leventhal (2009), Thoits and Hewitt (2003), Musick and Wilson (2003) and Midlarsky (1989) the authors mention the promotion of well-being. Furthermore, engaging in volunteer work is useful for the development of social skills and it favors political participation and civic commitment.

It can therefore be stated that volunteers play an important role in today's society by boosting the labor force in both the public and private sector (Mellor, Hayashi, Firth, Stokes, Chambers & Cummins, 2008). On top of that, NPO's have to rely more heavily on volunteerism because of the

limited amount of resources at their disposal (Grube & Piliavin, 2000). This is why it is important to try and understand what could drive someone to become a volunteer. Awareness about volunteer motivations needs to be considered by organizations that heavily rely on volunteerism in their daily operations, in order to better their volunteer recruitment. However, the reasons why people volunteer “do not have the comfort of an easy answer” (Pearce, 1993).

Seeing the role that volunteers play in society and how reliant NPO’s can be on volunteers, it is important to be able to properly identify what moves individuals to become volunteers. This would allow for a more adapted strategy for volunteer recruitment, enhancing the overall efficiency and productivity of organizations. Furthermore, as mentioned by Handy et al. (2010), current recruitment strategies used around the world are often based on studies done in the context of Norther America, which are rarely replicated in different cultural contexts. On top of that, there appears to be little research done with regards to functional volunteer motivations in Belgium. In light of this, this thesis offers the following research question:

What are the motivational factors for volunteering within non-profit organizations?

Case Study: AFS Belgique

This thesis will firstly focus on definitions, before looking at different models of motivations behind voluntary work. After that, a closer look will be taken at volunteering in Belgium, reviewing motivational factors for one NPO specifically, namely AFS Programmes Interculturels ASBL, followed by the research design. The fifth section focuses on data reporting, after which follows a section on the results of the empirical research. Lastly, there is a discussion section, and subsequently concluding remarks are made.

2. Literature review

2.1 Definitions

Before describing the different aspects of volunteering and voluntary work, it is important to define the phenomenon. Wilson (2000) for example, defines it as: “any activity in which time is given freely to benefit another person, group or cause” (Wilson, 2000). Van Til (1988) applies the following definition: "volunteering may be identified as a helping action of an individual that is valued by him or her, and yet is not aimed directly at material gain or mandated or coerced by others". Both ways of defining the concept of volunteering are relatively broad and include what is known in the literature as ‘formal’ and ‘informal’ volunteering. This distinction can be found in Wilson and Musick (1997) and is quite significant. They associate the term ‘informal volunteering’ to helping, which is usually influenced by obligations. Formal volunteering, on the other hand, is not motivated by a sense of obligation and typically contributes to a collective good aimed at improving society. On top of that, the authors add the idea that formal volunteering is usually carried out within an organizational context. These aspects are also highlighted in Finkelstein, Penner and Brannick’s (2005) definition: "long-term planned, and discretionary pro-social behavior that benefits strangers and occurs within an organizational context". An almost identical definition is used by Marta et al. (2006). Bidee, Vantilborgh, Pepermans, Huybrechts, Willems, Jegers and Hofmans (2013) employ Ziemek’s (2006) definition, explicitly mentioning the idea of free will: "performing an activity out of free will, on a regular basis and for the benefit of people outside the own household or family circle, without being remunerated for this work". However, they all add to this definition the fact that the work needs to be performed within a formal structure.

This literature review will focus on formal types of volunteering, and the organizational aspect of volunteering is important to this. Penner’s (2002) definition will therefore be used: "prolonged,

planned and discretionary prosocial behaviour that occurs within an organizational context" (Penner, 2002).

Since the research focuses on NPOs, it is also important to provide a definition of this type of organization. However, there appears to be a lack of generally accepted definition of the sector (Dolnicar & Lazarevski, 2009). Salamon and Anheier (1992) in their research identify five characteristics that are shared among organizations in the non-profit sector:

1. Organized, or institutionalized to some extent.
2. Private, or institutionally separate from government.
3. Non-profit distributing, or not returning profits generated to their owners or directors.
4. Self-governing, or equipped to control their own activities.
5. Voluntary, or involving some meaningful degree of voluntary participation.

However, these characteristics do not focus on the type of good produced by an NPO, like public goods or benefits to society (Dolnicar & Lazarevski, 2009). On top of that, the last characteristic employed by Salamon and Anheier (1992) is one that is not necessarily agreed upon. Gonzalez, Vijande and Casielles (2002), for example, adopt the following definition: "any organisation without a financial objective, under private control, which aims to generate a social benefit for a specific sector of society" (Gonzalez et al., 2002). This definition does not include the voluntary aspects, but instead include the idea that an NPO should generate a societal benefit.

Since this research focuses on formal types of volunteering, within an organizational context, Salamon and Anheier's (1992) structural-operational definition of the sector and its organizations will be used.

2.2 Motivations for volunteering

Trying to identify the motives behind volunteer work is an extensive part of the research on volunteering. It is important to mention that it can be looked at from multiple points of view, be that economic, sociological or psychological. This review presents theories from all three perspectives.

Finkelstein et al. (2005), start by describing two main approaches. On the one hand is Piliavin and colleagues' more sociological role identity theory (Callero, Howard, & Piliavin, 1987; Grube & Piliavin, 2000; Piliavin & Callero, 1991), and, on the other, Snyder and colleagues' functional motivation theory (Clary & Snyder, 1999; Clary, Snyder & Ridge, 1992; Clary et al., 1998; Omoto & Snyder, 1995, 2002). Role identity theory states that an individual will initially assume the role of volunteer, but will, over time, internalize this role. This internalization will then be adopted as a component of the self. Alternatively, the functional approach states that people volunteer because they try to satisfy one or more needs or motives. It is important to note that individuals performing the same activity (volunteering) can do so in order to satisfy different psychological functions. This approach tries to identify what these needs and motives may be. Overall, the main idea is that the same act of volunteerism can be done because of different underlying motives, which in turn could embody different psychological functions. This theory explains sustained volunteering through matching. An individual will continue to volunteer for as long as the volunteer work satisfies their motivations (Clary & Snyder, 1999).

Penner (2002) combines these two approaches to try to explain the phenomenon of sustained and long-term volunteering, which was also a basis for research done by Finkelstein et al. (2005). This framework explains the initial impulse to volunteer through the functional approach as well as prosocial personality, perceived expectations and demographic factors. Sustained and active

volunteerism, on the other hand, is explained through the role identity theory: a high level of involvement as a volunteer produces a strong volunteer identity. This identity is then the reason for continuous volunteer activity (Penner, 2002).

Other models, however, do not combine both theories when identifying motivations. Okun, Bar and Herzog (1998) in their paper identify four different models, based on the functional approach, used to distinguish the motivations of active volunteers. The first model discussed is the unidimensional factor model of Cnaan and Goldberg-Glen (1991). This model assumes that all motivations to volunteer can be put into a single category. The authors first identified 28 different motives in the existing literature and, through surveys, found that these motives can be placed on a unidimensional scale. This means that the different items of motivations supposedly go together and, together, form a rewarding experience (Cnaan & Goldberg-Glen, 1991). Okun et al. (1998) concluded that volunteers are therefore not motivated by different factors, but by one category that consists of a combination of motives. This model, however, is not one that is commonly used in the literature.

The next model is the two-factor one (Frish & Gerrard, 1981; Latting, 1990). This bipartisan model states that people are motivated to volunteer either by concern for others (altruism) or concern for self (egoistic). Individuals with altruistic motivations volunteer to better the welfare of others, whereas individuals with selfish motivations volunteer in order to better their own welfare.

The multifactor model, building upon the two-factor model, was developed because Clary and Snyder (1991) noticed that there was more than one egoistic reason to volunteer. Clary et al. (1998) then developed a multifactor model that heavily relies on functional motivational theory and identified six distinct motives:

- Values
 - The Values function allows people to express values they hold dear such as altruism and humanitarianism.
- Understanding
 - The Understanding function allows volunteers to use knowledge that might go unused, and to learn new skills.
- Social
 - Engaging in volunteer work allows volunteers to strengthen social relationships and gain the approval of others.
- Career
 - The Career function refers to the fact that volunteers can gain experience that could be important for future career goals.
- Protective
 - Volunteering is used to reduce negative feelings or to deal with personal problems.
- Enhancement
 - The Enhancement function sees volunteering as a way to grow and develop psychologically.

Through these six identified motivations, Clary et al. (1998) developed the Volunteer Function Inventory (VFI). In the VFI, the six motives that were singled out are contained in 30 different items, five items per motivation. Each of the 30 items is then evaluated on a 7-point Likert-scale. The functions of Career, Enhancement and Protective are the more egoistic factors that motivate

volunteers, whereas Social, Values and Understanding are the more altruistic ones. According to Okun et al. (1998), this model shows a high degree of generalizability.

The last model reviewed by Okun et al. (1998) is the second-order factor model. This model argues that there are several interrelated dimensions of motivations to volunteer. This builds further upon the six motives identified by Clary et al. (1992), indicating that these motives are a part of a more comprehensive global construct. Okun et al. (1998) refers to this as general motivation to volunteer.

