Students' Motivations towards Volunteerism: A Comparative Study of the United States and Nepal

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Bandita Parajuli

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Students' Motivations towards Volunteerism: A Comparative Study of the United States and Nepal

Bandita Parajuli

APPROVED:

_____   _____

Do Kyun David Kim, Chair   Dedria Givens-Carroll
Associate Professor of Communication Associate Professor of Communication

_____   _____

Patricia A. Holmes   Mary Farmer-Kaiser
Associate Professor of Communication Interim Dean of the Graduate School

DEDICATION

I dedicate this to my Mom and Dad.

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AYON	Association of Youth Organizations in Nepal
BLS	Bureau of Labor Statistics, United States Department of Labor
CBS	Central Bureau of Statistics, Government of Nepal
EVL	Exit, Voice, Loyalty model
GDP	Gross Domestic Product
HICAST	Himalayan College for Agriculture Science and Technology
HSM	Hetauda School of Management
IFRC	International Federation of Red Cross and Red Crescent
KCC	Kantipur City College
MMC	Makwanpur Multiple Campus
NCHE	National College for Higher Education
NYCA	Nepalese Youth for Climate Action
UK	United Kingdom
UL Lafayette	University of Louisiana at Lafayette
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Populations Funds
UNV	United Nations Volunteer
U.S.	United States of America
VFI	Volunteers Functions Inventory
YES Nepal	Youth Engagement in Sustainability Nepal

CHAPTER 1: Introduction

The total world population is seven billion; of which 320.1 million are Americans and 27.8 million are Nepalese (UNFPA, 2013). The World Population Report (2011) published by the United Nations Population Fund (UNFPA) estimated that there are about 1.8 billion adolescents and youth worldwide. This estimate accounts for nearly a third of the world's population, with almost 90 percent of the youth living in developing countries and this proportion is expected to increase during the next 20 years. These figures reveal that the world has a vast pool of human resources with specific skills, talents, energy, ideas and determination. The tapping and the mobilization of these human resources are needed and would benefit society and the world. The United Nations Development Programme (UNDP) (2003) highlighted the ingenuity, solidarity and creativity of millions of people, channeled through volunteerism, as a key to achieve its set targets to attain the specific eight Millennium Development Goals by the year 2015.

In one of the United Nations Development Programme social programs—Global Polio Eradication—it reported that ten million people volunteered to support the immunization of 550 million children in the year 2000 (UNDP, 2003). The most important factor of this immunization program was that the majority of the volunteers were concerned local citizens in those communities. The UNDP work is not concentrated to a particular groups or society, but rather to the diverse societies in different parts of the world that need help and support in health, education and socio-economic development. Consequently, the above statement on volunteering illustrates that the unselfish act of helping others is a global phenomenon and is supported by people of different culture, religion and socio-economic status. According to the information retrieved from United Nations Volunteer (UNV, 2011), the total value of the

services rendered by the volunteers was estimated at $10 billion. This significant figure would be far beyond the reach of any government or international organization. Thus, the society can deduce that the importance of the services provided by the volunteers is invaluable in terms of service as well as financial aspects.

The Bureau of Labor Statistics (BLS) (2012), under the United States Department of Labor, revealed that about 64.5 million volunteered through or for an organization between September 2011 and September 2012. The BLS (2013) further presented a grim picture in its conclusion:

> For the year ending in September 2013, the volunteer rate declined by 1.1 percentage points to 25.4 percent, the lowest it has been since BLS began collecting comparable statistics about volunteers in 2002. About 62.6 million people volunteered through or for an organization at least once between September 2012 and September 2013. (p. 1)

The 2012 and 2013 reports on volunteering in the U.S. for two years also mention that the volunteer rate was lowest among 20-to 24-year olds with the rate of 18.9 percent in 2012 and 18.5 percent in 2013. Teen volunteers (16-to 19-years old) had a rate of 27.4 percent in 2012 that dropped to 26.2 percent in 2013. The majority of the participants (33.1 percent) chose to volunteer for religious organizations, followed by educational or youth service related organizations with 25.5 percent, while social or community service organizations stood at 14.2 percent, respectively.

An evaluation of trends in youth revealed that the younger generation – Generation Y or Millenials – are slackers, but Catherine Rampell (May 28, 2011) brought forth a contradictory argument by presenting logical data which was published in the *New York Times*. The article cited information from the 2009 Pew survey that stated that two-thirds of

Millennials reported that older adults were superior to the younger generation in terms of moral values and work ethic (Rampell, May 28, 2011). She also mentioned that defying the narcissistic stereotype, the community service among young people has exploded. However, the article highlighted the following:

> Between 1989 and 2006, the share of teenagers who were volunteering doubled, to 26.4 percent from 13.4 percent, according to a report by the Corporation for National and Community Service. And the share of incoming college freshmen who say they plan to volunteer is at a record high of 32.1 percent, too, U.C.L.A.'s [University of California, Los Angeles] annual incoming freshman survey found. (Rampell, 2011, p.WK3)

The trend of volunteering in Nepal has not been studied as much, though different forms of volunteering exist. The National Population Census, published by Central Bureau of Statistics (CBS, 2011), estimated Nepal's population to be 26,620,809 with a growth rate of 1.4 percent in the 2011. This figure places Nepal as the 45th most populous nation in the world. The population is growing rapidly as well, with 56 percent of the population below the age of 24. However, the highest density (21 percent) is between the ages of 15 and 24. According to the Ministry of Youth and Sports (MoYS), 46 percent of young people, aged 20-24, are highly 'underutilized' and remain outside the formal labor force. With 400,000 young people entering labor market every year, the youth population triggers multiple opportunities as well as challenges for the Nepalese economy. A report, *Population Matters* (2012), published jointly by UNFPA and the Association of Youth Organizations in Nepal (AYON), addresses the concern of increasing youth population while it brings to the forefront the crucial issue of the statistical gap encountered by Central Bureau of Statistics in

Nepal. The absence of data and information, however, does not infer that people in Nepal do not volunteer. On the contrary, within the Nepalese population, there are different ways of volunteering for each of the age groups. Many of the current volunteering activities have been practiced in the past as well among the Nepalese population.

In the past, the lack of understanding and detailed observation while studying foreign culture have resulted in misinterpretation of the culture and volunteering tradition in Nepal. The book, *Policies, Plans & People: Culture and Health Development in Nepal*, written by Judith Justic and reviewed by Morrison (1989), stated the crucial data about volunteering in Nepal and mentioned that, "The crucial fact, that there is no cultural tradition of "volunteerism" in Nepal, was not known or not in anyone's interest to discuss" (p.420). This presents the dilemma in Nepal: due to the lack of proper information or data on volunteering, there seems to be an absence of volunteering in the society.

An article in a Nepalese cultural lifestyle magazine, ECS Nepal, Silwal and Messerschmidt (2010, July14) explained that volunteer work is not new to Nepal, though not highlighted or mentioned in the news most of the time. They pointed out that "volunteering, or 'civic service', is built upon strong cultural and historical traditions" (Silwal & Messerschmidt, 2010). The traditional approaches of volunteering are comprised of construction work that helped the general people in their day-to-day life; this could include digging a spring or well, constructing a fountain or waterspouts, etc. which were executed through the free labor to public works. They also discussed another important root of volunteerism: an act as a "duty" and "service" to promote a religious based "good society" by helping the poor, weak and powerless. The traditional volunteering trend of helping the poor has now gradually expanded from those of just religious purposes to new areas of

politics, social issues, environmental issues, and many more.

A glance at the data presented in UNDP Nepal annual report (2013) pointed out, "…the UNDP office trained over 2000 community volunteers on community disaster risk management" (p.3). This example of UNDP volunteers on disaster risk management represents a section of the work among many others, as the organizations are working with the communities by mobilizing volunteers in health, education, and other fields of important needs. A study by Thomas, Newell, Baral, and Byanjankar (2007) has highlighted the role of community involvement for the successful management of a tuberculosis epidemic in Nepal while emphasizing that volunteers are the important resources for engaging with the community. The recent trend reveals that the youth population wants to make a better society; they are organized and volunteer through a group or organization to address community issues.

A good example of the young Nepalese population's involvement in social issues is illustrated in the report titled *Population Matters* (2011) by UNFPA and AYON. The report discussed the environmental urban concerns, such as solid waste, sewage, air pollution, water pollution and decreasing recreational spaces. The youth-led groups and concerned young citizens present a necessary hope to the cities experiencing crisis by being in the forefront of volunteerism. The report presents Kathmandu Cycle City 2020 as an example of a youth-led group that has been constantly advocating for designated cycle lanes. Likewise, Youth Engagement in Sustainability (YES Nepal) was a pioneer in encouraging Kathmandu residents to change incandescent light bulbs to energy efficient Compact Fluorescent Lamps (CFLs) in an effort to save energy and money, as mentioned in its website. Nepalese Youth for Climate Action (NYCA) is yet another youth-led group that works to combat climate

change. The youth of Nepal have even worked to end drug abuse; they can be seen in the streets advocating the humane treatment of street children or animals facing urban atrocities. The spirit of volunteerism is cherished by the society, as well as by the government of Nepal. In his speech during the UNFPA report launch program, Dr. Jagdish Pokharel (chairperson for the National Planning Commission of Nepal) stated that, "Through volunteerism, we can push Nepal from a Least Developed Country to a developed nation, but we need more progress in the economic side and to deepen our progress in the Human Development Index and hail to the spirit of volunteerism" (Speech delivered on Youth Day, 2011).

In the U.S. and Nepal, there are different perspectives on fluctuating number of population involved in volunteer work. However, the most essential issue here is understanding the motives of volunteering and what attracts people to volunteer. The functions of volunteerism have been defined and described in various perspectives. The recently discussed 2013 statistics on volunteering trend in U.S. population show that there is a broad age range in the volunteer population. In general, volunteering refers to a free act by an individual, either alone or in a group or through various channels. Volunteers usually represent the sociable young population; they are better educated and they desire social approval (Rosenthal & Rosnow, 1975). Therefore, the different definitions of volunteerism provided by numerous scholars also need to be reviewed.

1.1 Defining Volunteerism

Several researchers have defined volunteerism and the concepts. As an introductory concept of what a volunteer is, Laurie K. Lewis (2013) explained that the term volunteer refers to more than mere "free labor." She believed that the term includes the complexity of experience, motivation, needs, expectations, relationships and political, philosophical and

emotional expression. Volunteers are not forced into participation (with some exception) and they do not receive compensation for their efforts (Kramer, Meisenbach, & Hansen, 2013; Frumkin, 2002). Rosenthal and Rosnow (1975) have conducted research that shows that volunteers represent the young population who seek better education, are eager to socialize and have a strong desire for social approval.

Allison, Okun, and Dutridge (2002) provided an explanation of volunteer work using the following example. They revealed that people tend to volunteer as a way to express their values, to enhance or enrich their personal development and to learn or practice skills that may or may not develop and further their careers. Lewis (2013) addressed the existence of the concept of volunteerism as an important reason in society to form and maintain the society in various ways such as social, political and religious participation. Lewis also pointed out the different explanations of volunteer behavior that ranges from cost-benefit analysis, expression of community solidarity and cohesion to personality traits. Reed and Selbee (2003) explained that volunteers provide their labor in exchange for opportunities to fulfill their pro-social and community service motivations.

Penner (2002) defined volunteering as a structured role without obligation. This definition informs a society that volunteering is a particular activity of youth civic engagement that involves sustained, goal-directed effort to benefit others. Wilson (2012), who expanded on Penner's definition, saw volunteerism as incorporating a range of roles, from direct interaction with service recipients to fundraising, organizational leadership and a variation in setting and context.

In other research, the role of the volunteer has been discussed in terms of personality characteristics. For example, Stohl and Jennings (1988) expressed that volunteers are

expected to be more enthusiastic, be more involved and be better employees. Volunteers also tend to be less authoritative and compatible than non-volunteers (Rosenthal and Rosnow, 1975). Hirschman's (1970) Exit, Voice, Loyalty (EVL) model suggested that volunteers are those who are not satisfied, but seek the creative and constructive boundaries of opportunities to execute an action to voice their dissatisfaction. The EVL model allows for the study of volunteerism at the nexus between individual and organizational processes and is related to the reactions of workers to dissatisfaction (Stohl & Jennings, 1988).

Understanding volunteer trends and its importance does not satisfy this study on motivations towards volunteerism. It is equally important to understand the role of volunteerism in social transformation. The traditional forms of volunteerism relate to charity work while history shows that many outstanding personalities have volunteered their services to bring a desirable change in society. In his study, Putnam (2000) standardized volunteerism to explain and relate it to democratic participation in the society, as well as to build a social capital and trust. Ganesh and McAllum (2009) have also emphasized the connection between volunteerism and civil society engagement strengthening the community. In their study, the requisite of volunteerism as a foundation to design social capital and fulfill the essence of the community has been argued. Bringing change in the society through volunteerism entails the idea of activism or campaigning that directly or indirectly revolves around issues of socio-political changes (Coffey, 2004). This idea implied that there is a fine line between volunteerism and activism. Thus, many scholars (Flanagin, Stohl, & Bimber, 2006; Melucci, 1996) stressed the need for alternative civic engagement rather than limiting the concept of volunteerism to social action.

Garner and Horton (2013) explained the important role of volunteers in nonprofit

organizations in the following way:

> Volunteers represent an interesting constituency as they serve a variety of roles in
> nonprofit organizations. Some nonprofit organizations depend on skilled volunteers
> for key functions and invest substantial resources in volunteer training. (p. 365)

To support the above statement, the data extracted from UNDP (2003) show that as much as ten million people expressed their solidarity to Global Polio Eradication Initiative and volunteered to support the immunization of 550 million children in the year 2000. The volunteers in this immunization program mostly included concerned local citizens who came forward to volunteer in their own communities. This example also strengthens the idea that volunteerism is a global action and is supported by people of different culture, religion and socio-economic differences. The statistical report provided by UNV (2003) explains that volunteering not only helps individuals fulfill their motives but also helps organizations or government subdue the financial burden that might have been invested if people had been hired for the jobs. UNV (2003) highlighted the economic benefit rendered from the volunteer services. According to the financial estimation on mobilization of volunteer in its health program, the UNV valued that volunteer services totaled $10 billion, which is a huge amount for either governments or international organizations. Therefore, it illustrates the valuable services that the volunteers provide to the society in terms of service. On the other hand, one would have to consider the heavy financial burden, had there not been volunteers.

As discussed above, volunteers are generally represented by the youth population and their enthusiasm, dynamism and energy. Thus, this study is focused on those young populations (specifically students) and assesses their interest and motivation for involvement in volunteering. Since volunteering refers to free service, the key purpose of this study is to

evaluate the aspects and trends of volunteering in understanding the motivations behind volunteerism.

There have been numerous instances and research conducted on different motivations towards volunteering that include societal benefit and/or benefitting self. One of the concepts discussed in volunteer work is the cognitive assessment of the benefits accrued from the act of volunteering that motivates someone to participate (Cnaan & Goldberg-Glen, 1991). This study already pointed out that people tend to volunteer by evaluating the benefit that they can derive from volunteer act. Some researchers (Reed & Selbee, 2003) described the motivations of a volunteer as *prosocial* concerns and a sense of responsibility towards the community. Rushton (1982) defined prosocial belief and behavior as a socially desirable or preferable by most members of the society. Such beliefs are based on commonly held values in the society. The term prosocial is related to the act of goodness to the society and hence volunteerism is a way of doing something good for the people, as a part of duty or system in society. While discussing the duties of the volunteers, Allison, Okun, and Dutridge (2002) explained that the motivations of the volunteer tend to be different than that of an employee since volunteers are not compensated for the duties performed. Their motivations for the act of volunteering may vary from enhancing or enriching personal development to learning or practicing skills, which may or may not enhance ones career.

The two countries studied in this study represent demographical, socio-economic, cultural and technological differences. The country profile summary, based on the census of 2011 for each of the two countries discussed in this study, is extracted from *The World Statistics Pocketbook* (July 22, 2013) and published by United Nations Statistics Division. According to this information, Nepal, which lies in the South-Central Asia region, has a

population density of 207.1 per square kilometer (2011) and a population growth rate of 1.7

percent. The 2012 data reveal that the urban population was17.3 percent and a majority (82.7

percent) represent the rural population. The U.S. lies in the Northern American region with a

population density of 32.5 per square kilometer and population growth rate is 0.9 percent.

The data of 2012 also shows that the urban population is the largest with 82.7 percent (equal

to Nepal's rural population). The basic data clearly depict the demographic differences

between the two countries. The image of a rural-urban population in the U.S. is just the

reverse in Nepal. The population density of Nepal is many times higher than that of the U.S.

resulting in greater pressure on available resources. The economic indicators reveal a higher

gap between these two countries. The Gross Domestic Product (GDP) for the year 2011 in

Nepal was $18,501 million while that of the U.S. was $149,91,300 million, this means that

the U.S. economy is around 810 times higher than that of Nepal. These differences

(presented in Table 1) shape the lifestyle of the people in these two countries in diverse ways

as their cultures will depend on the availability of facilities such as transportation,

telecommunication, health care and sanitation, education and other needs in their respective

countries. To summarize the census data, Nepal represents more of a rural society, given the

fact that 82.7 percent of the total populations live in rural areas characterized by limited

access to many modern facilities.

