



HS034

**Volunteering motivations and outcomes among students of a higher education institution in Baguio city, Philippines**

Engr. Javier Herminio D. Bautista<sup>1</sup>

**Abstract**

Youth volunteering is a global phenomenon that benefits the recipients of the act and the one doing the act. There are varied reasons for volunteering, with self-serving motives and altruism as the two general reasons identified by researchers in the area. This study surveyed the profile, volunteering motivations, and volunteering outcomes of 560 freshmen students in the University of Baguio who had experienced volunteering for the last five years of their life. The Volunteerism Questionnaire designed by Clary and Snyder (1992) was the main tool used.

**The results:** Majority of those who volunteered were females. Those who were inclined to volunteer were those in the age range of 15-18. They were inclined to volunteer in activities of educational institutions and in activities that need help to address environment concerns and respond to disasters. Further, they were inclined to volunteer in tasks that require the use of their skills and knowledge. Their primary motivation in volunteering was to learn about the world and use their skills. They were least motivated to volunteer to strengthen their social relationships. Their volunteering activities resulted primarily to satisfaction outcomes and least to social outcomes. Their gender, age, and type of school graduated did not significantly affect their volunteering motivations and outcomes. A positive relationship exists between volunteering motivations and volunteering outcomes, with enhancement and career motivations positively correlated to all the outcome scores. The scores in the enhancement and motivation and understanding outcome provide the strongest correlation between motivations and outcomes. The strongest association with the satisfaction outcome scores are the motivation scores for values and understanding. It is concluded that regardless of their motivations,

---

<sup>1</sup>Vice President for Finance, University of Baguio



the students will benefit from volunteering. Hence, it is recommended that schools should offer opportunities for the students to volunteer.

**Keywords:** Volunteering, volunteering motivations, volunteering outcomes, inclination to volunteer, correlation

### Background of the study

The World Giving Index, the only global study that provides information on the scope and nature of giving in the entire world, enumerates three giving behaviors that reflect volunteerism. These are helping a stranger, donating money to charity, and volunteering time. In the 2014 survey, out of 135 countries, Turkmenistan ranked first in volunteering time. It was followed by Myanmar, Sri Lanka, and Uzbekistan. The United States of America, Tajikistan, and Canada obtained the fifth slot. The Philippines ranked number 15 (World Giving Index, 2014). In 2013, the Philippines tied with Myanmar for the fourth slot in volunteering time. Turkmenistan still occupied the first slot (World Giving Index, 2013).

Volunteering has a legal basis in the Philippines. Republic Act 9418, the Volunteer Act of 2007, defines volunteerism as “an act involving a wide range of

activities, including traditional forms of mutual and developmental interventions that provide an enabling and empowering environment both in the part of the beneficiary receiving and the volunteer rendering the act, undertaken for reasons arising from socio-developmental, business or corporate orientation, commitment or conviction for the attainment of the public good and where monetary or other incentives or reward are not the primary motivating facts” (the Lawphil Project, n.d.). Even the United Nations recognize the significance of engaging people to volunteer their time, skills and knowledge in achieving peace and development (UN Volunteer, n.d.). There is a growing demand for educational institutions to become involved in the community to respond to the criticism that the academe is not responsive to the larger societal good (Kezar & Rhoads, 2001). In the academe, the sense of volunteerism is strengthened and



developed by the curriculum through the National Service Training Program and extra-curricular activities. However, when volunteerism is made a requirement of a curriculum or course of study, it take the nature of service learning which is not the concern of this study.

This study is grounded on the functionalist approach to volunteerism which provides that “the same behavior may serve different functions for different individuals, an individual is motivated by more than one goal, people are goal-oriented, and outcomes depend on the matching of needs and goals to the opportunities afforded by the environment” (Clary & Snyder, 1998). Volunteerism is an activity that gives people a chance to satisfy their personal wants and needs and gain rewards. At the same time, volunteerism enables people to satisfy their personal values and societal altruistic demands (Clary et al., 1998; Finkelstein, 2008; Hitlin, 2003). An individual may have more than one reason for volunteering in an activity because he may be satisfying more than one goal or need. The satisfaction derived by the individual in volunteering determines the success of the individual in satisfying his

goal. Clary, Snyder, and Ridge (1992) suggest that when needs or wants are met, individuals are much more likely to return in the future. Stebbins (1999) also mentioned that when an individual regards volunteerism as an important part of his life, it becomes a part of his lifestyle.