Omoto and Snyder (1993) identify five different functional aspects that motivate volunteers. These so-called 'primary motivations' are community concern, values, understanding, personal development and esteem enhancement. These overlap partially with the functions established by Clary et al. (1998) in the VFI. The value motivation is similar to the Values function, the understanding motivation to the Understanding function, and the esteem enhancement and personal development motivations to the Enhancement function.

Similarly, Tschirhart, Mesch, Perry, Miller and Lee (2001) also distinguished five motivational factors drawing on the functional approach in their research on AmeriCorps volunteers. These five goals are the instrumental goal, the altruistic goal, the social goal, the self-esteem goal and the avoidance goal. Again, these are quite similar to the VFI functions (Clary et al., 1998). The social, self-esteem and avoidance goal correspond to the social, enhancement and protective functions of the VFI.

Thoits and Hewitt (2001) also distinguish four different models to comprehend the determinants of volunteering. First, they mention the volunteer motivations model, in which individuals volunteer according to their motivations or goals. This model overlaps with the VFI, since identical factors can be found in both of them. The authors mention that individuals are

motivated by a variety of reasons, for example to learn new skills, enhance self-esteem, prepare for a career, reduce ego-conflicts or to express personal values (Thoits & Hewitt, 2001). These motivations coincide with the Career, Enhancement, Protective and Values function of the VFI. Furthermore, the authors remark that the same activity can satisfy different motivations in different people, and that multiple motivations can be applied to the same person. This is therefore a functional approach to volunteering.

Secondly, Thoits and Hewitt (2001) describe the volunteer and attitudes model. This model highlights the connection between volunteering and a person's beliefs about the importance of civic participation. Even though the authors state that other factors seem to more strongly influence engagement in voluntary activities, Janoski, Musick and Wilson (1998) and Sundeen (1992) noted a positive influence of civic-oriented values on volunteering.

The third model is the role-identity model, which was described earlier. Thoits and Hewitt (2001), however, mention the group-identity model, which is linked to the role-identity model. This model suggests that individuals are motivated to help people they identify with. Lastly, the authors describe the volunteer personality model, which suggests that there are personality characteristics that motivate the participation in volunteer work (Penner, Midili & Kegelmeyer, 1997). Aspects of the personality that relate to volunteering include 'other-oriented empathy' and 'helpfulness'. Allen and Rushton (1983) concluded that people with greater personal coping resources and better mental health are more likely to engage in volunteer work.

A slightly different approach to volunteer motivations is taken by Bidee, et al. (2013). In their paper, they link motivation and work effort in volunteering through Ryan and Deci's (2000) 'self-determination theory'. This approach highlights the importance of autonomy for an individual's well-being and separates intrinsic from extrinsic motivations. According to this theory, people are

more motivated if their motivations are intrinsic. This can also be applied to volunteering. Gagné (2003) showed that when people are given a choice as to what activity to perform they will be more engaged in that activity. In their research, Bidee et al. (2013) looked at the relationship between autonomous motivation and volunteer work effort. Their results suggest that the more autonomous motivation an individual has, the more effort he or she will put into the volunteer activity. These findings can have an important impact on the way organizations manage their volunteers. According to this study, the aim would be to develop an environment that stimulates autonomous motivation in their volunteers.

Prouteau and Wolff (2008) recognize three economic models behind the reasons for volunteering. The first is the ‘investment model’, which could be associated with the VFI’s career function. This model assumes individuals engage in volunteer work as a way to enhance their human capital, which would lead to increased employability and future earnings (Day & Devlin, 1998; Menchik & Weisbrod, 1987; Mueller, 1975). Next the authors discuss a type of ‘public goods’ model, which states that the output of the social public good is the motivation to volunteer (Duncan, 1999). The last economic model discussed is one that assumes that individuals are chasing a ‘private good’, and that this is the reason why they volunteer. Examples of private goods acquired through volunteering are prestige, reputation, or a ‘warm-glow effect’ that arises when helping others (Andreoni, 1990). Prouteau and Wolff (2008) notice the fact that none of these models approach the relational aspect of volunteering in a different way than instrumental, so the relational aspect is never a motivation on its own.

This research will focus on the functional motivation theories, specifically using Clary et al.’s (1998) VFI, because it is the most widely used instrument to assess volunteer motivations (Chacón

Gutiérrez, Sauto, Vecina & Pérez, 2017). The next section gives an overview of the existing demographic profiles of volunteer, based on functional volunteer motivations.

2.3 Demographic profile of volunteers

Overall, it has proven very difficult to establish a profile of volunteers. In the past, the stereotypical rendering of volunteers was that of a highly educated, middle-aged woman (Smith, 1993). This does not always hold up anymore. Research done in North America and Europe for international volunteers revealed that these volunteers tend to, increasingly, be white, affluent young and educated (McBride & Lough, 2010; Powell & Bratovic, 2007).

An interesting aspect that comes up in the literature, besides general volunteer profiles, is the fact that there are differences in reasons for volunteering depending on certain demographic characteristics. Fletcher and Major (2004) found clear gender differences in reasons for volunteering in their research on medical students. Both men and women ranked Values, Understanding and Enhancement first, but women appeared to rate all of the VFI factors more strongly than men did. This indicates a stronger motivation for volunteering. Another result of their research was that women rated instrumental factors at least as strongly as men did. This is in direct contradiction to previous research, where women rated concern-related factors more strongly, and men rated instrumental factors more strongly (Switzer, Switzer, Stukas & Baker, 1999). However, Switzer et al. (1999) also found that women exhibited higher scores on all scales. Burns, Reid, Toncar, Anderson and Wells (2008) in their study on the motivations to volunteer among Generation Y college students also found clear gender differences for four out of the six VFI factors. For all factors except Social and Career, they observed that women expressed significantly stronger motivations than men (Burns et al., 2008).

Finkelstein et al. (2005) noted that older volunteers gave more importance to altruistic factors such as Values, whereas younger volunteers had higher scores on Career, Social, and Understanding. These results coincide with Okun et al.'s results (1998), as well as Omoto, Snyder and Martino's (2000) and Planalp and Trost's (2009). Okun and Schultz (2003) noted that both older and younger volunteers rated the factors as follows: Values, Understanding, Making Friends, Enhancement, Social, Protective, and Career (with the traditional Social factor being split up as 'Making Friends' and 'Social', where Social encompasses sustaining friends). Furthermore, they found that age is inversely correlated to Career and Understanding, as they expected, but positively correlated to Making Friends, contrary to expectations. Another unforeseen result was the fact that age is inversely correlated to the Enhancement, Protective and Values functions. As expected, Social was positively correlated to age. To summarize, Okun and Schultz (2003) found that, as age increases, Career and Understanding motivations decrease and Social increases.

In their review of the VFI, Chacón et al. (2017) found that the Values factor generated the highest mean score in most research, followed by the Understanding factor. The authors also found that Career and Enhancement generated the lowest score. Gage and Thapa (2012) also obtain Values and Understanding to be the most important motivational factors. Planalp and Trost (2009), in their research, reported as well that Values/Understanding were rated as most important, while Career motivations came in last.

The next section provides an overview of the context within which this research was done. First, an overview of the country-specific volunteering sector is given, followed by an introduction to AFS Intercultural Programs, the NPO chosen for the case study. Lastly, previous research into AFS volunteers is discussed.

3. Context to the research

Before delving into the methodology that will be used in this thesis, it is important to look at the current state of volunteering in Belgium, as well as the situation for the organization the research will focus on.

3.1 Volunteering in Belgium

Many elements from the definitions provided in the second part of this thesis can be found in the 2005 Belgian Law on Volunteering, which includes the following aspects (Socialsecurity.be, 2017):

1. Volunteering is unpaid.
 - Volunteers cannot receive payment for their work. However, they can be reimbursed for their expenses.
2. Volunteering does not involve coercion.
 - Individuals cannot be forced to volunteer. However, when someone decides to engage in volunteering work, a relationship is established with mutual rights and opportunities.
3. Volunteering is undertaken for others or for the society.
 - Helping family or acquaintances is not considered volunteering. Voluntary work should be performed within the boundaries of an organization, or for all of society.
4. There should always be a distinction between volunteering and professional activities.
 - The same individual cannot perform the same task for the same employer as both a volunteer and an employee. It is possible to volunteer for the organization

that also employs you, but here must be a clear distinction between the types of tasks performed.

One aspect that can be seen as atypical for volunteer work in Belgium is what is known as the ‘*vrijwilligersvergoeding*’, or the volunteer allowance. This constitutes an indemnity that organizations can decide to give out to their volunteers. The indemnity has two sides to it, a lump sum and a reimbursement of transportation costs. In 2017, the lump sum could be EUR 33, 36 at most per day, within a total of EUR 1 334, 55 per year (FOD Financiën, 2018). Transportation costs up to 2000 kilometers could also be reimbursed, with motorized transportation being reimbursed up to EUR 0,3363 per kilometer, and bicycle transport up to EUR 0,23 per kilometer. Within one organization, both types of payments can coexist, but a volunteer cannot have both. He or she can either get a lump sum or have his or her transportation costs reimbursed. It is important to highlight that this volunteer allowance is not a salary and is therefore exempt from taxes.

