

COMPARING INTERNAL AND EXTERNAL MOTIVATIONS OF LOCAL AND INTERNATIONAL VOLUNTEER TOURISTS IN SOUTH AFRICA

by

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TABLE OF ABBREVIATIONS

Table 1: Abbreviations used in this document

Abbreviation	Meaning
VFI	Volunteer Functions Inventory
NSRI	National Sea Rescue Institute of South Africa

COMPARING INTERNAL AND EXTERNAL MOTIVATIONS OF LOCAL AND INTERNATIONAL VOLUNTEER TOURISTS IN SOUTH AFRICA

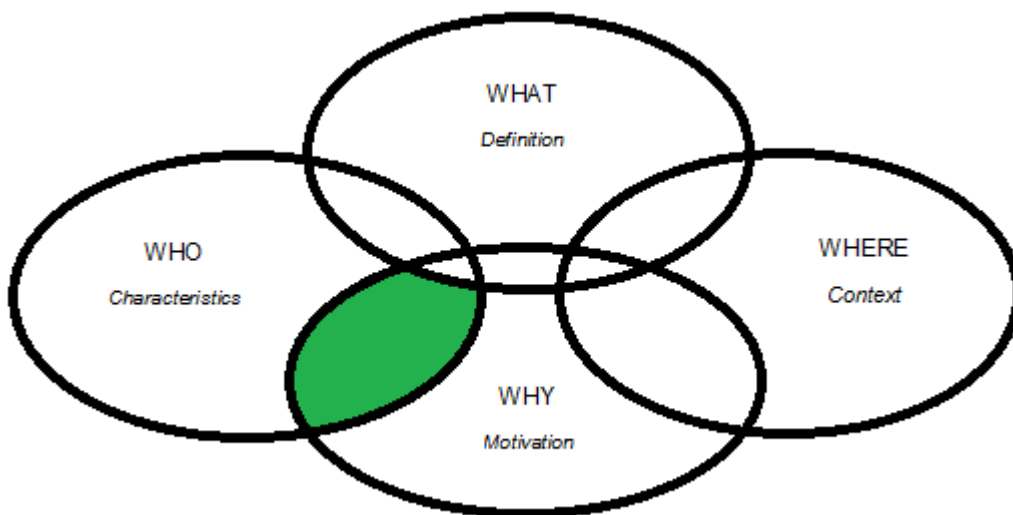
1 INTRODUCTION

Volunteering, in particular when compared to other forms of special interest or alternative tourism, is an intriguing psychological phenomenon (Clary & Snyder, 1999). Wearing (2001:8) refers to alternative (or special interest tourism) as tourism which is explored for the purpose utilizing tourism experiences to redefine a sense of self. Motivation and volunteering go hand-in-hand in theory as well as practice, therefore what is the one without the other? Without motivation there would be no volunteering. According to Clary and Snyder (1999:156) volunteering as a form of *planned helping* is evident by several characteristics namely; “a) the helper must seek out the opportunity to help, b) the helper arrives at this decision after a period of deliberation, c) the helper provides assistance over time, and d) the helper’s decisions about beginning to help and continuing to help are influenced by whether the particular activity fits with the helper’s own needs and goals.” The intrigue exists since, what is it that motivates tourists to participate in volunteer programmes as a form of *planned helping*?

“Volunteerism raises questions of personality (is it enacted only by individuals with altruistic dispositions?), of motivation (why, in the absence of obligation, do people volunteer?), and mechanisms of sustaining it (in what ways do personal and social resources promote long-term helping?)” (Omoto & Snyder, 1995:672). In particular the study focuses on the various motivations of volunteers and volunteer tourists to participate in volunteer programmes as a form of tourism but also focuses on volunteers who participate in these programmes on a regular basis as a form of assisting those in need. Volunteerism refers to local, South African volunteers; volunteer tourists refer to international/foreign individuals who have travelled from abroad to participate in a South African volunteer program. Initially the emphasis is placed on the meaning of motivation. In order to discuss and effectively analyse the concept of motivation, it first needs to be effectively conceptualised.

According to a model for understanding the volunteer market (Figure 1), Bussell and Forbes (2002:4) identified four different elements of volunteering. The four elements are namely; 'what is volunteering?' followed by 'where volunteering takes place?', 'why individuals are motivated to volunteer?' and 'who volunteers?'. The integration of 'the why' and the 'who' is of significant importance since the why refers to the individual motivation whereas the who refers to the tourist as part of volunteerism and volunteer tourism. This study will focus on the initial two identified questions by Omoto and Snyder (1995) namely the 'why' and the 'who'.

Figure 1: The Four W's of Volunteering



Source: Bussell and Forbes (2002:4).

The initial question that arises is, what is motivation? The opening section focuses on the motivational element. This section will initially define and interpret the meaning of 'motivation'. Since several motivational theories inventories and scales exist, the differences and relevance of a few theories to this study are identified. Since two types of motivation are considered, namely intrinsic and extrinsic, both are viewed separately as parts of motivation. *Intrinsic motivation* refers to something being inherently interesting or enjoyable in doing whereas *extrinsic motivation* refers to doing something because it leads to a separable independent outcome (Ryan & Deci, 2000:55).

Thereafter a discussion follows of the different ‘functions of motivation’, as identified by previous academic research (Bales, 1996; Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene, 1998; Clary & Snyder, 1999; Frieze & Boneva, 2001; Bussell & Forbes, 2002; Esmond & Dunlop, 2004; Papadakis, Griffin & Frater, 2004; Houle, Sagarin & Kaplan, 2005; Jackson, 2011; Alexander, 2012 and Tiessen, 2012).

Subsequently the literature review considers motivational inventory and scale as developed by two researchers, namely; Clary (*et al.*, 1998) and Bales (1996); being the Volunteer Inventory Function (VFI) of Clary (*et al.*, 1998) and the Bales Volunteerism-Activism Scale of Bales (1996). The second section of the literature review will focus on the tourism element of the study. It will aim to differentiate between the different types of tourism that exist within the tourism industry. Furthermore, emphasis and focus will be placed on volunteerism and volunteer tourism in particular, i.e. what is meant by the term and what different types of volunteer tourism exist. In particular, this section will focus on describing and differentiating wildlife and community volunteerism and volunteer tourism from other forms of volunteerism and volunteer tourism. Lastly this section will also look at volunteer tourism as a part of Ecotourism and in conclusion probe into the question ‘why do people volunteer?’, hence linking the content of section one (motivation) to section two (volunteerism).

Lastly, the third and final element of the literature review will consider four case studies based in South Africa to be used for research purposes, two case studies being wildlife volunteer programmes and the other two community volunteer programmes.

1.1 BACKGROUND

Volunteer tourism has emerged as increasingly popular amongst tourists in different parts of the world (Sin, 2009:480). “Every year, millions of people devote substantial amounts of their time and energy to helping others” (Clary *et al.*, 1998:1516). It is integral, to the volunteers and the programmes themselves, to effectively and completely understand the motivational factors in volunteering. Through a better understanding of the motivations of volunteers to participate in different programmes, the programmes themselves can improve their attractiveness to potential volunteers by “tailoring recruitment packages to closely match their motivational needs” (Esmond & Dunlop, 2004:6). In order to effectively place a volunteer in the activities that will meet their needs, a better understanding of volunteer motivations serves as insight into determining where the candidate will be best suited for the specific activities (Esmond & Dunlop, 2004:6). To maintain volunteer satisfaction and in order to ensure that the motivations of the volunteers are fulfilled, better knowledge and understanding of these motivations will assist in this pursuit (Esmond & Dunlop, 2004:6).

An individual’s decision-making process is complex since it varies and is subject to change, depending on intrinsic and extrinsic factors of influence. Long standing interest about motivational functions, an intrinsic factor in the decision making process, captivates academics that are both researching and working beside volunteers (Esmond & Dunlop, 2004:6). Most of the literature available regarding volunteerism surrounds the motivational element of why people choose to willingly give of themselves to a cause (Esmond & Dunlop, 2004:6).

For the purpose of this research, focus will be aimed at determining functions that motivate volunteer tourists to participate in different volunteer programmes: wildlife volunteer programmes in South Africa versus community volunteer programmes in South Africa, in order to determine the common and differentiating motivating functions of these programmes. The first Volunteer Motivation Inventory (VMI) was developed by McEwin and Jacobsen-D’Arcy (2002) but subsequently revised by Esmond and Dunlop (2004:6) consisting of ten factors, six of these corresponding to another inventory function compiled, namely the Volunteer Functions Inventory (VFI).

A derivative of the VMI, the VFI, was founded based on the conventions that underlying volunteer activities as well as motivations can be determined and measured with some benchmark or degree of precision (Clary *et al.*, 1998:1519). The Volunteer Functions Inventory (VFI) as developed and tested by Clary *et al.*, (1998) states that from 30 individual motivational questions, six generic functional motivations for volunteering can be derived (Jackson, 2011:143).

Several motivational scales exist, for example (as previously mentioned) the Volunteer Functions Inventory (VFI) (Clary *et al.*, 1998), the Volunteer Motivation Inventory developed by McEwin and Jacobsen-D'Arcy (2002) (in Esmond & Dunlop, 2004), the Bales Volunteerism-Activism Scale (Bales, 1996) and the Helping Power Motivation Scale (Frieze & Boneva, 2001) amongst others. Only the Volunteer Functions Inventory (Clary *et al.*, 1998) and the Bales Volunteerism-Activism Scale (Bales, 1996) will be investigated and considered in the literature review. Although both are referred to and discussed in the literature review, the VFI model is the chosen scale to conduct research with for this study.

Various studies exist that have investigated the motivation of volunteers and volunteer tourists (Bales, 1996; Clary *et al.*, 1998; Frieze & Boneva, 2001; Bussell & Forbes, 2002; Esmond & Dunlop, 2004; Papadakis *et al.*, 2004; Houle *et al.*, 2005; Jackson, 2011; Alexander, 2012 and Tiessen, 2012). Research in the field has been conducted by means of various methodologies. A study conducted by Jackson (2011:144) profiling volunteer holiday leaders indicates that the data collection method used was an online questionnaire, whereas Papadakis's *et al.*, (2004:323) study on understanding volunteers' motivations was conducted by means of self-administered questionnaires among a sample of 437 undergraduate students. All of the former studies mentioned contributed to furthering the understanding of volunteer motivations.

1.2 PROBLEM STATEMENT

Previous research (Esmond & Dunlop, 2004; Papadakis *et al.*, 2004; Houle *et al.*, 2005; Jackson, 2011; Alexander, 2012 and Tiessen, 2012) conducted on motivation focuses on volunteerism and volunteer tourism.

Research previously conducted serves as an overview of the functions of motivation for volunteers and volunteer tourists, with very little or no reference to the particular programme type the volunteers choose to participate in. This research will therefore aim to differentiate between volunteer motivations for participating in wildlife volunteer programmes in South Africa versus community volunteer programmes in South Africa in order to identify the common as well as differentiating factors of motivation between the four groups. The problem statement is thus: What are the functions of motivation that influence wildlife and community volunteers to volunteer in these programmes? This integral question is answered through the applied research methods and data collection applied to this study.

1.3 PURPOSE STATEMENT

This research focuses on the functions of motivation of volunteers and volunteer tourists who are or previously have volunteered in the identified wildlife or community volunteer programmes in South Africa (i.e. All Africa Volunteers and FreeMe's wildlife programmes; and Cotlands Baby Sanctuary and the National Sea Rescue Institutes' community programmes). Wildlife and community volunteer participation will be considered as part of ecotourism travel. The wildlife programmes reflecting the nature-based part of ecotourism and the community volunteer programmes, the culture-based. The purpose of this study is to establish which motivating factors are exhibited by volunteers and volunteer tourists participating in wildlife volunteer programmes in South Africa versus volunteers and volunteer tourists participating in community volunteer programmes in South Africa and the correlation and differences in the functions of motivation between the two types of programmes.

The discussion focuses on the utility of examining the links among motives and volunteer programmes in the tourism market.

According to Rojek (1993, in Wearing, 2001:3) "travel, it was thought, led to the accumulation of experience and wisdom. One began with nothing, but through guidance, diligence and common sense one gained knowledge and achieved self-realization."

Tourism refers to the travelling aspect of participation in volunteer programmes therefore answering 'who'. The motivational side will then consider the 'why' behind volunteerism and volunteer tourism.

This study aims to use the Volunteer Function Inventory (VFI) as developed by Clary *et al.*, (1998) in conjunction with other related motivational functions derived from research previously conducted (Bales, 1996; Clary *et al.*, 1998; Frieze & Boneva, 2001; Bussell & Forbes, 2002; Esmond & Dunlop, 2004; Papadakis *et al.*, 2004; Houle *et al.*, 2005; Jackson, 2011; Alexander, 2012 and Tiessen, 2012) on volunteers to determine the motivations of volunteers and volunteer tourists who participate in wildlife volunteer programmes in South Africa versus participating in community volunteer programmes in South Africa. These motivational theories are explored in the literature review however the VFI model, as developed by Clary *et al.*, emerges as the chosen method.

The research, conducted on four different programmes, two wildlife and two community, will be analysed as two groups of responses, namely wildlife and community. A better understanding of volunteer motivations influences the efficiency of programmes as well as their development. Greater awareness of the motivating factors of wildlife volunteer participants in South Africa versus community volunteer participants in South Africa could also highlight the different approaches needed to attract the 'right' participants.

1.4 RESEARCH OBJECTIVES

The objectives for this research study are;

- To determine the functions of motivation in (a) All Africa Volunteers' wildlife programme, (b) FreeMe's wildlife programme, (c) Cotlands Baby Sanctuary's community programme and (d) National Sea Rescue Institute's community programme in South Africa.

- To compare the motivating functions identified in the wildlife and community volunteers and volunteer tourists of the two different groups (i.e. All Africa Volunteers and FreeMe's wildlife programmes versus Cotlands Baby Sanctuary and the National Sea Rescue Institutes' community programmes).
- To compile a set of guidelines for volunteering organisations in wildlife and community programmes to assist with the placement of individuals according to their motivating functions.

1.5 RESEARCH QUESTIONS

The research questions for this study are;

1. Which functions motivate volunteers and volunteer tourists to participate in the wildlife programmes in South Africa?
2. Which functions motivate volunteers and volunteer tourists to participate in the community programmes in South Africa?
3. How are these motivating functions between the two groups (i.e. community and wildlife) of volunteers and volunteer tourists common and different, if at all?

1.6 ACADEMIC VALUE AND INTENDED CONTRIBUTION OF THE PROPOSED STUDY

“What actually motivates a person to volunteer is a complex and vexing question, yet understanding these motivations can be of great assistance to organisations in attracting, placing and retaining volunteers” (Esmond & Dunlop, 2004:6).

According to Esmond and Dunlop (2004:6), three distinctive contributions to the field of academics in the study of volunteer motivations can be defined. Volunteer organisations can use the derived information to attract potential volunteers since the information will give them relevant insight into volunteer motivations.

Hence, the organisations will be able to tailor their recruitment messages more effectively, focusing on matching their promotional messages to meet the motivational needs of potential participants.

By knowing more about the motivational needs of the volunteers and volunteer tourists, the organisations can ensure more effective placements of volunteers and volunteer tourists into activities that meet their needs. Organisations, by knowing more about the motivational functions of the volunteers and volunteer tourists, can also maintain participant satisfaction by meeting their motivational needs. By identifying the common and differentiating motivational functions in volunteers and volunteer tourists participating in wildlife and community volunteer programmes at different destinations, organisations can have insight and understanding as to what different volunteer tourists seek to gain from participating in the particular volunteer programme to be able to tailor their programmes accordingly.

1.7 DELIMITATIONS

Delimitations regarding the motivational section includes considering academic literature relating to motivation. Two types of motivation are considered namely intrinsic and extrinsic motivational stimuli. Two models of motivation are considered namely the Volunteer Functions Inventory (VFI) (Clary *et al.*, 1998) and the Bales Volunteerism-Activism Scale (Bales, 1996). As mentioned previously, other measurements of motivational functions are not considered. This research will only consider planned and formal types of volunteering.

Volunteerism and volunteer tourism is considered as part of special interest and alternative tourism. Specific consideration is given to wildlife and community volunteer programmes hosted in South Africa. Four programmes have been used in the surveys, however only two pools of responses exist namely wildlife and community. Both local and international volunteers are considered in the study. The study will include discussions on other types of volunteer programmes that exist however focus will be given to the specific wildlife and community volunteer programmes selected in South Africa and their associated organisations.

All volunteers are considered in this research, regardless of their nationality. Volunteer tourism is the only type of tourism to be considered. Only the relevant organisations involved in the study are to be considered namely All Africa Volunteers, FreeMe, Cotlands and the National Sea Rescue Institute of South Africa.

1.8 DEFINITION OF KEY TERMS

Key terms include;

- *Motivation* defined as; “a reason or reasons for acting or behaving in a particular way” (Oxford Dictionary of English, 2010:963);
- *Volunteer Functions Inventory (VFI)* developed by Clary *et al.*, (1998) measures the functions of motivations in volunteers according to an inventory;
- *Volunteer*, “a person who freely offers to take part in an enterprise or undertake a task” (Oxford Dictionary of English, 2010:1664);
- *Volunteer tourist*, “tourists who, for various reasons, volunteer in an organised way to undertake holidays that might involve aiding or alleviating the material poverty of some groups of society, the restoration of certain environments or research into aspects of society or environment” (Wearing, 2001:1).
- *Wildlife*; “wild animals collectively; the native fauna (and sometimes flora) of a region” (Oxford Dictionary of English, 2010:1701);
- *Community*, “a group of people living in the same place or having a particular characteristic in common” (Oxford Dictionary of English, 2010:290).

2 LITERATURE REVIEW

2.1 MOTIVATION

2.1.1 What is motivation?

Motivation relates to both conscious and unconscious decisions that involve why, when and how effort is allocated to a task or activity (Parks & Guay, 2009:67). Motivation is an internal and external concept that is intricate and complex by nature (Widjaja, 2010:9). Motivation is amplified in this study since it serves as the cornerstone of volunteerism and volunteer tourism. In order to discuss and effectively analyse the concept of motivation, first it needs to be effectively conceptualised.

According to Oxford Dictionaries (2010:963), the word 'motivation' is defined as; "a reason or reasons for acting or behaving in a particular way". According to McCullagh (2005) (in Wilson, not dated:1), "motivation can be defined as the intensity and direction of effort. Intensity refers to the quantity of effort, while direction refers to what you are drawn to". Humans are motivated in specific areas because of factors relating to those areas, specifically. An example would be wildlife volunteerism. A volunteer is exclusively motivated to volunteer in a chosen wildlife volunteer programme since this programme specifically offers to fulfil the needs the volunteer seeks to have fulfilled through the act of volunteering. "The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome" (Ryan & Deci, 2000:55). The two broad categories of human motivation considered in this study are intrinsic and extrinsic motivational functions and how these two types of motivation can be related.

