Student volunteering in Sweden and the motivations driving this phenomenon.
-A quantitative research on Swedish universities.
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Summary

This bachelor thesis is related to the phenomenon of student volunteering, in Sweden, the field of study and its own context. Our argumentation is based on the concept of “motivation” and focused on the students of universities in Sweden.

In order to lead this research, we created a survey and sent it to the 14 Erasmus Student Networks (ESN) of Sweden in order to use their database and spread the survey. We wanted to answer our research question: What are the motivations behind student volunteering in a Swedish context? We obtained 123 answers related to items of interest for our study: the motivations to start volunteering, the abilities students improved, how often student volunteer and why they don’t volunteer, for example. Moreover, we proposed a typology of volunteers depending on their frequency of volunteering. Note that most of the answers came from the city of Växjö, which consist of one of the biggest limitations of the results.

We answered 6 hypothesis but only 4 of them found a suitable answer. Our findings are as following: younger surveyees tend to volunteer more frequently than older ones. Regarding their origins (Swedish or international student), it is not confirmed that volunteers want to improve different abilities and have different motives to volunteer. Furthermore, it is confirmed that students volunteer following intrinsic motivations more than extrinsic ones. Finally, we pointed out that Swedish students who are not studying at their home town volunteer for organizations in order to meet new people and to make new friends.

Key words: student volunteering, Sweden, motivation, extrinsic, intrinsic, volunteer, organizations, typology of volunteers
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Introduction

Why do students volunteer? What are the incentives to attract them? How can you increase student volunteering? It can be in terms of rewards, food, drinks or even as an add-on to the resume. Plus, we wonder if people want to work to be a part of big purposes? Doing something “good”? 

One of the characteristics of our group is that all members are international students studying in Sweden. We are from France, Spain and Japan. When we talked about the student life in Sweden, we found that students volunteering are not common in our countries. Or Sweden has a different style of student volunteering. It was interesting for us.

In France, volunteering is mainly relying on people involved in the Civic Service: young people between 16 and 25 years old can be a part of public missions related to, for example, culture, health, education and sport. Most of the missions are social and, in the common mind, basically represent young people helping elders. It is not very popular as only 85,000 young French people took part in the service since its creation in 2010. However, the government is now aiming for 170,000 volunteers each year (French Government, 2015).

Talking about volunteering in Spain, the kinds of activities involved are merely social. Based on personal experience, it is possible to observe initiatives such as helping the poor, donations to NGOs, animal associations, activism of various types, and participation in organizing sport events, etc. Those are the ones in which students take part. According to a study carried out by Foundation Mutua Madrileña in 2014, in which they surveyed universities all over Spain, half of the actions (54%) in which university students are involved are focused on improving life conditions of children. Projects with disabled people are also common (48%) as well as cooperation for development (42%). Volunteering for running pubs or cafeterias does not exist, as these kind of jobs are covered by private businesses.

There are not many student volunteers in Japan neither. One of the studies shows that Japan has the lowest percentage of volunteering students comparing with some countries all over the world (Handy et al. 2009). Another one mentions that one of the big reasons of the low percentage is that the value of volunteering is not big for resume. (Hustinx et al. 2010).
After talking about the student life, we found that one of the authors of this paper is volunteering for the Café Tufvan on the campus of Linnaeus University in Sweden. The student volunteers run the café after 4 p.m. and most of them are international students. Materially, what they get as benefit is a meal and some discount tickets. We thought that there are some other mental aspects attracting students to volunteer for the café. Some students volunteering in the café said that they volunteer because they want to practice English and make friends.

This story was a trigger for us to come up with the idea of our thesis. After reviewing some studies about volunteering in Sweden, we have found that there are a lot of volunteers in Sweden, as we will mention in the literature review. In Sweden, there are more than 200,000 associations (Rosén & Reinklou, 2013). We got interested in the difference. Why do a lot of students participate in volunteering in Sweden compared with our countries? What are the differences between Swedish students and international students in terms of the motivation to volunteer? Do people want to be a part of greater purposes in their life? Do they want to do something good? Or is it more self-interest oriented: building the resume, improving working skills, language, making friends? In short, what are the motivations for them to volunteer?

In this thesis, we are trying to learn about the motivation of volunteering students. Our research will be a contribution to knowledge as, with a growing interest for volunteering in higher education, we can see organizations using a lot of volunteer workers.
1. Theoretical framework

1.1 Background

If we take a look at the definition of volunteering, according to Wilson, “volunteering means any activity in which time is given freely to benefit another person, group, or organization” (Wilson, 2000, p. 215). However it does not imply that the volunteer cannot benefit from his/her work. Wilson (2000) points out that there is a debate among scholars who consider that any material rewards in exchange for the work makes it not truly volunteered, whereas others think that people who elected working in poorly paid jobs for their desire to do good should be considered as quasi-volunteers. Our position here and the one adopted through all this thesis is that a volunteer can get a material reward without losing their condition of volunteer. Wilson (2000) also remarks that the intentions behind volunteering are also debated as if it should be part of the definition or not. He also mentions that others subscribe to the view of volunteering meaning acting to produce a public good, regardless of a motive to do it. He finished by writing that the recent emphasis on volunteering as a productive activity is compatible with a behavioral approach as volunteering is simply defined as an activity that produces goods and services at a below market rate, without reference to the reasons for activity. In our thesis we will stick to the first definition given.

Regarding the first notions of what volunteering is, Musick and Wilson (2008) explain the difference between membership and volunteering. People belonging to a voluntary association who limit their involvement to barely attending meetings or just drawing on the benefits of being a member (for example, reading the newsletter, having coffee for free or enjoying shopping discounts) are free-loaders because they consume the “public goods” created by other members and they do not contribute to the production. They may belong to an association which is based on volunteering but they do not really contribute with their work. So if a survey does not go further than asking if people are “active” members of a voluntary association then they are not providing much information on volunteer work.
After looking at the definition of volunteering, we would like to emphasize our focus for our study. According to a study by Scottish government, the concept of volunteering can be divided into two categories: formal and informal volunteering. Formal volunteering refers to activities organized through a small community groups consisting entirely of volunteers, or through major organizations (Scottish Government, 2004). On the other hand, informal volunteering is defined as a wide range of different kinds of mutual help and cooperation between individuals within communities (Scottish Government, 2004). For example, informal volunteering can be about gardening for a neighbor, feeding pets or giving assistance to an elder. In this thesis, we are focusing on formal volunteering to delimit our study.

Now, if we focus more deeply on student volunteering, we characterize it as follows: for our study, the only restriction is that the students should be volunteering in Swedish organizations or organizations based in Sweden, such as the local Erasmus Student Networks, or not volunteering at all. There are not many scientific articles or books focusing exactly on student volunteering in Sweden. From what we found among the academic articles, most of the research has been led in an Anglo-saxon context, mainly in the United Kingdom and the United States of America. It should be that volunteering belongs to the tradition in such places and, hence, students are expected to volunteer. Therefore, we did not find much about Scandinavia, and more particularly about Sweden. Whereas, in the daily life of our exchange studies we can clearly notice that volunteering is a big concern. As stated above, we can say that there is a gap between dominant Anglo-Saxon approach and Scandinavian approach, which is weak.