3.2 AFS

AFS Intercultural Programs is an NPO that started as ‘American Field Services’ in 1915. It was created by A. Piatt Andrew, initially as a wartime humanitarian organization (AFS Intercultural Programs, 2017-a). It is now an intercultural education organization that aims towards the development of global citizens through experiences abroad, either school or volunteering programs. In 1946, then AFS director Stephen Galatti organized the very first high school exchanges, aimed at continuing international friendships in times of peace. In 1947, the first European participants arrived for their exchange in the United States (AFS Intercultural Programs, 2017-a). AFS celebrated its 100 years of existence in 2014-2015 and counted over 450 000 former AFS participants (AFS Intercultural Programs, 2017-c). Today, AFS is present in 99 countries with 12 578 participants worldwide in 2016 (AFS Intercultural Programs, 2017-b).

AFS is worthy of further investigation in this thesis, as it is an organization which relies heavily on volunteering in order to function. In 2016, it counted over 50 000 volunteers worldwide (AFS Intercultural Programs, 2017-b). There are two types of volunteers that the organization counts on: on the one hand, there are the volunteers that provide the national AFS offices with support; on the other hand, there are the AFS host families. Both the abroad school programs and the abroad volunteering programs take place within the context of host families, to create the best intercultural environment possible. These families are also considered to be volunteers, since they do not get remunerated for hosting. Of the more than 50 000 volunteers mentioned above, 8 500 were host families (AFS Intercultural Programs, 2017-b). In an organization relying this heavily on a volunteer workforce, it is important to identify motivational factors that can be used for future volunteer recruitment. For the purpose of this research, only volunteers who provide support to the national office were investigated.

At the Belgian level, there are two national AFS offices, AFS Programmes Interculturels (AFS Belgique) and AFS Vlaanderen, who each operate on one part of the language border. People living in Brussels will be attributed to one or the other, depending on their native language. The way both organizations work is that there are two national offices who are responsible for coordination and administrative procedures, as well as any form of support needed by the volunteers on the ground. Both AFS offices were contacted to participate in this research, but AFS Vlaanderen declined the request, so the next sections will focus exclusively on AFS Belgique.

The national office for AFS Belgique currently consists of 13 staff members (AFS Programmes Interculturels, 2018) and 396 volunteers (Lampe, 2019). The volunteers are divided between 7 chapters, which are organized based on geographical areas. The chapters are the following:

Bruxelles, Brabant, Hainaut Occidental, Hainaut Oriental, Liège, Luxembourg and Namur (AFS Programmes Interculturels, 2018).

There are a myriad of different tasks that volunteers can perform within the AFS network. To give a few examples, volunteers are needed to organize and teach the orientation weekends for both Belgian participants going abroad and exchange students currently in Belgium, to search for host families, to organize all activities for current exchange students and to liaise between host families and their exchange students when necessary (AFS Programmes Interculturels, n.d.).

3.3 Motivation factors for AFS volunteers

Seeing the importance of volunteers within the AFS network, some research was done concerning AFS volunteers. Interesting findings regarding motivation can be found in the 1988 Report on the Exploratory Phase of the AFS Volunteer Resources Study in the Federal Republic of Germany (Zeuschel, 1988). The report is based on 53 interviews done with volunteers from six different AFS committees in Germany. It differentiates between push and pull motivation factors, which are comparable to extrinsic and intrinsic motivations. The different push factors that were identified are the following:

- Sense of gratitude
 - This motivation factor was mentioned by volunteers who were former program participants (returnees). Returnees with an overall positive experience of their time abroad are grateful towards the organization and express their gratitude by becoming volunteers and giving back to the community.
- Sense of obligation

- This motive was often given as a follow-up to the previous one. The author notices that a strong sense of obligation can be generated when individuals are personally asked to engage in volunteer activity.
- Contributing towards improvement
 - This factor was given by returnees with a more negative impression of their program abroad. They felt challenged to contribute to the improvement of the programs.
- Direct personal or family concern
 - An example given by the author for this type of motivation is the instance in which natural mothers of AFS participants are implicated in their local AFS committee because their children participated in a program abroad.
- Following the examples of others
 - Young AFS volunteers mentioned that older volunteers they met during predeparture orientation had given them a lasting impression through their personalities and competence. These older volunteers served as role-models for the returnees.

The pull factors identified in the report can be qualified as intrinsic motivations and are more closely related to Clary et al.'s VFI (Clary et al., 1998). The different pull factors are the following:

- Social contact
 - Volunteers often mentioned the desire for contact and friendship which was identified in the previous part of this literature review, but with an addition to it. For many returnees, it is important to be around people who have had a

similar experience as they have. Volunteering for AFS allows them to meet people who have a ‘common wavelength’.

- Personal identification
 - This pull factor is related to ‘following the example of others’, a previously mentioned push factor. As a pull factor, it can be broadened to encompass the fact that volunteers feel attracted to the manner in which AFS committees function.
- Working through one’s own experience
 - Young volunteers mentioned the desire to have the possibility to ‘compare notes’ on their experience with other returnees. The author furthermore mentions that interviews done with Youth for Understanding (YFU) alumni revealed that becoming involved as a volunteer diminishes the stress of re-adjustment to one’s home environment (Zeuschel, 1988). Volunteering for the organization allowed them to find people who listened to their stories and gave them the possibility to comfort others going through similar situations.
- Sharing experiences and insights
 - In a superficial way, by getting involved as a volunteer, AFS returnees find in future participants an audience interested in listening to their experience. On a deeper level, returnees want to share their experience because of educational purposes, hoping that future participants will have a worthwhile experience.
- Being attracted by the task at hand
 - The author links this factor to ‘sense of obligation’, which is a push factor. An individual being personally asked to perform a task for the organization can

transform this push factor into a pull factor if it is taken as a sign of appreciation.
In this case, it generates a feeling of competence.

- New learning and experiences
 - This aspect of AFS volunteerism, closely related to the Career function in the VFI, is an aspect in which volunteers express a desire for new learning and experience in a field of personal interest. Some aspects volunteers also included in this factor are the opportunities to travel and to expand international contacts.
- Cooperating with other volunteers
 - Volunteers often mentioned that they appreciate being part of a team effort and being accepted as contributor in decision-making activities by older volunteers. On top of that, they enjoy team-spirit, and discovering complementary skills in both themselves and in others.
- Making a difference
 - This factor is alluded to as being a desire to exert influence, to exert change through the task at hand.
- Gaining personal influence and power
 - The author explains that volunteers can find personal power while performing the different tasks in which they are active within an AFS committee. Volunteers, if they want it, are quickly granted responsibilities. Especially younger volunteers could be attracted by that, because they are at an age at which they would not necessarily be granted a lot of responsibilities elsewhere.

The following section of this thesis goes into the empirical research that was done with regards to the research question posed in the introduction.

4. Research design

4.1 Hypotheses

As a brief reminder, the research question that was formulated in the introduction of this thesis, and which will provide the basis for the hypotheses, was the following one:

What are the motivational factors for volunteering within non-profit organizations?

Case Study: AFS Belgique

From section 2.3 on volunteer demographics, it became apparent that the Values function is the one that has the strongest motivational aspect across demographics, since it obtains the highest mean score in most empirical research. Therefore, it is expected that similar results will be found in this research, which motivates the following hypothesis being formulated:

H1: The Values function of the VFI will be the factor with the highest mean score for volunteers in non-profit organizations.

Another important part of this research will be to establish a link between motivational factors and certain demographic characteristics. In the literature (Finkelstein et al., 2005; Okun et al., 1998; Omoto et al., 2000; Planalp & Trost, 2009), it is established that older volunteers rate altruistic factors higher than younger volunteers, who favor factors such as Career, Social, and Understanding. As defined by the United Nations, ‘youth’ encompasses people between the ages of 15 and 24 (UNDESA, n.d.). The same definition will be used for the purpose of this research, because there appears to be no clear consensus in the literature about how to separate young and

old volunteers. Young volunteers are therefore defined as being 24 or younger, whereas older volunteers are 25 and up. The following hypothesis depicts the expectation for this research:

H2: Young volunteers will score higher on Career, Social and Understanding than older volunteers in non-profit organizations.

A last aspect that came up in previous research is the fact that women generally tend to exhibit stronger motivations for volunteering by scoring higher on all factors of the VFI (Fletcher & Major, 2004; Switzer et al., 1999). Similar results can therefore be expected here as well.

H3: Women will score higher than men on all the factors of the VFI for volunteering in non-profit organizations.