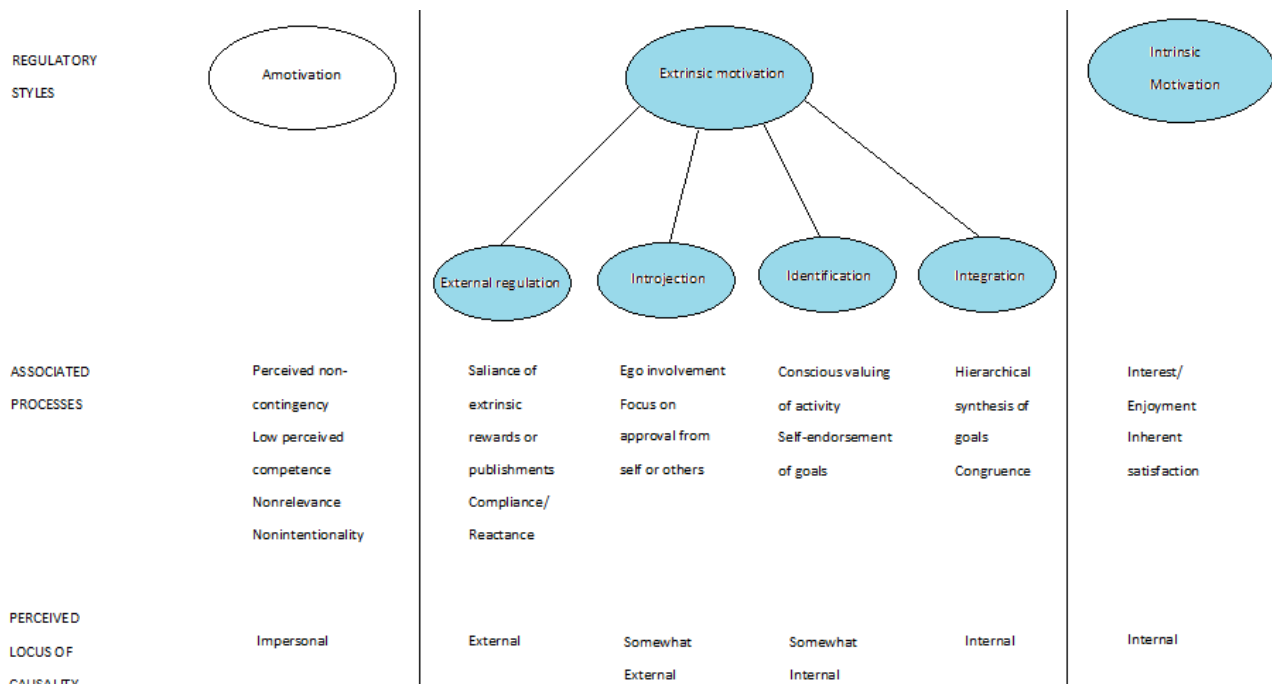
"The study of motivation is the exploration of the energization and direction of behaviour" (Deci & Ryan, 1985:3). According to Deci and Ryan (1985:3) the analysis of motivation is centred around two elements namely, energy and direction. "To be motivated means *to be moved* to do something" (Ryan & Deci, 2000:54).

The energy behind motivation is fundamentally fuelled by needs whereas the direction behind motivation can be derived from internal and external stimuli (Deci and Ryan, 1985:3). As previously identified, the act of volunteering is influenced by both intrinsic and extrinsic functions; however, according to Bussell and Forbes (2002:9), the volunteer's motive does remain a selfless one. According to Johnson (2007) volunteerism has been understudied, especially when the significance of volunteerism is considered, in both economic and social terms (in Widjaja, 2010:4). To pursue a greater understanding of motivation will flow towards a greater understanding of volunteerism itself.

The theory that explains extrinsic motivation is referred to as *Organismic Integration Theory* (OIT) (see 2.1.2) according to Ryan and Deci (2000:61). This theory details “the different forms of extrinsic motivation (see 2.1.6) and the contextual factors that either promote internalization and integration of the regulation for these behaviours” (Ryan & Deci, 2000:61).

Figure 2 illustrates the OIT taxonomy of types of motivation that highlights the areas of motivation to be discussed (Intrinsic [2.1.3] and Extrinsic [2.1.5] motivation). None of the VFI model's functions of motivation refer to Amotivation, they are all either categorised as internal or external and therefore only the areas highlighted in blue will be considered for this research.

Figure 2: A taxonomy of human motivation - Intrinsic and extrinsic motivations



Source: Ryan and Deci, 2000:54.

2.1.2 Inventories, scales and theories of motivation

Several models and theories have been used to explain volunteerism (Widjaja, 2010:9) that all vary in approach. Although all of these approaches differ, in this case inventory refers to the Volunteer Functions Inventory (VFI) (Clary *et al.*, 1998:1517) that is based on a functional approach to motivation, derived from the Functional Motivational Theory whereas scale refers to the Bales Volunteerism-Activism Scale (Bales, 1996) and the Role Identity theory (Finkelstien, 2009). The VFI uses the functionalist approach to volunteering to examine the functional motives an individual has in order to choose to volunteer (Clary *et al.*, 1998). The Bales Volunteerism-Activism Scale measures the foundational motivations for serving as a volunteer/activist (Bales, 1996).

The Role Identity theory, relates to a person's multiple identities that are formed through interactions and expectations (Finkelstien, 2009). In essence, the role of being a volunteer is internalised by the individual, once it has been identified (Widjaja, 2010:5). Thereafter, the role becomes incorporated into the volunteer's self-concept (i.e. motivation to volunteer) (Widjaja, 2010:5).

In other words, the higher the degree of identification and internalization, the higher the possibility that the individual will remain motivated to volunteer (Finkelstien, 2009). Although these approaches differ; a commonality exists between them since they are all focused on motivational functions.

Oxford Dictionaries (2010:492) defines inventory as; “a complete list of items” and a scale as; “a graduated range of values forming a standard system for measuring or grading something”. A theory is defined as; “a supposition or a system of ideas intended to explain something; especially are based on general principles independent of the thing to be explained” (Oxford Dictionary of English, 2010:1548). A significant difference becomes evident when considering inventories, scales and theories. Although their focuses are all the same, the obvious difference between inventories and scales versus theory is measurability. In other words, both an inventory and a scale (see Appendix A and B) offer an approach to measurement for motivational functions, whereas a theory does not. Motivational theories are based on the premise (a set of assumptions) of the inherent character of people and about the factors that drive behaviour. Deci and Ryan(1985:3) identify two broad genres of motivational theories, namely *mechanistic* and *organismic* theories exist;

“*Mechanistic* theories tend to view the human organism as passive, that is, as being pushed around by the interaction of physiological drives and environmental stimuli, whereas *organismic* theories tend to view the organism as active, that is, as being volitional and initiating behaviours” (Deci & Ryan, 1985:3-4).

Widjaja (2010:10-12) identifies several types of models of motivation, namely;

- **Unidimensional models.** The unidimensional model of motivation suggests that there exists only one category of volunteer motivation;
- **Two-dimensional models.** Two-dimensional models distinguish between two different categories of volunteer motives;

- **Three-dimensional models.** In three-dimensional models, motivations are divided into altruistic motives, material motives, and social motives;
- **Multi-dimensional models.** Multi-dimensional models posit the existence of multiple categories of motives (Widjaja, 2010:11-12).

An example of a multi-dimensional model is the Volunteer Functions Inventory (VFI) as developed by Clary, *et al.*, (1998) since the inventory identifies six distinct motivational functions (Widjaja, 2010:12). “Most models of volunteer motivation assume the truth of the functional motivation theory” (Widjaja, 2010:9). The purpose of the functional theory can be simplified as following; “different volunteers may engage in volunteer service to fulfil distinct psychological functions” (Widjaja, 2010:10).

The term *engage* implies that the Functional Motivational Theory is an *organismic* theory, since it depicts the organism (i.e. individual) as an active being. The research to be conducted will be done according to the Volunteer Functions Inventory (VFI) (an *organismic* theory derived from the Functional Motivational Theory (Deci & Ryan, 1985:3) since “the VFI represents the most extensive and sound set of scales for determining volunteer motives (Okun, Barr and Hertzog, 1998)” (in Widjaja, 2010:13). However, the Bales Volunteer-Activism Scale will also be applied to in order to have a wider spectrum of motivational inventories and scales. Although Finkelstein’s (2009) theory has applicable and usable information relating to volunteer tourism, the theory itself is not applicable to this study since the theory has no measurable form of ‘scale’ or ‘inventory’ to be used in the research. For this reason, only the Volunteer Functions Inventory (VFI) and the Bales Volunteerism-Activism Scale are considered for this study.

2.1.3 Intrinsic human motivation

Motivation is part of human nature, without which humans would not have cause to pursue the fulfilment of needs. “Intrinsic motivation is the energy source that is central to the active nature of the organism [humans]” (Deci & Ryan, 1985:11).

Intrinsic motivation is an essential element to volunteer participation, since intrinsic motivation is the cause by which humans choose to participate in a variety of actions “...for which there are no obvious or appreciable external rewards” (Deci & Ryan, 1985:11). According to researchers, debates regarding individual intrinsic motives to volunteer vary, and in some cases are even considered to be contrasting in nature (Alexander, 2012:42). According to Omoto and Snyder (1995:671) there are different claims in academic literature regarding motivational functions, whether these functions are selfish concerns or acts of altruism? Yeung (2004:22) simply questions; “is volunteerism orientated towards the self or others?” Ryan and Deci (2000:61-62) identifies four types of extrinsic motivation that overlap with certain elements of intrinsic motivation. It is therefore difficult to truly discern an individual’s functions of intrinsic motivation.

According to Esmond and Dunlop (2004) and Widjaja (2010) in the past fifteen years extensive literature has been devoted to the topic of motivation in volunteering. By obtaining a better understanding of the functions of motivation themselves, a better understanding of individuals’ true motivations for volunteering can be discerned.

According to Pinder (1998, in Parks & Guay, 2009:679), “motivation is an energizing force that induces action”. Volunteers are motivated to volunteer for various reasons; intrinsic, extrinsic, and sometimes overlapping reasons are referred to as functions of motivation (see 2.1.4). Relating to intrinsic motivation, Deci and Ryan(1985:11) states the following; “the *rewards* are inherent in the *activity*, and even though there may be secondary gains, the *primary motivators* are the spontaneous, internal experiences that accompany the *behaviour*” indicating that both tangible and intangible rewards exist. According to Oxford Dictionaries (2010: 1268), the term reward refers to; “a thing given in recognition of service, effort, or achievement”.

According to McCullagh (2005, in Wilson, not dated:2), an individual's need to feel competency and pride in something can be defined as intrinsic motivation. According to a definition of volunteering (see 2.2.2) given by Papadakis *et al.*, (2004:321) the activity of volunteering is defined as, "an activity that is undertaken by an individual for *no financial reward* and benefits someone other than the person who volunteers". The term 'reward' in the context of volunteer tourism will refer to the intangible *reward* gained from the *activity*, referring to the act of volunteer tourism. This accentuates the intrigue surrounding the *primary motives* of volunteers since these motives (Fitch, 1987; Omoto and Snyder, 1995; Chacon, Menard, Sanz, Vecina, 1998; Bussell and Forbes, 2002; Alexander & Bakir, 2011) have a strong predisposition towards altruistic *behaviour*.

"In defining what is meant by a volunteer it was suggested that, to be considered a volunteer, altruism must be the central motive where the reward is intrinsic to the act of volunteering" (Bussell and Forbes, 2002:9). Although various research exists surrounding the functions of motivation in volunteers (all of whom will be referred to) (Bales, 1996; Clary *et al.*, 1998; Clary and Snyder, 1999). Table 1 is an initial summary, as according to Alexander and Bakir (2011:21) on the internal functions of motivation. Ryan and Deci (2000:56) describe intrinsic motivation as completing an activity for the satisfaction and not the consequence thereof.

As depicted in Figure 2, intrinsic motivation's associated processes, according to Ryan and Deci (2000:61) refers to interest, enjoyment and inherent satisfaction. The dimensions of these functions vary; some motivational functions are intrinsic in nature and other extrinsic (see 2.1.5). Intrinsic and extrinsic characteristics that impact on the volunteers' propensity to volunteer includes, among others, their gender, age, average length of stay (Alexander, 2012:23). These motivations serve as an introduction to the functions of motivations in volunteer tourists.

Table 2: The category of tourist with its concept of internal 'motivation'

<i>Category</i>	<i>Tourist</i>
<i>Concepts</i>	<i>Sub-concepts and properties</i>
Intrinsic Motivation	<ul style="list-style-type: none"> • To explore • To do something special • A challenge • To learn • To escape • Instil values • To spread personal beliefs – primarily religious • Altruism <ul style="list-style-type: none"> - Wanting to serve others - To improve other people's [animal's] lives - To give back - To help - To give time - To allow others to benefit from one's skills - To support - To positively impact

Source: Adapted from Alexander & Bakir (2011:21).

2.1.4 A functional approach to volunteer motivations

Volunteers contribute to a wide variety of community organisations and social welfare and volunteers are considered to be a valuable resource to these organisations (Papadakis *et al.*, 2004). The importance of understanding volunteer motivations therefore needs to be appropriately emphasised. According to Yeung (2004:21) from a theoretical research and practical volunteerism stance, individual motivation is considered to be at the core of both the actualisation and continuation of volunteer participation.

Volunteer tourism is referred to by Wearing (2001:1) as those who; “volunteer in an organized way to undertake holidays that may involve the *aiding* or *alleviating* of the material poverty of some groups of society, the restoration of certain environments, or research into aspects of society or environment.” In terms of volunteerism and volunteer tourism, ‘aiding’ or ‘alleviating’ refers to the action of choosing to participate in a volunteer programme in order to assist where needed. Motivation could be described as the ‘driving force’ behind an individual’s choice to participate. However Clary *et al.*, (1998) repetitively refers to the functions of motivations, and the development of the Volunteer Functions Inventory (VFI) that is based on a functional analysis.

The referral to internal derivatives of motivations as functions is more academically sound. Since the Volunteer Functions Inventory (VFI) (see 2.1.4.1) is based on the functional approach in psychology, motivations in terms of this study will be referred to as functions, not factors, of motivation as opposed to drives of motivation. Houle *et al.*, (2005:338) highlights that the functional approach is a multimotivational viewpoint. The functional approach therefore implies that “volunteerism may serve more than one motive for an individual and, also, different motivations may be served” (Houle *et al.*, 2005:338). Widjaja (2010:5) states that in order “to ensure sufficient depth, the focus will only be on one essential antecedent: an individual’s functional motives (i.e. the Volunteer Functions Inventory (VFI)”. The same applies to this research.

Theories regarding motivation either refer to derivatives of motivation as functions (Clary *et al.*, 1998) or drives of motivation (Deci and Ryan, 1985). A function in terms of motivation is defined as, according to Oxford Dictionaries as; “an activity that is natural to or the purpose of a person or thing” (Oxford Dictionary of English, 2010: 608). According to Snyder (1993) (in Clary *et al.*, 1998:1517) functional analysis is described as “... an approach that is explicitly concerned with the reasons and the *purposes*, the plans and the *goals*, that underlie and generate psychological phenomena [such as motivation] – that is, the *personal* and *social functions* being served by an individual’s thoughts, feelings and actions.” According to Bussell and Forbes (2002:9) the *purpose* of tourists and volunteers in volunteerism has been the subject of several previous academic studies into the motivating functions of volunteers.

According to Nichols and King (1998) (in Bussell & Forbes, 2002:9), the most frequent quoted reason for volunteering is the desire to help others. Certain individuals choose to volunteer in order to satisfy important social and psychological goals (Bussell and Forbes, 2002:9). *Personal* and *social functions* (Clary *et al.*, 1998:1517) refer to the six identified motives for volunteering, as developed by Clary *et al.*, expressing prosocial values (Carlo, Okun, Knight and de Guzman, 2005:1294). Prosocial values, according to Oxford Dictionaries (2010), “relating to or denoting behaviour which is positive, helpful and intended to promote social acceptance and friendship”. These six functions are; understanding, values, enhancement, career, protective and social (see 2.1.4.1).

Different people can perform the same actions, however these actions may serve different psychological functions for different individuals – this is a main premise of functionalist theorising (Houle *et al.*, 2005:337). The functional approach emphasises the importance of establishing correlation between volunteer motives and the benefits derived from volunteerism (Houle *et al.*, 2005:338). Drive theories have, for several decades, according to theorists and researchers worked to develop systems for the explanation of behaviour (Deci & Ryan, 1985:4). For example, according to Freud's (1917) (in Deci & Ryan, 1985) drive theory two key motivational drives exist – sex and aggression. According to this study, all behaviours were said to be motivated either directly by a drive or by some imitation thereof (Deci & Ryan, 1985:4). A drive is fuelled by a need to be satisfied. Freud's drive theory implying two motivational drives however does not concur with what has been identified as possible intrinsic functions of motivation (see Table 1). Also, the two elements of Freud's drive theory do not consider the personal and social functions as developed by Clary *et al.*, (1998). An increasing number of studies relating to 'drive theories' of motivation make it clear that drive theories were inadequate for dealing with many of the observed complexities of behaviour (Deci & Ryan, 1985:4).

2.1.4.1 Volunteer Functions Inventory (VFI)

The initial model for consideration is the Volunteer Functions Inventory (VFI) developed by Clary *et al.*, (1998). The VFI was developed based on the assumption that the motivations underlying volunteer activity can be identified and measured with some degree of precision (Clary *et al.*, 1998:1519). "Clary *et al.*, (1998) developed and tested a Volunteer Functions Inventory (VFI) that identified six generic functional motivations for volunteering derived from 30 individual motivational questions [Table 3]" (Jackson, 2011:143). These six functions are namely; 1) understanding, 2) values, 3) enhancement, 4) career, 5) protective and 6) social (Clary *et al.*, 1998:1517-1518). Below, in Table 3, the functions are listed as well as their brief conceptual definitions. Each one of these functions will be discussed in detail.

Table 3: Functions and conceptual definitions of the Volunteer Functions Inventory (VFI)

Function	Conceptual definition and sample VFI items
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused. 'Volunteering lets me learn things through direct, hands on experience' 'Volunteering allows me to gain a new perspective on things'
Values	The individual volunteers in order to express or act on important values like humanitarianism. 'I feel it is important to help others' 'I can do something for a cause that is important to me'
Enhancement	One can grow and develop psychologically through volunteer activities. 'Volunteering increases my self-esteem' 'Volunteering makes me feel needed'
Career	The volunteer has the goal of gaining career-related experience through volunteerism. 'Volunteering will look good on my CV' 'Volunteering can help me get a foot in the door at the place where I would like to work'
Protective	The individual uses volunteering to reduce negative feelings such as guilt, or to address personal problems. 'By volunteering I feel less lonely' 'Volunteering is a good escape from my own troubles'
Social	Volunteering allows an individual to strengthen his or her social relationships. 'People I'm close to want me to volunteer' 'My friends volunteer'

Source: Clary *et al.*; Clary and Snyder (in Jackson, 2011:144).

Ryan and Deci (2000:54-55) illustrate, by means of an example, that motivation does not necessarily vary in the amount but rather in the *nature* and the *focus* thereof. The example states that; "a student could be motivated to learn a new set of skills because he or she understands their potential utility or value because learning the skills will yield a good grade and the privileges a good grade affords" (Ryan & Deci, 2000:54-55).

The same applies to the functions found in the Volunteer Functions Inventory (VFI). All six of the elements identify the alternative *nature* and *focus* of motivation. All six of these elements however are not intrinsic functions of motivation. Some of these functions solely represent intrinsic motivation, some, only extrinsic. However, some of these functions, according to Ryan and Deci (2000:61-62) (see 2.1.6) represent elements of both intrinsic and extrinsic motivation. Elements such as; 4) career and 6) social are extrinsic functions of motivation. These elements will be discussed in further detail as part of extrinsic motivation (see 2.1.5).

(i) Understanding

“A function potentially served by volunteering involves the opportunity for volunteerism to permit new learning experiences and the chance to exercise knowledge, skills, and abilities that might otherwise go unpractised” (Clary *et al.*, 1998:1518). It goes without saying that the function of understanding (i.e. involvement in activities that satisfy the desire to learn (Esmond & Dunlop, 2004:14)) as a part of the inventory suggest that individuals seek, through volunteering in a particular field (i.e. wildlife or community), a better understanding of this field. The understanding function also seeks to explore a volunteer’s own strengths and understanding of the cause, other volunteers and the organisation (Widjaja, 2010:13). According to Gidron (1978) (in Houle *et al.*, 2005:338) volunteer work was viewed by youth (high school and college students) as a learning and self-development experience.

(ii) Values

The values function encourages volunteers to engage in service because of the desire to help those less fortunate than themselves (Widjaja, 2010:13). According to Schwartz (1994) (in Jackson, 2011:139), values (i.e. acting on deeply held beliefs about the importance of helping others (Esmond & Dunlop, 2004:14)) are defined as:

“Desirable transsituational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity. Implicit in this definition of values as goals is that (1) they serve the interests of some entity, (2) they can motivate action – giving it direction and emotional intensity, (3) they function as standards for judging and justifying action, and (4) they are acquired both through socialization to dominant group values and through the unique learning experiences of individuals” (Jackson, 2011:139).

According to the latter definition of values, it can be said that volunteerism would not be possible without the motivational function of values.