In the University of Baguio, the different school-based organizations are required to conduct outreach activities every semester as a requisite for their accreditation. Since doing outreach is required, it is already difficult to determine whether the participation of the students is borne out of a sense of volunteerism or service learning. Whatever the case may be, this researcher is interested in determining the motivations of Freshmen students in the University of Baguio in engaging in volunteer activities and the consequences of volunteering in their life.

According to Moskell, Allred, and Ferenz (2010), few studies have utilized the psychological literature on volunteerism to explore deeply the motivations of people. In the University of Baguio, no study has been done yet on volunteerism. Hence, this study will add to the literature on volunteerism. Further, the results of this



study are hoped to be utilized in improving or modifying the existing outreach and outside the classroom activities for students, and may even be used as basis for creating new programs for students that may address their interests. More importantly, the resulting programs may help in the attainment of the University's vision of providing a balanced and fun learning environment for the students where they are not only developed cognitively, but affectively as well and where the skills they will learn may give them opportunities for a second career.

#### Research Questions:

This study surveyed the motivations and outcomes of volunteering among the students of the University of Baguio and determined the relationship between their motivations in volunteering and outcomes of volunteering. Answers to the following problems were sought:

1. What is the profile of students who are inclined to volunteering, along
  - a. Demographic profile
  - b. Personal inclinations
2. What are the motivation of students in engaging in volunteer activities?

2.1. Is there a significant difference in the motivations of the respondents for engaging in volunteer activities according to their gender, age, and type of school graduated from?

3. What are the outcomes experienced by the students in engaging in volunteer activities?

3.1. Is there a significant difference in the outcomes experienced by the students in engaging in volunteer activities according to their gender, age, and type of school graduated from?

4. Is there a relationship between the students' motivations in engaging in volunteer activities and the outcomes they experienced?

#### METHODOLOGY

This study utilized the descriptive-survey and correlational designs. The motivations of the students in participating in volunteer activities and the outcomes they have experienced were surveyed.

The respondents were the Freshmen students who graduated from high school in 2015. Total enumeration was used, however, after data cleaning, only 560 accomplished questionnaires were valid.



Only those who indicated they have participated in volunteer activities or volunteer work in the past five years were taken as respondents. Only questionnaires that were fully accomplished were considered as sources of data.

The questionnaire was adapted from the volunteerism questionnaire developed by Clary and Snyder (1992) called Volunteerism Questionnaire. The questionnaire used a seven-point Likert scale, with the descriptions of 'not at all important' to 'extremely important.' In this study, the scale was reduced to four and the descriptions were retained. Some statements were restated to suit the purpose of the survey. The tool was pre-tested to thirty freshmen students of the School of Natural Sciences. The reliability result was 0.91.

### **Ethical consideration**

The respondents were informed that their participation was voluntary and that their privacy would be respected. It was emphasized to them that the data will be used in this research only and they will be informed of the results of the study during a research colloquium of the University.

The responses were treated collectively to ensure confidentiality of information.

## **Results and discussions**

### **1. Profile of the students who are inclined to volunteering**

This section presents the demographic profile and inclinations of the respondents in volunteering.

#### **Demographic profile**

**Gender.** The female volunteers outnumbered the males by 20%, indicating that more females engaged in volunteer activities than males which may mean that males are underrepresented in volunteer activities. The result is consistent with the findings of Wu, Li, and Wang (2015), Eccles and Barber (1999), and the Hong Kong Federation of Youth Groups (2001) that women are more likely to volunteer than men.

**Age.** The most number of students with inclination to volunteer were those from the 15-18 years age group (75.89%), followed by the 19-23 age group (22.5%), and those aged 24 and above. The age group show that the freshmen students in



the University were distributed across different age groups although majority were in the typical age of 15-18. The median age was 16 and the mean age was 21. The youngest was 15 years old and the oldest was 35 years old. Hence, it can be said that the freshmen students of the University of Baguio who had experienced volunteering for at least five years, started volunteering at an early age and have developed a favorable attitude towards volunteer work that is why they continued volunteering.

**School.** The highest percentage of students with inclination to volunteer were from the School of Criminal Justice and Public Safety (23%), with 84 students from the Bachelor of Science in Criminology program and 46 from the Bachelor of Forensic Science.

**Religion.** The majority of the respondents were Christian. The Roman Catholics dominated the group at 58.04%. The same may hold true if the student participants were dominantly non-Christians. Yeung (2004), though, revealed in his study that in most Christian cultures, the churches provide many opportunities for volunteering activities.