As can be seen from the literature review, research into volunteer motivations has been extensively documented in various fields. On top of that, in 1989 and 1990, three different reports were compiled under the name ‘The AFS Volunteer Resources Study’, containing summary of findings for Germany, Ecuador and Jamaica (Chevannes & Hansel, 1990 ; Rivera, Hansel & Howard, 1989; Zeuschel & Hansel, 1989). Building upon this previous research, this thesis will attempt to describe motivations for volunteers in Belgium and to set up a demographic profile of Belgian volunteers. For this reason, the research is descriptive in nature, using Sekaran and Bougie’s (2016) definition of descriptive research. According to Sekaran and Bougie (2016), the objective of descriptive studies is to describe, and such studies are “often designed to collect data that describe the characteristics of persons, events of situations.” (Sekaran and Bougie, 2016).

Furthermore, because surveys are the instrument used to answer the research question, this research can be characterized as quantitative. Figure 1 is the graphic representation of this research design.

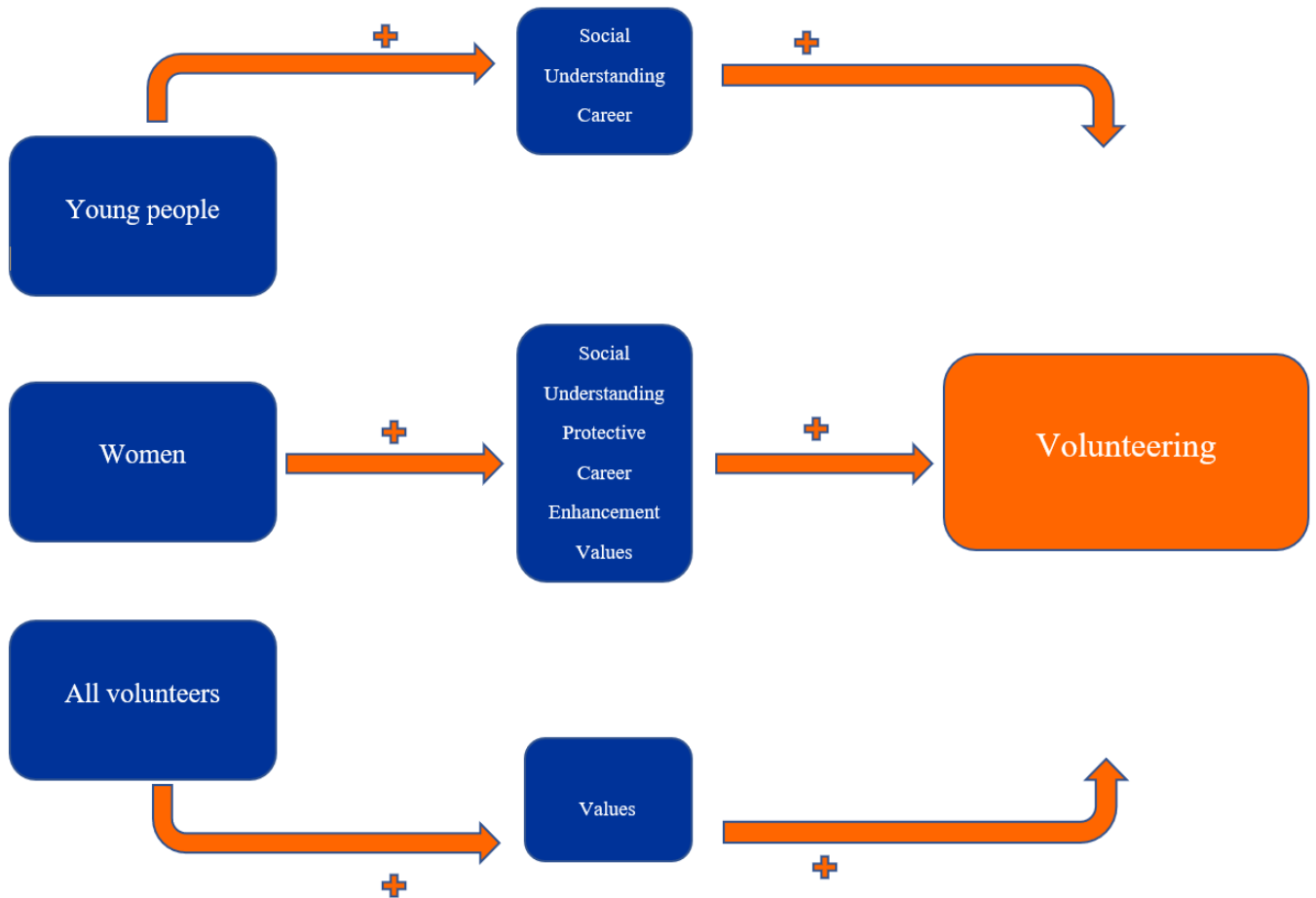


Fig. 1: Conceptual framework of the research design

The next section focuses further on the data collection plan.

4.2 Data collection plan

This thesis will inquire after volunteer motivations in NPOs in Belgium by making use of Clary et al.'s (1998) VFI, that maps volunteer motivations using six factors. The reason for the choice of the VFI as research tool is because of its frequent use in research on volunteer motivations.

According to Gage and Thapa (2012, pg. 413), it has become “the standard instrument to assess volunteer motivation”.

The empirical approach of this study consists of surveys that will be distributed among active volunteers in the AFS Belgique volunteer network. The reason for this is that this research wants to examine the drive that existing volunteers find, to be able to effectively adapt recruitment efforts to attract new volunteers based on the results of the study. The survey will contain two main parts: demographic information on the one hand, and questions regarding motivations for volunteering on the other.

The demographic information will be used to make a profile of active volunteers, in order to understand what type of volunteer basis exists at the moment. The part of the survey regarding motivations will be analyzed, as mentioned before, through the VFI. The VFI consists of six motivational factors (Career, Social, Values, Understanding, Enhancement and Protective) through a 30-item questionnaire, where each item needs to be evaluated on a 7-point Likert-Scale (Clary et al., 1998). The different functions are evaluated through five different questions each, and which questions are in relation to which factor is summarized in Table 1.

Table 1. VFI Structure
(Clary et al., 1998)

Function	Question numbers
Protective	7, 9, 11, 20, 24
Values	3, 8, 16, 19, 22
Career	1, 10, 15, 21, 28
Social	2, 4, 6, 17, 23
Understanding	12, 14, 18, 25, 30
Enhancement	5, 13, 26, 27, 29

As aforementioned, the current number of volunteers for AFS Belgique is 396 (Lampe, 2019). The following formula (De Pelsmacker & Van Kenhove, 2015) can be used to calculate the number of respondents that is minimally needed in order to make the research statistically representative (with n the sample size, N the population, Z the level of confidence, M the margin of error and σ the standard deviation):

$$n = \frac{Z^2 \sigma^2 N}{M^2(N - 1) + Z^2 \sigma^2} \quad (1)$$

It was chosen to work with a 5% margin of error, as well as a 95% confidence level. With this information, it was calculated that at least 196 respondents were needed. However, since the population of volunteers for AFS Belgique can be qualified as a small population (N smaller than 20 000), the calculated sample needs to be adjusted for a small and finite population (Baarda & de Goede, 2006; Slotboom, 2013). The formula for the adjusted sample is the following one:

$$n' = \frac{n_0}{1 + \frac{n_0 - 1}{N}} \quad (2)$$

In formula (2), n' is the corrected sample size and n_0 is the original sample that was calculated using (1). Applying the correction yields a new sample size of 132 respondents.

The original version of the VFI by Clary et al. (1998) is in English, but AFS Belgique is a French-speaking organization. This means that the survey used had to be a verified French version of the VFI, in order to clearly establish that differences in responses stem from differences in attitudes, and not because the questions were understood differently. Dansac, Maisonneuve, Goutas and Taillandier (2013), as part of their research, translated and validated the entirety of the VFI. This translation was done as part of a multidisciplinary research project entitled ‘Gouvernance des Associations et Rapports de Pouvoir’ (GARP) and followed the methodology proposed by

Vallerand (1989) for the transcultural validation of a measurement scale. Vallerand's (1989) methodology includes the following steps:

1. Setting up a preliminary version of the scale, through (repeated) back-to-back translations.
2. Evaluation and adaptation of the preliminary version, done by a committee.
3. Pre-testing of the scale with individuals from the target population.
4. Evaluation of content and concurrent validity (using bilingual subjects).
5. Evaluation of internal consistency and temporal stability.
6. Evaluation of construct validity, using factor analysis testing the structure of the scale.
7. Establishing norms.

Dansac et al. (2013) performed all steps on the VFI, except for step number 4. This is because they did not dispose of bilingual subjects, but they considered the step as optional because the developed scale is not meant to be used in a comparative context between French and English speakers. Because their process includes both linguistic and transcultural validation, it was used for the purpose of this research. The only change that was made was that the term 'bénévole' throughout the questionnaire was replaced by the term 'volontaire'. Dansac et al. (2013) performed their research in France, where the term 'bénévole' is used, but the Belgian context of the research calls for the term 'volontaire' instead.

The questionnaire was made in LimeSurvey and piloted before launch on 6 volunteers. Because the scale used in the survey is an existing one, their feedback was used to improve the flow of questions in the second part inquiring about demographic information. They also provided feedback on how the instructions were phrased, to make sure that they would be understood correctly by respondents.

