

## **A comparative study between Australian and South African university sport students' volunteer motives and constraints**

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### **Abstract**

Volunteering plays an integral part in the success of numerous South African and Australian organisations and university students have been identified as a latent target population with the greatest potential for volunteering. Organisations who wish to recruit students should be knowledgeable regarding their motives and constraints in order to increase community and sport volunteer activities. The purpose of this study was to identify and compare the motives and constraints influencing volunteerism amongst South African and Australian sport students. A non-probability convenience sampling design was used to collect data from 278 South African and 208 Australian students enrolled in a sport curriculum at two universities in the Gauteng province and three universities within the Queensland area. The volunteer questionnaire developed by Auld and Cuskelly (2001) was used to gather data. The study identified slight egoistic differences in volunteer constraining and motivating factors between South African and Australian sport students. However, students from both countries indicated a low social motivation factor but an equal perceived confidence in their ability to solve problems when volunteering. The comparative results could aid organisations to broaden their current recruitment operations.

**Keywords:** South African, Australian, volunteer, sport students, motives, constraints.

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### **Introduction**

Volunteering plays an integral part in the success of numerous organisations across many countries (Liao-Troth & Diunn, 1999) and equally so in Australia and South Africa (Goslin, 2006; Hyde & Knowles, 2013). Results from the Volunteers Activity Survey (VAS) conducted by Statistics South Africa in 2010, indicated that a total of 1.2 million persons over the age of 15 years participated in volunteer activities for that year (Statistics South Africa [StatsSA], 2010), compared to 6.1 million people of the Australian population aged 18 years and older (Australian Bureau of Statistics [ABS], 2010). In both countries, women

and persons with a tertiary qualification engaged more in volunteer activities (ABS, 2010; StatsSA, 2010). Likewise, Australians in the 35 – 44 years of age category, and South Africans in the 45 – 54 years of age category were more likely to volunteer than those in younger and older age groups (ABS, 2010; StatsSA, 2010). Even though students from both countries recorded lower volunteer rates, they have been identified as a population with the greatest potential for volunteering (Gage & Thapa, 2012). Student behavioural characteristics regarding volunteerism have been investigated (Auld, 2004; Hyde & Knowles, 2013; Van den Berg & Cuskelly, 2014) as volunteer recruitment campaigns have increased at universities (Handy et al., 2010; Gage & Thapa, 2012). An understanding of the volunteer motives and constraints of university students is of importance to organisations who wish to recruit them (Handy et al., 2010). The purpose of this study is to investigate the differences and commonalities between Australian and South African university sport students' motives for volunteering and constraints that prevent them from volunteering.

### **World-wide student volunteer motivations and constraints**

Volunteering is a universal occurrence across the world and advances research on the underlying volunteer motivations and constraints (Handy et al., 2010). Substantial theoretical and empirical evidence suggests that students engage in volunteer activities to improve their employment opportunities (Gunderson & Gomez, 2003), increase their social contacts for better job possibilities and for the signalling value of volunteering (Katz & Rosenberg, 2005). Signalling serves as a device where students volunteer to indicate their desirable qualities to potential employers, elevating them above other candidates for possible employment (Handy et al., 2010). This advantage used for resume building is a dominant motive among North American student volunteers (Crosby, 1999). Likewise, Canadian students (19 – 24 years of age) volunteer with the objective of improved job opportunities (Hall et al., 2006). On the contrary, students from various countries including England, India, Finland, USA and Canada, specified their main motivation to volunteer was not for career advancement, but “to help others at a personal cost” (Handy et al., 2010:20). Undergraduate students from an Australian university in Victoria identified wanting to support the community, personal relevance and raising awareness as primary volunteer motivations (Hyde & Knowles, 2013). These results suggest there are a variety of volunteer motives amongst students world-wide.