1.2 Problem discussion

The discussion should help us to understand the meaning of our results to the field of research. We used articles that are related to volunteering in Anglo-Saxon universities in order to define what should be known and done to study the Swedish population and what the most important factors to study are.

First of all, Hustinx and colleagues (2005) point out that in our contemporary socioeconomic situation, students are expected to acquire more than theoretical knowledge during the time they are involved in higher education.
The researchers include “social interaction skills, community-building capabilities, problem-solving and conflict-resolution intelligences” (Hustinx & al., 2005, p.2). Furthermore, they enact that volunteering can help the students, institutionally focused on their career and competition with other students, to move to a stage of “good citizenship” and “participation of a good democratic society” (Hustinx & al., 2005, p.3). Therefore, our research will contribute to raise the awareness around the importance of activating self-learning structures and how to lead students into them.

Their study reveals that the students who do not have a major oriented in social sciences are mainly passive agents, not involved in any communitarian activities. We can suppose that the choice of a university course influences on your personality. This is a point that we should clarify during our research. Researches outside of Sweden also reveal that volunteering is not the most favorite activity for the students and, hence, they do not spend a lot of time being involved (Hustinx & al., 2005). Finally, they suggest that volunteering could be the result of “socially transmitted traditions” and could be enhanced by the student’s environment if this one comprises social actors.

On another hand, Holdsworth (2010) enacts that understanding volunteerism is very difficult because the researchers are not asking the right questions. By leading interviews that let the interviewees much freedom in their story, he points out that the students cannot associate themselves with big categories of motives: the actual trend in the research about volunteering is, indeed, to resolve the conflict between individualistic and altruistic motivations. By individualistic, one may understand a desire to engage in actions that will promote or help the self in some way (Novoa & Johnson, 2013). Volunteers with egoistic motivations trade their time to gain personal benefits; the notion of time-sacrifice is blurred by such a behavior and mindset. On the other side, volunteers with altruistic motives are concerned about other’s welfare, behavior and a commitment to help, often at a personal expense (Novoa & Johnson, 2013). For Holdsworth (2010), we must not assume that they all have clearly articulated reasons. Otherwise, it would mean that everybody has a mind oriented towards self-interest, his own career and own benefits. But most of the students he interviewed were likely to admit the power of chance encounters: staying opened to opportunities. There is much to investigate about the motivations to volunteer
and hence checking if students are more self-interested or, on the contrary, they volunteer in a disinterested way. There is a gap about the motivations of students based on the fact that we usually want to attribute grouping categories to them, whereas none of them are either all black or either all white (Holdsworth, 2010). Here, that’s to say nobody is only motivated by extrinsic motivations or intrinsic motivations. We believe that the mindset of students is more blurred and could rely on other factors.

Now that we are aware of the methodological issue, our study about Swedish institutions has to focus more on the student’s “contingent and habitual approaches” (Holdsworth, 2010, p.16). The methods used should firstly refer to what the population really thinks instead of taking for granted the reliability of the researchers’ debate.

In order to understand the Swedish context, we will refer to Lars Trägårdh, who mentions that Sweden is a country where the public sector is very powerful and able to adapt to the population but very transparent at the same time concerning the access of the data. (2007). For him, countries with such a characteristic should see their civic participation weakened but Sweden maintained it at a high level with around 200,000 associations. Every Swedish has, in average, three memberships among those 200,000 communities. In a study led by Trägårdh in 2007, he underlines comparisons between 6 European countries, that takes the United Kingdom as a base 1. In term of volunteering Sweden has a score of 1.112, meaning that the Swedish society is öore embedded with volunteering than the average of the 6 countries, symbolized by the UK. Even though its score of volunteering in care and welfare is pretty low (0.418), it is 2.315 in sports, 2.442 in culture and 3.442 in trade unions, which are the three highest ratios in the study (Trägårdh, 2007). Therefore, we can clearly say that volunteering is embedded in the Swedish society. Further, a study organized by the European Commission enacted that there was around 180,000 organizations in Sweden that engage volunteer workers, in 2010 (Rosén & Reinklou, 2013). Although, when it comes to student volunteering, few studies have been led outside the Anglo-Saxon world and our research is here to fill a gap of knowledge. Indeed, the study about student volunteering in Sweden could act as a spark to spread this topic to other countries. Whereas volunteering has a long tradition in Sweden and is present everywhere, we believe that Swedes take
the configuration as a normal statement; for them it could not be otherwise. It is embedded in their daily life and maybe do not take the time to think about it in the very details. Taken this, our contribution the field may be valuable.

1.3 Research Question

What are the motivations behind student volunteering in a Swedish context?

1.4 Purpose

This study provides an overview of the phenomena in Sweden and tries to improve the understanding of why students do or do not volunteer. Therefore, it contributes to all kind of institutions and more particularly the communities’ knowledge on student behavior. We aimed to identify differences between different groups of students, regarding variables such as nationality and age. We would like to bring up a typology of student volunteers regarding their origins, how often they volunteer and the abilities they enhanced and their motivations.

1.5 Delimitations

Our research is focusing on student volunteering in Sweden but there are a bunch of facts that limit the validity of the outcomes reached. The first thing to consider is that our population under research is students who are members of an Erasmus Student Network (ESN) association or belong to a Swedish university. This automatically takes out of the scope other students at other levels of education, as it could be the case of the ones attending high school or non-university courses.

The fact that we chose a quantitative approach also limits the depth of the findings, as using a standardized survey does not allow the subjects under study express themselves in a more personal way to describe their individual situation more precisely.
1.6 Ethics

Since we have a volunteer in the group, we have to be aware that some biases could occur during the study. Being part of the group studied can lead the researchers to use their feelings and falsify the relevance. Moreover, we do not lead this study in order to get any kind of benefit.

From another hand, we are aware of the ethical principles that exist in business research: in our case, we must provide as much information as the surveyees ask for, do not invade his privacy and do not lie on the nature of our research (Bryman & Bell, 2011). We should return the results to all the surveyees that are interested in such feedback.
2. Literature review

This part will bring the debate deeper than the theoretical framework did. Plus, it will help the reader to understand the context of our study and the important notions. First, we will explain about the field of study, Sweden and its bounds with volunteering, and then about the phenomena, student volunteering. Further, we will come to the motivation theories that are essential to understand the motives of human beings in general. Secondly, focuses on essential variables help to come up with the right questions to ask in the survey and reach results to fill the gaps.