Values are considered to be the foundations upon which individuals and society operate, since they are seen to be universal motivating ideals. Values ultimately lead to motivations for undertaking precise actions (Jackson, 2011:143). Jackson's quote is very similar to what Parks and Guay (2009:676) state regarding values since in judgement of appropriate behaviour in terms of oneself and others, values are used as a benchmark. "Values as principles, often termed individual or personal values, are guiding principles regarding how individuals ought to behave" (Parks & Guay, 2009:676). Values as principles are therefore evaluative.

Jackson (2011) assuming that values can ultimately manifest in the form of motivation, and in particular a motivation to volunteer, developed a simple model to illustrate the influence of values on human internal motivation as depicted below in Figure 3.

Figure 3: Values and motivation



Source: Jackson (2011:143).

The values function therefore enables individuals to convey cherished values such as altruism and humanitarianism (Clary *et al.*, 1998, in Widjaja, 2010:13). The presence of the topic of 'values' is predominantly evident in academic literature regarding motivation therefore a significant function as part of the VFI.

According to Ryan and Deci (2000:62), participation in volunteerism which is motivated by the function of values is not purely internal since values imply that; "...a person has identified with the personal importance of behaviour [volunteerism] and has thus accepted its regulation as his or her own".

Integration however occurs through self-examination and bringing new regulations into congruence with one's other values and needs (Ryan & Deci, 2000:62). The motivational function of values could potentially form part of extrinsic motivations known as *identification* and *integrated regulation* (see 2.1.6).

(iii) Enhancement

The enhancement (i.e. enhancing the person's sense of esteem [Esmond & Dunlop, 2004:14]) function is the function in which "... volunteerism serves to enhance one's self-esteem, self-confidence and self-improvement" (Houle *et al.*, 2005:338). Volunteers motivated by the enhancement function engage in volunteer service to make themselves feel more important and needed (Widjaja, 2010:15). Yeung (2004:33) identifies that, "personal well-being is advanced in volunteerism by, for instance, experiencing joy, positive moods, as well as a sense of courage, peace of mind, consolation, and comfort".

According to Ryan and Deci (2000:62), participation in volunteerism which is motivated by the function of enhancement is not purely internal since enhancement describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. The motivational function of enhancement could potentially form part of extrinsic motivation known as *introjected regulation* (see par 2.1.6).

(iv) Protective

"The fifth function served by volunteerism is the protective (i.e. escaping from negative qualities or feelings [Esmond & Dunlop, 2004:14]) function whereby one volunteers to reduce feelings of guilt about being more fortunate than others, or to escape from one's own problems" (Houle *et al.*, 2005:338). According to Widjaja (2010:14), in order to defend the ego by reducing the negative affect associated with guilt for being more fortunate than others or loneliness, the protective function serves as motivation. The protective function too could potentially form part of extrinsic motivation known as *introjected regulation* (see par 2.1.6).

2.1.4.2 Bales Volunteerism-Activism Scale

Sociological interest in the issue of volunteering has been around since the 1970's (Bales, 1996:208). The importance of the propensity for individual motivation to result in volunteerism, as initially identified is greatly significant to this study. As previously discussed, it has already been established that the Volunteer Functions Inventory will be used to identify volunteer functions of motivation. However, other methodologies and approaches to measuring motivations in volunteer tourism do exist, namely the Bales Volunteer-Activism Scale (Bales, 1996). Bales' (1996) Scale exhibits that a Volunteerism-Activism Attitude can be measured.

Initially Bales emphasises the increased reliance on charities (Bales, 1996:206), since withdrawal of services and grants have resulted in a lengthy number of services and grants no longer being on offer through state social services.

“Charities have been repeatedly encouraged by central government to fill any gaps that emerge in social provision” (Bales, 1996:206-207). Several well recognised American Charity Organisations (i.e. Habitat for Humanity, the American Red Cross and the Big Brothers Big Sisters Foundation) rely profoundly on volunteer service (Widjaja, 2010:4). According to the Independent Sector (2010), who conducted a survey on volunteerism, found that 61.8 million Americans volunteered for a total of 8 billion hours in 2008 (Widjaja, 2010:4). Although this information is not relevant to the volunteering culture in South Africa, nor can the existing volunteering culture in South Africa be compared to that of America, these figures simply reiterate that volunteerism is important. According to the American Independent Sector (2010), in dollar terms, volunteer service was estimated to be worth more than 160 billion dollars (in Widjaja, 2010:4).

To learn and assimilate is a natural human propensity that is reflected by means of intrinsic motivation (Ryan & Deci, 2000:54). Individuals choose to participate in volunteerism due to several 'reasons' both intrinsically and extrinsically rooted. A mix of motivations exists, including psychic benefits, the valued interaction with others, and the chance to learn new skills (Bales, 1996:209). The majority of these motivations are intrinsically stimulated.

On the one hand, according to Mostyn (1983, in Bales, 1996:209), satisfaction in volunteering is provided by a combination of emotional, social and intellectual benefits. Similarly, Bales (1996:212) states that, “people are moved to volunteer for several possible reasons tied to both their overt social background and their less visible psychological orientations and attitudes”. Even if several motivations for individual participation exist in volunteerism, Bales (1996:213) focuses on formulating a scale to measure volunteerism *as an attitude*.

Therefore in order to measure an individual’s propensity to act as a volunteer the Volunteerism-Activism Scale was developed. Bales (1996:212) identifies that an attitude is abstract and in actuality parallel to the personality dimensions an attitude represents, hence attitudes should be measured by the actions they generate. Actions included are the way people treat one another, for example, as in the manifestations of the attitude “racism”, or in the way in which someone responds in an interview or on a questionnaire (Bales, 1996:212).

Bales insists that a unified personality trait exists (for all purposes termed an *attitude* [this *attitude* referring to “volunteerism” or “social activism”]), which represents the propensity to volunteer (Bales, 1996:212). “Orientation of motivation concerns the underlying attitude and goals that give rise to action – that is, it concerns the why of actions” (Ryan & Deci, 2000:54). The scale as developed by Bales (1996) consists of a twenty item measure of the foundational motivations for serving as a volunteer (see Appendix B). Respondents answer each item on a 5-point Likert scale ranging from one (strongly disagree) to five (strongly agree). This scale is divided up into four dimensions, namely;

1. **A sense of effectiveness:** A sense of personal efficacy, control and significance in addressing social problems (shown by items b,c,f,m,p). Example: Potential volunteers had a very strong negative reaction to the statement, “Anything I do can’t really change the world’s problems” (Bales, 1996).

2. **Sociability or generalism:** A sense that volunteering is a normal part of one's lifestyle, particularly shown in the making of personal priorities – the assertion of the importance of world issues when compared to one's personal life (shown by items d,h,j,o,r,t). Example: Potential volunteers had a very negative reaction to the statement, "People with ordinary lives don't feel the need to get heavily involved in social causes" (Bales, 1996).

3. **Idealism or philosophical commitment:** A philosophical orientation to sacrifice and social justice, coupled with the knowledge that there are no easy solutions – that to address real problems you must meet real costs (shown by items e,g,i,k,n). Example: Potential volunteers had a very strong positive reaction to these statements, "There will be peace only when there is justice" and "A person should live simply so that others may simply live" (Bales, 1996).

4. **The "feel good" factor:** A sense of the personal instrumental reward of activism, a clear self-image as an activist (shown by items a,l,q,s). Example: Potential volunteers had a very strong positive reaction to the statements, "The more you put into life the more you will get out of it", and "I know that when I'm working to help others, I'm also helping myself" (Bales, 1996).

Appendix B contains the Volunteer-Activism Scale as developed by Bales (1996). Each item in the list of twenty item questionnaire represents one of the four above mentioned factors. Below in Table 4, the four factors are given along with the listing of each question as a part of the scale that represents them.

Table 4: The "Volunteerism-Activism Scale" items by factor

Factor 1: Sense of Effectiveness factor	
b.	A person just has to rely on our leaders to deal with big problems.
c.	Sometimes things happen in your life that <i>make</i> you take action.
f.	You can't really change things in your community, that's just the way things are.
m.	Anything I do can't really change the world's problems.
p.	You can't really change the world, that's just the way things are.

Factor 2: Sociability and Generalism	
d.	People with ordinary lives don't feel the need to get heavily involved in social causes.
h.	Most people who get involved in social causes usually have some sort of personal problem.
j.	Taking care of family takes all the time I've got.
o.	When a person gets involved in a cause it just upsets the people they are close to.
r.	There are some people in the world who just can't be helped.
t.	Speaking up for what you believe in will just get you into trouble.
Factor 3: Idealism or Philosophical Commitment	
e.	Some issues are much more important than my personal life.
g.	There will be peace only when there is justice.
i.	Putting money in a collecting tin isn't enough, you've also got to <i>act</i> on your beliefs.
k.	It's not enough to just <i>talk</i> about what's wrong – you've got to <i>do</i> something.
n.	A person should live simply so that others can simply live.
Factor 4: Feel Good	
a.	The more you put into life the more you will get out of it.
l.	I'd like to do more for charity, but other things just get in my way.
q.	I know that when I'm working to help others, I'm also helping myself.
s.	I guess I'm just one of those people who has to <i>do</i> something when I feel strongly.

Source: Bales, 1996:221.

Although Bales' scale measures an individual's propensity to volunteer, the research conducted has a predominantly community, social and environmental focus. The Bales scale could possibly be applied to both a wildlife and community volunteer programme scenario, however since the scale does not implicitly integrate any extrinsic influences on an individual's propensity to volunteer (versus the VFI model which does take certain extrinsic functions into consideration) the Bales Volunteerism-Activism Scale will not be used in the research methodology. Academically, as referred to in the discussion on the VFI model, "the VFI represents the most extensive and sound set of scales for determining volunteer motives (Okun, Barr and Hertzog, 1998)" (in Widjaja, 2010:13).

2.1.5 Extrinsic human motivation

The importance of volunteerism as a physiological choice and motivation, and importance thereof, has been established. It has been established that in an increasingly egocentric society, individuals still choose to participate in volunteerism (Yeung, 2004).

It has been recognized that communities and organisations exist where an increasing dependence is placed on volunteer programmes and charities to provide for necessities since scenarios exist where governments have changed grant structures and withdrawn subsidies that offered support (Bales, 1996). The economic importance and wealth of volunteerism has been identified since volunteerism contributes significantly to development, built on free labour and goodwill (Widjaja, 2010). The importance of volunteerism is understood, but what about the influences on individuals to choose to participate? Extrinsic, parallel to intrinsic motivation influences human choices in behaviour. Some individuals choose to give in life through volunteering. “The issue of motivation is fundamental to psychology, whether pertaining to biological drives or social influence, and one enduring topic is the distinction between intrinsically and extrinsically motivated behaviour” (Finkelstien, 2009:654).

Volunteer tourism has elements of both. Intrinsic motivational functions, as thoroughly discussed previously, not only influences an individual’s propensity to volunteer but extrinsic stimuli does too. According to Oxford Dictionaries (2010: 521) the term ‘extrinsic’ is defined as; “not part of the essential nature of someone or something; coming or operating from outside”. In Table 4 below are some of the concepts as identified by Alexander & Bakir (2011:21) relating to what tourists regard as ‘extrinsic’ motivation. Ryan & Deci (2000:54) argue that “... extrinsic motivation varies considerably in its relative autonomy and thus can either reflect external control or true self-regulation”. Table 5 below refers to a few of the sub-concepts and properties tourist consider when determining influencing factors that are extrinsic in nature.

Table 5: The category of tourist with its concept of extrinsic 'motivation'

<i>Category</i>	<i>Tourist</i>
<i>Concepts</i>	<i>Sub-concepts and properties</i>
External Motivation	<ul style="list-style-type: none"> • To do something different • To become actively involved • To see another part of the world • To see another culture • Cultural immersion • Cultural exchange • The things to do • To visit a warmer climate • To develop one's career • To network • To meet new people and develop friendships • To go on family holidays

Source: Adapted from Alexander & Bakir (2011:21).

2.1.6 Forms of extrinsic human motivation

According to Ryan & Deci (2000:61-62), four forms of extrinsic motivation exists (reference to Figure 2). These are;

1. **External regulation:** "Such behaviours are performed to satisfy an external demand or obtain an externally imposed reward contingency". An example of external regulation in volunteerism is individuals who participate in volunteerism in order to help them gain employment, gain academic credits or even aid career progress (Bussell and Forbes, 2002:10).
2. **Introjection:** "Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride". An example of introjections in volunteerism is individuals who engage in volunteerism since it serves to enhance one's self-esteem, self-confidence and self-improvement (Houle *et al.*, 2005:338).
3. **Identification:** "The person has identified with the importance of behaviour and has thus accepted its regulation as his or her own". An example of identification in volunteerism is individuals who are motivated to participate in service because of the desire to help those less fortunate than themselves (Widjaja, 2010:13).

4. Integrated regulation: “Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one’s other values and needs”. An example of integrated regulation in volunteerism is individuals who are motivated by the values function to participate in service because of the desire to help those less fortunate than themselves (Widjaja, 2010:13).

Motivation has both an extrinsic and intrinsic element. This research (as previously identified and discussed) utilises the Volunteer Functions Inventory (VFI) to determine the motivational functions behind individuals’ decisions to volunteer. The inventory consists of six different elements (Clary *et al.*, 1998 [see 2.1.4.1 and 2.1.5.1]), not all six of these elements are strictly intrinsically motivated, and both the career and social functions in particular are exceptions.

2.1.6.1 Volunteer Functions Inventory (VFI)

To be characterized as unmotivated is a person who feels no impetus or inspiration to act, whereas someone who is energized or activated toward an end is considered motivated (Ryan & Deci, 2000:54). The Volunteer Functions Inventory (VFI) measures these functions which activates an individual towards being a motivated volunteer. The internal elements of the VFI have been identified and discussed since the majority of the functions included in the VFI are internally orientated (with extrinsic elements) functions (i.e. understanding, values, enhancement and protective). The remaining two extrinsic elements included in the inventory are career and social.

(i) Career

According to Finkelstien (2009:653), in particular referral to extrinsic orientation, most closely associated with external motives, career aspirations are specifically considered. “Volunteering is sometimes seen to enable the volunteer to develop skills which may be useful in a future career (i.e. seeking ways to explore job opportunities or advance in the work environment [Esmond & Dunlop, 2004:14]) or help to obtain employment, gain academic credits or even aid career advancement” (Bussell and Forbes, 2002:10).

According to Kwa, a volunteer tourist who participated in a volunteer programme in South Africa and who participated in a study conducted by Sin (2009), the participation of volunteer tourism was described as cleansing of developed-world middle-class guilt. The volunteer expressed that the participation in volunteerism might even assist in the application to a job or a college since it is valuable for resume purposes (Sin, 2009:480).

Widjaja (2010:8-9) provides an example of how volunteer programmes, if the motivations for volunteering are accurate and understood by the organisation, can enable organisations to expand recruitment efforts and attempt to decrease turnover rates among volunteers. This example states that; if the volunteer organisations are aware that the volunteer's motivations for participation is to advance in career motives, messages should be geared towards emphasizing the career-related benefits of volunteerism (Widjaja, 2010:9).

According to several studies included in Bales (1996:211) one of the important facets to volunteer participation are the perceived benefits associated with participation such as immediate work experience. It can be said that volunteerism motivated by a career function is a form of *external regulation* (Ryan & Deci, 2000:61).

(ii) Social

The final function is social (i.e. conforming to the normative influence of significant others (Esmond & Dunlop, 2004:14)). In the social function an individual primarily chooses to participate in volunteerism due to strong normative or social pressure or to get along with others in his or her reference group (Houle *et al.*, 2005:338). The social function of volunteerism, volunteers choose to participate in unpaid helping behaviour in order to increase social interactions, strengthen existing relationships, and to gain others' approval (Widjaja, 2010:14). It can be said that volunteerism motivated by a social function is a form of *introjected regulation* (Ryan & Deci, 2000:62).

The below second section of the literature review will focus on the tourism element of the study, this section will focus on describing and differentiating wildlife and community volunteerism and volunteer tourism from other forms of volunteerism and volunteer tourism.

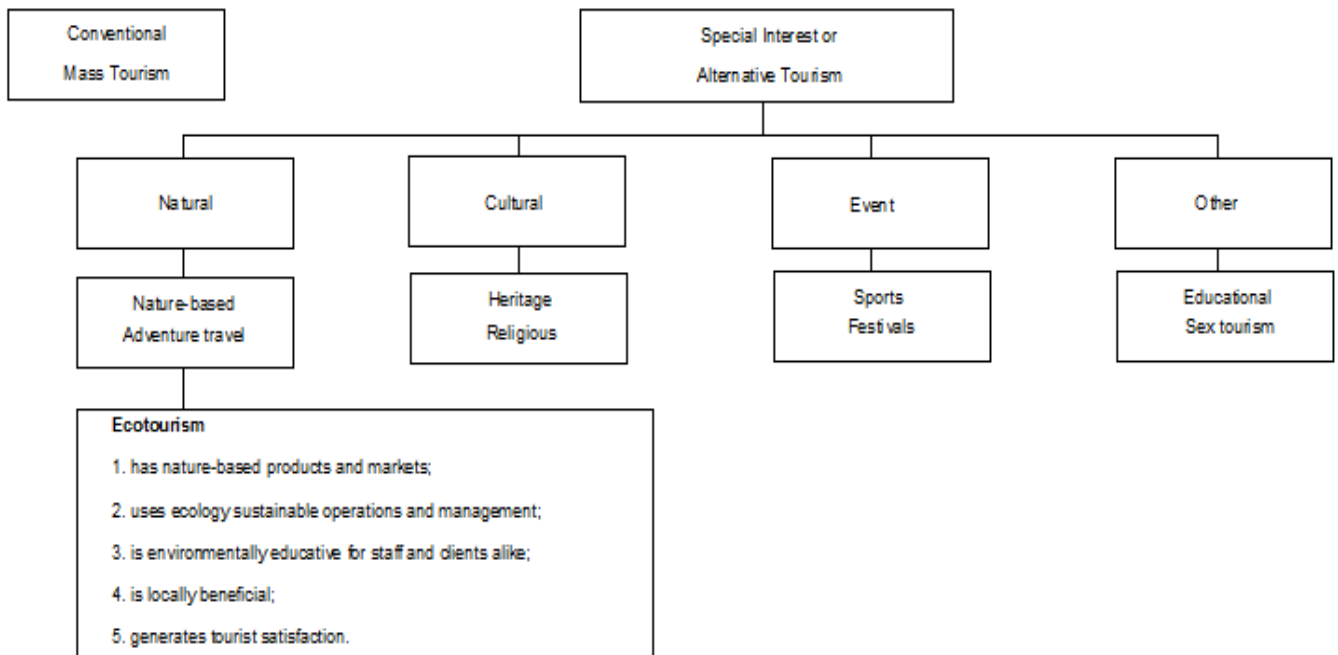
2.2 VOLUNTEER TOURISM

2.2.1 Types of tourism

Higginbottom (2004) opens the foreword to *Wildlife tourism: impacts, management and planning* by emphasising the importance of the tourism market, stating the importance of tourism since it is widely considered as being the world's prime business enterprise, an industry that involves tens of millions of employees and hundreds of millions of customers (Higginbottom, 2004). An industry considered the lifeblood of several destinations is a topic of widespread interest. Research and academic journals both praise and crucify the tourism industry and the vast array of activities it partakes in. However good or bad the tourism industry is, the principle still remains: tourism has an impact.

'Tourism' as the all encompassing term it is, is defined by Oxford Dictionaries (2010:1580) as; "the *commercial* organisation and operation of holidays and visits to places of interest". The reason for visiting places of interest, as according to Page & Dowling (2002:23) is part of either one of two general types of tourism; a) mass tourism or b) alternative tourism. As a part of special interest or alternative tourism, the following sub categorisations of tourism exist. Tourism can either be; a) Natural, b) Cultural, c) Event and d) Other (Page & Dowling, 2002:23). Figure 4 below illustrates the different categories of tourism in an overview of the tourism industry.

Figure 4: Types of tourism



Source: Dowling (1997a:100) (in Page & Dowling, 2002:23).

