STRUCTURAL RELATION CONCERNING SUSTAINED VOLUNTEERISM OF UNDERGRADUATE STUDENTS

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Introduction

One of the missions of higher education is to socialize students to have service consciousness. This characteristic encourages students to be volunteers after graduation. The activity that higher education institutes often stresses in volunteer activity. Volunteering is a kind of prosocial behavior. It's a long-term planed activity that benefits strangers and occurs in an organizational context (Penner, 2002: 448). Among the elderly, volunteer work typically contributes to a collective good that make society better (Wilson & Musick, 1997: 700). Unfortunately, volunteer activity among undergraduate students is low because of their lack of time (Kajornsin, 1995: 151). Doing volunteer activity over extended periods of time will benefit students. For example, helping others reduce selfishness themselves, considering in social problems increase their service consciousness, and cooperating with colleagues practice their social skill. Anyway, there are several students interested in volunteering. To increase amounts of students involved volunteers, studying motivation of students become involved volunteer is necessary. Furthermore, to develop student's service consciousness, they must do volunteer activity over extended periods of time. Therefore, studying the causes of sustained volunteerism of students will benefit student affairs administrators who can develop more effective service programs. The main purpose of this study is to examine the causal relation affected to sustained volunteerism and the subsequent purpose is

to explore the reasons students become volunteers and who continue voluntary work after graduation.

Literature Review

Volunteering

Volunteering is a kind of prosocial behavior. It's a long-term planed activity that benefits strangers and occurs in an organizational context (Penner, 2002: 448). Benson et al (1980: 89) said that volunteerism appears to be exemplary of a rather different kind of helping, a kind that is prototypic of planned helping, which often "calls for considerably more planning, sorting out of priorities, and matching of personal capabilities and interests with type of intervention". Clary et al (1998) indicated the volunteers characteristics (a) are often actively seek out opportunities to help others; (b) may deliberate for considerable amounts of time about whether to volunteer, the extent of their involvement, and the degree to which particular activities fit with their own personal needs; and (c) may make a commitment to an ongoing helping relationship that may extend over a considerable period of time and that may entail considerable personal costs of time, energy, and opportunity. Thus, volunteering refers to people do and perform several kinds of formal helping that match own capabilities and needs. They will devote their time as volunteers and commit activities over periods of time.

The researchers always study sustained volunteerism in one type of organization or task such as hospice (Finkelstein et al., 2005), AIDS organization (Omoto & Snyder, 1995). They often measure the time to spend and the length to involve to volunteer activities as sustained volunteerism. In the definition level although, volunteers can do more than one activity but past researches didn't focus on this point. Anyway, the nature of volunteering in university has many tasks to service community. They consult the mental illness, teach student, and etc. In Buddhism, there are 4 principles of helping. They call "sangaha-vatthu" (contribute to social harmony). These are (a) to help

through contribution of money, material things or knowledge (*Dāna*), (b) to help through speech(*Piyavācā*), (c) to help through physical action (*Atthacariyā*), and (d) to help through participation in facing and resolving problems (*Samānattatā*) (Payutto, 1998: 21). This study, the researcher will measure student sustained volunteerism as the amount of time they spend and the length of time they are involved to volunteer activities

Functional analysis

The functional approach by Snyder and his colleagues (e.g., Clary & Snyder, 1999; Snyder & Cantor, 1998) focuses on individual motive for helping. There are three core concepts of functional approach. First, it is a motivational perspective that directs inquiry into the personal and social processes that initiate, direct, and sustain action (Katz, 1960). Second, individuals can and do perform the same actions in the service of different motive. Finally, to maintain volunteer activities over extended periods of time depends on matching the motivational concerns of individuals with situations that can satisfy those concerns.

Clary et al (1998) identified six motives for volunteering: Values (to express values related to altruistic and humanitarian concerns for others); Understanding (to acquire new learning experiences and/or exercise skills that might otherwise go unused); Social (to strengthen social relationships); Career (To gain career related experience); Protective (to reduce negative feelings about oneself or address personal problems); and Enhancement (to grow and develop psychologically). They also developed the Volunteer Functions Inventory (VFI) as a measure of the six motives common to volunteers.

Previous findings on the effect of the motive on volunteer experiences are equivocal. Deaux and Stark (1996) studied with prison volunteers found that the motive identified by Omoto and Snyder (1995) were significantly correlated with the intent to volunteer, but that relationship was mediated by the volunteers role identity. Otherwise, Finkelstein and Penner's finding (2004) was not, they found that the mediator effect of identity on motive

to organizational citizenship behavior (OCB) was small than expected. It's suggest that motives may be the proximal cause of OCB. Therefore, one of the objectives_of this research will be reexamine this relationship as priori study before testing the research hypotheses.

