

THE MOTIVATION OF VOLUNTEER WORKERS IN A RELIGION BASED NON-PROFIT ORGANISATION

by

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ABSTRACT

Motivation has been a deep-seated issue in psychology and especially in the field of volunteer work. The motivation to volunteer for non-profit organisations is a true phenomenon as the volunteers receive no tangible benefit for their services. The main purpose of the study was to investigate and understand the motives of volunteer workers in a religious non-profit organisation because there are very few volunteers that are only motivated by one motive. The participants' experiences and motives to participate voluntarily were discussed and described by the participants. In addition the perceived economical impact of volunteerism was investigated to create a framework for organisations to attract and retain volunteers. In this qualitative research design the research methodology applied is a phenomenological approach. In-depth qualitative interviews were conducted that were based on motives to volunteer identified in previous studies on volunteerism. Results clearly indicate that more than one motive is present and majority of the participants were motivated by different motives at different times. In addition it is transparent that volunteers are attracted to volunteer for various reasons. In conclusion the benefits of volunteerism identified by the participants of this study serves as proof that volunteering does not only motivate volunteers to continue volunteering but also creates better people, relationships, communities and ultimately better countries.

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CHAPTER 1: INTRODUCTION

Every human action, whether it has become positive or negative, must depend on motivation. – Tenzin Gyatso

1.1 INTRODUCTION

This chapter presents a broad overview of the study. It explains the purpose of the study to provide the reader with a clear understanding of its objective and relevance. In addition the chapter also focuses on the background and problem of the study, importance and benefits of the study, delimitations and assumptions, key definitions and an outline of the rest of the chapters to follow.

1.2 BACKGROUND

The act of volunteering has been part of the human society since human existence. The helping or participation in acts of kindness; or for the greater good has moved individuals to volunteer their time, money, skills and resources. It is the aspect of helping others that was the starting point of the research study.

As mentioned above, the act of volunteering has been around for ages and references can be found even in the Bible, in association with the right to work with the Tabernacle (Ezra 2:68; Numbers 3:6) and in volunteering for war (Judges 5:3). Charity and helping fellow man is an important part of the Christian faith. This study was conducted among Christian volunteers and ex-volunteers in non-profit organisations. However, the researcher acknowledges that even though the study was conducted solely with Christian volunteers, this notion of religious volunteerism is also present in other religions. The Islamic religion for instance indicates that no self-sacrifice will remain without reward after death; thus, volunteering one's services is encouraged (Boz & Palaz, 2007).

It is assumed that Christian volunteers provide their services to a faith based non-profit organisation solely for altruistic reasons. It is therefore additionally assumed that the volunteers have intrinsic motivation which causes them to perform the tasks at hand; and they expect intrinsic rewards such as a feeling of satisfaction and total serenity on successful completion of the tasks. These assumptions were investigated to determine the validity of them and also to determine if it is indeed solely altruistic reasons that motivate volunteers.

The economic impact of volunteer work is discussed and consequently a framework for attracting and retaining volunteers is created.

1.3 PROBLEM STATEMENT

In this study the motivation of volunteers was investigated. A widespread search on academic databases showed that a study as proposed has not been done in South Africa in recent years. This study attempts to broaden the field of knowledge on volunteer workers. It is believed by the researcher that volunteers have intrinsic reasons that motivate them to serve and successfully perform their tasks at hand. This was qualitatively researched to determine to what degree external factors have an effect on the motivation of volunteer workers. The phenomenon of volunteer workers in Non-Governmental Organisation's (NGO) was researched in-depth to determine why individuals would provide their services for free. In addition the perceived economic impact of volunteer workers and the attracting and retaining of volunteer workers is discussed.

1.4 PURPOSE STATEMENT

The purpose of this qualitative study is to explore the phenomenon of volunteer workers. Working for no payment is a rare occurrence and believed to not be researched a lot. The phenomenon is even more apparent in a NGO because the individuals have no hope to receive any form of payment. For the purpose of this study the researcher inquired into the motives to perform efficiently, amongst volunteer workers in Christian NGOs. The researcher explored constructs such as motivation to perform, intrinsic motivation and general contentment with work, as well as the perceived economic impact of volunteers; in order to create a framework to attract and retain volunteer workers. The researcher attempted this study by means of collecting and analysing purposive, qualitative data.

1.5 RESEARCH OBJECTIVES / SPECIFIC RESEARCH QUESTIONS

The primary objective was to explore the motivation of volunteer workers to volunteer, as well as the perceptions of volunteers on the economic impact of volunteer work. The comprehension of the motivation of volunteers allowed the researcher to create a framework for attracting and retaining volunteers.

1.6 ACADEMIC VALUE AND CONTRIBUTION OF THE PROPOSED STUDY

1.6.1 Theoretical contribution

Extensive research of the literature available indicated that few contemporary studies such as the one purposed exist in South Africa. Articles and books that are related to the above-mentioned study have however been identified and perused. These articles formed part of the basis of the literature used in this study. Due to the lack of research in this field, the researcher hopes to add new knowledge to the world of work of volunteer workers in religious based organisations, because these organisations fulfil not just religious activities but that of welfare and care. This is also an area of research that has not been researched a lot; and therefore the researcher hopes to expand this field with this research study.

1.6.2 Methodological contribution

The researcher created interview questions to investigate the motivation of volunteers to perform efficiently. The semi-structured interviews will optimistically add value to the field of motivation studies in terms of volunteer workers. The pilot interview is available in appendix A.

1.6.3 Practical contribution

The practical contribution the researcher hoped to add is threefold. Firstly, to identify the motivation of volunteer workers, secondly to identify the perceived economic impact of volunteer workers, and thirdly the attracting and retaining of volunteer workers specifically. This will hopefully also identify gaps in the management of volunteer workers and show the need for a different approach to the management of motivation.

Chapter 1 of the research study has five main parts. The next section explains the delimitations that apply to the study and further discusses the assumptions on which the study was based. This is followed by a list of definitions of the key terms used in the study. Then the proposed research design and methods are described. After this the collected data and findings will be discussed. Followed by the literature on volunteers and motivation; and the linkage of all the constructs are reviewed. The mini dissertation ends in a conclusion, and appendixes are included after the list of sources is identified.

1.7 DELIMITATIONS AND ASSUMPTIONS

1.7.1 Delimitations

The proposed study has several delimitations related to the context, constructs and theoretical perspectives of the study. Firstly, it was limited to the context of non-profit organisations with individuals that earn no remuneration, all working in a diversified environment. In addition, the study was concerned with volunteers' motivation to volunteer with children and adults; none of the volunteers that were interviewed had any experience with volunteering with the elderly.

Secondly, the study was focused on Christian organisations, which limited it to the motives of individuals to volunteer in religious NGOs only. Therefore, NGOs that were not faith based and other Antichristian NGOs were not examined.

The volunteers that were interviewed for the purpose of this research study received no monetary or external reward for their work as volunteers.

Finally, the study's literature review was primarily limited to international literature as hardly any research in context to the proposed research has been recently conducted in South Africa. In addition, the majority of the literature examined by the researcher identified no apparent link between motivation to volunteer and the economic impact of volunteers or the attraction and retention of volunteers.

1.7.2 Assumptions

- **Conceptual / theoretical assumptions**

It is assumed that all prior theoretical research is sound and portrays the truthful nature of volunteerism.

- **Epistemological, ontological and axiological assumptions**

Phenomenology, which is the paradigm on which the study was based has the following assumptions in terms of:

- *Epistemological assumptions*: That the interactive and proactive researcher seeks to gain a better understanding of the motives of volunteers and proposes to transform the views on volunteerism.

- *Ontological assumptions:* Apprehendable reality shaped by religious factors; focus on realities that are mediated by voluntary relations that are socially and historically constructed.
- *Axiological assumptions:* The researchers' values are central to the inquiry as the true nature of the phenomenon is a research goal; a pre-set goal of the researcher is to also gain a greater knowledge of the perceptions of volunteers, and facilitate the volunteers' realisation process of their motives to volunteer.

- **Methodological assumptions**

- It was assumed that the research approach was appropriate; a phenomenological approach is based on the fact that the concept of the study is a phenomenon in the society it is set in.
- It is an assumption that the participants that partook in the research study were able and willing to provide the data required for the study.
- It was an assumption that the participants that partook in the research study were able and willing to provide correct and truthful answers to the questions asked in the study.
- It was an assumption that the participants that partook in the research study were a representative sample of the population group of volunteers.
- It was assumed that the measurement scales or other measurement "tools" used in the study were reliable and valid.
- The nature and characteristics of the data that were collected in the study were assumed to achieve the research objectives.
- It is assumed that the data used in the study was and will be accurate and quality data.

1.8 KEY DEFINITIONS

The key definitions used in this study will be displayed in Table 1-1.

Table 1-1.: Key definitions

Term	Definition
<i>Intrinsic motivation</i>	Intrinsic motivation refers to reasons for partaking in an action that are derived from one's inherent pleasure and interest in the activity. The activity is undertaken because of the spontaneous satisfaction that is associated with it (Dörnyei, 1998). Motivation based on taking pleasure in an activity rather than working towards an external reward (Psychology Dictionary, 2005).
<i>Extrinsic motivation</i>	Extrinsic reward or motivation is described as a reward, tangible or intangible that a volunteer receives, and they are moved to volunteer because of it. This can be anything from money to a permanent career with an organisation (Finkelstien, 2008).
<i>NGO</i>	A Non-Governmental Organisation (NGO) is any non-profit, charitable citizens' group which is organised on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service, some concerning specific issues, such as human rights issues; environmental issues or health issues (Wett Jessen, Kristiansen, 2010). <i>Also know as Non-profit Organisation.</i>
<i>Volunteerism</i>	Volunteerism is a service that one individual provides to another or to the public out of his or her own free will and without any material reward (Cnaan, Handy, and Wadsworth, 1996).
<i>Volunteer (noun)</i>	A person that offers to do something without being forced to do it or without getting paid for it (Oxford advanced learner dictionary, 2011). A person who performs voluntary, unpaid work (Psychology Dictionary, 2005).

The abbreviations used in this study are displayed in Table 1-2.

Table 1-2: Abbreviations

Abbreviation	Meaning
NGO	Non-Governmental Organisation (Non-profit)

	Organisation).
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1.9 CHAPTER OUTLINE

Chapter 2 that follows this brief introduction will provide a background on volunteerism and motives to volunteer. **Chapter 3** will provide a discussion about the research methodology used by the researcher. The research philosophy, inquiry strategy and the research design will be systematically explained in Chapter 3. The methods of sampling will be discussed, after which the researcher will provide a brief profile of each participant of the study. Subsequently the data collection and data analysis will be discussed. Chapter 3 concludes with the rigour of the study and research ethics.

Chapter 4 provides detail about the data and findings that the researcher obtained. The method of analysis of the data and the relevant findings will also be discussed in chapter 4. Chapter 4 will also provide an incorporation of the literature on the motivation of volunteer workers, the perceived economic impact of volunteer workers; as well as the attraction and retention of volunteer workers. The final chapter, **chapter 5** of the mini dissertation will present a conclusion, recommendations and limitations for the study.

1.10 CONCLUSION

It appears that currently there is little research conducted on the motivation of volunteer workers in South Africa. Therefore the main purpose of this study was to identify the reasons why individuals volunteer and what drives them to volunteer in South African NGOs. Furthermore this chapter purposely paid attention to the background of the study, the problem statement, the research objectives, the delimitations and assumptions of the study as well as an outline of the remaining chapters.

CHAPTER 2: BACKGROUND ON VOLUNTEERISM

2.1 INTRODUCTION

The motivation of individuals to volunteer has been researched for several years by numerous researchers in different settings. Volunteerism has however not been researched a lot in South Africa. Therefore the researcher is faced with a very complex task; as the proposed study has never been done as is, or in any manner related to the way it is proposed within the context. The researcher will therefore review literature on motivation, volunteerism, and motives to volunteer.

2.2 MOTIVATION

2.2.1 Intrinsic motivation

Intrinsic motivation derives from an orientation that refers to reasons for partaking in an action that are derived from one's inherent pleasure and interest in the activity. The activity is undertaken because of the spontaneous satisfaction that is associated with it (Dörnyei, 1998). Gaining a sense of competence over an activity creates and maintains feelings of enjoyment (Dörnyei, 1998).

There are three subtypes of intrinsic orientation that can motivate an individual to perform or behave in a certain way (Dörnyei, 1998). These are:

Intrinsic-knowledge: The pleasurable feelings that are derived from the development of knowledge of a topic.

Intrinsic-accomplishment: The pleasurable feeling that is derived from going beyond the usual and mastering a difficult task. The focus is on the process of achieving and not the end result.

Intrinsic-stimulation: The pleasurable feeling derived from the simple enjoyment of the aesthetics of the experience.

2.2.2 Extrinsic motivation

Extrinsic motivation or extrinsic reward derives from an extrinsic orientation. Not all things can be novel, challenging or aesthetically pleasing to be intrinsically motivating (Dörnyei, 1998). Extrinsic orientation refers to reasons that are instrumental in motivating an individual apart from the intrinsic orientation or interest in an activity.

Extrinsic orientation has three subtypes. These are:

External regulation: Is based on a contingency in the environment, an external source which motivates an individual to perform, such as the attainment of a reward.

Introjected regulation: Is based on an internalised contingency that is self-imposed by an individual. These contingencies impose pressures or rewards. Even though it is internal it is still extrinsic as it does not derive from the intrinsic pleasure to perform, but rather to avoid failure in order to regulate feelings of self-worth (Dörnyei, 1998).

Identified regulation: Is the performing of activities based on the individuals' perception that the activity is of value to some aspect of the self (Dörnyei, 1998).

2.3 VOLUNTEERISM

Volunteerism in layman's terms can be defined as the act of offering one's services or help to complete a task without being forced to do it or without receiving payment for it (Oxford advanced learner dictionary, 2011). To volunteer involves a commitment from individuals of their time and energy to provide services that benefit someone, a society or the community without expecting financial or material rewards in return (Akintola, 2010). In addition it involves any activity during which time is given generously to benefit another person, group, or cause. The act of volunteering is characteristically proactive rather than reactive and requires some commitment for individuals of their time and effort (Costa Guerra, Holtum Demain, Pias Figueiredo, & Marques De Sousa, 2012).

There are many reasons why individuals work for volunteering organisations and why they work voluntarily. These reasons include social background variables, personality variables, attitudinal variables and, situational variables (Sherer, 2004). The original motivation to volunteer is a product of the process of socialisation and of social expectations at a certain

time. In addition, ethnic and religious factors have also been found to affect volunteering. Gidron (1984, cited in Cnaan & Goldberg-Glen, 1991) note that the motives of volunteers to start volunteering may differ from their motives to continue volunteering. It is nonetheless important to know and understand the initial motives to volunteer of individuals that continue volunteering.

Many models have been created to better understand and clarify motivation to volunteer; single-category, two-category, three-category and uni-dimensional models (Cnaan & Goldberg-Glen, 1991). These models were proposed and some were empirically tested; the findings were however not distinct enough. Cnaan and Goldberg-Glen (1991) were of the opinion that the motivation to volunteer can be best defined by a unidimensional model, and that volunteers do not just act on altruistic or egoistic motives but on a combination of motives. This combination leads volunteers to describe the act of volunteering as an overall rewarding experience. A reward in kind is received by the volunteers.

Consequently, functional theorists believe that volunteers will find and participate in activities that serve a particular function in accordance with the individuals' life choices and value system. If activities are therefore not in compliance with the individuals' life choices and value system, the voluntary behaviour tends to fall away (Stukas, Worth, Clary, & Snyder, 2009). The functional approach to volunteerism therefore accounts for the social and physical environments of volunteers which provide individuals with positive conditions in which to volunteer their services.

2.4 MOTIVE TO VOLUNTEER

There are numerous debates about the motivation of volunteers. It is defined as an inner state or condition (sometimes described as a need, desire, or want) that serves to set in motion or energise behaviour and to provide its direction (Kleinginna & Kleinginna, 1981 cited in Boz & Palaz, 2007).

2.4.1 Paradigms of motivation

Some researchers believe that voluntarism is solely based on the motive to help others; whereas other researchers believe motivation has two dimensions; that of helping others i.e. altruistic motives and that of egoistic motives i.e. self-gain motives. In addition to the two dimensions, some researchers added social motives. It however becomes even broader with other researchers protesting for five- and six-dimensional divisions (Harrison, 1995).

In a study by Sherer (2004), five categories of motives were identified. The categories were as follows:

- *Altruistic motives* were identified by the majority of the participants in the study. The need to give to others and gain the feeling of providing a service to others was the main motive to volunteer in Sherer's (2004) study.
- *Instrumental motives* to learn skill for a profession; or avoid serving a compulsory year at the army was the second highest scoring motive.
- *Integrative motives* were the third category. The longing to comply with status quo in the country where the study was conducted, was the reason for volunteering for almost a fifth of the participants. These individuals volunteered because it is what others did, they would have therefore not volunteered if it was custom to not volunteer.
- The motives of about 10% of the individuals is related to peer pressure or to social desirability. These individuals volunteered because it is *socially acceptable*.
- The final category found by Sherer (2004) is ideological or *religious motives*. These individuals volunteered because of the motivation rooted in their religion or ideology.

Studies on volunteer work conducted abroad by Cnaan and Goldberg-Glen (1991) indicate numerous motives to volunteer. These motives were derived from literature studies conducted by them and are listed in Table 2-1.

Table 2-1: Motives to volunteer

Motives to volunteer	
1	It is God's expectation that people will help each other
2	I adhere to the organisation's specific goals
3	If I did not volunteer to do the work, the work would not get done
4	I did not have anything else to do with my time
5	I was lonely
6	I had more free time
7	I want to gain experience toward paid employment
8	I wanted to broaden my horizons
9	Being involved with this organisation is considered prestigious
10	Volunteering for others makes me feel better about myself
11	Volunteering in this organisation provides challenging activities
12	Most people in my community volunteer
13	Helping people in need improves my attitudes regarding my own life situation

14	Volunteering creates a better society
15	My employer expects their employees to provide volunteer services
16	Volunteering is an opportunity to change social injustices
17	Volunteering is an opportunity to develop relationships with others
18	Volunteering is an opportunity to work with different age groups
19	Volunteering is an opportunity to do something worthwhile
20	Volunteering is an opportunity to return good fortune
21	A relative or friend was a client of this organisation
22	I have past experience providing similar services
23	I am able to relate to the clients of the organisation
24	This volunteering gives me an opportunity to vary my weekly activities
25	Previous contact with professionals in this organisation
26	Volunteering for this organisation enables it to provide more care for less money
27	It's a way to continue a family tradition of helping in need
28	It is a good educational experience

The list above created suspicion as many of the motives overlap, others were only relevant to specific sub-groups. Cnaan and Goldberg-Glen (1991) encountered numerous methodological problems as the previous studies could not be realistically compared. It is assumed that more than one motive drives volunteer workers, and Cnaan and Goldberg-Glen (1991) mention that motivation is subconsciously constructed by individuals and therefore a difficult concept to define equally for all individuals.

Volunteers choose to volunteer; this individual choice is a result of self-perception and of social expectations, and expresses priorities regarding volunteering. Altruistic and egoistic motives were both very prominent among most volunteers in numerous studies; however researchers believe the motives to volunteer is more complex than that (Cnaan & Goldberg-Glen, 1991). Additionally the cost and benefit of volunteering is assessed differently in different types of organisations. Nevertheless, a broad relationship seems to exist between the participation in voluntary acts and normative and social benefits. Therefore, it can be assumed that greater participation is associated with greater benefits (Cnaan & Goldberg-Glen, 1991).

There is difficulty in distinguishing between integrative motives and peer pressure motives. Sherer (2004) however is of the opinion that integrative motives grow from motives

stemming from personal desires, whereas the peer pressure identifies the influence of an individuals' socio-cultural environment.

Stukas, et al. (2009) created a survey instrument, the Volunteer Functions Inventory to assess six major motives for volunteerism. The motives identified by these researchers were:

- A motive to convey significant values
- A motive to have an enhanced understanding of the world and its people
- A motive for positive self-improvement
- The motive for protective effects against guilt, self-doubt, and other negative feelings
- The motive to fit into chosen social groups
- The motive to obtain career skills and opportunities

2.4.2 Satisfaction of volunteers

The satisfaction of volunteer workers depends on several aspects of their work such as the degree of overlap between expectations and the actual experiences on the job and relationships with co-workers, management, and clients. Sherer (2004) identified sources of satisfaction at the workplace. Many sources were identified, 'help from employees' however was the most important factor. The second most important factor was interpersonal relationships with co-workers. In addition, other factors that contributed to satisfaction were professional interest, work atmosphere, first-rate working hours, and gaining working experience.

Sherer (2004) explains that prior studies identify the connection between personal values and social motives and the prediction of satisfaction. Sherer (2004) continues however to state that the research collected for their proposed study showed no link between individual's personal values and their motive to perform and their satisfaction in the workplace. Sherer (2004) believes it is influenced by the type of organisation.

2.4.3 Dissatisfaction of volunteers

Sherer (2004) identified several areas that caused dissatisfaction to volunteers. His studies identified factors that influenced volunteer satisfaction within the workplace negatively. These aspects identified were conflict situations in the workplace or disagreements between co-workers, work stress, unfavourable working hours and difficulties with clients. In addition some of the volunteers identified that they feel looked down upon and taken advantage of.

Many volunteers are negatively influenced by the stressful work situations and interpersonal conflict. Volunteers are also prone to be dissatisfied if they are managed in the wrong manner. Many volunteers indicated that they feel that their hard work is being exploited. Many feel that they are not provided with the necessary information, they are not supported and there is a lack of involvement within the workplace. It therefore seems that the main reasons that led to dissatisfaction were related to qualities of the job itself.

2.4.4 Support for volunteering

Social support systems are important, as well as motives in terms of participation levels. The impact of working conditions and the appreciation of volunteers within voluntary organisations is vital too. Litz and Stewart (2000) and Smith (cited in Sherer, 2004) indicated that social-background variables are some of the well-known contributors to the decision to volunteer. Individuals are prone to volunteer if the social network of the individual, which includes the immediate family, friends, and the environment, is supportive of voluntary work. In addition to the demographic and personality traits and the experience of helping others, the level of involvement in administration, supervision, and symbolic rewards have been identified as the core predictors of volunteerism. A worker's position in an organisation is imperative because it affects an employee's self-image, work satisfaction, and productivity. Volunteers' attitude towards the organisation and volunteering is shaped by the behaviour of management and of other employees.

Sherer (2004) identified another aspect of volunteerism than just the act itself. The aspect indicated by Sherer (2004) was that of public appreciation. The appreciation of volunteers and the work they do is an important aspect few consider often enough. In many cases the level of motivation of volunteers is directly linked to the level of appreciation. Acknowledgement of volunteers and their contribution has been identified as very important. It is however not just public appreciation but also private appreciation that is important. Sherer (2004) found that in certain voluntary organisations it is evident that volunteers are not appreciated by the heads of the organisation; or they are unsure about whether they are appreciated. The confusion caused by this aspect puts immense strain on working relationships. Volunteering organisations should emphasise the appreciation of volunteers when volunteers are recruited. Harrison (1995) continues to mention that organisations should focus on emphasising the intangible rewards of volunteering i.e. intrinsic reward which deliver the same purpose similar to salary and other tangible rewards in paid employment.

2.4.5 Management of volunteers

The utilisation of the volunteers' abilities is imperative in any organisation. The conducive management of volunteers is therefore very important. In addition it will influence volunteers' motivation to stay with a volunteering organisation. Volunteers that find their duties endearing enough to fulfil their motivational needs generally stay with a volunteering organisation longer than volunteers that do not feel their duties fit their motivations (Stukas, et al., 2009).

Consequently, Harrison (1995) identified that some studies on volunteer motivation were focused on the impact of individual satisfaction and reward evaluation. Harrison (1995) indicated that job satisfaction, job praiseworthiness, and the evaluation of social- and service-related rewards were higher for volunteer workers than for paid employees in the same jobs. Additionally, the intentions to resign from employment were lower among volunteers.

A better understanding of the motivation that drives volunteer workers will greatly benefit not only literature but also provide organisations with the required research to appeal convincingly to potential volunteers (Cnaan & Goldberg-Glen, 1991). The ability of volunteer workers to provide their services allows organisations to save money and it also builds a caring society (Cnaan & Goldberg-Glen, 1991).

2.4.6 The economic impact of volunteerism

Volunteerism has a great impact on the economy of a country, as the work done by volunteers allows for less money required for salary pay-outs. The work of volunteers within any community is therefore imperative. Many organisations and the function they fulfil within a country depend on willing individuals that will volunteer their services and time to work in these voluntary organisations. Volunteers generally do not just give their time but provide resources too. This provision allows NGOs to provide services to the needy with more ease. It is therefore a crucial requirement that non-profit organisations perpetually motivate the participation of new and existing volunteers. Consequently Harrison (1995) indicates the need to identify the mechanisms in volunteer work that motivates individuals, and then to work with these mechanisms. It however has to be mentioned that little systematic organisational research has been done on the motivation of volunteers.

In addition, the number of volunteering organisations is declining and the impact of those that are left is minute. The motives of individuals are a result of socialisation processes at home and at work. These motives reflect social values and norms of volunteers (Raviv et al., cited in Sherer, 2004). Because of this declining impact; Sherer (2004) is of the opinion that the value of volunteers in the current society needs to increase for the survival of the practice and impact of volunteering.

2.5 CONCLUSION

The information provided above was a brief look at the motives to volunteer, volunteerism and all related aspects applicable to the current study. In an effort to achieve the best possible results for the study at hand the researcher believed the background provided is suitable and sufficient for the study. The following chapter contains the research design of the study as well the breakdown of the participants from which data was collected by means of unstructured, in-depth interviews.

CHAPTER 3: RESEARCH METHODOLOGY- DESIGN AND METHODS

3.1 INTRODUCTION

The first chapter of this mini dissertation, Chapter 1, presented the specific objective the study aims to achieve, and the background to this study was discussed in Chapter 2. The section that follows, whilst taking all the mentioned assumptions and limitations into account; will provide an explanation of the expected research philosophy and design, as well as the sampling, data collection and data analysis methods used. In addition the quality and rigour of the planned study will be discussed. In conclusion, the applicable ethics of the study will be discussed.

This study makes use of a Qualitative research design and a phenomenological paradigm to specifically understand the motivation of individuals that volunteer.

3.2 RESEARCH PARADIGM

A paradigm is defined by Saunders, Lewis and Thornhill (2009, p118) as a “way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted”. Basically, a paradigm functions as a guide in the research of all assumptions made regarding a particular study. The research paradigm is explained in a similar yet uncomplicated way by Creswell (2009). He sees it as a worldview, which essentially is a set of beliefs that guides and directs action.

The proposed study was based on a phenomenological theory. More specifically a participatory worldview; research design and open-ended interviewing were used. This approach was appropriate to the proposed study as it attempted to specifically understand the phenomenon of individuals who volunteer their services for no remuneration, and understand the motivation of these individuals to volunteer. Furthermore the results of the study will not be aimed to be generalised to the specific sample population because of the qualitative nature of the study..

It is crucial in any qualitative study for the researcher to determine and acknowledge their own beliefs and values with regard to certain key issues in order to attempt to achieve the best possible results and to have valid research. The researcher aimed to be as professional as possible; as it is advised to be objective, impartial and unbiased (Ponterotto,

2005). It is however acknowledged that no researcher can ever commit to this notion completely and successfully, as every human is influenced or influential in some or other way. As a result, it is therefore important to discuss some key issues.

Firstly, the notion of epistemology (i.e. how a person believes social phenomena should be studied), secondly ontology (i.e. how a person sees reality) and finally axiology (i.e. what role the researchers' values play) are three of the issues. These notions will be discussed below in terms of how they relate to this research study.

3.2.1. Epistemological, ontological and axiological assumptions

The critical theory that is the paradigm on which the study was based has the following assumptions in terms of:

- **Epistemology**

Epistemological assumptions: The interactive and proactive researcher seeks to gain a better understanding of the motives of volunteers and proposes to transform the views on volunteerism. Reality is known through the study of social structures such as freedom and oppression, power and control (Cresswell, 2013:37). Reality can be changed through research.

- **Ontology**

Reality is based on power and identity struggles. Privilege or oppression based on race or ethnicity class, gender, etc. (Cresswell, 2013:37). Ontology concerns the deeper meaning of social actions, how they are understood and appreciated by individuals or groups and how they have been formed by a variety of factors over time to form something that is 'real' (Nieuwenhuis, 2007:54). The apprehendable reality shaped by religious factors; focus on realities that are mediated by voluntary relations that are socially and historically constructed. The researcher requires concepts and ideas of how to categorise the phenomena and processes to present a comprehensive description and explanation of some reality.

- **Axiology**

The diversity of values is emphasized within the standpoint of various communities (Cresswell, 2013:37). The researchers' values are central to the inquiry as the true nature of the phenomenon is a research goal; a pre-set goal of the researcher was to also gain a

greater knowledge of the expectations of volunteers and facilitate the volunteers' realisation process of their motives to volunteer.

Ordinarily, research is guided by beliefs and feelings about the world. The nature of the research will guide an individual to decide how it should be understood and investigated. Based on the researchers' ontological, epistemological and axiological assumptions, the focus of this research reflects positivistic elements.

3.3 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

According to Maree (2010, p. 70), a research design is defined as: *"a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done."*

From this definition four important elements can be identified which are (1) assumptions (2) selection of participants, (3) gathering the data and (4) analysing the data. Qualitative research is a means for evaluating and understanding theories. Qualitative research is done from a deductive approach (Saunders et al, 2009).

A thorough inspection of literature and previous studies showed a qualitative strategy of inquiry using phenomenology to be appropriate in order to achieve a better understanding of the motivations of individual volunteers. Schurink (2003) and Nieuwenhuis (2007) believe that qualitative research is about understanding the social and cultural contexts which forms the foundation of a variety of behavioural patterns and methods of data generation and analysis. Qualitative research is pliable and receptive to the social context in which it is produced. Leedy and Ormrod (2005) are of the opinion that this strategy of inquiry is about explanation building which requires understanding of complexity, detail and context.

As mentioned, the strategy of inquiry that the researcher used is phenomenological research. This approach is a strategy in which the researcher can identify the essence of human experiences about a phenomenon (Creswell, 2009), and the meaning participants ascribe to their lives when considering the phenomenon. This approach allows the researcher the opportunity to identify and attempt to better understand the participants' experience of volunteering. This strategy allows prolonged relationships with the participants where the researcher will have ample time to better understand the participants and their reactions (Creswell, 2009).