2.1 The tradition and importance of volunteering in Sweden

For Wijkström (1997), volunteering through organizations is embedded in Sweden because its inhabitants consider it as part of the democratic system. He enacted that people’s engagement plays an important role in the renewal of Swedish welfare. In this field, volunteers are referring as public mass movements, which prove the strong bound between the whole country and the unpaid activities that represent the basis of a common identity. As this author explains and as one may have noticed in Växjö, all the volunteering organizations are open to everyone and their members are equal when it comes to decision-making or suggesting an action. Moreover, beside, equality and openness, transparency is the third ingredient for the Swedish perspective on volunteering organizations.

In the problem discussion, we could appreciate that Sweden, in comparison with its number of inhabitants, 9,378 million in 2010 (Sherbrooke University, 2016), had a large amount of volunteering organizations, 180,000, also in 2010 (Rosén & Reinklou, 2013). However, more than simple members, active agents are needed to strengthen the organizations. In 1995, the part of active members in Sweden was the higher, in a study on 8 European countries, with 86%, whereas the average was 60% in the other ones (Wijkström, 1997). It means that in all the Swedes with a membership, only 14% are passive members, which is very low percentage.
2.2 Previous studies around student volunteering

In their work, Auld, Hoye and Cuskelley (2006) talk about what previous studies said about volunteer motivations. The first impression is that it is complex and multifaceted. There is an approach that simply lists reasons for volunteering or describing individuals by their motives. Some examples are: social contact, to help others, to fill time, to gain recognition, to meet the expectations of others, to help achieve goals of organizations, personal enrichment, to develop skills, fun and enjoyment, having a sense of accomplishment, self-expression and improving self-image.

Furthermore, Hobbs, quoted by Rosén and Reinklou (2013), enacted that volunteering is composed by four types of workers: the day-to-day volunteer, who is engaged most of the time, the episodic volunteer, who is operational for specific events, the managerial volunteer organizing and planning the work of the two first types and the governance volunteer participating in the board’s discussions. As mentioned in the purpose, based on such a typology, we will ask questions concerning our own criterias in order to build a unique typology related to this thesis.

Another approach also mentioned by Auld, Hoye and Cuskelley (2006) is a more structured and theoretical one. Some researchers used a functionalist perspective to understand volunteer motives. Although subjects may be involved in similar volunteering activities, their goals can vary widely. Six distinct functions were identified: expression of value (acting on the belief on the importance of helping people), understanding or knowledge (a need to understand others), social (to engage in volunteering to meet the normative expectations of salient others), ego-defensive or protective (relieving negative feeling through service to others), career (to boost career opportunities or skills and/or develop career related contacts) and enhancement or self-esteem (feeling good about oneself or feeling needed or important).

2.3 The Maslow’s theory

We cannot miss the Maslow’s pyramid of needs following the study about the motivation for volunteering in which they point out the importance of the
theory to study volunteering (Bjerneld et al., 2006). It was created by Maslow in 1943 and it enacts that human beings are led by five general motivational needs.

The different stages act like prerequisites for the next one and are displayed in the order: from the physiological needs, such as breathing, eating, sleeping or even staying in a warm place, then one can move to the safety needs: most of them are reached with the emergence of a community or society, such as security, law, hierarchy and the protection from the elements (McLeod, 2014). Then, we arrive to the needs that people mainly look for when they are volunteering in a student organization, referring to the previous studies around student volunteering. The social needs are more embedded in an emotional perspective. For example, people are looking for friendship, affection, love at work and with the relatives (McLeod, 2014). The fourth stage is represented by what Maslow called the esteem needs. The people who reach this step may be in quest for respect, dominance, prestige or even status. Therefore, we can assume that having power of decision, taking initiatives and seeking self-respect, through the following of one’s values, are actions that can lead to fulfill this stage. Finally, the last step is the famous self-actualization, which McLeod (2014) described as a continual process of becoming rather than a perfect state one reaches a ‘happy ever after’ one. As human being are not static entities, the self-actualization is a perpetual change and unique for each human being. What one can achieve through sport will be achieved through an art masterpiece for another, for example. For Maslow, in 1962, he stated that self-actualization could be measured through the concept of peak experiences (McLeod, 2014). A peak experience reflects feelings of joy, marvel and elation. Overall, we can say that self-actualization is a quest for the realization of your potential, a guide to personal growth. This is what every human being should look for once all his or her needs is fulfilled.

2.4 Herzberg’s two-factor theory

This theory, also known as Herzberg’s motivation-hygiene theory or dual-factor theory, was developed by Frederick Herzberg in 1964. As summarized by Value Based Management (2016), people are influenced by two factors: motivation and hygiene. Satisfaction and psychological growth are related to
motivation, while dissatisfaction was a result of hygiene factors. The reason why we have brought this theory is that we found the strong connection between the theory and volunteering in Bjerneld’s study (Bjerneld et al., 2006).

Hygiene factors are necessary to ensure that employees do not become dissatisfied. They do not increase motivation but without them dissatisfaction makes appearance. Typical examples of hygiene factors are working conditions, quality of supervision, salary, status, security, company, job, company policies and administration, interpersonal relations (Value Based Management, 2016). Motivation factors are needed to motivate the employee towards higher levels of performance. These factors come from internal generators in employees. Typical examples include achievement, recognition for achievement, responsibility for task, interest in job, advancement to higher level tasks, growth (Value Based Management, 2016).

Combining hygiene and motivation factors result in four different scenarios:
The ideal situation with both high hygiene and motivation, where employees are highly motivated and have few complaints. The worst case is when low hygiene and low motivation push unmotivated employees to have lots of complaints. A scenario with high hygiene but low motivation, in which employees have not many complaints but are not motivated, then the job is perceived as paycheck. The case with low hygiene and high motivation brings motivated employees with plenty of complaints. It is a situation in which they find their job exciting and challenging but salaries and work conditions are not up to par (Value Based Management, 2016).

The term of motivation is implicitly admitted as a crucial concept of our study. Hence, one may refer to Rosén and Reinklou (2013) that studied volunteering motivations, in order to have the proper definition: “motivation is what gives us energy to make the effort to complete our journey to achieve the aims that have been set out.” The concept is divided into two branches. One is into the moral assumptions, the intrinsic motivations. The other one is into material assumptions, the extrinsic motivations. Even though, giving monetary advantages is easier for the managers, the intrinsic motivations are, most of the time, preferred and sought by workers. In this way, such preferences are unique
for each volunteer and the managers can have trouble to detect what is a good incentive (Rosén & Reinklou, 2013).

2.5 Self-determination theory and intrinsic motivations

First proposed by Deci & Ryan in 2000, the self-determination theory is focused on motivations. It proposes that one is always confront with two constraints: autonomous motivations and controlled motivations (Moss, 2008). The first constraint leads the individual to feel a freedom of choices whereas the second one put on him a sense of obligation. Between these two frames, the autonomous motivation is the most powerful but not necessarily the most efficient (Moss, 2008). Indeed, for example, the desires of a worker can be totally different of the work expected by a manager. If the worker follows his autonomous motivation, he will feel well-being and enthusiasm but the work will never be done. Whereas, with if he is subject to a controlled motivation, the work will be done, to some extent.