Wearing (2001:8), describes alternative (or special interest tourism) as;

“Alternative tourism is explored in relation to individual utilization of tourism experiences in the negotiation and definition/redefinition of a sense of self and identity, contributing to a development of the process whereby specific social meanings are created, communicated and interpreted both spatially and temporally” (Wearing, 2001:8).

Within these paradigms volunteer tourism attempts to be situated in a position as a form of travel more beneficial to the local community and the ecological environment (Sin, 2009:482). Volunteer tourism forms part of alternative tourism (in particular nature based and adventure tourism) since volunteer tourism (as defined by Holmes and Smith [2009:5]) is defined as “...projects and is undertaken to be of benefit to the community and the volunteer”. This statement relating to volunteer tourism closely correlates with Wearing’s statement on alternative tourism since it refers to “...contributing to a development of the process whereby specific social meanings are created ...” (Wearing, 2001:8). Tourism is a broad industry and to discuss each individual element thereof would be monotonous.

The focus remains on volunteer tourism as a form of special interest and alternative tourism, extended wildlife and community volunteer tourism that forms part of ecotourism (see par 2.2.4).

Table 6: Features of alternative tourism

Features
1. The attempted preservation, protection and enhancement of the quality of the resource base which is fundamental to tourism itself.
2. The fostering and active promotion of development, in relation to additional visitor attractions and infrastructure, with roots in the specific local and developed in ways which complement local attributes.
3. The endorsement of infrastructure, hence economic growth, when and where it improves local conditions and not where it is destructive or exceeds the carrying capacity of the natural environment or the limits of the social environment whereby the quality of community life is adversely affected (Cox. 1985, pp. 6-7).
4. Tourism which attempts to minimize its impact upon the environment is ecologically sound, and avoids the negative impacts of many large-scale tourism developments undertaken in areas which have not been developed previously (Saglio, 1979; Gonsalves, 1984; Kozłowski, 1985; Travis, 1985; Bilsen, 1987).
5. Tourism which is not exploitative of local populations and where the benefits flow to local residents (Yum, 1984).
6. An emphasis on not only ecological sustainability, but also cultural sustainability. That is, tourism which does not damage the culture of the host community, encouraging a respect for the cultural realities experienced by the tourists through education and organized 'encounters' (see Holden, 1984).

Source: Wearing, 2001:31.

The above table identifies the features of alternative tourism as given by Wearing (2001:31); however, does volunteer tourism fulfil these features? This therefore posed the question, what is volunteer tourism?

2.2.2 What is volunteering and volunteer tourism?

Volunteering is a relatively new, complex concept according to Holmes and Smith (2009:4) since it is such a multi-dimensional term with no consensus on what the term means. To limit uncertainty, descriptive and comprehensive definitions for volunteering and volunteer tourism are debated, with Holmes and Smith (2009:5) defining formal volunteering as:

“An activity which takes place through not-for-profit organisations or projects and is undertaken to be of benefit to the community and the volunteer; of the volunteer’s own free will and without coercion; for no financial payment; and in designated volunteer positions only” (Holmes and Smith, 2009:5).

This definition is supported by Volunteering Australia (Holmes and Smith, 2009:5) where the term volunteering essentially refers to a donation of time with no monetary incentive whereas the concept of volunteer tourists is broader and can be defined by Wearing (2001:1) as:

“Tourists who, for various reasons, volunteer in an organised way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments or research into aspects of society or environment” (Wearing, 2001:1).

A volunteer tourist, or as Benson (2011:10) states, a ‘voluntourist’ is simply an individual who prefers allocating their leisure travelling time to engage in volunteer programmes and in so doing alleviate and aid circumstances in other communities’ environments. According to Papadakis *et al.*, (2004) the activity of volunteering is defined as an individual who undertakes an activity for no financial reward in order to benefit someone other than the person who volunteers.

Considering the above-mentioned definitions of both the terms volunteering and volunteer tourist (as defined by Holmes and Smith, 2009 and Papadakis *et al.*, 2004) four consistent elements can be identified:

1. Free choice (free will, relatively uncoerced, obligation to volunteer).
2. Remuneration (none at all, none expected, expenses reimbursed, stipend/low pay).
3. Structure (formal, informal).
4. Intended beneficiaries (benefit/help others/strangers; benefit/help friends or relatives; benefit oneself as well) (Holmes and Smith, 2009:4).

These four consistent elements identify what the core concept of volunteerism is: *Free choice* refers to an individual's decision to participate in an activity which is not compulsory or expected of them. In Holmes and Smith's (2009:5) definition of formal volunteering, it states that a volunteer is someone who participates in these activities at their own free will, whereas volunteering *remuneration* essentially refers to a donation of time and labour, with the volunteer having no expectation of being financially rewarded in return. *Structure* refers to the various kinds of volunteer programmes namely formal and informal. According to Lipp (2011:3), formal volunteering refers to a volunteer programme as, "...planned and institutionalized actions that happen on a repeating schedule, usually on an annual basis." Informal volunteering refers to "... all the small, everyday gestures one does to express gratitude for other people" (Lipp, 2011:3). Benson (2011:1) identifies a range of available volunteer programmes, ranging from social to education based volunteering. The *beneficiaries*, who benefit from the volunteer participation, depend on the kind of volunteer programme the individual chooses to engage in (i.e. wildlife or community).

According to the introductory definition of 'tourism' (as given by Oxford Dictionaries) in comparison to the above definitions of volunteer tourism given – discrepancies exist between these definitions. Oxford Dictionaries (2010:1580) defined 'tourism' as; "the *commercial* organisation and operation of holidays and visits to places of interest". The term *commercial* being defined by Oxford Dictionaries (2010:287) as; "making or intended to make a profit".

Holmes and Smith (2009:5) referred to volunteer tourism as;

"An activity which takes place through *not-for-profit organisations* or projects and is undertaken to be of benefit to the community and the volunteer; of the volunteer's own free will and without coercion; for no financial payment; and in designated volunteer positions only" (Holmes and Smith, 2009:5).

For the purpose of this study, the definition of the term 'volunteer tourism' to be used is the latter presented by Holmes and Smith (2009:5). What defines tourism needs to be put up for revision. As the industry changes it challenges long standing ideals and stereotypes regarding it.

An industry defined by commercial activity in order to gain profit no longer singularly encompasses the tourism industry but merely a single element thereof. Exception can be made for certain segments of tourism, in particular special interest tourism, the nature division. Wearing (2001:8) states that two major themes exist concerning the self of the traveller, according to sociologies of tourism.

Tourism has been emphasised as a means of escape from the everyday, even if such escape is temporary (Wearing, 2001:8). Even though both of the major themes involve the self of the tourist, the second theme is more applicable to the subject of volunteer tourism. However, travel also serves as a means of self-development, a way to expand the mind, experience new and different things, and to come away in some way enriched (Wearing, 2001:8). Although the latter motivation for travel is still self-orientated, it identifies the theme to which volunteer tourism is categorised. The identification of volunteer tourism as a type of 'self-development' as a part of tourism created the unique opportunity for the volunteer tourists to develop themselves, and in the process help and assist the programme and the destination. Instead of solely asking how holidays and vacations can serve the travellers, travellers are asking how they can serve the holiday destinations as part of their self-development process. To accommodate these new changes in the world of tourism, a term has been introduced – Ecotourism.

2.2.3 Different types of volunteerism and volunteer tourism

Volunteerism may take different forms, as according to research conducted by Omoto and Snyder (1995:671) being described as either ‘unplanned and spontaneous’ or ‘obligated’ caregivers. The latter form of research conducted “... focuses on situations in which potential helpers are confronted with unexpected opportunities to help strangers” whereas “a second research tradition focuses on people providing long-term and continuing assistance, care, and support to those suffering serious illness or chronic conditions” (Omoto and Snyder, 1995:671). As previously defined, the term volunteer tourist can take various forms with multiple definitions, two types of volunteer tourism primarily exist namely; spontaneous or planned helping (referred to by Lipp [2011] as either informal or formal help).

There is a bias relating to this study and the consideration of volunteer motivations for participating in volunteer programmes, the focus being mainly *planned* or *formal* helping. Dekker and Halman (2003:1517) however challenge the distinction between planned and spontaneous helping since the question posed asks whether it is possible to accurately differentiate between a freely chosen sense of duty and a lack of freedom to resist subordination. It is unknown factors like these that motivate academics to further investigate and dissect the motivational functions behind volunteering as a form of planned helping. Dekker and Halman (2003:2) identify that situations exist that require voluntary work which a rational person can hardly refuse (such as, community service as an alternative for imprisonment or military service) which is discussed in detail below (see par 2.2.3.1). “To be sure, factors uncovered by research on the helping that occurs in these kinds of contexts, sometimes referred to as *spontaneous helping* ... Yet volunteerism appears to be exemplary of a rather different kind of helping, a kind that is prototypic of *planned helping* ...” (Clary *et al.*, 1998:1517).

According to Widjaja (2010:4) whether an individual is tutoring for the illiterate, providing health care in free clinics or offering companionship in hospices, millions of individuals are choosing to participate in these activities annually. Due to the high demand for volunteer programmes, resulting in the growth in both size and value, various programmes in different fields are available.

Several forms of volunteering exist namely; involvement in voluntary associations, activism focusing on social change or donations of money, supplies and blood donations (Papadakis *et al.*, 2004). Since the establishment of volunteer tourism, there has been an influx in the diversity of volunteer programmes on offer to individuals seeking to participate. “The projects on offer are wide ranging: social, community conservation, ecological health and education” (Benson, 2011:1).

According to Wymer (1999 in Bussell and Forbes, 2002:7) based on a USA sample of 1058 volunteers, six groups of volunteers emerged when carrying out work on the segmentation of volunteers namely: human service, arts and culture, religion, youth development, education and health. It is evident that the concept of and participation in volunteer tourism, as a form of tourism where the tourists volunteer in local communities as a part of his or her travel, is becoming progressively more popular and available in various parts of the world (Sin, 2009:480).

According to Clary *et al.*, (1998:1517) as a part of planned volunteering, volunteers often seek out opportunities to help others, deliberate a considerable amount of time to volunteer and may make a commitment to an ongoing helping relationship. Since this study focuses on wildlife and community volunteer tourism in particular, these types of volunteer programmes will be looked at independently and in greater detail.

2.2.4 Wildlife and community volunteerism

“Popular locations [for volunteerism and volunteer tourism] include countries in Africa, Central and South America” (Wearing, 2001:2). Wildlife and community volunteerism is well-known, especially in regions such as South Africa. According to Higginbottom (2004:1) wildlife tourism has been a solution to secure sustainable economic benefits while supporting wildlife conservation and local communities. For example, in order to aid the turtles laying their eggs safe from predators and educating locals on why it is important to conserve natural resources, tourists are willing to travel to exotic destinations (HRSupport, 2012). Outreach, development programmes and social change are some of the several avenues available to volunteer programmes to uplift and aid communities in South Africa.

Various types of wildlife and community volunteer programmes exist and are available to volunteers. Tourism is a business with a continuous process of supply meets demand and within the boundaries of South Africa demand has increased for wildlife volunteer programmes. This has resulted in the establishment of several programmes namely the Big 5 volunteer project in the Eastern Cape, Great White Shark Research in the Western Cape and Penguin Rescue and Rehabilitation in the Eastern Cape and numerous other programmes (All Africa Volunteers, 2010). Similar volunteer organisations such as AVIVA also offer wildlife volunteer programmes, such as Elephant, Horses and Safari Working Holiday, Balule Conservation and Velvet Monkey Sanctuary to name a few (AVIVA, 2010).

Likewise, several community programmes have been established namely Masigcine Children's Home, Baphumelele Children's Home, Nazareth House – Child Care and Home of Hope – Pre-school Teaching Assistants (AVIVA, 2010). These volunteer programmes on offer from AVIVA volunteer organisation are merely a drop in the ocean compared to the vast variety and number of community programmes on offer in South Africa, such as the Cotlands Baby Sanctuary.

As previously identified (see par 2.2.2) the term 'volunteerism and volunteer tourism' revolves around primarily four elements (i.e. 1) Free choice, 2) Remuneration [none], 3) Structure [formal/informal], 4) Intended beneficiaries [in this case wildlife or community]). Among the several types of volunteers and volunteer tourists who volunteer, individuals who participate in wildlife or community programmes in particular are interested in the conservation and assisting in either wildlife and nature (i.e. forest) preservation (HRSupport, 2012) or in making a difference to/in people's lives (AVIVA, 2010). The element of free choice is addressed in wildlife and/or community volunteerism through the application of the individual to participate in the chosen programme. For example, according to AVIVA, a well-known volunteer organisation based in Cape Town, South Africa, the website (<http://www.aviva-sa.com/>) states and clarifies the process by which an interested volunteer can apply for a programme. Initially the website asks the volunteer to indicate what the volunteer would like to do (i.e. to participate in a wildlife or community volunteer programme) (AVIVA, 2010).

At this point participation in either a wildlife or community volunteer programme is completed and the criterion of free choice, as indicated by Holmes and Smith (2009:4), of volunteer tourism is met.

An individual who freely chooses and is willingly motivated to participate in a wildlife or community programme remains the focus of this particular study. In terms of remuneration and structure, no form of remuneration is expected from participating in a formal wildlife or community volunteer programme. In fact, according to Alexander & Bakir (2011:19), volunteers have an expectation to pay the organisation providing the volunteer programme (see Table 7). In terms of the type of volunteer programme to be used, focus will be on formal volunteer programmes. As previously identified by Lipp (2011:3), formal volunteering refers to a volunteer programme as, "...planned and institutionalized *actions* that happen on a repeating *schedule*, usually on an annual basis." Actions and schedules refer to the activities provided by the organisation for the volunteer to partake in when participating in the selected (in this case wildlife and community) programme. Once again, participation in activities and coordinated programmes forms part of the volunteer's listed expectations of the programme, as depicted in Table 7 (Alexander & Bakir, 2011:19).

Table 7: The category of tourist with its concept of 'expectation'

Category	Tourist
Concepts	Sub-concepts and properties
Expectations	<p><i>Payment</i> – voluntourists expect to pay the provider.</p> <p><i>Time</i> – voluntourists expect the trip to be for a limited period of time.</p> <p><i>Experience</i> – voluntourists expect the trip to be unique and special, a journey of discovery.</p> <p><i>Additional activities</i> – voluntourists expect to do fun activities additional to volunteer work such as excursions.</p> <p><i>Responsible providers</i> – voluntourists expect the providers to be responsible by:</p> <ul style="list-style-type: none"> • Shepherding <ul style="list-style-type: none"> - Providing support - Co-ordinating - Providing management - Providing security • Being ethical • Developing programmes of merit <ul style="list-style-type: none"> - Satisfying project needs • Making payments to the project • Ensuring a sustainable development <ul style="list-style-type: none"> - Creating a partnership - Being committed - Providing support <p><i>Meaningful volunteer work</i> – voluntourists expect the providers to create meaningful work which:</p> <ul style="list-style-type: none"> • Use their skills • Is of benefit • Provides contact with the locals • Provides authentic experience • Provides recognition • Provides support • Provides respect

Source: Alexander & Bakir (2011:19).

In conclusion, the intended beneficiaries relating to wildlife and community volunteer tourism specifically focuses on programmes aimed at aiding and alleviating situations surrounding wildlife and community. As part of motivation, as previously stated, humans are motivated in specific areas because of factors relating to those particular areas. A tourist is exclusively motivated to volunteer in a chosen wildlife or community volunteer programme since this programme specifically offers to fulfil the needs the volunteer tourist seeks to have fulfilled through the act of volunteering. Part of a volunteer's expectation when participating in volunteer tourism is to participate in meaningful volunteer work (see Table 7). Wildlife and community volunteerism and volunteer tourism adhere to these concepts.

2.2.5 Volunteer tourism as a part of Ecotourism

According to Wight (1993a in Page & Dowling, 2002:20) the tourism marketplace is becoming more environmentally sensitive and aware with the greening of the tourism sector. According to Page and Dowling (2002:23), considerable confusion exists among terms such as ‘sustainable tourism’, ‘nature-based tourism’ and ‘ecotourism’. Since the focus of this study is considered as volunteerism and volunteer tourism as part of ecotourism focus is drawn to the conceptualisation of the term ‘ecotourism’. According to Figure 4, ecotourism is a part of nature-based, adventure travel in alternative or special interest tourism and consists of the following:

1. has *nature-based* products and markets;
2. uses ecology *sustainable* operations and management;
3. is environmentally *educative* for staff and clients alike;
4. is locally *beneficial*;
5. generates tourism *satisfaction*. (Dowling, 199a:100 in Page & Dowling, 2002:23)

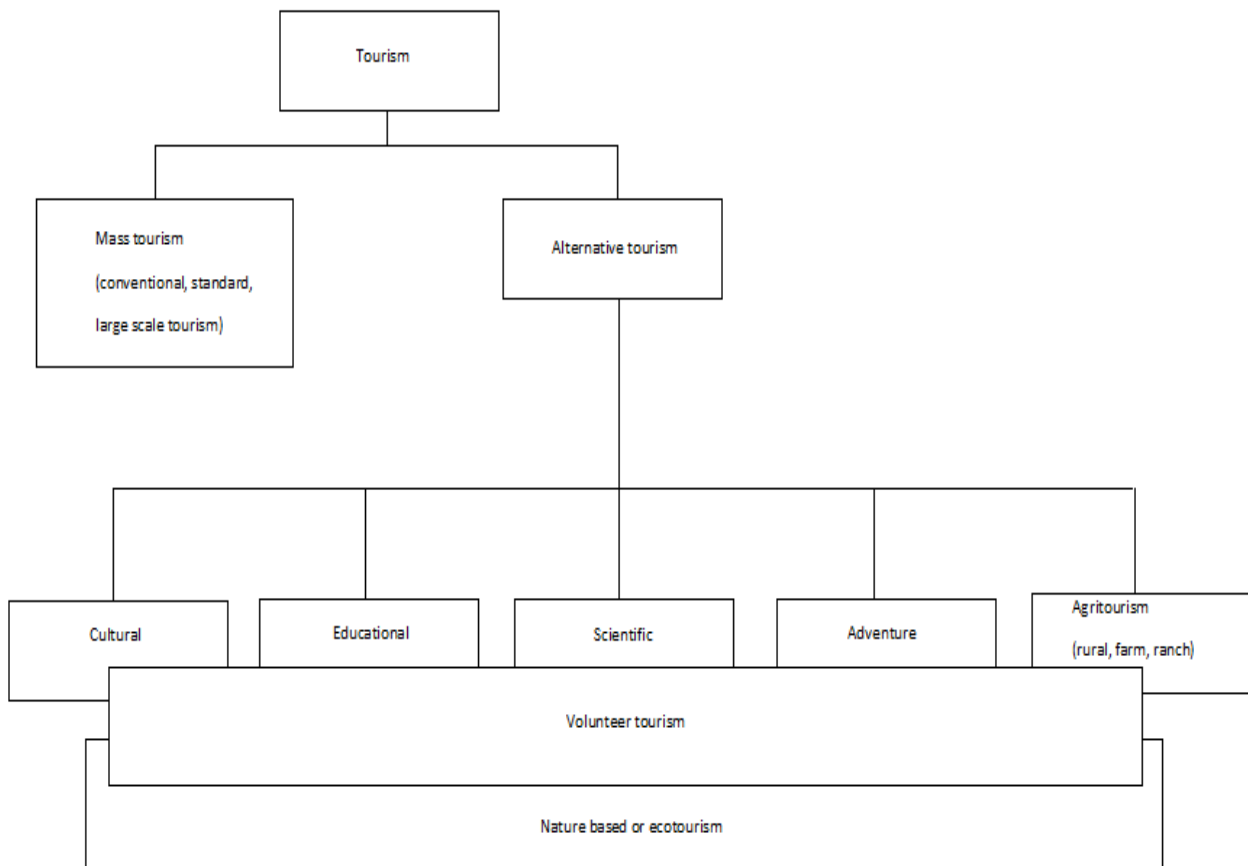
“Ecotourism, also called nature or green tourism, is nature orientated and *nature based* but is not always necessarily practiced in wilderness settings” (Wearing, 2001:31). Volunteerism and volunteer tourism as part of ecotourism can therefore take several forms including i.e. wildlife, agricultural and educational volunteer tourism (see Figure 5). Volunteerism as part of ecotourism can also take a culture-based orientation as seen by the inclusion of educational volunteer tourism. According to Table 5, that lists the features of alternative tourism, one of the features of alternative tourism is; “emphasising on not only ecological *sustainability*, but also cultural *sustainability*. This can be seen as tourism, which does not damage the culture of the host community, encouraging a respect for the cultural realities experienced by the tourists through education and organized “encounters” [i.e. volunteerism] (see Holden, 1984)” (Wearing, 2001:31).