In contrast to volunteer motives students also experience constraints to volunteering such as a lack of time, family priorities and social commitments (Cleave & Doherty, 2005; Gage & Thapa, 2012). Adding to the complexity of factors constraining volunteering are personal characteristics as attitudes, stress, anxiety, religion and perceived self-ability (Godbey, Crawford & Shen, 2010; Gage & Thapa, 2012). Students in the USA indicated too many other

commitments, lack of time and being unaware of volunteer opportunities as their primary constraining factors (Gage & Thapa, 2012). Australian students also identified constraints which included a lack of time and knowledge about volunteering as constraints together with additional factors such as lack of motivation and interest, inconvenience, emotional cost and financial considerations (Auld, 2004; Hyde & Knowles, 2013). In addition, South African students acknowledged the perception of volunteers having poorer working conditions than paid staff, feeling obligated to put in an unreasonable number of hours and difficulty with transportation as specific constraints applicable to their situation (Van den Berg & Cuskelly, 2014).

### **Conceptual framework**

Research posits that student volunteer motives and constraints differ according to demographic and dispositional characteristics (Farrel, Johnston & Twynam, 1998). Two major classes of volunteer motivations dominate the literature: altruistic and egoistic (Cnaan & Goldberg-Glen, 1991). Altruistic motives are based on persons' values and include religious beliefs, supporting a cause and helping others (Handy et al., 2010). In this regard, numerous findings assign university students' volunteer motives to altruistic aspects in helping others, giving something back to the community and serving others at own cost (Handy et al., 2010; Hyde & Knowles, 2013; Van den Berg & Cuskelly, 2014). A study by Handy and colleagues (2010) reported that students from 12 countries who expressed altruistic and value-driven motives for volunteering had the highest volunteer rate. Egoistic motives by student volunteers were also evident with the goal of resume building or career advancement (Handy et al., 2011). Evidently, students who volunteer are driven by a comprehensive set of interwoven motives which can be both altruistic and egoistic (Cnaan & Goldberg-Glen, 1991). Egoistic motives refer to aspects such as enhancing human capital (Handy et al., 2010), to gain work experience and job training (Auld, 2004), develop new skills (Van den Berg & Cuskelly, 2014), explore different careers paths and network for future employment opportunities (Handy et al., 2010). Interestingly, students with primary egoistic driven motivations to further their careers, tend to have lower volunteer rates (Handy et al., 2010; Gage & Thapa, 2012).

A sub-category of contemporary motives and constraints are evident amongst students and include volunteering for social reasons such as: because friends volunteer, facing social pressure to volunteer and extending social networks (Cappellari & Turati, 2004). Australian students reportedly volunteered because it offered the opportunity to spend time with friends and the enjoyment of the interaction with a specific population they liked (Hyde & Knowles, 2013). This social category as a volunteer motive could also be placed within the primary egoistic category, since students mainly aim to fulfil in their own social needs through the act of volunteering (Hyde & Knowles, 2013).

Opposite to volunteer motives are constraining factors (Cnaan & Goldberg-Glen, 1991). Constraints such as inadequate time and lack of motivation can be classified as egoistic since students will not engage in volunteer activities at the expense of their own personal and emotional cost (Handy et al., 2010; Shannon, Robertson, Morrison & Werner, 2013). They prefer spending their time towards activities furthering their own studies, future careers or social life (Shannon et al., 2009; Gage & Thapa, 2012; Hyde & Knowles, 2013).

### **Problem statement**

The multitude of interconnected motives and constraints amongst university students from various countries is indicative of a need for further research attention (Handy et al., 2010). Recommended future student volunteer research includes identifying the different motives of student volunteers from different countries, mainly for recruitment organisations to utilise the knowledge gained to increase the volunteerism within this target population (Handy et al., 2010; Hyde & Knowles, 2013). This study may show that student volunteers from different countries are motivated and constrained differently. An understanding to the students' motives and constraints to volunteer across cultures is of importance to organisations who aims to recruit them (Handy et al., 2010). The purpose of this study is to investigate the differences and commonalities between Australian and South African university sport students' motives and constraints for volunteering. Understanding these differences across cultures is essential in developing volunteer opportunities that benefit both the organisation and the students.