3.4 QUALITATIVE RESEARCH

The researcher decided to use qualitative research methods for the proposed study due to the belief that the act of volunteering is a phenomenon that is required to be examined qualitatively.

Qualitative data is non-numeric data that have not been quantified, which can be a product of all research strategies (Saunders et al., 2009). Qualitative research is concerned with characteristics and qualities; and quantitative research with amounts and quantities (Leedy & Ormrod, 2010). Because of the subjective and personal nature of the act of volunteering, the researcher believes that a qualitative approach was appropriate for this study. By utilising qualitative data analysis methods the researcher was able to develop theory from the data which could bring better understanding of a phenomenon.

Creswell (2009) describes that qualitative approaches are used to explore and understand the meaning people give to social and human problems. It is however important to take note that not all qualitative studies are about social problems (Leedy & Ormrod, 2010). The phenomenon that is under study needs to influence or be influenced by the participants that will be used for the interviews. This requires thus that a small number of participants are selected who will be able to describe the phenomenon clearly (Leedy & Ormrod, 2010).

The proposed study planned to gain knowledge and understanding of the motivation of individuals to volunteer. The study could therefore be categorised as a qualitative research study as it contained phenomenological observations and descriptions about the motivation of volunteer workers.

Phenomenological studies attempt to “understand people’s perceptions, perspectives and understandings of a particular situation” (Leedy & Ormrod, 2010, p141). The proposed study aimed to understand the motivation of volunteer workers, from their point of view (Leedy & Ormrod, 2010).

Phenomenological studies are characterised by in-depth interviews that can be one to two hours long, each with a small number of participants which are directly linked to the phenomenon under study (Leedy & Ormrod, 2010). Therefore the participants in the study were all individuals that physically were volunteer workers within NGO organisations.

3.4.1 Description of the general characteristics of the research design

- *Empirical research.* The proposed study could be described as an empirical study because the researcher collected and analysed primary data. In this study, the researcher aimed to collect new data from the participants directly.
- *Basic research.* The intent of basic research is to improve the theoretical conceptualisations of a certain topic (Leedy & Ormrod, 2005) and to comprehend the processes and their outcomes (Saunders, Lewis, & Thornhill, 2007). In this study, the researcher applied basic research to investigate the motives of volunteer workers in NGOs.
- *Exploratory research.* Exploratory research is an important way of establishing what is happening and allows the attainment of insight into a phenomenon. According to Saunders et al. (2007), exploratory research is characteristic of evolving or taking on a new direction as new data emerges and new insights are gained by the researcher. The purpose of this study was to explore the motives of volunteer workers in NGOs and to identify the perceived economic impact of volunteer workers. An exploratory study was therefore appropriate as it encourages flexibility.
- *Primary data.* Primary data refers to data that is purposely gathered for the research project being undertaken (Saunders et al., 2007). In this case, the researcher gathered empirical data to address the research objectives.

3.5 SAMPLING

Due to time and cost restrictions it is impossible to include the entire population in a research study. A sample is simply defined as a “sub-group or part of a larger population” (Saunders et al, 2009). The process for selecting this sample is referred to as sampling. Leedy and Ormrod (2010) state that, a researcher should select their applicable sample depending on the planned research question asked and the objectives of the study. Maree (2010) continues on this, stating that a sample will depend on the availability of a high-quality sampling frame, money, time and the intrinsic characteristics of the population. The researcher conducted interviews with individuals to collect the data needed.

3.5.1 Target population

The target population for the proposed study was workers in Christian Non-Profit organisations (Non-Governmental Organisations - NGO) in the city of Pretoria. The reasons for choosing this specific population were twofold:

- Accessibility of the participants in terms of location.
- It linked to the research objective as the researcher was proposing to make use of volunteer workers, or prior volunteer workers.

As mentioned the sample was gathered from (but not limited to) the Christian NGOs in the Pretoria area. This population is somewhat specific, and generalisability to other populations who do not have the same characteristics as the participants might be problematic to some degree.

3.5.2 Units of analysis

The units of analysis of a study refer to the units about which the researcher desires to draw conclusions (Terre Blanche & Durrheim, 2007). In certain cases units of analysis can refer to individuals whilst in others, it could refer to groupings of individuals or entities. In this study, the units of analysis as well as the sampling unit were the same.

The units of analysis were volunteer workers that are currently or were involved with Christian NGOs in the Pretoria area. Regardless of title or job function within the organisation, the purpose was to collect data from any volunteers within the abovementioned setting. This was accomplished by identifying specific individuals who held volunteer positions within organisations.

3.5.3 Data source

The data source would be the actual sample of volunteers selected for the study from the specified population. Data would be collected directly from the selected sample. In addition, literature of similar studies was used as supporting data to develop the insight of the researcher into the data collected. Supporting data also assisted to create a framework of analysing and interpreting the primary data.

3.5.4 Sample size

In order to collect information that is rich in detail, in-depth qualitative research is required. The aforementioned research is very complex because of the nature of the required information. Therefore qualitative samples are smaller in size.

A sample of six volunteer workers was selected. The time and cost constraints were attributed to the fact that the sample was only selected from a population of volunteer workers in the Pretoria area. Therefore, these volunteer workers were easily reachable at any time via telephone, email and appointments. In addition, the sample selected included individuals who differed in age and gender.

3.5.5 Sampling technique

The researcher made use of non-probability sampling. Non-probability sampling is defined as the “selection of sampling techniques in which the chance or probability of each case being selected is not known” (Saunders et al., 2009, p 596). The nature of the study required the selection of a sample in a way that was more subjective. Therefore probability sampling was not possible as there was no formal list of volunteer workers at NGO organisations throughout the Pretoria area, and it would be very important to interview as many volunteers in the time and with the budget available for this study. Therefore, although probability sampling is a superior method due to the removal of sampling bias (Cooper & Schindler, 2003), this study had to use non-probability sampling. Due to limited resources the use of non-probability sampling was necessitated. Although participants were not randomly selected, all who met the criteria and that were available were included. As this was an exploratory study, this method of sampling was deemed to be sufficient.

Qualitative research is commonly based on non-probability and purposive sampling. Purposive sampling merely means that participants are selected based on some defining characteristics that make them the holders of the data required for the study (Maree, 2007, p.5). The methods of sampling selected are therefore based on the explicit purpose of obtaining the richest possible source of information to answer the research questions.

Two specific sampling techniques were used to ensure a representative sample was selected. These techniques are stated and discussed next:

Purposive sampling:

People or units are chosen for a specific purpose in this method (Leedy & Omrod, 2010). The rationale behind this method choice is that the study will be conducted in a specific context including only participants with the characteristics desired by the researcher. These characteristics are shown in Table3-1.

Table 3-1: Characteristics of research sample

Characteristic	Volunteers
Job specific	Faith based Non-profit organisations (Christian NGO)
Institution	Volunteers at Christian NGOs

Convenience sampling:

According to Leedy and Omrod (2010), this type of sampling makes no limitation of identifying a subset of the population. The reason for use of this sampling method was due to the fact that the researcher had access to some but not all the NGOs in Pretoria in South Africa and therefore the accessible NGOs were used. This implied that the researcher selected participants on the basis of ease of access. These sampling methods ensured that the objectives and purpose of the proposed study were accomplished. The demographic breakdown of the volunteers is given in Table 3-2.

Table 3-2: Characteristics of the volunteer workers selected for the study

Characteristics	Category	Frequency
Gender	Male	2
	Female	4
Race	White	6
Qualification	Under-graduate	2
	Degree	2
	Post graduate	2

As can be seen from Table 5, the majority of the volunteer workers in the selected sample were white female individuals who either had degrees or were working towards a degree.

3.6 PARTICIPANTS' PROFILES

All the participants were currently or previously employed on a part-time or full-time basis as volunteers at a NGO when the research was collected.

At the outset of this venture to conduct interviews with participants, the researcher carried the knowledge of a few things. Firstly that the participants were all involved with volunteer work at similar organisations as those the researcher has volunteered at; and therefore approaching them was very comfortable and effortless. Secondly, the researcher knew that people have different personalities and perceptions; some may be unprompted and free in sharing their experiences while others may be reluctant to share intimate information. In addition, it was assumed that the participants were on different levels in ability to express themselves verbally.

During the interviewing phase of this study the interaction with the participants allowed the researcher to gain valuable and worthwhile insight into their motivation to volunteer and their views on the act of volunteering. Table 3-3 will provide a brief look on the researchers' impression of the participants.

Table 3-3: Participants profile

PARTICIPANT	BACKGROUND
P 1	Participant 1 is a white female social worker who has been working as a volunteer for more than 5 years. She has worked for different NGOs and has done several different jobs as a volunteer. She has a wealth of experience because of her work as social worker. During the interview she was able to express herself very well to explain her motives for volunteering.
P 2	Participant 2 is a white female play therapist currently working as a teacher at a school for children with disabilities and special needs. She has worked for different NGOs and has done several different jobs as a volunteer. She has a wealth of experience because of her 9 years involvement as a volunteer. During the interview she was able to express herself very well to explain her motives for volunteering.
P 3	Participant 3 is a white male engineering master's student currently working as an assistant at the university while completing his doctorate study. He has worked for different NGOs and has done several different jobs as a volunteer. He has a wealth of experience because of his several years' involvement as a volunteer and his diversified involvement. During the interview he was able to express himself very well to explain his motives for volunteering.
P 4	Participant 4 is a white female internal auditor currently working as a teacher at a school for children with special needs. She has worked for different NGOs

	and has done several different jobs as a volunteer. She has a wealth of experience because of her 18 years involvement as a volunteer. Her story is unique because she was helped when she was younger by the NGO that she has been involved with the longest. During the interview she was able to express herself very well to explain her motives for volunteering.
P 5	Participant 5 is a young white female who has been studying towards her degree in law. She has worked for different NGOs and has done several different jobs as a volunteer. She has several years of experience as volunteer. During the interview, she shared her feelings about volunteering with people, especially children because of her dream to become a child advocate; and shared her views on volunteering and what it means to her.
P 6	Participant 6 is a white male Attorney currently working as Candidate Attorney while completing law school studies after hours. He has worked for only one NGO but has volunteered on several occasions. He has a wealth of experience because of his several years' involvement as a volunteer. During the interview he was able to express himself very well to explain his motives for volunteering.

3.7 DATA COLLECTION

To collect qualitative data the methods generally used include interviews, observations, focus groups, narrative enquiry, document reviews, life histories and open ended questionnaires. In addition projective techniques, psychological testing, and enabling techniques could also be used.

The primary method for qualitative data collection of this study was by means of interviews. The nature of the data that was collected related to the main constructs the researcher intended to investigate. These main characteristics were the volunteer participants' motivation to volunteer and their experience of the act of volunteering.

The advantage of using face-to-face, semi-structured interviews is that that the interview was conducted in a conversational manner. During these conversations the participants' point of view could be identified since conversations include a combination of the experiences, knowledge and attitudes of the participants (Zelger, 2002). Subsequently, when all of the factors of a conversation are taken into account a more complete and intricate analysis could be obtained regarding the phenomenon that was studied.

The utilization of the conversational method (qualitative interviews) of gathering data the researcher was able to establish rapport with the participants. As such, the method of data collection was built on the assumption that participants constructed meaning from their experiences. Therefore, by using the interview approach the researcher could stray from the interview schedule in order to obtain more information and increased understanding on the experiences and perceptions of participants by asking questions triggered by the participants' responses. This was an important aspect of the researcher since the researcher aimed to express and understand the motives of the participants and the impact thereof on their decisions to continue volunteering.

In general the purpose of the information gathered for the background of this study from literature was to provide the researcher with information that applied to the proposed study. The researcher gathered information in an exploratory manner, and this provided an overview of prior and current research that linked with parts of or whole of the proposed study (Maree, 2008). The researcher has however utilised the literature prior to collecting data and will use literature to provide a qualitative view on the topic at hand during the discussion of the findings.

The researcher used the abovementioned preliminary literature review or background in chapter 2 to redefine the vision of the research study, to assure that the researcher could be sure that the study addressed the contextual, conceptual and methodological weaknesses of prior studies (Creswell, 2009). The available literature also provided the researcher with the opportunity to determine whether the proposed study was done before and under what conditions. This directed the researcher to take the best approach suited to the research topic (Creswell, 2009). Therefore, the preliminary literature review was facilitative in framing the research problem at the beginning of the research study.

For the purposes of this study that was conducted in the work environments of NGOs; a combination of semi-structured and in-depth interviews was utilised with seven representative participants. According to Saunders et al. (2007), these categories are described as follows:

- *Semi-structured interviews.* In these interviews, the researcher prepares a list of themes and questions to be covered during the interview. The number, order and nature of questions may vary from one interview to the next and is dependent on the context and situation within which the interview takes place. The researcher leads the interview and

uses opportunities to explore certain issues as they arise. The interview is recorded using an audio device or by means of note taking.

- *In-depth interviews* are used to explore, in detail, a general area in which the researcher is interested. Although there is no set-in-stone list of questions the researcher has to be clear on the areas that he or she wishes to explore.

The intention is to use a combination of the two types of interviews by having a basic list of broad questions that would allow the participant to respond to leading questions that arise as a result of any issues raised. According to Saunders et al. (2007), both forms of interviews, i.e. semi-structured and in-depth are appropriate for exploratory studies. The aim of this study was to gather information from volunteer workers to explore their motivation to volunteer. For this reason, the interview was deemed an appropriate method for gathering such data.

3.8 PRIMARY DATA COLLECTION PROCEDURE

A semi-structured interview was formulated and used to collect the required primary data. An initial interview protocol (Appendix A) was used for asking probing questions and the researcher recorded the answers during the interviews. The benefits of an interview are that it is useful when participants cannot be observed; participants can provide historical information that may be important, and finally it permits the researcher control over the line of questioning. The limitations of interviews that may affect this study are that not all participants are equally articulated and perceptive; the information provided is filtered through the participants' views, and the presence of the researcher may bias the participants (Creswell, 2009). Along with the interview there was biographical detail of each participant captured.

The researcher scheduled meetings with prospective participants to meet them, establish rapport and introduce the research project. Since the participants were comprised of volunteers from different organisations, these interviews were set up on an individual basis at a time and place that best suited each participant.

While organising the interview date with the participants the researcher explained the objectives and relevance of the study as well the participant's role during the research process. It also provided the participants with an opportunity to ask any questions that they

might have had regarding the study. At this stage the researcher sought permission from participants to use an audio recording device during the interviews.

During the actual interview participants were interviewed using the interview questions as a guide. It was anticipated that each interview should last approximately between 30 to 75 minutes. The interview questions were structured in very broad terms to allow participants to discuss and voice their opinions, views and perceptions of the phenomenon at hand. All interviews were audio recorded whilst the researcher took notes of all non-verbal cues such as tone, body language and context.

Once all interviews were completed, the researcher began the process of analysis and ensured that all data collected was saved and stored.

3.9 DATA COLLECTION AND STORING OF DATA

3.9.1. Data collection approach

The data that was collected was of primary nature, this meant that the data was collected for the purpose of the study only and was done for the first time in the particular context in many years. The researcher collected the data by herself and therefore there was no training of support staff needed. The study leader of the researcher oversaw the collection of the data to assure trustworthiness, credibility and triangulation which will be discussed later. The interviews were done at a time that was convenient for the participants. In terms of the entire collection process it was completed within four to six week's time frame from start to finish. From the above-mentioned information it is clear that the chosen methods for data collection were the most adequate and effective means for data collection.

3.9.2. Possible barriers to effective data collection

Barriers in the data collection process are mainly with regard to access. Firstly with regard to access to the issues that the participants face; this might also involve physical access to the sample, cognitive access and the interest of the relative stakeholders (Saunders et al., 2009).

In terms of physical access the research data could be obtained by gaining the interest and approval of the main stakeholders. As the study was conducted among volunteer workers in

NGOs the participation in the research study was very important and was not hard to establish.

Qualitative data was collected by means of open-ended questions in the interview. Since this was an exploratory study, where the researcher was attempting to explore the topic, open-ended questions were mainly used.

Since qualitative research produces a magnitude of data, it becomes imperative to ensure the easy retrieval of this data for later detailed analysis. To suit this method of data collection, i.e. semi-structured, in-depth interviews, the use of audio recordings was considered appropriate, because it can facilitate the assurance of accurate transcriptions and it enhances the credibility of the data collection process. In addition, the researcher took notes to record all behavioural aspects such as non-verbal cues, environmental factors and situational circumstances that were thought to be important.

3.10 DATA ANALYSIS

The principle aim of the research study was to achieve the research objectives. The data analysis phase assisted in this regard to a massive degree. In this section it was attempted to describe the nature of the analysis of the data gathered in as much detail as was currently available to the researcher. Data was analysed by means of qualitative techniques.

3.10.1. Data analysis techniques

As stated, the study made use of only qualitative techniques of data analysis. Data analysis according to Maree (2010) requires the identification of key elements, formulation of categories and the formulation of themes. The researcher used phenomenological research, thus essential statements were analysed to formulate important elements and create key descriptions (Creswell, 2009). The researcher thereafter made use of a qualitative program (ATLAS.ti, 2012) to assist with the coding of elements and constructs.

3.10.2. Record, store and coding of the data gathered

Responses gathered from the interviews were recorded electronically either by audiotape or videotape and written notes (Creswell, 2009). A combination of methods substantiated a better face value of the source (Creswell, 2009). Once the data was recorded it was stored on two separate computers as well as an external hard-drive to ensure that the data did not

get lost. The consent forms (see Appendix B) signed by the participants were stored in a password protected folder and in the case of a paper based consent form, in a locked cabinet to ensure the participants’ information remained secure. The coding of the data was done on a computer to establish the themes and descriptions. The researcher used a data analysis tool such as ATLAS.ti (2012) to facilitate the coding of the data. This assisted the researcher to draw conclusions and determine whether the initial assumptions were right.

3.10.3. The overall data analysis process

An overview of data analysis is shown in Figure 3-1 as conclusion to this section.

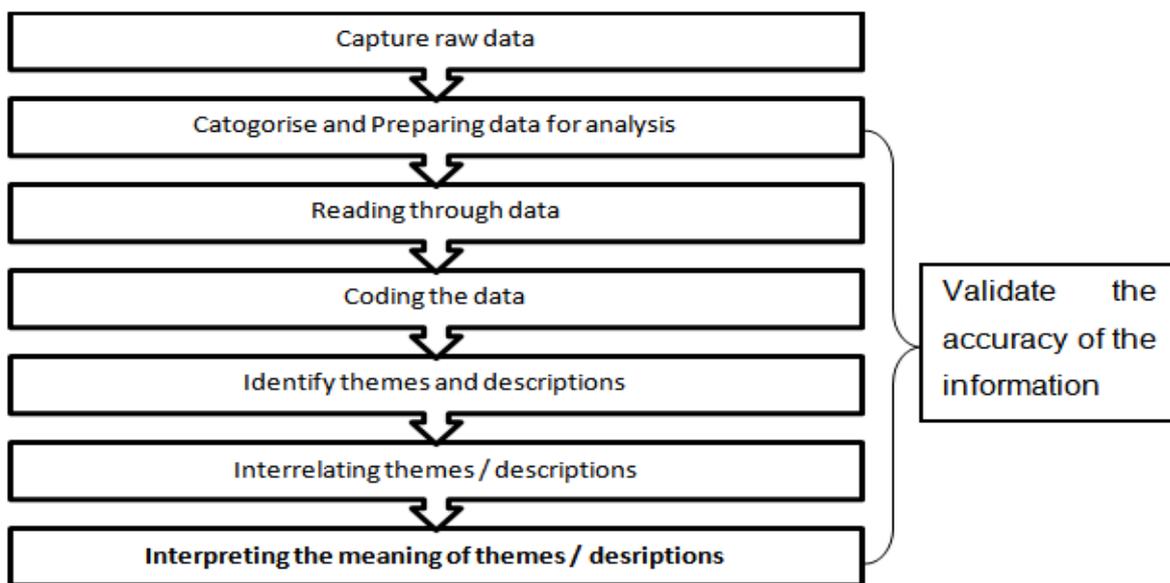


Figure 3.1: Overview of data analysis for the proposed study

The overall process will be discussed in more detail in Table 3-4.

Table 3-4: The data analysis process (created from Creswell, 2009)

Phase	Description	
Capture raw data	The researcher acquired raw data by using narrative notes and semi-structured interviews. Interviews were conducted with up to 7 individuals that currently volunteer or have volunteered.	Also discussed in section 3.9.1
Categorising and preparing	The data was divided into categories so as to simplify the analysis process. The data	Also discussed in section 3.10.2

data for analysis	was also diligently assessed to determine commonalities among the different individuals that participated. Good administration throughout the whole project facilitated the ease of data collection and analysis.	
Reading through data	The reading of the data was facilitated by the appropriate Categorisation of the data. Commonalities were easier to perceive if the appropriate categories existed.	
Coding the data	The researcher used ATLAS.ti (2012) to facilitate the coding of the data.	
Identify themes and descriptions	The Categorising and coding of the data was expected to facilitate the identification of common themes and descriptions within the data.	
Interrelating themes and descriptions	The identification of the themes and descriptions would ideally provide the researcher with the opportunity to relate the themes to each other.	
Interpreting the meaning of the themes and descriptions	The opportunity to relate the themes and descriptions would facilitate the researcher to draw meaning from the commonalities in the themes and descriptions; which would ideally be in line with the research objectives.	

Qualitative data refers to data that has not been quantified or otherwise termed non-numeric data. Qualitative data could range from a simple, short list of responses to more complex data such as transcripts of in-depth interviews. To draw meaning from the data, it needs to be analysed and understood. Qualitative data analysis procedures assist in achieving understanding by allowing the researcher to develop theory from the data (Saunders et al., 2007). Therefore conducting qualitative data analysis establishes a means of how participants make sense of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences about the phenomenon (Nieuwenhuis, 2007:99).

Considering the nature of the study as well as the level of detail expected during the data gathering process the use of content analysis and coding was considered an appropriate approach to analysing the data. Content analysis is typically used to analyse the qualitative

responses to open-ended questions in interviews. Content analysis is an inductive and iterative process where the researcher looks for similarities and differences in data to confirm or disconfirm theory. Generally, it is aimed at understanding how participants make meaning of the phenomenon under study (Nieuwenhuis, 2007:101).

After an initial evaluation of the responses to the interview questions, response categories were created for each item. Content analysis was then used to identify themes and trends. The themes were recorded by the researcher against each question and allocated a unique code. By analysing the content the researcher guards against selective perception; it allows for the ability to apply reliability and validity criteria and the data can then be computerised (Cooper & Schindler, 2003).

After the interviews were transcribed, a data analysis programme, ATLAS.ti (2012), was used to code and store the text on the computer; this enabled the researcher to retrieve the coded text at a later stage. The transcribed interviews acted as the main source of information in the coding phase. Using ATLAS.ti (2012) eliminated the manual tasks associated with the coding process; however it still required the researcher to code the data and store it via the ATLAS.ti (2012) system. The software purely assisted in the systemisation of the data.

3.11 DATA VERIFICATION

To verify the accurateness and completeness of data the transcripts were discussed with the participants a while after the interviews to confirm the accuracy of the data and to correct any errors in the data obtained. The verification of the data occurred at numerous stages during the study by means of informal discussions with the participants to convey and verify the researcher's own understanding and interpretations of the data collected' and increase the trustworthiness and credibility of the study.

3.12 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN

3.12.1. Data quality issues related to in-depth interviews

In qualitative research the concepts of validity and reliability is replaced by the concept of trustworthiness, which describe to the quality of research, (Babbie and Mouton, 2001:276). Trustworthiness in qualitative research can be described by four concepts; credibility,

dependability, transferability and confirmability (Morse et al., 2002:2; Moss, 2004:362; Shank, 2006:114). These concepts can be defined as follows:

Credibility – One manner in which research rigour could be measured is through credibility. Credibility refers to the degree of compatibility between what the study participants identify as their reality, and the reality attributed to them through the research study (Babbie & Mouton, 2001:277). Therefore, it refers to the believability of the findings, acknowledging that it in fact reflects the participants true point of view (Shank, 2006:114).

Dependability – Saunders *et al.* (2009) describe dependability as the degree to which the data analysis or collection methods generate reliable results. Therefore Dependability is concerned with should the research study be repeated with the same or similar participants, in the same (or similar) contexts, the findings would be similar (Babbie & Mouton, 2001:278). Dependability is concerned with maintaining awareness of the source of data, how the data was collected, and how it was used to formulate a hypothesis (Shank, 2006:114).

Transferability – A fundamental part of judging the quality of qualitative research is the use of transferability. Transferability refers to the degree to which the findings of a specific qualitative study can be ‘transferred’ or applied in other contexts or with other participants (Babbie & Mouton, 2001:277; Shank, 2006:115). Smit (2011) argues that results of qualitative studies are generalized in terms of theories and not to particular group(s). Consequently, the study did not aim to explain the phenomenon of work experience nor construct a theory. Thus, transferability was irrelevant for this study.

Confirmability – Babbie and Mouton (2006) described conformability as the verification of findings when other researchers reveal similar information when the study is repeated. Confirmability refers to the methods used and the degree to which it enables the findings to be free of researcher and interviewee bias (Babbie & Mouton, 2001:278; Shank, 2006:115).

The four concepts discussed can be described by one statement on the quality of the research, i.e. that the trustworthiness of the research study will be determined by the degree to which the findings can be trusted in and depended on (Shank, 2006:115).

3.12.2. Overcoming data quality concerns

To ensure the trustworthiness of the research study, specific strategies were deployed:

- **Credibility:**
 - Prolonged engagement: remaining in the field until theoretical saturation occurred;
 - Persistent observation: pursue interpretations in different ways
 - To increase the credibility of the study the researcher kept and reviewed the notes made during the interview process as well as during the analysis. Similarly, the researcher made use of direct quotations from the interview transcripts (Trochim, 2007).
 - Member checks: asking participants to verify information, clarify codes and “Code Families” identified, as well as the interpretation of the codes and “Code Families”.
(Babbie and Mouton, 2001:275-277; Morse et al., 2002:5; Schurink, 2009:791-795; Shank, 2006:114).

- **Dependability:**
 - The researcher administered pilot interviews in order to ensure that the researcher felt comfortable with the questions and the setting as well as to improve the interview schedule;
 - Audit trail / inquiry audit: maintaining a clear and constant path between the collection of the data and its analysis through detailed memos during data collection and each phase of data analysis;

 - The researcher listened to the audio recordings a couple of times and did conduct a multiple analysis of the transcripts; and
 - Member checks: asking participants to verify information, as well as the interpretation thereof.
(Shank, 2006:114).

- **Confirmability:**
 - Audit trail: emphasising the type and nature of the raw data, how the data was analysed, and how categories and themes were formed through extensive memo-writing during data collection and each phase of data analysis.
(Babbie & Mouton, 2001:278; Shank, 2006:115)

It is mentioned by Moss (2004:362) that another concept related to the trustworthiness, is authenticity. Authenticity refers to the potential impact of a piece of research in the world at large in that it should (1) represent as many points of view as possible, (2) seek to raise awareness on a specific topic, (3) be able to offer an alternative way of thinking about a concept, (4) direct action that is appropriate within a specific context, and (5) serve as a

foundation for increasing the knowledge of others (Shank, 2006:115-116). The researcher believes that this research study in particular will be authentic in raising awareness and serving as a foundation for increasing knowledge on the motives of volunteer workers in non-profit organisations.

Finally, the internal validity of the proposed research study will also impact on the quality of the research. Internal validity emphasises the importance that the research design utilised should be aligned with the purpose, aim and goals of the research (Ruane, 2005:38). The research design, more specifically, the sampling and data collection methods proposed, should have high internal validity in order to ensure the justification of the conclusions drawn from the data (Babbie and Mouton, 2001:274; Ruane, 2005:39). Alignment between the research design and research purpose, aim and goals of the proposed research study was consistently maintained. Therefore the researcher believes that the internal validity of this research study is sound.

3.13 RESEARCH ETHICS

In the context of research, ethics refers to the appropriateness of researcher behaviour in relation to the rights of those who participate in the study (Saunders et al., 2009).

According to Saunders et al. (2009) there are several ethical considerations throughout the whole research study. These considerations are:

- privacy of participants
- voluntary participation
- consent of participants
- maintenance of confidentiality
- reactions of participants (e.g. pain, stress, discomfort and harm)
- effect of study on participants
- behaviour and objectivity of researchers

An important ethical consideration was that of confidentiality of the results to protect the voluntary participants that took part in the study. The researcher took great precautions to get the necessary consent from the participants, and the information obtained was kept in safeguard by the researcher. Results made public were kept anonymous.

3.13.1. Ethical issues in the research problem

The research conducted to investigate the research objective needs to be identified in such a manner that the study will add value to the lives of the participants, or at least not infer any disempowerment (Creswell, 2009). The researcher took great care to assure no harm was inflicted on the participants when the research study was being conducted.

3.13.2. Ethical issues in the purpose and questions

The researcher needed to assure the participants that the purpose of the study and the questions involved were what they were led to believe (Creswell, 2009). There was no discrepancy between the information provided to the participant and the actual purpose of the study.

3.13.3. Ethical issues in data collection

Vulnerable populations need to be taken into consideration and they need to be protected (Creswell, 2009). The population sample for the purpose study was all individuals that were not English mother tongue speakers, the English that was therefore used during the interviews was kept elementary. The researcher took account of the barriers that this might have created. The researcher hoped the elementary English that was used facilitated the overcoming of misunderstandings and did not hinder the participants when they attempted to explain themselves comfortably.

The researcher also assured that the right authorisation for the research was granted. The researcher assured that all participants signed an informed consent form and were comfortable throughout with participating in the research. The consent form is available in appendix B. The researcher left the research site undisturbed or positively impacted once the interviews were completed (Creswell, 2009). To further facilitate positively impacting the individuals and the research site, the researcher attempted to have enough reciprocity between herself and the population group.

To reiterate, a very important concept the researcher considered in the data collection phase but also throughout the whole study was the protection of the participants' privacy (Creswell, 2009). This protection was conveyed to all individuals involved in the study.

3.13.4. Ethical issues in data analysis and interpretation

During the coding and recording process in the data analysis phase the researcher disassociated the names of the participants from their responses. The researcher proposed to keep the data in a safe location to assure the privacy of the participants and to also impede the wrongful interpretation or use of the data (Creswell, 2009). To assure this protection of the data, the researcher was the sole owner of the data. The University of Pretoria could also request use of the data; this was however subject to consent from the researcher and proposed purpose of the University of Pretoria.

3.13.5. Ethical issues in writing and disseminating the research

The researcher took and will continue to take great care when writing the reports in the research study. Great attempts were made to use unbiased language at all times, and the researcher was sensitive to not use rude or disrespectful labels for the participants. In addition the researcher steered clear of fraudulent practices, such as falsifying, suppressing or inventing findings (Creswell, 2009).