Cultural sustainability refers to the cultural-base of ecotourism. Ecotourism aims to be *educative* for the tourist involved. In the section on motivation, Table 2 identifies one of the categories of tourist’s intrinsic motivations as “*to learn*” (Alexander & Bakir, 2011:21).

Furthermore, according to the initial function of the Volunteer Functions Inventory (VFI), a volunteer function of motivation is to obtain a greater sense of *understanding*. “To volunteer is seeking *to learn* more about the world or exercise skills that are not often used” (see Table 3) (Clary *et al.*; Clary & Snyder [in Jackson, 2011:144]). Volunteer programmes aim to be beneficial in terms of ecotourism since according to the four elements of volunteer tourism (as determined by Holmes & Smith, 2009:4), the fourth element is *intended beneficiaries*. “[To] *benefit/help* others/strangers; *benefit/help* friends or relatives; *benefit* oneself as well” (Holmes & Smith, 2009:4). In conclusion, volunteerism as part of ecotourism satisfies the element of ‘satisfaction’ since Yeung (2004:33) states that one of the several motivational functions that results in volunteerism is “*personal well-being*”. “*Personal well-being* is advanced in volunteerism by, experiencing joy, positive moods, as well as a sense of courage, peace of mind, consolation, and comfort” (Yeung, 2004:33).

Volunteerism and volunteer tourism (i.e wildlife and community) can therefore be referred to as part of ecotourism. The above elements of ecotourism as part of alternative tourism corresponds with the information provided relating to volunteerism itself. Wearing (2001:30) introduces a conceptual schema (Figure 5) of alternative tourism and integrates volunteer tourism as a separate concept into the illustration. The schema (Wearing 2001:30) illustrates relational aspects of different forms of tourism to each other and indicates where volunteerism lies in relation to alternative forms of tourism. The schema illustrates that volunteer tourism is all encompassing in relation to the various scopes of tourism and depicts that volunteer tourism, in all types, forms part of ecotourism as a whole.

Figure 5: A conceptual schema of alternative tourism



Source: Wearing, 2001:30.

2.2.6 Why do people volunteer?

Why do people, in this case including tourists, volunteer? “One explanation could be that volunteering reflects a person’s personality: some people are by nature helpful, active and generous, and some are less so” (Dekker and Halman, 2003:3). According to Beck (2000) (in Yeung, 2004:22), modernization has been characterised by increasing individualization. Simply, an increased exposure to modern lifestyle in society has made individuals more egocentric.

In the attempt to answer the question why spontaneous helping occurs, research proposes that such helping reflects intrinsic humanitarian concerns and altruistic personalities (Omoto & Snyder, 1995:671). The question still remains, why in an increasingly individualised lifestyle, tourists choose to not participate in conventional mass tourism but rather in special interest or alternative tourism? Previously discussed topics include the two core elements of this research: motivation and volunteer tourism – the elements than that this research pursues to relate to one another.

According to Weiler and Richins (in Jackson, 2011:138), who conducted a study on participants on an Earthwatch expedition where data were collected on gender, marital status, age, education and income, They found and concluded that the representative Earthwatch Team Member is female, single between the ages of 26-35, well-educated, well-paid and professional. According to Alexander (2012:22), “a review of literature will show ... international volunteer tourists tend to be below the age of 35, mainly females, white; their motivations extend to travelling, adventure and cultural exchange; and they tend to be occasional than regular volunteers.” Demographical information regarding the participating volunteer tourists provides information with regards to *who* the tourists are who choose to rather engage in special interest or alternative tourism than conventional mass tourism, however it does not provide any information relating to *why* these individual tourists choose to do so.

Although in-depth insight has been given to the topic of motivation, very little has been said about how the two topics come together, in particular, motivation to participate in volunteer tourism. In terms of tourists choosing to participate in volunteer programmes rather than conventional tourism, what does literature have to say about tourists who participate in volunteer tourism? Wearing (2001:66-70) identifies some of the reasons tourists participating in volunteer programmes have chosen to participate in alternative tourism rather than the convenient (and comfortable) mass tourism and identifies four categories of motivations for engaging in tourism.

The first being Altruism, which is an idealism specifically relating to concepts such as saving the world and ‘doing good’, but generally altruism refers to the idea of helping others. Travel and adventure identifies the desire of travel for the purpose of adventure, going to new places and meeting new people. Personal growth refers to individuals wanting to grow and develop on a personal level. Cultural exchange refers to experiencing the local communities as well as sharing experiences with others. Professional development as a motivating function for volunteerism highlights the desire to gain experience, in general or in a specific field of expertise for the purpose of potential future career developments. The motivation to participate in specific volunteer programmes refers to individuals who decide to participate due to specific interests. Aspects such as the right place and the right time, and a range of personal and social factors lead volunteers to participate in specific programmes (Wearing, 2001:66-70).

The motivational functions identified by Wearing (2001) in his study of volunteer tourists participating in the volunteer programme poses very strong similarities to the Volunteer Functions Inventory (VFI) (Clary *et al.*, 1998). Overall it seems a ‘trend’ exists among volunteers regarding their purpose for participation. Using the same approach, the Volunteer Functions Inventory (VFI) along with all the information sourced from previous research, the goals of this study is to utilise this information in order to validate the motivational functions of volunteers at the All Africa Volunteers’ and FreeMe’s wildlife programmes as well as Cotlands and the National Sea Rescue Institute’s community volunteer programmes in South Africa.

2.2 CASE STUDIES

2.2.3 All Africa Volunteers’ wildlife volunteer programme in South Africa

All Africa Volunteers introduces themselves abroad to potential volunteers as being a volunteer organisation which offers “...volunteering projects to international volunteers wanting to volunteer [abroad] in Africa doing volunteer work with disadvantaged communities and endangered wildlife or experiencing a volunteer vacation in South Africa joining one of our volunteer tours or packages” (All Africa Volunteers, 2010).

The All Africa Volunteer programme offers a variety of different types of volunteer opportunities, available as tours or packages. Several projects exist namely; wildlife volunteering, marine volunteering, animal volunteering, cultural volunteering, sports volunteering, teaching volunteering, volunteer tours as well as volunteer orientation. Since the research focuses on wildlife volunteer tourism, the wildlife volunteer element of All Africa Volunteers is considered.

As part of the wildlife volunteer project offering by All Africa Volunteers, the organisation offers nine different wildlife programmes to potential volunteers interested in doing volunteer work in South Africa. Table 8 below shows the wildlife programmes on offer from All Africa Volunteers as well as a brief description of what each programme entails.

Table 8: Summary of All Africa's wildlife volunteer programmes

Wildlife volunteer programme:	Summary:
1. Big 5 Reserve Elephants and Lions	The Volunteer Project is designed to offer volunteers the opportunity to be involved in all conservation related projects on the reserve. During the stay, volunteers may see themselves as "assistant conservation managers" as all of the work done will improve the quality of the reserve and the data collected will be utilized by management in making important conservation decisions for the reserve. The volunteers can therefore derive a great deal of satisfaction from their work since their efforts directly contribute to improving the reserve.
2. Big 5 Conservation	One of the main research focus areas on the Game Reserve is the new and exciting leopard (<i>Panthera pardus</i>) project. The project is being undertaken in collaboration with the Centre for African Conservation Ecology of the Nelson Mandela Metropolitan University. Leopards have been persecuted in the Eastern Cape for the last 300 years, resulting in a decline in numbers and fragmentation of populations, placing the local leopard population at risk of extinction.
3. Cheetah Preservation Volunteer Project	This volunteer programme gives volunteers a unique wildlife experience whilst educating them about conservation. The volunteers get a lot of hands on experience with the endangered animals, but must also be prepared to get down and dirty, as along with the pleasure of interacting with the cheetahs, together with their enclosures that need maintaining.
4. Elephant Rehab and Conservation	The mission is to provide for the welfare of elephants through the application of excellent management and welfare principles. To educate the public on sound conservation ethics by using elephants as an ambassador of wildlife. The Elephant Park provides jobs to local people as well as a conservation cornerstone to the region.
5. Game Reserve	Exciting and interesting things frequently happen on a game reserve and these dynamics will as far as possible be included in the programme. Volunteers are allocated a qualified game ranger as facilitator and Land Rover game viewer for their sole use for the duration of the programme.

6. Lion and Tiger Breeding	The volunteer will have the rare opportunity of hand rearing cubs of different ages. Hand rearing means being responsible for the cubs' well being. Giving the cubs comfort, feeding them with milk formula from a bottle. Replacing their mother in all ways. Doing the mothers' job of assisting them to urinate and defecate.
7. Southern Cape Game Lodge	For the duration of the stay, the volunteer is allocated to a qualified facilitator. The programme is designed to expose you to as many facets as possible. For example, this could include assisting with early morning training as well as preparing food for the elephants etc.
8. Wilderness Conservation Programme	Volunteers will be introduced to research and monitoring programmes and learn the various techniques for recording and capturing data. Volunteers also take it in turns to carry out various duties on a daily basis at the Conservation. These include meal preparation, data collection, vehicle checks and fence checks.
9. Wildlife Sanctuary and Cheetah Breeding Centre	This Project assists the Animal Rehabilitation Centre with the daily care and funding to feed and care for orphaned and abandoned animals, some of which are injured. Volunteers are crucial to the sanctuary, giving much needed support to the small permanent team with their practical help and funding. A successful breeding programme for endangered species has been introduced for Cheetah, Blue Duiker and Servals with all three female Servals at the centre giving birth this Spring.

Source: All Africa Volunteers, 2010.

The most popular of these nine programmes is the Lion and Tiger Breeding programme. However, in order to gain the largest possible sample size, all nine of the wildlife volunteer programmes' databases of volunteers will be used. The nationality of the volunteers participating in these programmes varies, since some are South African and others, foreigners.

2.2.4 FreeMe wildlife volunteer programme

The second wildlife volunteer programme that will form part of this research is a volunteer program that is hosted at FreeMe rehabilitation centre. In 1997 FreeMe was founded by trained rehabilitators and is a centre for indigenous wildlife based in the North of Johannesburg. The incentive for starting the initiative was derived from rehabilitators realising there was not enough organised care for indigenous wildlife (FreeMe, 2013).

The problem identified by FreeMe is that annually thousands of wildlife animals including; birds, mammals and reptiles, become orphaned, sick or suffer from injuries which a local veterinarian is not able to cater for.

FreeMe's mission is to cater for wildlife animals - where the public can bring injured, sick and orphaned animals to receive medical and rehabilitative attention before releasing these animals back into the wild (FreeMe, 2013).

The aims and objectives of FreeMe (FreeMe, 2013) are:

- To rescue, rehabilitate and release indigenous wildlife onto carefully chosen reserves and conservancies.
- To educate the public through the use of lectures, newsletters, advertising, support and advice. Without education there is no conservation.
- To train volunteers in the care of wildlife while upholding the highest ethical standards and working closely with a panel of vets.
- To network with similar organisations and experts in the field, sharing knowledge and skills, local and internationally.
- To fundraise to develop and sustain a self-funded centre that relies on donations, bequests, sponsorships and membership (FreeMe, 2013).

A handful of people dedicated to the purpose of FreeMe form the foundation of the establishment. FreeMe is staffed and operated by a small team of full-time staff as well as a group of trained volunteers. These volunteers assist with the continuation of the vision and mission determined by FreeMe. These particular wildlife volunteers will be some of the respondents chosen to participate in this study.

If an individual is interested in participating as a volunteer at FreeMe, the volunteers or volunteer tourists can apply by following this process. By accessing the FreeMe website (<http://www.freemewildlife.org.za/home/index.html>), select the 'How you can help' option at the top of the home page. Once the dropdown is selected, the individual can access the 'Become a volunteer' option. When selecting this option, the individual will be able to download the PDF FreeMe Volunteer Form by clicking on the relevant link. FreeMe's volunteer application form is relatively in-depth. The questionnaire initially starts off by asking the interested individual to complete general questions (e.g. first name and surname, residential address, cell phone number etc.).

The questionnaire thereafter questions the relevant party interested about rehabilitation experience and/or medical knowledge. The participant is then prompted to complete a table to indicate which activities they can best practice and on which corresponding dates and times they are able to facilitate. Once the interested party has completed the documentation, it can be submitted to the FreeMe administration for perusal and consideration by faxing the completed PDF to the administrative details given in the drop-down under 'Become a volunteer'.

According to FreeMe; "Almost all of the work at FreeMe is done by volunteers – morning and afternoon shifts feed, clean and nurse patients in the clinic and aviaries, couriers bring injured animals from their area to the FreeMe centre; others raise funds, fix plumbing, build cages ... whatever your talent, FreeMe can use it!" (FreeMe, 2013).

2.2.5 Cotlands Baby Sanctuary community volunteer programme

On the polar side of the volunteerism spectrum to wildlife volunteerism is community or social volunteerism. Matron Dorothy Reece, in 1936, found a basket with a baby on the doorstep of her home in Mayfair, Johannesburg. She took the baby into her care and looked after it, and so began the humble beginnings of the now known Cotlands Baby Sanctuary. Due to growth in public awareness of the Matron's efforts, donations for the cause allowed the Matron to move to bigger premises. Cotlands has a rich legacy built on the love and care for children in need. It is for this reason that throughout the long and meaningful existence of Cotlands many well-known organisations have associated themselves with Cotlands and its cause including Nelson Mandela, Radio 702, Highveld Stereo and others (Cotlands, 2010).

Cotlands offers individuals to donate their time and volunteer at the baby sanctuary. Cotlands divides their volunteering programme into five different sections namely; 1) Full time gap year/career break international volunteers, 2) Part-time local volunteers 8+ hours p/m, 3) Community service workers # hours, 4) International and local interns and 5) Corporate Volunteers (Cotlands, 2010).

Volunteering duties at Cotlands include the following tasks:

- Assist staff with daily routine;
- Help with additional seasonal tasks (i.e. spring cleaning);
- Administration in Toy Library – labelling and categorising toys, assist with lending;
- Facilitate play sessions;
- Administration assistance – filing, data capture, research;
- Assisting with donations in kind – drop-off zone, collections, sorting, packing;
- Assist with the preparation of food parcels for community clients;
- Scrapbooking memory books of each child (Cotlands, 2010).

Cotlands reiterates, by means of their volunteer programme the importance of the sanctuary itself.

“It takes a community to raise a child”, these words are found in the volunteer manual where Cotlands successfully conveys to the volunteers the importance of the cause they will be associating themselves with (Cotlands, 2010).

All of the volunteers who have in the past and who are currently volunteering in this community programme will be considered as respondents for this study, including both local and international volunteers.

2.2.7 The National Sea Rescue Institute (NSRI)

The second community volunteer program selected to participate in this study is the National Sea Rescue Institute. The Sea Rescue organisation, run by 940 skilled volunteers, is a charity established for the purpose to save the lives of people in our waters. The volunteers who contribute to this programme, dedicate their lives to saving others whilst receiving no remuneration in return. The National Sea Rescue Institute’s team consists of 30 coastal and 3 inland rescue bases, a fleet of 92 rescue craft, 27 vehicles and have access to a range of helicopters. This Institute survives off donations and sponsorships to cover the annual running cost of the National Sea Rescue Institute of R 27.5 million (National Sea Rescue Institute, 2014).

The volunteers who assist at the National Sea Rescue Institute are unique individuals since it takes a certain type of person to risk their own lives in order to save others' and for no remuneration. Although the programme allows any individual who is willing and able to commit to volunteer, "it is most useful to have recruits who are familiar with the sea, radio operation, navigation or first aid but, whatever your talent, we [the National Sea Rescue Institute] can put you [the volunteer] to good use" (National Sea Rescue Institute, 2014).

There are several activities that the National Sea Rescue Institutes' volunteers participate in. Their training is done after hours in the evening or on weekends. The activities these volunteers execute include (National Sea Rescue Institute, 2014):

- Team effort – all the volunteers at the NSRI are recruited to work in teams since this is essential to the success of the programme.
- Rescue base - assist with admin work, maintenance tasks or as radio controllers.
- Coast watchers - act as the "spotters" with special training and equipment supplied.
- Fundraising – an essential part of the NSRI to ensure for sufficient funds to maintain the NSRI's activities (National Sea Rescue Institute, 2014).

All the activities executed by the volunteers of the National Sea Rescue Institute are important. The volunteers who participate in this programme are an integral part of the community and their safety.

2.3 CONCLUSION

Opportunities into the research of motivational functions in volunteer tourism still exist. These functions are subject to both intrinsic and extrinsic stimuli and sometimes one function represents elements of both. Nonetheless, the Volunteer Functions Inventory (VFI) provides an inventory measurement usable to determine motivational functions of volunteers who previously have or are currently participating in the wildlife volunteer programmes or community volunteer programmes hosted in South Africa. According to Papadakis *et al.*, (2004:321) "previous studies conducted, motivation issues affect the retention of volunteer's services".

“Most of them [studies] found that altruistic motives are related positively to the length of service” (Papadakis *et al.*, 2004:321). Further study into the motivational functions of volunteers can assist the organisations providing the volunteer organisations’ programmes to improve their programmes to attract new volunteers but to also retain existing ones.

Volunteerism, as previously discussed, is a complex term and not easy to define, the measuring of an individual’s level of satisfaction will therefore be similarly unique. Volunteerism stimulates tourism since there has been an increase in the level of participation in volunteer programmes. To develop a volunteering culture within a country, either formal or informal, is a remarkable feat since the essence of volunteerism in practise is a rare and honourable occurrence. South Africa has a vast variety of wildlife and social circumstances that both pose potential to volunteering programmes and to further the development thereof is a worthwhile cause.

3 RESEARCH AND DESIGN METHODS

3.1 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

3.1.1 A description of the proposed study's strategy of inquiry

The study of motivational functions has been significantly researched over the past two decades. The motivational functions of volunteers are the main focus of this research and this study aims to build on the knowledge gained by previous researchers in the field (Clary *et al.*) that developed the Volunteer Functions Inventory (VFI). The work of this research forms the basis of this study and is used to determine the functions of motivations in volunteers.

The VFI inventory (refer to Appendix A) consists of a list of 30 items that was answered by volunteers by means of a seven-point Likert scale. A quantitative approach to this research was selected as the only viable choice since the four volunteer programmes selected to be researched are located in South Africa. Although some volunteers are local a number are from countries abroad whereby the only workable means of researching them is through the use of online surveys that significantly lowers costs travelling to destinations to collect primary data.

The objectives state that the motivational functions of volunteers and volunteer tourists at the four identified volunteer programmes were determined. This was achievable through the use of online questionnaires in order to gather the relevant information from volunteers and volunteer tourists participating in the All Africa Volunteers and FreeMe wildlife volunteer programmes as well as the Cotlands Baby Sanctuary and the National Sea Rescue Institute's community volunteer programmes in South Africa.

Once the data was collected the objective of determining the common and differentiating motivational functions that exist among the two groups of volunteers (two groups of wildlife and two groups of community volunteers and volunteer tourists) could be addressed.

3.1.2 The basic characteristics of quantitative research

A quantitative approach to this study requires a discussion on the basic characteristics of this type of research as part of broad research design. A definition of quantitative research given by Veal (1997:34) portrays a simple and understandable description of what quantitative research entails;

“The quantitative approach to research involves statistical analysis. It relies on numerical evidence to draw conclusions or to test hypotheses. To be sure of the reliability of the results it is often necessary to study relatively large numbers of people and to use computers to analyse the data. The data can be derived from questionnaire surveys from observation involving counts or from secondary sources” (Veal, 1997:34).