Following these statements, we can try to understand more in-depth the nature of intrinsic motivations. For Baldassarre, Stafford and al. (2014), such motives should lead the individual to have impact on his environment. Moreover, the self is led to activities that do not contribute directly to the evolutionary process. Indeed, for them, intelligent mammals and more particularly humans, possess complex stimulus and curiosity, which, combined with unpredicted events can lead to surprising results. The individuals are, as stated before, led to activities with sake different than survival, reproduction or material advantage (Baldassarre, Stafford & al. 2014). Here, we talk about operations such as skills of goal-setting/planning or training/acquisition. Without such stimulus, art and sciences could not exist. Furthermore, the autonomous goals give us targets to reach a unique state of well-being that is specific to each of us.

From another side, researchers such as Murayama, Matsumoto and al. (2010) focused their research on the undermining effect and the brain activity related to performance-based rewarding process. Indeed, this trend of research has shown that extrinsic rewards, such as money incentives, can decrease the incentive motivations of the individual. In that case, people tend to act to get the reward, and not for any personal value. Furthermore, when the reward no longer
exists, the individuals do not feel subjective value in succeeding in the task (Murayama, Matsumoto & al., 2010). Indeed, without any reward, it seems that people do not feel the pressure of having to succeed. They cannot think “they give me monetary incentives, so I must give something valuable (here the completion of the task) in return”. There is a profound cognitive engagement that can deny the intrinsic motivations of the self (Murayama, Matsumoto & al., 2010).

2.6 Hypotheses in the elaboration of the survey

As we explained in the methodology part, the next one, we chose to use quantitative methods and decided to create a survey. The justifications are given later in the text. First of all, the survey must reflect some research hypotheses, in order to identify the important variables and not wasting time with incorrect or useless data. Therefore, our hypotheses have to propose a scheme of causes and consequences that gravitate around our research question: What are the motivations behind student volunteering in a Swedish context?

The research hypotheses should possess 4 traits (Siniscalco & Auriat, 2005): clear descriptions of the variables, expected relationships between causes and consequences, a statement that can be tested, and be free from our biases. The hypothesis we want to contrast, based on some of the findings by Brewis, Holdsworth and Russel (2010), as well as on the theories we analyzed in the literature review are the following:

Hypothesis #1: Younger students tend to volunteer more frequently.

Hypothesis #2: Students want to improve different abilities regarding their origins (here the Nationality variable: Swedish or international student) and have different motives to volunteer.

Hypothesis #3: Students volunteer following intrinsic motivations more than extrinsic motivations.

As presented in the literature review, Wijkström (1997), volunteering through organizations is embedded in Sweden because its inhabitants consider it
as part of the democratic system. From the information, we can make a hypothesis that Swedish volunteering students participate in volunteering because of intrinsic motivation rather than extrinsic motivation. For Swedish people it is normal to volunteer as you can see the large numbers of volunteering organizations in Sweden.

**Hypothesis #4:** Swedish students who are not studying at their home town volunteer for organizations in order to meet new people/make new friends.

**Hypothesis #5:** Swedish students who are studying at their home town have a lower participation rate in organizations.

**Hypothesis #6:** International students volunteer because they want to meet new people/make new friends rather than doing good.

Based on the Maslow's theory, it can be assumed that international students and Swedish students who are not studying at their home town are more likely to participate in volunteering because they have less social connections such as families and friends compared with Swedish people who are living in their home town. Their main reason to volunteer is to make social connections in addition to fulfill their self-esteem.

The survey must give information to the surveyee before he or she starts answering. Also, bringing up this part is necessary for us to clearly state the foundations of our research. Siniscalco and Auriat (2005) identify five components necessary for the elaboration of a relevant questionnaire: first, we have to enact how we will express the results; which kind of unity we will use. Then, we must define the level at which the study takes place before we choose which population will be targeted by our research. Further, in the analytical part, the precise data will have to be picked and background variables will be needed to obtain the scale and contextualized the data. To summarize, we need an expression of the results (what kind of unity), a level of study, a target population, data to be used and background variables.
3. Methodology

We decided to use quantitative methods as quantitative researchers are focused on measurement, causality and generalization, we are able to point out differences between individuals, create elements of comparison and relation between concepts (Bryman & Bell, 2011). Plus, it is the most suitable approach to gather information about a global phenomenon, that we estimate as not studied enough. Therefore, we chose to send a survey to all the main universities in Sweden, in order to get an overall perspective of this phenomenon. As Bryman and Bell (2011) mentioned in their book, quantitative research has to be based on hypotheses that must be tested in the field. Our approach was to draw hypotheses from our theoretical framework and from replication of some part of an English study on student volunteering.

3.1 Areas of research

By telling about “students” in our research question, we refer to Swedish students studying in Sweden and exchange students: Erasmus and university partnership exchange programs (between Sweden and all the other countries out of Europe), and the free-mover students (students from foreign countries that apply for a university degree in a Swedish university on their own).

In this study, we are going to research via the local Erasmus Student Networks in Sweden. The Erasmus Student Network (ESN) is one of the biggest student associations in Europe. It was legally registered in 1990 to support and develop student exchange. It consists of more than 430 Higher Education Institutions from 37 countries. ESN involves around 29,000 young people who offer services to around 180,000 international students every year (ESN Sweden, 2014). The volunteering students are not necessarily European students. Some of the members are from outside of Europe. ESN mainly relies on volunteering workers. ESN Sweden is one of the parts of ESN international. It has 14 sections located in different cities (ESN Sweden, 2015). Each section offers different volunteering activities for students. Some of them are related with hosting an exchange student, giving him or her initial guidance and tips about the university, the buddy/peer programme, a volunteer chorus, organizing a culture carnival,
selling second-hand items donated to help children in Sweden, working at a cafe or in a student pub, initiatives with refugees, different festivals, activities with the Red Cross, helping the “nations” (which are student associations that organize different entertainment events), international student associations (organizing events, trips and activities for their members), environmental and ecological events. (Linnaeus University, Lund, Umeå, Uppsala, Linköping, Stockholm and Gothenburg, 2016)

The reason we chose ESN is that it could bring us the most relevant results, as inside it, it is possible to find exchange students, Swedish students who are studying at their hometown and also Swedish students that are far from their hometown. This fact could lead us to different kind of motivations among the students. Another interesting aspect of why we chose this network is the possibility to access their database in which we get the contacts to approach the subjects under study. In addition, the authors of this paper already have contacts of ESN Sweden, so it should be easier to reach them. Hopefully, the sample would have a snowballing trait to maximize its effect, helping us to reach more students. As well, ESN Sweden has a lot of volunteers so the reliability of the research is high when it comes to involve them in the process.