### **Methodology**

#### *Design and study sample*

In both countries data were collected from an in-class convenience sample utilizing a self-administered questionnaire. A total of 208 Australian undergraduate students from three different universities within the Queensland area together with 278 South African students from two universities in the Gauteng Province responded. Australian students were enrolled in degree programmes in Leisure Studies, Human Movement Studies and Movement Science, while the South African students were enrolled in a Sport Science diploma, Sport Management diploma and Sport and Recreation Management degree. These students enrolled in a sport curriculum were included in the study since their volunteer behaviours would contribute to the knowledge pool. Sport and recreation organisations are one of the largest sources of volunteering in Australia recruiting students from universities to volunteer in mega sport events (Auld, 2004). The hosting of various international mega sport events dependent on volunteers in South African (Goslin, 2006) necessitates an investigation

regarding this cohort of possible volunteer group to be utilised as a comparative study. Authorization from the Brisbane based campuses of Griffith University, University of Queensland and the Queensland University of Technology was obtained by the Australian based researcher. Although the Gauteng based institutions granted permission to conduct the study, the South African universities requested to remain anonymous and all students were informed that participation was voluntary and anonymous and that results would be used for research purposes only.

### *Instrument*

The questionnaire administered to the students was based on an instrument originally developed by Auld and Cuskelly (2001). Students completed a demographic section and were then indicated their current volunteer status by categorising themselves as either:

- never volunteered for a community based organisation,
- used to volunteer for a community based organisation but stopped, or
- currently volunteering for a community based organisation.

Students completed only the questions of the specific category to which they assigned themselves. For the purpose of this study, the category of “never volunteered before” and “currently volunteering” is reported. For the category of “never volunteered before” students answered questions pertaining the nature of their lack in volunteer participation which was measured on a five point Likert-type scale with options of “*strongly disagree*”, “*disagree*”, “*neither disagree or agree*”, “*agree*” and “*strongly agree*”. For the category ‘currently volunteering for a community based organisation’, students indicated the importance of certain aspects regarding their current volunteer activities using a five point Likert-type scale measured by “*not at all important*”, “*of little importance*”, “*moderately important*”, “*very important*” and “*extremely important*”.

### *Procedure*

The researchers contacted the different sport module lecturers to conduct the in-class self-administered questionnaires. The purpose of the study together with the definition of volunteering and examples of profit and non-profit volunteer organisations were first explained to the students where after students was requested to complete the questionnaire anonymously and voluntarily.

### *Data analysis*

Data were analysed through the Statistical Package for Social Sciences (SPSS – version 21). Data are represented according to country for comparative reasons.

Descriptive statistics were computed to profile the participants regarding gender, age group, country of birth and level of education. Mean values and standard deviations for non-volunteerism constraints and motives for current volunteer activities as per volunteer instrument item were calculated and ranked from highest to lowest. Cronbach alphas for the two sub-scales were 0.845 for the “never volunteered for a community based organisation” and 0.748 for the “currently volunteering” respectively. These values imply the good level of reliability for the scale items (Nunnally & Bernstein, 1994).

## Results

### *Demographic information*

Of the 278 South African students, 61.5% of the participants were male and 38.5% were female. Of the 208 Australian students, 45.7% were male and 53.4% female (Table 1). The highest educational level completed was high school for 64.5% South African students and 74.5% Australian students.

**Table 1:** Descriptive statistics of participants

Variables	South Africa	Australia	Item
Gender			Gender
Male	61.5%	45.7%	Male
Female	38.5%	54.3%	Female
Highest educational level			Highest educational level
Completed high school	64.5%	74.5%	High school
Technical qualification	1.1%	10.3%	TAFE/ Assoc Dip
Undergraduate diploma	17.2%	12.7%	Degree
Bachelor degree	5.7%		
Age group			Age group
18-19 years	21.9%	51.9%	18-20 years
20-21 years	48.7%	34.1%	21-23 years
22-23 years	20.8%	14%	23 years and older
24 years and older	7.5%		
Birthplace			Birthplace
South Africa	96.4%	89.4%	Australia
Overseas (English speaking)	1.8%	6.8%	Overseas (English speaking)
Overseas (Non-English speaking)	1.1%	3.9%	Overseas (Non-English speaking)