The research is quantitative since the data derived from the respondents are numeric. Analysed data was collected from the volunteer respondents in an endeavour to answer the research questions to this study. Reliability of the research is ensured through the use of computers, specifically the Qualtrics software to analyse the statistical data, however, all of the involved volunteer programmes have relatively small populations to research. The data for this study was collected via online questionnaire surveys.

3.1.3 The classification of the proposed study’s overall research design

The following are appropriate descriptors that best describe the broad research design of the proposed study:

- *Empirical study* – Since the research and data collected by the researcher is primary in format, the research can be described as empirical research (Saunders, Lewis & Thornhill, 2012).
- *Basic research* – Basic research is undertaken purely to understand processes and their outcomes as a result of an academic agenda for which the key consumer is the academic community (Saunders *et al.*, 2012).

The research is undertaken to understand the motivational functions of wildlife and community volunteers and volunteer tourists.

- *Descriptive* – To describe an accurate profile of the volunteers, events and situation, a descriptive approach to the research is needed (Saunders *et al.*, 2012). The purpose of this study is to further the knowledge and in-depth understanding of the motivational functions of volunteers.
- *Cross-sectional* – Cross-sectional research displays a snap-shot portrayal of the situation researcher at the point of time the research is conducted (Saunders *et al.*, 2012). The study consists of cross-sectional research since the online survey questionnaires captured and represent the data given by the volunteer at the time of the volunteer's response.
- *Primary study* – Primary research refers to research conducted to serve the specific research involved (Saunders *et al.*, 2012). The research is primary since the research is empirical in nature and the data captured and analysed was used to specifically answer the research questions involved.
- *Numeric* – This research is quantitative in nature and therefore consists of data captured in numeric form. The data was captured in the form of quantitative online surveys.

3.2 SAMPLING

3.2.1 Target population, context and units of analysis

By selecting All Africa Volunteers and FreeMe wildlife volunteer programmes as well as Cotlands Baby Sanctuary and the National Sea Rescue Institute's community volunteer programmes as inputs to the study, the logical targeted population for this study was the volunteers and volunteer tourists themselves.

The targeted population of volunteers and volunteer tourists for this specific research were; a) volunteers and volunteer tourists who are currently participating in either one of the four identified volunteer programmes and b) volunteers and volunteer tourists who have in the past participated in either one of these four volunteer programmes.

No particular demographic or sociographic population parameters exist within the units of analysis. The study includes all individuals (volunteers and volunteer tourists) acquainted with one of the four selected volunteer programmes, regardless of age, gender and experience (du Plooy, 2009:56).

3.2.2 Sampling method

For the purpose of this study, since the entire population of volunteers and volunteer tourists is used, there is no need to sample. The population of volunteers and volunteer tourists included in this study (those who are acquainted with one of the four identified volunteer programmes) are relatively small samples; therefore the entire population is included in the research. The advantage derived from using the entire population is an increased number of respondents in the study.

Since the programmes are not allowed to distribute information or contact details of the volunteers and volunteer tourists, the volunteer programmes agreed to distribute the links to the online questionnaires to their entire database of volunteers on behalf of the researcher.

3.2.3 Sample size

The selected volunteer programmes for this study are the All Africa Volunteers and FreeMe's wildlife programmes and Cotlands Baby Sanctuary and the National Sea Rescue Institutes' community programmes in South Africa. The volunteers and volunteer tourists participating in each of these four programmes are limited and therefore only offer a limited amount of available respondents to research. However, all the volunteers exhibit one common trait – they have all selected this particular volunteer programme to participate in.

The size of All Africa Volunteers' wildlife volunteer database consists of approximately 69 individuals; FreeMe's database consisted of approximately 65 individuals whereas the database of Cotlands Baby Sanctuary's community volunteer programme consists of approximately 70 individuals and the National Sea Rescue Institutes' database of approximately 920 individuals. The total number of responses collected from the community volunteers and volunteer tourists is 170, whilst 70 responses were collected from the wildlife volunteers and volunteer tourists.

3.3 DATA COLLECTION

3.3.1 Data collection method

The units of analysis for this research are volunteers and volunteer tourists who have previously participated in either of the identified wildlife or community volunteer programmes in South Africa (see Appendix D and E for data collection instruments).

Primary, quantitative (numeric) data collection took place in the form of survey questionnaires to relevant respondents. Respondents to the online surveys for both the wildlife and community volunteer programmes include South Africans (volunteers) as well as foreigners (volunteer tourists). Geographically, respondents who are not living in South Africa cannot be reached to interview in person and therefore the questionnaires will be distributed online.

The quantitative data collection method has the following advantages; a) it translates findings into numerical and statistical data and b) by quantifying data; the researcher is able to make comparisons between findings (Keyton, 2011:51-52). The disadvantage associated with quantitative data capturing is that it fails to capture in-depth or complex emotion (Keyton, 2011:52-53). The data was collected by means of the online software programme Qualtrics over a period of approximately five months, November 2013 until the end of March 2014.

3.3.2 Data collection instruments

Since the data collection instruments are surveys, the instruments used were online questionnaires distributed to the selected volunteers and volunteer tourists via the organisers of the programmes. The online structured questionnaires (see Appendix D and Appendix E) were done through an electronic system called Qualtrics. Qualtrics will manage the responses to the questions and record the data online. There are no special facilities required to conduct the research, however specific software (i.e. Qualtrics software) is needed.

The researcher had access to software (Qualtrics) that collected and analyzed the information gathered online through the responses from participants. Since the research conducted is quantitative, the data was in numeric format. Appendix D and E contains the draft data collection instruments for quantitative data collection.

Table 9 matches the questionnaire with the research objectives of the study.

Table 9: Research questions and questionnaire

Research question	Question(s) or scale(s) in questionnaire Quantitative South Africa
1. Which functions motivate volunteers and volunteer tourists to participate in the wildlife programmes in South Africa?	Section B: Q1.1 – 1.30
2. Which functions motivate volunteers and volunteer tourists to participate in community programmes in South Africa?	Section B: Q1.1 – 1.30
3. How are these motivating functions between the two groups (i.e. community and wildlife) of volunteers and volunteer tourists common and different, if at all?	Section A: Q1 – 5 Section B: Q1.1 – 1.30

3.3.3 Measurement

For quantitative research, appropriate measurement scales are used. Quantitative research however contains different principles and levels of measurement. In the quantitative survey, the use of discrete, continuous, exhaustive and mutually exclusive variables is included (du Plooy, 2009:126-128). The most prominent form of measurement used is the Likert scale since this scale is used to measure the functions of motivations in the volunteers. The Likert scale employed for the purpose of this study has a scale ranging from one to seven (one indicating extremely disagree and seven indicating extremely agree [see Appendix D and E]).

3.3.4 Pre-testing of data collection instrument

The quantitative study did not involve survey questionnaires. The pre-testing to be conducted for the quantitative segment of the research did include cognitive and conventional pre-testing. This pre-testing was conducted by sending the final research instrument to the organisers of the volunteer programmes [i.e. All Africa Volunteers and FreeMe's wildlife programmes and Cotlands Baby Sanctuary and the National Sea Rescue Institutes' community programmes] prior to the distribution thereof.

Since these are organisers of the volunteer programmes themselves and they have inherent knowledge of the relevant volunteer programme, the cognitive pre-testing will be essential in order to establish whether or not the volunteers will also understand the questionnaire. Conventional pre-testing is essential since these volunteers are “...several individuals who are like persons in the population” (Keyton, 2011:177).

3.4 DATA ANALYSIS PLAN

Appendices D and E contain the proposed data collection instruments. Since the questionnaires were distributed online, appendices D and E provide the layout and type of questions to be asked.

Qualtrics, an electronic system, was used to distribute and record respondents’ responses that Qualtrics stored, managed, and organised. The information after collection is returned to the researcher on the online system. The verification and analysis of the accuracy and completeness of this section was determined by the help of a statistician in the field, Mrs. R. Owen from the Department of Statistics at the University of Pretoria. The conversion of the final data collection instruments into the online questionnaires’ version of the surveys was done by means of her assistance and expertise in the field.

Open-ended questions do exist in the surveys and the majority of the data is collected through a Likert-scale approach. The statistical approach applicable to the three identified research questions was executed by means of two tests. Table 9 below indicates which statistic test was used with which research question. To answer the first two research questions, the two population distributions will be ranked.

The third research question is statistically proven by means of an independent t-test. “To prove the independent samples, a t-test is used to compare sample means from two independent groups for an interval-scale variable when the distribution is approximately normal” (McCrum-Gardner, 2008:39). Since the numeric variables can be divided into two groups, the researcher can assess the likelihood of these groups being different by using an independent t-test (Saunders *et al.*, 2012:517).

Table 10: Statistics test research questions

Research question	Statistics test
1. Which functions motivate volunteers and volunteer tourists to participate in the wildlife programmes in South Africa?	1. Ranking
2. Which functions motivate volunteers and volunteer tourists to participate in community programmes in South Africa?	2. Ranking
3. How are these motivating functions between the two groups (i.e. community and wildlife) of volunteers and volunteer tourists common and different, if at all?	3. Independent t-test

The main motivation for using the Qualtrics system as the tool for conducting research is because of the simplicity the programme offers. The University of Pretoria also makes this programme freely available to postgraduate researchers who choose to conduct their research by means of online survey questionnaires.

Furthermore, geographically the volunteer respondents can be reached by means of the internet since the respondents are widely distributed, both locally and internationally. It is essential to allow the respondents or volunteers easy access to the questionnaires and to make it as easy as possible for them to respond to the questionnaire. Due to this fact the use of an online questionnaire is a preferred method of contacting respondents locally and abroad.

3.5 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR

3.5.1 Errors in data collection

Practical factors that could potentially hamper access to the respondents do exist. Firstly, the wildlife and community volunteer programmes have indicated their non-compliance with granting the researcher access to their databases of information about their respective volunteers. The programmes indicated that they consider distributing contact details (or any other personal information) relating to their volunteers as unethical. Therefore, the link to the online questionnaire was sent to the wildlife and community volunteer programmes, the programmes then distributed the survey link to the volunteers on behalf of the researcher.

Within quantitative research, other errors could also occur. Firstly, respondents (volunteers) could have completely disregarded the e-mailed questionnaire and not responded. The researcher minimised the potential for this error to occur by building up an initial 'relationship' with the organisations' managers themselves in order to ensure that the questionnaires did get sent to the relevant sample. Furthermore, the researcher maintained a relationship with the identified programmes throughout the research period; it increased the chances of the organisers reminding their volunteers and volunteer tourists to participate in the online survey.

If there was no response to the emailed questionnaire, the researcher would have requested the identified volunteer organisations to resend the e-mails. In the case of two of the selected volunteer programmes, one wildlife and the other community, the researcher requested for the email link to be send to the respondents a second time since the initial response rate was too low. Some of the volunteers participating in both the wildlife or community volunteer programmes were foreigners. Another potential error could occur due to misunderstanding of what the questionnaire is asking of the respondents.

The English language barrier could have potentially be discouraging to the respondents to attempt to complete the questionnaire. The researcher minimised the chances of this error occurring by stating in the introductory e-mail that if a respondent would prefer it, the survey could be translated into their preferred language or mother tongue (e.g. German, French etc.).

3.5.2 Reliability and validity

The questions used in the quantitative research are reliable instruments since they can be applied to various volunteer programmes and still be applicable. Since the sample sizes are relatively small and the study is specific and not general, this will attribute to the overall reliability of the study. All the respondents were volunteers and therefore have a commonality between them. Volunteers tended to respond similarly to the questions, answers varied slightly but the measurement will be the same. The reliability was ensured due to pre-testing conducted on the relevant participants.

Reliability furthermore refers to consistency. Reliability concerning the questionnaires used for the research needs to be tested in order to determine whether or not the questionnaire will deliver consistent findings at different times and under different conditions. The most frequently used methodology to calculate internal consistency is Cronbach's Alpha, which is also the method used to test reliability in this study. Cronbach's Alpha "...is usually used to measure the consistency of responses to a set of questions (scale items) that are combined as a scale to measure a particular concept". A good alpha coefficient consists of a value between 0 and 1 (Saunders *et al.*, 2012:430).

3.6 RESEARCH ETHICS

Several considerations exist regarding the ethics when conducting research. Copyright is limited to the University of Pretoria since this is the institution through which the research will be passed. A declaration of plagiarism is signed by the researcher prior to the commencement of the research, regardless of the type.

It is in the researcher's best interest to adhere to the policies relating to plagiarism and is managed by the examiners involved. This research in particular is completely voluntary and respondents have the right and choice to decline or withdraw from participation at any time during the collection of the data. Repercussions of a respondent's decision to decline participation are minimal since it will only affect the researcher's overall response rate. In order to remain ethical, the researcher refrains from offering or using any form of financial or non-financial incentives to encourage respondents to participate.

Physical and psychological harm to participants are eradicated through the method and type of research conducted (i.e. empirical, quantitative, online survey). Once the link of the online survey was distributed to the respondents in each of the identified programmes, and the respondent chose to participate in the research, the first part of the online questionnaire prompted a consent form which the respondent agreed to before continuing to the rest of the survey. The information obtained from the research remained confidential and private since the only individuals to observe the data and results were the parties directly involved (i.e. the identified volunteer programmes in South Africa).

These questionnaires remained anonymous since the researcher had no contact with the respective volunteer programme's database, the volunteer programme sent the link to the online survey on the researcher's behalf. Anonymity among the volunteers within the volunteer database was kept by not making the email address of other volunteers visible in the address section of the email when the link to the questionnaires was distributed. Furthermore anonymity of the respondents is ensured since the online questionnaire did not require the respondent's name and the Qualtrics system did not record any personal information.

Permission from the volunteer organisations had to be obtained to conduct the research since the organisations themselves distribute the link to the online survey on the researcher's behalf. The consent is obtained by means of a written letter of consent (refer to Appendices F and G) signed by the All Africa Volunteers and FreeMe's wildlife programmes and Cotlands Baby Sanctuary and the National Sea Rescue Institutes' community programmes in South Africa. Pre-testing was conducted with a total of 5 members from the organisations, one from each programme except for Cotlands where two members participated. The feedback about the questionnaires was positive and sparked interest from the organisers in the results the study would conclude. There were no suggestions made about how to improve the questionnaire and it was unanimous that the questionnaires were both applicable and understandable.

The research data was stored within the Qualtrics online programme itself, however, once the data was analysed and formatted into results in Excel and MS Word documents, multiple copies of the research data were saved as back-up.

Throughout the duration of the programme, honesty and integrity of the researcher was essential. At any time during the process of research, unethical behaviour could have jeopardised the integrity of the research itself and ethical standard of the researcher. Ethically, it is the researcher's responsibility to ensure the data collected is not altered or falsified in any way; to be honest in the results of the research and not misleading in what the data concludes.

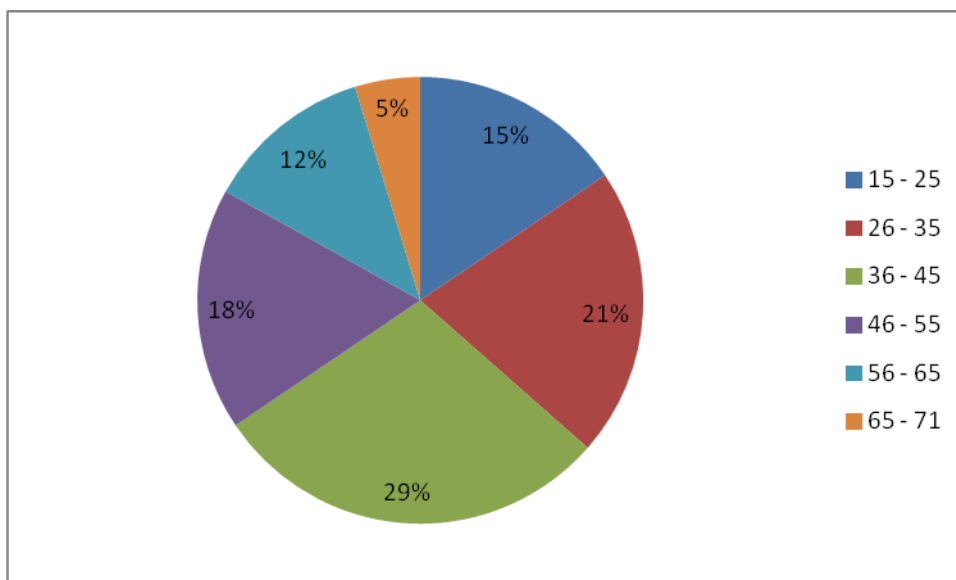
4 FINDINGS

4.1 COMMUNITY VOLUNTEER PROGRAMMES

4.1.1 Demographical information

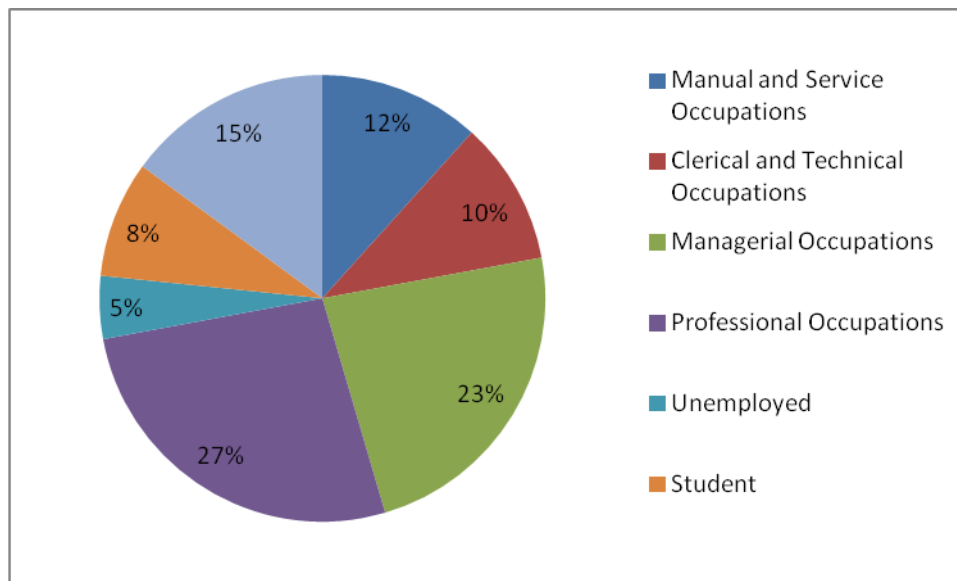
The results for question one from the community volunteer programmes found that 71.05% of the total respondents were male and 28.95% were female. The below pie chart indicates the distribution of the different age groups of participants in the community volunteer programmes.

Figure 6: Age groups of volunteer participants



The average age represented by the volunteers in the community volunteer programmes is 40.84 years old with a standard deviation of 13.78. The marital status of the volunteers in the programmes are represented as follows; 54.55% were married or living with a partner, 34.42% were single and 11.04% were separated, divorced or widowed. In terms of how many of the volunteers have children living at home, the following was indicated; 55.56% said no, 34.64% said yes and 9.80% said that this was not applicable. Occupational groups of the volunteers were as depicted in the pie chart below.

Figure 7: Occupational groups of volunteers



The findings for the question regarding whether or not volunteers travelled from abroad to participate in the programmes represented the following; 91.56% said no and 8.44% said yes.

4.1.2 Reliability of the Inventory

The Cronbach Alpha was calculated in order to determine the reliability and validity of the six identified functions for this study. Each of the functions consists of several questions from the Volunteer Functions Inventory. Below is Table 11 containing a breakdown of the various functions, which variables or questions compile the single function as well as its corresponding Cronbach Alpha calculated.

Table 11: Cronbach Coefficient Alphas of Community volunteer programmes

Function	Variables (Inventory questions)	Cronbach Coefficient Alpha
Function 1: Understanding	v12, v14, v18, v25, v30	0.722449
Function 2: Values	v3, v8, v16, v19, v22	0.759879
Function 3: Enhancement	v5, v13, v26, v27, v29	0.792741
Function 4: Career	v1, v10, v15, v21, v28	0.862447
Function 5: Protective	v7, v9, v11, v20, v24	0.799002
Function 6: Social	v2, v4, v6, v17, v23	0.803169

4.1.3 Correlations between functions

The purpose of finding the correlations of coefficients, according to Saunders *et al.*, (2012: 509) is to assess the strength of relationship between two variables among all six independent variables in this study.