Table 1

Countries profile

Features	United States	Nepal
Population Density	32.5 per sq. km.	207.1 per sq. km.
Population Growth Rate	0.9 %	1.7 %
Urban-Rural Population	82.7 % - 17.3%	17.3 % – 82.7%
GDP (2011)	US$ 149,91,300 million	US $ 18,501 million

The socio-economic and technological statuses influence the everyday life of the people living in that particular country. Most believe that the technological advances are an advantage in making people's life more simple and productive. In addition to the socio-economic and technological differences between the two countries, geographically the two countries differ in size. It is obvious that there exist socio-cultural differences between the societies in the U.S. and Nepal. Inglehart and Baker (2000) studied modernization, cultural change and traditional values. They performed a comprehensive study based on data from national surveys in three phases: (i) 1981-1982, (ii) 1990-1991 and (iii) 1995-1998, which covered 65 countries (from six continents) and represented more than 75 percent of the world's population. They found that cross-national cultural variation is closely associated with a society's level of economic development and its cultural heritage. They concluded that the economic development influences prevailing values and beliefs in a particular country. They also pointed out that there is a significant difference in the worldviews of rich societies and that of poor societies. The authors suggested that such difference is predicted by the general direction of cultural change (intergenerational gradual replacement). Thus, this thesis

assumed that there are differences in the practice of volunteering and also differences in the motivations for volunteering among the young population in these two countries. A glimpse of the volunteering scenario in the U.S. and Nepal, in general and among the young population, has been discussed above. However, one is still left with some other questions on volunteering among youth, such as what motivates the young population to volunteer?

1.2 Purpose of the study

The importance of volunteering is not only limited to personal satisfaction or benefit to the organization and particular society. In a wider framework, it is related to the mobilization of active human resources and the saving of significant amount of money to get the task completed. As estimated by UNV (2003), the volunteering services for their program were evaluated at $10 billion. No doubt, this amount is a significant figure and, in many instances, is beyond the reach of either governments or international organizations. This example refers to the fact that organizations and governments can execute their programs in economical way by involving volunteers.

However, the trend of volunteering is decreasing, as presented by Carpini (2000) who detailed the decline of civic engagement in the U.S. over the past 30 years. Papadakis, Griffin and Frater (2004) have also noted that the dollar value of volunteer hours has increased but the percentage of volunteers has decreased during the years 1998-2000 from 55.5 percent to 44 percent. The disconnection of young Americans from the public life is cited higher than any other group. This decline can be addressed by encouraging more of the population to volunteer. Carpini claimed that motivation, opportunity and ability are the factors necessary to encourage people to become engaged in public life. Further illustration of a decreasing volunteer population can be reported from the Bureau of Labor Statistics (2013):

For the year ending in September 2013, the volunteer rate declined by 1.1 percentage points to 25.4 percent, the lowest it has been since BLS began collecting comparable statistics about volunteers in 2002. About 62.6 million people volunteered through or for an organization at least once between September 2012 and September 2013. (p.1)

The report on volunteering in America for two consecutive years (2012 and 2013) also mentioned the volunteer rate was lowest among 20-to 24-year olds. This group had the lowest percentage in 2012 (18.9 percent), which dropped to 18.5 percent in 2013; for teens (16-to 19-year olds), the results were 27.4 percent and dropped to 26.2 percent in 2013. Bussel and Forbes (2002) have specifically pointed out that young people and men are the two categories that represent the lowest participation in the volunteer activities. In the context of the decreasing trend of volunteerism, more specifically the lowest involvement of the young population, the results from this study hold practical implications in the field of organizational activities and volunteering.

In addition to the decreasing trend of volunteerism, not much has been studied in terms of cross-cultural or international comparison on volunteering. Smith and the colleagues (2010) conducted a study of student volunteers in five western countries. The study depicted the challenge of finding reliable data on student volunteering that helps in the research of international comparisons. Likewise, Holdsworth and Quinn (2010) have also reiterated the similar problem which relates to the lack of data on student volunteering for international comparison. Due to the decline in volunteering and an attempt to understand the motivations behind volunteering, a cross-cultural examination is included in this study to expose the complexity of volunteering in the globalized world. Many see the world as a global village because of the connectedness between countries and people which has resulted from the use

of advanced technology and modern amenities. A cross-cultural study of volunteerism is an advantage, considering little research has been conducted in volunteerism and specifically in the area of cross-cultural studies. A comparative study of developed and developing countries provides better understanding on the volunteering trend and future prospects.

This thesis investigates the motives affecting volunteerism in the U.S. and Nepal, two socio-economically and culturally diverse countries. Specifically, this thesis compares the most important motivational factors towards volunteerism that might generate interests and attract the undergraduate students in two countries. This thesis particularly examines the volunteering motivations among college students in the two countries by collecting their self-reported responses on a questionnaire which asks about how likely they, the students, are motivated to volunteer among the six motives identified by Clary et al. (1998). Each motive had five related questions to assess the respondents' interest or willingness to volunteer, namely, the *Values Motive*, the *Understanding Motive*, the *Enhancement Motive*, the *Career Motive*, the *Social Motive* and the *Protective Motive*. The collected data were analyzed to comprehend and compare the volunteering motivations among undergraduate students in both the U.S. and Nepal.

1.3 Contribution of this study

In the scholarly field, this study poses a great contribution in the field of Communication Studies, since volunteerism has not been greatly explored through the lenses of motivations. Due to the limited research conducted in this area, this study emphasizes the link between understanding the volunteers' motivation in acquiring and sustaining their skills in the needed area of the organizations. Likewise, scholars stress that in any organization, the role of communication is very important: "A primary activity for organizational members is

communicating to manage their uncertainty about their roles, their relationships, and the organizational culture" (Kramer, Meisenbach, & Hansen, 2013, p. 18). Consequently, if one keeps the idea of communication as a main focus and understands the motivations of younger populations toward volunteering, this study helps the organizations to communicate and relate to various groups of the volunteering populations. This thesis research provides a synopsis on what factors motivate the students or youth to get involved in volunteer activities. Therefore, organizations benefit by designing appropriate work environments which can help communicate the motivational needs of the current or potential volunteers. This study is of immense importance as well as supports formal and informal groups, organizations and government programs that rely heavily on the volunteers.

This research also contributes significantly to understanding and comparing the similarities and differences in motivations among the young population, primarily in two different worlds. The socio-economic and cultural differences might emphasize different ideas or perspectives of volunteering. This thesis renders the information from both countries: the U.S. and Nepal, to compare and explain their similarities and differences. Such a comparative analysis is paramount for international organizations working and promoting international volunteerism. In the future, this thesis will serve the purpose of baseline information on volunteers' motivational study and helps open various avenues of further detailed study in this area for both the countries in this study and other comparative studies in general. The data on volunteerism provided by Corporate for National and Community Service inform that the general thought volunteer turnover in organizations is 30 percent annually (Corporate for National and Community Service, 2007) and hence organizations that rely on volunteers for their activities are very much interested in improving their

volunteers' experiences in order to retain them in the future.

The motivational factors identified through this study help the organizations understand the dynamics of volunteerism among future volunteers and enhance the effectiveness of their program by facilitating the motivational factors. In addition, the research also strategically helps the organizations to retain volunteers by addressing their job satisfaction. Students are the focus of this study, using the premise that young people are the important future workforce in the job market. Further, the demand for volunteers in organizations or social groups is ever increasing.

There is a need for a comparative study of this scale because, historically, there has been very little research in this field of volunteerism. This comparative study provides basic information on the cross-cultural examination of volunteering and motivations towards volunteerism. It will create a platform for organizations to understand the needs and aspirations of the youth in the global context. The concept of a global village does not limit the organization or social groups to perform within a limited boundary of people or country. In fact, many organizations are spreading their wings to different locations at the local, national and global arenas. Likewise, population mobility and migration have created a diverse society. Therefore, diversity can be best explored and issues can be addressed through this comparative study.

CHAPTER 2: Review of Literature

Volunteerism is not limited to one society or one part of the world but can be found in many societies and parts of the world (Curtis, Grabb, & Baer, 1992). Although the studies on public service have been focused predominantly in the field of psychological inquiry and social behavior (Clary et al., 1998), organizational communication and volunteerism have also been studied in the communication field (Scott, Spitzberg, & Dwiggins-Beeler, 2006). This section synthesizes various studies on volunteerism and motivations in order to understand the trend and the need of this study. Nevertheless, specific national-level information on volunteering in Nepal, one nation in this comparative study, is lacking.

Lewis (2013) analyzed that most scholars define volunteering as altruistic behavior and they typically employ the following three criteria to define volunteer: (1) performs tasks with free will, (2) receives no remuneration and (3) acts to benefit others (Handy et al., 2000; Musick & Wilson, 2008). Sometimes, the definition of "free will" does not fit correctly when some volunteering includes stipend or payment, or a mandated volunteering for a course credit or for community service. Lewis outlined two basic types of volunteering: one performed individually, which is a kind of informal and spontaneous and the other type is performed through an organization. The latter is generally referred to as a formal type of volunteering. Lewis further explained that volunteering may also be described in terms of time such as episodic volunteering (a short-termed, single-event based act) or the traditional volunteering (assuming role and commitment for a lengthy time of a month or year). There is also newer a version of volunteering known as 'virtual volunteering'. Virtual volunteering is involved in engaging online volunteers in operation and management activities such as fundraising, technological support, communication, marketing and consulting (UN State of

the World's Volunteerism Report, 2011).

Generally, volunteering refers to a selfless act where a person devotes his/her time, skill and/or resources to help someone or to get something done. Clary and the colleague (1998) identified volunteerism as "one important manifestation of human helpfulness" (p.1516). The researchers explain that an act of helping others is reflected in certain services, such as providing companionship to the lonely, tutoring the illiterate, counseling to the troubled, health care to the sick and other unlimited list of actions (Clary et al., 1998). The voluntary service can be a spontaneous act or can be meticulously planned and executed in certain scenarios. Thus, such services can be a regular, ongoing, voluntary basis, or often extending over long period of time (Clary et al., 1998). Benson and the team (1980) highlighted the idea of volunteerism as "a different type of helping which calls for considerably more planning, sorting out priorities, and matching the personal capabilities" (p. 89).

The researchers (Clary et al., 1998) summarize volunteer as seeking out opportunity to help other with deliberate involvement (fitting with one's own personal needs) and a commitment to extending personal time, energy and opportunity over a period of time. This statement defines a volunteer, but does not answer the question: why do people volunteer? Clary and the colleague (1998) studied the functional perspective on motivations to volunteer and answer the key question: why people volunteer and what sustains voluntary activity? The researchers felt that motivation initiates, directs and sustains actions. Before understanding the functions and motivations to volunteer, it is necessary to understand the concept on volunteering.

2.1 Categories of Volunteerism

Lewis (2013) concluded that most scholars define volunteerism as altruistic behavior and they typically employ the following three criteria to define volunteerism: (a) perform tasks with free will, (b) receive no remuneration and (c) act to benefit others (Handy et al., 2000; Musick & Wilson, 2008). At times, the traditional concept of "free will" in volunteerism is blurred by some other ideas that are in practice, such as making a minimum payment to volunteers or providing a meagre stipend. In many cases volunteerism is mandated as a part of the course for some credits or as a community service. Researchers have discussed different types of volunteering and, in this context Lewis presented two basic types of volunteering. According to Lewis, one type of volunteering is an informal and spontaneous type and is performed individually. The other type is the one performed through the organization or agency and is generally referred to as formal type of volunteering. In addition to the basic type of volunteering, Lewis also discussed that volunteering can be defined in terms of time factor as well. One example of this type is episodic volunteering; this type refers to short-termed, single-event based acts. The other type is the traditional volunteering which is based on assuming role and commitment for a lengthy time of a month or year.

With the changing work environment and the new technology, there is a newer version identified as virtual volunteering. Virtual volunteering engages online volunteers in operation and management activities. The activities are mostly related to tasks that can be done anywhere and anytime, such as, fundraising, technological support, communication, marketing and consulting (UN State of the World's Volunteerism Report, 2011).

Different types of volunteering activities can be observed in the society and can

include humanitarian, developmental, religious, issue-based (health, environment, etc.) and others. The differentiation can be identified and based on the functions of the volunteers as well. Gossett and Smith (2013) synthesized the idea of volunteering driven by specific motivation and discussed three types of volunteers: established volunteers, episodic volunteers, and spontaneous volunteers. According to them, established volunteers are the traditional type volunteers who commit themselves to the organizational goals when the interests are matched. They represent the regular type of long-term volunteers and Macduff (2005) defined these people as those who have a set schedule for their activities and in general are connected with that particular organization for a relatively longer period of time. It is interesting to note that the population of volunteers in the U.S. is almost twice as much as the rate in other countries (Putnam, 2000). However, the trend also revealed that long-term volunteering is in gradual decline. Putnam reported that this decline is prevalent in nonprofit organizations and he urges the need to consider unique qualities to define other types of volunteer relationships. A decade has passed since researchers indicated this decline in volunteerism.

The episodic volunteer refers to those volunteers who are less willing to commit a long-term volunteer arrangement. Such volunteers make sporadic contributions and are generally one-time event based (Lewis, 2005), engaging only in novel tasks (Brudney, 1990). These people volunteer for years with an organization but their contribution is for a short-term or in discrete (Hustinx, 2005). Lewis identified episodic volunteers of two types: one is the temporary episodic volunteer who gives short-term contribution without commitment to an organization and the other is the interim episodic volunteer who regularly volunteers for six months and then disassociates her/himself from the organization (Lewis, 2005). Macduff

(2005) classified episodic volunteering along a time continuum. The 'temporary' is a type

volunteering for a short time only; the 'interim' is defined as volunteering on a regular basis

but for a defined period, i.e., on a project) and the 'occasional' is the type of volunteering for

short periods of service at regular intervals.

Finally, spontaneous volunteers are also the short-term volunteers. These are a special

type of volunteers who offer helping hands during disasters and significant events to provide

relief support at the individual level (Fritz & Mattewson, 1957). Ganesh and McAllum

(2009) specified that this type of volunteer often lacks prior experience or contact with the

organization which make spontaneous volunteers unique from episodic volunteers. Putnam

(2000) found that these volunteers are very important in recent volunteering trends because

the interest and motivation on long-term volunteering have been declining.

2.2 Role of Volunteering

While defining volunteering Wilson (2000) simply explained it as any activity in

which individuals, using their free will, devote their time to benefit another person, group or

organization. However, Wilson pointed out the failure of the definition which excludes the

benefit received by the act of volunteering and he argued that volunteers benefit in many

forms that may even include the material reward or financial gratification. Researchers have

suggested the important contributions of functional analyses in understanding the complex

motivational foundations of volunteer activity (Clary & Snyder, 1991; Snyder & Omoto,

1992). Clary and the colleague (1998) explained:

> ….. the acts of volunteerism that appear to be quite similar on the surface may reflect
>
> markedly different underlying motivational processes and that the functions served by
>
> volunteering manifest themselves in the unfolding dynamics of this form of

helpfulness, influencing critical events associated with the initiation and maintenance of voluntary helping behavior. (p.1517)

These scholars proposed that the diverse functions identified in 'functional theorizing' (Katz, 1960; Smith et al., 1956) have their counterparts in the volunteers' motivations. Thus volunteers' motivations can be studied under the functional approach. The objective of functional perspective is to encourage a range of personal and social motivations that eventually promote the sustained volunteerism. In their study on motivational functions of volunteers, Clary and his colleague (1998) identified a set of six motivational functions served by volunteerism which provides the foundation for this study. Among the six motivational functions, the four functions are derived from research by Katz (1960) and Smith and colleague (1956). These studies and their results serve as foundation to the study of Clary and colleague (1998) which explain the motivational functions of volunteerism. The six motivational functions potentially served by volunteerism also incorporated an important distinction between self- and ego- related functions.

Garner and Horton (2013) explained the important role of volunteers in nonprofit organizations: "Volunteers represent an interesting constituency as they serve a variety of roles in nonprofit organizations. Some nonprofit organizations depend on skilled volunteers for key functions and invest substantial resources in volunteer training." (p.365). An excellent example on the important role of the volunteer, as discussed earlier, is the Global Polio Eradication Initiative, UNDP program for 2000. This initiative showed an overwhelming number of people from the community (about ten million) volunteering their time and skill to support the immunization against polio to 550 million children (UNDP, 2003). This community involvement should not be neglected; because of their efforts, the

immunization program was successful. This example clearly illustrates that volunteerism is a global action and is supported by people of different cultures, religions and socio-economic differences. In addition to the example of task completed by the volunteers, there are financial estimations made from the services provided by the volunteers. The UNV has been working with volunteers in different parts of the world. In 2003, UNV estimated that the total value of the services provided by the volunteers was ten billion dollars (UNV, 2003). This amount is a significant resource which UNV was able to save by involving volunteers. Further, it is equally difficult for any government or international organizations to collect such a huge amount for the program. Therefore, the volunteer forces provide important service, not only to communities, but also to service implementing organizations by lowering their financial burden of executing such activities.