Some people might point out that the ESNs is an organization for the international students and we should choose a pure Swedish organization based on our research question. However, the reason why we have chosen the ESNs for the survey is that we are interested in a comparison of Swedish students and international students studying in Sweden. We have to emphasize that it does not have to be only Swedish students to answer our research question. In addition to the easiness to access, the ESNs are the perfect sample for us to research because the ESNs have Swedish member also, not only international students.

To reach the answer to our research question, we will explore the organizations through sending surveys to the members of the network all over Sweden. Moreover, as we do not specify any kind of discrimination to answer the survey, the sample will be a random one. Once we get the results, we will try to identify some trends in why they do or do not volunteer. We hope that the mix of nationalities will bring more discoveries than senseless results.
3.2 The replicability of an English study

From a national survey about student volunteering in the United Kingdom, Brewis, Russell and Holdsworth (2010) came up with statements that the students had to grade in order to identify the strongest motivations or factors. The National Co-ordinating Centre for Public Engagement is the fruit of the Higher Education Funding Council for England and therefore the source of efficient studies. Hence, we agree to base our study design on their survey, changing some aspects based on the identified limitations of their tool. In the full report, “Bursting the bubble” (Brewis, Russell & Holdsworth, 2010), the methodology is explained in-depth, which enable the replicability of a part of their study. Furthermore, they focus on student volunteering in higher education, taking into consideration formal and informal volunteering. Therefore, we are able to understand every step of their methods and the limitations of their study. We modified three of their questions based on scales: motivations, impact on the student and reasons not to volunteer. Using scales from 1 to 5 for each answer, the base is not the number of surveyee but the number of answers as each of the surveyees should respond for each criteria.

First of all, we have to evaluate the British context of volunteering to evaluate the limitations of such replicability. The United Kingdom is culturally embedded with volunteering: for the school year 2008-2009, the conduction of a survey led to know that 49% of students have been taking part in volunteering “at least once in the past year”. In these 49%, 30% have been involved every month (Brewis, Russell & Holdsworth, 2010). However, it is difficult to determine the accuracy of such numbers, as the concept of volunteering is wide and not universal. Some researchers can take into considerations aspects that other researchers will kick out of the range. On the other hand, in the problem discussion part we saw that Swedish people tend to volunteer more than the British counterparts. However, we do not know if the phenomenon is the same when the study focuses on students.

From the British study led by Brewis, Russell & Holdsworth, we pointed out the most important factors of the questions that we selected (note that the students could point several answers). To the question about why they started to volunteer, 95.4% of the students wanted to “improve things/help people”, 88%
“develop skills”, 83.2% “gain work experience/develop the CV”, 80.7% were led by “personal values” and 78.9% by “meeting new people/making friends” (Brewis, Russell & Holdsworth, 2010).

When it comes to the impacts on the students, 79.5% estimate that they developed “willingness to try new things”, 78.9% developed “confidence in own abilities”, and 78% developed an “ability to lead or encourage others” (Brewis, Russell & Holdsworth, 2010).

The last question was about the reasons not to volunteer and, with an overwhelming majority, 79.2% of the students said that they do “not have enough time - due to pressures of study”. 41% said that they do not have enough time due to paid work and 28.1% of the surveyees “not enough time due to family commitments” (Brewis, Russell & Holdsworth, 2010). The three main reasons are related to time-consuming activities.

3.3 Survey Design

This part will retrace the elaboration of the survey in a step-by-step configuration, so that we can detail every part of it. The literature of Siniscalco and Auriat (2005), in collaboration with the UNESCO, will be our stick to guide us into this task.

Coming back to the elaboration of the hypothesis, we apply the concepts that we mention in the literature review to our case. These five components will be as follows: our results will be mainly expressed in percentages. Moreover, the study takes place at the national level and the target population is students in Sweden. The data to be used are the number of students volunteering, their motives and assumptions. On the other hand, the variables needed are the number of students in every university surveyed, their country or hometown (for the Swedes), their age...etc. Any kind of information to be relevant in order to compare and open the study to a bigger knowledge is accepted.

When it comes to the methods to improve the response rates, in their book, Cohen, Manion and Morrison (2011) enact that we should not expect high response rates if we want to produce an effective survey. However we have to act as if we would get a very poor participation rate from the respondents. To counter such a fatality, a panel of strategies has to be used. Note that we do not
take into consideration, in this part, the incentives that we did not use, such as rewards or financial incentives. First of all, the researcher must contact the participants before the sending of the survey. In our case, we contacted the different ESN networks of Sweden, as it was impossible to contact all the respondents one by one. Secondly, Cohen, Manion and Morrison (2011) indicate that a high response rate is related to the interest of respondents in the topic, the perceived relevance of the study and the feeling of satisfaction brought by the completion of the survey. The respondent burden as they say, has to be very light: the efforts should be changed into a kind of pleasure, smooth and fluent feeling of satisfaction. For example, in the internet-based survey, if the web page is slow to react and suffers from lags, the respondent could get annoyed. That is why we tend to prefer an online survey that we can roll on one page, rather than a survey in which we have to load every single question, one after another, after each answer. Overall, the instructions have to be precise and easy to understand.

Besides, the contact with the respondents does not end after the first approach: one may establish a follow-up, on one hand, to remind the non-respondents that they can participate, and on the other hand to provide the results to the respondents that asked for it. Therefore, we warmly wrote in the survey that they can give us their e-mail address so that we can send them the results. When it comes to the reminders, they have to be brief, gentle and representing the value of the participation to the survey (Cohen, Manion and Morrison, 2011). Cohen, Manion and Morrison also refer to Dillman to propose the frame of reminding: researchers should send the first reminder 10 days after the initial sending and, later, a second one 10 days after the first reminder. In our case, due to the restriction in time, we sent the first reminder 3 days after the initial sending, and the second one 3 days after the first one.

About our sampling method we have to admit that the one we used was not the most relevant in a perspective only based upon obtaining the most precise results. Our method should be to buy information from the Swedish office of statistics and select the information we want buy referring to an established sample. However, given the timeframe and the cost, we chose a convenience sample.
3.4 Limitations

We tried to reach as many respondents as possible, with only one kind of sampling discrimination: they have to be students in Sweden. We wanted to gather a lot of answers with very low costs. We contacted all the ESN associations in Sweden, asked for their participation and sent the online survey using the Google survey platform. Some of the ESNs posted the survey on their Facebook page, some others spread the survey among their board members and some others did not show interest in participating. We posted messages to ask for participation through the ESN social media pages and at a forum in Facebook called “Växjö Campus” as well, to spread the survey. However, we could not get a lot of data from outside of Vaxjo due to the limited time and the low response rate. More than 80 percent of the answers are from Växjö. Because of the difference of size between groups in the sample, we have chosen the non-parametric tools for the analysis based on the advice from our tutor. For the future study, we could suggest that gathering data outside of Växjö and including them into the analysis would improve this study.