**High school graduated from.** The majority (55.17%) of the respondents graduated from public high schools. There were more who graduated from a private sectarian (28.75) than private non-sectarian (17.85%). The data suggests that public high schools offer opportunities for volunteer activities and that students who graduated from public high schools are potential college volunteers. On the contrary, Dill's (2009) study revealed that students who attended private schools are more likely to have volunteered while in school.

The profile of the students who were inclined to do volunteer activities affirmed some existing studies. Female students, those whose age range from 15-18, Christian, and graduates of public schools are potential volunteers for activities that the University will conduct.

### 1. Inclination to volunteer

According to Wilson (2000), volunteer work is "activity performed freely to benefit others and is distinct from participation in voluntary association." It is a global phenomenon where the community and non-profit organizations can cull their social resource (Snyder & Omoto, 2008). In his study of volunteer activities of American



youth, Campbell (2000) found out that volunteer activities build social capital and paves the way for bringing about political change. Similarly, in a nation-wide survey conducted by Weisbrod and Segal (2002) in the United States, around 7% of the volunteers affirmed that they engaged in volunteer activities to acquire additional human capital. Studying the inclination of volunteers would provide rich information to the community and other bodies that organize volunteer work about the interests of people in volunteering such as what group they would join, what purpose would they support, and how would they want to be involved in the activity.

In summary, the data on the profile of the respondents who were inclined to volunteer reveal that females tend to volunteer more than males. Those belonging to the age group of 15-18 have a higher inclination to volunteering than the older age groups. The majority of the respondents were enrolled in the School of Criminal Justice and Public Safety and allied medical courses (Medical Technology, Physical Therapy, Nursing, and Dentistry). Most of them graduated from public schools. They are dominantly Christian, with the

majority coming from the Catholic group. The researcher is not concluding, however, that Catholics or Christians are more inclined to volunteer than the non-Christians or the non-Catholics. The dominance of Christian and Catholic students enrolled in the University of Baguio led to the results.

As to the purpose of helping, the respondents would be extremely interested to volunteer in activities that help the environment and respond to disasters compared to volunteering to help in science research or creative art group. These show that academic-related activities are not high in the priority of volunteer works by the respondents. This preference of the respondents connect to the values function of volunteering which is being concerned about the welfare of others, and contributing to society (Houle, Sagarin, & Kaplan, 2005).

With regard to volunteering considering the nature of their involvement, majority would volunteer in activities where they can use their expertise or skills and where they can practice and train. These imply that the respondents have a personal interest in volunteering, that is, to acquire, enhance, and test their skills. These relate to



the understanding function of volunteerism in which the activity gives the volunteers an opportunity to learn, understand, practice, and apply skills and abilities (Houle, Sagarin, & Kaplan, 2005).

These data should not be taken conclusively to reflect the profile of volunteers. These data pertain to the freshmen students of the University of Baguio who had been volunteering for at least five years.

### **1. Volunteering Motivations**

According to Lai (2011), motivation pertains to the attribute that makes a person do or not do something. It is the explanation to one's behavior (Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2010). In this study, motivation pertains to the underlying reason behind the volunteering acts of the students.

It is established in this study that freshmen students have varied and complex motivations for volunteering. These motivations are mixed and mediated by individual differences however, these are subject for further studies because this study did not delve into the factors influencing the motivations of the students in volunteering. It is also established that

the students were more extrinsically than intrinsically motivated to volunteer as seen in the high ratings they gave to the understanding and career motives. This researcher is not providing any explanation as such is outside the objective of the study. Also, the motivations of the respondents are subject to change over time (Cornelis, Van Hiel, & De Cremer, 2013; Gage & Thapa, 2012; Harris, 2013; Kyriacou & Kato, 2014; Spring, Dietz, Grimm, 2007; Warburton & Smith, 2003) since they are still in the adolescent stage. However, it would be worthy to mention that the results conform to the model of volunteerism that emphasizes egoism. Such model propose that actual volunteer motives are self-centered (Marotta & Nachman, 1998).