There are other examples that emphasize the importance of volunteering. For instance, according to the data compiled by the International Federation of Red Cross and Red Crescent Movement (IFRC, 2011), they mobilized about 13.1 million active Red Cross and Red Crescent volunteers to provide service to about 30 million people. The organization estimated that these volunteers donated nearly six billion dollars in services as volunteers. While discussing the economic contribution of volunteers, Smith (1997) pointed out that volunteers in the U.S. contribute $28 million which is annually equivalent to the country's domestic economy. This amount, contributed by the volunteers, is significant if the government had to have at disposal if there had not been the volunteers. The examples of UNV and IFRC noted above illustrate the valuable services that volunteers provide for the society. Volunteers not only provide important services to community but also help to lower the implementing costs of any social services or programs.

Besides the economical or financial gain, volunteering provides various benefits to the individual volunteer. Wilson (2000) has discussed various consequences (personal benefits) of volunteering, such as building a strong and politically active citizen, isolation from antisocial behavior, better physical health, strengthening mental health and achieving socio-economic status. He defined being a citizen as more politically active than the non-volunteer. Many researchers have highlighted the benefit of volunteering, such as volunteering provides opportunity to enhance skills (Verba et al., 1995), fostering network and trust (Stolle, 1998) and sharing of information (Knoke, 1990). Young volunteers tend to support social responsibility for helping others and serving the public interest (Flanagan et al., 1998). It has also been highlighted that high school students who engage in volunteer work are likely to also participate in various conventional political behaviors. In addition, Wilson pointed out that volunteering provides young people with exposure to informal social controls and supervision while emphasizing that it helps them to stay out of trouble. He expanded on this idea by explaining that volunteering reduces the contact with law violators since those youth (students) that volunteer keep themselves busy with their service and their studies.

Wilson (2000) cited various studies which show that volunteers tend to have better physical health in old age. He also presented two contrasting concepts. The first is that people who volunteer enjoy good health while the other concept emphasizes that only people with good health tend to volunteer. However, one can conclude that volunteering does help in maintaining an active and healthy lifestyle. Besides the good physical health, volunteering also promotes and strengthens mental health. Wilson observed that helping others create a sense of satisfaction as well as the feeling of making a difference in the world. That feeling

of being able to help and make a difference in someone's life or society brings a sense of accomplishment. This enriches the self-esteem and self-confidence and overall satisfaction in life (Harlow & Cantor, 1996).

In conclusion, Wilson emphasized that volunteering boosts socio-economic achievement by creating new contacts and networks (Hodgkinson & Weitzman, 1996) and ending up having new jobs or quality jobs. Johnson and team (1998) noted that volunteering adolescents develop strong motivations towards school work that create opportunities to strive for higher educational aspirations, better grades and higher academic self-esteem. Likewise, undergraduates who are involved in volunteering have the higher probability of going for and earning postgraduate degrees (Astin et al., 1998). Researchers have summarized this phenomenon: "Although all college students tend to lower their expectations about pursuing an advanced degree over the course of their college career, the decline is less steep for volunteers" (Sax & Astin, 1997; Wilson, 2000, p.233). This statement provides a basis for this study which helps the researcher to identify the likelihood that undergraduate students in the study will pursue postgraduate study. Overall, volunteering helps in building social contacts which at some point can be used to obtain better jobs and career opportunities.

2.3 Volunteerism and Student Engagement

As previously discussed, Penner (2002) defined volunteering as a structured role without obligation, which is a particular form of youth civic engagement that involves sustained, goal-directed effort to benefit others. Wilson (2012) has explained Penner's idea as incorporating a range of roles, from direct interaction with service recipients to fundraising and organizational leadership and with variation in setting and context. This definition is

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illustrated by Johnson (2012) who described how thousands of students self-organized to volunteer during the massive earthquake in Christchurch, New Zealand in February 2011. He explained how the clean-up efforts were accomplished with student leadership that focused on safety, personal responsibilities, a team approach and fun while connecting with and supporting each other in grief, through their service. While providing an introduction to volunteers, Laurie K. Lewis (2013) using the above example, illustrated the complexity involved in the execution of volunteering in various contexts across the globe. Lewis explained the concept of volunteer beyond "free labor" as complexity of experience, motivation, needs, expectations, relationships and spiritual, philosophical and emotional expression. Lewis, Gossett, and Kramer (2013) discussed on the non-homogenous volunteer group and varied strategy to address the motivations. They mentioned:

> Volunteers come to their experiences in many varied contexts (episodic, long-term, crisis, through organizations) and for many mixed motivations (do good, discover self, learn, be valued, be acknowledged/rewarded by important organizations or agents, or simply because they were asked) and perform diverse jobs. At times volunteer work calls for expert execution of critical skills (counseling, crisis invention, home building) and in some cases it call for simple acts of kindness offered in structured roles (holding a dying person's hand, singing in a choir, or running with a homeless person) and everything in between. (p. 412)

While discussing the age of volunteers, Wilson (2000) stated that people of different age groups or generations hold unique perspectives on life and that determines the likelihood of volunteering. Wilson pointed out that as people grow, their skills are enhanced and their interest changes, which make them likely to volunteer. Many researchers like Herzog et al.,

(1989), Menchik and Weisbrod (1987), National Association of Secretaries of State (1999) and Schoenberg (1980) discussed low volunteering trend among young population and mention that:

> The rate of volunteering tends to fall during the transition from adolescence to young adulthood, when the structure of school-related activities gives way to the social freedoms of the single and childless life. Volunteering rises to its peak in middle age. (Wilson, 2000, p. 227)

However, there is an exception on age group and volunteering. As discussed earlier, the younger population is at the forefront when it comes to volunteering that comprises higher-risk activities such as disaster relief, among others, (Wiltfang & McAdam, 1991; Thompson, 1993).

The important role of a young population in volunteerism has also been addressed by UNV (2011) in its State of the World Volunteerism Report with multiple examples from various countries. It mentions that young people are the active group who engage in the development of their societies in wide arrays of actions instead of waiting for resources and opportunities to be handed to them. Volunteers are the crucial resource for nonprofit organizations (Wymer, 2003). In a study of young adults who volunteer with a focus on nonprofit organizations, Peggy O. Shields (2009) mentioned that the nonprofit charitable organizations can smoothly function in the long run only through acquiring and retaining young adult volunteers. This statement holds true because Salamon (2002) has also highlighted the fact that nonprofit organizations depend on 20 billion volunteer hours and $200 billion private charitable gifts for their smooth functioning and execution of the programs every year.

Webber (2011), in his study of Australian adolescent volunteers, concluded that "Young people are more likely to move out of their comfort zone and engage in this kind of hard-edged volunteering if they are introduced to it by a mentor, family member or established organisation, and if they have had prior experience of standard-cause service" (p.15). Michaelson, Abdallah, Steuer, Thompson, and Marks (2009) pointed out that the shift in volunteering trend among the young population, from the formal to informal organizations, is due to the changes in the global economy and gradual change of social and political institutions towards non-formal structures. It has been understood, however, that regardless of the shift in participation trend, young people have the strong commitment to civic engagement (Wilson, 2000).

In the study by Shields (2009), he pointed out that young adults are interested in volunteering in either the local and personal or nationally known organizations. He also discussed some of the characteristics of such volunteers. He found that volunteering population or future volunteers generally represents those who have higher grade point average (GPA) in college and are students who demonstrate teamwork quality and a good mentor. Shields (2009) research summarized that the young volunteers are multidimensional and the best way for nonprofit organizations to approach them is through a variety of appeals that address those population interests.

While describing the social trends in volunteering, Hustinx and Lammertyn (2003) found that the personal willingness to volunteer depends on personal needs and interests than on altruism. Likewise, dynamic changes can also be observed since the new volunteers look for freedom of choice and specific assignments with tangible outcomes (Shields, 2000). The new participants are the new young volunteers (Rehberg, 2005). The act of sustaining the

young volunteer resources includes keeping them interested through activities related to trending problems and issues (Safrit & Merrill, 2000). A study by Dolnicar and Randle (2007) specified that the nonprofit organizations and social agencies, in order to compete, have to understand the marketing concepts such as addressing the need of targeted groups and advertising that appeals accordingly.

In general, researchers have explored what motivates the volunteers and especially how that relates to older and younger volunteers. Peterson (2004) specified that the idea of social responsibility motivates the older volunteer while younger volunteers tend to be interested in recognition. However, researchers found that a large section of young people fail to see volunteering as of personal or as a social interest (Hankinson & Rochester, 2005). Researchers believe that young potential volunteers have varied motivations and needs and are also selective when they get involved. Though selective, they are loyal to the organization they work for (Shields, 2009). Explaining the characteristics of young volunteer, Rehberg (2005) mentioned that young volunteers expect personal benefits from volunteering. In addition, such young volunteers also look for volunteering experiences to be up-close and personal (Hart & Brossard, 2002).

Shields (2009) identified younger volunteers as the key to the well-being of the organization today as well as in future; he also mentioned that the nonprofits are well aware of this importance of young volunteers. In a study on volunteerism, researchers listed three most common barriers to volunteering: lack of time, lack of interest and ill health (Sundeen, Raskoff, & Garcia, 2007). However, in general, the youth population will encounter two barriers: lack of time and lack of interest. The researchers have essentially pointed out that factors influencing involvement in the volunteer sector have changed over time (Hibbert et

al., 2003) and essentially, there is a need to constantly modify the recruitment strategies as well. In the same study, Shields highlighted the need for retaining young volunteers in the future. He explained how crucial is that efforts are made to evolve the young population to commit and express their loyalty. This will help the organizations to harvest the benefits of these young energized volunteers. Studies (i.e., Starnes & Wymer, 2001; Bussell & Forbes, 2006) have also shown the requirement to explore the needs and motivations of young volunteers.

Shields (2009) discussed some of the short and long term benefits of volunteering among young volunteers, nonprofit organizations and society. A young volunteer finds an opportunity to experience working directly with individuals in need. Likewise, those who volunteer demonstrate academic success, such as high grade point averages. Schmidt, Shumow, and Kackar (2007) added more benefits to the list such as higher levels of self-esteem and viewing themselves as more "socially competent" and "self-efficacious."

In their study of sustained volunteering by addressing what makes young people volunteer for a specific long-term project among young population in the United Kingdom (UK), researchers (Oliveira, Pallister, & Foxall, 2013) found that the subjective norm is an exclusive determinant of sustained volunteering. They also found that the subjective norm is the potential mediator of the effects of other variables (attitude, behavioral control) over future volunteering behavior. Subjective norm is a measure of the extent to which an individual perceives that the important people in their life support or endorse performance of the behavior (Ajzen 1985, 2005).Volunteering is viewed as normative behavior (e.g., Fisher and Ackerman 1998).

In a large panel survey of U.S. college students by Astin and Sax's (1998),

volunteering was found to be associated with civic responsibility and also with academic

attainment and self-confidence (Vogelgesang & Astin, 2000). Likewise, university student

volunteers have reported less involvement in behaviors such as binge drinking compared to

non-volunteers (Weitzman & Kawachi, 2000). In an interpretative and phenomenological

analysis of university student volunteers, MacNeela and Gannon's (2014) study revealed that

volunteering was meaningful for the university, the students and also volunteering

contributed positively to perceptions of self-coherence. This was a qualitative study of ten

students highly involved in volunteering in Ireland.

There are many reasons to be engaged as well as numerous ways to get involved in

volunteering, especially for the younger population (Friedland & Morimota, 2005). There are

different ways to volunteer such as through clubs, churches, church-based agencies,

community service, schools, family connections, friends and broadly through interest

(Andolina et al., 2003, p.279; Hartley, 2001; Planty & Regnier, 2003). Researchers opined

that these people and organizations provide young volunteers with an opportunity to develop

civic attitudes and values which encourages democratic attitudes and practices (Scales et al.,

2004).

Researchers have also explored factors to motivate volunteers and found that people

tend to volunteer more as their willingness, capability and availability increases (Meijs & van

der Voort, 2004). In the similar context, keeping them motivated and retaining those

volunteers would require adequate assistance, information and emotional or social support

(Wymer, 1997, p.11). In a study to understand what motivates individuals to become fire

service volunteers in Australia, McLennan and Birch (2008) surveyed 455 County Fire

Authority volunteers and found that those volunteers were motivated with a mixed sense of

community-safety, community-contribution and self-oriented motivations. Likewise, young volunteers were more likely motivated by self-oriented perceived benefits from volunteering.

Smith and colleagues (2010) examined the extent to which university students participate in volunteering and how they perceive the motivations and benefits associated with volunteering in five western countries - Australia, Canada, New Zealand, the United Kingdom and the United States. They studied the frequency of volunteering by comparing three categories of students volunteering regularly, occasionally and never at all. The researchers were also very cautious and highlighted that although the majority of universities students fall within the youth age cohort, not all young people are university students and not all university students are young people. Their study rendered a mix of motivations and benefits with some differences in involvement among those three categories of students. The study reported high rates of student volunteering and the most popular group was occasional volunteers. This study, unlike other past studies, have focused on collecting data from all types of students and have been instrumental in understanding the motivations and benefits of students in general.

The U.S. National and Community Service Trust Act was passed by the Clinton administration in 1993. This Act emphasized the value of service-learning in academic institutions for faculty, students, and the community (Parker-Gwin, 1996). The Act focused on involving young people towards community service for pre- and post-college benefits (O'Brein, 1993). Haski-Leventhal and the colleagues (2008) emphasized that the most of the studies on students volunteering have been conducted in the U.S. and there is a lack of data comparing student volunteering rates around the world. Hall et al. (2004) also mentioned that, due to lack of such studies, most of the research on student volunteering depends on the

data from the America.

While discussing the motives, an Australian study by McCabe et al. (2007) compared perceptions of the reasons for volunteering between volunteer and non-volunteer students. They employed the Volunteer Functions Inventory (VFI) developed by Clary, Snyder, and Stukas (1996). The study found that both volunteer and non-volunteer students give importance to values (e.g., reinforcement or expression of personal values) and understanding (e.g., personal growth) among other listed six functions.

In their study on volunteering in general, Anheier and Salamon (1999) studied cross-cutting nature of volunteering and explained that it is a cultural and economic phenomenon. Further, they emphasized that it one of the ways social responsibilities are allocated and societies are organized. Many researchers in cross-cultural studies have found that people in different countries have different perceptions on volunteering and its definitions (Handy et al., 2000; Meijs et al., 2003). Various factors such as local cultures, political climate, governmental policy, history and norms may impact the trends of volunteering in a country (Haski-Leventhal et al., 2008).

2.4 Motivational factors related to volunteerism

For many years, the study by Adams, Schlueter, and Barge (1988) and Kramer (2011) highlighted that the research areas of communication and organizational behavioral, motivation have been one of the explored area and represent the research interests in those fields of study. This indicates that the study of motivation of volunteers will not be a completely new study. Motivation is identified as one of the important issues in the field of organizational communication. Rousseau (1990) explained the presence of different psychological contract and motivations among the volunteer as compared to employees.

Sharp (1978) and Kemper (1980) found about 20 percent of the population volunteered because of altruistic motivation. Lewis (2013) addressed the motivation aspect in volunteerism by pointing out the suggestions from motivation literatures that explain that people volunteer to meet certain needs and certain goals (Clary & Snyder, 1991) and other varieties of personal motives (Clary & Orenstein, 1991; Omoto & Snyder, 1995; Penner & Finkelstein, 1998).

Motivation have been conceptualized, explained and theorized by many researchers in various perspectives. Burgess (2005) mentioned that there are different motivations that may lead people to engage in volunteerism. Li, Lin, and Chen (2007) noted that there is a sense of community participation as one reason people volunteer. The act of volunteering brings people together and helps them to make a new social contacts and friend circle. Knoke and Wood (1981), in their research on commitment in voluntary group actions, found that personal traits are less influencing than the group's capacity to achieve group goals.

In their study, Adams, Schlueter, and Barge (1988) discussed three forms of conventional wisdom regarding the motivation of volunteers and the strategies that may be used to motivate them. The three forms of conventional wisdom include: (1) volunteers are intrinsically motivated, (2) volunteers prefer participatory decision-making and (3) volunteers prefer person-oriented compliance-gaining strategies. Their study recommended that volunteers' managers should utilize work protocols and communication strategies to reinforce the desires for recognition, duty and self-accomplishment to maintain or increase intrinsic motivation. Katz (1960), based on functionalist approach, has broadly classified the motives into two: altruistic (other-oriented) and egoistic. The Voluntary Functions Inventory (VFI), also based on the functionalist approach of Katz, suggested six different motivations

towards volunteerism: values, enhancement of self/skills, social acceptance/belongingness, career-related benefit, protection of inner self and ego-enhancement/personal growth (Lewis, 2013).

This thesis particularly focuses on the framework of functionalist theory developed by Clary and his colleagues (1998). The theory hypothesized six functional motives potentially served by volunteering: protective, values, career, social, understanding and enhancement. In this study, these motives will be referred as the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*. The first two functions are the *Values Motive* (volunteering to express altruistic values) and the *Understanding Motive* (volunteering to understand the population being helped). The third and fourth functions are the *Career Motive* (volunteering to gain career-related benefits) and the *Social Motive* (i.e., volunteering reflects the normative influence of friends, family, or a social group). The final functions are the *Protective Motive* (volunteering to facilitate guilt reduction associated with being more fortunate than others) and the *Enhancement Motive* (volunteering for ego-growth and – development; Clary et al., 1998). These functions explain the importance of volunteering.