Table 12: Pearson Correlation Coefficients

Pearson Correlation Coefficients, N = 154, Prob > r under H0: Rho = 0						
	Function 1 Understanding	Function 2 Values	Function 3 Enhance	Function 4 Career	Function 5 Protective	Function 6 Social
Function 1 Understanding	1.00000					
Function 2 Values	0.46644 <.0001	1.00000				
Function 3 Enhance	0.50226 <.0001	0.28479 0.0003	1.00000			
Function 4 Career	0.32679 <.0001	0.04833 0.5517	0.58605 <.0001	1.00000		
Function 5 Protective	0.47713 <.0001	0.24472 0.0022	0.62767 <.0001	0.58619 <.0001	1.00000	
Function 6 Social	0.35346 <.0001	0.25086 0.0017	0.41362 <.0001	0.51562 <.0001	0.45040 <.0001	

The above correlation coefficients indicate the following relationship between the functions. All the functions have positive significant correlations with one another apart from Values and Career where the correlation is nearly 0.

According to the findings of the study, the following functions, in order of priority, measured as the most important function as per the VFI, to the least important function in the following order – refer to Table 13.

Table 13: Order of functions according to community respondents

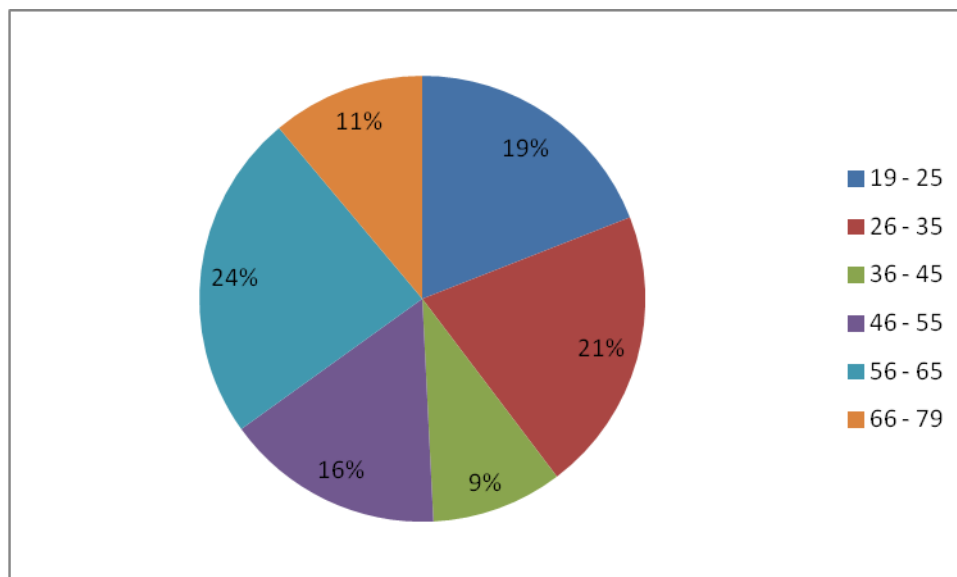
Function	N	Mean	Standard deviation
1. Function 2: Values	154	5.72727	0.85063
2. Function 1: Understanding	154	5.54416	0.78765
3. Function 3: Enhance	154	4.61299	1.08962
4. Function 6: Social	154	3.94416	1.14846
5. Function 5: Protective	154	3.79221	1.18286
6. Function 4: Career	154	3.57403	1.34012

4.2 WILDLIFE VOLUNTEER PROGRAMMES

4.2.1 Demographical information

The results for question one from the wildlife volunteer programmes found that 22.22% of the total respondents were male and 77.78% were female. The below pie chart indicates the distribution of the different age groups of participants in the wildlife volunteer programmes.

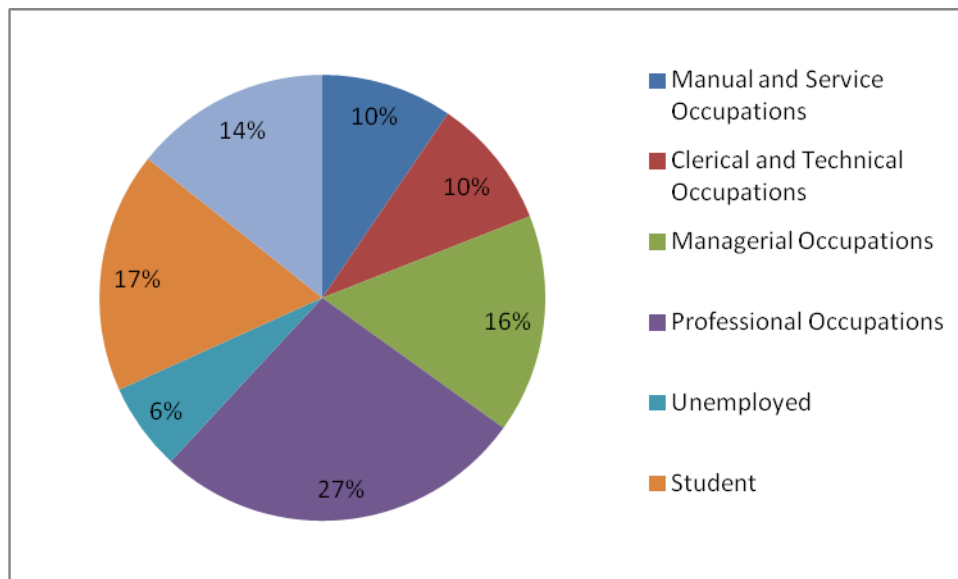
Figure 8: Age groups of volunteer participants



The average age represented by the volunteers in the wildlife volunteer programmes is 44.57 years old with a standard deviation of 17.58.

The marital status of the volunteers at in the programmes are represented as follows; 42.19% were married or living with a partner, 37.50% were single, 18.75% were separated, divorced or widowed and 1.56% were listed as ‘other’ stating, long term relationship – not living together. In terms of how many of the volunteers have children living at home, the following was indicated; 62.50% said no, 20.31% said yes and 17.19% said that this was not applicable. Occupational groups of the volunteers were as depicted in the pie chart below.

Figure 9: Occupational groups of volunteers



The findings for the question regarding whether or not volunteers travelled from abroad to participate in the programmes represented the following; 85.71% said no and 14.29% said yes.

4.2.2 Reliability of the Inventory

The same process applied to the community volunteers was applied to the wildlife respondents. The Cronbach Alpha was calculated in order to determine the reliability and validity of the six identified functions for this study. Below is a table containing a breakdown of the various functions, which variables or questions compile the single function as well as it's corresponding Cronbach Alpha calculated.

Table 14: Cronbach Coefficient Alphas of Wildlife volunteer programmes

Function	Variables (Inventory questions)	Cronbach Coefficient Alpha
Function 1: Understanding	v12, v14, v18, v25, v30	0.739589
Function 2: Values	v3, v8, v16, v19, v22	0.754194
Function 3: Enhancement	v5, v13, v26, v27, v29	0.796459
Function 4: Career	v1, v10, v15, v21, v28	0.882635
Function 5: Protective	v7, v9, v11, v20, v24	0.767055
Function 6: Social	v2, v4, v6, v17, v23	0.840922

4.2.3 Correlations between functions

The purpose of finding the correlations of coefficients, according to Saunders *et al.*, (2012: 509) is to assess the strength of relationship between two variables among all six independent variables in this study.

Table 15: Pearson Correlation Coefficients

Pearson Correlation Coefficients, N = 154, Prob > r under H0: Rho = 0						
	Function 1 Understanding	Function 2 Values	Function 3 Enhance	Function 4 Career	Function 5 Protective	Function 6 Social
Function 1 Understanding	1.00000					
Function 2 Values	0.48187 <.0001	1.00000				
Function 3 Enhance	0.47667 <.0001	0.38811 0.00015	1.00000			
Function 4 Career	0.28730 0.0213	0.10527 0.4077	0.39128 0.0014	1.00000		
Function 5 Protective	0.41464 0.0007	0.28220 0.0239	0.65783 <.0001	0.29361 0.0185	1.00000	
Function 6 Social	0.08176 0.5207	0.01535 0.9042	0.41856 0.0006	0.27098 0.0303	0.50458 <.0001	

The above correlation coefficients indicate the following relationship between the functions.

All the functions have positive significant correlations with one another apart from understanding and values where there is almost no correlation with social as well as almost no correlation between career and values.

According to the findings of the study, the following functions (Refer to Table 16), in order of priority, measured as the most important function as per the VFI, to the least important function in the following order.

Table 16: Order of functions according to wildlife respondents

Function	N	Mean	Standard deviation
1. Function 2: Values	64	6.34375	0.58061
2. Function 1: Understanding	64	5.74688	0.64953
3. Function 3: Enhance	64	4.62188	0.96354
4. Function 5: Protective	64	4.27813	1.02701
5. Function 4: Career	64	3.84688	1.23840
6. Function 6: Social	64	3.81250	1.14857

4.3 COMMUNITY AND WILDLIFE RESPONDENT DATA

4.3.1 Comparison of demographical data

Both volunteer groups' data were used to calculate whether relevant differences or no relevant differences exist between the two groups of volunteers and volunteer tourists. This calculation was done using the Chi-squared formulae to test the association of the variables. With regards to calculating the relevance between community and wildlife volunteers in terms of age, the t-test was calculated.

The t-test procedure on the age of the community versus wildlife data found that the mean average of the age groups was between 40 and 45 and therefore the test calculated that there was no significant difference between the groups, calculated by the value of $Pr > |t| = 0.1375$. This was the same case for most of the other Demographical data compared except for two questions namely question one, gender and question four, whether or not the volunteers and volunteer tourists have children living at home.

The Chi-square test indicated a significant difference between the gender of the two groups with the community volunteer programme ranking highest in male volunteers versus the wildlife volunteer programme ranking females as the highest participants.

Question four indicated the same since there was a significant relationship reflected between the two groups as to whether of not they have or do not have children living at home. The majority of respondents from both groups indicated that this question was not applicable to them.

Table 17: Chi-square test between community and wildlife

Question	Variables	Group		Chi-Square	Findings
		Community	Wildlife		
1. Gender	1: Male	71.05	22.22	<.0001	Significant difference
	2: Female	28.95	77.78		
3. Marital status	1,3,4: Single, separated, divorced or widowed	45.45	57.81	0.0965	No significant difference
	2: Married	54.55	42.19		
4. Children living at home	1: Yes	34.64	20.31	0.0364	Significant difference
	2,3: No, not applicable	65.36	79.69		
5. Occupational groups	1,2: Manual and Service Occupations, Clerical and Technical Occupations	22.08	19.05	0.4102	No significant difference
	3: Managerial Occupations	23.38	15.87		
	4: Professional Occupations	26.62	26.98		
	5,6,7: Unemployed, student, other	27.92	38.10		
6. Travelled from abroad	1: Yes	8.44	14.29	0.1954	No significant difference
	2: No	91.56	85.71		

4.3.2 Reliability of inventories for community and wildlife

The Cronbach Alpha was calculated in order to determine the reliability and validity of the six identified functions for this study. Below is a table containing a breakdown of the various functions, which variables or questions compile the single function as well as its corresponding Cronbach Alpha calculated.

Table 18 contains the Cronbach Alpha values of both the community and wildlife respondents since these values indicate the reliability and validity of the questionnaire, even if the separate data is combined.

Table 18: Cronbach Coefficient Alphas of Community and Wildlife volunteer programmes

Function	Variables (Inventory questions)	Cronbach Coefficient Alpha
Function 1: Understanding	v12, v14, v18, v25, v30	0.716112
Function 2: Values	v3, v8, v16, v19, v22	0.779822
Function 3: Enhancement	v5, v13, v26, v27, v29	0.790736
Function 4: Career	v1, v10, v15, v21, v28	0.866432
Function 5: Protective	v7, v9, v11, v20, v24	0.781326
Function 6: Social	v2, v4, v6, v17, v23	0.808582

4.3.3 Comparing the two groups

The t- test was conducted on the two categories of data captured, namely community and wildlife in order to determine whether the two groups (categories) are different (Saunders *et al.*, 2012:509). The findings derived from this test indicate whether the relationship between the functions of the community respondents versus the wildlife respondents is either statistically significant or not significant. In the table below the t-tests are indicated as calculated between the community and wildlife volunteers.

Table 19: Results of The t-test procedure comparing community and wildlife functions

Function	Group	N	Mean	Standard deviation	Pr > t	Findings
Function 1: Understanding	Community	154	5.5442	0.7876	0.0511	Not significant
	Wildlife	64	5.7469	0.6495		
Function 2: Values	Community	154	5.7273	0.8506	<.0001	Significant
	Wildlife	64	6.3438	0.5806		
Function 3: Enhance	Community	154	4.6130	1.0896	0.9525	Not significant
	Wildlife	64	4.6219	0.9635		
Function 4: Career	Community	154	3.5740	1.3401	0.1508	Not significant
	Wildlife	64	3.8469	1.2384		
Function 5: Protective	Community	154	3.7922	1.1829	0.0029	Significant
	Wildlife	64	4.2781	1.0270		
Function 6: Social	Community	154	3.9442	1.1485	0.4424	Not significant
	Wildlife	64	3.8125	1.1486		

4.3 RESULTS

The study was focused on researching forms of volunteering and the individuals who choose to participate in these programmes. The results portrayed the majority of the participants who participate in the two identified community volunteer programmes were males (71.05%) whereas the majority of the participants in the wildlife volunteer programmes were female (77.78). The average age between the two identified groups, namely community and wildlife, was 40 and 44 years old. The difference between the mean ages of participants in the programmes therefore does not greatly vary. The youngest participant in the community volunteer programme was 15 years old whereas the youngest participant in the wildlife volunteer in the wildlife programme was aged at 19 years old.

The marital statuses between the community and the wildlife respondents did not vary drastically either, with both programmes' volunteers being married, or living with a partner. Once again, Demographical did not greatly vary between the community and wildlife respondents regarding children living at home.

Both community (55.56%) and wildlife (42.19%), majority of the respondents indicated that they do not have children living at home anymore. This suggests that majority of the participants are more freely able to participate in these programmes since they no longer have traditional home responsibilities such as looking after children or do not have children in their relationships yet.

Once again, with regards to occupational status, both the community and wildlife volunteers reflect a very similar situation. Both community (26.62%) and wildlife (26.98) scored professional occupations as their highest occupation category suggesting that volunteers participating in these programmes maintain an occupation whilst participating in the volunteer programmes on a part-time basis. Unemployment among both of the groups was significantly low, community having an unemployment rate of 4.55% versus the wildlife volunteer respondents with an unemployment rate of 6.35%.

Majority of the respondents in both programmes were local volunteers instead of volunteer tourists. For the community volunteer programmes, 8.44% of the volunteers indicated that they have travelled from abroad in order to participate in the community volunteer programme. The wildlife volunteer programmes showed similar figures with 14.29% of the respondents indicated that they have travelled from abroad to participate in the wildlife volunteer programme.

The reliability of the inventories is proven when both the programmes' data combined and the Cronbach Alpha values being above 0.70 for all functions (see Table 17 in Section 4.3.1). All of the combined coefficients are also above 0.70 and therefore reiterated the reliability of the questionnaire.

The correlations between the functions of the two groups indicate that within the community group of volunteers, all the functions have positive significant correlations with one another apart from values and career where the correlation is nearly 0. Within the wildlife volunteer respondents, all the functions have positive significant correlations with one another apart from understanding and values where there is almost no correlation with social as well as almost no correlation between career and values.

When the individual functions of motivation as determined by Clary *et al.*, (1998), are considered as well as the type of influence that motivates the function, the correlations between functions exists among the internal functions, however, there is no correlation between some of the internal functions and the external functions.

Table 20: Functions (internal and external) and conceptual definitions for the VFI

Function	Motivation	Conceptual definition and sample VFI items
Understanding	Internal	The volunteer is seeking to learn more about the world or exercise skills that are often unused. 'Volunteering lets me learn things through direct, hands-on experience' 'Volunteering allows me to gain a new perspective on things'
Values	Internal	The individual volunteers in order to express or act on important values like humanitarianism. 'I feel it is important to help others' 'I can do something for a cause that is important to me'
Enhancement	Internal	One can grow and develop psychologically through volunteer activities. 'Volunteering increases my self-esteem' 'Volunteering makes me feel needed'
Career	External	The volunteer has the goal of gaining career-related experience through volunteerism. 'Volunteering will look good on my CV' 'Volunteering can help me get a foot in the door at the place where I would like to work'
Protective	Internal	The individual uses volunteering to reduce negative feelings such as guilt, or to address personal problems. 'By volunteering I feel less lonely' 'Volunteering is a good escape from my own troubles'
Social	External	Volunteering allows an individual to strengthen his or her social relationships. 'People I'm close to want me to volunteer' 'My friends volunteer'

Source: Clary *et al.* (1998); Clary and Snyder (in Jackson, 2011:144).

In both the community and the wildlife groups, the correlation coefficients indicate that there is no correlation between understanding (internal) and values (internal) and social (external) as well as no correlation between values (internal) and career (external).

Table 19 reflects the findings of the t-test calculated on the functions of motivations for both groups. Out of the six functions, four of them have no significant difference between the two functions from the different groups (i.e. community versus wildlife). Values and the Protective functions however, have significant differences among between the two groups.

The results for the research questions are therefore as follows.

1. Which functions motivate volunteers and volunteer tourists to participate in the wildlife programmes in South Africa?

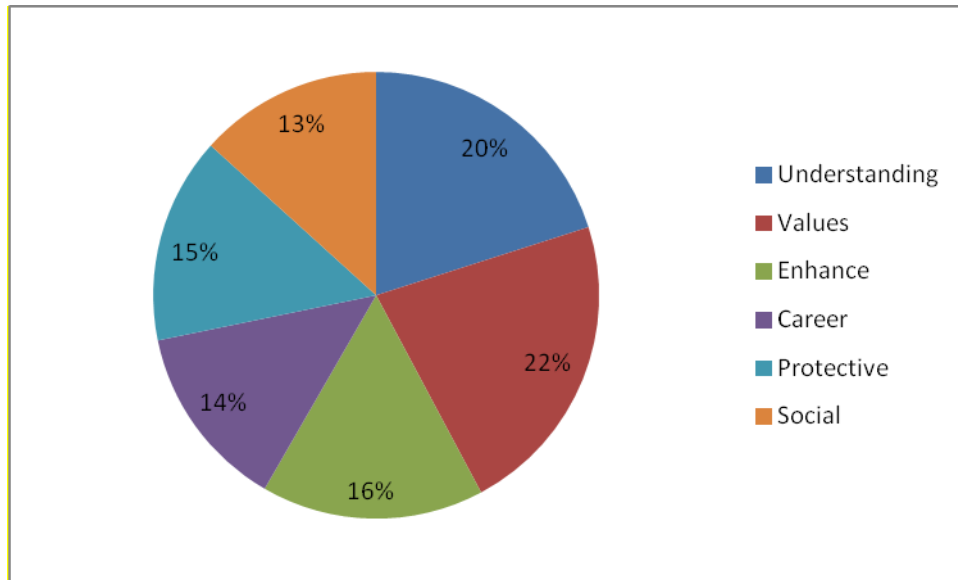


Figure 10: Functions of motivation for wildlife volunteers and volunteer tourists

As depicted in the pie chart, majority of the wildlife volunteers are motivated by the following factors; Values, Understanding and Enhance. The least motivating factors are; Protective, Career and Social. The top three motivating functions for wildlife volunteers and volunteer tourists are identical with only the margins between the values of each of the groups differing.

2. Which functions motivate volunteers and volunteer tourists to participate in the community programmes in South Africa?