The last question (why don’t you volunteer?) was tricky and, even if we tested the survey with some students, nobody noticed that the response path was failing at the end. Indeed, the survey had to do two “jumps” inside it, changing the path of answering according to the answers of the surveyee. However, even the ones who were into the path following “Yes, I volunteer” were asked to answer the last question “why don’t you volunteer?”. Some of them write in other “I do volunteer” but we expect that some of them understood the question as “if you were not volunteering, what would be the reasons?”. Therefore, some of the people volunteering gave answers to why they do not volunteer, which makes the answers difficult to analyze.
4. Results

4.1 Descriptive results of the survey

After closing the responses, the data we could gather brought several results. We got a total participation of 123 respondents, from which: Nearly 60% were women against 40% of men. The most significant rank of age was 20 to 24 years old with 73% of representation in the sample. The following group was from 25 to 30 years old with a nearly 23%. Under 20 and over 30 years old had very low representation (0.8 and 3.3 % respectively). Regarding the university or ESN they belonged to, we obtained a huge 81.3% of answers from Växjö (with 100 responses). The rest of answers were a few from Kalmar (4.9%), Jönköping (4.9%), Örebro (3.3%), Borås (3.3%), Lund (1.6%), Luleå (0.8%) and Malmö (0.8%). This difference in the size of the groups will lead to limitations in the analysis and results. There were 69.1% of international students represented against 30.9% of Swedes. This difference can be explained because our source of results was provided by international students associations. A total of 13.8% were Swedish students living at their hometown or nearby, against a 19.5% of Swedes living far from home. The rest (66.7%) were international students living far from home at student accommodation. We guess that the 66.7% of internationals that should be 69.1% instead, which is due to mistakes made by international students that answered “Far from my hometown, independently from my family home” instead of “I am an international student, in a student accommodation”. 69.9% of the surveyees answered “yes” when they were asked if they had considered volunteering. A 22.8% said “no” and a minor 7.3% was undecided. The filter question “Did you volunteer this year?” got 52.8% of “No” and a 47.2% of “Yes”. The analysis of the volunteering experience and hence the motivations will be based on that 47.2% of respondents (58 out of 123).

In the section “Characteristics of your volunteering experience” which obviously was based on the respondents who had volunteered the past year, we found the following results:

To the question “Where do you volunteer?” we got these answers below. It is possible to appreciate a majority of volunteering in student organizations,
which is obvious due to the nature of our sample. The second in order of popularity was “social welfare”. Excepting religious and ecological organizations, which had very low participation, the rest of the types of organizations had similar results, as can be observed in figure 1.

Figure 1. Institutions where students volunteer.

Regarding the reasons to start volunteering (as displayed on figure 2) the results were: The first most popular answer is “improving things/helping people”, closely followed by “meeting new people”. In the third position we have “developing skills”, “gaining work experience/developing my CV” and “my personal values”. The least popular choices were “my religious beliefs”, “my relatives are volunteering” and “related to my university course”. So in absolute terms it seems that the reasons to volunteer are more intrinsic than extrinsic, but the hypothesis is contrasted later.
Figure 2. Reasons to start volunteering.

What are the reasons you have started to volunteer?

1 = Improving things/helping people
2 = Meeting new people/making new friends
3 = Developing skills
4 = Gaining work experience/developing my CV
5 = My relatives are volunteering
6 = My religious beliefs
9 = My personal values
8 = Feeling there was no-one else to do it
9 = To fill spare time
10 = Related to my university course
11 = Gain a reward
The abilities improved by volunteering looked as follows in figure 3:

![Figure 3. Abilities improved by volunteering.](image)

It can be appreciated that in general the volunteers surveyed consider that all the skills asked were developed, being the knowledge of the area of volunteering, the willingness to try new things and the communication skills the ones most perceived as improved a lot.

The last question in this section about volunteering experience is “are you still volunteering?” to which the answers were a 72.4% “yes” against a 27.6% “no”.

The section “The reasons you stopped volunteering” was based in the answers from 16 respondents that answered “no” to the question “are you still volunteering?” . The answers are displayed as follows:
Figure 4. Reasons to stop volunteering.

What are the main reasons you have stopped volunteering?

1 = I felt my efforts weren't appreciated/ recognized
2 = The atmosphere was bad
3 = I needed a paid activity
4 = I didn’t get asked to do the things I wanted to
5 = I felt the organization was badly organized
6 = Not enough time due to pressures of study
7 = Not enough time due to involvement with clubs or societies
8 = Not enough time due to paid work
9 = Not enough time due to family commitments
10 = I lost interest
11 = My circumstances changed and I could not do it any more
12 = Other
Figure 4 shows that pressures of study is the main cause in abandoning volunteering, followed by a change in personal circumstances, such as moving to another place.

For the question “How can your universities/organizations encourage volunteering?” we had:

Figure 5. Encouraging volunteering.

<table>
<thead>
<tr>
<th>How</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Offer more eventual (one time) volunteering opportunities</td>
<td>60</td>
</tr>
<tr>
<td>2 = Offer opportunities to gain rewards for volunteering (coupons, gifts...)</td>
<td>46</td>
</tr>
<tr>
<td>3 = Offer help for me to set up a student-led project</td>
<td>28</td>
</tr>
<tr>
<td>4 = Increase publicity or awareness of volunteering on campus and/or online</td>
<td>66</td>
</tr>
<tr>
<td>5 = Offer more special events or networking with other students who volunteer</td>
<td>54</td>
</tr>
<tr>
<td>6 = Offer more varied placements with organizations</td>
<td>54</td>
</tr>
<tr>
<td>7 = Link volunteering to my academic subject/career</td>
<td>22</td>
</tr>
<tr>
<td>8 = Offer more training programmes</td>
<td>26</td>
</tr>
<tr>
<td>9 = Nothing</td>
<td>9</td>
</tr>
<tr>
<td>10 = Others</td>
<td>2</td>
</tr>
</tbody>
</table>
The most popular answer, as seen on figure 5, is “Increase publicity or awareness of volunteering on campuses and/or online” (53.7%). Offering more eventual volunteering opportunities (48.8%), offering more special events or networking with other students who volunteer (43.9%) and linking volunteering to their academic subject/career also have high percentage of answer.

Regarding the question of the reason why students do not volunteer, these are the results:

*Figure 6. Reasons why students do not volunteer.*

1 = I feel my efforts wouldn’t be appreciated/recognized
2 = I want a paid activity
3 = I didn’t get asked to volunteer
4 = Not enough time due to pressures of study
5 = Not enough time due to involvement with clubs or societies
6 = Not enough time due to paid work
7 = Not enough time due to family commitments
8 = I am not interested in volunteering
9 = I just don’t want to volunteer
Figure 6 displays that the most popular answer is that they do not have enough time due to pressure of study (47.2%), followed by that “I want to get paid” (24.4%) and “I did not get asked” (21.1%). The least common answer is “Not enough time due to family commitments” (2.4%). Note that most of the 19 answers in “others” are “I do volunteer”, as we explained in the limitations part.