### **2. Comparison on the motivations of the respondents in volunteering**

The findings that the males scored higher in the desire to strengthen social relationships contradict one finding of Won and Park (2010) that females were more motivated by socializing than males. Also, in this study, it was found that both genders have the same means in their desire to escape from their personal problems or reduce negative feelings



(protective motives) than the females, but scored higher in this aspect than the males. Moore et al (2014) found that females

Table 1. T-test on the motivations of the respondents in volunteering according to gender

Motivations	Gender								
	Male			Female			t	df	p-value
	n	$\bar{x}$	s	n	$\bar{x}$	s			
	224	2.9577	.51489	336	3.0223	.50029	1.479	558	.140

A comparison of the motivations of the males and females in volunteering as seen in Table 8 suggests that no significant difference exists between the two ( $t_{0.05,558} = 1.479$ ,  $p > 0.05$ ). This indicates that the motivations of the respondents were the same regardless of gender, supporting the findings of Mohd (2008) that gender does not influence volunteerism. The results could be attributed to the fact that the Philippines is not a gender-biased country.

Males and females can volunteer in any activities, although in certain instances, some organizations may give a preference to one gender because of the nature of the task involved. According to Wemlinger and Berlan (2015), in traditionally female organizations in countries with a low or moderate level of gender equality, males and females exhibit no difference in their likelihood of volunteering.

Table 2 F-test on the motivations of the respondents in volunteering according to age

Groups	n	$\bar{x}$	s	f	p-value
15-18	425	3	0.1746	1.490	.226
19-23	16	3.001	0.1875		
24+	14	2.71	0.2198		



Results of the One-way ANOVA indicates no significant differences among the three age groups' motivations ( $f_{2,557}=1.49$ ,  $p>0.05$ ), indicating that the motivations of the respondents were the same regardless of their age. This finding is contrary to other studies' result that age is linked to the nature and degree of voluntary activity (Verba, Schlozman, & Brady, 1995; Wilson 2000) because motivations change as one grows older.

In summary, those who graduated from the public and the sectarian schools regarded understanding as their primary motivational factor in volunteering. This factor was followed by values, enhancement, career, protective, and social. Among those who graduated from the private non-sectarian, understanding and values were also high motivational factors, followed by career, enhancement, protective, and social. The differences in the mean scores may be attributed to differences in curriculum and vision, mission, and objectives of the schools. In several studies, it was found that there is a higher likelihood for young people to volunteer when their schools emphasize and promote the value of social participation

(Hart, Donnelly, Youniss, & Atkins, 2007; Haski-Leventhal, et al, 2008; Hill & den Dulk, 2013; Verba, Schlozman, & Brady, 1995).

### 3. Volunteering Outcomes

Volunteering is vital to sustaining a civil society (Wu, Li, & Wang, 2015) because it strengthens the bond among community members and bridges relationships between and among members of the community and organizations (Hall, Hall, Cameron, & Green, 2004). Researchers who studied the benefits of volunteering on the health of the volunteers agreed that the benefits of volunteering are not limited to the recipients of the activities (Brown, Consedine, & Magai, 2005; C Dulin and Hill, 2003; Morrow-Howell, Hinterlong, Rozario, & Tang, 2003) but also those who give the service, and they even receive greater benefits than who receive it (Brown, Nesse, Vonokur, & Smith, 2003; Brown et al., 2005; Luoh and Herzog, 2002; Morrow-Howell et al., 2003). Since volunteering is an act of philanthropy, or love of humankind expressed through acts of goodwill towards the needy (Weiner & Solomon, 2007), there would always be an impact on the life of the volunteer.



In summary, the respondents experienced satisfaction as the primary outcome of their volunteering experience (Van Willigen, 1998). The satisfaction outcome was followed by understanding, enhancement, values, career, protective, and social. Results imply that the respondents acquired personal gains from volunteering which means that they have improved their perception of themselves and acquired additional skills that added value to their image. They have not felt much the effect of their volunteer work on their career prospects and their personal troubles.

In summary, gender, age, and type of school graduated did not mediate in the outcomes of the volunteer work among the students. These demographic characteristics would not interfere in the results of volunteering on the students because the success of programs that aim to develop the youth lies not on what they can do but on what they gain (Holdsworth, et al., 2007). Thus, if the students made new contacts, improved their self-esteem, enjoyed their volunteer experience, acquired additional skills, and improved their personality, these could not be

attributed to their gender, age, or type of school graduated. A direction that other researchers may take would be to study the factors that contribute to the outcomes of volunteering in relation to career, values, social, enhancement, protective, values, and satisfaction.