Clary, Snyder, and Ridge (1992) theorized that individuals will volunteer to fulfill one or more of the six personal and social motivational functions. They developed these set of motivations for the generic relevance to volunteerism with the research based on the population currently involved in volunteering. The investigation supported the functional approach to motivations towards volunteerism and also Volunteer Functions Inventory (VFI) as a measure of those motivations (Clary et al., 1998). All the six motives are presented below in a table:

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Table 2

Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI)

Functions	Conceptual Definition	Sample VFI Item
The *Values Motive*	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
The *Understanding Motive*	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
The *Enhancement Motive*	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
The *Career Motive*	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering will help me to get my foot in the door at a place where I would like to work.
The *Social Motive*	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
The *Protective Motive*	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

As noted above, Clary and the colleagues (1998) conducted a number of studies to investigate and validate the set of motivations for volunteering from the functionalist perspective. The first study (Study 1) was conducted to develop the inventory of volunteers' motivations, named as Volunteers Functions Inventory (VFI). This study focused on the research among the adult population who were active in the volunteering activities. Through the research, it was identified that those group of people under the study relate with the conceptual analysis of functions of volunteerism. The researchers assumed that the population studies were motivated due to their current status of active volunteering. The second study (Study 2) was related to cross validation of the VFI. This study embraced the diverse population with age and volunteer experience. It was validated that VFI can capture the motivations for volunteering among that diverse population. Likewise, the congruence of factor solutions indicated that the factor structures are similar, regardless of people with or without experience as a volunteer (Clary et al., 1998).

The third study (Study 3) examined the temporal stability based on test performed at two different timeframe (interval of 4 weeks) and the results of this study were stable. Clary and the colleagues (1998) highlighted the use of VFI by the volunteer service organizations to address their issues of recruiting volunteers, promoting satisfying experiences and fostering longer term commitments to volunteer service. The fourth study (Study 4) focused on the importance of matching the motivations of individual and the opportunities afforded by the environment (matching motivations with persuasive communications). The theory of persuasive communication suggests its effectiveness when the message meets the motivations of the recipient. Six different advertisements pertaining to each motivation were designed and disseminated among the respondents to evaluate which message was persuasive

to each respondent. The results were consistent with the other studies as the respondents judged and matched each advertisements based on their personal motivations.

The fifth study (Study 5) was essential to the satisfaction from volunteer experience with an assumption that those whose individual motivations (functions perceived important to an individual) were addressed by volunteer service tend to derive greater satisfaction. The results revealed that volunteers who perceived relatively greater benefits from the volunteer service were most satisfied with their volunteer work as opposed to the other groups. Thus satisfaction with volunteer activity matches that of an individual's motivational goals and the fulfillment of those goals. The sixth study (Study 6) examined the prediction of commitment to volunteerism which was to replicate, build on and extend the results of Study 5. This study assumed that volunteers who received functionally relevant benefits would also reveal greater intentions to continue as volunteers and the result predicted the assumption.

Clary and the colleagues explained that VFI study can be a useful study to conceptualize and investigate the motivations of volunteering, influencing the unfolding dynamics over the course of their service as volunteer. The VFI can also be an important instrument to sustain the volunteer involvement in different activities that have potential to fulfill their own motivations. The primary concern of functional strategy was to identify the motivational foundations of action and develop sound means of assessing these motivations. These various studies, discussed earlier, offered evidence as a single, stable, non-overlapping VFI scales for the study of motivation for volunteering. Based on this research, Clary and the colleagues (1998) came up with the following implications:

The organizations can benefit by using the VFI to assess the motivations of potential volunteers, or groups of potential volunteers, and then use this information to

strategically promote their organizations in ways that speak to the abiding concerns of

the volunteers they seek to recruit. (p. 1528)

The second implication discussed is about the continued participation in volunteer activities

which addresses the important function of individuals to keep motivated.

Some researchers have applied the Volunteer Functions Inventory (VFI) to

understand the volunteers' motivations. Allison, Okun, and Dudtridge (2002) conducted the

ranking survey on VFI among volunteers in an organization. This study found that, among

the six motivational factors, the *Values Motive* and the *Enhancement Motive* were the two

most prominent and close motives followed by other factors: the *Social Motive*, the

Understanding Motive and the *Protective Motive*. The *Career Motive* was the least

mentioned motivational factors in that study.

2.5 Research Questions

While assessing the volunteer motives based on Volunteers Functions Inventory

(VFI) conceptualized by Clary and the colleagues (1998), Allison, Okun, and Dutridge

(2002) discovered that the *Values Motive* was the most prominent motivational factor among

the six comprehensive set of motives. Several researchers in the past have explained the

motivation effect of the *Values Motive* on volunteering frequency (Clary & Orenstein, 1991;

Okun, 1994; Omoto & Snyder, 1995, Penner & Finkelstein, 1998) and predicted the greater

commitment and motivation in volunteering.

This thesis explores the motivation factors among young population in two countries-

the U.S. and Nepal. This research identifies the most and least important motivations factors

among the studied population in both countries and, more important, draws the results from

both countries and compares them. Also, this thesis is significant in observing whether there

have been any changes in the volunteering culture within these societies for the past decade. This is worth investigating as both countries have been through socio-economic and cultural changes. The study by Inglehart and Baker (2000) had also indicated that the economic development influences the values and beliefs in a particular country and there exists a significant difference in rich (developed) and poor (developing) societies).

This thesis also brings forward the changes, if any, in the importance assigned to those six motives to volunteer. Likewise, the absence of study on the correlations among these motives encourages this research highlights the future study to identify such correlations at the international comparison level. Studies by Clary et al., 1998; and Allison, Okun, and Dutridge (2002) reveal that the *Career Motive* has minimum role in volunteering motives. Therefore, it is also imperative to understand correlation among the motives. Following are the research questions asked in this study:

RQ. 1. What are the similarities/differences in students' motivational factors between the U.S. and Nepal?

RQ. 2. How similar/different are the correlations among the motivational factors affecting students' volunteerism in the U.S. and Nepal?

The answers to these questions will help to better equip the organizations or institutions to understand what motivates these young students to get involved and volunteer. Likewise, as Inglehart and Baker (2000) had indicated, this study will also assesses the difference in motivations to volunteer which is influenced by each country's values, belief and culture. This study will also shed light on the cultural change in volunteering, especially in the case of American students as the information on volunteering is available to discuss and compare.

While identifying the key motivational factor/factors, the organizations are able to attract the students to volunteer their hours in their field of interest and in return the organization can benefit by getting things done. The Dean of Community Service at University of Louisiana at Lafayette (David Yarbourgh, personal communication, September 4, 2014) shared that every year for the past 18 years 45 students volunteer 20,000 hours by getting involved in community service. Therefore, this study on students' motivation will contribute to such aspects of community service activities among university students.

CHAPTER 3: Methodology

3.1 Sample population

The undergraduate students with different fields of specialization were selected to fulfill this study's research objectives. It is believed that selecting undergraduate students from the U.S. and Nepal help this researcher to ensure a comprehensive representation of youth from different fields and interests. The University of Louisiana at Lafayette was selected as the American university and the following colleges in Nepal were designated to complete this study:

- National College for Higher Education

- Himalayan College for Agriculture Science and Technology

- Kantipur City College

- Makwanpur Multiple Campus

- Hetauda School of Management

These schools of higher education in Nepal offer different specializations and are essential for this study. In the U.S., the undergraduate students enrolled in the Introduction to Human Communication (CMCN 100) were chosen for the survey. The course is offered every semester in two sections, enrolls about 500 students each semester. Therefore the sample size includes 500 undergraduate students. This course was selected primarily because the class brings together students from many different disciplines and across diverse college levels.

In the educational system in Nepal, students who are enrolled in undergraduate programs automatically specialize in that particular field of study. Therefore, selecting one course or college will not suffice for expected data collection from undergraduate students of various fields of study. In order to gather responses from undergraduate students pursuing

different fields of study, this researcher selected multiple private and public colleges that offer different specializations in two cities of Nepal: Kathmandu and Hetauda. The colleges included specialization in development studies, engineering, management, agriculture and veterinary science. There may be other specializations since the responses were received via online survey too.

3.2 Instrument design

Based on the functionalist theory, Clary et al. (1998) identified six functional motives potentially served by volunteering: the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*. They designed the Volunteer Functions Inventory (VFI) to measure the functions served by volunteerism (see Appendix A). The instrument includes 30 questions and five items assessing each of the six functions with response graded in the 7-point Likert scale. Clary et al. (1998) employed various methodological tools among the diverse populations of volunteers, and also non-volunteers to establish the reliability and validity of the VFI.

The researchers (Clary et al., 1998) conducted a factor analysis of the participants' responses to VFI to identify and establish that those six functions (values, understanding, career, social, protective and enhancement) were served by volunteering. The eigenvalues for the six functions were higher than one. The eigenvalues for the first 12 factors with percent variance were 8.26 (28 percent), 3.29 (39 percent), 2.47 (47 percent), 2.14 (54 percent), 1.40 (59 percent), 1.20 (63 percent), 0.88 (65 percent), 0.84 (68 percent), 0.77 (71 percent), 0.70 (73 percent), 0.65 (75 percent) and 0.58 (77 percent) (Clary et al., 1998). The researchers also performed a principal-axis factor analysis with oblique rotation to pre-selected six functions served by volunteering. The LISREL's goodness-of-fit index (GFI) was 0.91, the

normal fit index (NFI) was 0.90 and the root mean squared residual index ((RMS$_{res}$) of

goodness of fit was 0.057. Likewise, the chi-square for six functions was $\chi^2(120, N = 434) =$

412.69 and reported following Cronbach's alpha coefficients for each of the VFI scales:

career (0.89), enhancement (0.84), social (0.83), understanding (0.81), protective (0.81) and

values (0.80). The reliability and validity were further established through a series of six

studies by Clary and his colleagues.

Many researchers have used VFI (as a theoretical framework or one of the

components) to study volunteering motivations and here is the list of some notable studies:

- Assessing volunteer motives: A comparison of an open –ended probe and
  Likert rating scales (Allison, Okun, & Dutridge, 2002)

- The prediction of above regular participation in volunteerism: A test of the
  theory of planned behavior and the volunteer functions inventory (Greenslade
  & White, 2005)

- Mean well to do good? Volunteer motivation re-examined (Haefiger & Hug,
  2009)

- Volunteer motivations and constraints among college students: Analysis of
  volunteer functions inventory and leisure constraints model (Gage & Thapa,
  2012)

- College students' volunteering: Factors related to current volunteering,
  volunteer settings, and motives for volunteering (Moore, Warta, & Erichsen,
  2014)

- Exploring the validity and predictive power of an extended volunteer
  functions inventory within the context of episodic skilled volunteering by

retirees (Baryley, Obst, White, & Lewis, 2014)

The VFI items were used for this thesis in order to understand students' motivational factors towards volunteerism, along with demographic information and individual experiences. This survey was administered via a survey linked among the students at UL Lafayette. However, considering the lack of access to 24-hour electricity and Internet facility, the survey questions was made available both online (via personal Facebook post and share request) and hardcopy (whichever is easier) to the individual respondents in each selected colleges in Nepal. The respondents were asked to indicate how important or accurate each of the 30 possible reasons for volunteering was for them in doing public service. The response scale ranged from 1 (not at all important/accurate) to 7 (extremely important/accurate). The responses were analyzed on the basis of the higher the score, the greater the importance of the motivation.

1. The *Values Motive*: The Volunteer Functions Inventory (VFI) recognizes the following five statements as the best approach to assess individual's values towards volunteering. Their personal motivation can be assessed via a 7-point Likert scale:

    a. I am concerned about those less fortunate than myself.

    b. Volunteering makes me feel important.

    c. I am genuinely concerned about the particular group I am serving.

    d. I feel compassion toward people in need.

    e. I can do something for a cause that is important to me.

2. The *Understanding Motive*: Following are examples of the statements that help to assess the understanding function of the students under the study:

    a. I can learn more about the cause for which I am working.

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b. Volunteering allows me to gain a new perspective on things.

c. Volunteering lets me learn things through direct, hands on experience.

d. I can learn how to deal with a variety of people.

e. I can explore my own strengths.

3. The *Social Motive*: The Volunteer Functions Inventory (VFI) recognizes following statements to assess the social function of volunteering:

a. My friends volunteer.

b. People I'm close to want me to volunteer.

c. People I know share an interest in community service.

d. Others, with whom I am close, place a high value on community service.

e. Volunteering is an important activity to the people I know best.

4. The *Career Motive*: The Volunteer Functions Inventory (VFI) recognizes the following statements to assess the career function of volunteering which is included in this study as well:

a. Volunteering can help me get my foot in the door at a place where I would like to work.

b. I can make new contacts that might help my business or career.

c. Volunteering allows me to explore different career options.

d. Volunteering will help me to succeed in my chosen profession.

e. Volunteering experience will look good on my resume.

5. The *Protective Motive*: The Volunteer Functions Inventory (VFI) recognizes the following statements to assess the protective function of volunteering:

a. No matter how bad I've been feeling, volunteering helps me to forget about it.

b. By volunteering I feel less lonely.

c. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.

d. Volunteering helps me work through my own personal problems.

e. Volunteering is a good escape from my own troubles.

6. The *Enhancement Motive*: The Volunteer Functions Inventory (VFI) recognizes following statements to assess the protective function of volunteering:

a. Volunteering makes me feel important.

b. Volunteering increases my self-esteem.

c. Volunteering makes me feel needed.

d. Volunteering makes me feel better about myself.

e. Volunteering is a way to make new friends.

The actual survey forms used for students in both countries are attached in Appendices B and C respectively. The survey form includes the 30 questions taken from VFI and some demographic questions relevant to each country, the U.S. and Nepal.

3.3 Data collection procedure

This thesis is a quantitative research and data for this study were collected through a survey using the form of *googledocs*, among the UL Lafayette students in the America. The researcher approached the CMCN 100 course instructor to obtain her permission to conduct the survey among the students. The instructor informed their students about the survey in the mass lecture and the link to the survey page (docs.google) was shared through the course's Moodle page. Moodle is a learning platform designed for instructors for the purpose of posting educational resources that can be accessed by students enrolled in a particular course.

Students received bonus points for their participation in the survey. The survey was open for a week. The respondents were asked to answer 30 specific questions related to factors of motivation presented in the Likert scale. The survey took from five to ten minutes; students were reminded about the survey occasionally during the online survey to ensure that there would be an expected response to the survey. Since not all students responded to the online survey, the researcher again approached ten individual lab instructors with hardcopies of the survey and requested these instructors to make an announcement in the class for those who have not participated in the survey. For the students interested in receiving the bonus points, they could take the form and fill it out in class.

In Nepal, the researcher approached the college principals and course instructors selected for the study, personally through email and also with the help of family members and friends. The first round of communication was via email and Facebook to the course instructors (friend of the researcher) or the student from each college. The three colleges in Kathmandu were selected at the initial phase: (1) National College for Higher Education: undergraduate students of the Arts specializing in development studies and development finance, (2) Himalayan College for Agriculture Science and Technology: undergraduate students of Science faculty specializing in agriculture and veterinary medicine and (3) Kantipur City College: undergraduate students of Science faculty specializing in Engineering. The survey questions were printed out by the researcher's family member and distributed to the contact persons in each of these colleges. The contact persons handed out the survey to individual students and also made announcements about the online survey in the class as well as Facebook. There was email communication between the researcher and the contact persons from time to time to assess the survey status. The responses collected

from these three colleges were not enough to meet the sample size of 500. Therefore, the researcher requested the family member to approach two colleges in Hetauda: (4) Makwanpur Multiple Campus and (5) Hetauda School of Management. The responses were collected as hardcopies from these two colleges as well. All those who helped in the survey in Nepal were briefed about the research and survey questions in advance via email and telephone call. The students were asked to fill out the survey in class, ten minutes before or after the lecture. The forms were collected and sent back to the researcher electronically through email to ensure a quick delivery. The online survey forms were also available to any undergraduate student in Nepal through a personal Facebook announcement for those who wished to fill it out online. All of these collected responses from the U.S. and Nepal were entered into the Statistical Package for Social Scientists (SPSS) for analysis.

3.4 Plan for analysis

The collected data were analyzed using SPSS software (version 22) to perform descriptive and inferential analysis. Descriptive analysis included frequencies such as mean, median, mode and standard deviation for all data collected and entered into SPSS. The questions pertaining to six motivations factors were first grouped and performed the reliability test. The first research question—comparing similarities and/or differences in motivational factors in two countries—was analyzed using the independent t-test. The t-test was run to each motivational factor to compare the countries similarities and differences. This test helped this researcher to see the clear picture of similarities and/or differences in motivational factors in between these countries. The second question of the research was answered by analyzing the relationship between the motivational factors. The Pearson's Correlation was used to investigate the correlation among the factors of motivations in these

two countries.