In 1995, Omoto and Snyder's proposed volunteer process model (Omoto & Snyder, 1995) to explain sustained volunteerism among AIDS volunteers. The results showed that the global motivation had quite strong and significantly relation to duration on volunteer experiences (r = .31). Otherwise, this model also showed that satisfaction on volunteer activities and organization and social support was moderate strong, directly and significantly associated to global motivation (r = .24, -.31, respectively). They also found that helping personality was associated with duration on volunteer experiences but that relationship was mediated by satisfaction on activity. Unfortunately, others research found that helping personality was associated with volunteer experiences directly (e.g., Penner, 2002; Sturmer & Snyder, 2005). Therefore, the second priori study aims to reexamine this relationship before testing the research hypotheses.

Role identity theory

Piliavin and colleagues (e.g., Grube & Piliavin, 2000; Piliavin et al, 2002) used role identity model, a more sociological approach to explaining sustained volunteerism. It has two key constructs: perceived expectations and role identity. The model posits that perceived expectations lead to becoming a volunteer, but organizational variables and the experiences and behaviors associated with actually volunteering facilitate the development of a volunteer role identity, which is the immediate precursor of sustained volunteering. Grube and Piliavin (2000) have conducted the most direct test of this model and found that perceived expectations and organizational attributes (e.g., prestige) were associated with the development of a volunteer role identity, and this identity was significantly associated with intentions to continue volunteering and number of hours devoted to the organization. Consistent with this finding, prior

research has shown that the strength of a person's role identity correlated with prosocial related behaviors(Grube & Piliavin, 2000; Finkelstein & Penner, 2004; Finkelstein et al., 2005).

Interactionist perspective

Snyder and Ickes (1985; see also Snyder & Cantor, 1998) defined three investigative strategies that differed among themselves in their relative emphasis on dispositional and situational properties in studying personality and social behavior. First, the dispositional strategy seeks to understand consistencies in social behavior in terms of relatively stable traits, enduring dispositions and other properties that are thought to reside 'within' individuals (e.g., prosocial personality). Second, the situational strategy seeks to identify the personal antecedents and the social consequences of regularities and consistencies in the settings and contexts within which individuals live their lives (e.g., satisfaction on activity). Finally, the interactional strategy seeks to identify those categories of traits, of behaviors, of individuals, and of situations within which such regularities and consistencies typically is to be found. Based on these strategies, it indicates that the dispositional and organizational variables influence one another and the resultant interactions between them influence sustained prosocial actions (Penner, 2002: 459). However, the most of the study on sustained volunteerism do not show how the antecedents interact. There is only Penner's suggestion based on his literature review that prosocial personality may affect sustained prosocial actions both directly and indirectly, through its influence on the job-related thoughts and feelings. Follow by Penner's suggestion, this research addresses this issue by examining the interaction effect between prosocial personality and satisfaction on activity to sustained volunteerism.

Situational Factors

According to the functional analysis approach, individuals can and do perform the same actions in the service of a different motive. To study motivation of student volunteers can help student affairs administrators create opportunities for students to

become more involved and stay involved longer in volunteer activities. Several studies reinforced the idea that motivations of volunteers differ according to certain demographic or situational factors. A study by Fletcher (2004) indicated that medical students, the mean differences in all motives on VIF of women were more strongly than did the men.

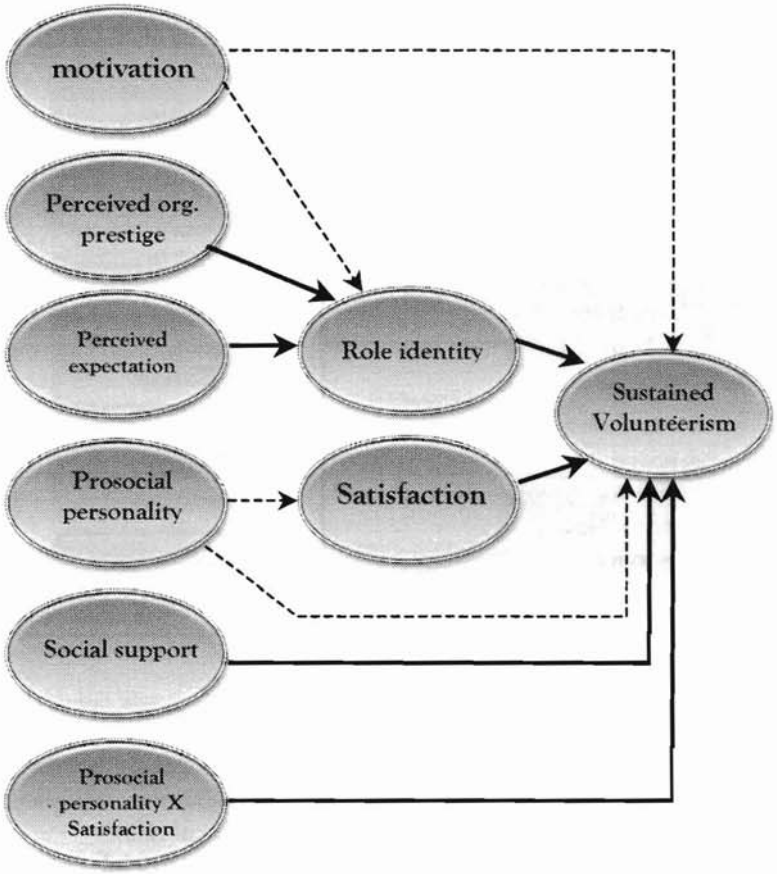
Following with Fletcher's research, the researcher implies that students in different area of study may also have different motivation to volunteering. The motives for volunteering in students from service professions such as medical students, and teacher education students should differ from students from others professions. Because service professions students was socialized to be involved in community service much more than others professions students.