#### **4. Relationship Between Volunteering Motivation and Volunteering Outcomes**

Data on volunteering from all countries show that college students are one demographic group that place a strong importance on volunteering compared to the other groups (Wu, et al., 2015). One popular concern about young people's civic engagement is not just about shifts in their motivations for volunteering, but their apathy to taking part in volunteer work (Pirie and Worcester 2000) because of the perceived benefits and non-benefits of volunteering.

It is encouraging to find a positive correlation between motivations and outcomes in volunteerism because it shows that individuals who are highly motivated to do volunteer work also find volunteer work agreeable. Charting the average motivation scores and the average



outcome scores show a very clear positive association

These results provide insights on the relationship between volunteering motivations and outcomes and should not be considered as conclusive to other situations. Researchers are encouraged to conduct a similar study in specific fields such as health, religious activities, education, and political activities, among others.

### **Conclusion and recommendations**

The inclination of students to volunteer vary according to who conducts the activity, the beneficiaries of the activity, and the nature of their involvement in the activity. There is a high likelihood that the students would not respond positively for calls for volunteers if the organizers are celebrities or public individuals, but they would respond positively to calls by the University and other schools. They would be extremely interested to volunteer if the purpose is to help the environment and respond to disasters, but the likelihood they would volunteer in academic and arts related activities is not so high. Also, they would be very interested to volunteer in activities where they could maximize the

use of their skills and learn other skills as well.

The motivations of the students in volunteering lean towards self-serving motives. Altruism is secondary. As adolescents, this is normal since the students tend to look for ways that will improve their skills, knowledge, and personality for a seemingly selfish reason. Interestingly, they derived satisfaction from volunteering even if their motivations were varied. Their motivations had a positive relationship with the outcomes they experienced from volunteering, however, this needs further investigation, especially for those areas that revealed low positive relationship.

The researcher recommends the following:

1. For higher education institutions to organize outreach activities that address environmental concerns and the needs of underprivileged groups to enable the students to optimize their skills and knowledge.
2. For higher education institutions to offer students training on assisting during disasters regardless of their course or program, and other training that



will prepare the students to participate in a volunteer work they are interested.

3. For higher education institutions to create an organization for volunteers who can be tapped to help during activities of the school inside and outside. This organization should be distinct from the students' organizations supervised by the Office of the Student Affairs in a way that the members are not required to do outreach or compelled to participate in any activity. Their participation should be voluntary so that they will be intrinsically be motivated to volunteer.

4. The value of volunteering should be emphasized in service learning subjects so that the self-serving motives of the students in volunteering will be lessened. This may result to corresponding outcomes.

5. The school administration to intensify the participation of the students from basic education to college in activities that serve the marginalized population since the outcomes of volunteering redound to improvement of one's emotions, perceptions, and personality.

1. Arakawa, Y., Yoshida, H., Hozumi, Y. (2007). **The views of “ volunteer” of Japanese university students.** *Kawasaki Journal of Medical Welfare*, 13(1), 31-39.
2. Boru, N. (2017). **The effects of service learning and volunteerism activities on university students in Turkey.** *Journal of Education and Training Studies*, 5(6), 146-166
3. Brewis, G. & Holdsworth, C. (2011). **University Support for Student Volunteering in England: Historical Development and Contemporary Value.** *Journal of Academic Ethics*, 9, 165-176. doi 10.1007/s10805-011-9129-
4. Clerkin, R.M., Paynter, S.R., & Taylor, J.K. (2009). **Public service motivation in undergraduate giving and volunteering decisions.** *The American Review of Public Administration*, 39(6), 675-698.
5. Cornelis, I., Van Hiel, A., & De Cremer, D. (2013). **Volunteer work in youth organizations: predicting distinct aspects of volunteering**