Variables under the study

All six scales of motivations theorized by Clary and the colleagues (1998) incorporate the study variables in this research. They are: the *Values Motive*, the *Understanding Motive*, the *Social Motive*, the *Career Motive*, the *Protective Motive* and the *Enhancement Motive* and are described below:

1. The *Values Motive*: The values function of the volunteering relates to the expression of "altruistic and humanitarian concern" (Clary et al., 1998). The feeling and compassion that an individual has toward the acts of volunteering is concerned to values. This motive is best explained by the genuine concern to less fortunate people than self, compassion towards such people, concern to the cause of one's importance and developing a feeling of one's importance by helping others.

2. The *Understanding Motive*: The understanding function is associated with hands-on learning experiences on particular area of individuals who volunteer. People take the opportunity of volunteering for new learning experiences and also a platform to practice knowledge, skills and abilities (Clary et al., 1998). These experiences and honing the skills may or may not relate to those individual areas of interest or hobbies or their career. This function is related to capacity building, enhancing skill and overall learning life skills through volunteer service.

3. The *Social Motive*: The social function is focused on relationship building or networking (Clary et al., 1998). One of the services that volunteering platform offers is the place to meet new people and associate with them, this may be "friending" or engaging in favorable activity perceived by "important others", according to the researchers.

4. The *Career Motive*: Volunteering is generally also considered a stepping stone for future careers or developing career skills. Clary and colleagues (1998) stress: "….volunteering is concerned with career-related benefits that may be obtained from participation in volunteer work" (p. 1518). The career function serves the volunteers to develop professional contacts and also enriches the experience to show in their resume.

5. The *Protective Motive*: The protective motivation involves processes associated with the functioning of the ego (Clary et al., 1998, p. 1518). The authors note that volunteer may assist an individual with guilt redemption by serving others and as a resort to alienate from the negative thinking of self. The volunteering also serves as a function to subdue the feeling of loneliness.

6. The *Enhancement Motive*: Clary and the colleague (1998) express that the *Enhancement Motive* is more about ego and especially the ego's relation to affect, than about protective processes (p.1518). Researches (Watson, Clark, McIntyre, & Hamamker, 1992; Watson, Clark, & Tellegen, 1998) have suggested that positive and negative effects are not the bipolar ends but are separate measurements. Therefore, the positive efforts for personal growth (such as making new friends) and self-esteem (feeling needed in the society) are the enhancement functions of volunteering.

Finally, the act of or the intention of volunteering by the students is also a variable for this study. The action of volunteering or the intention of the students was assessed directly through three basic questions such as "I have experience to participate in a volunteer work in the past" and "I am interested in future volunteer opportunities." There was a question on assessing the frequency of volunteering "I volunteer" and the volunteering action was identified based on five options of "do not volunteer," "volunteer rarely," "volunteer

sometimes," "volunteer often" and "volunteer a lot."

CHAPTER 4: Results

4.1 Descriptive statistics

There were 469 undergraduate students from UL Lafayette enrolled in an introductory communication course who participated in the survey. Some were completed online, while others were done in printed form. Similarly, on the other side of the globe, 525 undergraduate students from different colleges in Nepal participated in the survey. Among those respondents in Nepal, 175 were from Himalayan College for Agriculture Science and Technology, 80 from National College for Higher Education, also 80 from Makwanpur Multiple Campus, 75 from Hetauda School of Management, 74 from Kantipur City College, 18 from New Summit College, nine from Tribhuvan University, five from Kathmandu University and one each from Patan Multiple Campus, Nagarjuna College and Sikkim Manipal University. Since the survey was also open online, there were responses from some other students pursuing undergraduate degrees in institutions other than the previously selected colleges in Nepal.

The socio-demographic breakdowns of gender, age, ethnicity, academic level and school major have interesting results. In the U.S., out of 469 respondents, 166 (35.4 percent) were male and 300 (64 percent) were female. The average age was 19.91 with a mode of 19. The ages ranged from 17 to 43. The data on ethnicity reveals that the majority were Caucasian (67.6 percent) followed by African American (27.7 percent). The Asian were represented by 1.1 percent, followed by Native American at 0.9 percent, Hispanic at 0.4 percent and other population was 1.1 percent.

Out of 525 respondents in Nepal, 209 (39.8 percent) were male and 321(59.4 percent) were female. The average age was 20.73 with a mode of 20. The ages ranged from 17 to 55.

The data on ethnicity reveals that the majority were Indigenous Nepalese (52.4 percent),

followed by Indo-Nepalese (41.1 percent). The Tibeto-Nepalese were represented by 1.7

percent and other population was 0.4 percent. The tables below provide information on

gender, age, ethnicity, academic level and majoring courses of both countries:

Table 3

Gender of the respondents U.S. and Nepal

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	Male	166	35.4	209	39.8
	Female	300	64.0	312	59.4
	Total	466	99.4	521	99.2
Missing	System	3	.6	4	.8
	Total	469	100.0	525	100.0

Table 4

Ethnicity of respondents (U.S.)

		Frequency	Percent
Valid	Native American	4	.9
	Caucasian	317	67.6
	African American	130	27.7
	Hispanic/ Latino	2	.4
	Asian	5	1.1
	Other	5	1.1
	Total	463	98.7
Missing	System	6	1.3
Total		469	100.0

Table 5

Ethnicity of respondents (Nepal)

		Frequency	Percent
	Indo – Nepalese	216	41.1
	Tibeto – Nepalese	9	1.7
	Indigenous	275	52.4
	Others	2	.4
	Total	502	95.6
Missing	System	23	4.4
Total		525	100.0

Table 6

Age of respondents in U.S. and Nepal

| | | U.S. | | | | Nepal | |
		Frequency	Percent			Frequency	Percent
Valid	17	1	.2	Valid	17	1	.2
	18	67	14.3		18	49	9.3
	19	178	38.0		19	107	20.4
	20	125	26.7		20	120	22.9
	21	51	10.9		21	102	19.4
	22	15	3.2		22	63	12.0
	23	6	1.3		23	35	6.7
	24	6	1.3		24	18	3.4
	25	3	.6		25	8	1.5
	27	2	.4		26	3	.6
	28	1	.2		27	2	.4
	29	2	.4		28	3	.6
	30	2	.4		29	2	.4
	35	1	.2		30	1	.2
	37	1	.2		32	2	.4
	41	1	.2		38	1	.2
	43	1	.2		55	1	.2
	Total	463	98.7		Total	519	98.9
Missing	System	6	1.3	Missing	System	7	1.3
Total		469	100.0	Total		525	100.0

The majority of American undergraduate students who responded to the survey were freshmen (in their first year of study) followed by sophomore (in their second year of study), junior (in their third year of study) and senior (in their fourth year of study) at 41.2 percent, 36.9 percent, 15.8 percent and 4.9 percent, respectively. The respondents represented different fields of study or specialization. They listed 70 different fields of specialization of which the following are the most common study concentrations: Nursing, Business Management, Accounting, Computer Science, Marketing, Management, Child and Family Studies, Finance, Criminal Justice, Dietetics, Health Information Management, Geology, Industrial Technology, Kinesiology, Speech Pathology and Political Science.

In contrast to the U.S., the majority of Nepalese undergraduate students who responded to the survey were sophomores (in their second year of study) followed by freshmen (in their first year of study), juniors (in their third year of study) and seniors (in their fourth year of study) at 37.3 percent, 34.9 percent, 14.7 percent and 12 percent respectively. The respondents represented 47 different fields of study or specialization. The following are the most common study concentrations: Agriculture, Development Studies, Development Finance, Civil engineering, Biology, Veterinary, Computer Science, English, Electronics, Information Management, Information Technology, Management, Marketing and Sociology were some of those most cited specializations by those students.

Table 7

Academic background of the respondents in the U.S. and Nepal

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	Freshmen	193	41.2	183	34.9
	Sophomore	173	36.9	196	37.3
	Junior	74	15.8	77	14.7
	Senior	23	4.9	63	12.0
	Total	463	98.7	519	98.9
Missing	System	6	1.3	6	1.1
Total		469	100.0	525	100.0

The 33.3 percent of U.S. respondents were highly religious, 38.4 percent were somewhat religious, 7.5 percent were not as religious and 6.6 percent were not religious at all; 13 percent remained neutral in their response. The 16.2 percent of those respondents in Nepal were very much religious, 33.9 percent were somewhat religious, 12.4 percent were not much religious and 5.1 percent were not religious at all while 30.9 percent remained neutral in their response.

Table 8

Degree of religiousness among American and Nepalese respondents

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	Very much	156	33.3	85	16.2
	Somewhat	180	38.4	178	33.9
	Neutral	61	13.0	162	30.9
	Not much	35	7.5	65	12.4
	Not at all	31	6.6	27	5.1
	Total	463	98.7	517	98.5
Missing	System	6	1.3	8	1.5
Total		469	100.0	525	100.0

Among 469 American undergraduate students, 441 (94 percent) reported that they had volunteered or have had volunteering experience in the past and only 22 (4.7 percent) reported they have never volunteered. When asked about their volunteering frequency, only 10.4 percent have been volunteering very frequently, most of them volunteer sometimes (44.6 percent), others (21.1 percent) volunteer rarely and 20.3 percent volunteer often. Among these young American respondents, 79.7 percent want to volunteer in the future, while 19.4 percent reported that they do not want to volunteer in the future. In Nepal, among 525 undergraduate students, 376 (71.6 percent) reported that they had volunteered or have had the volunteering experience in the past and 142 (27 percent) reported they have never volunteered. When asked about their volunteering frequency only 4.8 percent have been

volunteering very frequently, most of them volunteer sometimes (40.6 percent), other (19.2 percent) volunteer rarely and 10.9 percent volunteer often. Among these young Nepalese respondents, 93.7 percent wants to volunteer in the future while 4 percent reported that they do not want to volunteer in the future.

Table 9

Past volunteering experience among the American and Nepalese respondents

| | | U.S. | | Nepal | |
		Frequency	Percent	Frequency	Percent
Valid	Yes	441	94.0	376	71.6
	No	22	4.7	142	27.0
	Total	463	98.7	518	98.7
Missing	System	6	1.3	7	1.3
Total		469	100	525	100.0

Table 10

Frequency of volunteering among American and Nepalese respondents

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	None	14	3.0	114	21.7
	Rare	99	21.1	101	19.2
	Sometimes	209	44.6	213	40.6
	Often	95	20.3	57	10.9
	Very Frequent	49	10.4	25	4.8
	Total	466	99.4	510	97.1
Missing	System	3	.6	15	2.9
Total		469	100.0	525	100.0

Table 11

Future volunteering interest among American and Nepalese respondents

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	Yes	374	79.7	492	93.7
	No	91	19.4	21	4.0
	Total	465	99.1	513	97.7
Missing	System	4	.9	12	2.3
Total		469	100.0	525	100.0

Looking into the importance of the six motivational factors among the American students, 46 (9.8 percent) rated the *Understanding Motive*, 38 (8.1 percent) evaluated the *Values Motive*, 35 (7.5 percent) acknowledged the *Career Motive*, 25 (5.3 percent) weighed the *Enhancement Motive* and very few of the respondents, 9 (1.9 percent), rated the *Social Motive* and the *Protective Motive* as extremely important factors that motivate them to volunteer. Both the *Social Motive* and the *Protective Motive* have been rated as not at all important by 55 (11.7 percent) of the American respondents. Looking into importance of the six motivational factors among the Nepalese students, 69 (13.1 percent) rated the *Understanding Motive*, 42 (8 percent) evaluated the *Career Motive*, 37 (7 percent) acknowledged the *Enhancement Motive*, 15 (2.9 percent) weighed the *Values Motive* and very few of the respondents, 7 (0.4 percent) and 6 (1.1 percent), respectively rated the *Social Motive* and the *Protective Motive* as extremely important factor that motivate them to volunteer. The data show that a negligible percent of the total Nepalese respondents have rated those six listed motivational factors as not at all important.

Table 12

Rating of values as a motivational factor (U.S. and Nepal)

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	1.00	4	.9	1	.2
	2.00	46	9.8	5	1.0
	3.00	41	8.7	22	4.2
	4.00	70	14.9	112	21.3
	5.00	122	26.0	199	37.9
	6.00	143	30.5	135	25.7
	7.00	38	8.1	15	2.9
	Total	464	98.9	489	93.1
Missing	System	5	1.1	36	6.9
Total		469	100.0	525	100.0

Table 13

Rating of understanding as a motivational factor (U.S. and Nepal)

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	1.00	6	1.3	2	.4
	2.00	40	8.5	4	.8
	3.00	46	9.8	17	3.2
	4.00	80	17.1	53	10.1
	5.00	121	25.8	133	25.3
	6.00	118	25.2	231	44.0
	7.00	46	9.8	69	13.1
	Total	457	97.4	509	97.0
Missing	System	12	2.6	16	3.0
Total		469	100.0	525	100.0

Table 14

Rating of social as a motivational factor (U.S. and Nepal)

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	1.00	55	11.7	4	.8
	2.00	97	20.7	21	4.0
	3.00	101	21.5	78	14.9
	4.00	105	22.4	161	30.7
	5.00	63	13.4	146	27.8
	6.00	35	7.5	66	12.6
	7.00	9	1.9	2	.4
	Total	465	99.1	478	91.0
Missing	System	4	.9	47	9.0
Total		469	100.0	525	100.0

Table 15

Rating of career as a motivational factor (U.S. and Nepal)

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	1.00	9	1.9	2	.4
	2.00	48	10.2	8	1.5
	3.00	46	9.8	26	5.0
	4.00	68	14.5	80	15.2
	5.00	126	26.9	155	29.5
	6.00	123	26.2	176	33.5
	7.00	35	7.5	42	8.0
	Total	455	97.0	489	93.1
Missing	System	14	3.0	36	6.9
Total		469	100.0	525	100.0

Table 16

Rating of protective as a motivational factor (U.S. and Nepal)

		U.S.			Nepal	
		Frequency	Percent		Frequency	Percent
Valid	1.00	55	11.7		5	1.0
	2.00	88	18.8		12	2.3
	3.00	95	20.3		68	13.0
	4.00	87	18.6		123	23.4
	5.00	84	17.9		193	36.8
	6.00	37	7.9		80	15.2
	7.00	9	1.9		6	1.1
	Total	455	97.0		487	92.8
Missing	System	14	3.0		38	7.2
Total		469	100.0		525	100.0

Table 17

Rating of enhancement as a motivational factor (U.S. and Nepal)

		U.S.		Nepal	
		Frequency	Percent	Frequency	Percent
Valid	1.00	15	3.2	0	0
	2.00	67	14.3	11	2.1
	3.00	69	14.7	23	4.4
	4.00	86	18.3	71	13.5
	5.00	112	23.9	147	28.0
	6.00	83	17.7	200	38.1
	7.00	25	5.3	37	7.0
	Total	457	97.4	489	93.1
Missing	System	12	2.6	36	6.9
Total		469	100.0	525	100.0

4.2 Testing of research questions

The reliability tests for each motivational factor (six) were performed for each datasets collected from the U.S. and Nepal. This test reveals that, for U.S. data, the Cronbach's Alpha (α) for all six motivational factors - the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive* were statistically reliable with α values at 0.614, 0.573, 0.742, 0.610, 0.789 and 0.754 respectively. Likewise, the Cronbach's Alpha (α) for all six motivational factors - the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the

Understanding Motive and the *Enhancement Motive* (for the data collected from Nepal) were also statistically reliable with α values at 0.887, 0.878, 0.911, 0.909, 0.927 and 0.913 respectively.

The data were then analyzed using the frequency distribution analysis in SPSS. The Skewness and Kurtosis were assessed to understand the symmetry of the data collected both in the U.S. and Nepal. The data from the U.S. revealed that the motivational factors such as the *Values Motive* (Zskewness= -5.45, Zkurtosis= -2.04), the *Understanding Motive* (Zskewness= -4.33, Zkurtosis= -2.14), the *Career Motive* (Zskewness= -4.89, Zkurtosis= -2.33) and the *Enhancement Motive* (Zskewness= -1.68, Zkurtosis= -3.86) are negatively skewed. The *Social Motive* (Zskewness= 2.32, Zkurtosis= -2.90) may be symmetric or skewed positively or negatively and the *Protective Motive* (Zskewness= 1.32, Zkurtosis= 3.75) factor was positively skewed. These were the sample population and it may or may not represent the population. The analysis of data collected from Nepal shows that all the motivational factor to volunteer – the *Protective Motive* (Zskewness= -4.69, Zkurtosis= 1.13), the *Values Motive* (Zskewness= -4.22, Zkurtosis= 2.3), the *Career Motive* (Zskewness= -6.43, Zkurtosis= 2.65), the *Social Motive* (Zskewness= -2.71, Zkurtosis= -0.60), the *Understanding Motive* (Zskewness= -9.11, Zkurtosis= 6.87) and the *Enhancement Motive* (Zskewness= -7.30, Zkurtosis= 2.43) were all negatively skewed.

The data were then analyzed using appropriate tests in SPSS to answer the research questions of this study. The first research question was: What are the similarities/differences in students' motivational factors between the U.S. and Nepal? The t-test was conducted among all six motivation factors among the students in the U.S. and Nepal to compare. The tables below presents the t-test analysis reports for all six motivational factors to volunteer in

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the U.S. and Nepal.