\* Some totals may not equal 100% as some categories have been omitted to facilitate comparison

A total of 10.3% Australian students completed a TAFE/Associate Diploma with 12.7% a degree. For the South African students 1.1% completed a technical qualification, 17.2% an undergraduate diploma and 5.7% a degree. The majority of the South African students were in the 20 – 21 years age category (52.7%), followed by the 18 – 19 years category (23%) and 18.8% in the 22 – 23 years age category. The majority of the Australian students were younger compared to the

South African students with 51.9% 18 – 20 years, 34.1% in the 21 – 23 years age category and 14% who were 23 years and older. A total of 96.4% of the South African students were born in South African, while 89.4% of the Australian students were born in Australia. A higher total of 6.8% Australian students were born in an overseas English speaking country and 3.9% in an overseas Non-English speaking country. Of the SA students, 1.8% was born overseas in English speaking countries and 1.1% overseas in Non-English speaking countries.

*Constraining volunteer factors for South African and Australian students*

Of the 278 South African students, 153 indicated that they have never volunteered before, rendering a non-volunteer rate of 55%. Results are presented in Table 2. South African students who had not previously volunteered before completed a section of the questionnaire containing reasons why they had never volunteered.

**Table 2:** Ranked constraining factors influencing university students not to volunteer

South African students (n = 153; 55%)		Australian students (n = 50; 24%)	
I have never volunteered before because...	Mean	I have never volunteered before because...	Mean
I don't know how to get involved	3.3	I have too many other commitments	4.1
I have too many other commitments	3.3	I don't have enough time	3.8
I don't have enough time	3.3	I have too many work responsibilities	3.4
I have difficulty with transportation	2.9	I am not organized enough	2.9
I might feel obligated to put in an unreasonable number of hours	2.9	I would have to do boring and mundane tasks	2.8
Volunteers have poorer working conditions than paid staff	2.9	I might feel obligated to put in an unreasonable number of hours	2.8
I have too many work responsibilities	2.9	I don't know how to get involved	2.7
I don't like the ways most voluntary community organisations are run	2.9	Volunteers have poorer working conditions than paid staff	2.6
Volunteers work too hard	2.9	I have too many family responsibilities	2.6
I might be taken advantage of by the organisation	2.7	I might be taken advantage of by the organisation	2.4
I don't want to be bossed about	2.6	I don't want to be bossed about	2.4
I would not enjoy working with paid staff	2.6	Family members were not involved with the organisation	2.4
Family members were not involved with the organisation	2.6	My friends don't want to volunteer	2.3
I would get in the way of efficient management	2.6	I can't afford it	2.3
I have too many family responsibilities	2.5	Volunteers get too stressed	2.3
I am not organized enough	2.5	I don't like the ways most voluntary community organisations are run	2.3
I don't have the skills required	2.5	I have difficulty with transportation	2.3
I would be seen by others as not being competent at my tasks	2.5	I would be seen by others as not being competent at my tasks	2.3
I would have to do boring and mundane tasks	2.5	Volunteers work too hard	2.2
I don't think my work would be recognized or rewarded	2.5	I wouldn't have fun	2.2
My friends don't want to volunteer	2.4	I would not enjoy working with other volunteers	2.2
Volunteers get too stressed	2.4	I don't have the skills required	2.1
I wouldn't have fun	2.4	I would get in the way of efficient management	2.1
I don't have enough confidence	2.4	I don't have enough confidence	2.0
There is a lack of childcare	2.4	I don't think my work would be recognized or rewarded	1.9
I can't afford it	2.4	I don't think volunteering is very important	1.9
I don't think volunteering is very important	2.0	There is a lack of childcare	1.8
I would not enjoy working with other volunteers	1.9	I would not enjoy working with other volunteers	1.7
I have an illness or disability that prevents me	1.7	I have an illness or disability that prevents me	1.5

The single most influential reason as indicated by this group was “*not knowing how to become involved*”, followed by “*too many other commitments*”, “*lack of time*” and “*difficulty with transportation*”.