The literature also indicates that motivational patterns are likely to change as students engage in the volunteer activity. Students become involved in volunteer activity may have different reasons than they have for stay involved (Winniford, et al, 1997: 143). Thus, the researcher will examine the mean differences each motive on gender (male/female), area of study (service/non service professions), and volunteering status (volunteer/non volunteer).

Theoretical Framework

According to the successful of two approaches to explain sustained volunteerism, there are several researches attempt to integrate two approaches to study prosocial related behavior (e.g., Finkelstein & Penner, 2004; Finkelstein et al., 2005). The finding of that researches indicated that both motive and role identity were shown to be important predictors of prosocial related behaviors. So, integrating functional analysis and role identity theory also prove useful for understanding the antecedents of long-term volunteerism. Further, past research didn't focus on the interaction effect among predictive variables on sustained volunteerism. So, in this study the researcher will add the interaction effect in the proposed model. Therefore the main research framework in figure 1 will be tested.

Figure 1. The integrated framework studying sustained volunteerism

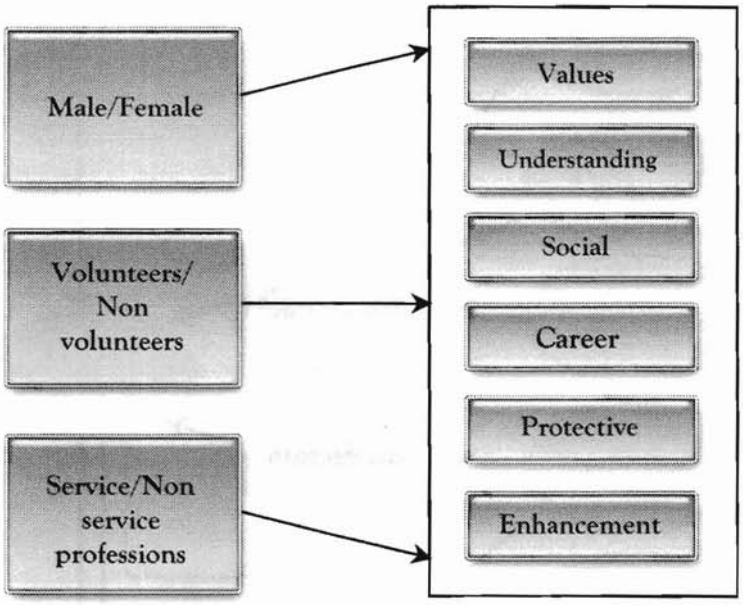


Noted: The bold lines showed the consistent finding and the dash lines showed inconsistent finding in priori studies.

Subsequent framework

Based on the literature review, motivation mean differs between each situational factor. The researcher will prove the first subsequent framework presented in figure 2.

Figure 2: The framework studying prosocial motivation differences between_situational factors.



Research Hypotheses

1. The causal relation model of sustained volunteerism proposed by researcher fits the empirical data.
2. There is interaction effect between prosocial personality and satisfaction on activity to sustained volunteerism.
3. Each motive mean differs between each situational factor.

Method

Study 1: The causal relation

Participants. Participants will be 1,000 volunteer students from public universities around Thailand.

Measures. The survey will begin with questions about the participants' current level of involvement and length of service in each volunteer task (*Dāna*, *Piyavācā*, *Atthacariyā*, and *Samānattatā*). Respondents will indicate how much time they spend each volunteering, choosing one of five response alternatives: Less than one time per semester, Between 1 and 3 times per semester, About 1 time per month, More than 1 time per month. For length of service, the choices are Less than 3 months, Between 3 and 6 months, Between 7 and 11 months, Between 1 and 2 years, and longer than 2 years. After answering questions about their gender, and major of study, participants will complete measures of following variables: volunteer motives, volunteer role identity, satisfaction on activity, perceived organizational prestige, perceived expectation, prosocial personality, and social support.

Study 2: The motives mean differences

Participants. Participants will be 300 students from public university in Bangkok that never participated in university volunteer activity and 300 third and fourth years' volunteer students_from the same universities as non volunteers. Both of groups will be sampled equally by gender and profession factors.

Measure. After answering questions about their volunteer status, gender, and major of study, participants' motives for volunteering will be assessed with the Volunteer Function Inventory (VFI) developed by Clary et al. (1998). As discussed above, the inventory contains six scales, each comprising five items. A Likert response format will be used, with alternatives ranging from 1 (Not at all accurate/important for you) to 5 (Extremely important/accurate for you).

Proposed Analysis

Hypothesis 1 and 2. Structural equations modeling with latent variables and latent interaction effects will be conducted to test the structural causal relation of sustained volunteerism.

Hypothesis 3. Profile analysis will be conducted to test mean differences each motive, each situational factor.

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