Table 18

Mean values and t-test results of American vs. Nepalese respondents on their motivations to volunteer

VFI Scale	U.S.	Nepal	t-stat	p- value
Protective	3.4484	4.5421	12.469	.000
Values	4.8125	4.9796	2.090	.037
Career	4.6769	5.1963	6.013	.000
Social	3.3548	4.3180	11.160	.000
Understanding	4.7681	5.5147	9.113	.000
Enhancement	4.2298	5.2536	11.742	.000

Table 19

Independent Samples Test for protective function

Group Statistics				
	Country	N	Mean	Std. Deviation
Protective	Nepal	487	4.54	1.09
	U.S.	455	3.45	1.57

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Protective	Equal variances assumed	86.39	.000	12.47	940	.000
	Equal variances not assumed			12.32	806.54	.000

On an average, the undergraduate students in the U.S. are less motivated by the *Protective Motive* (M = 3.45, SD = 1.57) than the undergraduate students in Nepal (M = 4.54, SD = 1.09). There is a statistically significant difference t(940) = 12.47, p<.01.

Table 20

Independent Samples Test for value function

	Group Statistics			
	Country	N	Mean	Std. Deviation
Values	Nepal	489	4.98	.97
	U.S.	464	4.81	1.46

	Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df	Sig. (2-tailed)
Values	Equal variances assumed	97.06	.000	2.09	951	.037
	Equal variances not assumed			2.07	796.35	.039

On the average, the undergraduate students in the U.S. are less motivated by the *Values Motive* (M = 4.81, SD = 1.46) than the undergraduate students in Nepal (M = 4.98, SD = .97). There is a statistically significant difference t(951) = 2.09, p<.05.

Table 21

Independent Samples Test for career function

Group Statistics				
	Country	N	Mean	Std. Deviation
Career	Nepal	489	5.19	1.12
	U.S.	455	4.68	1.52

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Career	Equal variances assumed	52.53	.000	6.01	942	.000
	Equal variances not assumed			5.95	832.84	.000

On an average, the undergraduate students in the U.S. are less motivated by the *Career Motive* (M = 4.68, SD = 1.52) than the undergraduate students in Nepal (M = 5.19, SD = 1.12). There is a statistically significant difference t(942) = 6.01, p<.01.

Table 22

Independent Samples Test for social function

Group Statistics				
	Country	N	Mean	Std. Deviation
Social	Nepal	478	4.32	1.10
	U.S.	465	3.35	1.52

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Social	Equal variances assumed	61.16	.000	11.16	941	.000
	Equal variances not assumed			11.11	843.81	.000

On an average, the undergraduate students in the U.S. are less motivated by the *Social Motive* (M = 3.35, SD = 1.52) than the undergraduate students in Nepal (M = 4.32, SD = 1.10). There is a statistically significant difference t(941) = 11.16, p<.01.

Table 23

Independent Samples Test for understanding function

Group Statistics				
	Country	N	Mean	Std. Deviation
Understanding	Nepal	509	5.51	1.05
	U.S.	457	4.77	1.48

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Understanding	Equal variances assumed	58.47	.000	9.11	964	.000
	Equal variances not assumed			8.95	813.19	.000

On an average, the undergraduate students in the U.S. are less motivated by the *Understanding Motive* (M = 4.77, SD = 1.48) than the undergraduate students in Nepal (M = 5.51, SD = 1.05). There is a statistically significant difference t(964) = 9.11, p<.01.

Table 24

Independent Samples Test for enhancement function

Group Statistics				
	Country	N	Mean	Std. Deviation
Enhancement	Nepal	489	5.25	1.09
	U.S.	457	4.23	1.56

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	df	Sig. (2-tailed)
Enhancement	Equal variances assumed	86.29	.000	11.74	944	.000
	Equal variances not assumed			11.60	807.47	.000

On an average, the undergraduate students in the U.S. are less motivated by the *Enhancement Motive* (M = 4.23, SD = 1.56) than the undergraduate students in Nepal (M = 5.25, SD = 1.09). There is a statistically significant difference t(944) = 11.74, p<.01.

The second research question of this study was: How similar/different are the correlations among the motivational factors affecting students' volunteerism in the U.S. and Nepal? The SPSS test to run Pearson's Correlation among volunteer motivational factors among the undergraduate students in the U.S. and Nepal was conducted. The correlations table for the U.S. and Nepal presented significant correlations among all the factors of motivation to volunteer.

There is a significantly very large/ strong relationship between all the factors of motivations to volunteer among the American respondents. The significantly large relationship is observed among the following motivational factors: the *Values Motive* – the *Understanding Motive* ($\gamma = .85$, p<.01), the *Protective Motive* – the *Enhancement Motive* ($\gamma = .81$, p<.01), the *Understanding Motive* - the *Career Motive* ($\gamma = .80$, p<.01), the *Understanding Motive* - the *Enhancement Motive* ($\gamma = .80$, p<.01), the *Career Motive* - the *Enhancement Motive* ($\gamma = .75$, p<.01), the *Values Motive* - the *Career Motive* ($\gamma = .74$, p<.01) and the *Values Motive* - the *Enhancement Motive* ($\gamma = .73$, p<.01). There is also significantly large relation between the following motivational factors to volunteer among the American respondents: the *Understanding Motive* - the *Protective Motive* ($\gamma = .67$, p<.01), the *Values Motive* – the *Social Motive* ($\gamma = .66$, p<.01), the *Social Motive* - the *Protective Motive* ($\gamma = .65$, p<.01), the *Social Motive* - the *Enhancement Motive* ($\gamma = .64$, p<.01), the *Understanding Motive* - the *Social Motive* ($\gamma = .64$, p<.01), the *Values Motive* - the *Protective Motive* ($\gamma = .62$, p<.01), the *Career Motive* - the *Protective Motive* ($\gamma = .61$, p<.01) and the *Social Motive* - the *Career Motive* ($\gamma = .59$, p<.01).

Table 25

Correlations of motives among American respondents

		Values	Understan ding	Social	Career	Protectiv e	Enhance ment
Values	Pearson Correlation	1	.854**	.664**	.742**	.616**	.732**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	464	453	460	450	450	453
Understan ding	Pearson Correlation	**.854****	1	.640**	.800**	.674**	.804**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	453	457	453	449	447	451
Social	Pearson Correlation	**.664****	**.640****	1	.588**	.653**	.644**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	460	453	465	451	451	453
Career	Pearson Correlation	**.742****	**.800****	**.588****	1	.611**	.749**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	450	449	451	455	444	448
Protective	Pearson Correlation	**.616****	**.674****	**.653****	**.611****	1	.813**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	450	447	451	444	455	446
Enhancem ent	Pearson Correlation	**.732****	**.804****	**.644****	**.749****	**.813****	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	453	451	453	448	446	457

**. Correlation is significant at the 0.01 level (2-tailed).

The relations among volunteer motivational factors among the undergraduate students in Nepal were also tested using the same Pearson's Correlation. The test shows that there is a significant positive relation between all the motivational factors to volunteer among the Nepalese respondents. There is a large / strong relationship among the following factors: the *Career Motive* –the *Understanding Motive* (γ =.66, p<.01), the *Career Motive* – the *Enhancement Motive* (γ =.62, p<.01), the *Understanding Motive* - the *Enhancement Motive* (γ =.62, p<.01), the *Values Motive* - the *Understanding Motive* (γ =.60, p<.01), the *Values Motive* - the *Enhancement Motive* (γ =.59, p<.01) and the *Values Motive* - the *Career Motive* (γ =.58, p<.01). There is a medium strength of relationships among the following factors: protective - the *Enhancement Motive* (γ =.49, p<.01), the *Values Motive* (γ =.47, p<.01), the *Protective Motive* - the *Career Motive* (γ =.43, p<.01), the *Protective Motive* - the *Understanding Motive* (γ =.40, p<.01), the *Career Motive* – the *Social Motive* (γ =.39, p<.01), the *Values Motive* - the *Social Motive* (γ =.32, p<.01) and the *Social Motive* - the *Enhancement Motive* (γ =.31, p<.01). There is a significantly small/weak relation among the following two motivational factors: the *Social Motive* - the *Understanding Motive* (γ =.26, p<.01) and the *Protective Motive* - the *Social Motive* (γ =.27, p<.01).

Table 26

Correlation of motives among Nepalese respondents

		Protective	Values	Career	Social	Understanding	Enhancement
Protective	Pearson Correlation	1	.473**	.428**	.270**	.400**	.498**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	487	459	461	451	478	457
Values	Pearson Correlation	**.473**	1	.585**	.318**	.605**	.594**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	459	489	460	449	478	457
Career	Pearson Correlation	**.428**	**.585**	1	.389**	.657**	.623**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	461	460	489	448	476	462
Social	Pearson Correlation	**.270**	**.318**	**.389**	1	.234**	.308**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	451	449	448	478	466	451
Understanding	Pearson Correlation	**.400**	**.605**	**.657**	**.234**	1	.627**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	478	478	476	466	509	479
Enhancement	Pearson Correlation	**.498**	**.594**	**.623**	**.308**	**.627**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	457	457	462	451	479	489

**. Correlation is significant at the 0.01 level (2-tailed).

CHAPTER 5: Discussion

This thesis examined the motivations among undergraduate students in the U.S. and Nepal. Understanding the most important motivating factors that encourage these young people to volunteer will help the organizations, institutions and government agencies to recruit and retain the volunteers. The motivations are grouped in six categories as identified by Clary and his colleagues (1998), they are: the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*. The *Protective Motive* is explained as a way of protecting one's ego from the difficulties of life, the *Values Motive* is a way to express one's altruistic and humanitarian values, the *Career Motive* is a way to improve career prospects in one's life and the *Social Motive* is defined as a way to develop and strengthen social ties. The *Understanding Motive* is related to an approach in gaining knowledge, skills and abilities and the *Enhancement Motive* is explained as a way to help the ego grow and develop. The two specific research questions that powered this thesis are: (1) what are the similarities/differences in students' motivational factors between the U.S. and Nepal? (2) how similar/different are the correlations among the motivational factors affecting students' volunteerism in the U.S. and Nepal?

5.1 Comparing students' motivational factors between the U.S. and Nepal

The results of this thesis reveal that there is a significant difference in all six factors of motivation (the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*) among the students of the two countries. The findings are discussed as following:

5.1.1 The *Protective Motive*

The protective motivation is associated with the functioning of the ego. The volunteer

may assist an individual with guilt redemption by serving others and as a resort to alienate from the negative thinking of self (Clary et al., 1998). This function also serves volunteer to subdue the feeling of loneliness. The t-test analysis of the *Protective Motive* predicted that there is a significant difference in volunteering motivations among the American and Nepalese students (t = 12.47, p< .01). The average scores reveal that Nepalese students are more motivated than American students. In a study conducted by Inglehart and Baker (2000), America can be categorized as a modern society and Nepal as a traditional society. According to the researchers, the traditional society exemplifies survival values with high regard to parents and/or family and close connection with family, which is the opposite of a modern society. The family-oriented nature is depicted by the feeling of being together. Hence the higher concern for the *Protective Motive* among the Nepalese students is guided by the idea of being together and helping each other.

Regarding this same motive, Moore, Warta, and Erichsen's (2014) study on the American college students' volunteering reported that the Greek students place more importance on the *Protective Motive* than non- Greek students. The Greek (sororities or fraternities) organizations provide an opportunity of peer interaction and community service, besides many other advantages (Pascarella and Terenzini, 2005). Being a part of Greek community indicates identifying with a group and working together in a family-like relational group and more structured toward volunteerism. Thus, the concern for the *Protective Motive* is higher within the traditional and family-oriented societies. Interestingly, both the American and Nepalese students were found to rank the *Protective Motive* as the fifth most important function; however, the percentage was higher for Nepal (53.1 percent) as compared to the U.S. (27.7 percent).

5.1.2 The *Values Motive*

The values function of the volunteering relates to the expression of "altruistic and humanitarian concern" (Clary et al., 1998). This motive is best explained by the genuine concern to less fortunate people than self, compassion towards such people, concern to the cause of one's importance and developing a feeling of one's importance by helping others. The t-test comparing the *Values Motive* between the two countries reveals that, though very small, there is a significant difference in how the American and Nepalese students are motivated to volunteer (t = 2.09, p< .05). The regard for the *Values Motive* is significantly high among the Nepalese students as compared to the American students. The difference between the countries can be explained from the socio-economic and cultural perspectives.

Inglehart and Baker (2000), in their study, pointed out that countries have experienced substantial changes in values and have moved towards increasingly secular-rational values and an increasing emphasis on self-expression values. The World Values Survey, discussed by the researchers, had highlighted the importance of the family as a major theme in traditional societies. Some of the characteristics of the traditional society described by the researchers were as: (i) high concern to parents, (ii) parents' concern to well-being of their children before themselves, (iii) emphasis on social conformity than individualism and (iv) regards to authority. The researchers explain that such traits are opposite in modern societies (societies with secular-rational values).

Because Nepal is a developing nation with traditional society characteristics, Nepalese students are more inclined towards social conformity and concern to family than the American students. The care and concern to family members are also extended to the society. Therefore, such care and concern motivates the Nepalese students to volunteer for

humanitarian purpose more than the American students. The interesting fact is that the majority of American students mentioned the *Values Motive* as the most important factor and hence is the first highly ranked motivation factor, while the Nepalese students expressed that the *Values Motive* motivates them but it is ranked fourth most important.

5.1.3 The *Career Motive*

The career function is concerned to benefits related to career and it serves the volunteers to develop professional contacts and also enriches their experiences to show in their resume. The *Career Motive* also varies significantly between the two countries' students ($t = 6.01$, p< .01). The students of Nepal place much more importance on developing career prospects by volunteering as compared to the students in America. This thesis discloses that the students are motivated to volunteer to enhance their skills, develop contacts and build their future careers, which is consistent with past studies. Wilson (2000) emphasized that volunteering boosts socio-economic achievement by creating new contacts and networks (Hodgkinson & Weitzman, 1996) and ending up having new jobs or quality jobs. Likewise, other benefits of volunteering such as to enhance skills (Verba et al., 1995) and fostering network and trust (Stolle, 1998) have also been highlighted by researchers. The difference in motivation level between the two countries is a reflection of competition among the young population in Nepal to acquire jobs of their interest. There is a high competition in Nepal since more youth are living in developing countries as compared to a developed country (UNFPA, 2011). Such competition might have motivated students in Nepal to volunteer so that they acquire required skills while developing new contacts.

Contrary to Nepalese students, the low trend of volunteering in career and academic setting among the American students has been highlighted by the study of Moore, Warta, and

Erichsen (2014) which found that the majority of them tend to volunteer in health-oriented or child and education organizations. In terms of ranking the motivational factors, the *Career Motive* is ranked as the third most important motivation by both the students from the U.S. and Nepal. This ranking entails that the students, in general, consider volunteering as a cornerstone to develop their career by enhancing experiences in their field of interest and expanding professional contacts. These are reflected in this study's results.

5.1.4 The *Social Motive*

The social function is focused on relationship building or networking (Clary et al., 1998). Volunteering is considered as a platform to meet new people and associate with them by developing friendship or following the significant person in their favorable activity. While comparing the *Social Motive* to understand the similarities/differences between the two countries, the t-test results indicate that there is a significant difference between the students in two countries on how much they are socially motivated to volunteer ($t = 11.16$, $p < .01$). The results show that the Nepalese students have relatively higher concern to what their friends, family or people around do and think than the American students. Inglehart and Baker (2000) have discussed that emphasis on social conformity, rather than individualism, is one of the characteristics of a traditional or developing country. Based on their study, the Nepalese students (developing country) focus more on social conformity while the American students (developed country) focus on individualism and such difference is reflected on the social motivation to volunteer.

Regardless of the difference in motivation, the social motivation is, however, ranked as the least motivating factor to volunteer by both countries. The least concern on strengthening social ties means that young generations are probably more interested in

individualism. This indicates the cultural shift, as suggested by Inglehart and Baker (2000). They suggested that such cultural shift in values occurs as intergenerational gradual replacement toward the self-expression.

5.1.5 The *Understanding Motive*

The understanding function is associated with hands-on learning experiences on particular area of individuals who volunteer. People take the opportunity of volunteering for new learning experiences and also a platform to practice knowledge, skills and abilities (Clary et al., 1998). This thesis' results show that the students have stressed the opportunity to learn about working with a variety of people as an important motivation. The results further indicate that students in both countries are inquisitive and prefer to learn and understand about the issues of their interest through volunteering. These results are consistent with the past studies since Safrit and Merrill (2000) have also stated similar findings, mentioning that the way to keep young volunteers motivated includes allowing their interest in activities related to current problems and issues.

Irrespective of their common interests, there is a significant difference in motivations between the Nepalese and the American students on the *Understanding Motive* ($t = 9.11$, $p<$ .01). The students in Nepal place a relatively higher concern on gaining knowledge and skills than the American students. In terms of ranking, the American students see the *Understanding Motive* as the second most important motivation to volunteer. However, the Nepalese students regard understanding as the most important motivation to volunteer. The difference in the importance assigned to the *Understanding Motive* explains the difference in motivations between these two countries.