4.2 Testing hypothesis and contrasting results

The background variables are Age, Nationality (Swedish or international student), Gender, University and Place of living. We will contrast them with the testing variables.

According to Bryman and Bell (2011), the level of statistical significance is the level of risk that you are prepared to take when you are inferring that there is a relationship between two variables in the population from which the sample was taken when in fact no such relationship exists. They also mention that in business research it is common to use the data if the significance is $p<0.05$. Following the book, we applied the rule to this study to make sure that we use proper data.

**Hypothesis #1: Younger students tend to volunteer more frequently.**

*This part refers to the table 1.1 in the annex part.*

In a table we compute the background variables Gender and Age, to have a closer look onto the variable HowOften (How often do they volunteer). The categories gathering the most answers regarding the age were the ones between 20-24 years old and 25-30 years old. The scale corresponds to 1 as the bigger. The surveyees between 20 and 24 years old have a mean very close to 2 (1,929 for men and 1,880 for women), meaning that the students surveyed tend to volunteer several times a month. But the surveyees between 25 and 30 years old tend to means quite different (2,250 for men) and (2,583 for women), meaning that men in this category are more likely to volunteer several times a month and the women at least once a month. Therefore, the hypothesis is correct for the sample; the younger students that we surveyed tend to volunteer more than the
older ones. Plus, regarding the gender, there is no prove that women and men volunteer with different frequencies. However, when it comes to the generalization, the significance test (table 1.7) indicates that the results are not significant: Sig = 0.686, so it is over 0.05, when we relate the gender and the frequency. We cannot affirm that the gender influences the frequency of the volunteering act. Moreover, when we put the age variable in front of the frequency (table 1.8), the significance is also above 0.05 (0.291). Therefore, we cannot affirm that the age influences the frequency of the volunteering act.

Hypothesis #2: Students want to improve different abilities regarding their origins (here the Nationality variable: Swedish or international student) and have different motives to volunteer.

This part refers to the tables 1.2 and 1.3 in the annex part.

To answer the first part of this hypothesis, we separated one question of the survey into 9 sub-parts, the 9 abilities, in order to compute the means of each of them. We could notice, thanks to a descriptive table comparing the nationality of the student and the 9 abilities that we surveyed, that overall, all the students replied that they remarkably improved all their abilities. Indeed the means are fluctuating between 1.643 and 2.179. For the 30 Swedish students that answered this question, the abilities that they estimated to be the ones that they improved the most are: the willingness to try new things (mean=2.067), the confidence in one’s own abilities (mean=2.0) and the knowledge of the area one is volunteering in (mean=2.067). Whereas, the abilities that they think to have improved the less are: the ability to lead or encourage others (mean=1.767), the organizational skills (mean=1.667) and the self-discipline or motivation (mean=1.7). On the other side, the 28 international students that answered this question estimated that the skills they improved the most are: the communication skills (mean=2.179), probably to enhance their English, the willingness to try new things (mean=2.179) and the knowledge of the area one is volunteering in (mean=2.143). On the other hand, only one competence differs a lot from the others when it comes to the one they improved the less and it’s the ability to make decisions (mean=1.786).
When it comes to the differences between why students started to volunteer, there is not a big gap. The 30 Swedish students ticked 103 in total whereas the 28 international students ticked 96 items. Each of them checked in average 3.43 items, with almost the same amounts of answers on each of them. Only the item “improving things/helping people”, has been chosen 25 times by the Swedes for only 19 times for the international students.

Therefore, we can say that Swedish and international students of the sample studied want to improve different abilities but have the same motives when it comes to why they started to volunteer. However, in confrontation with the significance test (table 1.9), we can admit that the nationality variable does not influence significantly the abilities that students want to improve. Indeed, the significance results for the 9 abilities are between 0,163 and 0,954, and is 1 for the ability number 6 “religious beliefs” given the fact that it has not been picked. On another hand, the nationality does not influence significantly the students’ motives to volunteer. Indeed, the relations between the 7 variables of motivations and the nationality variable (table 1.10) have given significances between 0,120 and 0,772.

Hypothesis #3: Students volunteer following intrinsic motivations more than extrinsic motivations.
Figure 7. Reasons to start volunteering.

1 = Improving things/helping people
2 = Meeting new people/making new friends
3 = Developing skills
4 = Gaining work experience/developing my CV
5 = My relatives are volunteering
6 = My religious beliefs
7 = My personal values
8 = Feeling there was no-one else to do it
9 = To fill spare time
10 = Related to my university course
11 = Gaining a reward

Regarding the definition we gathered in the theoretical framework, we decided to define as Intrinsic motivations the following items: Improving things/helping people (44 answers), meeting new people/making new friends (39 answers), my religious beliefs (0 answer), my personal values (26 answers), feeling there was no-one else to do it (9 answers). When it comes to the extrinsic
motivations, we chose the following items: developing skills (26 answers), gaining work experience/developing my CV (24 answers), my relatives are volunteering (1 answer), to fill spare time (17 answers), related to my university course (4 answers), to gain a reward (coupon, gift…) (10 answers). By checking the count of answers on intrinsic (118 answers) and extrinsic motivations (82 answers) it is possible to observe that students are motivated to volunteer for what the act of volunteering intrinsically brings, confirming our third hypothesis when it comes to the study of the sample. For this hypothesis, we are not able to calculate any significance, since we are only referring of the choices made by the participants on one question.

Hypothesis #4: Swedish students who are not studying at their hometown volunteer for organizations in order to meet new people/make new friends. This part refers to the tables 1.4 and 1.5 in the annex part.

The hypothesis 4 shows the percentages of the reasons why students started to volunteer and if they live in their hometown or not. By looking at the percentages of people who started to volunteer to make friends, we can see that less Swedish students who are not studying at their home town volunteer in order to make friends (25.9% for Swedish students who live by themselves near hometown and 59.3% for Swedish students who live by themselves far from their hometown) than Swedish students who live in their hometown with their family (66.7%). The hypothesis is not confirmed, and for one reason: only 3 of the respondents were living in their hometown and 2 of them pick the item “meeting new people/making new friends”.

Hypothesis #5: Swedish students who are studying at their home town have a lower participation rate in organizations. This part refers to the tables 1.6 in the annex part.

According to the table we created, computing the place of living with the frequency of volunteering, Swedish students who are studying at their home town have lower participation rate in volunteering (0.667) than Swedish students who live out of their hometown (2.5 for Swedish students who live by themselves near hometown and 1.941 for Swedish students who live by themselves far from their
hometown). Our hypothesis is not confirmed and has got the same problems as the previous one: there were not enough respondents living at their hometown.