Other reasons for never volunteering included egoistic factors such as “*I might feel obligated to put in an unreasonable number of hours*”, “*volunteers have poorer working conditions*”, “*I have too many work responsibilities*” and “*I don’t like the way most voluntary organisations are run*”. These students indicated that “*illness or disability*” was the least constraining factor and that not “*enjoying working with other volunteers*” and “*volunteering is not important*” had minimal significance in their decision not to volunteer.

From the 208 Australian students who completed the questionnaire, 50 classified themselves as never having volunteered. This is a non-volunteer rate of 24% amongst this group. Australian students’ primary constraining factors were “*too many other commitments*” followed by “*don’t have enough time*”, “*too many work responsibilities*” and “*not organised enough*”. Factors such as “*I would have to do boring and mundane tasks*” and “*I might feel obligated to put in an unreasonable number of hours*” were also factors influencing Australian students not to volunteer. Items related to having “*an illness or disability*”, “*not enjoying work with other volunteers*” and a “*lack of child care*” was identified as least influential constraining factors.

#### *Characteristics of South African and Australian students currently volunteering*

Within the group of South African sport curriculum students, only 15% (n = 42) were currently volunteering. The majority of the South African students (40.5%) have been volunteering for 1 – 2 years, with 23.8% between 3 to 5 years, 23.8% for less than a year and 7.1% and 4.8% for 6 to 10 years and 10 years or more, respectively (Table 3).

**Table 3:** Years active as a volunteer

	Currently volunteering (n=42; 15%) South Africa	Frequency (%)	Currently volunteering (n=75; 36%) Australia
Years volunteering			
Less than 1 year	23.8		25.3
1-2 years	40.5		29.3
3-5 years	23.8		29.3
6-10 years	7.1		12.0
More than 10 years	4.8		4.0

\*Totals may not equal 100% as some categories have been omitted

From the group of Australian students, 36% (n = 75) were current active volunteers. The Australian students showed a more equal distribution between the years active as volunteers. A total of 25.3% students had volunteered for less

than a year, 29.3% between 1 and 2 years, 29.3% between 3 and 5 years and 12% and 4% for 6 to 10 years and more than 10 years respectively as well.

*South African and Australian students' community volunteer organisation choice*

The majority of students from both countries indicated sport and recreation organisations as their main volunteer organisation choice (SA = 58.5%; AUS = 74.3%), followed by cultural (SA = 4.9%; AUS = 4.1%), community (SA = 12.2%; AUS = 10.8%) and other (SA = 12.2%; AUS = 10.8%) (Table 4). Additional organisations were included in the South African students' questionnaires and 2.4% indicated volunteering at religious and 9.8% at school organisations. No student indicated that they had volunteered at a political or private business organisation.

**Table 4:** Primary community volunteering organisations

	Frequency (%)	
	SA	AUS
Main organisation	Volunteering (n = 42)	Volunteering (n = 75)
Sport and Recreation	58.5%	74.3%
Cultural	4.9%	4.1%
Community development	12.2%	10.8%
Religious	2.4%	*
Political	0%	*
School (Government)	9.8%	*
Private business	0%	*
Other	12.2%	10.8%

\* Percentage not available for Australian students: not included in questionnaire

*Motivating volunteer factors for South African and Australian university sport students*

Table 5 presents the results on the students' motivating volunteer factors. South African sport students identified to "learn and develop new skills", "want to help others", "want to gain experience that could help with future paid employment" and "want to put something back into the community" as the most important factors motivating them to currently volunteer. Australian students acknowledged "gaining experience that could help with future paid employment" as the single most important factor influencing their decision to volunteer. Equal to this was an egoistic notion of "want to learn and develop new skills", followed by altruistic notions of "helping others" and "wanting to put something back into the community".