Further, Mathema (2007) has discussed the problems in the higher education system

in Nepal. He highlighted the lack of high-quality education that fails to emphasize active intellectual discourse, participation or research. Likewise, the least focus or opportunity of activities such as seminars or projects to boost the academic horizon among students is another challenge in Nepalese education system. The lack of such opportunities in the college setting motivates the Nepalese students to explore more and volunteering provides them one such opportunity to explore. Therefore, the Nepalese students are more motivated than the American students to gain new perspectives on the issues of their interest and enhance knowledge and skills.

5.1.6 The *Enhancement Motive*

The positive efforts for personal growth (such as making new friends) and self-esteem (feeling needed in the society) are the enhancement functions of volunteering. There is a significant difference in how much students are motivated to volunteer considering their feeling towards self and their development in the U.S. and Nepal (t = 11.74, p< .01). While emphasizing the students' feeling towards self, as compared to the students in America, the results of this thesis infer that the students in Nepal assign more significance to volunteering as a way to feel important and better. Peterson (2004) specified that the younger volunteers tend to be interested in recognition. Recognition could have attracted the Nepalese students towards volunteering as compared to the American students. The *Enhancement Motive* is also concerned about the self-development. The Nepalese students indicated that volunteering increases their self-esteem. This is consistent with the past studies where researchers have discussed that volunteering enriches the self-esteem and self-confidence and overall satisfaction in life (Harlow & Cantor, 1996). Coatsworth and Conroy (2006) defined self-esteem as a self-evaluation of one's competence and abilities. As indicated by Mathema

(2007) the Nepalese students lack opportunities to practice their knowledge and skills, therefore, they get the opportunity to hone their abilities by volunteering. Thus, they place more importance to the *Enhancement Motive* than the American students.

Overall, the differences in these six motivational factors is an example of how various factors such as local cultures, political climate, governmental policy, history and norms impact the trends of volunteering in a country as stated by Haski-Leventhal et al. (2008). The study by Michaelson, Abdallah, Steuer, Thompson, and Marks (2009) has pointed out that the change in global economy accompanied by socio-political changes is credited to the gradual shift in volunteering trend, from formal to informal, among the young population. This might be a possible reason for the U.S. students whose motivations to volunteer rank lower than that of Nepal. The American students might prefer more of online and informal type of volunteering.

5.1.7 Ranking the importance of motivational factors

This thesis found that the American respondents ranked the *Values Motive* (64.6 percent), the *Understanding Motive* (60.8 percent) and the *Career Motive* (60.6 percent) as highly important motivational factors as compared to the *Enhancement Motive* (46.9 percent), the *Protective Motive* (27.7 percent) and the *Social Motive* (22.8 percent) factors respectively. The Nepalese respondents place greater importance to the *Understanding Motive* (82.4 percent), the *Enhancement Motive* (73.1 percent) and the *Career Motive* (70 percent) motivations as compared to the *Values Motive* (66.5 percent), the *Protective Motive* (53.1 percent) and the *Social Motive* (40.8 percent), respectively. Clary and Snyder (1999), in their study, concluded that the *Values Motive*, the *Understanding Motive* and the *Enhancement Motive* are the most important functions but this study result is slightly

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different. In the study on volunteers and non-volunteers' motivations to volunteer, Clary and his colleagues (1998) identified that the *Values Motive*, the *Enhancement Motive* and the *Understanding Motive* as the most prominent factors that motivate people to volunteer. The study by Haefliger and Hug (2009) found that along with those three identified factors, the fourth factor - the *Career Motive* was also a highly rated motivation in their study of interaction of volunteer motives and persuasive message among the university students in Switzerland. This study was conducted between the French-speaking and German –speaking parts of Switzerland. The researchers found some differences in distribution in terms of language area and gender. This comparative study found that the *Protection Motive* and the *Enhancement Motive* were highly rated in Geneva against Zurich. The study also exposed that the *Values Motive* was more important to non-volunteers. The following table illustrates the ranking of the motivational factors to volunteer among the American and the Nepalese students based on this thesis results.

Table 27

Ranking of motivational factors by the American and Nepalese respondents

Priority Ranking	U.S.	Nepal
1	The *Values Motive*	The *Understanding Motive*
2	The *Understanding Motive*	The *Enhancement Motive*
3	The *Career Motive*	The *Career Motive*
4	The *Enhancement Motive*	The *Values Motive*
5	The *Protective Motive*	The *Protective Motive*
6	The *Social Motive*	The *Social Motive*

Looking into this thesis findings, the *Career Motive* is rated 5 and above (in a scale of 1-7 where 1 is no or less important and 7 is most important) by 60.6 percent of the American respondents and 70 percent of Nepalese respondents. Clary and Snyder (1999) have pointed that some functions, such as the *Career Motive*, vary across groups where the young rated it as more important than the older respondents. This thesis result is consistent with the past research, since a high number of young people view volunteering as a way to develop or improve career prospects. Overall, findings entail that volunteering is viewed as multi-functional and younger generations are accordingly motivated.

This thesis found that social motivation is the least motivating function for the students in the U.S. and Nepal to get involved in volunteering actions. In a study on prediction of participation in volunteerism among Australian adults comparing the theory of planned behavior and the functional approach (VFI), Greenslade and White (2005) interestingly found the *Social Motive* (unlike other research) as the only significant predictor of volunteer behavior. Thus, the researchers suggested that, though the benefits of volunteering motivate individuals to volunteer, volunteers participation is determined mainly by social factors that reflect the normative influence of friends, family and other important referents.

The theory of planned behavior is concerned with how we can change behavior in people. Azjen and Fishbein (1980) explained planned behavior through three conditions or factors that influence behavior intention and the person's behavior. These conditions are Behavior Beliefs, Normative Beliefs and Control Beliefs. Behavior belief is related to the attitude toward the behavior; normative belief is concerned with the subjective norms (individual's societal norms); and control belief is related to perceived behavior control (self-

regulation). Both behavioral and normative beliefs influence the intention and hence the behavior, while the control beliefs is believed to influence both intention and behavior as well. Since this thesis on students' motivation concludes that the social aspect is the least motivating factor for student to volunteer, the prediction of volunteer behavior might be something interesting to discuss. However, the generalizability of the study by Greenslade and White that the *Social Motive* as a key predictor to volunteer may be an inaccurate representation since this study involved a small sample size (n = 81).

The thesis result reveals that the American respondents think higher about the values of importance of helping others (M = 5.61), followed by career prospects where they think that volunteering experience looks good on their resume (M = 5.48) and they also value the sense of doing something for a cause that is important to them (M = 5.25). The survey brings out slightly different perspectives on volunteering among the Nepalese respondents. The Nepalese respondents consider the following factors as motivation to volunteer: enhancing self-esteem (M = 6.04), the importance of helping others (M = 6.04), making new contacts to help career or business (M = 5.90) and understanding to help them to deal with a variety of people (M = 5.89).

The Nepalese students regard making new contacts to help business or career in future as the most important (M = 5.90) the *Career Motive*. In contrast, the American students indicate that volunteer work looks good in their resume as the most important (M = 5.48) the *Career Motive*. In the *Values Motive*, the Nepalese students (M = 6.04) and the American students (M = 5.61) both consider that helping others is very important. In the *Enhancement Motive*, the Nepalese students indicated that volunteering increases their self-esteem (M = 6.04), while the American students assign importance to volunteering as a way

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to make new friends (M = 5.07). When ranking the *Protective Motive*, the Nepalese students

consider volunteering as a way to ward off the feeling of being lonely (M = 5.31), while the

American students think that volunteering helps them forget about feeling bad (M = 3.85).

The Nepalese students assign importance to exploring their strength (M = 6.12) in the

Understanding Motive in contrast to the American students who consider the importance of

gaining new perspective on things (M = 5.29). The thesis results also indicate that the *Social*

Motive is least important factor to motivate the students in the U.S. and Nepal to volunteer.

Among the five listed categories for the *Social Motive*, this thesis found that the Nepalese

students assign more importance to volunteering when the people they know share an interest

in community service (M = 5.07) as compared to the American students who provide equal

high importance (M = 3.90) to volunteering when the people close to them give high

importance to community service and also when the people they know share an interest in

community service. The importance in each motivational factor is summarized in the

following table:

Table 28

Summary of specific motivations of the American and Nepalese respondents

Functions	U.S.	Nepal
The *Values Motive*	It is important to help others.	It is important to help others.
The *Protection Motive*	No matter how bad I have been feeling, volunteering helps me forget about it.	By volunteering I feel less lonely.
The *Social Motive*	People I know share an interest in community service. Others with whom I am close, place a high value on community service.	People I know share an interest in community service.
The *Career Motive*	Volunteering experience will look good on my resume.	I can make new contacts that might help my business or career.
The *Understanding Motive*	Volunteering allows me to gain a new perspective on things.	I can explore on own strengths.
The *Enhancement Motive*	Volunteering is a way to make new friends.	Volunteering increases my self-esteem.

The similarity and difference in motivations among the students in these two countries can be explained from the socio-cultural perspective. There is a similarity in the students' perception to the *Values Motive* which explains that the students in both countries highly consider the humanitarian aspect. They also share the social perspective as they revealed that they give importance to what people around them think and do. The difference in the professional area is reflected in the responses by the students in two countries when

emphasizing on career prospects as well as the *Understanding Motive.*

Overall, the inquiry into the first research question on what are the similarities/ differences among the motivational factors in the U.S. and Nepal suggests that there is a significant difference in all six motivational factors. The American students place high regard to the approach of expressing ones altruistic and humanitarian values as the most important function of volunteering. This is followed by the aspect of gaining knowledge, skill and abilities and also a way to improve career prospects among those respondents. While the Nepalese students view the way of gaining knowledge, skills and abilities as the most important volunteering function which is followed by a way to help the ego grow and develop and a way to improve career prospects. It is interesting to observe that both countries' young population have similar priority ranking of motivation to volunteer to improve career prospects.

5.2 Identifying and comparing the correlation among the six motivational factors affecting students' volunteerism in the U.S. and Nepal

The Pearson's correlation test reveals that all six motivational factors (the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*) are positively correlated in both the U.S. and Nepal but with some variations. The *Protective Motive* is associated with the functioning of the ego. The volunteer may be motivated with guilt redemption by serving others or as a resort to alienate from the negative thinking of self (Clary et al., 1998). Likewise, this function also serves volunteer to subdue the feeling of loneliness. The *Values Motive* relates to the expression of "altruistic and humanitarian concern" (Clary et al., 1998). This motive is best explained by the genuine concern to less fortunate people than self, compassion towards such people,

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concern to the cause of one's importance and developing a feeling of one's importance by helping others. The *Career Motive* is concerned to benefits related to career and it serves the volunteers to develop professional contacts and also enriches their experiences to show in their resume. The *Social Motive* is focused on relationship building or networking (Clary et al., 1998). Volunteering is considered as a platform to meet new people and associate with them by developing friendship or following the significant person in their favorable activity. The *Understanding Motive* is associated with hands-on learning experiences on particular area of individuals who volunteer. People take the opportunity of volunteering for new learning experiences and also a platform to practice knowledge, skills and abilities (Clary et al., 1998). The positive efforts for personal growth (such as making new friends) and self-esteem (feeling needed in the society) are the *Enhancement Motive* of volunteering.

5.2.1 Correlations among American students

There is a very strong correlation among all six motivational factors (the *Protective Motive*, the *Values Motive*, the *Career Motive*, the *Social Motive*, the *Understanding Motive* and the *Enhancement Motive*) to volunteer. The strong correlations among those motivational factors may be due to the volunteering practice as well as the religious background. While discussing volunteering practice, this thesis rendered that more of the American students have volunteered in the past compared to that of Nepalese students. The higher rate of volunteering is backed by Putnam (2000) who noted that the population of volunteers in the U.S. is almost twice as much as the rate in other countries. Regarding the religion as a factor to motivate volunteerism, this thesis has also revealed that the American students are more religious than the Nepalese students since 33.3 percent of the American students reported that they are very much religious, while only 16.2 percent of Nepalese students reported the

same. Researchers have found that students who reported greater religiosity were more likely to volunteer (Gallant, Smale, & Arai, 2010). Moore, Warta, and Erichsen (2014) found that students with higher religious engagement were more likely to volunteer in multiple settings. The findings by Inglehart and Baker (2000) indicated that, unlike other economically advanced countries, America is a deviant case since it does not reveal high cultural changes. They concluded that in terms of religiosity and national pride, America ranks somewhere in line with the developing countries. The above statements about students volunteering and religion in the U.S., in general, indicate that religiousness and the volunteering practice are related.

While discussing the volunteering practice, a glance at the data from this thesis discloses that 94 percent (n=441) of the respondents in the U.S. reported that they have volunteered while it was 71.6 percent (n=376) for Nepal. The data on the frequency of volunteering reveals that the majority of the students volunteer sometimes or occasionally (44.6 percent in the U.S. and 40.6 percent in Nepal) and the students in the U.S. (10.4 percent) frequently volunteer more than that of Nepal (4.8 percent). This suggests that the U.S. has the highest rate and better practice of volunteering. The cross-country study of university students (volunteers) in five western countries: Australia, Canada, New Zealand, the United Kingdom and the United States reported that student volunteers were influenced by a mix of motivations and benefits of volunteering (Smith et al., 2010). The study had found that, among those five countries studied, the U.S. had the second highest (very close to the highest) rate of volunteering, which was at 78.8 percent.

Overall, the inquiry on the relatedness among the factors of motivation to volunteer among the American students shows strong positive relation. The *Values Motive* and the

Understanding Motive were highly correlated. The results explain that American students' motivation to volunteer depend on any of those six motivational factors. The result also entails that if the importance of one factor increases, the importance of the other also increases. Clary and Snyder (1999) have concluded that volunteers follow different goals, and hence one individual volunteer may pursue more than one goal. This study's results are aligned with the Clary and Snyder's findings, which specified that the American students are motivated with one or many of those six motivations.

The interesting interpretation of this study is that the American students' motivations are strongly correlated but their motivations are less than that of Nepalese. The reason of being less motivated might be that the organizations and/or institutions have minimally or not at all addressed those students' motivations while recruiting or managing the young volunteers in America. Probably, that is why more of American students (19.4 percent), as compared to the Nepalese (4 percent), are not interested to volunteer in the future as indicated in this study. These might be the possible reasons for the decreasing trend of volunteering among the young Americans as cited by many researchers (Carpini, 2000).

5.2.2 Correlations among Nepalese students

Strong correlations. There is a very strong correlation between the *Values Motive* with the *Career Motive*, the *Understanding Motive* and the *Enhancement Motive*, the *Understanding Motive* with the *Career Motive* and the *Enhancement Motive* and the *Career Motive* with the *Enhancement Motive*. In this thesis the *Understanding Motive*, the *Enhancement Motive* and the *Career Motive* have been ranked three most important motivational factors by the Nepalese students. The identification of these three factors as the most important explains the strong correlations among them. Likewise, the strong

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correlations of the *Value Motive* with those three important motives entails that these motivations have been guided by the values the Nepalese students follow. Nepalese students, representing traditional society characteristics, favor social conformity and concern to family. Therefore, such care and concern motivates the Nepalese students to volunteer for various motives such as enhancing self-esteem, boosting knowledge and skills and moreover developing a career.

Moderate and weak correlations. There is a medium strength correlation between the *Protective Motive* with the *Values Motive*, the *Understanding Motive* and the *Career Motive*, the *Social Motive* with the *Values Motive* and the *Career Motive* and the *Career Motive* with the *Enhancement Motive*. There is a very weak correlation between the *Social Motive* with the *Understanding Motive* and the *Protective Motive*. In this thesis, the *Protective Motive* and the *Social Motive* have been ranked least important by the Nepalese students and this low preference has influenced the correlations of those two factors with other remaining factors. Therefore, the least importance to these factors resulted in lack of strong correlations.

Likewise, Inglehart and Baker (2000) have also mentioned that traditional societies are shifting towards economic development with changes in values and beliefs. This might have influenced the shift in traditional characteristics of Nepal, such as social conformity. Thus, detaching from the social conformity could have influenced the Nepalese students' low preference to the *Social Motive* and the reason for lacking strong correlations.

Overall, the inquiry on the relatedness among the factors of motivation to volunteer among the students in Nepal reveals mixed results. Some factors are strongly correlated while some have weak relations. The *Understanding Motive* and the *Career Motive* are

strongly and positively correlated among Nepalese respondents and this correlation informs that the Nepalese students regard volunteering as a way to enhance skill and develop a career. Likewise, the results also demonstrate that the *Understanding Motive* and the *Enhancement Motive* are also highly correlated among Nepalese respondents. This relation indicates self-development and skill enhancement are related and so are the *Career Motive* and the *Enhancement Motive* when students look for motivations to volunteer. This thesis's results are aligned with the Clary and Snyder's findings, which specified that students are motivated with one or many of those six motivations. Likewise, Shields (2009) research summarized that the young volunteers are multidimensional. Clary et al. (1998) have suggested that those who have volunteered and whose motivations have been met (benefitted) tend to be satisfied and continue their volunteer work. The relation between the motivation factors helps to understand its dynamic and hence the students' motivations can be addressed by the key motivation/s.