In essence the following according to Leedy and Omrod (2010) needs to be taken into consideration:

- *Protection from harm:* Participants should not be exposed to superfluous physical or psychological harm.
- *Informed consent:* Participants in a study should know the specific nature and purpose of the study in which they are participating.
- *Rights to privacy:* Confidentiality, anonymity and privacy is imperative. For the proposed study participation was completely voluntary and no incentive was given for participation.
- *Honesty with professional colleagues:* This principle has to do with reporting findings in a complete and honest fashion. The researcher should not allow misinterpretations of any information and should not mislead the readers in any way.

The researcher made every effort to guarantee the accuracy of the information. All interpretations of data were discussed with the supervising study leader. In addition, the researcher also complied with the ethical standards set out in the faculty regulations and applied for ethical clearance at the applicable faculty. The researcher adhered to the Department of Human Resource Management's code of ethics, guidelines and processes.

3.14 CONCLUSION

In an effort to achieve the best possible results for the study at hand the researcher believed the research design was suitable and sufficient for the study. The research design included all methodological aspects as well as the breakdown of who the individuals were from which data was collected by means of unstructured, in-depth interviews. The following chapter contains the data analysis, results and findings of the study.

CHAPTER 4: RESULTS AND FINDINGS

4.1 INTRODUCTION

The research methodology was described in the previous chapter. In Chapter 4 the results and findings of the research study is discussed. The sections that follow this brief introduction will discuss open coding and axial coding. Thereafter, the findings of the research study will be discussed.

4.2 OPEN CODING

Coding in qualitative research is described by Charmaz (2006, p. 43) as “the first step in moving beyond concrete statements in the data to making analytical interpretations”. Consequently it is crucial to explore and understand a participant’s version of their experiences first. Thereafter one can attempt to explain what motivates a volunteer.

Leedy and Ormrod (2005, p. 141), states that open coding is “a process of reducing the data to a small set of themes that appear to describe the phenomenon under investigation”. Therefore themes must be established by means of precise and meticulous analysis of the data, and secondly, sub-themes are required to enable the description. This was achieved by using the ATLAS.ti (2012) program. ATLAS.ti (2012) allows and facilitates the analysis of the research data.

Firstly the interviews were transcribed and reviewed for quality and clarity purposes by the researcher. The review of all the transcriptions was extremely important, because direct quotes from the interviews were used as the basis of the analysis. Thereafter the transcriptions were imported into ATLAS.ti (2012) because ATLAS.ti (2012) offers the researcher the opportunity to code, summarise and then analyse the data to obtain transparency in the description of participant’s experiences of the phenomenon that is being studied. Importing and then coding the data according to detailed guidelines and thematic contents produced the analysis section.

The sentence-by-sentence initial coding generally is an unrestricted exploration of the data because the initial coding phase should remain open to any theoretical possibilities that could materialise from the data (Charmaz, 2006). Specific codes transparent from the data were matched to as many descriptions established in the data. Once a code had been

created, it could be matched to many sentences in any of the interviews. The coding process included the review of documents that have already been coded to match codes that may have been created later in the process.

Initial coding identified 58 open codes. These open codes are displayed in Table 4-1.

Table 4-1: Initial open codes

Structures: within which the leader operates	Need for facilitative structures	Structures: serve as foundation	Someone else being responsible
Looking at your whole life	Personal significance	Permanent employment	Practical implementation
Taking responsibility	Internal reward	Better relationships	Self-satisfaction
Perceptions	Payment	Intrinsic motivation	Reward
Personal philosophy of life	Multicultural exposure	Lonely, free time	Christian duty
People development	Giving back	Extrinsic reward	Religious influence
People orientation	Less fortunate	Interactive groups	Not quitting
Physical activities	Positive effect	Reflection	Mutual respect
Positive attraction	Remuneration	Personal benefit	Helping others
Multiple Volunteer	Meaning	Personal values	Church
Social injustice	Money	Motivator	Support
Religion expectation	School	Participation	Professionalism
NGO	Role of culture	LIG	PEN
Economy/less money	Contentment with work	Management	Reinforced beliefs
Self-awareness	Self-gain		

Many of the codes in the table above are similar. These codes were kept separate during the initial coding phase because, as soon as they had been categorised, similarities and dissimilarities between these subcategories could be easily established.

4.3 AXIAL CODING

Axial coding follows open coding in the analysis process. “Axial coding relates categories to subcategories, specifies the properties and dimensions of a category, and reassembles the data you have fractured during the initial coding to give coherence to the emerging analysis” (Charmaz, 2006, p. 60). Consequently, the relationships between the subcategories within each category were investigated to further understand each category.

The subcategories, consisting of the initial codes that were categorised into axial codes are depicted in Table 4-2.

Table 4-2: Axial codes

Economy/less money	Extrinsic reward / Money	Helping others / Giving back	Multiple volunteer
Contentment with work	Religion expectation	Personal philosophy of life	Responsibility
Structures	Intrinsic motivation	People development	Interactive groups
Internal Reward	Religious influence	Self-awareness	Personal benefit / Significance
Positive effect	Social injustice	Meaning	Better relationships
Motivator	Support		

Initial coding identified 58 open codes which were fundamental in deriving axial codes. The initial codes, the progression to axial codes and the description of the axial codes are seen in Table 4-3.

Table 4-3: Code progression and description

Initial / Open code	Axial code (Concept)	Description
Main concepts		
<ul style="list-style-type: none"> • Helping others • Giving back 	Helping others / Giving back	This concept refers to helping other people in any way possible and giving back to society in any way possible by volunteering time, self and resources.
<ul style="list-style-type: none"> • Motivator • Not quitting 	Motivator	This concept refers to the aspects that motivate volunteers to continue volunteering, in a sense aspects that ignite the volunteers' motives to volunteer.
<ul style="list-style-type: none"> • Meaning 	Meaning	This concept refers to the meaning in their own lives volunteers derive from the volunteer work they do.
<ul style="list-style-type: none"> • Self-satisfaction • Self-gain • Personal significance • Personal benefit • Permanent Employment • Perceptions 	Personal benefit / Significance	This concept refers to the benefit the individuals receive from volunteering as well as the significance of volunteer work in their own lives.
<ul style="list-style-type: none"> • Contentment with work 	Contentment with work	This concept refers to the general contentment of the volunteer with the volunteer work.
<ul style="list-style-type: none"> • People development 	People development	This concept refers to the betterment of people. Volunteers and the people that are receiving help of support from the volunteers.
<ul style="list-style-type: none"> • Personal philosophy of life • Personal values 	Personal philosophy of life	This concept refers to the way of life individuals choose to live by. Values that guide and create an individual's philosophy to live by.

Secondary Concepts		
<ul style="list-style-type: none"> • Management • Structures: serve as foundation • Structures: within which the leader operates • Need for facilitative structures • Someone else being responsible • Professionalism 	Structures	<p>This concept refers to the structures (formal and informal; tangible and intangible) put in place by organisers of volunteer movements. These structures include processes and procedures that guide volunteers in how, when and where they volunteer. Structure also refers to being organised.</p>
<ul style="list-style-type: none"> • Taking responsibility 	Responsibility	<p>This concept refers to the responsibility of individuals prior to, during and after volunteering.</p>
<ul style="list-style-type: none"> • Religion expectation • Christian duty 	Religion expectation	<p>This concept refers to the expectation that religion or faith has on individuals to volunteer.</p>
<ul style="list-style-type: none"> • Religious influence • Reinforced beliefs 	Religious influence	<p>This concept refers to the influence that religion has on volunteers' choice to volunteer; and on the volunteer work itself.</p>
<ul style="list-style-type: none"> • Interactive groups • Multicultural exposure • Participation • Physical activities • Less fortunate • People orientation • Mutual respect • Practical implementation 	Interactive groups	<p>This concept refers to the practical aspect required for volunteer work; a group or more than one party. Volunteer work will always require a volunteer or volunteers and recipients. This concept refers to all aspects relating to more than one person; whether it is more than one volunteer or volunteers and people that receive help.</p>

<ul style="list-style-type: none"> • Money • Extrinsic reward • Payment • Reward • Remuneration 	Extrinsic reward / Money	This concept refers to extrinsic rewards of any kind and especially money. It includes the notion of extrinsic rewards that acts as extrinsic motivators.
Supporting concepts		
<ul style="list-style-type: none"> • Self-awareness • Reflection • Lonely, free time 	Self-awareness	This concept refers to the process of the volunteers' becoming aware of their own lives and those of others in relation to each other. And in a sense the recognition of their true intentions to volunteer.
<ul style="list-style-type: none"> • Support 	Support	This concept refers to the support the volunteers receive from other volunteers, from formal structures and processes, but mostly from management of volunteering activities and NGOs.
<ul style="list-style-type: none"> • Social injustice • Looking at your whole life 	Social injustice	This concept refers to the social conditions of some people or children that render their circumstances and fate an injustice.
<ul style="list-style-type: none"> • Positive effect • Positive attraction 	Positive effect	This concept refers to the positive effect on people and on the volunteers that the act of volunteering has.
<ul style="list-style-type: none"> • Internal reward 	Internal reward	This concept refers to the internal benefit or reward that volunteers 'receive' or experience after or during volunteering.
<ul style="list-style-type: none"> • Church • PEN • LIG • Multiple volunteer • NGO • Role of culture • School 	Multiple volunteer	This concept refers to the notion of individuals volunteering at more than one institution in more than one specified role and how there is almost a culture of volunteering and how volunteers generally get involved at more institutions over time.

<ul style="list-style-type: none"> • Better relationships 	<p>Better relationships</p>	<p>This concept refers to the building of new and existing relationships with other volunteers but also with people that are being volunteered with.</p>
<ul style="list-style-type: none"> • Intrinsic motivation 	<p>Intrinsic motivation</p>	<p>This concept refers to the internal aspects that motivate individuals to volunteer. Closely related to Internal reward.</p>
<ul style="list-style-type: none"> • Economy/less money 	<p>Economy/less money</p>	<p>This concept refers to the economy and the effect of volunteer work in respect to the economy of the country. The absence of remuneration could have an influence on the economy. In this study it is the perceived influence of volunteer work that will be discussed.</p>

Axial coding helps to answers questions about the “why” and the “how” and “with what consequences” (Charmaz, 2006, p. 60), which is very important for the specific research study. ATLAS.ti (2012) allowed the researcher to better understand and answer these questions by developing network diagrams for every concept. In addition the network diagrams permitted the researcher to investigate every sub-concept in relation to all the other sub-concepts within a main concept. This relation to other concepts is referred to as density. The occurrence and density is identified in every network diagram as follows:



After every discussion of the relevant concept, in the results section, the network diagram follows. The network diagrams integrate the findings of the concept to better understanding that specific aspect of volunteers or motivation.

4.4 RESULTS PER CONCEPT

The main and secondary concepts identified are depicted in Table 4-4.

Table 4-4: Main, secondary and supporting concepts

Main concepts	#	Secondary concepts	#	Supporting concepts	#
Helping others / Giving back	69	Structures	28	Self-awareness	20
Motivator	47	Responsibility	26	Support	19
Meaning	43	Religion expectation	26	Social injustice	17
Personal benefit / Significance	41	Religious influence	25	Positive effect	13
Contentment with work	35	Interactive groups	23	Internal reward	13
People development	32	Extrinsic reward / Money	23	Multiple volunteer	13
Personal philosophy of life	30			Better relationships	10
				Intrinsic motivation	10
				Economy/less money	4

- Occurrence of concept in transcriptions

The main and secondary concepts will be further discussed in relation to the concepts that were integrally connected with each concept.

4.4.1 Main concepts

4.4.1.1 Helping others / Giving back

This category includes aspects relating to the concept of 'Helping others / Giving back' to society.

Some of the most prevalent concepts that linked with 'Helping others / Giving back' are tabularised in Main Table 1.

Main Table 1: Linkages with ‘Helping others / Giving back’

Concept per participant	Quotation
Motivator	
P1	“...My reason for volunteering is I think we all have experiences and we all go through some things. We all go through things in our lives that teach us lessons and with those lessons we can help other people...”; “...To enrich their lives, to give them a broader meaning of life...”
P3	“...I think with the school children, I had a few teachers that meant a lot to me, I can relate to where they are, if they do not understand the work or whatever, but if you just start and understand if they get on the right path...”
P4	“...I was involved in the city and it gave me a chance to give back some of the things that I knew about the city...”; “...The need to make a change and not the need to receive any payment/reward for it...”
P5	“...Volunteer work only costs your time...”; “And from there the flame just started burning stronger and I had the longing to do more...”; “...if you can help somebody to help themselves. If you can equip them, then the situation that they are in, they will be able help somebody else. And it is a snowball effect...”
P6	“...I like children and to work with children...”; “...I felt that I wanted to give something back to the society...”
Meaning	
P1	“...I think, well I am a Christian, so we, I think we always have to look at people and situations and think, this is I think very general, not general maybe cliché, what would God do. He would want us to work with the children, He would want us to give our free time, not expect anything in return, help people that we, people that are less fortunate, that we are able to help. I think it plays a huge part. You have to be selfless when you volunteer...”; “...I think that the group work that I did with the children, I think it meant something to them. My dream is, UNICEF for instance, to work with them one day, and the WWF,...Red Cross...”; “...Every time, every chance you get to do something like this you realise what’s really important...”
P2	“...I saw that one can make a difference irrespective of the situations and background you come from. And that volunteer work makes a

	<p>difference...”; “...It was very positive on the one side, when I can look back and say that I think I made a difference there where I was involved...”; “...It was a thing were you built a relationship with children, so the children...”</p>
P3	<p>“...I would have to say with some actions stirred me, like the outreaches in the beginning definitely stirred me to become involved with more outreaches. Yes, and the kids made me want to get more involved...”; “...I think too with the giving class pushes me to assess why I really do it, do I really love the people...”</p>
P5	<p>“...Just the satisfaction that I see okay there is a light that is going on and the children are giving their hearts to God and you know that they see no matter what their circumstances are it is not so hopeless that life ends...”; “...It just grabbed my heart and that is why I try to help...”; “...I am one of those people that try to help where I can...”</p>
P6	<p>“...I enjoy it. I like to see how the children enjoy it and how there may be change in their lives...”; “...I think if you help people in a less fortunate position then it will obviously make you feel better about yourself...”</p>
Personal benefit / Significance	
P2	<p>“...I think in the beginning it was just because I was busy with my studies and there were times that I did not do anything, so I thought it could add value to what I was busy with at that time; my teaching degree; and where I was headed, I really wanted to get involved in therapy and with the children therapy I could see whether that is what I was interested in...”; “...you feel you put a lot of time and energy into it, but you never really get acknowledgement for it. And yes, you take weekends that you could have rather been at home and you spend it on a camp. And yes, not that you want acknowledgement but somewhere you want people to know you were part of what happened...”; “...think in the beginning I did it more for my own benefit and later on I did it more because people expected it...”</p>
P3	<p>“...And probably exposure to children...”</p>
P5	<p>“...I felt I had nothing else to do so I might as well go on the camp and see what happens and how it is...”</p>
P6	<p>“...Well the volunteer work that I do is like camp and things like that, and</p>

	I like camping and the outdoors...”
Interactive groups	
P1	“...We played games and we went to the school to visit them. So, if they were busy with something we would just join in and help them with what they were busy with...”; “...I think people...especially children, they still need to learn things and we as adults who have, well we are all on a learning path, but we can still, what we have learned, we can pass over to them...”; “...I think there is always going to be poverty, there is always going to be, cause otherwise there wouldn’t be psychologists or social workers needed...”; “...it has to be to help people...and you want to help other people...”
P3	“...I think with the extra classes, it is with children...”; “...People that do not have work...”; “...people that at least share in the vision that it doesn’t all come down on you; that every person knows they have to contribute to the action. I kind off expect there to be a team that walks the journey with you...”
P4	“...I knew what was expected of me and what I could expect in return and that it was not monetary but that it gave me the opportunity to get involved in different ways...”; “...I think because I came out of the same type of background, I understood what the children I worked with was going through. And I was better able to help them...”; “...I think if you are in a situation where you give, you receive too. It is not just a give relationship but receive too...”
P5	“...I think if you build a relationship with people and meet their immediate need and you have won their trust then it is easier to attend to their spiritual need, yes and to help them in that manner...”
Self-awareness	
P1	“...when you volunteer you see, especially with the Mozambique, you see how those people live, the poverty and the children you can give them the simplest, just one toy and that means the world to them...it is sad to see people live in that circumstances...”; “...I think the main reason for volunteering is to help people in general. Because at the end of the day you learn so much from life to do it...”; “...“...I think it makes you thankful for what you have...”
P2	“...a little bit less people that will think everything is unfair and not

	everything revolves around them...”
P3	“...I think I really realise what I have been given and how fortunate I actually am. A lot of the people do not even have things that I accept as obvious...”; “...I was given plenty, so I can give back a lot...”
P4	“...I think you are more open-minded about what is going on in the world and you are more aware of what people around you experience. That creates a feeling of empathy or even sympathy with them...”
P5	“...if I think about the circumstances that the children of the Kingdom kids are growing up in, then I cannot say I can relate but I can sympathise...”; “it makes me think more about what I have in relation to what others have is perhaps a lot more, and it makes me more thankful and humble for what I have...”
P6	“...I was partially also in such a position when I was younger, So I think I can relate...”; “...I think now it is more important to me...”

The concept of ‘Helping others / Giving back’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

‘Motivator’ is caused by ‘Helping others / Giving back’. Many of the participants were partially motivated to give back to the society and they were moved to help people in need. By helping others, some participants were motivated to get more involved and help even more people. The ability to help others with what they have received was clear in most of the responses. The betterment of individuals to create a better society was a major aspect of the volunteers’ motivation.

ii. Meaning

‘Meaning’ is caused by ‘Helping others / Giving back’. Helping others and giving back to society and less fortunate people gave many of the participants a sense of meaning. Observing change in people and seeing the influence of volunteer work provided the participants with genuine feelings of satisfaction. The participants were truly influenced by the work that they did.

iii. Personal benefit / Significance

'Personal benefit / Significance' is caused by 'Helping others / Giving back'. The act of helping people created the opportunity for some participants to benefit personally from it. The majority of the participants were able to gain some wanted exposure that they wanted. The possibility to gain experience from volunteering activities was an aspect that motivated people to volunteer in the first place and continue volunteering and even intensifying their involvement.

iv. Interactive groups

'Interactive groups' is part of 'Helping others / Giving back'. The ability to interact with others and help people in less fortunate positions moved the participants to volunteer. Through conducting everyday activities with the people that the participants helped, relationships could be formed and the participants and the people could both draw meaning from it. The transferral of knowledge and skill by means of interacting helped the people and created an environment for participants to give back to the society they are part of. Many of the participants mentioned that people have a need for involvement; they require the attention and interaction to gain from the participants what their immediate environment does not offer.

v. Self-awareness

'Self-awareness' is associated with 'Helping others / Giving back'. The participants could all in some way define how volunteer work and the act of helping other people and giving back to society facilitated them to become more aware of their own lives and how their lives relate to the lives of other people in their society. It allows people the opportunity to become aware of their own lives and where they fit into the bigger network in the community and the vulnerability of their lives.

The network diagram which illustrates 'Helping others / Giving back' is presented in Figure 4.1.

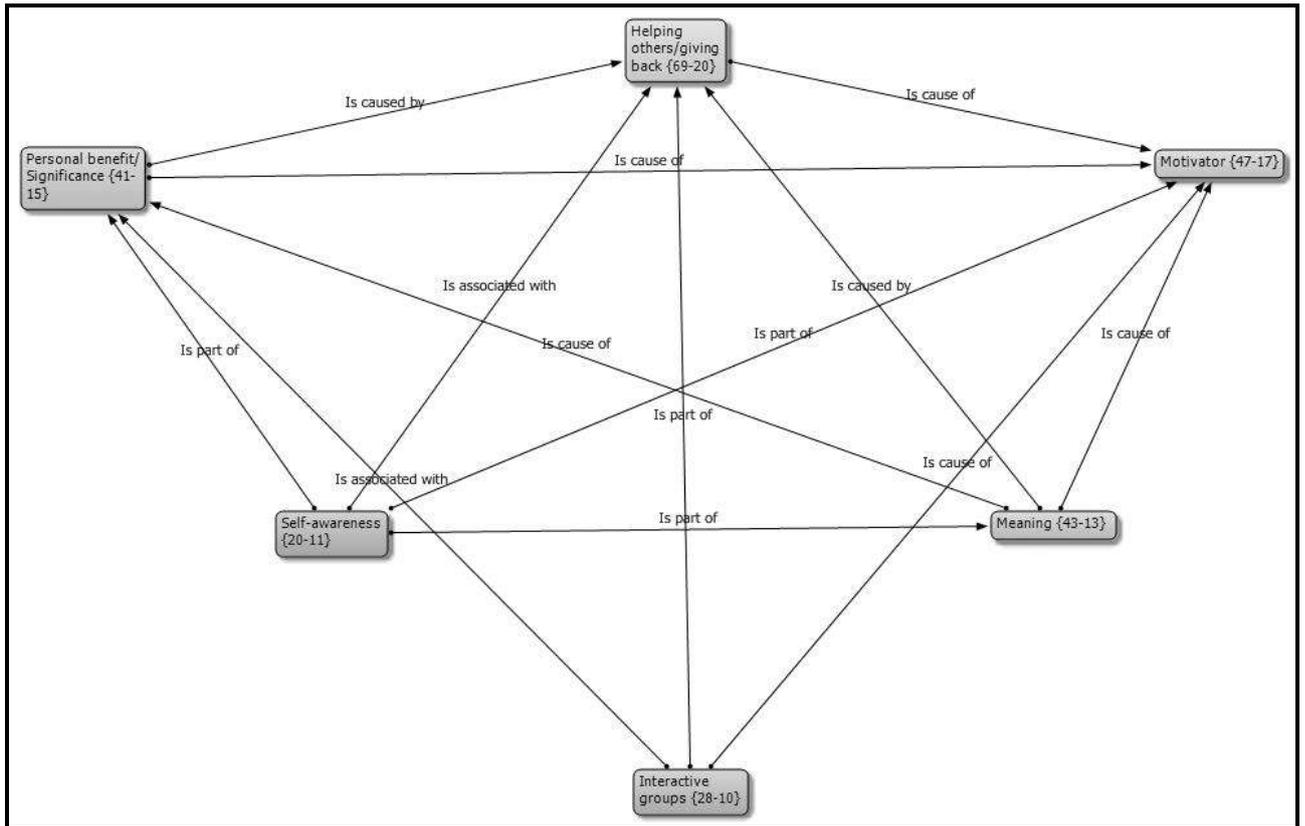


Figure 4.1: Helping others / Giving back

4.4.1.2 Motivator

This category includes aspects relating to the concept of 'Motivator'.

Some of the most prevalent concepts that linked with 'Motivator' are tabularised in Main Table 2.

Main Table 2: Linkages with 'Motivator'

Concept per participant	Quotation
Personal benefit / Significance	
P1	"...for me and my line of work as social worker is the experience..."; "...it makes me feel 'I've done something with my life' rather than nothing..."
P2	"...I think I did it for myself, to build up my own information base and to build up my experience..."; "...I thought it could add value to what I was

	<p>busy with at that time; my teaching degree...”; “...But on the other hand you feel you put a lot of time and energy into it, but you never really get acknowledgement for it. And yes, you take weekends that you could have rather been at home and you spend it on a camp. And yes, not that you want acknowledgement but somewhere you want people to know you were part of what happened...”</p>
P3	<p>“...the kids made me want to get more involved with older kids...”; “...giving class pushes me to assess why I really do it...”; “...influenced a little by my deeds...”</p>
P4	<p>“...the thought that you could be involved in something that is bigger than what you are...”</p>
P6	<p>“...I like camping and the outdoors...”; “...Because I enjoy it...”; “...to get more experience with human interactions, how to handle situations that you were never in before...”; “...Life skills that you need, I think...”</p>
Helping others / Giving back	
P1	<p>“...what we have learned, we can pass over to them...”; “...give our free time, not expect anything in return, help people that we, people that are less fortunate, that we are able to help...”; “...when you volunteer you see...how those people live, the poverty and the children you can give them the simplest, just one toy and that means the world to them...”; “...I think the main reason for volunteering is to help people in general...”</p>
P3	<p>“...like the outreaches in the beginning definitely stirred me to become involved with more...”</p>
P4	<p>“...it gave me a chance to give back some of the things that I knew...”</p>
P5	<p>“...Volunteer work only costs your time...”; “...And it is a snowball effect. I help him, then he helps somebody else, it is that pay it forward kind of thing...”; “...and go do something productive and go help...”</p>
P6	<p>“...the volunteer work that I do is like camp and things like that, and...and I like children and to work with children...”; “...I felt that I wanted to give something back to the society...”</p>
Self-awareness	
P1	<p>“...I mean that makes you emotionally tired, you know it is sad to see people live in that circumstances...”; “...at the end of the day you learn so much from life to do it...”; “...what do you do in your life, however old you are that actually you’ve done something for, like your 20, let’s say</p>

	you're 30, what then, what have you done with your life, like what have you done? If you volunteer, you actually did something for someone else..."
P3	"...some actions stirred me..."; "...I think I really realise what I have been given and how fortunate I actually am. A lot of the people do not even have things that I accept as obvious..."
P5	"...To go out of your comfort zone..."
Positive Effect	
P1	"...for me and my line of work as social worker is the experience..."; "...help people that we, people that are less fortunate..."; "...To enrich their lives, to give them a broader meaning of life..."; "...you actually did something for someone else..."
P2	"...It was very positive on the one side, when I can look back and say that I think I made a difference there where I was involved..."
P3	"...understand if they get on the right path..."
P4	"...to me it was just a direct flow to stay involved to attempt to be that same influence and cause the same change in somebody else's life..."
Extrinsic reward / Money	
P1	"...Money would be a bonus, but if you are going to start doing it for money, you might as well, then it becomes a job, then it is not volunteering anymore. It would be a bonus, but no, I would still do it for the same reason..."; "...The more experience I can get, I would go on more volunteer trips and projects and things if it had to do with children, children that were emotionally damaged, so that would be an external motivation for me..."
P2	"...Not really no..."
P3	"...I really think that money is not the driving force..."
P4	"...it would have made it easier and I think the possibility of a bigger involvement could be influenced in terms of financial benefit could receive...but that said I would volunteer in anyway..."; "...make a change and not the need to receive any payment/reward for it..."
P5	"...I think with or without everything I will still do what I do, it is not that external things, like cars or money will have an influence. Yes it will help, but it will not influence the fact that I still want to do volunteer work..."
People	

Development	
P1	“... , I would go on more volunteer trips and projects and things if it had to do with children, children that were emotionally damaged...”; “...at the end of the day you learn so much from life to do it...”; “...And now that I am older, having gone through a few things in life and you know, I would even go work with disabled children...”
P2	“...in the beginning it was just because I was busy with my studies...”; “...volunteer work makes a difference...”
P3	“...to see how somebody grows...”
P4	“...The need to make a change...”; “...I think what helped to keep it stable was the fact that you got the opportunity to see and observe change, and that makes that your motivation is still there, and that you want to observe that same change over and over again...”
P5	“...help somebody to help themselves...If you can equip them, then the situation that they are in, they will be able help somebody else...”; “...I could see the joy and what the children got out of it. It helps them; it gives them a bit of motivation to persist...”
Meaning	
P1	“...You can say ‘I did it’. That’s what volunteering is, you kind of...it is one of those things in life that if I did it then it makes me feel ‘I’ve done something with my life’ rather than nothing...”
P2	“...I saw that one can make a difference irrespective of the situations and background you come from...”; “...I can look back and say that I think I made a difference there where I was involved...”
P3	“...some actions stirred me...”; “...do I really love the people, so I think it makes me humble...”; “...I think with the school children, I had a few teachers that meant a lot to me, I can relate to where they are...”; “...I think there is satisfaction in seeing somebody’s live is influenced a little by my deeds, even if it is actually just small...”
P4	“...If you volunteer for the right reasons, no matter what happens or who is there or not there, you stay involved...”; “...I think, internal satisfaction, it is not something you can physically show for it, but just the thought that you could be involved in something that is bigger than what you are...”; “...I think what is important is that when you are involved with volunteering that it is for the right reasons...”
P5	“...the flame just started burning stronger and I had the longing to do

	more...”; “...It is time well spent. It really is a motivation to help somebody else...”; “...I don’t know, I think it is a passion for children; the little bit that I can do drove me to continue with it...”; “...it is the same as if you receive a gift...To me it is better to see someone else’s reaction on a gift then if I receive something out of it. I feel content with myself and happy if I can bring somebody else joy or provide them with contentment or I can help...”
P6	“...Because I enjoy it...”
Interactive groups	
P1	“...I think people...especially children...”; “...with those lessons we can help other people...”; “...I think we always have to look at people...”; “...I think there is always going to be poverty, there is always going to be, cause otherwise there wouldn’t be psychologists or social workers needed...”; “...with the Mozambique...now we are going to Zimbabwe...”
P2	“...I really wanted to get involved in therapy and with the children therapy...”
P4	“...I was one of the people...which was helped by the organisation...”