**Table 5:** Ranked motivating factors influencing university sport students to volunteer

South African students (n=42; 15%)		Australian Students (n=75; 36%)	
I decided to volunteer because...	Mean	I decided to volunteer because...	Mean
I wanted to learn and develop new skills	4.6	I wanted to gain experience that might help with future paid employment	4.4
I wanted to help others	4.5	I wanted to learn and develop new skills	4.3
I wanted to gain experience that might help with future paid employment	4.3	I wanted to help others	4.0
I wanted to put something back into the community	4.3	I thought that volunteer work would be enjoyable	4.0
I wanted to be active and involved in the community	4.3	I felt I had the competence to solve problems	3.8
I wanted to feel good about using my free time in a constructive way	4.0	I wanted to have fun	3.6
I felt I had the competence to solve problems	3.9	I wanted to be active and involved in the community	3.5
I thought that volunteer work would be enjoyable	3.9	I wanted to put something back into the community	3.4
I wanted to interact and work with people who were like me	3.5	I wanted to interact and work with people who were like me	3.4
I wanted to meet new people and make new friends	3.4	I wanted to feel good about using my free time in a constructive way	3.3
I had time available	3.4	I wanted to feel valued, needed and respected	3.0
I wanted to have fun	3.4	I wanted to meet new people and make new friends	3.2
I wanted to feel valued, needed and respected	3.3	I had time available	3.1
I felt obligated to help	3.1	I felt obligated to help	2.3
Family members encouraged me to get involved	2.6	Friends encouraged me to get involved	2.2
Friends encouraged me to get involved	2.2	Family members encouraged me to get involved	2.0

Australian students' perception that "*volunteer work would be enjoyable*" was the fourth most prominent volunteer motive.

## Discussion

The low volunteer rate reported by the South African sport students (15%) compared to the 36% of Australian sport students is a matter of both concern and opportunity. Taking into consideration that USA students between the ages of 16 – 19 years of age have a 26.1% volunteer rate (United States Department of Labour, 2014) with students from Canada a rate of 58% (Statistics Canada, 2010), it is evident that the South African students are a potential target group for recruitment purposes. In Canada the high volunteer rate amongst young people is attributed to school or university requirements to perform community service in order to graduate from high school or university modules (Statistics Canada, 2010). Likewise, similar requirements could be implemented within the South

African school or tertiary educational systems and would be beneficial since volunteering is connected to early life experiences (Jones, 2000).

Sport curriculum students from both countries (SA = 58.5%; Aus = 74.3%) showed a strong affinity towards volunteering within sport and recreation organisations. Iwasaki and Havitz (2004) emphasised the unique nature of sport volunteers and the need to link the volunteer's egoistic needs to the anticipation of sport rewards. Sport organisations offer volunteers a unique set of benefits that appeal to their interests and which motivates them to continue volunteering (Cuskelly, 2004). Sport organisations could utilise the impending volunteering potential of the South African students, fulfilling their interests and needs and supporting them in gaining valuable work related experience (Friedland & Mortimoto, 2005).

#### *Volunteer constraints*

Considering the primary constraining factor for South African sport students of “*not knowing how to become involved*”, as well as the 4<sup>th</sup> ranked factor of “*difficulty with transport*”, organisations which have the capacity to redirect resources to overcome these obstacles may be in a position to recruit more student volunteers. Organisations could minimise the impact of these external constraints through well-structured and targeted recruitment programs (Hyde & Knowles, 2013). The 2<sup>nd</sup> and 3<sup>rd</sup> ranked constraining factors of “*too many other commitments*” and “*not enough time*” are egoistic in nature and more problematic for organisations to overcome. On the contrary, the Australian students' top three constraining factors are all egoistic related with statements such as “*I have too many other commitments*”, “*I don't have enough time*” and “*I have too many work responsibilities*”.

These results indicate that students seem prefer spending their time furthering their own studies and personal development (Shannon et al., 2009; Hyde & Knowles, 2013). Highly ranked constraints such as “*I am not organised enough*” is related to a personal perception which could be addressed through training such as time management courses. The next ranked constraint of “*I would have to do boring and mundane tasks*” indicates that students' preference is to have fun while volunteering and performing activities that are interesting and meaningful (Dyson, Griffin & Hastie, 2004).