## References



- behavior from self- and other-oriented
6. Department of Education. (2007). **Thrusts and activities of the youth for environment and schools organization (Yes-O)**. Retrieved on August 1, 2017 from [www.deped.gov.ph/sites/default/files/memo/2007/DM\\_s2007\\_254.pdf](http://www.deped.gov.ph/sites/default/files/memo/2007/DM_s2007_254.pdf)
  7. Dill, J. (2009). **Preparing for public life: School sector and the educational context of lasting citizen formation**. *Social Forces*, 87, 1265-1290.
  8. Gage, R. L., & Thapa, B. (2012). **Volunteer Motivations and Constraints Among College Students: Analysis of the Volunteer Function Inventory and Leisure Constraints Models**. *Nonprofit and Voluntary Sector Quarterly*, 41(3), 405-430
  9. Gallant, K., Smale, B., & Arai, S. (2010). **Civic engagement through mandatory community service: Implications of serious leisure**. *Journal of Leisure Research*, 42(2), 181-201.
  10. Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). **Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children**. *British Journal of Educational Psychology*, 80(4), 711-735.
  11. Harris, C. (2013). **Promoting youth engagement and well-being through student volunteer programs in schools**. Canberra: Volunteering ACT.
  12. Haski-Leventhal, D., Lucas C. P. M., & Hustinx, L. (2010). **The Third-party Model: Enhancing volunteering through governments, corporations and educational institutes**. *Journal of Social Policy*, 39(01), 139-158.
  13. Hendriks, M., & Peelen, E. (2013). **Personas in action: Linking event participation motivation to charitable giving and sports**. *International Journal of Nonprofit and Voluntary Sector Marketing*, 18(1), 60-72. doi:10.1002/nvsm.1458.
  14. Hill, J. P., & den Dulk, K. R. (2013). **Religion, volunteering, and educational setting: The effect of**



- youth schooling type on civic engagement. *Journal for the Scientific Study of Religion*, 52(1), 179-197.
15. Konrath, S., Fuhrel-Forbis, A., Lou, A., & Brown, S. (2012). **Motives for volunteering are associated with mortality risk in older adults.** *Health Psychology*, 31, 87-96. doi: 10.1037/a0025226
16. Kyriacou, C. & Kato, Y. (2014). **Undergraduate students' motives towards volunteer civic engagement in England and Japan.** *The Psychology of Education Review*, 38(1), 33- 39
17. Liao, L.-C. C., Chang, H.-M., & Tsai, T.-F. (2012). **Study of volunteers' participation motivation, work satisfaction and perceived value in mega-sports event: case of the 2009 world games.** *International Conference on Innovation and Information Management*. IPCSIT.
18. Mojza, E.J., Sonnentag, S. & Bornemann, C. (2011). **Volunteer work as a valuable leisure-time activity: A day-level study on volunteer work, non-work experiences, and well-being at work.** *Journal of Occupational and Organizational Psychology*, 84, 123–152.
19. Moore, E.W., Warta, S., & Erichsen, K. (2014). **College students' volunteering: Factors related to current volunteering, volunteer settings, and motives for volunteering.** *College Student Journal*, 48(3). Retrieved on July 14, 2017 from [http://web.b.ebscohost.com/ehost/detail/detail?vid=0&sid=fcfda10e-62be-4f41-ae12c570c88e6414%40\\_sessionmgr101&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=EJ1045317&db=eric](http://web.b.ebscohost.com/ehost/detail/detail?vid=0&sid=fcfda10e-62be-4f41-ae12c570c88e6414%40_sessionmgr101&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=EJ1045317&db=eric)
20. Muckaden, M., Panday, S. (2016). **Motivation of volunteers to work in palliative care setting: A qualitative study.** *Indian Journal of Palliative Care*, 22(3), 348. Retrieved on July1,2017 from [Nursing and Allied Health Collection,go.galegroup.com/ps/i.do?p=GPS&sw=w&uphubagu&v=2.1&id=GALE%7CA457082316&it=r&asid=5e6b4b62a53bcc14987b4b3a38f67158](http://Nursing and Allied Health Collection,go.galegroup.com/ps/i.do?p=GPS&sw=w&uphubagu&v=2.1&id=GALE%7CA457082316&it=r&asid=5e6b4b62a53bcc14987b4b3a38f67158).Twenge,



- J.M., Campbell, S.M., Hoffman, B.J., & 21.
22. Lance, C.E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36, 1117-1142
23. Wemlinger, E. & Berlan, M. (2015). **Does gender equality influence volunteerism? A cross-national analysis of women's volunteering habits and gender equality.** *International Society for Third Sector Research*, 27, 853-873 doi. 10.1007/s11266-015-9595-x
24. Wu,P., Li,X., & Wang, X. (2015). **Understanding the motivation of college students to volunteer: an integrated consumption/investment analysis** *Frontiers of Economics in China*, 10(4), 691+ Retrieved on June 30, 2017 from Business Economics and Theory.Collection,go.galegroup.com/ps/i.do?p=GPS&sw=w&uphubagu&v=2.1&id=GALE%7CA444942467&it=r&asid=d662829ef0f88b13d3836629df3b229a.