The concept of ‘Motivator’ relates to the other concepts following. These relations will be briefly discussed in the section that follows.

i. Personal benefit / Significance

‘Personal benefit / Significance’ is a cause of ‘Motivator’. Gaining some experience needed for work or personal life has made the concept of ‘Personal benefit / Significance’ a great motivation for some of the participants to volunteer. Some participants felt that by doing volunteer work their lives had some sort of significance and meaning. The enjoyment of physical activities relating to volunteer work has been identified as a personal benefit and that has motivated one participant to volunteer. A sense of unhappiness is transparent in participant 2’s response about acknowledgement; however it is clear that some sort of acknowledgement would have satisfied a ‘personal benefit’ need.

ii. Helping others / Giving back

'Helping others / Giving back' is a cause of 'Motivator'. Helping others and giving back to society in some way or form has moved many participants to be volunteer workers. The ability to merely help in any way the participants can seems to motivate them tremendously. To help individuals to help themselves was a notable comment by one participant. This in addition with assisting the less fortunate was the major aspects to help others.

iii. Self-awareness

'Self-awareness' is part of 'Motivator'. Becoming aware of oneself and one's position in life and in the society was a great part of the participants' experience as volunteers. One participant mentioned the emotional impact that volunteering has on a person and how it influences the relations that are made to one's own life. Volunteer work provides participants with a challenge to move out of their more privileged comfort surroundings into that of less fortunate others to offer whatever they are able to give.

iv. Positive effect

'Positive effect' is caused by 'Motivator'. The positive effect that is a clear continuation of the motivation of the participants to volunteer is not only present in the lives of the people that are being helped by the volunteers, but also in the lives of the participants. Even though some participants were partially motivated for personal benefits such as their work or studies, it is undeniable that there were some positive effects caused by the experience. Guiding others to get on a good path and enriching their lives by being a positive influence created a positive effect on the lives of the people the participants were volunteering with.

v. Extrinsic reward / Money

'Extrinsic reward / Money' is part of 'Motivator'. The participants portrayed mixed feelings about the notion of any form of external reward or motivation. Some mentioned that they think that an introduction of an external reward would allow more people to be attracted to volunteering, while others expressed concern that money and other materialistic benefits would render it to be a job instead of volunteering and that they would then not continue volunteering as it was not for the right reasons. One participant mentioned that one external motivator would be a specific group of people that they would prefer to work with and that it would motivate her to volunteer. This said, all participants said that they would continue

volunteering even though they do not receive any form of materialistic benefit, because that was not what motivated them to volunteer.

vi. People development

'People development' is part of 'Motivator'. The development of people is linked with the participants' motives to volunteer. The participants see that their influence brings about change and growth in the lives of the people they volunteer with. Some participants acknowledge that volunteer work developed not only the lives of others but their own lives as well. The development of people in general is directly linked to the motivation to help people in need.

vii. Meaning

'Meaning' is a cause of 'Motivator'. The opportunity to draw meaning of one's life and the activities that one does motivates the participants to volunteer. The influence of each participant in the field where they volunteer not only made a difference in the lives of the people they volunteered with, but it was a give and take relationship in both ways, where the participants were able to draw meaning out of the entire experience and acknowledge their role; but also be appreciative of the internal reward they received in return.

viii. Interactive groups

'Interactive groups' is caused by 'Motivator'. The participants were placed in direct and indirect contact with other people while doing volunteer work. The motivation to volunteer and the act of volunteering has facilitated the participants to gain access to multicultural groups of people of different ages and genders with different needs.

The network diagram which illustrates 'Motivator' is presented in Figure 4.2.

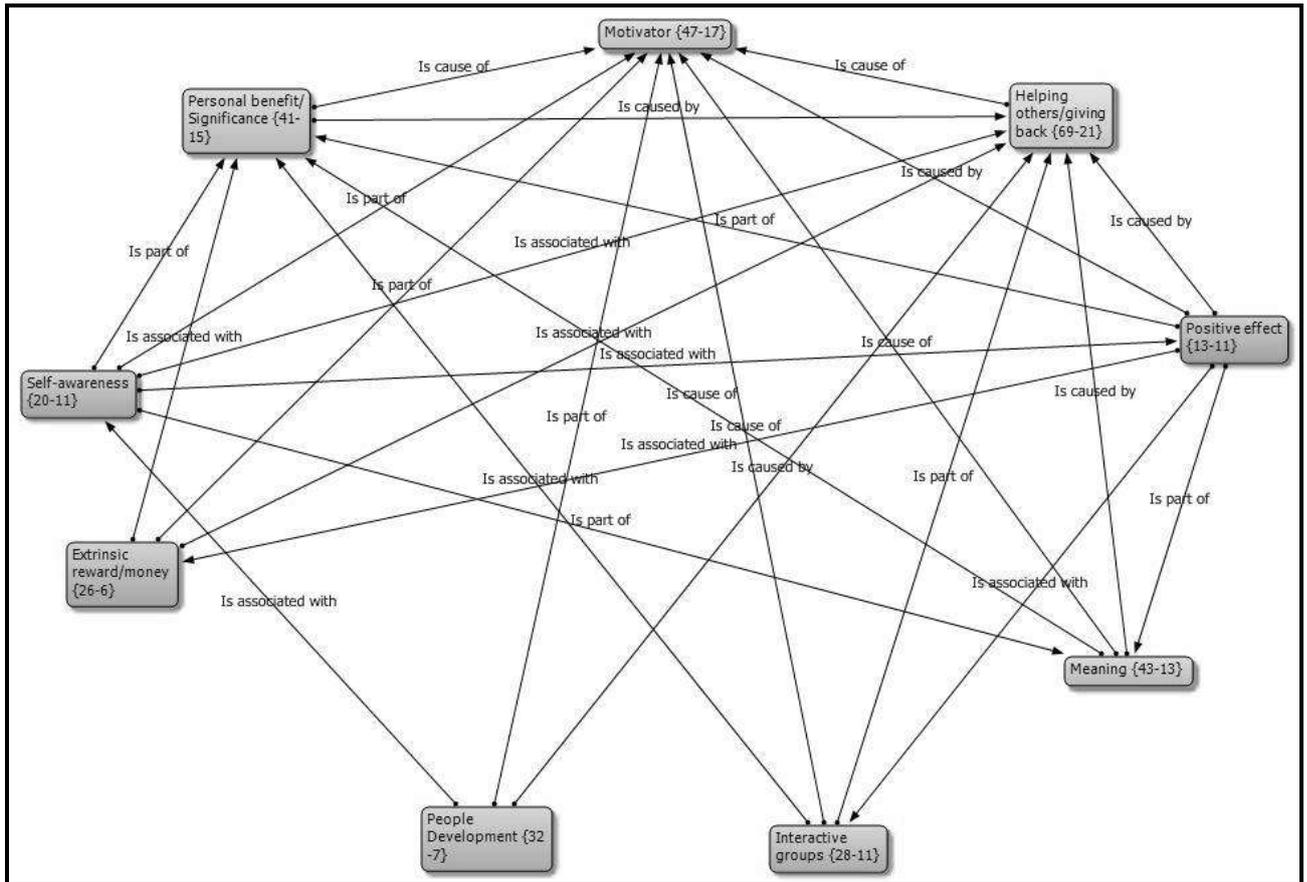


Figure 4.2: Motivator

4.4.1.3 Meaning

This category includes aspects relating to the concept of ‘Meaning’.

Some of the most prevalent concepts that linked with meaning are tabularised in Main Table 3.

Main Table 3: Linkages with 'Meaning'

Concept per Participant	Quotation
Helping others / Giving back	
P2	“...you built a relationship with children...”
P5	“...It just grabbed my heart and that is why I try to help...”; “...I am one of those people that try to help where I can...”; “...It really is a motivation to help somebody else...and go do something productive and go help...”

P6	"...I enjoy it. I like to see how the children enjoy it and how there may be change in their lives..."
Personal benefit / Significance	
P2	"...I can look back and say that I think I made a difference there where I was involved..."; "...I felt I could learn something..."; "...one probably get a bit of emotional fulfilment thereof..."
P3	"..., I think there is satisfaction in seeing somebody's life is influenced a little by my deeds, even if it is actually just small..."; "...Afterwards I sometimes think okay that was cool..."
P4	"...just the thought that you could be involved in something that is bigger than what you are..."; "... internal satisfaction, it is not something you can physically show for it..."
P5	"...I feel content with myself and happy if I can bring somebody else joy or provide them with contentment or I can help..."; "...yes there is a feeling of satisfaction that I may have made a difference in somebody's life..."
P6	"..., I think if you help people in a less fortunate position then it will obviously make you feel better about yourself..."; "...I think I feel better about myself, especially after a camp..."
Self-awareness	
P1	"...I think it makes you thankful for what you have..."; "...My dream is, UNICEF for instance, to work with them one day, and the WWF (world wild fund)...the Red Cross. To work for them, to do that kind of volunteering and what I am doing at the moment, there is a far cry in between..."
P2	"...when people realise that you do not need to do everything to get money, will there be a little bit less people that will think everything is unfair and not everything revolves around them and that there are people with less than what you have..."
P3	"...some actions stirred me..."; "...I think I really realise what I have been given and how fortunate I actually am..."
P5	"I can sympathise..."
P6	"I just think I am in a better position than some of those people, not just some of them but all of them. And I feel it is kind of unfair that I have so

	much but they don't have it..."
Positive Effect	
P2	"...one can make a difference irrespective of the situations and background you come from..."; "...It was very positive on the one side..."; "...emotional fulfilment when you see how a child is excited to go camp for the first time or to see the ocean and things like that..."
P3	"...oh well it is nice to see how somebody grows..."
P4	"...love each other...to then do that..."
P5	"...Just the satisfaction that I see okay there is a light that is going on..."; "...I may have helped. It makes you feel content with what you have done..."; "..., I think if you build a relationship with people and meet their immediate need and you have won their trust then it is easier to attend to their spiritual need..."
Motivator	
P2	"...volunteer work makes a difference..."; "...I think the things were connected, it was always with children, yes the things were in a manner relevant to each other, but at the different organisations there were different types of motivation why I would be at the one place and not at the other place..."
P4	"...I think it is human to sometimes feel that you would stay on so that at least somebody is involved, but on the other hand is it a lot about your internal motivation. If you volunteer for the right reasons, no matter what happens or who is there or not there, you stay involved..."
P5	"...the little bit that I can do drove me to continue with it..."; "...It is time well spent..."
P6	"...Because I enjoy it..."
Personal philosophy of life	
P1	"...Every time, every chance you get to do something like this you realise what's really important..."; "...what do you do in your life...it makes me feel I've done something with my life..."
P2	"...when you volunteer one really sees that not everything is about money... you have to give part of yourself to receive something back ..."
P3	"...the outreaches in the beginning definitely stirred me to become involved with more outreaches..."; "...I think it makes me humble and

	enforces my Christian views...”; “...if you just start and understand it they get on the right path...”
P4	“...Yes it is out of love. It is as I mentioned a passion and all of it I do not do out of selfishness but out of love and because I want to do it...”; “...it is for the right reasons...”; “...I think the fact that God says in the bible that we as Christians should love each other the way He loves us, to then do that...”

The concept of ‘Meaning’ relates to the following other concepts. These relations will be briefly discussed below.

i. Helping others / Giving back

‘Helping others / Giving back’ is caused by ‘Meaning’. The participants derive meaning for their lives and the potential change of others’ lives. A majority of the participants felt by helping others they contributed in some way, whether it is relational or in other manners.

ii. Personal benefit / Significance

‘Personal benefit / Significance’ is a cause of ‘Meaning’. The participants received something intangible from their volunteering experience. There was something of personal significance to each of the volunteers. The meaning of their actions as volunteers impacted all the volunteers’ lives.

iii. Self-awareness

‘Self-awareness’ is part of ‘Meaning’. Meaning provides the participants with a sense of self-awareness, to become aware of who they are and where they fit in the bigger picture of their society and their world and life in general. Realising aspects that they feel need not be important in life is part of this self-awareness and finding the meaning of life.

iv. Positive effect

‘Positive effect’ is part of ‘Meaning’. There is a positive effect of volunteer work that the participants acknowledge and they receive meaning from it. The positive effect was caused not only in the people that are being volunteered with but in the volunteers’ lives as well.

v. Motivator

‘Motivator’ is caused by ‘Meaning’. The meaning that some participants ascribed to the volunteer work and their lives because of the volunteer work acted as motivator to continue volunteering. Even though doing volunteer work carries some personal benefit and significance it remains a motivator for volunteers to help others and derive meaning from their own lives.

vi. Personal philosophy of life

‘Personal philosophy of life’ is associated with ‘Meaning’. In a similar manner that participants draw meaning from the work they do as volunteers, they also notice that the volunteer work reinforces their views on life and how they want to lead their lives. The meaning derived in a way is fundamental to the philosophy of life.

The network diagram which illustrates ‘Meaning’ is presented in Figure 4.3.

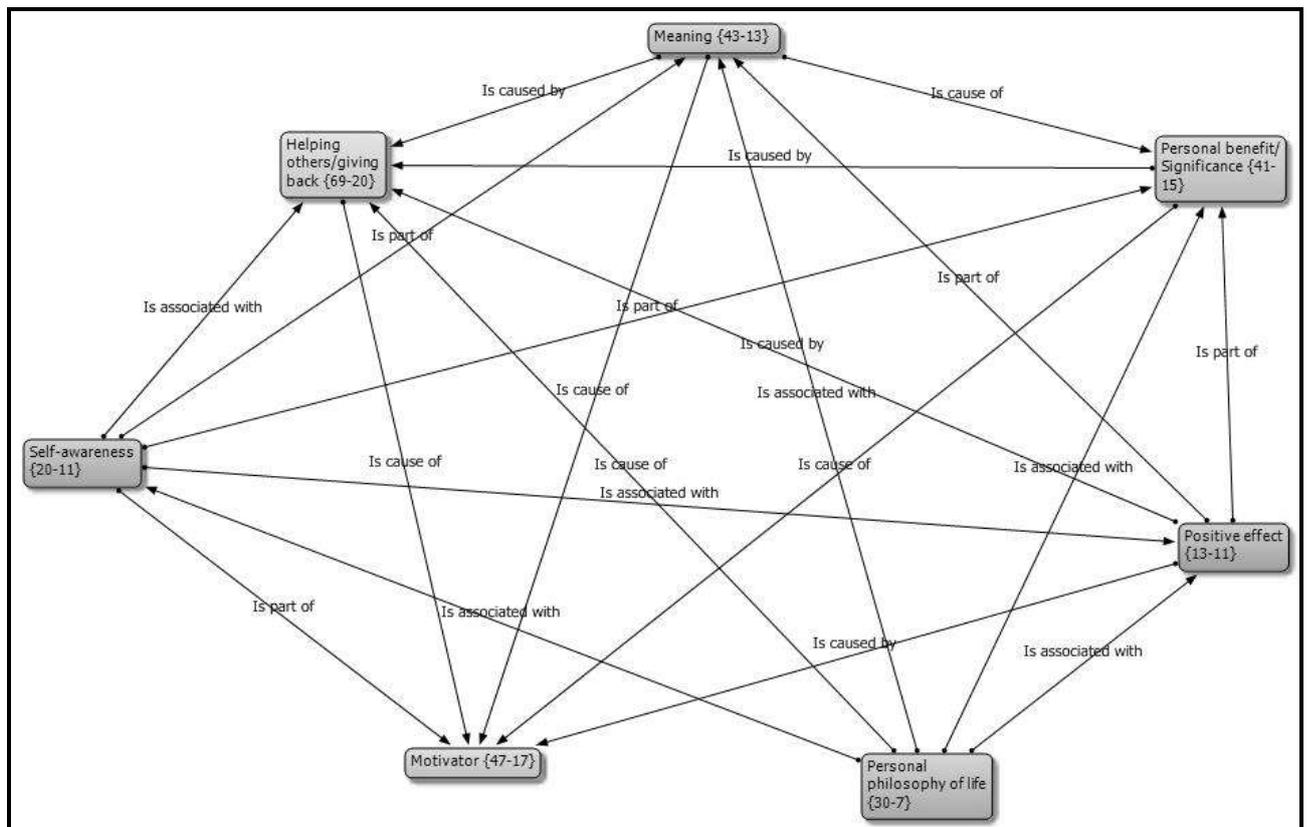


Figure 4.3: Meaning

4.4.1.4 Personal benefit / Significance

This category includes aspects relating to the concept of ‘Personal benefit / Significance’.

Some of the most prevalent concepts that linked with ‘Personal benefit / Significance’ are tabularised in Main Table 4.

Main Table 4: Linkages with ‘Personal benefit / Significance’

Concept per participant	Quotation
Motivator	
P1	“...I would go on more volunteer trips and projects and things if it had to do with children, children that were emotionally damaged, so that would be an external motivation for me...”; “...“...The only thing I was thinking about general motivation is that for me and my line of work as social worker is the experience...”
P2	“...I think I did it for myself...”; “...I think in the beginning it was just because I was busy with my studies...so I thought it could add value to what I was busy with at that time; my teaching degree; and where I was headed...”; “...In the beginning when I went on my own I felt I could learn something about therapy...”; “...I think I did it for myself, to build up my own information base and to build up my experience...”; “...I really wanted to get involved in therapy and with the children therapy I could see whether that is what I was interested in...”; “...I think it was also about myself, I wanted to get involved...My motivation in the end was more about what people say and about what one can do. And what I can get out of it for myself...”
P3	“...the kids made me want to get more involved with older kids...”
P5	“...I can help...”
P6	“...Because I enjoy it...”; “...Life skills that you need, I think...”
Helping others / Giving back	
P1	“...want us to work with the children...want us to give our free time, not expect anything in return, help people that...are less fortunate, that we are able to help...”
P2	“...I really wanted to get involved in therapy and with the children

	therapy...”
P6	“...I like children and to work with children...”; “...I think in the beginning it wasn’t very important to me, it wasn’t really to make a difference...”
Self-awareness	
P1	“...I think it makes you thankful for what you have...”; “...you shouldn’t shy away from them just because there’s mentally, physically or anything wrong with them. And people, the other lesson is, people don’t always, they don’t take care of their own people...”
P3	“...some actions stirred me...”; “...I think too with the giving class pushes me to assess why I really do it, do I really love the people, so I think it makes me humble...”
P5	“...if I think about the circumstances that the children of the Kingdom kids are growing up in, then I cannot say I can relate but I can sympathise...”; “I think it has become stronger...My volunteer work has expanded very much...”
P6	“...I think in the beginning it wasn’t very important to me, it wasn’t really to make a difference. But I think now it is more important to me...”; “...I just think I am in a better position than some of those people, not just some of them but all of them. And I feel it is kind of unfair that I have so much but they don’t have it...”
Positive effect	
P1	“...If you volunteer, you actually did something for someone else. You can say ‘I did it’...”
P2	“...It was very positive on the one side, when I can look back and say that I think I made a difference there where I was involved...”
P4	“...should love each other...to then do that...”; “...I think as a teacher it is good for me to now know the different kinds of children, from different backgrounds, ages, and to just to apply that knowledge but also to know how to work with different groups of children...”
P5	“...I may have made a difference in somebody’s life...”
Interactive groups	
P3	“...the kids made me want to get more involved with older kids...”; “...somebody’s live is influenced a little by my deeds...”
P5	“...I feel content with myself and happy if I can bring somebody else joy or provide them with contentment...”

Meaning	
P1	“...it makes me feel ‘I’ve done something with my life’ rather than nothing...”
P2	“...I think when you volunteer one really sees that not everything is about money, and that you have to give part of yourself to receive something back...”
P3	“...I think I really realise what I have been given and how fortunate I actually am. A lot of the people do not even have things that I accept as obvious...”; “...the outreaches in the beginning definitely stirred me to become involved with more outreaches...”; “...it makes me humble and enforces my Christian views...”; every chance you get to do something like this you realise what’s really important...”; “...I sometimes think okay that was cool...”
P4	“...it is not something you can physically show for it, but just the thought that you could be involved in something that is bigger than what you are...”
P5	“...It just grabbed my heart and that is why I try to help...”; “...I feel content with myself and happy if I can bring somebody else joy or provide them with contentment...”; “...there is a feeling of satisfaction that I may have made a difference in somebody’s life. I may have helped. It makes you feel content with what you have done...”
P6	“...I think if you help people in a less fortunate position then it will obviously make you feel better about yourself...”; “...I think I feel better about myself, especially after a camp...”
People development	
P1	“...The only thing I was thinking about general motivation is that for me and my line of work as social worker is the experience...”
P2	“...I think in the beginning it was just because I was busy with my studies...so I thought it could add value to what I was busy with at that time; my teaching degree; and where I was headed...”; “...In the beginning when I went on my own I felt I could learn something about therapy...”; “...I think I did it for myself, to build up my own information base and to build up my experience...”; “...I really wanted to get involved in therapy and with the children therapy I could see whether that is what I was interested in...”; “...I think it was also about myself, I wanted to get

	involved...My motivation in the end was more about what people say and about what one can do. And what I can get out of it for myself..."
P3	"...I get, oh well it is nice to see how somebody grows, I think there is satisfaction in seeing somebody's life is influenced a little by my deeds, even if it is actually just small..."; "... It was especially like that in the beginning, to get more experience with human interactions, how to handle situations that you were never in before..."
P6	"...I think in the beginning it wasn't very important to me, it wasn't really to make a difference. But I think now it is more important to me..."
Extrinsic reward / Money	
P1	"...The more experience I can get, I would go on more volunteer trips and projects and things if it had to do with children..."
P6	"...I like camping and the outdoors..."

The concept of 'Personal benefit / Significance' relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

'Motivator' is caused by 'Personal benefit / Significance'. Gaining some work or life related experience needed has made the concept of 'Personal benefit / Significance' a great motivation for some of the participants to volunteer. The enjoyment of physical activities relating to volunteer work has been identified as a personal benefit and that has motivated one participant to volunteer.

ii. Helping others / Giving back

'Helping others / Giving back' is a cause of 'Personal benefit / Significance'. The act of helping people created the opportunity for some participants to benefit personally from it and gain wanted experience. Some participants mentioned that helping others should not be about benefiting from it even though it was significant to them in some ways. The majority of the participants were able to gain some exposure that they wanted.

iii. Self-awareness

'Self-awareness' is part of 'Personal benefit / Significance'. Becoming self-aware and aware of others around you allows the participants to get some sort of personal benefit and it is significant to most of the volunteers when they realise what they have and what and who they are in relation to others in their society. This personal significance and self-awareness moves the volunteers to do more and 'expand' on the volunteering that they do.

iv. Positive effect

'Positive effect' is part of 'Personal benefit / Significance'. There is a positive effect on the participants and on the people they volunteer with. This moves participants to volunteer because they can notice the positive effect in the lives of other people as well as the positive effect it has on their own lives.

v. Interactive groups

'Interactive groups' is associated with 'Personal benefit / Significance'. An interactive group is required for participants to volunteer and get some kind of personal benefit of significance from the experience. Some participants wanted to get involved with other groups of people to learn more. In addition, some participants felt that a specific volunteering experience was significant to them because they provided others with contentment.

vi. Meaning

'Meaning' is a cause of 'Personal benefit / Significance'. Some participants felt significant because they were able to give something of themselves to others. And in turn the participants received something intangible from their volunteering experience that is worth more than money to them. There was something of personal significance to each of the volunteers. The meaning of their actions as volunteers impacted all the volunteers' lives.

vii. People development

'People development' is associated with 'Personal benefit / Significance'. The development of people in general has significance. The experience that the participants gained was significant to them, as well as the development they saw in the people they helped.

Volunteer work became more important to some participants because they were able to see the effect thereof.

viii. Extrinsic reward / Money

‘Extrinsic reward / Money’ is associated with ‘Personal benefit / Significance’. Some participants admitted that some extrinsic benefits such as doing activities that they enjoy influenced them somewhere along the line in their volunteering career.

The network diagram which illustrates ‘Personal benefit / Significance’ is presented in Figure 4.4.

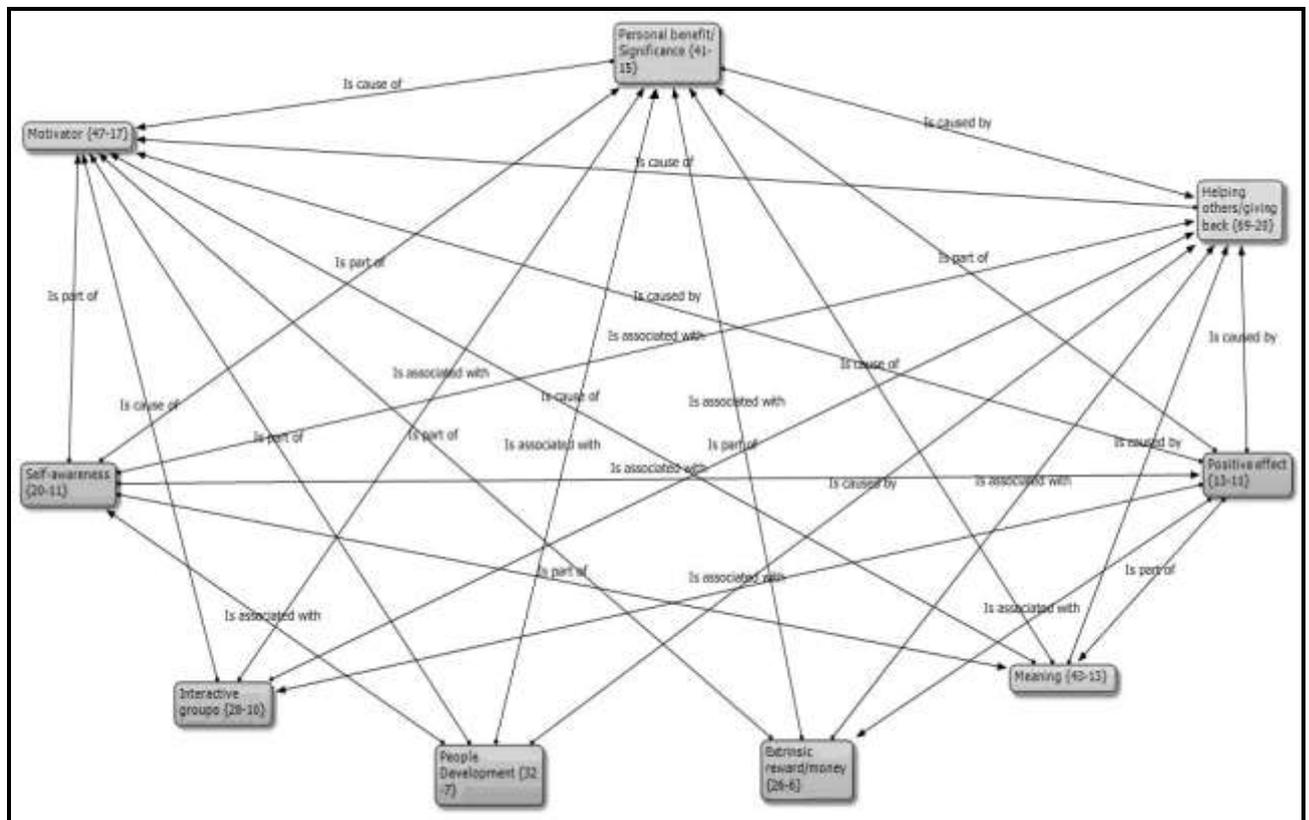


Figure 4.4: Personal benefit / Significance

4.4.1.5 Contentment with work

This category includes aspects relating to the concept of ‘Contentment with work’.

Some of the most prevalent concepts that linked with ‘Contentment with work’ are indicated in Main Table 5.

Main Table 5: Linkages with 'Contentment with work'

Concept per participant	Quotation
Better relationships	
P2	"...In the projects you got to know the children..."
P5	"...It wasn't a reason for me to volunteer to meet people and build relationships...as you get to know the other volunteers it definitely had an influence on how you interact with the children or whoever..."
Religion expectation	
P1	"...I think, well I am a Christian, so we, I think we always have to look at people and situations and think... what would God do..."
Religious influence	
P1	"...He would want us to work with the children, He would want us to give our free time, not expect anything in return, help people that we, people that are less fortunate, that we are able to help. I think it plays a huge part. You have to be selfless when you volunteer..."
P5	"...I see okay there is a light that is going on and the children are giving their hearts to God and you know that they see no matter what their circumstances are it is not so hopeless that life ends..."
P6	"...Because volunteer work isn't really work for me, I think that if you receive money it is a job, but volunteering isn't a job. I think it must come from a charitable view point, and not to earn something out of it..."
Helping others / Giving back	
P1	"...You get a personal satisfaction, you get a reward that you have helped someone..."; My dream is, UNICEF for instance, to work with them one day, and the WWF, uhm you know the Red Cross. To work for them, to do that kind of volunteering..."; "...I think in the beginning I wasn't as motivated, because I started off doing something, I started off with the disabled children, and that freaked me out completely, "I'm not doing this ever again". And now that I am older, having gone through a few things in life and you know, I would even go work with disabled

	children...”; “...: I think if you volunteer...it is a selfless thing you do to help someone else. You have to have a passion for it. Your heart has to be in it...”
P5	“...Yes it is out of love. It is as I mentioned a passion, especially to work with children because they crawl deep into your heart and for me volunteer work is not just to make myself feel better, it is something I had to decide for myself, I want to do it because I want to give to somebody else of myself, I want to try to teach them, I want to try and equip them. And all of it I do not do out of selfishness but out of love and because I want to do it...”; “...Where we used the children that came from those bad circumstances, so there is those fruit that is reaped, that yes what we do at these camps work. That we can use the children that have camped again as group leaders...”; “...You see different circumstances every day and you see what goes on in other people’s households, you try to help...”; “...I feel content with myself and happy if I can bring somebody else joy or provide them with contentment or I can help...”
P6	“...Because I enjoy it. I like to see how the children enjoy it and how there may be change in their lives...”; “...Not necessarily camps or the same volunteer work I do now but to help in other ways...”
Internal reward	
P1	“...You get a personal satisfaction, you get a reward that you have helped someone. You cannot always see it but you have, you have enriched someone’s life, you gave someone’s life meaning by giving them the simplest of lessons...”; “...Zimbabwe for instance, we know there’s children there of the ages between 6 and 12, but we don’t know how many. But if you know they are poor, you know you can take books for them, you can take pencils over, for the elderly okay, you know you can take clothes and take food for the church...”
P3	“...well it is nice to see how somebody grows, I think there is satisfaction in seeing somebody’s life is influenced a little by my deeds, even if it is actually just small...”
P4	“...think, internal satisfaction, it is not something you can physically show for it, but just the thought that you could be involved in something that is bigger than what you are...”; “...is it a lot about your internal motivation. If you volunteer for the right reasons, no matter what happens or who is there or not there, you stay involved...”

P5	“...I think it makes me a lot more humble and more appreciative of what I have, yes and it makes me feel good...”; “...Just the satisfaction that I see okay there is a light that is going on and the children are giving their hearts to God and you know that they see no matter what their circumstances are it is not so hopeless that life ends..”; “...there is a feeling of satisfaction that I may have made a difference in somebody’s life. I may have helped. It makes you feel content with what you have done...”
Interactive groups	
P1	“...help people that we, people that are less fortunate, that we are able to help...”; “...if I had to do that all day, I would get tired, because it is a different area that I am not comfortable with...”
P2	“.... It has always been on my heart to work with animals and old people too...”
P5	“...as you get to know the other volunteers it definitely had an influence on how you interact with the children or whoever...”; “...at the end of the day everybody must have the same purpose. You can’t have a volunteer activity and one is one mission and another on another mission...”
P6	“...the volunteer work that I do is like camp and things like that, and I like camping and the outdoors and I like children and to work with children...”