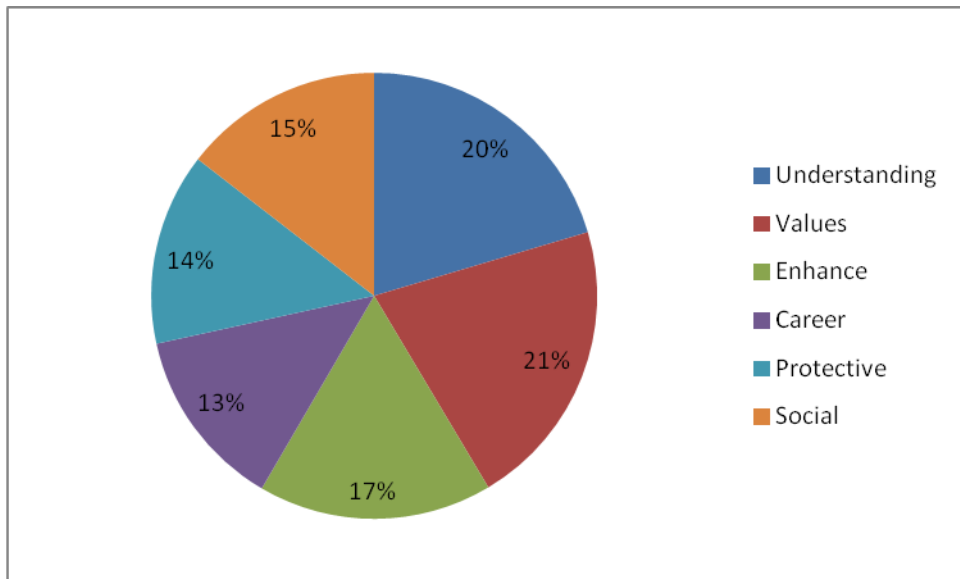


Figure 11: Functions of motivation for community volunteers and volunteer tourists

As depicted in the pie chart, majority of the community volunteers are motivated by the following factors; Values, Understanding and Enhance. The least motivating factors are; Social, Protective and Career. The top three motivating functions of volunteers are all internal motivating functions and therefore indicate that altruism plays a significant role in motivating an individual to participate in the relevant programme.

3. How are these motivating functions between the two groups (i.e. community and wildlife) of volunteers and volunteer tourists common and/or different, if at all?

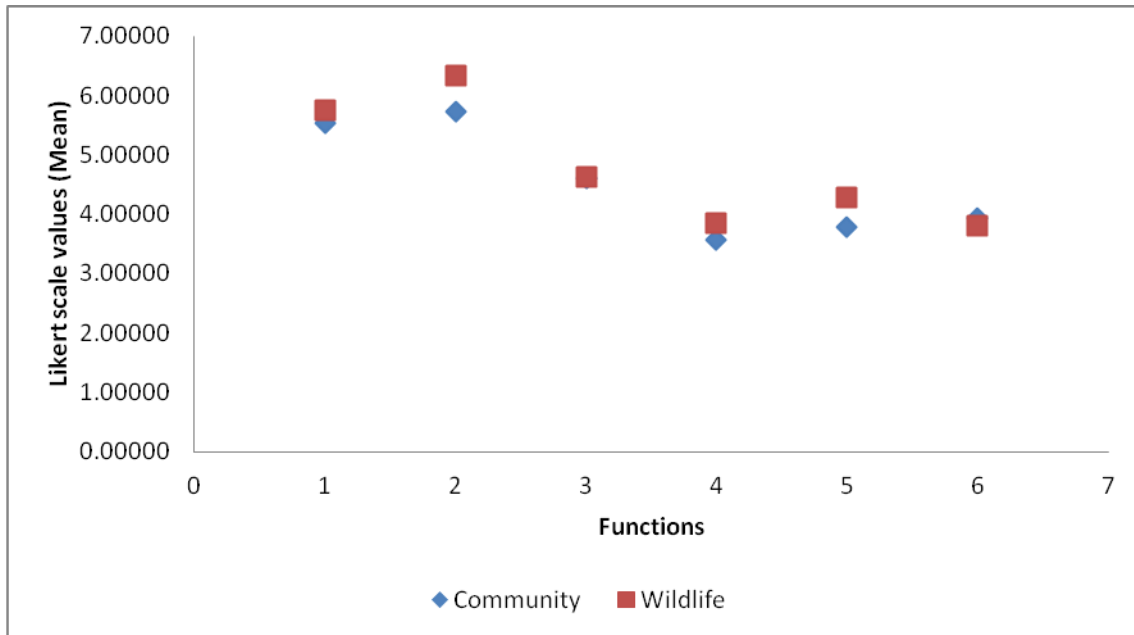


Figure 10: Functions of motivation for community and wildlife volunteers and volunteer tourists

For both community and wildlife volunteer programmes, the respondents indicated that the three highest motivational functions are Values, Understanding and Enhance. There is therefore little difference between the motivational functions of the two identified groups of respondents regarding which of the functions are the most important of the six functions. Since the three highest rated motivating functions are the same for both community and wildlife volunteer programmes, it indicates that internal and altruistic functions of motivations still dominate the motivation for individuals to participate in volunteer programmes regardless of the type of programme.

4.4 CONCLUSIONS

Functions are subject to both intrinsic and extrinsic stimuli and sometimes one function represents elements of both. As per this research, indications show that volunteers and volunteer tourists are mainly motivated by internal functions of motivation. The Volunteer Functions Inventory (VFI) provided an inventory measurement usable to determine these motivational functions of volunteers and volunteer tourists participating in both community and wildlife programmes.

There was no difference between the two groups as to which of the six functions were most important. “Most of them [studies] found that altruistic motives are related positively to the length of service” (Papadakis *et al.*, 2004:321). This research concludes that altruistic motivational functions are still rated as the most important motivation functions by respondents, regardless of whether they are volunteers or volunteer tourists.

The future of volunteerism is undeniably positive since the growth in the industry is vast. Individuals find motivation from all spheres of their lives, be it internal or external, regardless of where this need or motivation originates, the most important element still remains, that regardless of human circumstance there are still a select few remarkable individuals who are adamant to make a difference in this world and who are willing to sacrifice of themselves to volunteer.

4.5 RECOMMENDATIONS

Future studies in the field of volunteerism as well as volunteer tourism could expand by studying the personality traits of an individual participating in volunteer programmes as well as the functions of motivations for volunteerism similar to this study.

As an additional proposed recommendation for the volunteer programmes that participated in this research study, in order to optimise the volunteer or volunteer tourists' experience with the relevant programme (community or wildlife), include motivational screening as part of the application process of volunteers. For example, since FreeMe's application process is included in this study – the application process deals with applicants relevant interests and strengths which is a thorough approach for screening applicants. By including a section on 'motivation for participation' the volunteer programme (with reference to volunteer programmes in general) would be more accurate in meeting the needs of applicants. With reference to Table 3 (Functions and conceptual definitions of the Volunteer Functions Inventory), the volunteer programme can narrow their activities to volunteers by determining their purpose for volunteering.

By including a question in the application form to any volunteer programme and pose the question; 'what motivates you to volunteer?' and offering the applicants the choice of the six functions as discussed in this research to select in order of relevance (highest to lowest) the volunteer programme would have a better chance of placing the individual in an area best suited to their interests and motivation whilst at the same time capitalising on what they indicated as their strengths. In the long term this alteration to the application process of volunteers would not only be beneficial to the volunteer since their motivational propensity to participate is being fulfilled but also promote longevity of the volunteer programme.

The research could be used to determine whether or not a personality trait increases or decreases an individual's propensity towards volunteering. The field of research on volunteers and volunteer tourists still remains limited and therefore creates potential in the field of Eco-Tourism research.

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APPENDIX A
Volunteer Functions Inventory (VFI)

A 30-item measure of motivations to volunteer. For each item, respondents are to indicate “How important or accurate each of the 30 possible reasons of volunteering are for you in doing volunteer work”. Respondents answer each item on a 7-point scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate).

Question	Response						
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 towards 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 (CV).	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 12, 14, 18, 25, 30 make up the **Understanding function**.

Items 3, 8, 16, 19, 22 make up the **Values function**.

Items 5, 13, 26, 27, 29 make up the **Enhancement function**.

Items 1, 10, 15, 21, 28 make up the **Career function**.

Items 7, 9, 11, 20, 24 make up the **Protective function**.

Items 2, 4, 6, 17, 23 make up the **Social function**.

APPENDIX B
Bales Volunteerism-Activism Scale

A 20-item measure of the foundational motivations for serving as a volunteer/activist. Respondents answer each item on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Questions	1 = strongly disagree 2 = disagree 3 = neither agree or disagree 4 = agree 5 = strongly agree
1. The more you put into life the more you will get out of it.	1 2 3 4 5
2. A person just has to rely on our leaders to deal with big problems.	1 2 3 4 5
3. Sometimes things happen in your life that <i>make</i> you take action.	1 2 3 4 5
4. People with ordinary lives don't feel the need to get heavily involved in social causes.	1 2 3 4 5
5. Some issues are much more important than my personal life.	1 2 3 4 5
6. You can't really change things in your community, that's just the way things are.	1 2 3 4 5
7. There will be peace only when there is justice.	1 2 3 4 5
8. Most people who get involved in social causes usually have some sort of personal problem.	1 2 3 4 5
9. Putting money into a collecting tin isn't enough, you've got to <i>act</i> on your beliefs.	1 2 3 4 5
10. Taking care of my family takes all the time I've got.	1 2 3 4 5
11. It's not enough to just talk about what's wrong – you've got to do something.	1 2 3 4 5
12. I'd like to do more for charity, but other things just get in the way.	1 2 3 4 5
13. Anything I do can't really change the world's problems.	1 2 3 4 5
14. A person should live simply so that others can simply live.	1 2 3 4 5
15. When a person gets involved in a cause it just upsets the people they are close to.	1 2 3 4 5
16. You can't really change the world, that's just the way things are.	1 2 3 4 5
17. I know that when I'm working to help others, I'm also helping myself.	1 2 3 4 5
18. There are some people in the world who just can't be helped.	1 2 3 4 5
19. I guess I'm just one of those people who has to <i>do</i> something when I feel strongly.	1 2 3 4 5
20. Speaking up for what you believe in will just get you into trouble.	1 2 3 4 5

Scoring:

Items 2, 3, 6, 13, 16 make up the **Sense of Effectiveness** factor.

Items 4, 8, 10, 15, 18, 20 make up the **Sociability or Generalism** factor.

Items 5, 7, 9, 11, 14 make up the **Idealism or Philosophical Commitment** factor.

Items 1, 12, 17, 19 make up the **Feel Good** factor.

APPENDIX C

Letter of introduction (letter to be sent to respondents)



Dear respondent

You are invited to participate in an academic research study conducted by Tanya Reynders, a Masters student from the Division Tourism Management at the University of Pretoria.

The purpose of this survey is to determine the motivational functions of volunteer tourists to participate in wildlife versus community volunteer programmes.

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to me. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- You are welcome to contact my study leaders, Dr. F. Fairer-Wessels, on tel. (012) 430-4102 (email:felicite.fairer-wessels@up.ac.za) or Prof. J.Saarinen, (e-mail: jarkko.saarinen@oulu.fi) if you have any questions or comments regarding the study.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 - 20 minutes of your time.
- The email contains a link to a page where you will find the questionnaire. Please fill in the questionnaire by clicking on the desired option or typing in the required open-ended questions. Please remember once you have submitted, your answers can not be changed.
- If you prefer to have the questionnaire translated into another language that is easier for you to understand (i.e. your mother-tongue), please respond to this email with the language that you will prefer (i.e. French, German etc.)

By completing the questionnaire, you will indicate that:

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

Thank you for your kind assistance.

Sincerely,

Tanya Reynders
Cell: 072 889 5273

APPENDIX D
Proposed data collection instrument
(Questionnaire A: Community volunteerism)

QUESTIONNAIRE A: COMMUNITY VOLUNTEERISM

**Faculty of Economic and Management Sciences
Letter of Informed Consent
Division of Tourism Management**

Comparing internal and external motivations of local and international volunteer tourists in South Africa

Research conducted by:

Ms. T. Reynders (29421579)

Cell: 072 889 5273

Dear Participant

You are invited to participate in an academic research study conducted by Tanya Reynders, a Masters student from the Division of Tourism Management at the University of Pretoria.

The purpose of this survey is to determine the motivational functions of volunteer tourists to participate in wildlife versus community volunteer programs.

Please note the following:

- This is an anonymous study survey as your name will not appear on the questionnaire. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 - 20 minutes of your time.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, Dr. F. Fairer-Wessels, on tel. (012) 430-4102 (email:felicite.fairer-wessels@up.ac.za) or Prof. J.Saarinen, (e-mail: jarkko.saarinen@oulu.fi) if you have any questions or comments regarding the study.

If 'yes' is selected, you are indicating:

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

Yes	
No	

SECTION A: DEMOGRAPHIC QUESTIONS

Q1. Gender

Male	1
Female	2

Q2. How old are you?

--

Q3. What is your marital status?

Single	1
Married or living with partner	2
Separated, divorced or widowed	3
Other	4

In case of 'other' please specify: _____

Q4. Do you have children living at home?

Yes	1
No	2
Not applicable	3

Q5. Which occupational group applies to you?

Manual and Service Occupations	1
Clerical and technical Occupations	2
Managerial Occupations	3
Professional Occupations	4
Unemployed	5
Student	6
Other	7

In case of 'other' please specify: _____

Q6. Have you travelled from abroad to participate in this volunteer programme?

Yes	1
No	2

SECTION B: MOTIVATIONAL FUNCTIONS

Please complete the following section on your motivation to volunteer by indicating the relevancy of each statement on the scale by selecting the accurate response. The scale represents the following:

1	Extremely disagree
2	Strongly disagree
3	Disagree
4	Neutral
5	Agree
6	Strongly agree
7	Extremely agree

Question	Response	
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	1
My friends volunteer.	1 2 3 4 5 6 7	2
I am concerned about those less fortunate than myself.	1 2 3 4 5 6 7	3
People I'm close to want me to volunteer.	1 2 3 4 5 6 7	4
Volunteering makes me feel important.	1 2 3 4 5 6 7	5
People I know share an interest in community service.	1 2 3 4 5 6 7	6
No matter how bad I've been feeling, volunteering helps me to forget about it.	1 2 3 4 5 6 7	7
I am genuinely concerned about the particular group I am serving.	1 2 3 4 5 6 7	8
By volunteering I feel less lonely.	1 2 3 4 5 6 7	9
I can make new contacts that might help my business or career.	1 2 3 4 5 6 7	10

Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7	11
I can learn more about the cause for which I am working.	1	2	3	4	5	6	7	12
Volunteering increases my self-esteem.	1	2	3	4	5	6	7	13
Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7	14
Volunteering allows me to explore different career options.	1	2	3	4	5	6	7	15
I feel compassion towards people in need.	1	2	3	4	5	6	7	16
Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7	17
Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7	18
I feel it is important to help others.	1	2	3	4	5	6	7	19
Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7	20
Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7	21
I can do something for a cause that is important to me.	1	2	3	4	5	6	7	22
Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7	23
Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7	24
I can learn how to deal with a variety of people.	1	2	3	4	5	6	7	25
Volunteering makes me feel needed.	1	2	3	4	5	6	7	26
Volunteering makes me feel better about myself.	1	2	3	4	5	6	7	27
Volunteering experience will look good on my resume (CV).	1	2	3	4	5	6	7	28
Volunteering is a way to make new friends.	1	2	3	4	5	6	7	29
I can explore my own strengths.	1	2	3	4	5	6	7	30

Thank you for completing the survey.

I appreciate your assistance.

APPENDIX E

Proposed data collection instrument (Questionnaire B: Wildlife volunteerism)

QUESTIONNAIRE B: WILDLIFE VOLUNTEERISM

**Faculty of Economic and Management Sciences
Letter of Informed Consent
Division of Tourism Management**

Comparing internal and external motivations of local and international volunteer tourists in South Africa

Research conducted by:

Ms. T. Reynders (29421579)

Cell: 072 889 5273

Dear Participant

You are invited to participate in an academic research study conducted by Tanya Reynders, a Masters student from the Division of Tourism Management at the University of Pretoria.

The purpose of this survey is to determine the motivational functions of volunteer tourists to participate in wildlife versus community volunteer programs.

Please note the following:

- This is an anonymous study survey as your name will not appear on the questionnaire. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 - 20 minutes of your time.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, Dr. F. Fairer-Wessels, on tel. (012) 430-4102 (email:felicite.fairer-wessels@up.ac.za) or Prof. J.Saarinen, (e-mail: jarkko.saarinen@oulu.fi) if you have any questions or comments regarding the study.

If 'yes' is selected, you are indicating:

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

Yes	
No	

SECTION A: DEMOGRAPHIC QUESTIONS

Q1. Gender

Male	1
Female	2

Q2. How old are you?

Q3. What is your marital status?

Single	1
Married or living with partner	2
Separated, divorced or widowed	3
Other	4

In case of 'other' please specify: _____

Q4. Do you have children living at home?

Yes	1
No	2
Not applicable	3

Q5. Which occupational group applies to you?

Manual and Service Occupations	1
Clerical and technical Occupations	2
Managerial Occupations	3
Professional Occupations	4
Unemployed	5
Student	6
Other	7

In case of 'other' please specify: _____

Q6. Have you travelled from abroad to participate in this volunteer programme?

Yes	1
No	2

SECTION B: MOTIVATIONAL FUNCTIONS

Please complete the following section on your motivation to volunteer by indicating the relevancy of each statement on the scale by selecting the accurate response. The scale represents the following:

1	Extremely disagree
2	Strongly disagree
3	Disagree
4	Neutral
5	Agree
6	Strongly agree
7	Extremely agree

Question	Response	
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	1
My friends volunteer.	1 2 3 4 5 6 7	2
I am concerned about animals in need.	1 2 3 4 5 6 7	3
People I'm close to want me to volunteer.	1 2 3 4 5 6 7	4
Volunteering makes me feel important.	1 2 3 4 5 6 7	5
People I know share an interest in wildlife service.	1 2 3 4 5 6 7	6
No matter how bad I've been feeling, volunteering helps me to forget about it.	1 2 3 4 5 6 7	7
I am genuinely concerned about the particular group I am serving.	1 2 3 4 5 6 7	8
By volunteering I feel less lonely.	1 2 3 4 5 6 7	9
I can make new contacts that might help my business or career.	1 2 3 4 5 6 7	10
Doing volunteer work relieves me of some of the guilt over the impact human beings have on other species.	1 2 3 4 5 6 7	11

I can learn more about the cause for which I am working.	1	2	3	4	5	6	7	12
Volunteering increases my self-esteem.	1	2	3	4	5	6	7	13
Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7	14
Volunteering allows me to explore different career options.	1	2	3	4	5	6	7	15
I feel compassion towards animals in need.	1	2	3	4	5	6	7	16
Others with whom I am close place a high value on wildlife service.	1	2	3	4	5	6	7	17
Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7	18
I feel it is important to help animals.	1	2	3	4	5	6	7	19
Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7	20
Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7	21
I can do something for a cause that is important to me.	1	2	3	4	5	6	7	22
Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7	23
Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7	24
I can learn how to deal with a variety of animals.	1	2	3	4	5	6	7	25
Volunteering makes me feel needed.	1	2	3	4	5	6	7	26
Volunteering makes me feel better about myself.	1	2	3	4	5	6	7	27
Volunteering experience will look good on my resume (CV).	1	2	3	4	5	6	7	28
Volunteering is a way to make new friends.	1	2	3	4	5	6	7	29
I can explore my own strengths.	1	2	3	4	5	6	7	30

Thank you for completing the survey.

I appreciate your assistance.

APPENDIX F

Signed letter of consent from All Africa Volunteers and FreeMe (wildlife volunteer programmes)

APPENDIX G

**Signed letter of consent from Cotlands Baby Sanctuary and the National Sea
Rescue Institute**

APPENDIX H

Informed consent



Letter of Informed Consent

Division of Tourism Management

Title of the study

Comparing internal and external motivations of local and international volunteer tourists in South Africa

Research conducted by:

Ms. T. Reynders (29421579)

Cell: 072 206 0869

Dear Participant

You are invited to participate in an academic research study conducted by Tanya Reynders, a Masters student from the Division of Tourism Management at the University of Pretoria.

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Please sign the form to indicate that:

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

Participant's signature

Date