#### *Volunteer motives*

South African students' primary motive for volunteering was “*to learn and develop new skills*”, while the 3<sup>rd</sup> ranked motive was to “*gain experience that might help with future paid employment*”. This correlates with an egoistic motive notion that students who are more strongly motivated by resume building

responded to volunteer activities less frequently and invested fewer hours (Handy et al., 2010). The 2<sup>nd</sup> ranked motive of “*I want to help others*” together with “*I wanted to put something back into the community*” (4<sup>th</sup>) and “*I wanted to be active and involved in the community*” are altruistic in nature. Of six top ranked volunteer motives of South African students, three could be classified as egoistic and three as altruistic. This is indicative of the existence of multiple volunteer motives within this group. With this altruistic propensity to volunteer displayed by the SA students, organisations should try and maximize this target group (Hyde & Knowles, 2013).

Australian students’ six top ranked volunteer motives consisted of four egoistic and two altruistic statements. The primary egoistic motives of these students is reflective of their North American and Canadian counterparts who mainly engage in volunteer activities for resume building, work-related experience and probability of enhancing employment opportunities (Friedland & Mortimoto, 2005; Katz & Rosenberg, 2005). These results suggest that signalling play a more important role in the Australian context (Handy et al., 2010). Students from the USA and Canada both show this strong tendency whereas countries such as Belgium, the Netherlands and Israel record low levels of volunteer signalling (Handy et al., 2010). In the USA and Canada where the signalling value is high, students tend to have a higher volunteer rate, but lower average hours involved (Handy et al., 2010). This should be taken into consideration by recruitment agencies and organisations making use of volunteers in that their turnover rate of student volunteers would be higher (Cuskelly, 1998).

Organisations would have to focus on creating organisational commitment which is characterised by a sense of identification, involvement and loyalty to an organisation (Buchanan, 1974), in trying to retain student volunteers over longer periods of time. The 4<sup>th</sup> and 6<sup>th</sup> ranked volunteer motives for Australian students are related to their need to have fun which is substantiated by Pearce (1993) who suggested that volunteers are motivated by the enjoyment of the activity. Relating to this is the 5<sup>th</sup> highest constraining factor identified by Australian students of “*having to do mundane and boring tasks*”, organisations should ensure they are able to develop a volunteer environment which may help volunteers realise these enjoyable objectives and market it accordingly (Dhurup and Surujlal, 2008). The need to enjoy volunteer activities was a lower priority on the list of South African students.

Students from both countries are less likely to be motivated by social motives given the relatively low ranking of these items. An aspect that was 5<sup>th</sup> on the motivating list for the Australian and 7<sup>th</sup> for the South African students is their perceived “*confidence to solve problems*” in volunteer organisations. Volunteerism can bring innovation into organisations (Shin & Kleiner, 2003) and can produce reciprocal benefits (Andrew, 1996). Volunteers contribute new and

innovative ideas and organisations should maximize the opportunities for student involvement to address problems and needs within the community (Shin & Kleiner, 2003).

## **Conclusion**

Australian sport students have slightly higher egoistic motives for volunteering compared to their South African counterparts. This may be attributed to the different economic environment which endorses the signalling value of volunteerism. Australian students also may be more inclined to successfully perceive the value of job-related volunteer work in developing new skills aimed at future employment opportunities. South African students, in contrast, indicated multiple altruistic volunteer motives which augment this target groups' tendency and potential to be recruited by organisations. The motive of social interaction was low on both countries' student lists and the aspect of volunteer enjoyment was a more prominent motive for Australian students.

The constraining factors as perceived by South African sport students could be related to external factors such as a lack in possible volunteer opportunities, ease of access to volunteer organisations and transport related issues. This could be effectively addressed by recruitment organizations, enhancing the pool of student volunteers in the country. Australian student volunteer constraints are more egoistic in nature and organisations would have to develop and market recruitment programs more meticulously in order to fulfil the needs of these students and to overcome their constraints. None the less, South African and Australian sport students indicated receptiveness to volunteering from their belief that they have the ability to solve problems. Organisations should not only fulfil the volunteer motives and needs, but also provide opportunities and utilize students' confidence and willingness to advance a cause greater than their self.

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