5. Data reporting

5.1 Data collection

The survey was launched on December first, 2018, and remained open until March 24th, 2019, totaling a duration of approximately four months. The main method of distribution was online, although paper versions were distributed as well during the annual AFS volunteer weekend of March 22 through 24, 2019. The paper versions resulted in only 4 complete surveys, due to the fact that a lot of volunteers present had previously filled in the online version. The online survey was filled out 119 times, of which 82 surveys were complete and 37 were incomplete. Adding up both methods, we get a total of 86 complete surveys.

The online distribution was done through three main channels of communication used by volunteers within the AFS Belgique network: Facebook, Email and WhatsApp. Initial posts were made when the survey was first put online, with reminder posts in January and in March. One email was sent out from the AFS national office on December 6, 2018, regarding the survey specifically, and the survey was also mentioned in the volunteer newsletter sent out January 14, 2019. Both emails can be found in Appendix. On Facebook, a total of 12 posts were made in four different volunteer groups over the whole four-month period. Over the same period of time on WhatsApp, the link was shared five times in two different groups.

Due to the fact that the target of 132 responses was not achieved, caution is necessary when interpreting the results. This also means that the results cannot be generalized.

As previously mentioned, the total number of registered volunteers at AFS Belgique is 396 volunteers (Lampe, 2019). An up-to-date overview of all 396 volunteers containing relevant demographic information, like age and gender, was obtained from the national offices on March

20, 2019 (Lampe, 2019). Due to a lack of either age or gender, 21 people were filtered out of the list, leaving 375 volunteers for analysis purposes.

5.2 Demographics and descriptive statistics

The 86 complete questionnaires can be divided into 2 groups according to gender: 58 respondents are female and 28 are male. Feminine respondents therefore represent 67,44% of all respondents, and male respondents make up the remaining 32,56%. This coincides rather well with the distribution by gender of volunteers in the database, where 112 volunteers, or 29,87%, are male and the remaining 263, or 71,13% are female. A visual representation of this can be found in Figure 2.

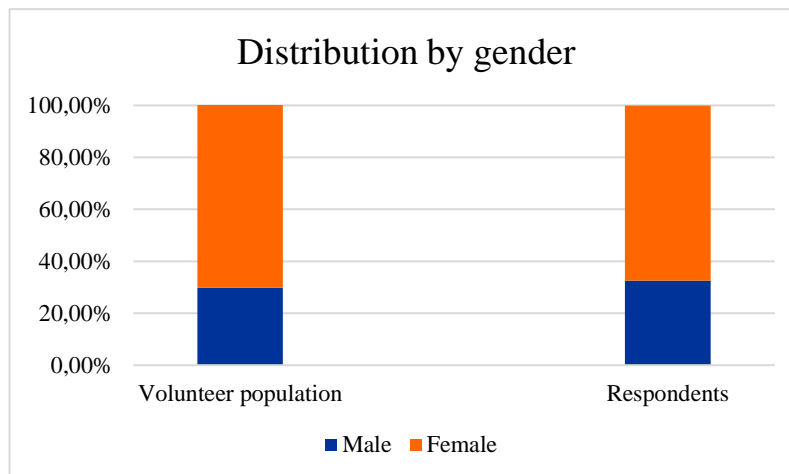


Fig. 2: Distribution by gender of volunteer population and respondents (Lampe, 2019)

When looking at age, the average for respondents is 30,15 years old, whereas the average for the population is 29,86. For the distribution by age, 40 out of the 86 respondents are 24 or younger, and the remaining 46 are 25 and older. This translates to 46,41% of young volunteers and 53,59% of old volunteers. Comparing this to the original population, 186 volunteers, or 49,6%, are 24 or younger, whereas 189 volunteers are 25 and up. This last group represents 50,4% of the population. The graphs in Figure 3 give a visual representation of the distribution by age of respondents, comparing them to the original volunteer population.

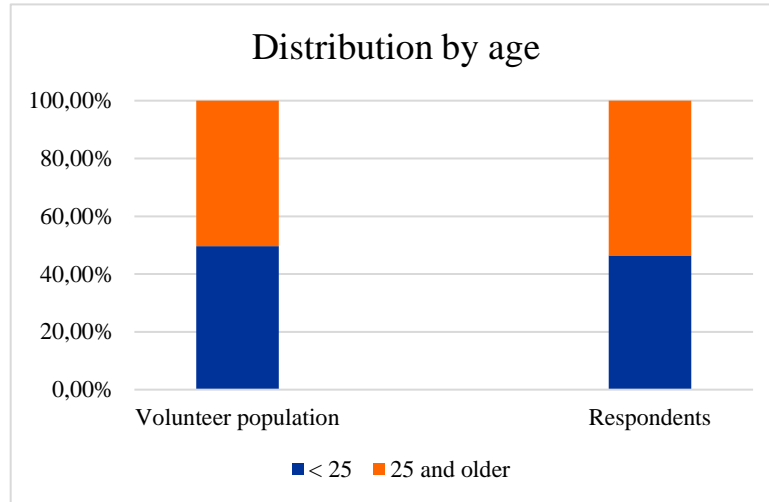


Fig.3: Distribution by age of volunteer population and respondents (Lampe, 2019)

Furthermore, we can observe that, within the respondents, 26 indicated never to have been on an AFS exchange program, versus 60 who are AFS alumni.

5.3 Data analysis plan

Before going into detail about the analysis plan, the Table 2 provides a brief overview of the hypotheses being tested.

Table 2. Hypotheses overview

Hypothesis	Statement
Hypothesis 1	The Value function of the VFI will be the factor with the highest mean score for volunteers in non-profit organizations.
Hypothesis 2	Younger volunteers will score higher on Career, Social and Understanding than older volunteers in non-profit organizations.
Hypothesis 3	Women will score higher than men on all the factors of the VFI for volunteering in non-profit organizations.

All data analysis was performed using the Analysis ToolPak in Excel 2016.

The first hypothesis was tested by comparing the mean of the Value function against the mean of all the other functions of the VFI. All functions are evaluated on a 7-point Likert-scale through 5 questions within the survey, so the mean was used of all 5 questions per item. Once the mean was found for all items, independent t-tests assuming unequal variances were performed contrasting the Value function with the five other functions of the questionnaire. In this case, the null hypothesis for every t-test is that the means of the factors being tested are equal to one another. The alternative hypothesis for the t-test is that one of the factors is significantly bigger than the other.

The analysis of the second and third hypothesis were performed in a similar matter, using independent t-tests, in a fashion similar to Chacón et al. (2017). Again, the H0 of the t-test was that the means of the different functions would be equal to one another, whereas H1 was that one would be bigger than the other. For the analysis of the functions with regards to age, the means of the Career, Social and Understanding function were taken for volunteers aged 24 or under and compared with the means for the same functions for volunteers aged 25 and over. Hypothesis three is aimed at understanding whether female volunteers are overall more motivated than male volunteers, and again this is tested through independent t-tests comparing the means of the different functions for male and female volunteers.

All test statistics against which the t-value was compared were calculated for a 95% confidence level. This means that H0 is rejected for every p-value smaller than $\alpha = 0,05$.

However, as a first step to the data analysis, it is important to test the reliability of the data, which is done here through a Cronbach's alpha. The result of a Cronbach's alpha should be a numerical value between 0 and 1, where a value of 0,70 and above is considered a good value. When testing the data, a Cronbach's alpha of 0,89 was obtained, meaning the data exhibits a strong

internal consistency. Table 3 gives an overview of the internal consistency measures of this research, the VFI as developed by Clary et al. (1998) and the VFI as translated by Dansac et al. (2013).

Tabel 3. Cronbach's alfa.

Scale	Number of items	Source	Cronbach's alfa source	Cronbach's alfa own research
VFI English	30	Clary et al. (1998)	0,83	0,89*
VFI French	30	Dansac et al. (2013)	0,84	0,89*

* $p = 0,05$

The following sections discusses the results generated by the data analysis described here.

6. Results

6.1 Hypothesis 1

When performing the individual t-tests contrasting the Value function to the five other functions of the VFI, it appears that Values is significantly more important to all volunteers than Career, Protective, Enhancement and Social. This can be seen by the values in Table 4. In all cases, the hypotheses tested are the following, with V representing the Values function and X one of the other four factors:

$$H0 : \mu_V = \mu_X$$

$$H1 : \mu_V > \mu_X$$

For all four factors, the p-value was significantly smaller than $\alpha = 0,05$, leading to the acceptance of H1, meaning that the Values function is more important.

Tabel 4. Difference between Values and other functions

Function	df	t	p
Career	778	13,35536	4,42E-37*
Social	820	20,1304	7,54E-74*
Enhancement	823	10,00199	1,32E-22*
Protective	834	24,20845	8,9E-99*
Understanding	855	-2,99824	0,0014*

* $p = 0,05$

However, contrary to expectations, this does not appear to be true for the Understanding function. As can be seen from the negative t-statistic, the hypothesis tested by Excel in this case was, with V representing the Values function and U the Understanding function:

$$H0 : \mu_V = \mu_U$$

$$H1 : \mu_U > \mu_V$$

Again, the p-value of 0,0014 is smaller than $\alpha = 0,05$, leading to the acceptance of H1 that the Understanding function is more important than the Values function.