The concept of ‘Contentment with work’ relates to the following other concepts. These relations will be briefly discussed below.

i. Better relationships

‘Better relationships’ is associated with ‘Contentment with work’. The majority of the participants acknowledged that they were able to build better relationships with the people during the volunteer work, however most of the participants felt that it was not their initial motive behind volunteering. Meeting new people and building relationships was an additional benefit.

ii. Religion expectation

'Religion expectation' is associated with 'Contentment with work'. One participant acknowledged the expectation of their religion and how this impacted their volunteer work. The expectation is not just to volunteer, but also the manner and mind-set in which is being volunteered. The participant felt that it is required of them to do it the way God would do it.

iii. Religious influence

'Religious influence' is associated with 'Contentment with work'. Some of the participants were influenced by their religion to start and continue volunteering. It is not seen as a job to the majority of them where they would want to earn a monetary reward but it is part of the people they are because of the religious foundation present in their lives. Their religion faith moves them to provide care and do it charitably, selflessly and out of love.

iv. Helping others / Giving back

'Helping others / Giving back' is associated with 'Contentment with work'. One participant felt that doing volunteer work requires a person to be fully committed to the cause, as it could have a bad influence on contentment with work if a person volunteers in a manner that they are not comfortable with. Some of the participants highlighted that to volunteer is a passion, a selfless act from the heart out of love for others and for God. They therefore experience contentment majority of the time. One participant mentioned the contentment experience when they provide help or contentment to others. In addition they felt that volunteer work has an influence in lives and by equipping others the participant felt content. Finally one participant enjoyed volunteering merely by helping others and seeing the effect thereof; additionally they mentioned that other types of volunteer work than what they are currently doing would provide them with contentment too.

v. Internal reward

'Internal reward' is associated with 'Contentment with work'. Participants mention that they receive an internal reward or satisfaction from doing volunteer work with and for other people; and so to achieve contentment with the work that they have done. One participant mentions that being part of something bigger and seeing change in their society makes them feel content with the volunteer work and motivates them to stay involved with volunteering.

Another participant reiterates this contentment and adds that the volunteer work, change in society and in people humbles a person.

vi. Interactive groups

'Interactive groups' is associated with 'Contentment with work. Contentment with volunteer work is influenced by the group of people that are being volunteered with. One participant mentioned that they experience enjoyment when working with children and doing volunteer work whereas another participant mentioned that they would be content to work with animals and other people than what is usually volunteered with. One participant mentioned that doing volunteer work in a more permanent way on a daily basis as a job would cause some discontentment because of the strain of volunteer work they experience during volunteering activities. Other volunteers definitely have an influence on the participants. If the vision of all volunteers is not the same, it may cause conflict which will influence contentment with work.

The network diagram which illustrates 'Contentment with work' is presented in Figure 4.5.

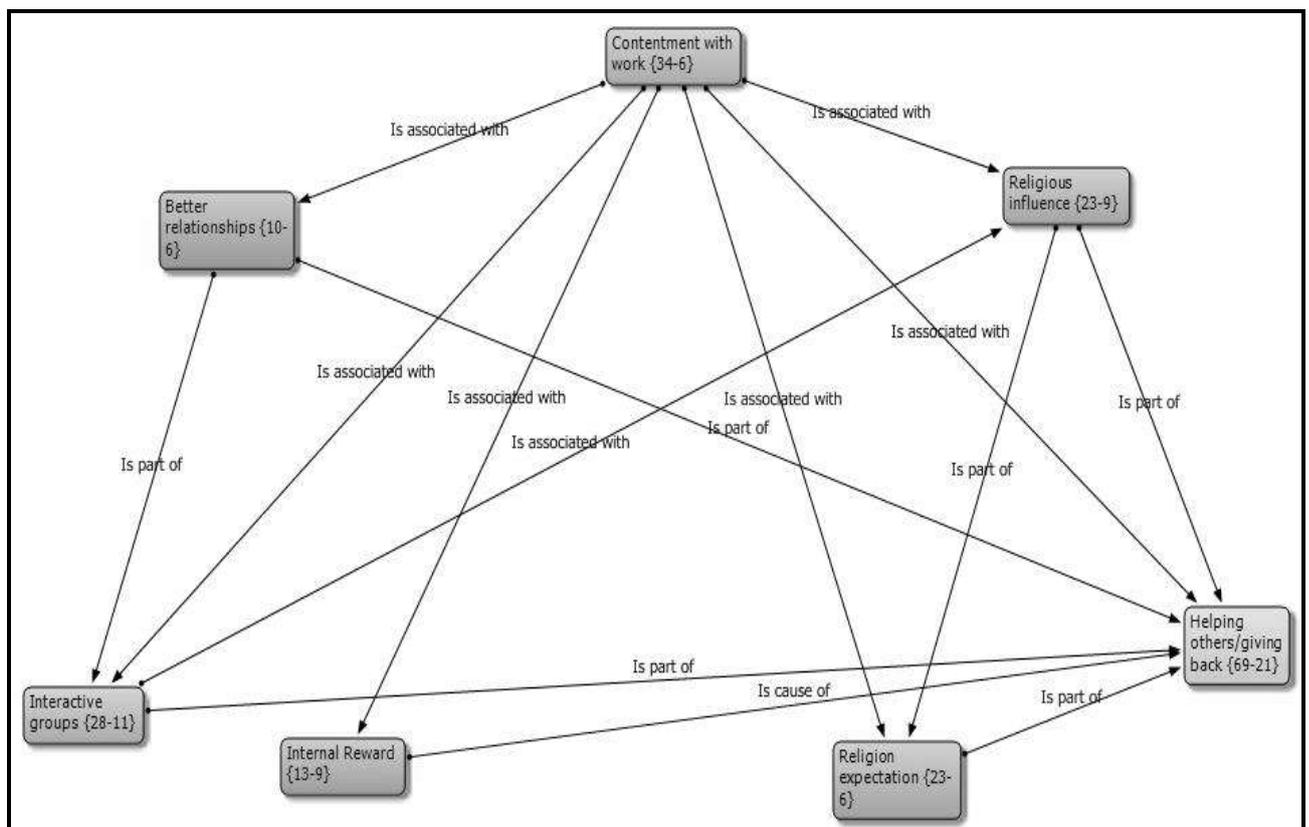


Figure 4.5: Contentment with work

4.4.1.6 People development

This category includes aspects relating to the concept of 'People development'.

Some of the most prevalent concepts that linked with 'People development' are tabularised in Main Table 6.

Main Table 6: Linkages with 'People development'

Concept per participant	Quotation
Motivator	
P1	"...thing I was thinking about general motivation is that for me and my line of work as social worker is the experience. The more experience I can get, I would go on more volunteer trips and projects and things if it had to do with children..."; "...I think in the beginning I wasn't as motivated, because I started off doing something, I started off with the disabled children, and that freaked me out completely, "I'm not doing this ever again". And now that I am older, having gone through a few things in life and you know, I would even go work with disabled children..."
P2	"...I think I saw that one can make a difference irrespective of the situations and background you come from. And that volunteer work makes a difference..."
P4	"...The need to make a change and not the need to receive any payment/reward for it..."; "...you got the opportunity to see and observe change, and that makes that your motivation is still there, and that you want to observe that same change over and over again..."; "...I was one of the people in the organisation, or which was help by the organisation. So to me it was just a direct flow to stay involved to attempt to be that same influence and cause the same change in somebody else's life..."
P5	"...I think at the end of the day if you can help somebody to help themselves, it is that situation where don't give someone a fish but teach him to catch fish. If you can equip them, then the situation that they are in, they will be able help somebody else. And it is a snowball effect. I help him, then he helps somebody else, it is that pay it forward kind of thing..."
P6	"... I like to see how the children enjoy it and how there may be change in their lives..."

Self-awareness	
P1	“...at the end of the day you learn so much from life to do it...”; “...I think it makes you thankful for what you have. Every time, every chance you get to do something like this you realise what’s really important...”
P4	“...I think because I came out of the same type of background, I understood what the children I worked with was going through. And I was better able to help them...”; “...I think you are more open-minded about what is going on in the world and you are more aware of what people around you experience. That creates a feeling of empathy or even sympathy with them...”; “...I think it has thought me to not judge people, but to really look where they come from and on those grounds to look for a way to relate...”
Helping others / Giving back	
P1	“...We played games and we went to the school to visit them. So, if they were busy with something we would just join in and help them with what they were busy with...”; “...I think the main reason for volunteering is to help people in general. Because at the end of the day you learn so much from life to do it...”; “...I think that the group work that I did with the children, I think it meant something to them. My dream is, UNICEF for instance, to work with them one day, and the WWF, uhm you know the Red Cross. To work for them, to do that kind of volunteering...”; “...I think we all have experiences and we all go through some things. We all go through things in our lives that teach us lessons and with those lessons we can help other people...”
P2	“...It was a thing where you built a relationship with children...I felt I could learn something about therapy...”
P4	“...I acknowledge that it is not about changing the whole society, but if you can help one person and that person can learn to think and act differently in their situation, and to be a better person because of it, then I feel you reached what you wanted...”
P5	“...the satisfaction that I see okay there is a light that is going on and the children...see no matter what their circumstances are it is not so hopeless that life ends...”; “...I think at the end of the day if you can help somebody to help themselves...”; “...We had numerous cases were the

	kingdom kids that were on the camps that were group leaders when I started. Where we used the children that came from those bad circumstances, so there is those fruit that is reaped, that yes what we do at these camps work. That we can use the children that has camp again as group leaders...”; “...I have the expectation that people and children will arrive there because they want to be helped and also that they will receive something out of what we try to give to them, what we try to teach them, that they will get something out of it. That they will learn and that they can take what they were taught and use it in the future...”; “...So we help there to do a bit of evangelistic work, take them out on outings and help financially where possible...”
P6	“...I like it when you can see that you can make a difference in a child’s life, and how they go home with a better mind-set after a camp as what they came with to the camp...”

The concept of ‘People development’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

‘Motivator’ consists among other things out of ‘People development’. The development and change of people motivates the majority of the volunteers. They believe that the work they do as volunteers makes a difference in the lives of others and so too the community. Some participants acknowledge that volunteer work developed not only the lives of others but their own lives and careers too. One participant mentioned that as volunteer you can help people and teach them or provided them with the resources to help themselves; and that this was pleasant to see and do.

ii. Self-awareness

‘Self-awareness’ is associated with ‘People development’. The participants mentioned that they learned many things from their volunteering experiences and the people they helped. This allowed them to develop as people and in turn to become even better volunteers as they learn to better sympathise and relate to the people they attempt to help through volunteering.

iii. Helping others / Giving back

‘Helping others / Giving back’ causes ‘People development’. Through helping other people the participants are being developed; whether it is their people skills or experience they gain for work related purposes. In a similar way the people with which they volunteer are also being developed in numerous ways by the volunteer work that it is provided. Some participants mentioned that they have learned things in life, and that permitted them to then teach others what they have learned. One participant felt that the development of people would be greater when a bigger organisation is involved. Changing people is not only an intangible thing but it could also be the living conditions by means of financial aid. Another participant mentioned that the development in the people they volunteered with reached the extent where the participants helped those people to become volunteers too.

The network diagram which illustrates ‘People Development’ is presented in Figure 4.6.

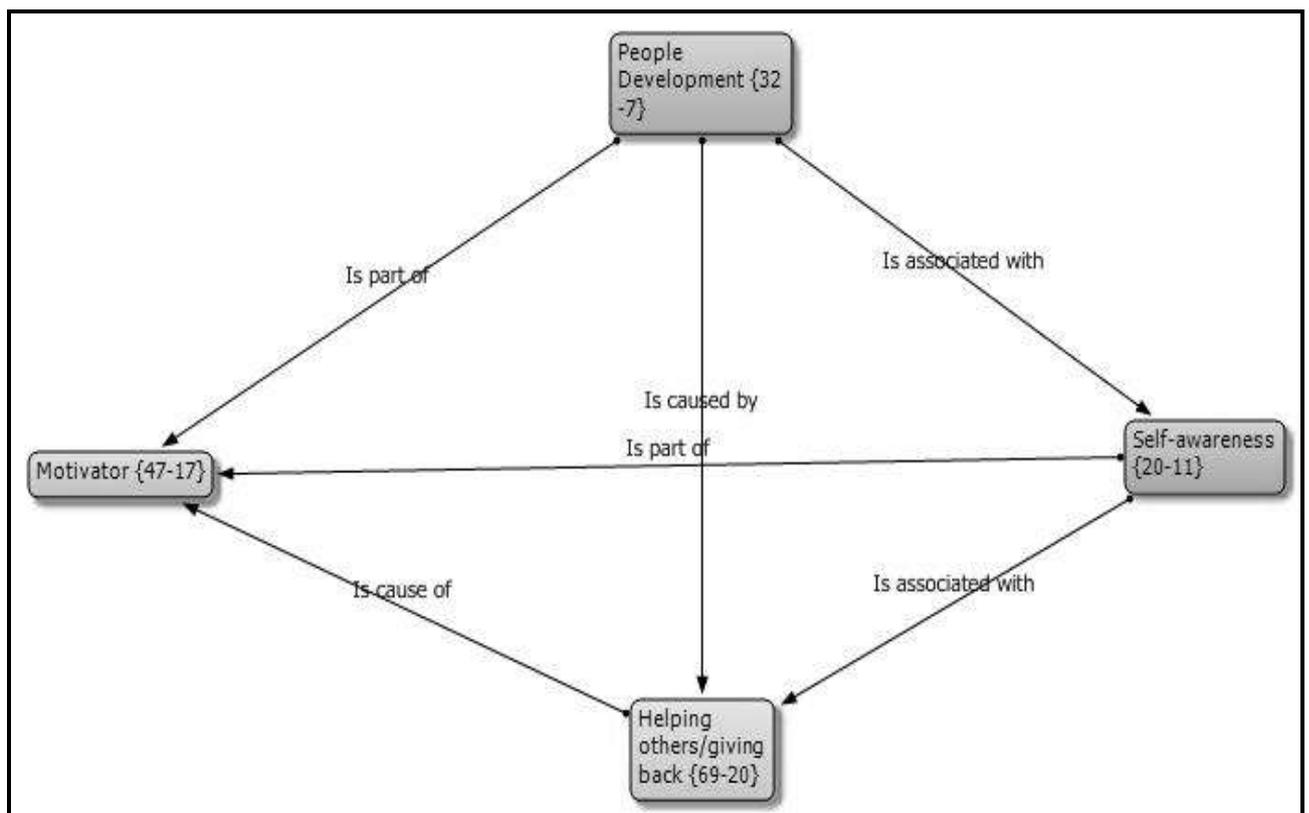


Figure 4.6: People development

4.4.1.7 Personal philosophy of life

This category includes aspects relating to the concept of ‘Personal philosophy of life’.

Some of the most prevalent concepts that linked with 'Personal philosophy of life' are tabularised in Main Table 7.

Main Table 7: Linkages with 'Personal philosophy of life'

Concept per participant	Quotation
Self-awareness	
P1	<p>"...I think it makes you thankful for what you have..."; "...I would say I would sometimes be thankful for things that I've; my own experiences of life, because if I didn't go through what I went through, not that I have this wide variety of experience, but what I went through, some of it I can help people with. If I didn't go through it and I just had a lovely life and everything was great then, I'm not saying you wouldn't be able to teach someone something..."</p>
P2	<p>"...I think I saw that one can make a difference irrespective of the situations and background you come from..."; "...Yes, later on I could understand the people more and why they are the way they are, and why they do what they do..."</p>
P3	<p>"...I would have to say with some actions stirred me..."; "...I think I really realise what I have been given and how fortunate I actually am. A lot of the people do not even have things that I accept as obvious..."</p>
P4	<p>"...I think you are more open-minded about what is going on in the world and you are more aware of what people around you experience. That creates a feeling of empathy or even sympathy with them..."</p>
P5	<p>"...but it makes me think more about what I have in relation to what others have is perhaps a lot more, and it makes me more thankful and humble for what I have..."; "...I can see the differences between poor people, middle-class people and people that are rich with money. So yes there is a difference in the different classes, but in general for me it is not about how much money you have in your bank account, it is about your personality, what your character is like and what you do with it and what you do with the circumstances that you received..."</p>
P6	<p>"...I was partially also in such a position when I was younger, So I think I can relate, because I know where those people come from but not completely because there is so much more that happens behind locked</p>

	doors that nobody would know about...”; “...Because you always feel ungrateful for what you have, and it makes you then just appreciate your own life which you are ungrateful about...”
Helping others / Giving back	
P1	“...it has to be to help people. It has to do with I think your character, your personality. I mean it is in your heart and you want to help other people...”; “...I think the main reason for volunteering is to help people in general. Because at the end of the day you learn so much from life to do it...”
P3	“...I was given plenty, so I can give back a lot...”
P5	“...I think it has become stronger, I don’t think it has changed, because I am involved with more activities...My volunteer work has expanded very much...”
Personal benefit / Significance	
P1	“...I think to volunteer, it gives you a chance to just kind of relax to realise what is important, just to be yourself again, to be calm again and have a state of balance...”; “...I think if your heart isn’t in it and if you don’t, if you cannot help someone and not get anything out of it, you shouldn’t volunteer...”
P3	“...exposure to children...”; “...the kids made me want to get more involved with older kids...”
P6	“...it makes you appreciate what you have more...”
Meaning	
P1	“...I think that the group work that I did with the children, I think it meant something to them...”; “...Every time, every chance you get to do something like this you realise what’s really important...”; “.... You can say ‘I did it’. That’s what volunteering is, you kind of...it is one of those things in life that if I did it then it makes me feel ‘I’ve done something with my life’ rather than nothing...”
P3	“...yes I would have to say with some actions stirred me, like the outreaches in the beginning definitely stirred me to become involved with more outreaches...”; “...I think too with the giving class pushes me to

	access why I really do it, do I really love the people, so I think it makes me humble and enforces my Christian views...”; “...I think with the school children, I had a few teachers that meant a lot to me, I can relate to where they are, if they do not understand the work or whatever, but if you just start and understand it they get on the right path...”
P4	“...I think what is important is that when you are involved with volunteering that it is for the right reasons...”; “...I think the fact that...we as Christians should love each other...to then do that...”
P5	“...for me volunteer work is not just to make myself feel better, it is something I had to decide for myself, I want to do it because I want to give to somebody else of myself, I want to try to teach them, I want to try and equip them. And all of it, I do not do out of selfishness but out of love and because I want to do it...”
P6	“...I think in the beginning it wasn’t very important to me, it wasn’t really to make a difference. But I think now it is more important to me...”

The concept of ‘Personal philosophy of life’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Self-awareness

‘Self-awareness’ is associated with ‘Personal philosophy of life’. The act of volunteering permits participants to share their one life experiences and in turn also learn from the sharing process. A participant’s manner in which they choose to live is altered continually as they become more self-aware of their lives and their position in society and the places they volunteer at. By becoming more self-aware, some participants were able to better relate to other people and ultimately change or develop their philosophy of life and helping other people. The participants are also facilitated by their philosophies of life to become more self-aware during and after volunteering. Volunteering therefore motivates participants to acknowledge where they are in their lives and what they have in relation to other people.

ii. Helping others / Giving back

‘Helping others / Giving back’ is caused by ‘Personal philosophy of life’. Some of the participants mentioned that they see volunteer work as part of a person’s character. Their philosophy in life to help others and volunteer, at one or several places, is based on the

notion that they have received a lot in life so they are motivated to help and provide care for those that are less fortunate.

iii. Personal benefit / Significance

'Personal benefit / Significance' is associated with 'Personal philosophy of life'. Some of the participants acknowledge that volunteer work allowed them to realise what they deem important in their lives and how they choose to volunteer to not receive some sort of payment but to achieve a sense of 'balance' in their lives. In addition volunteer work allowed participants to ascribe significance to what they have in their everyday lives and the way it influences their lives in general. One participant was motivated to do even more volunteer work because of the significance but also the benefit the volunteering experiences provided them with.

iv. Meaning

'Meaning' is associated with 'Personal philosophy of life'. The majority of the participants acknowledge providing help and giving back through volunteering as part of the way they live, part of their philosophy in life. Volunteer work gives participants a chance to affirm what they deem important in life and provide them with a feeling that they have done something worthwhile. This motivates the participants to continue volunteering as one mentions "Every time", indicating that they find meaning in volunteering to affirm what is important and to feel worthwhile time after time. One participant also mentioned that adding some meaning to somebody else's life allows the participant the opportunity to ascribe meaning to life too.

The network diagram which illustrates 'Personal philosophy of life' is presented in Figure 4.7.

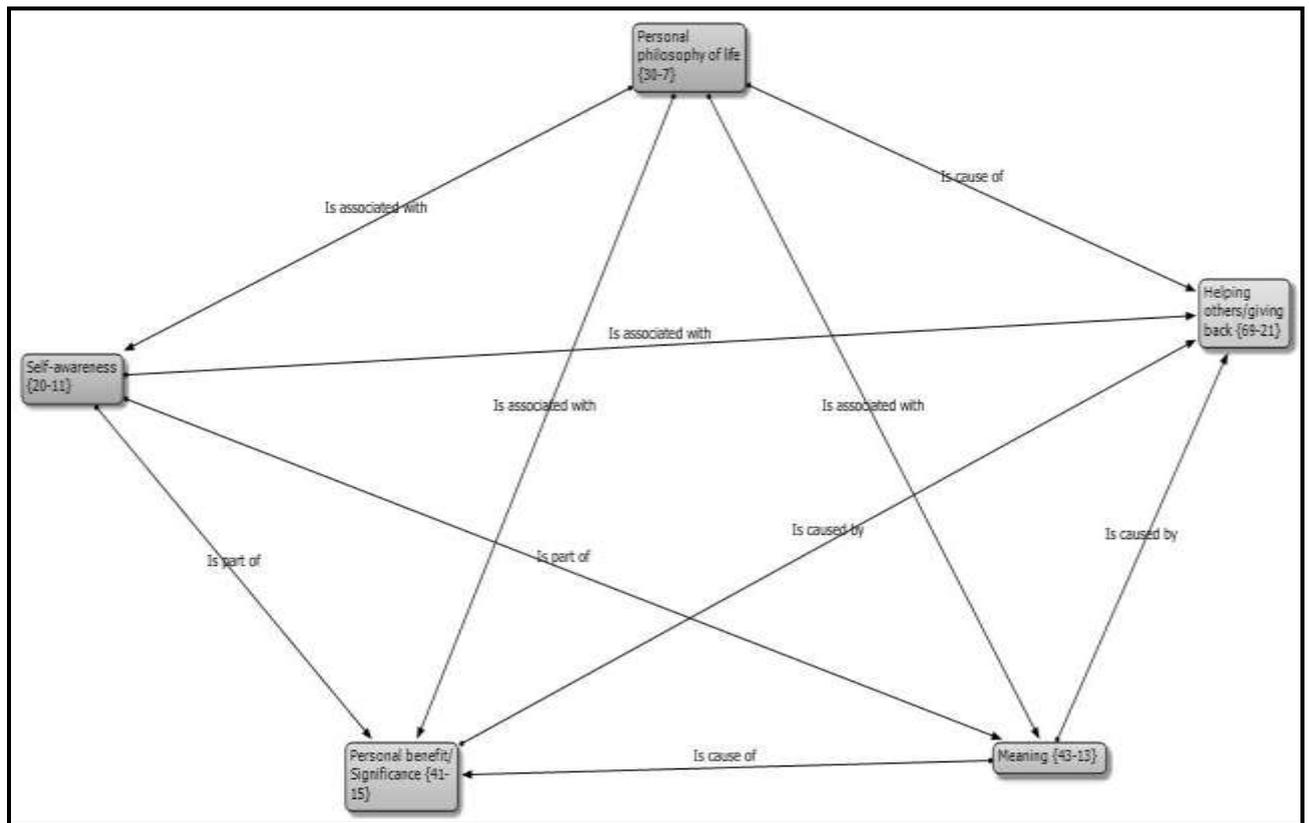


Figure 4.7: Personal philosophy of life

4.4.2 Secondary concepts

4.4.2.1 Structures

This category includes aspects relating to the concept of ‘Structures’.

Some of the most prevalent concepts that linked with ‘Structures’ are presented in Secondary Table 1.

Secondary Table 1: Linkages with 'Structures'

Concept per participant	Quotation
Responsibility	“...if you are going to volunteer overseas you would like to know if you can take something with you. Especially if you know there is, Zimbabwe for instance, we know there’s children there of the ages between 6 and 12, but we don’t know how many. But if you know they are poor, you know you can take books for them, you can take pencils over, for the

	<p>elderly okay, you know you can take clothes and take food for the church. You just kind of have to find structure in what you are going to do over there and who you're going to work with. And the purpose of it..."; "...Yes, I would say so. Definitely. I think the need is bigger than what is currently being addressed..."; "...I think in Pretoria we need more people to volunteer to help especially with teenagers. I experience that a lot of parents are nowadays saying 'ah once my child reaches 14 or 15', they cannot handle them anymore. It is so easy to say, 'I cannot handle my child'..."; "...It is easier when there is already a structure, like if somebody tells you what to do, but I don't expect there to be something. When there is a need, you have to meet it..."; "...sometimes people tell you what the project is about and then sometimes you find out it is not all that..."</p>
<p>Helping others / Giving back</p>	<p>"...I did church outreaches and in my third year we helped a school to build a Wendy house, to make a vegetable garden and something else I can't remember. I think in my group work can also count as volunteering, that with the children in a place of safety..."; "...I think you need to find out beforehand, if you are starting something new uhm, what are the needs of these people, so that, because you can have an idea of how you want to help them, but that may not be their need...And it is important to learn how to love them..."; "...Me alone, no. As part of an organisation, yes. I am thinking about like the Red Cross..."; "I think in general at the organisations and the outreaches, those organisations build relationships with people, so those people address the physical need, so therefore I think they have good structures in place..."</p>
<p>Economy / less money</p>	<p>"...Yes, for less money. Yes I definitely agree..."; "I think it is a good thing, I think it is a benefit for the country. I am not sure if South Africa is like that. I don't think children are being taught that, I think they are in a sense, but very minimal. But I think if they would introduce it to schools, I think it would be very nice..."</p>
<p>Support</p>	<p>"...Well hopefully the camp is organised..."; "...maybe some information sessions or workshops, things like that, that can help people learn to handle situations that they have never been in and what they should rather do..."; "...I think to have the organisation grow and not just keep it small and only help a certain amount of people, they will have to bring in things like that (workshops) to have more volunteers. Otherwise they will</p>

stay so small. They will never have the capacity to do it...”; “...the one was you were divided into groups, you knew exactly you are getting boys or girls, how many you are getting, you know the ages, you know. Cause then you are kind of prepared what you are going to do with them versus just kind of getting a broad idea of ‘oh we’re going to this place and that is what we are going to do’...That is a major thing...”; “...The people that organise it...”; “...You just kind of have to find structure in what you are going to do over there and who you’re going to work with. And the purpose of it...”; “...I don’t think in the first place where I volunteered was there no support for me...”; “...one expected because it was a school project there would be more involvement and support from the management of the school, whom would provide you with information of what type of children you would work with, and what was the goals they wanted to achieve with the initiative. So it was kind of like, you get there you do an activity but there is no structure. At the second organisation I volunteered it was more complete, you knew the documentation with regards to the children, where the children come from. And that came along with time. In the projects you got to know the children. So I think at the first place I think I would expect there to be more support and at the second place it was almost too much involvement. It was too much information at one time; it could have maybe been a bit more distributed. But, I can understand why they did it that way, because there was for example a camp and it had to happen, so one had to process masses of information for it...”; “...if I talk about the camps, yes there is always a program, and everybody knows what needs to be done and everybody knows what the theme is and what their roles are on the camp. So yes there is enough support and rules that is laid down by the management if I can phrase it like that...”; “.... I think sometimes that people that work within the organisation permanently do not necessarily understand what the volunteers experience. It is almost as if you are involved in a high position that you lose trend with the lower levels and what specifically is experienced by the volunteers in terms of emotional support. One would expect a bigger involvement from the management and maybe an instance they can ask “are you coping, how is it going, are you enjoying it”. may be more emotional support than anything else...”; “...I think management is a very very big thing that needs to paid attention to, I

	<p>think organisation is very important, and I think if the right people are not in the right positions it will not go very far...”; “...I think there are certain people that I wouldn’t see in the positions that they are in now...”; “...at the other place, PENKids, it was naturally hyper-structured and organised and yes I think there was also more support because it was a bigger organisation that specifically focussed on people that worked voluntarily...”; “...Depending on how it is structured, I think it can be a good thing...”</p>
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The concept of ‘Structures’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Responsibility

‘Responsibility’ is associated with ‘Structures’. The majority of the volunteers felt that there is an onus on organisations to be responsible for structured events and activities, to make the work of a volunteer easier in any way possible by facilitating any need that volunteers may have to complete their duties. Some participants mentioned that more individuals could volunteer and that a structured framework within which people can volunteer could benefit people that volunteer, but also people that are volunteered with, because volunteers will be required to act more responsibly. In addition one participant mentioned that it is easier to volunteer if there is some structure than no structure, and that a lack of structure can have a demotivating effect on volunteers. However one participant mentioned that they are very comfortable with no formal structure and do not mind to just go where help is needed and try to help.

ii. Helping others / Giving back

‘Helping others / Giving back’ is associated with ‘Structures’. Helping people and addressing their needs can be facilitated by means of structures. A facilitative structure allows volunteers to provide help to people effectively because the resources were provided due to structural process that procured the resources. One participant mention the positive aspect of a structure in a non-profit organisation is because it is able to provide for physical needs, allowing volunteers to provide help and care in any other way required. Volunteers are therefore assisted by a good structure to do what they feel motivated to do and that is to serve and help people that need it.

iii. Economy / less money

'Economy / less money' is associated with 'Structures'. The participants were addressed with a question whether they feel that the volunteer work they do has a positive impact on the economy, because they provide care and help for no payment, whereas other organisations would have to pay employees to do the same work. The majority of the volunteers thought that their work has an influence on the economy but they do not think it is a very big effect. One participant mentioned that South Africa can benefit from a volunteering mind-set if more individuals volunteered at non-profit organisations that require volunteers. Another participant mentioned that schools can create a formal volunteering structure in which children can volunteer safely but with purpose and so also learn to take care of others in their society.

iv. Support

'Support' is associated with 'Structures'. Structure provides support to volunteers. If events are organised, volunteers are provided with a framework within which they can function. One participant felt that information sessions would provide the volunteers at a specific organisation with better coping skills to provide care. Some participants mentioned that the lack of support from management at an organisation that was involved at a school had an influence of their motivation to volunteer and on the way they felt about the project. In contrast a second organisation that the participant was involved with had too much structure in their opinion and had almost a similar negative effect. The majority of the participants felt that they received an ample amount of support from the management at the organisations they volunteered at. In addition, a majority of the participants felt that the structure of organisations' management is important, not only for the success of the organisations but also for the support that volunteers will receive from the organisation because of it.

The network diagram which illustrates 'Structures' is presented in Figure 4.8.