5.3 Academic and practical implications

This thesis has discussed the important contribution of volunteers to organizations and societies. The first contribution is that volunteers can diligently execute a task and help organizations reduce the financial burden of hiring a professional to complete the same task. The second is, with the help of volunteers, any task can be successfully completed on or before the set time whether it is related to disaster relief (earthquake of Christchurch, New Zealand) or the regular health activities (polio immunization by UNDP). The third contribution is that volunteering helps to develop a responsible citizen in the society who will come forward to share and help each other.

Such study also promotes volunteerism, which will also encourage person to person

interaction and communication among the people. The use of gadgets with advanced technology has impeded the interpersonal communication to a visible extent. The researcher believes that encouraging volunteerism will help to bring people on one platform and promote one-on-one communication, which is less mediated by the technology. This fosters socialization among the students and facilitates to make new friends.

Many researchers have established the interaction between volunteers' motivation and the persuasive message (Haefliger & Hug, 2009). This thesis infers that American students are motivated by these six factors and hence the organizations should focus on these components with special attention to the *Values Motive*, the *Understanding Motive* and the *Career Motive.* On the other hand, the Nepalese students can be attracted to volunteer with a focus on the *Understanding Motive*, the *Career Motive* and the *Enhancement Motive*.

This thesis shows that developing career is one of the important motivation factors among the students in the U.S. and Nepal. Organizations interested to hire new volunteers or retain the existing volunteers should carefully address their motivations by helping them learn new things to enhance their skills (such as trainings). They can also be motivated by extending an opportunity for them to work in the same organization, to those who are willing to work for the cause. In the same way, the message for American students should include the *Values Motive* and the *Understanding Motive* statements, which reflect the benefits of volunteering such as concern and compassion for others or the issues and increasing hands-on experiences and developing new perspectives. The message for Nepalese students should include benefits of personal development and positive feelings from volunteering.

The interesting revelation from this thesis is that the students are less socially motivated. The organizations should understand this concept that the students may not follow

the footsteps of those whom they admire or are close to, rather they will focus on their interests. Therefore, while acquiring volunteers the message of how other significant people have volunteered might less attract the young volunteers. In addition, addressing the students' motivation will help universities and organization to encourage volunteerism without external attractions or benefits such as extra credits or minimum remunerations.

The other importance of this thesis is that organizations and academic institutions in these two countries (the U.S. and Nepal) can benefit by tailoring appropriate programs as per preference to the potential young volunteers. This thesis has identified the most important motivations among the students in these two countries. In addition, governments can harvest the ultimate benefit by promoting volunteerism among young since the studies have established that volunteerism, in the long run, helps create an efficient civil society.

While implementing an important marketing strategy to acquire and retain volunteers organizations focus on understanding the volunteers' motivations (Benson et al., 1980; Clary & Orenstein, 1991; Penner & Finkelstein, 1998; Farmer & Fedor, 2001; Bussel & Forbes, 2002; Papadakis, Griffin, & Frater, 2004). Such strategy basically facilitates the organizations to plan, recruit and manage the volunteers and their time and efforts. Dolnicar and Randle (2007) had specified that the nonprofit organizations and social agencies, in order to compete, have to understand the marketing concepts such as addressing the need of targeted groups and advertising that appeals accordingly.

5.4 Limitations of the study

This thesis is limited, but is a significant pioneer study for cross-cultural analysis of students' motivations to volunteer. The first limitation of this study is the sample selection. This study considers the sample from undergraduate students only as a representation of the

youth, though many other sections of the youth population could be included. This selection of undergraduate students is made to minimize the confusion of age group in case the graduate students are considered since they represent both young and adult population. Also, sampling the graduate students would entail approaching various departments within the university to collect the all-inclusive sample representing responses of all possible fields of specialization. On the other hand, selecting undergraduate students helped the researcher gather responses from students specializing in different fields of study under one-roof considering the time limitations of the study.

The second limitation is the sample size. This researcher is aware of the rule: higher the sample size, the higher the chances for generalizability of the research. The total young population in the U.S. and Nepal are very high compared to the sample size considered for the thesis. But strategically, the sample size (500 undergraduate students) was selected in both countries (irrespective of the total population) as a representative distribution of the population.

The third limitation is the availability of information and sources. This thesis was also limited with the scarce availability of data and information on volunteering in Nepal. Thus, any possible sources and information have been used for this study to make a comparative study of the U.S. and Nepal. The study was restricted to specific academic institutions for primary data collection considering the fact that the researcher is a student in the U.S. and had limited access due to geographical limitations. In the same context of cross-cultural study, the cultural perception of volunteering also limits the comparison though same questionnaire has been used for both countries.

The fourth is the limitation of data analysis and interpretation. The instrument for data

collection provided a wide range of data analysis and interpretation for the researcher. But due to the type of study, this thesis focused on understanding the volunteering trend, ranking of major motivations, comparing motivations between two countries and identifying the correlations among the motivational factors.

The fifth one is the absence of study in the area of communication studies, specific to students and their volunteering motivations. The cultural perception (displayed by two different countries –developed and developing) limited the possibility of comparison. Likewise, other studies such as comparison on percentage of students motivated towards specific motivational factors can be considered for future studies.

And finally, biasness is another limiting factor of this study. This researcher is doubtful if the responses have been fully accurately reported by the respondents of this study (always a limitation of bias is self-reporting of data). There might be various factors that influence the students' responses such as the difficulty to verify the self-reported data.

5.5 Suggestions for future research

There are numerous areas that can be explored or studied intensively and extensively considering the limitations of this thesis. First, one must consider and explore the motivational factors based on gender. Clary and his colleagues (1998) have found that there is a significant difference in motivations among males and females. They have concluded that females identify those six motivational factors as more important than males do. Future study comparing gender in two or more countries would be significant research conducted on motivations and volunteerism.

This study on students' motivations is an attempt to understand the young population and the important reasons for volunteering. Future studies should look into the aspects of

religion and volunteering motivation which were not incorporated in this thesis, considering the limitations. The earlier researchers have discussed religious volunteering and such a study on religion and volunteerism would be an interesting perspective for the future research.

Also, this thesis could not explore the mediating effects of one motivational factor on the other. The mediating effect of those six motivational factors in volunteering decisions is an important study. Future studies on the mediating effect will contribute in understanding the hidden relationships between those motivational factors among students. This understanding will be of immense help to the organizations or institutions trying to attract a large number of youth interested and/or committed to volunteer.

This thesis was a comparative study between a developing country and a developed country. The future studies should also examine the students' motivations in other countries, especially focusing on the developing countries that have a large pool of young people. This will guide the organizations in those countries to mobilize those young human resources. Also, a study should be conducted in developed countries with a small young population. Such countries need to focus on effective management of those limited young population.

This researcher believes that the difference in culture, religion and economic status will bring some interesting results on students' motivations to volunteer. The future researchers should consider studying some other countries from different regions or continents and from perspectives such as Organization of the Petroleum Exporting Countries (OPEC) countries or Organizations of Economic Co-operation and Development (OECD) countries among others.

Another important research area could be identifying the factors the young population

does not like about volunteering. This might be interesting to look into since this study has identified the *Protective Motive* and the *Social Motive* as least important motivations. Some researchers have also identified that young population do not prefer formal structure of volunteering (Michaelson et al., 2009). The evolution of volunteering trend is influenced by economy as well as socio-political changes, for instances, the new trend of virtual volunteering or the course-related compulsory volunteering. These and other related studies need to be examined further through the lenses of motivations.

CHAPTER 6: Conclusion

This thesis explored the similarities and differences in volunteering motivations among the undergraduate students in the U.S. and Nepal and concludes that the motivations among the undergraduate students in these countries differ significantly. Similarly, this thesis also investigated the relatedness among the six motivational factors (identified by Clary et al., 1998) and the results reveal that there is a significant relation between those factors in both countries. The thesis also found that the students in the U.S. identify the *Values Motive*, the *Understanding Motive* and the *Career Motive* as the three most important factors to motivate them to volunteer, while the students in Nepal rank the *Understanding Motive*, the *Enhancement Motive* and the *Career Motive* as the three most important motivating factors. There is a significant difference in the motivation factors among the American and Nepalese students and therefore, organizations or institutions or agencies interested to recruit volunteers should consider appropriate strategies that address the motivations of those targeted students. This study encourages the future study on such cross-cultural research focusing young populations which practically facilitates the functions of organizations or institutions to recruit and retain volunteers.

Based on the thesis results, the organizations and institutions interested to work with young volunteers (especially non-profit organizations) should recognize that young population is a crucial resource to support effective execution of organizations' functions. Such organizations should understand that the young population needs to be handled strategically keeping them interested and motivated to volunteer. This study revealed that one or more motives encourage the students (young population) to volunteer either in the U.S. or in Nepal. Therefore, organizations should design a recruiting message incorporating at least

three most preferred motives to attract volunteers in those countries. The American students can be approached through messages reflecting major concerns to the *Values Motive*, the *Understanding Motive* and the *Career Motive*, while the Nepalese students can be attracted with messages focusing the *Understanding Motive*, the *Enhancement Motive* and the *Career Motive*. However, the message should also carefully include the other motives such as the *Protective Motive* and the *Social Motive* since some of the young population is motivated by these motives. Likewise, the organizations should focus on addressing and fulfilling the volunteers' motivations to retain them and effectively execute any programs, events or functions. The focus is needed because this study has indicated that the American students are less motivated to volunteer in the future than the Nepalese students. The most important recommendation to the organizations working at international level is that they need to focus on all those six motives as this thesis has concluded that the motivations to volunteer among the students in different countries differ significantly. Overall, organizations should always highlight the importance of helping others in their message to recruit volunteers since this study revealed that the students from both countries are very much concerned with the importance of helping others particularly.

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Appendix A Volunteer Functions Inventory

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Meine, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology, 74*, 1516-1530.

Scale
Please indicate how important or accurate each of the 30 possible reasons for volunteering were for you in doing volunteer work.
(1 = not at all important/accurate; 7 = extremely important/accurate.

Items	Scale						
1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others	1	2	3	4	5	6	7
20. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7

22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
26. Volunteering makes me feel needed.	1	2	3	4	5	6	7
27. Volunteering makes me feel better about myself.	1	2	3	4	5	6	7
28. Volunteering experience will look good on my resume.	1	2	3	4	5	6	7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6	7
30. I can explore my own strengths.	1	2	3	4	5	6	7

Scoring:

Items 7, 9, 11, 20, 24 make up the Protective factor.
Items 3, 8, 16, 19, 22 make up the Values factor.
Items 1, 10, 15, 21, 28 make up the Career factor.
Items 2, 4, 6, 17, 23 make up the Social factor.
Items 12, 14, 18, 25, 30 make up the Understanding factor
Items 5, 13, 26, 27, 29 make up the Enhancement factor.
Scoring is kept at the factor level and kept continuous.

Students' Motivation towards Volunteerism

Please indicate how important or accurate each of the 30 possible reasons for volunteering was for you in doing volunteer work.
(1 = not at all important/accurate; 7 = extremely important /accurate)

Items	Scale						
1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close, place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others	1	2	3	4	5	6	7
20. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7

25. I can learn how to deal with a variety of people.	1 2 3 4 5 6 7	
26. Volunteering makes me feel needed.	1 2 3 4 5 6 7	
27. Volunteering makes me feel better about myself.	1 2 3 4 5 6 7	
28. Volunteering experience will look good on my resume.	1 2 3 4 5 6 7	
29. Volunteering is a way to make new friends.	1 2 3 4 5 6 7	
30. I can explore my own strengths.	1 2 3 4 5 6 7	

General questions on volunteering experiences:

1. I have experience to participate in a volunteer work in the past. ___ Yes   ___ No

2. I volunteer:

1	2	3	4	5
None	Rare	Sometimes	Often	A lot

3. I am interested in future volunteer opportunities.   ___ Yes   ___ No

4. I am religious.

1	2	3	4	5
Very much	Somewhat	Neutral	Not much	Not at all

Please provide us your personal information here:

Gender: ___ Male   ___Female

Age: _____years

Ethnicity:

____Native American   ____ Caucasian   ____ African American

____Hispanic   _____Asian   Others(Specify): _____

Academic background:

_____Freshmen   _____Sophomore   _____Junior   _____Senior

Course Major: _____

Appendix C Questionnaire for Nepali students
Students' Motivation towards Volunteerism

Please indicate how important or accurate each of the 30 possible reasons for volunteering was for you in doing volunteer work.
(1 = not at all important/accurate; 7 = extremely important /accurate)

Items	Scale						
1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close, place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others	1	2	3	4	5	6	7
20. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
26. Volunteering makes me feel needed.	1	2	3	4	5	6	7
27. Volunteering makes me feel better about myself	1	2	3	4	5	6	7
28. Volunteering experience will look good on my resume.	1	2	3	4	5	6	7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6	7

30. I can explore my own strengths.	1 2 3 4 5 6 7

General questions on volunteering experiences:

1. I have experience to participate in a volunteer work in the past. ___ Yes ___ No

2. I have volunteered.

1	2	3	4	5
None	Rare	Sometimes	Often	A lot

3. I am interested in future volunteer opportunities. ___ Yes ___ No

4. I am religious.

1	2	3	4	5
Very Much	Somewhat	Neutral	Not much	Not at all

Please provide us your personal information here:

Gender: ___ Male ___ Female

Age: _____ years

Ethnicity:

____ Indo-Nepalese, ____ Indigenous Nepalese

____ Tibeto-Nepalese Others (Specify): _____

Academic background:

_____ Undergraduate First Year _____ Undergraduate Second Year
_____ Undergraduate Third Year _____ Undergraduate Fourth Year

Specialization (Major): _____

College/University: _____

Appendix D Consent form

Students' Motivation towards Volunteerism

You are being invited to participate in a research survey by Ms. Bandita Parajuli and Dr. Do Kyun Kim from the University of Louisiana at Lafayette. This study will be conducted to understand the factors related to students' motivation towards volunteering. The undergraduate students of University of Louisiana at Lafayette are selected to participate in this study on students' motivations on volunteerism. This research will spend three months in data collection and we hope that we will have response from all the respondents selected for survey.

You will be asked to answer 30 specific questions. You are requested to provide your closest response to the list of questions that attempts to identify your factors of motivation presented in a Likert scale. It will take you about 5-10 Minutes if you fill out the form.

You are under no obligation to participate in this research, it is your choice whether to be a part of the study or not. You may decide not to be a part of the study and even if you have accepted the questionnaire and have begun to fill it out you may stop and leave the study. There will be no bias or penalty from any parties or agencies if you decide not to participate or if you decide to stop participating in the research.

There is no particular benefit to you if you participate, but the researchers may learn what motivational factors encourage students to get involved in voluntary actions and the volunteer-based organizations would able to identify the appropriate approach to acquire and retain the volunteers. There is little risk to you except the inconvenience of taking up your time filling out the forms.

If the results of this research would be published in a professional journal after it has

been completed, no personal information about any of the people who were included will be part of any of the reports. The forms you are filling out today will be destroyed after all the data has been entered into analysis. If you have any questions about this research or your participation in the study you are welcome to call Dr. Do Kyun Kim (kimcomm@louisiana.edu) and/or Ms. Bandita Parajuli (bxp3112@louisiana.edu) at the University of Louisiana. We will make every effort to answer your questions.

CONSENT

I understand that I am participating in research and that the research has been explained to me so that I understand what I am doing. I understand that I may stop participating at any time.

Your Name: _____

Date: _____

Parajuli, Bandita Bachelor of Arts, Kathmandu University, Nepal, 2005; Master of Arts,
Tribhuvan University, Nepal, 2008; Post Graduate Diploma in Education,
Kathmandu University, Nepal, 2008; Master of Science, University of Louisiana at
Lafayette, Fall 2014.
Major: Communication
Title of Thesis: Students' Motivations towards Volunteerism: A Comparative Study of the
United States and Nepal
Thesis Director: Dr. Do Kyun David Kim
Pages in Thesis: 146; Words in Abstract: 139

ABSTRACT

This study is a quantitative research on students' motivations to volunteer in two

countries, the U.S. and Nepal, based on six motivational factors identify by Clary and his

colleagues (1998). The six motivational factors included following variables: the *Values*

Motive, the *Understanding Motive*, the *Enhancement Motive*, the *Social Motive*, the

Protection Motive and the *Career Motive*. The undergraduate students pursuing different

areas of specialization were the sample population for this study. The purpose of this study

was to identify the similarities and differences in those motivational factors in two countries

and also to understand the relationship between those factors. The study found that there is

significant difference in motivations to volunteer between the students in the U.S. and Nepal.

The study also indicated that there is a significant relationship between those six motivational

factors analyzed for both the countries.

Biographical Sketch

Bandita Parajuli was born in Hetauda, Nepal and grew up in many cities throughout Nepal. Her parents are Rama and Baikuntha Parajuli. She has an elder brother, Bipin Parajuli. She is married to Sunil Gyawali. Bandita graduated with a Gold Medal in the faculty of Arts at Kathmandu University where she earned a Bachelor of Arts in Development Studies in Nepal. She completed her Master of Arts in Economics at Tribhuvan University in Nepal. She has also finished the Post Graduate Diploma course in Education with a focus on Environment Education and Sustainable Development at Kathmandu University. Bandita completed her Master of Science in Communication at the University of Louisiana at Lafayette in Fall 2014. She plans to pursue her career in the development and communication fields.