6.2 Hypothesis 2

Table 5 and Figure 4 give an overview of the means obtained from the three functions being tested for hypothesis 2. At a first glance, it appears that young volunteers, overall, do rate the Career and Understanding functions higher than old volunteers do. However, older volunteers seem to rate the Social function slightly higher than young volunteers.

Table 5. Means Career, Understanding and Social by age category

Function	Young	Old
Career	4,50	3,19
Understanding	6,03	5,64
Social	3,15	3,28

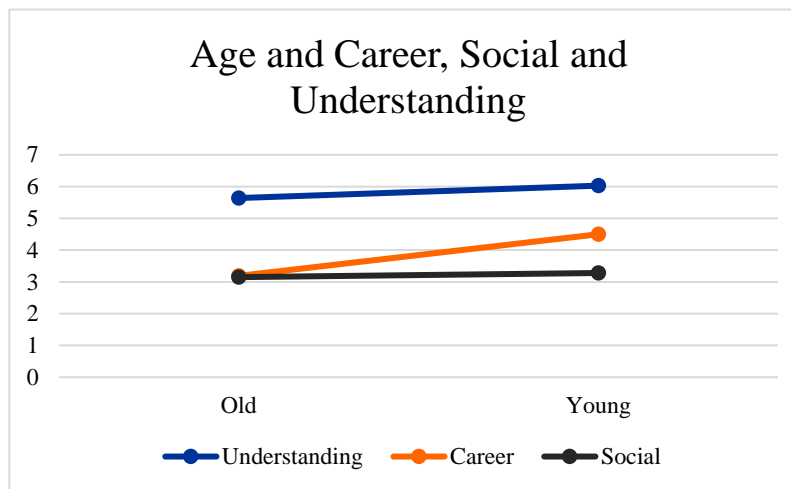


Fig. 4: Means of Career, Understanding and Social by age

Performing independent t-tests on the Career, Social and Understanding functions yielded the test statistics and p-values summarized in Table 6. The t-test hypotheses tested were the following, with Y representing young volunteers and O representing old volunteers:

$$H0 : \mu_Y = \mu_O$$

$$H1 : \mu_Y > \mu_O$$

For Career and Understanding, the resulting p-values were smaller than $\alpha = 0,05$ (1,81E-11 and 0,0023 respectively). This leads to the acceptance of the alternative hypothesis, stating that Career and Understanding play a bigger motivational role for volunteers age 24 or younger. However, the Social function yielded a p-value equal to 0,80. This leads to the acceptance of H0, which means

that the Social motivational factor does not yield significant differences for young and old volunteers.

Table 6. Age differences for Career, Social and Understanding

Function	df	t	p
Career	408	6,805275	1,81E-11*
Social	410	0,804173	0,80
Understanding	357	2,857428	0,0023*

* $p = 0,05$

6.3 Hypothesis 3

Table 7 provides an overview of the means per function for women and men separately, and these are then represented graphically in Figure 5. As can be noted, women scored lower on all functions except for Understanding.

Table 7. Means of all functions by gender

Function	Women	Men
Career	3,81	4,07
Protective	2,17	3,00
Enhancement	4,38	4,46
Values	5,47	5,71
Understanding	5,86	5,81
Social	3,06	3,58

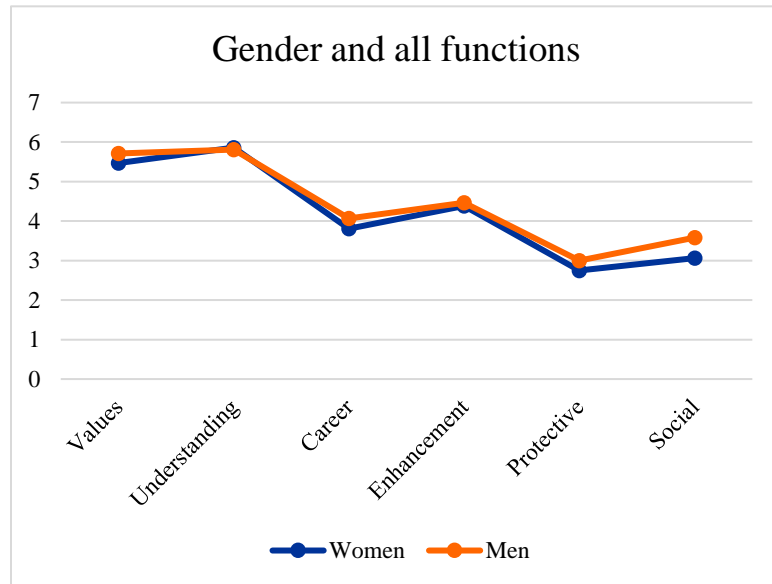


Fig. 5: Means of all functions by gender

Upon performing the t-tests, it appears that there is no statistically significant difference between the motivations of men and women, except in the case of Social. The negative t-value for Social shows that the following hypothesis was tested by the t-test, with W = women and M = men:

$$H_0 : \mu_M = \mu_W$$

$$H_1 : \mu_M > \mu_W$$

This yielded a p-value of 0,003157, which is smaller than the α equal to 0,05. In this case, it is therefore possible to conclude that social motivations play a bigger role in male than in female motivations. From these results, it can therefore not be concluded that women are overall more motivated than men to volunteer.

The test statistics and p-values for all functions are summarized in Table 8.

Table 8. Gender differences for all VFI functions

Function	df	t	p
Career	277	-1,23452	0,109028
Social	280	-2,75173	0,003157*
Understanding	323	0,349433	0,363496
Protective	258	-1,32231	0,093618
Values	315	-1,60739	0,054485
Enhancement	288	-0,4351	0,331909

* $p = 0,05$

The following section discusses the results obtained for the three hypotheses that were tested.

7. Discussion

From the previous section on the analysis of the data, it became clear that all three hypotheses being tested need to be rejected. The following summary gives an overview of the findings:

1. The Value function of the VFI is not the factor with the highest mean score for volunteers.
2. Younger volunteers are not more motivated by Career, Social and Understanding than older volunteers.
3. Women are not overall more motivated than men to volunteer.

Before discussing the results, it is important to mention that caution needs to be exercised when interpreting the results. Because the minimum amount of 132 respondents was not reached, the results cannot be easily generalized outside the scope of the research, which is AFS Belgique.

7.1 Hypothesis 1

The result obtained with regards to the Values function is unexpected because it contradicts the results obtained by Chacón et al. (2017) in their systematic review of the VFI, which reviews 48 different research studies, divided into 67 independent samples. A possible explanation for this result is the fact that AFS is not a typical NPO when it comes to volunteering. If we look at the Value function, it is a reflection of values related to altruistic and humanitarian concerns (Clary et al., 1998). This factor therefore relates to both the idea of helping others who are less fortunate and allowing to be a part of a cause that is important to the volunteer. AFS is atypical in the sense that it lacks the humanitarian aspect of the Values function. AFS volunteers adhere to the values promoted by the organization, but it cannot be characterized as a humanitarian organization. This could therefore be a reason for the Values function is not ranked first among AFS volunteers.

However, in their research, Chacón et al. (2017) analyzed the Values function across different volunteer settings as well, reviewing 67 samples over a period of time between 1998 and 2014. They provide the following classification of the different types of NGOs, which was deduced from the sample¹:

- Social (15)
- Health (3)
- Sports (8)
- Educational (9)
- Leisure (1)
- Civil Defense (2)
- Culture (1)

¹ How the authors classified the NGOs was obtained from personal communication with F. Chacón, on April 11, 2019.

- Environmental (3)
- Various (3)
- Others (4)

For 19 samples, the type of NGO was not specified. Across all volunteer settings, the Values function was the function with the mean score that was highest, which means that a similar result should have been obtained for AFS volunteers as well. Notwithstanding, Chacón et al. (2017) obtain that the Understanding function is the motivation with the second highest mean score across all volunteer setting, which is the factor that was the most important for AFS volunteers. This was also the case in Gage and Thapa's (2012) and Planalp and Trost's (2009) studies, where Understanding came in second after Values. Interestingly enough, Chacón et al. (2017) obtain a mean for the Values function that is consistently high, whereas there is a bit more fluctuation when it comes to the Understanding function. Their results are depicted in Table 9.

Table 9. Means Values and Understanding functions (Chacón et al., 2017)

Function	Volunteer setting	Mean
Values	Health	5,61
	Social	5,84
	Education	5,99
	Sports	5,25
	Environment	5,70
	Civil Defense	5,75
Understanding	Health	3,72
	Social	5,33
	Education	5,19
	Sports	5,06
	Environment	4,89
	Civil Defense	5,65

The means for the Values and Understanding functions for AFS Belgique volunteers are 5,55 and 5,85 respectively, which puts the means of the Understanding function of this research higher than that of Chacón et al.'s (2017) samples.