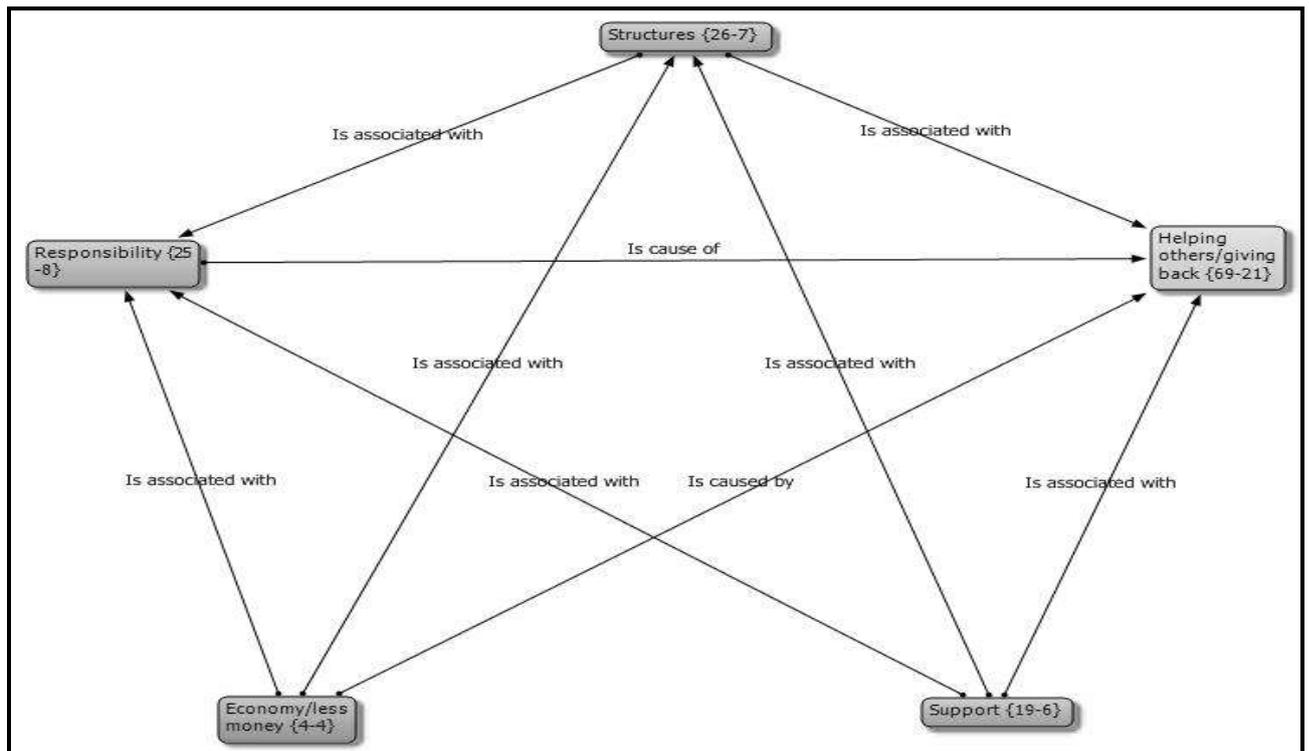


Figure 4.8: Structures

4.4.2.2 Responsibility

This category includes aspects relating to the concept of ‘Responsibility’.

Some of the most prevalent concepts that linked with ‘Responsibility’ are tabularised in Secondary Table 2.

Secondary Table 2: Linkages with 'Responsibility'

Concept per participant	Quotation
Structures	“...You just kind of have to find structure in what you are going to do over there and who you’re going to work with. And the purpose of it...”; “...information sessions or workshops, let there be a course or something like that where you can be trained to handle the situation properly; and not just run to somebody in a higher position and say ‘this happened now, what do we do know’...”; “...I think with the classes, every person there definitely had a role there, so if one was not there it would at some point fall apart, in that intense yes; but with other actions, if the system is already there it can go one without me...”; “...I think if they were to

	<p>introduce it to schools, I think it would be very nice...”; “...Me alone, no. As part of an organisation, yes. I am thinking about like the red cross...”; “...then you are kind of prepared what you are going to do with them versus just kind of getting a broad idea...”; “...there is no real structure so there you kind of have to create structure...”; “...everybody knows what needs to be done and everybody knows what the theme is and what their roles are...”; “... I would like to know...what you are going to do over there and who you’re going to work with. And the purpose of it...”; “...I think organisation is very important, and I think if the right people are not in the right positions it will not go very far...”</p>
Helping others / Giving back	<p>“...I think if you volunteer, uhm, It’s something, it is a selfless thing you do to help someone else. You have to have a passion for it. Your heart has to be in it. I think you have to know, ‘do I want to work with children, do I want to work with teenagers, do I want to work with elderly people, or whoever. If you’re not going to work with someone that you are passionate about, you are not going to put everything into it...”; “...that expectation from people, that was a big part of whether you will do it or not. If you don’t do it and you know who is there then nobody will do it. So there is an expectation that you must do it...”</p>
Social injustice	<p>“...I think there is always going to be poverty, there is always gonna be, cause otherwise there wouldn’t be psychologists or social workers needed...”; “...at the end of the day there is volunteers because these people need help...”; “...I think with the extra classes, it is with children that grow up with no real parental influence in their lives. They do not really know what is morally right or wrong when they look at their parents and I think that is a huge injustice...”</p>
Support	<p>“...I would definitely expect there to be people that do it with me, so people that at least share in the vision, that it doesn’t all come down on you that every person knows they have to contribute to the action. I kind of expect there to be a team that walks the journey with you...”; “...it is almost as if you are involved in a high position that you lose trend with the lower levels and what specifically is experienced by the volunteers in terms of emotional support. One would expect a bigger involvement from the management and maybe an instance they can ask “are you coping, how is it going, are you enjoying it”...”; “...The people that organise it...”</p>
Economy / less	<p>“...It will probably not make a huge difference but I think if more people</p>

money	volunteer, the impact on the economy would be bigger...”; “...I think the need is bigger than what is currently being addressed...”; “...I think you should start with it, if you can do it in primary school, high school. I think it would be nice for high school children, but teenagers are difficult, they don’t always have respect. So I think with it you can also teach them that yes, I think it would be a very nice thing...”
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The concept of ‘Responsibility’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Structures

‘Structures’ is associated with ‘Responsibility’. The majority of the participants felt that there needs to be responsibility when it comes to the structure; whether it is rules and regulations or just the program of a single volunteering activity. It is required that some or all volunteers and/or management of non-profit organisations take responsibility to assure that things work out the best way that they can. Some participants also mentioned that an organised event is also very important to assure that everything runs smoothly; it is therefore imperative that there are responsible people that can be accountable for structural aspects. One participant mentioned that more responsibility should be entrusted to volunteers and if they were to be equipped to handle situations they would be more responsible to do so. Another participant thought that it is better and easier to volunteer and get things done under the responsible authority an organisation can offer, especially a larger volunteering organisation. In addition one participant said that volunteering should be introduced to children in a structured manner in school that children can learn to volunteer and provide support and care from a young age.

ii. Helping others / Giving back

‘Helping others / Giving back’ is caused by ‘Responsibility’. Some participants felt that individuals should take responsibility and volunteer wholeheartedly and help wherever one feel called to do so; or rather not at all. However other volunteers felt they were compelled to take responsibility and volunteer and help others because it was expected of them to do so.

iii. Social injustice

'Social injustice' is associated with 'Responsibility'. The majority of the participants agreed that the people they volunteer with have suffered or are still suffering some sort of social injustice. Therefore, they felt responsible to volunteer their time and service to in some way alleviate or rectify a social injustice not necessarily caused by a specific person, people, governing body, environmental or social situation that the people are living in.

iv. Support

'Support' is associated with 'Responsibility'. A majority of the participants mention that they are influenced by the amount of support from organisers and management in non-profit organisations. One participant referred to emotional support and deeper involvement and emotional investment into every volunteer to assure that the volunteers are doing well and that they are still content with the volunteer work that they are doing. This requires people that work for non-profit organisations to take responsibility and provide any support that the volunteers may require. Other support that one participant mentioned is support from fellow volunteers. Volunteers are required to share the same vision and take responsibility for their part in achieving the set volunteering activities vision to the best of their abilities.

v. Economy / less money

'Economy / less money' is associated with 'Responsibility'. The participants were addressed with a question whether they feel that the volunteer work they do has a positive impact on the economy, because they provide care and help for no payment, whereas other organisations would have to pay employees to do the same work. The majority of the volunteers thought that their work has an influence on the economy but they do not think it is a very big effect. One participant mentioned that schools should become responsible in teaching children to volunteer and provide care and in that way volunteer work in general may have a bigger effect on the economy and on people than what it is currently having.

The network diagram which illustrates 'Responsibility' is presented in Figure 4.9.

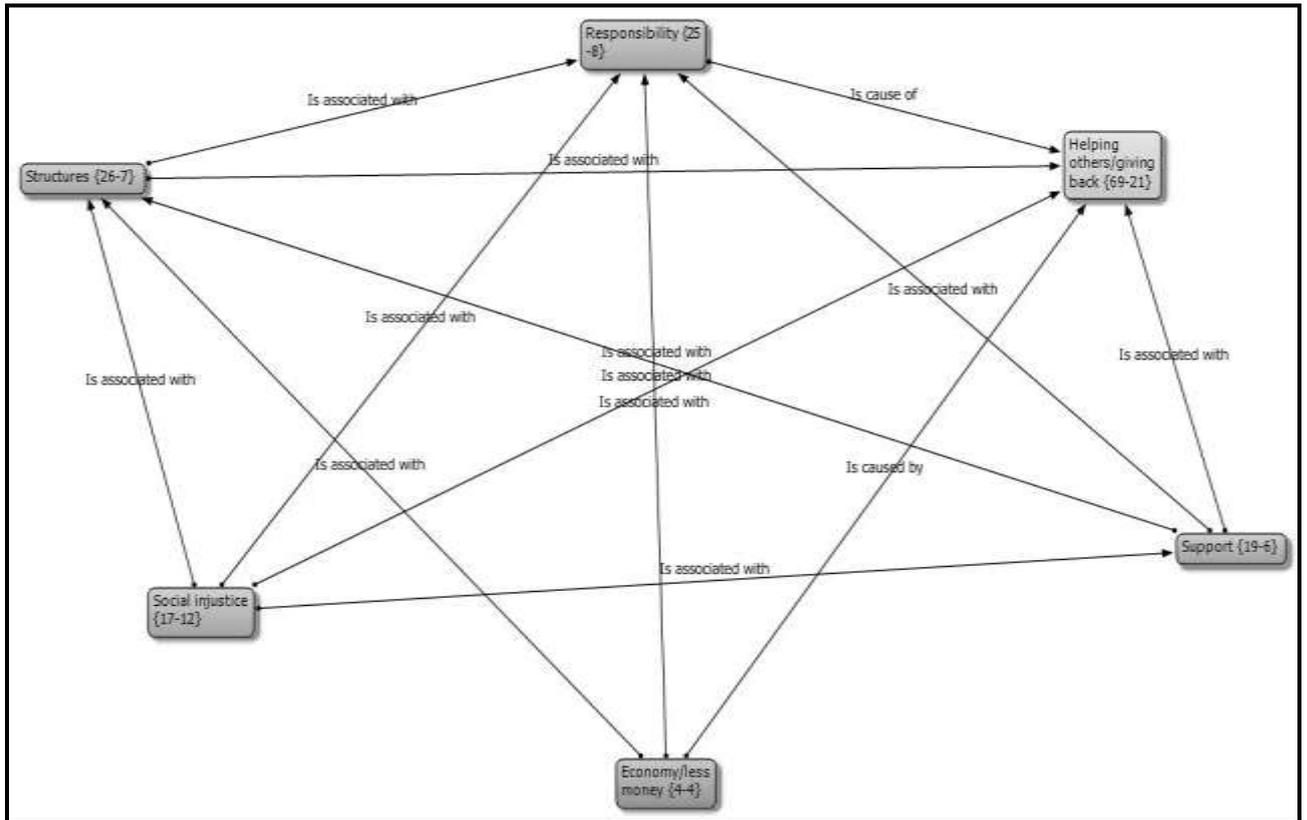


Figure 4.2 Responsibility

4.4.2.3 Religion expectation

This category includes aspects relating to the concept of ‘Religion expectation’.

Some of the most prevalent concepts that linked with ‘Religion expectation’ are tabularised in Secondary Table 3.

Secondary Table 3: Linkages with ‘Religion expectation’

Concept per participant	Quotation
Motivator	“...I think it is a collaboration of a few things. I know my religion has played a very big part, the fact that I have a passion for children and circumstances that allowed me to do it, like in church set-up. Yes it wasn’t just one thing that motivated me. There was also people that asked whether I wanted to help, and because I had nothing else to do with my time, I don’t want to say that I had nothing else to do with my time, but because I had nothing more important to do. It just made me

	<p>feel, 'yes I can help' and I can perhaps make a difference in somebody's life. Even if it is just one person..."; "...it is my Christian duty..."; "...I think the fact that God says in the bible that we as Christians should love each other the way He loves us, to then do that..."</p>
<p>Helping others / Giving back</p>	<p>"...I think, well I am a Christian, so we, I think we always have to look at people and situations and think, this is I think very general, not general maybe cliché, what would God do. He would want us to work with the children, He would want us to give our free time, not expect anything in return, help people that we, people that are less fortunate, that we are able to help. I think it plays a huge part. You have to be selfless when you volunteer..."; "...I think if you know God inherently, and His love; the fruits of God will manifest in a desire to help other people. So I think for a Christian I expect it, but for people that do not know the Lord, but for people that do not know Him, I do not know..."; "...In terms of ones' religion, that you give something of yourself to others..."; "...I think so yes. People were made to live in a community and to help other people..."</p>
<p>Religious influence</p>	<p>"...I also feel it is my Christian duty because God says we have to go plant seeds, we have to go make disciples and that is also the ultimate purpose...we try to teach them the Christian principles of it doesn't matter what your circumstances are God is there for you..."; "...I think it makes me humble and enforces my Christian views..."; "..., to make disciples to me means to go spread God's word and to do it through volunteer work is a way..."; "...I think it plays a big role, my religion, to volunteer, I think that actually all religious people must give something back..."; "..., I don't think God has an expectation, our purpose on earth is to make disciples, and the bible also says that our good deeds will not get us into heaven. So I don't think there is a specific expectation..."; "...I don't think it is an expectation. I think He expects us to be kind and if you can help someone. I don't know how to say this, I don't think it is an expectation, but I think, uhm if it is like a friend or a brother or anyone, you don't expect them to do something...", "...I see it as a privilege, it is not just my duty as Christian but also a privilege..."; "...I don't know if He expects it, maybe He likes it when you do it, but I don't think He expect it from you no..."</p>

The concept of 'Religion expectation' relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

'Motivator' consists among other things out of 'Religion' expectation. Some participants felt motivated to volunteer because of the expectation of their religion. Some participants even referred to it as their Christian duty that urged them to provide care and support by means of volunteer work.

ii. Helping others / Giving back

'Helping others / Giving back' consists among other things out of 'Religion expectation'. The participants had different views on the aspect of an expectation, and that it is expected from them to help other people. This said, the majority agreed that Christians would all in some way need or feel motivated to provide help and support if they understood the Bible and God. However this was not said in a condemning manner, but rather to say it is a privilege to be able to help others.

iii. Religious influence

'Religious influence' is part of 'Religion expectation'. The expectation that some participants experience is influenced greatly by what they believe in their faith. The religion expectation is therefore motivated by this influence, and by that means also the volunteer work that is motivated by the expectation the participants' experience.

The network diagram which illustrates 'Religion expectation' is presented in Figure 4.10

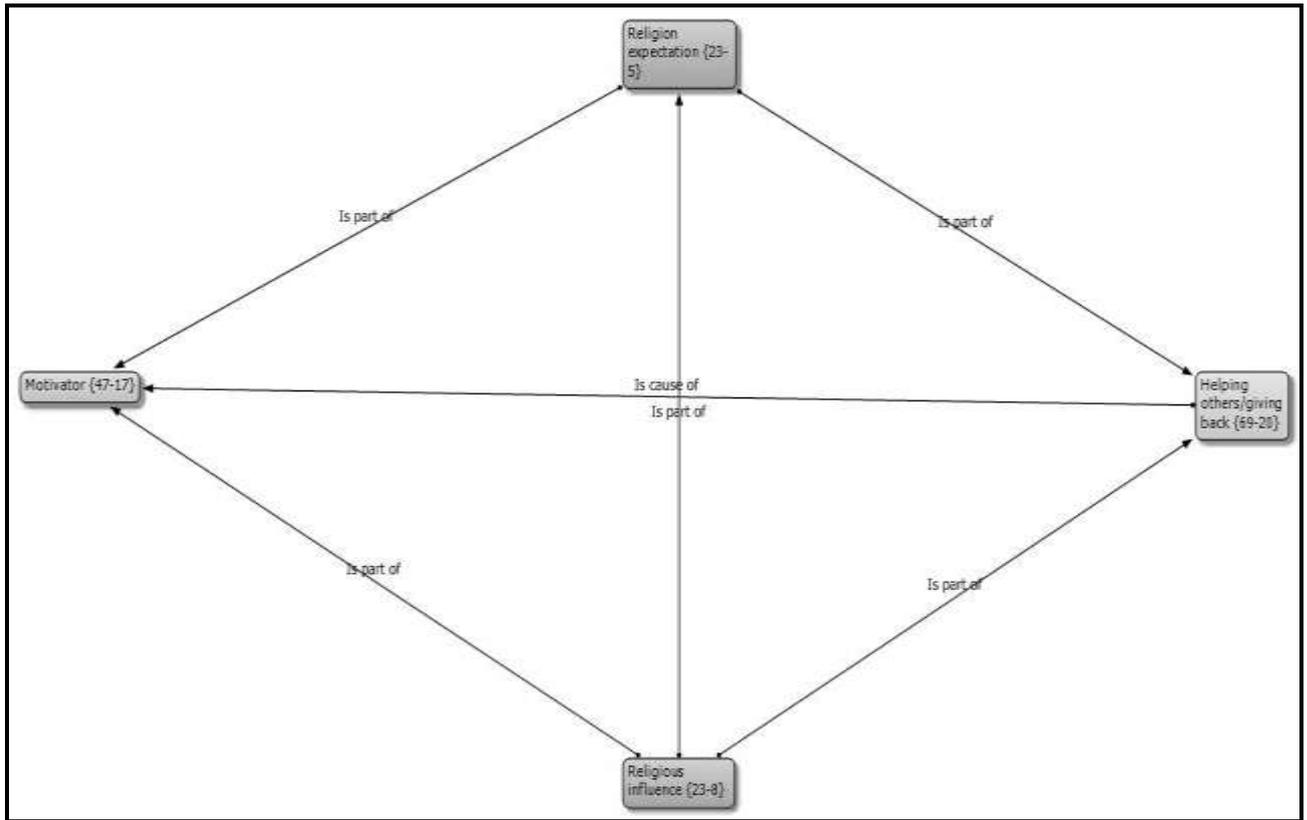


Figure 4. 10: Religion expectation

4.4.2.4 Religious influence

This category includes aspects relating to the concept of ‘Religious influence’.

Some of the most prevalent concepts that linked with ‘Religious influence’ are tabularised in Secondary Table 4.

Secondary Table 4: Linkages with 'Religious influence'

Concept per participant	Quotation
Motivator	“...I know my religion has played a very big part...”; “...I think because that is why we were made. You were created to, yes I think that is also part of my motivation, I was given a lot so it is easy to just give away...”
Religion expectation	“...that is the reason why really believe I was given a lot so I can give away a lot...”; “...at the second place it was more about because it is the right thing to do...”; “...Because it is the right thing to do...”
Helping others	“...I will probably say my religion; I was given plenty, so I can give back a

/ Giving back	lot...”; “...I did church outreaches and in my third year we helped a school to build a Wendy house, to make a vegetable garden...”; “...I am one of those people that try to help where I can...but I think God works in a way that we do not see, that He already attended to the need that is seen without anybody maybe doing anything about it...”; “...So we help there to do a bit of evangelistic work, take them out on outings and help financially where possible...”; “..., I did a programme with them on how, it was a programme about how they can cope and cope with living in a place of safety, and what they went through, it was a Christian based programme...”
Meaning	‘...what would God do...I think it plays a huge part...You have to be selfless when you volunteer...’; “...the satisfaction that I see okay there is a light that is going on and the children are giving their hearts to God and you know that they see no matter what their circumstances are it is not so hopeless that life ends...”
Personal philosophy of life	“...It is as I mentioned just a passion...”; “...I think it plays a big role, my religion, to volunteer...”

The concept of ‘Religious influence’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

‘Motivator’ consists among other things out of ‘Religious influence’. The majority of the participants mentioned that they do not believe volunteer work and helping other to be an expectation that God has for them; however they mention that their religion did in fact influence them in some manner to start, motivate and continue their volunteer work.

ii. Religion expectation

‘Religion expectation’ consists among other things out of ‘Religious influence’. Religious influence is fundamental to religion and so too the expectations some individuals may feel their religion has. Some of the participants believe that doing volunteer work is ‘the right thing to do’, stating that there is some kind of action required from individuals if they want the right thing to happen. In the bigger picture of life in the society where these participants live and do volunteer work in; their somewhat fortunate lives are identified by them as part of

their blessings and therefore they feel moved to share and provide care any way they see fit in an attempt to do the right thing.

iii. Helping others / Giving back

'Helping others / Giving back' consists among other things out of 'Religious influence'. Helping other people is integrally part of why the majority of the participants volunteer; however it is only in this section that the notion of co-helpers seems to come into play. Some of the participants mentioned that they help where they can and how they can, but they believe that God works in ways that people do not understand or sometimes even know about. This creates an aspect where these participants see their work as volunteers as subordinate to the work that God does and that they are but humble servants. This aspect is a very clear concept in the teachings of Christianity, found in the parable of the Good Samaritan.

iv. Meaning

'Meaning' is associated with 'Religious influence'. Some of the participants felt that volunteer work provided them with the opportunity to share their faith and help others. By this they achieved a sense of meaning in their own lives but also to see the people they volunteered with gain some meaning for their lives.

v. Personal philosophy of life

'Personal philosophy of life' is part of 'Religious influence'. Some of the participants felt that the philosophy that they live by is to a great extent because of religious influence and that said, philosophy impacts the influence of religion on their lives.

The network diagram which illustrates 'Religious influence' is presented in Figure 4.11.

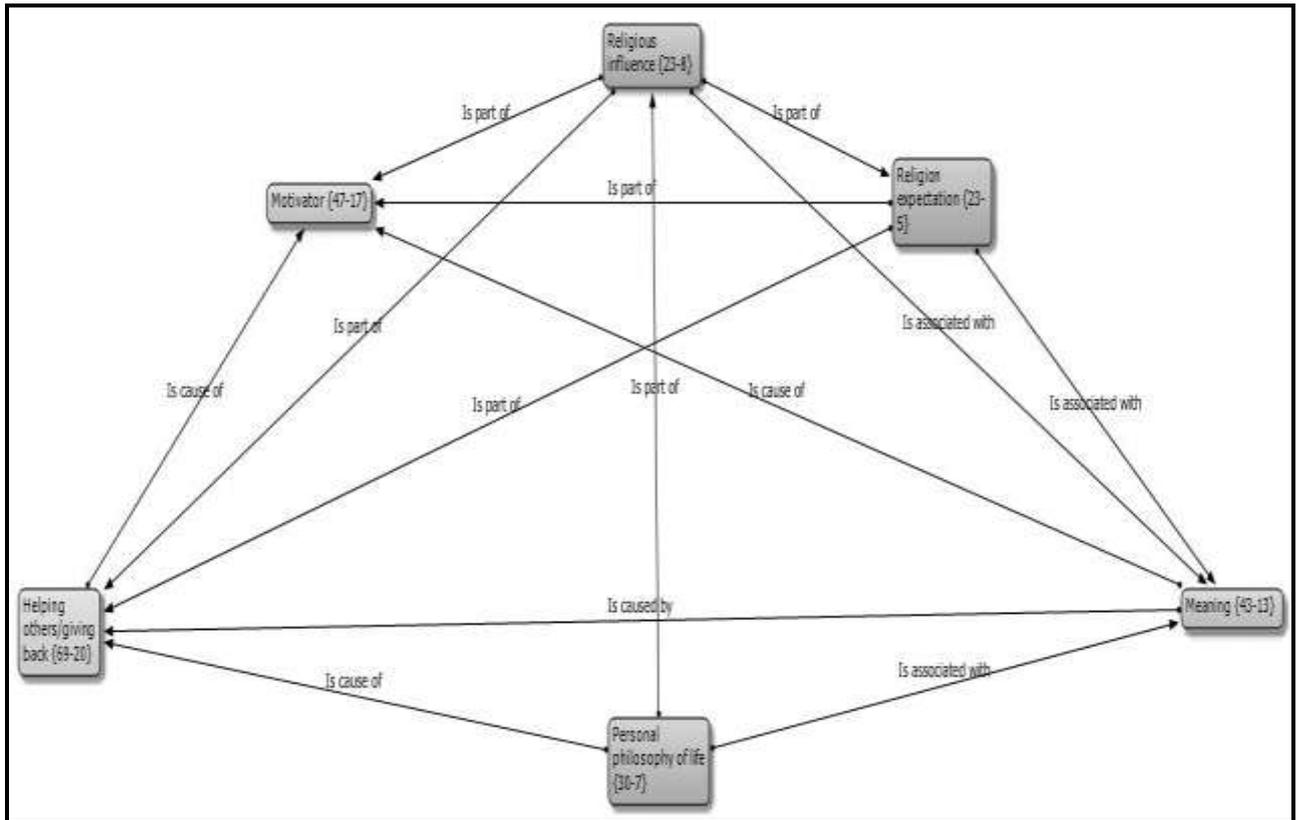


Figure 4.11 Religious influence

4.4.2.5 Interactive groups

This category includes aspects relating to the concept of ‘Interactive groups’.

Some of the most prevalent concepts that linked with ‘Interactive groups’ are tabularised in Secondary Table 5.

Secondary Table 5: Linkages with 'Interactive groups'

Concept per participant	Quotation
Positive Effect	"...help people that we, people that are less fortunate, that we are able to help..."; "...you see how those people live, the poverty and the children you can give them the simplest, just one toy and that means the world to them..."; "...I think with the extra classes, it is with children that grow up with no real parental influence in their lives. They do not really know what is morally right or wrong..."; "...and cause the same change in somebody else's life..."; "...I think it has taught me to not judge people, but to really

	look where they come from and on those grounds to look for a way to relate...”
Motivator	“...we can still, what we have learned, we can pass over to them...”; “...I really wanted to get involved in therapy and with the children therapy...”; “...I think I my case, I was one of the people in the organisation, or which was helped by the organisation. So to me it was just a direct flow to stay involved to attempt to be that same influence ...”
Helping others / Giving back	“...yes and to help them in that manner...”; “...I think if you are in a situation where you give, you receive too. It is not just a give relationship but receive too...”; “...it gave me the opportunity to get involved in different ways...”; “...We all go through things in our lives that teach us lessons and with those lessons we can help other people...”; “...We played games and we went to the school to visit them. So, if they were busy with something we would just join in and help them with what they were busy with...”; “...I think because I came out of the same type of background, I understood what the children I worked with was going through. And I was better able to help them...”; “...I mean it is in your heart and you want to help other people...”; “...People that do not have work. Unemployment is huge...”; “...I would definitely expect there to be people that do it with me, so people that at least share in the vision...I kind of expect there to be a team that walks the journey with you...”
Better relationships	“...It wasn’t a reason for me to volunteer to meet people and build relationships; it was always about the specific purpose the volunteer work was about...”; “...I think if you build a relationship with people and meet their immediate need and you have won their trust then it is easier to attend to their spiritual need...”; “...I think the people that I meet there is cool people, I think you build friendships I would say...”; “...No it is not a reason why I volunteer but it definitely helps to build relationships...”; “...Yes, I think you do not necessarily know where you are going to, so you don’t necessarily focus on building relationships in the beginning but with time you get to know the people that volunteer with you...”; “...It was a thing where you built a relationship with children...”; “...Many of my friends, yes, they do Kingdom kids with me, or Lig camps...”; “...I think it is my friends. When they started getting involved they invited me to become involved...”; “...I wouldn’t say that is the main reason...It would be a bonus if you could meet new friends and new people...”

The concept of 'Interactive groups' relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Positive effect

'Positive effect' is associated with 'Interactive groups'. The ability that a group or interactive unit provides volunteers causes a positive effect and interaction. The volunteers attempt to have a positive effect through the work they do.

ii. Motivator

'Motivator' is caused by 'Interactive groups'. Interactive group units allow the volunteers to continue their work as volunteers. The volunteers are moved to stay involved with the groups with which they volunteer.

iii. Helping others / Giving back

'Helping others / Giving back' consists among other things out of 'Interactive groups'. Helping other people in a group context or by spending time with them the volunteers are permitted to also receive something intangible from the people they help. Some volunteers also acknowledged the importance of other volunteers that have the same vision as they do and who participate in the volunteer activities with them.

iv. Better relationships

'Better relationships' consist among other things of 'Interactive groups'. To have better relationships, interaction with others is required. Some participants acknowledge that their interaction provided them with the opportunity to build relationships, but that was not their main motive to volunteer. Building relationships also facilitates the volunteers to tend to not only the physical needs of others but also the spiritual and emotional needs of others.

The network diagram that illustrates 'Interactive groups' is presented in Figure 4.12.