The implications for recruitment of volunteers is that an effort should be made to highlight the aspects related to Understanding in order to attract new volunteers. As a reminder, Clary et al. (1998) defined this motivational factor as the idea that volunteers can use knowledge that might go unused, and to learn new skills, as well as the desire to learn more about the people served, the organization or oneself. One concrete example for the context of AFS would be to focus on the

fact that becoming a volunteer allows someone to put their exchange experience to good use by guiding future or current participants. This recommendation is made because 60 of the 86 respondents indicated that they were AFS alumni, which could mean that a big part of current volunteers are AFS returnees. Furthermore, Zeuschel (1988), in his qualitative research into the motivations of AFS volunteers, identified that ‘sharing experiences and insights’ was a strong pull factor for volunteers, and that the majority of interviewees had a strong interest in passing on their insights to new program participants. This knowledge of the program that AFS returnees have might be difficult to put to good use in other domains, which is why it is important to highlight it when recruiting new volunteers in the pool of returnees.

7.2 Hypothesis 2

The tests performed for hypothesis 2 again yielded an unexpected result, since the hypothesis in its entirety could not be accepted or rejected. In the literature (Finkelstein et al., 2005; Okun et al., 1998; Omoto et al., 2000; Planalp & Trost, 2009), younger people are more likely to rate altruistic factors lower than older volunteers are. This was tested by comparing age and the Career, Social and Understanding functions, which are usually found to have more importance for young people. This was case in this research, except for the Social function. This, however, coincides with a result obtained by Okun and Schultz (2003). Against expectations, they found that ‘Making Friends’, as a part of the Social motivational factor, actually increases with age, albeit in a nonlinear way. Volunteers aged 40-59 had significantly lower scores than volunteers over the age 60 (Okun & Schultz, 2003). The authors hypothesize that this could be because this volunteer category does not volunteer as a way to expand their social network because they already invest a lot in family and job-related social networks.

One possible reason for why there was no significant difference for Social between young and old volunteers is that the cut-off between young and old was put at 24 years of age. This was done by using the UN definition of youth (UNDESA, n.d.). The reason for this choice was that, when analyzing motivations to volunteer among different age groups, there appeared to be no consensus regarding the age categories to use. Okun and Schultz (2003), for example, in their paper give an overview of 13 different studies with regards to age differences in volunteering, and the age groupings are different among all studies. This means that different grouping could potentially yield different results. This explanation also clarifies why the findings for Career, which was significantly more important for volunteers under 24, make sense. From the sample, the majority of young respondents (42 out of 46) were students. With the probability of an AFS gap year, 3-5 years of higher education, volunteers will arrive on the labor market around the time they turn 24. Expressing the desire to hone their skillset before that time makes sense.

The managerial implication of this result is that, since Career and Understanding appear to play a bigger role for young volunteers than they do for old volunteers, these aspects should be highlighted in the recruitment of young volunteers. On the other hand, more altruistic values should be highlighted for older volunteers, while the social aspects of volunteering need to be focused on in both cases.

For the case of AFS, since only 3 out of the 46 respondents under 24 indicated not being an alumnus, one assumption is that volunteer recruitment partially happens upon the return of participants. In this case, it should be kept in mind that highlighting the positive impact on a CV or the trainings offered to volunteers are aspects that need to be focused on when talking to returnees about volunteering. Furthermore, when taking a look at the 'Becoming a volunteer' tab on the AFS Belgique website, it can be noted that the social aspect of volunteering is not directly

mentioned. This could be kept in mind for further improvement of the website, since a lot of inquiries are likely to happen through there (AFS Programmes Interculturels, n.d.).

7.3 Hypothesis 3

In the past, volunteering has been an activity traditionally assigned to women (Smith, 1993). Although this stereotypical rendering of volunteering has been changing over the last few years, research has shown that women tend to exhibit overall higher motivations to participate in volunteering activities (Fletcher & Major, 2004; Switzer et al., 1999). In the case of this research, however, this does not appear to be the case at all, with no statistically significant differences being found between genders. The only exception was the Social function, and this actually played a bigger role in male motivations than in female ones. This contradicts the results by Fletcher and Major (2004) and by Switzer et al. (1999). In a different way, it also contradicts the study by Burns et al. (2008), who found significantly stronger motivations among women for all factors except Social and Career.

This result entails that recruitment efforts should not be different with regards to gender, except for a Social aspect that could be highlighted in the case of male volunteers. However, as previously mentioned, the minimum number of respondents needed to make the results statistically representative was not reached so further research is needed to see whether this result can be replicated.

7.4 Implications for volunteer retention

Even though the primary goal of this research was to identify motivations for recruitment purposes, a small note can also be made on the implications for volunteer retention.

From hypotheses 1 and 2, it can be seen that a clear effort should be made in order to focus recruitment efforts by appealing to the Understanding/Values functions on the one hand for all

volunteers, and on the Career/Understanding factors for younger volunteers specifically. For older volunteers, the Social factor needs to be focused on. Gender differences, except for the Social function, did not yield any differences, so recruitment does not need to be adapted to gender.

These findings can also be kept in mind when talking about volunteer retention. Houle, Sagarin and Kaplan (2005) found that designing tasks so as to match them with personal motives will result in higher volunteer satisfaction and commitment to the organization. The authors also recommend that more freedom should be given to volunteers to choose tasks they believe will satisfy motivational aspects important to them (Houle et al., 2005). When the organizational structure does not allow for this because of the limited number of tasks available, the authors recommend assessing the motivations of their volunteer workforce by giving them the VFI or a similar instrument, to determine the most important motivational factors.

From this research, it would mean designing tasks aimed at satisfying the Understanding function first, since it is most salient with all volunteers and younger ones specifically. Additionally, activities should also be designed that satisfy the Career and Social motivations for younger and older volunteers respectively. When there are tasks to be done, it also means trying to identify what category they belong to, and requesting help from the relevant target group, in order to make volunteers enjoy their experience more.

8. Conclusion

The purpose of this research was to answer the following research question: “What are the motivational factors for volunteering within non-profit organizations?”. The reason for this research question was the fact that, in Europe, the number of people volunteering is on the rise (GHK, 2010-a). Furthermore, voluntary work plays an important economic role in society (Independent Sector, 2017; GHK, 2010-a), as well as an important role in individuals’ well-being

(Haski-Leventhal, 2009; Marta et al., 2006; Morrow-Howell et al., 2003; Midlarsky, 1989; Musick & Wilson, 2003; Thoits & Hewitt, 2001). These aspects help clarify why research into volunteer motivations is important for organizations that rely heavily on volunteers. This was done by establishing a demographic profile of volunteers using Clary et al.'s VFI (1998). The obtained profile can then be used to tailor volunteer recruitment and better volunteer retention within NPO's.

In order to answer the research question, three hypotheses regarding the link between demographic variables and volunteer motivation were established. The hypotheses investigated the connection between age, gender and volunteer motivations as well as the motivation that resulted as most important across all demographic variables. From the 86 surveys completed by volunteers from AFS Belgique, it became clear that, against expectations, the Understanding function resulted as most important across all respondents. For the relationship between age and the Social, Career and Understanding functions, only Understanding and Career played a bigger role for young volunteers. Lastly, and again against expectations, it emerged that motivations to volunteer are not stronger for women than for men, with the Social factor even being more important for men. Considering these results, the research question can be answered as follows: volunteers in NPOs are most motivated by the Understanding factor, with volunteers under the age of 24 being most motivated by the Career and Understanding factors. Female volunteers are not more motivated than men to volunteer, and men are actually more motivated by the Social factor than women are.

These results need to be kept in mind when setting up recruitment and tasks for volunteers in NPOs. However, it needs to be acknowledged that the results obtained from this research cannot be easily generalized across NPOs in Belgium, due to the small number of respondents.

Considering this, as well as the fact that the results obtained contradict a part of the existing literature (Chacón et al., 2017; Fletcher & Major, 2004; Switzer et al., 1999), it is clear that further research is needed into volunteer motivations for NPOs in Belgium. More specifically, it would be interesting to see if these results hold up for a larger sample, because the small sample used in this research is a limitation to the generalization of the results obtained here. It would also be interesting to study whether the differences can be attributed to the fact that AFS Belgique is somewhat of an atypical NPO when it comes to volunteers. Indeed, when looking at Chacón et al.'s (2017) review of 67 samples from studies done globally, the most common types of NPOs were NPOs with a social or health-related goal. As aforementioned, AFS Belgique is atypical in the sense that it lacks the humanitarian aspect that characterizes most non-profits that rely heavily on volunteers. It would therefore make sense to analyze whether the differing results obtain arise from this.

A last direction for further research could include a comparative study across different countries. Because AFS Intercultural Programs is active in 99 countries worldwide (AFS Intercultural Programs, 2017-b), it provides the opportunity of comparing motivations for volunteers within the same organizational context, but from different cultural backgrounds.

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Appendix A- Survey overview

Motivations volontaires

Cher(e) volontaire,

Cette étude se fait dans le cadre d'un mémoire en *International Business* à la VUB. L'étude vise à comprendre les raisons pour lesquelles les personnes s'engagent dans une activité associative non rémunérée.

Merci de bien vouloir y participer. Cette étude s'intéresse à vos opinions spontanées et sincères. Le questionnaire dure entre 5 et 10 minutes et les résultats seront analysés statistiquement par groupe et de manière anonyme.

Sara Tori

Il y a 8 questions dans ce questionnaire

Motivations

Pour chacune des raisons suivantes de faire du volontariat, indiquez combien elle est pertinente pour votre propre activité bénévole sur l'échelle suivante. Si cela vous paraît très pertinent, cochez la réponse 7, si cela ne vous paraît pas du tout pertinent, cochez la réponse 1. Vous pouvez nuancer votre réponse en cochant une case intermédiaire.

[] Combien pertinente pour vous est chacune de ces raisons de faire du volontariat?

*

Choisissez la réponse appropriée pour chaque élément :

	1 (Pas du tout pertinent)	2	3	4	5	6	7 (Très pertinent)
Être volontaire peut me faire une place dans une organisation et augmenter mes chances d'y être employé(e).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mes amis font du volontariat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 (Pas du tout pertinent)	2	3	4	5	6	7 (Très pertinent)
Je me soucie de ceux qui ont moins de chance que moi dans la vie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Des personnes dont je me sens proche veulent que je participe à des activités bénévoles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet de me sentir important(e).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les personnes que je connais se sentent également impliquées au service de la collectivité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M'impliquer dans les activités bénévoles me détourne de mon mal-être.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me sens sincèrement concerné(e) par les groupes au service desquels je me mets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En faisant du volontariat je me sens moins seul(e).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me fais des contacts qui pourraient m'aider plus tard dans mes affaires ou ma carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire du volontariat me permet de me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 (Pas du tout pertinent)	2	3	4	5	6	7 (Très pertinent)
sentir moins coupable d'être privilégié(e) par rapport aux autres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet d'apprendre plus à propos des causes que je veux défendre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le volontariat augmente l'estime que j'ai de moi-même.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet d'avoir un autre regard sur les choses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet de tester différents choix d'orientation professionnelle possibles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je ressens de la compassion à l'égard des personnes qui sont dans le besoin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Des personnes dont je me sens proche prennent à cœur de se mettre au service de la collectivité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet d'apprendre des choses de manière directe et pratique, par l'expérience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 (Pas du tout pertinent)	2	3	4	5	6	7 (Très pertinent)
Je ressens qu'il est important de venir en aide aux autres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire m'aide à résoudre mes problèmes personnels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire va m'aider à réussir dans la profession que je choisirai.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je peux m'investir pour une cause qui est importante à mes yeux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoir des activités bénévoles est important aux yeux des personnes que je connais le mieux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire est un bon moyen d'échapper à mes préoccupations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet de me confronter à des gens différents et variés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet de sentir qu'on a besoin de moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet de me sentir mieux dans ma peau.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Une expérience de volontariat est toujours positive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 (Pas du tout pertinent)	2	3	4	5	6	7 (Très pertinent)
dans un curriculum vitae.							
Être volontaire est une manière de me faire de nouveaux amis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être volontaire me permet d'explorer et de découvrir mes points forts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Informations démographiques

Afin de mieux vous connaître, veuillez répondre aux questions suivantes.

[] Quel est votre sexe ? *

Veuillez sélectionner une seule des propositions suivantes :

- Féminin
- Masculin

[] Quel âge avez-vous ? *

Veuillez écrire votre réponse ici :

[] Quelle est votre état civil? *

Veuillez sélectionner une seule des propositions suivantes :

- Célibataire
- Conjoint de fait
- Marié(e)
- Divorcé(e)
- Autre

[] Vous êtes: *

Veuillez sélectionner une seule des propositions suivantes :

- Étudiant(e)

- Travailleur/travailleuse
- Retraité(e)
- En recherche d'emploi
- Autre

[]Depuis combien de temps êtes-vous actif en tant que volontaire AFS ? *

Veillez sélectionner une seule des propositions suivantes :

- <1 an
- 1 an
- 2 ans
- 3 ans
- 4 ans
- 5 ans
- > 5 ans

[]Êtes-vous parti(e) avec AFS? *

Veillez sélectionner une seule des propositions suivantes :

- Oui
- Non

[]Dans l'avenir, vous espérez pouvoir vous engager dans des activités bénévoles. *

Veillez sélectionner une seule des propositions suivantes :

- 1 (Pas du tout envisageable)
- 2
- 3
- 4
- 5
- 6
- 7 (Totalemment envisageable)

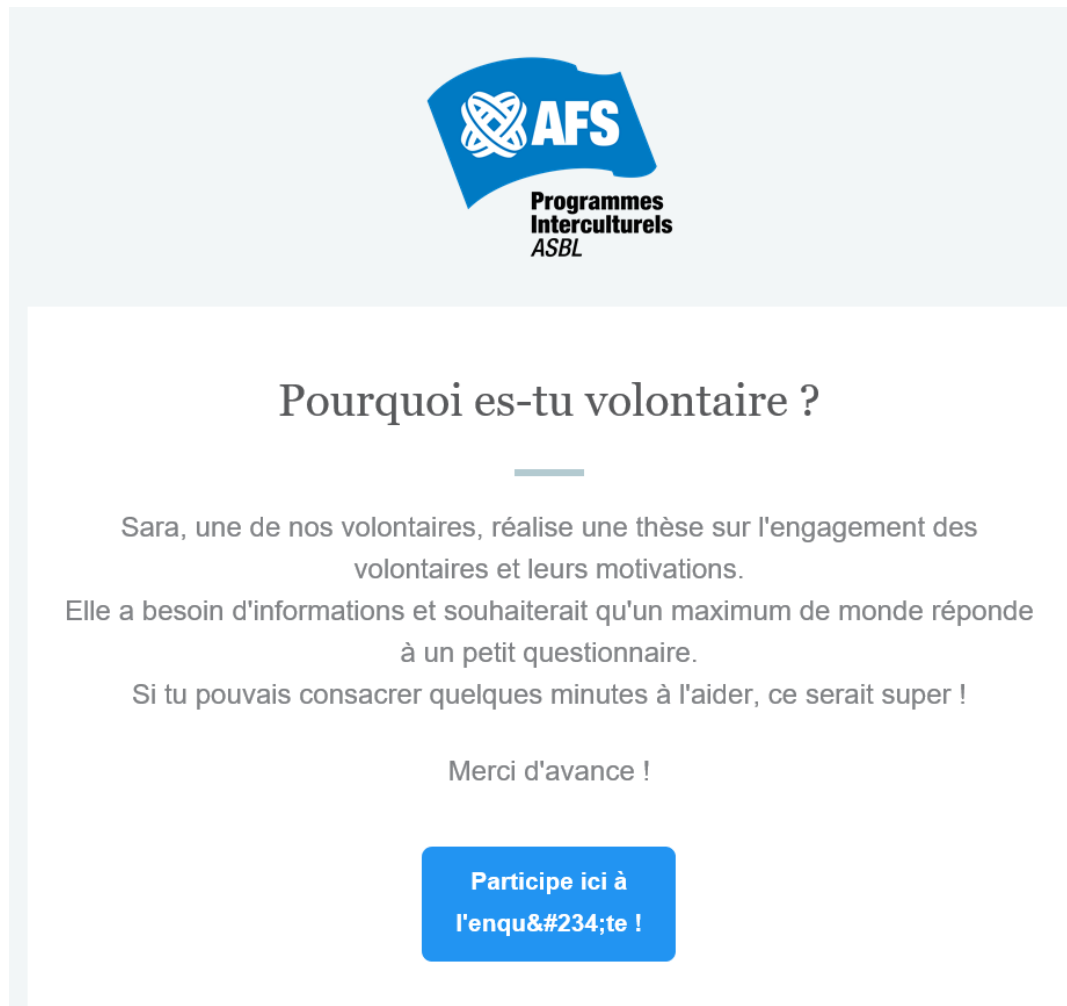
Merci d'avoir répondu à ce questionnaire. Les données seront analysées statistiquement par groupe et de manière anonyme. Pour toute question que vous pourriez avoir par rapport à cette étude, vous pouvez toujours me contacter à l'adresse mail suivante: sara.marie.tori@vub.be

Sara Tori

Envoyer votre questionnaire

Merci d'avoir complété ce questionnaire

Appendix B- Emails asking volunteers to respond to the survey



Good to know

Une enquête à remplir pour une volontaire

Sara, une de nos volontaires, réalise un mémoire sur l'engagement des volontaires et leurs motivations.

Elle a besoin d'informations et souhaite qu'un maximum de monde réponde à un petit questionnaire. Si tu pouvais consacrer quelques minutes à l'aider, ce serait super !

Merci d'avance !

[Réponds à l'enquête de Sara ici.](#)