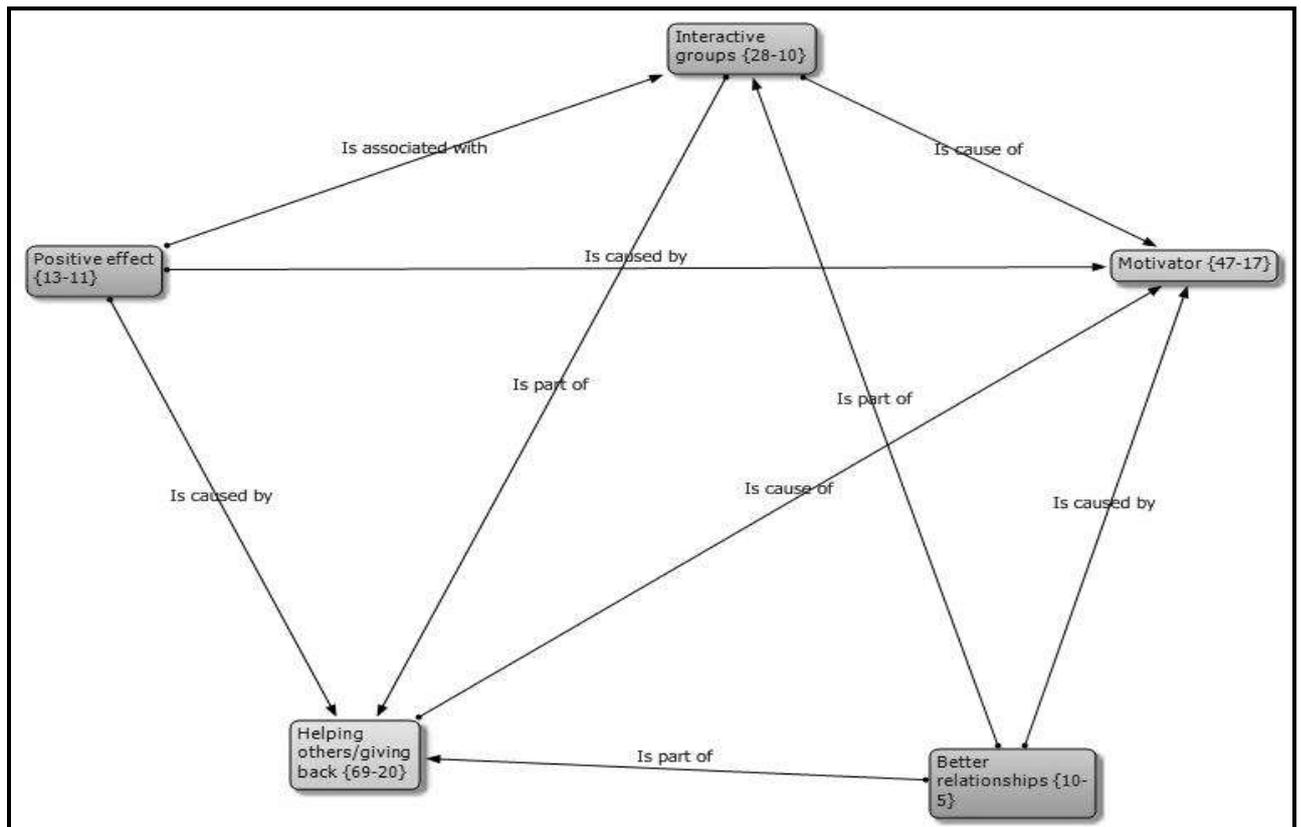


Figure 4.32: Interactive groups

4.4.2.6 Extrinsic reward / Money

This category includes aspects relating to the concept of 'Extrinsic reward / Money'.

Some of the most prevalent concepts that linked with 'Extrinsic reward / Money' are tabularised in Secondary Table 6.

Secondary Table 6: Linkages with 'Extrinsic reward / Money'

Concept per participant	Quotation
Motivator	"...I would not still do volunteer work if I received money for it... volunteer work isn't really work for me, I think that if you receive money it is a job, but volunteering isn't a job. I think it must come from a charitable view point, and not to earn something out of it..."; "...I think, well if I did it fulltime I would want to receive payment in some way, but for the part-time things I do not expect that anybody pays me..."; "...Not really no..."; "...I don't think so no. I don't think it would be the same, it would have

	<p>been very different...”; “...I think people that volunteer must know that they will not receive money, actually it should not even really be mentioned. They should actually not really expect anything; you should not expect that you will receive anything back...”; “...No, I would not say so...”; “...you know prior to volunteering that you will not receive payment for it, so you then accept it that way...”; “...No I do not think so. I think I would feel bad if I got money for it...”; “...I don’t know, I think external things will perhaps have a positive influence. Like if I get a car to drive to Brits every week if there is a project there or whatever or wherever then it will probably help. But I don’t believe it, the purpose that is to be achieved will not be influenced by it...”; “...I think if there were opportunities to receive money, there would have been more volunteers, yes, but volunteer work is not equivalent to monetary reward...”; “...Money would be a bonus, but if you are going to start doing it for money, you might as well, then it becomes a job, then it is not volunteering anymore. It would be a bonus, but no, I would still do it for the same reason...”; “...money is not the driving force...”; “...I think with or without everything I will still do what I do, it is not that external things, like cars or money will have an influence. Yes it will help, but it will not influence the fact that I still want to do volunteer work...”; “...Payment is not a motivator at all...”</p>
<p>Helping others / Giving back</p>	<p>“...I think it is something that has been given to me to do. So if you give somebody for free it would not be right to sell it...”; “...but at the end of the day I also think, now that I think about it, it will probably help and everything, but that money I would just sow back into the children and the volunteer work. So money will help...”; “...The need to make a change and not the need to receive any payment/reward for it...”; “...I think when you volunteer one really sees that not everything is about money, and that you have to give part of yourself to receive something back...”; “...I think the expectation is you want to help someone when you go...”</p>
<p>Personal benefit / Significance</p>	<p>“...Well the volunteer work that I do is like camp and things like that, and I like camping and the outdoors...”; “...Then it would have felt more like work and not something I did out of love...”; “...If there was better food on camp I would have gone more, but that is all. I don’t think external reward is important with volunteering...”; “...I think I would have gone to an activity anyway, it would have made it easier and I think the possibility</p>

	<p>of a bigger involvement could be influenced in terms of financial benefit could receive, but not to make money out of it, but to just cover expenses; but that said I would volunteer in anyway...”; “...I would go on more volunteer trips and projects and things if it had to do with children, children that were emotionally damaged, so that would be an external motivation for me...”; “..., I think I did it for myself, to build up my own information base and to build up my experience...”</p>
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The concept of ‘Extrinsic reward / Money’ relates to the following other concepts. These relations will be briefly discussed in the section that follows.

i. Motivator

‘Motivator’ consists among other things out of ‘Extrinsic reward / Money’. The participants had mixed feelings about the aspect of extrinsic reward of any kind and especially money. Some felt that money would attract and motivate more volunteers; others felt that they would completely stop volunteering if they were offered money because they felt it is not about earning any external reward. Extrinsic reward motivates all the participants; however the effect in some cases would be to the detriment of volunteering as the participants would completely stop. Irrespective of the split in how extrinsic reward would motivate them; all the participants said that they would continue volunteering if no extrinsic reward is offered.

ii. Helping others / Giving back

‘Helping others / Giving back’ is associated with ‘Extrinsic reward / Money’. The majority of the participants felt that volunteering for them is about helping others. The influence of extrinsic reward or money would not change their minds about participating in volunteer work. One participant even mentioned that money would be used for volunteer work in some way if money was received.

iii. Personal benefit / Significance

‘Personal benefit / Significance’ is associated with ‘Extrinsic reward / Money’. Some participants admitted that some extrinsic benefits and factors influenced them somewhere along the line in their volunteering career. However the majority of participants mentioned that the lack of extrinsic reward would not cause them to stop volunteering.

The network diagram which illustrates 'Extrinsic reward / Money' is presented in Figure 4.13.

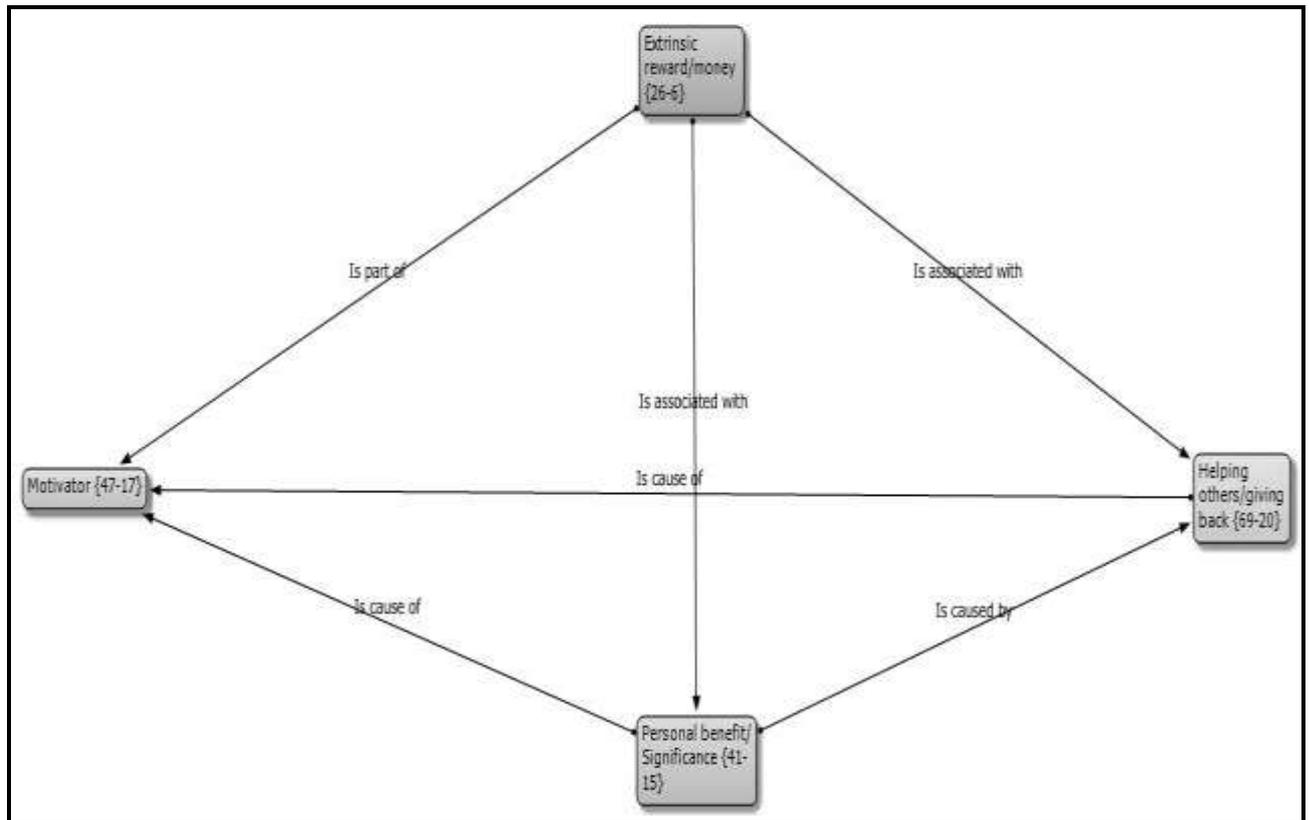


Figure 4.43: Extrinsic reward / Money

4.5 FINDINGS PER CONCEPT

In Figure 4.14 the most prevalent of the main and secondary concepts are depicted in percentages.

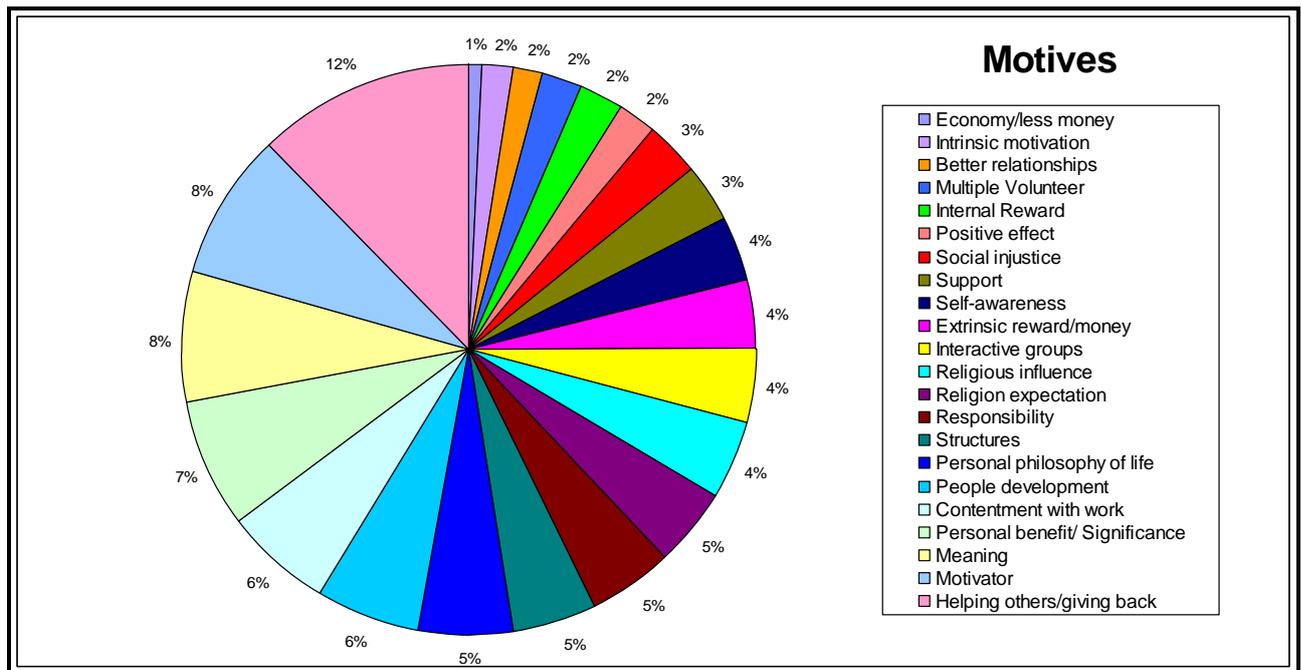


Figure 4.54 Prevalent motives in current study for volunteering

Work motivation is a complex phenomenon (Lundberg, Gudmundson, & Andersen, 2009 cited in Wett Jessen & Kristiansen, 2010). This said, the motivation that underlies volunteer work has been expressed as even more complex as normal work motivation by Akintola (2010) and a lot about it is still unknown (Burns, Reid, Toncar, Anderson, & Wells, 2008). There are very few volunteers that are only motivated by one motive (Prouteau, & Wolff, 2008). Therefore, Clary and Snyder (1999) mention that findings concerning volunteerism indicate that it has a multi-motivational (multidimensional) nature (Prouteau, & Wolff, 2008). Volunteers have very diverse motives and a volunteer may have more than one motive for volunteering and fulfilment of volunteering goals (Burns, et al., 2008). These motivations often link in complex ways (McDougle, Greenspan, & Handy, 2011; Carlo, Okun, Knight, & de Guzman, 2005). In many research studies conducted, researchers have used several approaches. These approaches sum up the motivation to volunteer with a two, three or multifactor model. Other studies are based on a functional approach that believes the motivation to volunteer depends on six or more functions (Clary & Snyder, 1999). The reasons for volunteers to volunteer do not have the comfort of easy answers, it requires scrutinising (Prouteau, & Wolff, 2008). Therefore in this research study the researcher looked at all the above mentioned studies and tried to investigate all the aspects of each qualitatively. By taking a deductive approach, the researcher attempted to investigate the relevance of each motive to a religion based NGO.

4.5.1 Main concepts

4.5.1.1 Helping others / Giving back

Esmond and Dunlop (2004) mention that an individuals' values about the importance of helping other people was their most significant motive to volunteer (Prouteau, & Wolff, 2008). The work of Sherar (2004) is supported by this study as the main reason in this study for participants to volunteer was to help and give something back.

Research studies by Akintola (2010) mentioned that altruistic reasons (Costa Guerra et al., 2012; Wett Jessen, Kristiansen, 2010; Unger, 1988; McDougle, et al., 2011; Prouteau, & Wolff, 2008; Burns, et al., 2008), the search for permanent employment or personal benefits and a desire by unemployed individuals to avoid laziness were the most commonly identified motivations to volunteer. In addition the latest studies by Costa Guerra et al. (2012) revealed that volunteers were generally motivated by altruistic values (Costa Guerra, et al., 2012; Yanay, & Yanay, 2008). The concept of 'Helping others / Giving back' signifies a selfless motive and is described in many ways in several studies: helping people , benefiting children , working for a cause, showing care, demonstrating patriotism, serving the community, and is better known as an altruistic reason for volunteering (Unger, 1988). Shye (2009) in addition considers that educational levels are a mental asset that can enable helping others and volunteering.

Frankl (1959) explains that people can discover the meaning of life in different ways; by creating a work or doing a deed or to experience goodness, beauty, truth or another person and loving them. By helping other people, volunteers experience several benefits and are given the opportunity to give to society of what they have received and out of their resources and knowledge base. The main concept that was identified in this study was that of helping others, this however as with volunteering has underlying motives that could be researched further.

4.5.1.2 Motivator

The concept of motivator was expressly discussed in the current study; the literature however acknowledges the aspects and concepts that motivate volunteers under several of the others concepts discussed in the current study, such as helping others, personal benefit and that of meaning. It is clear from this study and from literature that several motives can move a person to volunteer (Clary & Snyder, 1999; Prouteau, & Wolff, 2008).

4.5.1.3 Meaning

Frankl (1959) believes that knowing that one's life has meaning can help you more than anything else in deciding how you will live. People can be motivated by a will for power, money, or pleasure as psychoanalysis explains, however Frankl (1959) believes that power, money, or pleasure are just primitive substitutes and that all people actually yearn to find purpose in their lives. Frankl (1959) suggests a less retrospective and introspective view of motivation, but presents a meaning-centred approach. Frankl (1959) explains that people can discover the meaning of life in different ways; by creating a work or doing a deed or to experience goodness, beauty, truth or another person and loving them. Clary and Snyder (1999) reiterate that individuals, who receive the benefit of being functionally meaningful, are prone to continue volunteering longer than those individuals that do not feel functionally meaningful during volunteering activities (Prouteau, & Wolff, 2008; Burns, et al., 2008).

In literature as with this study it is clear that individuals are moved by meaning to a great degree. To comprehend ones worth in the society in which you volunteer is of great importance to many individuals.

4.5.1.4 Personal benefit / Significance and people development

Volunteers experience volunteering in different ways; some saw it as an opportunity to learn new skills or to exercise their own skills (Akintola, 2010; Costa Guerra, et al., 2012; Yanay, & Yanay, 2008; Prouteau, & Wolff, 2008; Burns, et al., 2008). In addition, volunteers see volunteering in diverse ways; some perceived it as an opportunity for personal growth and to draw positive things to themselves (Akintola, 2010; McDougle, et al., 2011).

Cnaan and Goldberg-Glen (1991) share the notion of intra-psychic motivation. This implies that volunteers want to help other people but concurrently they need to experience personal development. Volunteers generally feel that they can learn something from volunteering and become more competent, but sometimes volunteers are disappointed about limited personal and professional growth (Costa Guerra, et al., 2012).

Many of the participants restate what is clear in literature that some individuals have the motivation of learning and growth of their skills base for their own benefit or the development of other people.

4.5.1.5 Contentment with work

Volunteering is a self-rewarding activity and it enhances pleasure, life satisfaction, and well-being (Yanay, & Yanay, 2008; Prouteau, & Wolff, 2008). However a mismatch between an organisation's goals and the motivation of volunteers can leave volunteers with feelings of unhappiness, bitterness and low morale among volunteers (Akintola, 2010; Yanay, & Yanay, 2008). Clary and Snyder (1999) are of the opinion that if an organisation matches the volunteers' motivational requirements, they will be more prone and content to volunteer at that organisation or even at all. The commitment of volunteers to volunteer can be predicted by the fulfilment of their motives (Clary & Snyder, 1999). In conclusion it is of vital importance for the volunteers to experience some contentment in the volunteer work that is conducted; this is also clear in the responses from participants in the study.

4.5.1.6 Personal philosophy of life

The manner in which individuals choose to live their lives is greatly influenced by others, their religion and the meaning they ascribe to life. The literature relevant to the philosophy of life is prevalent in the section of meaning of life and religious influence and expectation, as the researcher believes after conducting this study that these aspects are very closely linked and can be explained and interlaced.

4.5.2 Secondary concepts

4.5.2.1 Structures

Good organisation and formal structures is beneficial in NGOs, because organisations can structure and organise all aspects of the organisation to be conducive to volunteer workers in one way or another (Prouteau, & Wolff, 2008). However, Akintola (2010) acknowledges that studies showed there was a decline in volunteers in South African NGOs in the 1980s and early 1990s due to several factors including a lack of donors and insufficient support from the new South African democratic government. This aspect requires further study to see the situation of NGOs in the current day; it does however create cause for concern.

Shye (2009) refers in his studies on volunteer work to the structure that the motives of volunteers are in. This theoretical information can benefit many organisations because it can be of practical value (Shye, 2009). A mismatch between organisations goals and the motivation of volunteers leaves volunteers with feelings of unhappiness, bitterness and low

morale among volunteers (Akintola, 2010). By knowing which motives go together organisations can arrange to attract volunteers by providing opportunities that will address specific motivations. Literature supports the participants in stating the need for organisations to have structures in place to benefit the volunteers, the people and the organisation.

4.5.2.2 Responsibility

It is more important to question what life expects from people, than what people expect from life (Frankl, 1959). McDougle, et al. (2011) notes that volunteer work cultivates a social responsibility in individuals and therefore they see the need to volunteer. In addition, Frankl (1959) mentions that in life, people need to take responsibility to find answers to problems and then do what is required to solve the problems. Humans can do what they want to, but it is necessary to do what is required from every human for society to solve any problems identified. People should do the best they can in due time because what can be achieved with a life and in themselves is finite. There is also a bigger demand for volunteers so people are required to take responsibility and volunteer their services (Burns, et al., 2008). The participants in the study and literature identify the need to take responsibility and help take care of society by volunteering in any way possible.

4.5.2.3 Religion expectation and religious influence

Religion emerged as a separate motive from the traditional motives. It is completely different from other motives in previous studies because it summarises motivations rooted solely from a strong belief in God and adherence to a religious lifestyle and religious duties of service to others (Akintola, 2010).

A few of the volunteers volunteer because they regard it as a religious call on their lives (Akintola, 2010). Shye (2009) believes that religiosity levels are a mental asset that can enable volunteering. In addition, Unger (1988) acknowledges that volunteering in religious terms is compared with doing good works. These works deliver a reward linked to the activity of volunteering itself (Unger, 1988).

Religion was identified in previous studies. It was however not researched to a great extent because of the working conditions of the sample group, and the work that the sample group was doing was in line with permanent employment. That was not necessarily the case in all the participants of the current study. Many participants thought that their religion was the foundation of their volunteering work in some way and that religion therefore played a big

role in the decision to volunteer (Akintola, 2010). It seems as if religion may be a basis concept and it links to and leads to several other motives.

4.5.2.4 Interactive groups

Volunteer work is viewed as vital to the quality of an individual's life because it is therapeutic; provides opportunity for social interaction (Costa Guerra, et al., 2012; Prouteau, & Wolff, 2008; Burns, et al., 2008) and it thereby reduces social helplessness (Unger, 1988). Many volunteers want to make friends and meet people through volunteering activities (Prouteau, & Wolff, 2008). In addition Akintola (2010) acknowledges that individuals can be influenced by their significant others and mostly friends in their decision to volunteer. Subsequently, volunteers enjoy and have a need for sharing experiences and socialising with those that they volunteer with and each other (Costa Guerra, et al., 2012). Additionally, volunteers expect to feel good about themselves; and volunteering is a popular pro-social behaviour (Yanay, & Yanay, 2008). However, many economic models on volunteering focus very little on the sociability dimension of volunteering (Prouteau, & Wolff, 2008). It is therefore clear from literature and the current research study that interaction with other people is a motive to volunteer because of the benefits it provides to volunteers and other people. It is however apparent that it is not the main motivator in the sample under investigation.

4.5.2.5 Extrinsic reward / Money

Extrinsic reward or motivation is described as a reward, tangible or intangible that a volunteer receives and they are moved to volunteer because of it. This can be anything from money to a permanent career with an organisation (Finkelstien, 2008).

Remuneration and benefits is seen as a source of motivation in traditional motivational theories. It is a controversial topic as many disagree that remuneration is a motivator (Wett Jessen, Kristiansen, 2010). In organisations where volunteers volunteer in an attempt to become a permanent employee, small incentives seem to be insufficient to address the issue of dissatisfaction caused by the working conditions or the lack of permanent paid employment (Akintola, 2010). However, the lack of remuneration among volunteer workers identifies that the initiation and continuation of voluntary work is minimally influenced by remuneration and benefits, as was the case in the current study.

4.6 ECONOMIC IMPACT, ATTRACTION AND RETENTION OF VOLUNTEERS

4.6.1 Economic impact

Unger (1988) describes volunteers as the backbone of thousands of voluntary organisations because it is in essence a 'free' labour source (in terms of remuneration). It entails trade, where volunteers exchange time, other market-valued skills and money to get the benefits they receive from volunteering (Unger, 1988; Burns, et al., 2008). Because volunteer work is unpaid and volunteers therefore do not receive any tangible rewards, it can be said that rewards do not exceed costs. Additionally, in some countries the impact of volunteer work is worth twice the value of donation to NGOs (Prouteau, & Wolff, 2008). Volunteering is therefore attracting the attention of economists because of its importance as a productive resource (Prouteau, & Wolff, 2008). Many organisations and governmental departments are consequently beginning to realise the importance of volunteers in society (Wett Jessen, Kristiansen, 2010; Prouteau, & Wolff, 2008).

In the current study the economic impact of volunteering was probed moderately and even though it was apparent in some volunteers that they perceive volunteer work to have an impact, further research is recommended.

4.6.2 Attraction and retention

In Figure 4.15 the most common attractors, obstacles and retainers of volunteers are depicted in a flow diagram. The attractor attracts the attention of the volunteers, the obstacles hinder the volunteers and the retainers are aspects that retain the volunteers.

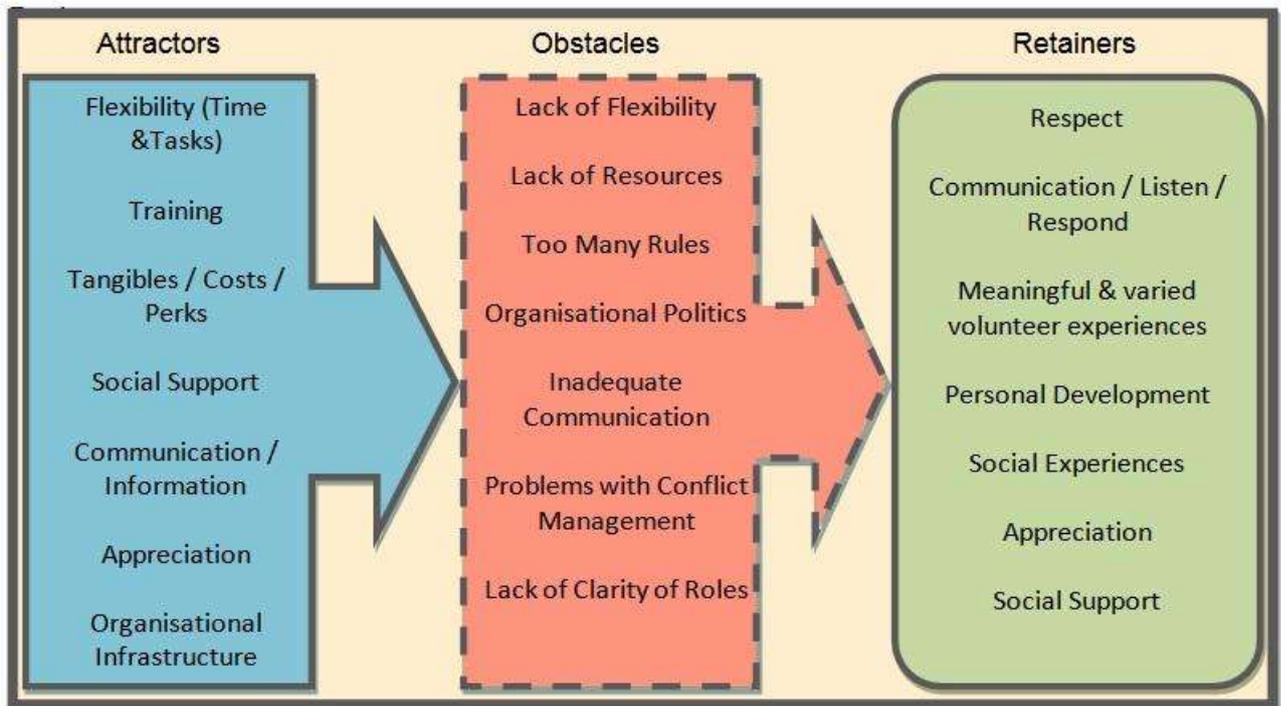


Figure 4.65: Framework of common attractors, obstacles and retainers of volunteers

(Source: Adapted from Phillips, Little, & Goodine, 2002)

4.6.2.1 Attraction

Volunteering generally has a few decisive characteristics: The individual has to either find a volunteering opportunity or be presented with one. Thereafter they will decide to volunteer and provide help for a period of time. The individuals' decision to start and continue to volunteer is all influenced by whether the volunteering activities match with the individuals' motives (Clary & Snyder, 1999). By knowing why people volunteer, organisations can enhance the recruitment and retention of volunteers by focussing on those aspects (Shye, 2009; Costa Guerra, et al., 2012; Burns, et al., 2008); because non-profit organisations play a big part in the society of a country (McDougle, et al., 2011; Burns, et al., 2008).

In this study the participants mentioned numerous aspects that attract them to volunteer. The following attractors in Model Table 1 were additionally identified in studies by Phillips, et al. (2002).

Model Table 1: Attractors

Attractors <i>(How voluntary organisations support volunteers)</i>	Description
Flexibility(Time &Tasks)	The volunteers have flexibility in choosing the times that they volunteer and the tasks in which they are involved with.
Training	The volunteering activities allow volunteers to learn new skills for the specific volunteering task at hand or skills that could benefit the volunteers' future career.
Tangibles / Costs / Perks	The organisation provides the volunteer with tangible benefits or covers the costs associated with volunteering.
Social Support	The organisation and other volunteers give the volunteer support.
Communication / Information	The communication of tasks and the comings and goings in the organisation and all relevant important information is shared with volunteers on a regular basis.
Appreciation	The volunteers are appreciated and verbally recognised.
Organisational infrastructure	The organisations structure, processes and procedures are in place and transparent to the volunteers.

4.6.2.2 Obstacles

Obstacle is what hinders volunteers from starting or continuing volunteer services, and renders volunteers to feel inadequate to fulfil their volunteering duties (Phillips, et al., 2002).

In this study the participants mentioned aspects and obstacles that may cause them to become negative and even stop volunteering. The following obstacles displayed in Model Table 2; were additionally identified in studies by Phillips, et al. (2002).

Model Table 2: Obstacles

Obstacles <i>(How voluntary organisations hinder volunteers)</i>	Description
Too many rules	The organisation structure, processes and procedures and reporting lines are very structured. This allows the volunteers no freedom and it is similar to a micro-managed environment.
Lack of resources	The organisation is not equipped to help the society or to successfully manage and guide the volunteers. There are also no volunteering activities that provide volunteers learning opportunities.
Organisational politics	The organisation's structure, processes and procedures, and communication are not in place or transparent to the volunteers. This causes strife and issues.
Problems with conflict management	The organisation has issues with dealing with conflict. Conflict exists between employees, volunteers and people of the society and even conflict of interest among all stakeholders.
Inadequate communication	The communication of tasks and the comings and goings in the organisation and all relevant important information that should be shared with volunteers on a regular basis, is not being communicated efficiently.
Lack of clarity of roles	The volunteers are unsure what is expected of them and what they can expect for the management of the organisation.
Lack of flexibility	There is a lack in volunteers' ability to choose the times that they volunteer and the tasks in which they are involved with.

4.6.2.3 Retaining

Organisations need to understand that once the motives are clear and met in an attempt to attract volunteers, it is not the end of the process (Burns, et al., 2008). All volunteers' motivational concerns need to be addressed continually for them to be more satisfied and therefore continue with the volunteer work that they are doing (Clary & Snyder, 1999). This will not only facilitate the continued attraction and retention of volunteers, but also the importance of social capital on social contribution (Prouteau, & Wolff, 2008).

Participants to this study mentioned things that move them to continue volunteering. The following Model Table 3 shows retainers that are mostly similar to the attractors in studies by Phillips, et al. (2002):

Model Table 3: Retainers

Retainers <i>(how voluntary organisations can improve retention)</i>	Description
Respect	The organisation should place high value on mutual respect among volunteers and all relevant stakeholders.
Communication listen/respond	The communication of tasks and the comings and goings in the organisation and all relevant important information is shared with volunteers on a regular basis. The management is also open to volunteers for feedback, concerns or recommendations.
Meaningful and varied volunteer experiences	The volunteer is provided with the opportunity to have a meaningful experience by meaning something to others and having the experience mean something to the volunteer. In a religious organisation this aspect allows volunteers a religious influenced experience and activities.
Personal development	The volunteering activities provide volunteers the opportunity to learn new skills for the specific volunteering task at hand or skills that could benefit the volunteers' future career.
Social experiences	The volunteer is able to interact socially with other volunteers and people that require help.
Appreciation	The volunteers are appreciated and verbally recognised.
Social support	The organisation and other volunteers give the volunteer support.

4.7 CONCLUSION

The act of volunteering has been discussed in light of many motives, and research has indicated why individuals choose to volunteer, however few qualitative research studies have been conducted on volunteers in terms of motivation as volunteers in religion founded non-profit organisations. In addition the motives of volunteers would very much likely guide their performance to reach their desired goals in any organisation.

The fact that few studies have been conducted in recent years has complicated the achievement of desired outcomes, but the researcher believes that progress has been made in the understanding of volunteers in religion founded non-profit organisations. A comprehensive understanding of the motives of volunteers to volunteer allows not only the researcher but society to have a better view of volunteers' motives, but also it may prove to be beneficial to voluntary organisations when they review their processes and procedures in an attempt to attract and retain good quality and committed volunteers. It is believed that this qualitative study of this phenomenon will be beneficial to many to reach a better understanding of the multiple motives to volunteer as the decision to volunteer is a multi-faceted phenomenon.

CHAPTER 5: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This is the final chapter of this mini dissertation. In this concluding chapter, the objectives of the research study will be revisited and how these objectives were achieved. The key findings of this study will be outlined, and how the findings relate to current established research on volunteer workers will be reviewed. In addition, the academic contributions of the study as well as the limitations of the study will be discussed. Finally the chapter will close with recommendations for future research and a brief conclusion.

5.2 OVERVIEW OF THE STUDY

The aim of this study was to better understand the motives of volunteer workers in religious NGOs and attempt to broaden the field of knowledge on volunteer workers. The phenomenon of volunteer workers in Non-Governmental Organisation's (NGO) was researched in-depth to determine why individuals would provide their services for free. In addition the perceived economic impact of volunteer workers and the attracting and retaining of volunteer workers was discussed. It was believed that by understanding the motives of volunteers; organisations can better prepare to attract and retain volunteer workers because volunteers have an impact on the economy. By means of a qualitative research approach, the researcher conducted in-depth interviews with six individuals. In these interviews the researcher asked the volunteers to elaborate on their volunteering experiences in addition to several other questions put to the volunteers.

5.2.1 Research objectives

The primary objective was to explore the motivation of volunteer workers to volunteer, as well as the perceptions of volunteers on the economic impact of volunteer work. The comprehension of the motivation of volunteers allowed the researcher to create a framework for attracting and retaining volunteers.

5.2.2 Findings

5.2.2.1 The phenomenon of volunteer workers

The purpose of this qualitative study was to explore the phenomenon of volunteer workers, and the primary objective was to explore the motivation of volunteer workers to volunteer in religious NGOs. This study took the form of a qualitative exploration of the motives of volunteer workers.

Preliminary coding was used to assign free-ranging descriptions to the data. These initial codes were then used to derive open and then axial codes. A total of 12 key concepts that motivated participants emerged from the data, which was analysed for specific properties and interconnections. These concepts are depicted in Table 5-1.

Table 5-3: Key concepts

Key concepts			
Helping others / Giving back	Meaning	Personal benefit / Significance	Contentment with work
People development	Personal philosophy of life	Structures	Responsibility
Religion expectation	Religious influence	Interactive groups	Extrinsic reward / Money

Once the concepts were assessed to establish their properties, further analysis was undertaken on a more conceptual level. The data was investigated in light of relevant literature to meet the research objectives of the study. These concepts were identified as the major motives for volunteering in the current study.

Work motivation has been defined as a complex phenomenon (Lundberg, et al., 2009); and the motivation that underlies volunteer work has been expressed as even more complex by Akintola (2010). There is still so much that needs to be researched because a lot about the motivation of volunteers is still unknown (Burns, et al., 2008). There are very few volunteers that are only motivated by one motive (Prouteau, & Wolff, 2008). Therefore, Clary and Snyder (1999) mention that findings concerning volunteerism indicate that it has a multi-motivational (multidimensional) nature (Prouteau, & Wolff, 2008). Volunteers have very diverse motives and a volunteer may have more than one motive for volunteering and fulfilment of volunteering goals (Burns, et al., 2008). These motivations often link in complex ways (McDougle, et al., 2011; Carlo, et al., 2005). In many research studies, researchers have used several approaches. Some approaches sum up the motivation to volunteer with a two, three or multifactor model. Other studies are based on a functional approach that

believes the motivation to volunteer depends on the six or more functions (Clary & Snyder, 1999). The reasons for volunteers to volunteer do not have the comfort of easy answers; it requires scrutinising (Prouteau, & Wolff, 2008). Therefore in this research study the researcher looked at all the above mentioned studies and tried to investigate all the aspects of each qualitatively. By taking a deductive approach, the researcher attempted to investigate the relevance of each motive to a religion based NGO. Special attention was given to the work of Sherer (2004) because the researcher believes it encompasses aspects of many motivational studies in the way it accounts for several motives to volunteer. These motives were also present in the current study to a great extent.

Sherer (2004) identified five major categories of motives. The categories were as follows:

- *Altruistic motives* were identified by the majority of the participants in the study. The need to give to others and gain the feeling of providing a service to others.
- *Instrumental motives*: to learn skills for a profession.
- *Integrative motives*: the longing to comply with status quo.
- *Motive of social acceptance*: peer pressure or to social desirability.
- *Religious motives*: individuals volunteered because of the motivation rooted in their religion or ideology.

The researcher took a closer look at all of these categories, with special reference to the religious motive because the population is volunteers in a religious based organisation. The researcher found results similar to Sherer (2004). The majority of individuals volunteered because they wanted to help others. It is however significant to note that all the participants in the current study mentioned that they were influenced by their religion. In addition it is important to note that in the current study it became clear that a single factor motivational model will not suffice, as the majority of the participants that volunteered their time, money and services were motivated by more than one motivator. The current research study identified several major motivators. These motivators depicted as a multi-dimensional diagram in Figure 4.16 will be discussed shortly as chapter 4 provides detailed information on these motivators.

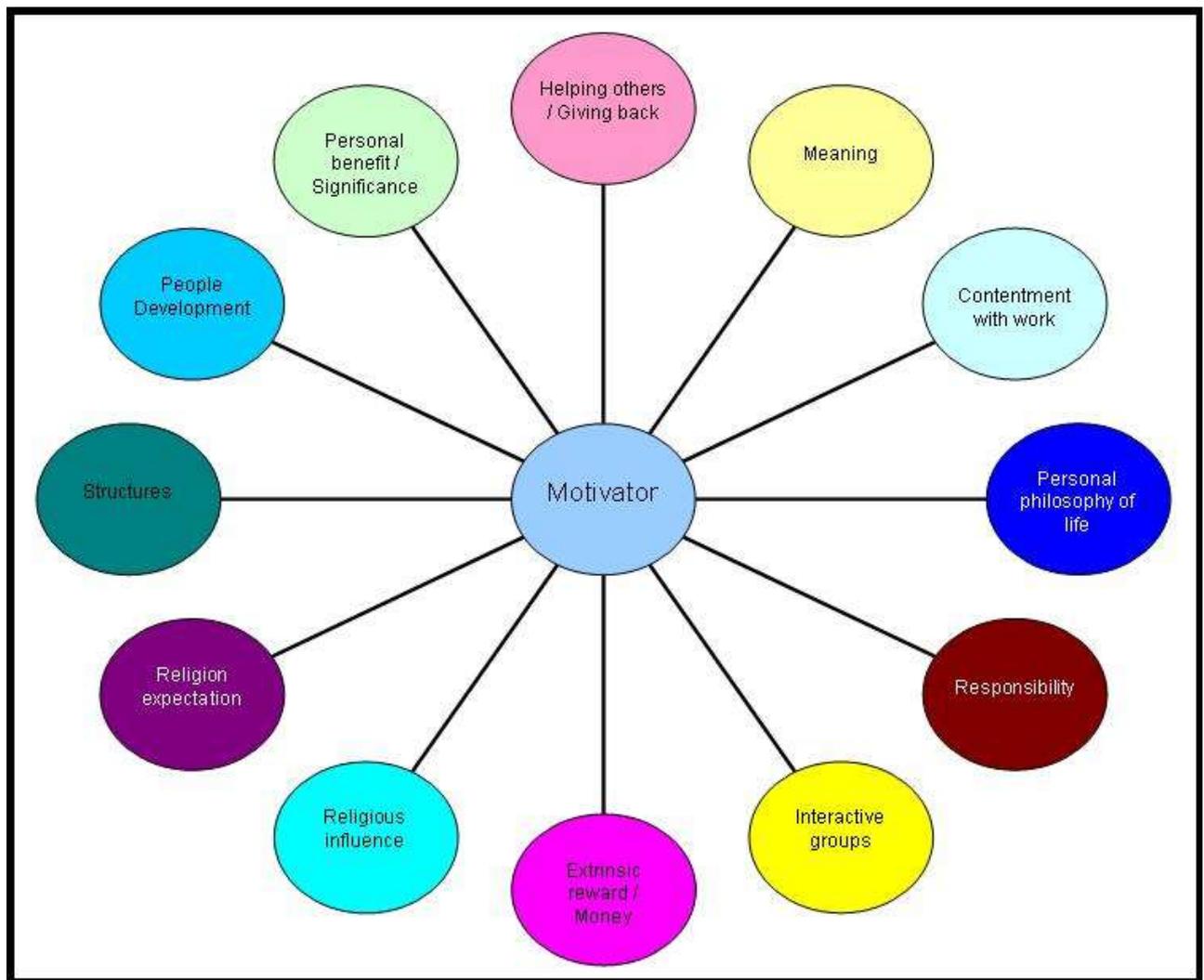


Figure 4.16: Major motivators

a. Helping others / Giving back

The concept of ‘Helping others / Giving back’ signifies a selfless motive and is described in many ways in several studies: helping people , benefiting children , working for a cause, showing care, demonstrating patriotism, serving the community and is better known as an altruistic reason for volunteering (Unger, 1988). Shye (2009) in addition considers that educational levels are a mental asset that can enable helping others and volunteering. Whereas Frankl (1959) explains that people can discover the meaning of life in different ways; by creating a work or doing a deed or to experience goodness, beauty, truth or another person and loving them. By helping other people, volunteers experience several benefits and are given the opportunity to give to society of what they have received and out of their resources and knowledge base.

Esmond and Dunlop (2004) mention that an individuals' value about the importance of helping other people was their most significant motive to volunteer (Prouteau, & Wolff, 2008). Research studies by Akintola (2010) mentioned that altruistic reasons was the most commonly identified motivation to volunteer (Costa Guerra, et al., 2012; Wett Jessen, Kristiansen, 2010; Unger, 1988; McDougle, et al., 2011; Prouteau, & Wolff, 2008; Burns, et al., 2008; Yanay, & Yanay, 2008),. The main concept that was identified in this study was that of helping others.

b. Meaning

In literature as with this study it is clear that individuals are moved by meaning to a great degree. To comprehend one's worth in the society in which you volunteer is of great importance to many individuals.

People can be motivated by a will for power, money, or pleasure as psychoanalysis explains, however Frankl (1959) believes that power, money, or pleasure are just primitive substitutes and that all people actually yearn to find purpose in their lives. Frankl (1959) believes that knowing that one's life has meaning can help you more than anything else in deciding how you will live. Frankl (1959) suggest a less retrospective and introspective view of motivation, but presents a meaning-centred approach. Clary and Snyder (1999) agree that individuals who receive the benefit of being functionally meaningful, are prone to continue volunteering longer than those individuals that do not feel functionally meaningful during volunteering activities (Prouteau, & Wolff, 2008; Burns, et al., 2008).

c. Personal benefit / Significance and people development

Volunteers experience volunteering in different manners; some saw it as an opportunity to learn new skills, to exercise their own skills, personal growth or to draw positive things to themselves (Akintola, 2010; Costa Guerra, et al., 2012; Yanay, & Yanay, 2008; Prouteau, & Wolff, 2008; Burns, et al., 2008; McDougle, et al., 2011).

Cnaan and Goldberg-Glen (1991) share the notion of intrapsychic motivation. This implies that volunteers want to help other people but concurrently they need to experience personal development. Volunteers generally feel that they can learn something from volunteering and become more competent, but sometimes volunteers are disappointed about limited personal and professional growth (Costa Guerra, et al., 2012).

Many of the participants reaffirmed what is clear in literature that some individuals have the motivation of learning and growth of their skills base for their own benefit or the development of other people.

d. Contentment with work

Volunteering is a self-rewarding activity and it enhances pleasure, life satisfaction, and well-being (Yanay, & Yanay, 2008; Prouteau, & Wolff, 2008). Clary and Snyder (1999) suggest that when an organisation matches the volunteers' motivational requirements, volunteers will be more prone and content to volunteer at that organisation or even at all; and that the commitment of volunteers to volunteer can be predicted by the fulfilment of their motives. However a mismatch between an organisation's goals and the motivation of volunteers can leave volunteers with feelings of unhappiness, bitterness and low morale (Akintola, 2010; Yanay, & Yanay, 2008). In conclusion it is of vital importance for the volunteers to experience some contentment in the volunteer work that is conducted. The participants in the current study reiterated the importance of getting contentment from their volunteer work.

e. Personal philosophy of life

The manner in which individuals choose to live their lives is greatly influenced by others, their religion and the meaning they ascribe to life. The researcher believes after conducting this study that the concept of philosophy of life is very closely linked to the concept of meaning, religious influence and religion expectation. The concept was therefore explained under the sections of meaning and religious influence and religion expectation, as these concepts generally guide an individuals' life.

f. Structures

Good organisation and formal structures is beneficial in NGOs, because organisations can structure and organise all aspects of the organisation to be conducive to volunteer workers in one way or another (Prouteau, & Wolff, 2008). Participants in the current study reiterate what literature states about structures. Literature states the need for organisations to have structures in place to benefit the volunteers, the people and the organisation. The participants made it clear that they prefer to be informed and have structure to guide them in their volunteer work. This has an impact on their contentment at work and their motivation to participate in volunteering activities.

g. Responsibility

The participants in the study and literature identified clearly the need to take responsibility and help take care of society by volunteering in any way possible. Frankl (1959) states it is more important to question what life expects from people, than what people expect from life (Frankl, 1959). McDougle, et al. (2011) notes that volunteer work cultivates a social responsibility in individuals and therefore they see the need to volunteer. In addition, Frankl (1959) mentions that in life people need to take responsibility to find answers to problems and then do what is required to solve the problems. Humans can do what they want to, but it is necessary to do what is required from every human for society to solve any problems identified. People should do the best they can in due time because what can be achieved with a life and in themselves is finite (Frankl, 1959). As Akintola (2010) notes, there has been a great decline in the amount of NGOs; there is therefore a bigger demand for volunteers. People are required to take responsibility and volunteer their services (Burns, et al., 2008).

h. Religion expectation and religious influence

Religion emerged as a separate motive from the traditional motives. It is completely different from other motives in the majority of previous studies, because it summarises motivations rooted solely from a strong belief in God and adherence to a religious lifestyle and religious duties of service to others (Akintola, 2010).

A few of the volunteers in this study volunteered because they regarded it as a religious call on their lives (Akintola, 2010). Shye (2009) believes that religiosity levels are a mental asset that can enable volunteering. In addition, Unger (1988) acknowledges that volunteering in religious terms is compared with doing good works. These works deliver a reward linked to the activity of volunteering itself (Unger, 1988).

Religion was identified in previous studies, it was however not researched to a great extent because of the working conditions of the sample group, and the work that the sample group was doing was in line with permanent employment, and that was not necessarily the case in all the participants of the current study. Many participants thought that their religion was the foundation of their volunteering work in some way, and that religion therefore played a big role in the decision to volunteer (Akintola, 2010). It seems as if religion may be a basis concept and it links to and leads to several other motives.

i. Interactive groups

Volunteer work is viewed as vital to the quality of an individual's life because it is therapeutic; provides opportunity for social interaction (Costa Guerra, et al., 2012; Prouteau, & Wolff, 2008; Burns, et al., 2008) and it thereby reduces social helplessness (Unger, 1988). Many volunteers want to make friends and meet people through volunteering activities (Prouteau, & Wolff, 2008). It is clear from literature and the current research study that interaction with other people is a motive to volunteer because of the benefits it provides to volunteers and other people. It is however important to note that it is not the main motivator in the current study.

j. Extrinsic reward / Money

Extrinsic reward or motivation is described as a reward, tangible or intangible that a volunteer receives and they are moved to volunteer because of it. This can be anything from money to a permanent career with an organisation (Finkelstien, 2008). Remuneration and benefits is seen as a source of motivation in traditional motivational theories. It is a controversial topic as many disagree that remuneration is a motivator (Wett Jessen, Kristiansen, 2010). In organisations where volunteers volunteer in an attempt to become a permanent employee, small incentives seem to be insufficient to address the issue of dissatisfaction caused by the working conditions or the lack of permanent paid employment (Akintola, 2010). However, the lack of remuneration among volunteer workers identifies that the initiation and continuation of voluntary work is minimally influenced by remuneration and benefits, as was the case in the current study.

In conclusion, it became clear in this study that volunteers generally have more than one motive, but that these motives work in a combination together; intertwined links that drives individuals to volunteer their time, skills and resources in any manner possible. In the beginning of this study it was assumed that religion would influence individuals to provide their services and volunteer; this was the case with all the participants in the current study; however it should be noted that the participants had several other motives besides religion that moved them to volunteer. It is therefore clear that motivation in religious NGOs is also multidimensional and not just explained by one motive as some may think because of the presence of religious influence. Organisations that are primarily founded on religion should therefore focus on other motives too when attempting to attract volunteers to do several tasks which are not all necessarily linked to religious activities.

5.2.2.2 Economic impact of volunteer work

Furthermore it was an objective of the researcher to investigate the perceptions of volunteers on the economic impact of volunteer work, to ultimately derive reasons that could attract, retain or hinder individuals to volunteer. The participants thought that volunteer work has an influence on the economy but they were unsure of the magnitude of the impact.

5.2.2.3 Framework for attracting and retaining volunteers

The researcher was able to use the information received during the study in conjunction with literature on the attraction and retention of volunteers to create a framework as was set out in the initial objective of the study. The proposed framework is depicted in Figure 4.17 below.

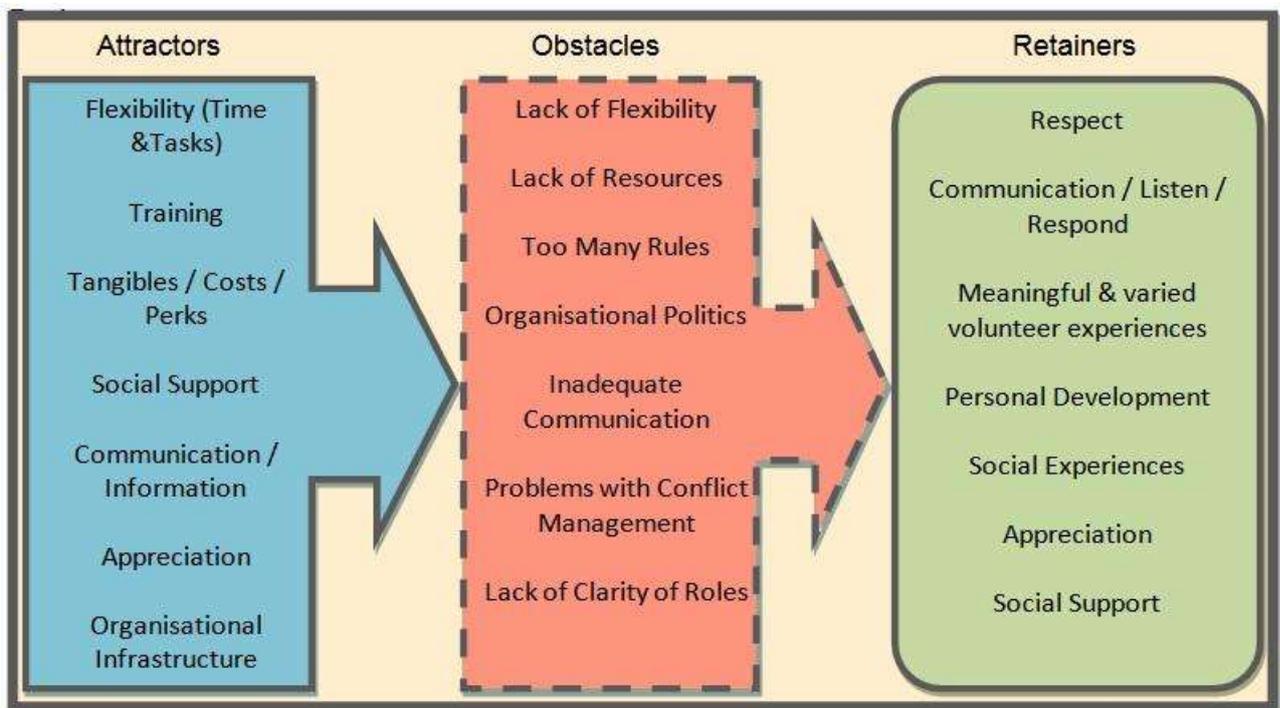


Figure 7: Framework of common attractors, obstacles and retainers of volunteers

(Source: Adapted from Phillips, Little, & Goodine, 2002)

5.3 ACADEMIC VALUE AND CONTRIBUTION OF THE STUDY

5.3.1 Theoretical contribution

Extensive research of the literature available indicated that few contemporary South African studies such as the current one exist. The researcher hoped to add new knowledge to the

world of work of volunteer workers in religious based organisations; and hoped to expand the field of research on volunteerism in South Africa. Consequently the researcher believes the current study has made and will continue to make a theoretical contribution.

5.3.2 Methodological contribution

The researcher created interview questions to investigate the motivation of volunteers to perform efficiently. The researcher believes that the semi-structured interview will optimistically add value to the field of motivation studies in terms of volunteer workers. The pilot interview is available in appendix A.

5.3.3 Practical contribution

The practical contribution the researcher hoped to make was threefold. Firstly, to identify the motivation of volunteer workers and secondly to identify the perceived economic impact of volunteer workers and thirdly the attracting and retaining of volunteer workers specifically. The researcher believes that all three aspects of the practical contribution received attention and promoted the knowledge about volunteerism, motivation to volunteer; and the management of volunteers in religious based organisations in South Africa.

5.4 LIMITATIONS OF THE RESEARCH

The proposed study had several limitations related to the context, constructs and theoretical perspectives of the study. Firstly, it was limited to the context of religion based non-profit organisations with individuals that earn no remuneration, all working in a diversified environment. In addition, the study was concerned with volunteers' motivation to volunteer with children and adults; none of the volunteers that were interviewed had any experience with volunteering with the elderly or animals.

Secondly, the study was focused on Christian organisations, which limited it to the motives of individuals to volunteer in religious NGOs only. Therefore, NGOs that were not faith based and other Antichristian NGOs were not examined.

The volunteers that were interviewed for the purpose of this research study received no monetary or external reward for their work as volunteers

Finally, the study's literature review was primarily limited to international literature, as hardly any research in context to the proposed research was recently conducted in South Africa.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

After reviewing the objective and findings of the current study; the researcher offers the following recommendations for future research:

- The study that was conducted was limited to Christian NGOs in Pretoria. A broader spectrum of individuals may allow easier generalisability to the population of volunteer workers in South Africa.
- Qualitative research typically involves few participants, while conducting the study with a greater cross-section of participants could reveal additional similarities or differences in volunteer motivation from different domains.
- The researcher would also propose that the effect of age, gender and ethnicity has on the population of volunteer workers in South Africa should be investigated.
- Further research about the introduction of volunteer projects in schools would be advantageous to the society and to the scholars, as they will be able to learn life principles of caring and giving back and the society will benefit from the volunteer work that these scholars do. Research to create such a project is recommended.
- The perceived impact of volunteer work on the economy could be further studied to a greater degree as this study only covered perception and not true impact.
- The conceptual framework that has emerged from this study is merely a proposed outline of the motivation, attraction and retention of volunteer workers. Quantitative studies in this regard may serve to validate if the dimensions identified indeed contribute to effective motivation, attraction and retention. Further research in this regard may also lead to generating a volunteer model from the conceptual framework.
- The researcher would additionally recommend that the legislation governing NGOs and the work of volunteers is extensively researched in future studies. In addition the rights of volunteers could be researched.
- The necessity for the recommendations stated above can be attributed to the limitations of this study being conducted at the level of a master's degree. I therefore further recommend that this work be taken forward as a doctoral research study.

5.6 CONCLUSION

The motives of volunteer workers and subsequently the motivation of volunteer workers are a very subjective topic. Volunteers are motivated by different things and for different reasons; and it is clear that participants had more than one motive that moved them during different times of their volunteering 'careers'. It is however transparent that the duties volunteers fulfil have an impact on the economy and decreases remuneration payments required to be paid tremendously. The attraction and retention of volunteers are therefore of great importance to any organisation, business sector and subsequently any country. The research represented an investigation into the motivation of a few volunteers and the perceived economic impact of their work. Whether the economic impact is severe or not, the benefits of volunteerism identified by the participants of this study serves as proof that volunteering does not only motivate volunteers to continue volunteering but also creates better people, relationships, communities and ultimately better countries. It is therefore important that all people reach out and help their fellow man.

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7 APPENDIX A

Table 7-4: Preliminary semi-structured Interview

Preliminary Semi-structured Interview
1. When did you start volunteering?
2. Do you volunteer only at one place?
3. Why do you volunteer?
4. Why do you volunteer if you know it is for no remuneration?
5. What do you get from volunteering?
6. What internal reward do you get from volunteering?
7. What expectations do you have in terms of volunteering?
8. In what way does volunteering impact your life?
9. How do you think money for volunteering would impact you?
10. Do you think money would increase your internal motivation?
11. Would other external rewards such as benefits effect your motivation?
12. Do you feel your motivation to volunteer has changed from when you started to now? In what way?
13. What effect does your religious conviction have on your role as volunteer?
14. Do you think it is God's expectation that people will help each other?
15. Do you adhere to the organisation's specific goals by volunteering?
16. Do you ever feel if you did not volunteer to do the work, the work would not get done?
17. Was it ever that you did not have anything else to do with your time?
18. Was it ever that you were lonely?
19. Was it ever that you wanted to gain experience? Or maybe towards paid employment?
20. Was it ever that you wanted to broaden your horizons?
21. Was it ever that being involved with this organisation is considered prestigious?
22. Was it ever that volunteering for others makes you feel better about yourself?
23. Volunteering in this organisation provides challenging activities?
24. Most people in your community volunteer
25. Helping people in need improves your attitude regarding your own life situation
26. Volunteering creates a better society
27. Your employer expect their employees to provide volunteer services
28. Volunteering is an opportunity to change social injustices

29. Volunteering is an opportunity to develop relationships with others
30. Volunteering is an opportunity to work with different age groups
31. Volunteering is an opportunity to do something worthwhile
32. Volunteering is an opportunity to return good fortune
33. A relative or friend was a client of this organisation
34. You have past experience providing similar services
35. You are able to relate to the clients of the organisation
36. This volunteering gives you an opportunity to vary your weekly activities
37. Previous contact with professionals in this organisation
38. Volunteering for this organisation enables it to provide more care for less money
39. Do you think the service you provide has an impact on the economy? Elaborate.
40. It's a way to continue a family tradition of helping in need
41. It is a good educational experience
42. What support structures are in place where you volunteer?
43. Do you think you receive the needed socio-emotional support?

8 APPENDIX B

INFORMED CONSENT FORM



Faculty of Economic
and
Management Sciences

**Informed consent for participation in an academic
research study**

Dept. of Human Resource Management

**THE MOTIVATION OF VOLUNTEER WORKERS IN A RELIGION BASED NON-PROFIT
ORGANISATION**

Research conducted by:
Ms. M Muller (26132843)
Cell: 0829458485

Dear Respondent

You are invited to participate in an academic research study conducted by Maryna Muller, a Masters student from the Department Human Resource Management at the University of Pretoria.

The purpose of the study is to test the theory of expectancy that relates extrinsic reward to intrinsic motivation to perform, amongst volunteer workers in Christian NGO's. And also to investigate whether there is a relationship between extrinsic motivation (remuneration) and intrinsic motivation. In addition this research will also attempt to determine whether a significant difference exists between the motivation of volunteer workers and workers that are paid, and which were volunteers prior to employment at the same organisation.

Please note the following:

This study involves an anonymous interview. Your name will not appear on any documentation and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.

- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the interview as completely and honestly as possible. This should not take more than 30-40 minutes of your time
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my supervisor, (Dr C Olckers, Chantal.Olckers@up.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Respondent's signature

Date