**Hypothesis #6: International students volunteer because they want to meet new people/make new friends rather than doing good things.**

*This part refers to the tables 1.3 in the annex part.*

The number of answers from international students who started to volunteer because they want to meet new people/make new friends is 20. The number of answers for international students who started because they want to improve things/help people is 19. However, we cannot clearly separate these two categories as most of the students checked these two items at the same time. Therefore, we cannot judge if our hypothesis number six is wrong or correct, as they were allowed to check more than one answer. Moreover, this kind of problem could let us think that, even if we had limited the choice to one answer, they could have randomly chosen one of them and we would had never known that the results were biased.

**4.3 Typology of volunteers**

As we said in our part concerning the purpose, we want to bring up a typology of student volunteers regarding their origins, how often they volunteer, the abilities they enhanced and their motivations.

*Table 1. Types of motivation and frequencies.*

<table>
<thead>
<tr>
<th>Types of motivation</th>
<th>Intrinsic</th>
<th>Extrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>2.360</td>
<td>1.640</td>
</tr>
<tr>
<td>Several times a month</td>
<td>1.889</td>
<td>1.500</td>
</tr>
</tbody>
</table>
At least once a month | 2.125 | 1.375
At least once a semester | 1.556 | 1.333

Figure 8. Motivations depending on the frequency of volunteering.

Table 2. Abilities improved and frequencies.

<table>
<thead>
<tr>
<th>Frequencies of the</th>
<th>Abilities most improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>N.1</td>
</tr>
<tr>
<td></td>
<td>N.2</td>
</tr>
</tbody>
</table>
By using the means, we filled a graph to relate the frequency and the motivations in order to start identifying types of workers. By crossing the data with another table showing the items with the higher scores to the question “describe the abilities you have improved by volunteering”, depending on the motivations picked, we obtain further results.

At this point, we can point out 4 categories of workers depending on the frequency of the volunteering act: we can see that volunteers who work at least once a week have the highest score for the intrinsic motivations (2.360) and the highest one for the extrinsic motivations (1.640). Furthermore, they tend to have improved more their communication skills and their ability to lead or encourage other workers. Secondly, the students volunteering several times a month mentioned less motives than the students of the first category: only about 1.9 intrinsic motivations and 1.5 extrinsic one. However, they tend to improve their willingness to try new things and their knowledge of the area, but the ability they improve the most is their confidence in their own abilities. The third category is the students that volunteer at least once a month. Surprisingly, they are motivated by more intrinsic motivations (2.125) than the previous category but their extrinsic motivations are lower; the mean is only 1.375. They enact that they remarkably improved their knowledge of the area and their willingness to try new things. Last category, the students volunteering at least once a semester have the lower amount of motivations; only 1.556 intrinsic one and 1.333 extrinsic one. Plus, they share the same improvement as the previous category. We can clearly notice that when the extrinsic motivations increase, the frequency increases too.

Finally, in order to observe a differentiation between Swedish students and international students, we do not have to adjust the size of the sample as the

<table>
<thead>
<tr>
<th>volunteering act</th>
<th>Several times a month</th>
<th>4 &amp; 9 (1.818)</th>
<th>At least once a month</th>
<th>4 (2.000)</th>
<th>9 (2.000)</th>
<th>At least once a semester</th>
<th>4 (2.111)</th>
<th>9 (2.111)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 (2.091)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
respondents of these categories were 30 Swedes and 28 international students. Thanks to a new table, computing the nationality in columns and the frequency, motivations and abilities in lines, we obtain the following results: 50% of the Swedish students volunteered at least once a week, whereas only 36% of the international students did it for the same frequency. However, 25% of the international students did volunteer several times a month this year, whereas 13% of the Swedes answering this question did it several times a month. Concerning the items “at least once a month” and “at least once a semester”, the results are the same for both of the categories. Constatng results without any big differences, we decided not to include the nationality in the categories of workers.
5. Discussion

In this section, we will discuss and reflect about the results that the survey and the hypothesis plotted.

5.1 Analysis and validity of the results obtained

The majority of our respondents were women (with a rate of nearly a 60%). This result could be merely a product of randomness when reaching the sample or it could mean that indeed the population among students tends to have more representation from the female. We personally think that the reason to this participation rate of women is due to the second statement: there is more female participation at higher education levels especially in developed countries (such as Sweden for example). As said by Chamie (2014), in higher education, women outnumber men in attendance and graduation rates.

Regarding the age of the participants in the survey, it makes perfect sense that most of them are in the range of 20 to 24 years old. As a bachelor degree is usually 3 or 4 years long, and masters last one year generally. So if one person starts university at the earliest in his/her life, at the first year he/she would be 19, then to this number we could add 4 (including a master), so the possibilities vary from 19 to 23 for the most precocious students. Considering that not everybody starts university right after high-school when one is 19, sometimes students take a gap year in which they work to save money for university, some other times they degree in non-university studies before they apply for university, it seems logical that it was more probable to sample people in a range of 20 to 24 years old, followed by 25 to 30. In addition to this, the reason of why younger students tend to volunteer more frequently (as proved by hypothesis #1) might be that younger students tend to have more free time compared with older students, as it may happens that they combine their studies with a job or family duties, making it difficult to have time for volunteering.

Now coming to the university of origin of the surveyees under study, we have to say this is one of the biggest problems we had during our research. Our initial aim was Sweden in general by means of its universities with ESN
associations. We expected higher involvement of the ESNs that we contacted, as the topic of volunteering is directly related to their activity and the way they run and operate. We made an initial contact to explain them our intentions and nearly all of them expressed their desire of participation, but they would not mail the surveys for us. They would just post it in different channels such as for example their Facebook page. This fact made that the reaction of respondents was less as if the contact would have been a direct mail for example, plus the reduced amount of time that the survey was open for answers (just one week) made as result a low participation out of Växjö. By saying this, we are aware that the applicability of our outcomes are to a large extent limited to Linnaeus University and its surroundings. However, it is developed in a Swedish context, meaning that we can find interesting outcomes in spite of the struggles we went through.

Discussing hypothesis #2 about the abilities that Swedish and internationals perceived as most developed or improved by means of volunteering, the results were not strongly different. Both nationals and internationals recognized the willingness to try new things and the knowledge of the area in which they volunteered as two of the three most improved, which seems logical to us due to the nature of the activity of volunteering itself. The difference in the third most developed is that Swedes pointed at the confidence in one’s own abilities while the international students considered their communication skills. We attribute this difference to the fact that all the international students came to Sweden to improve their English mainly and some of them even felt attracted to learn Swedish. On the other hand, Sweden has English language implemented in their education system since an early age, which makes that they have a high level in this language per se. In fact, as informed by The Local (2012), according to a study, Swedes have the highest rate of proficiency in English as a second language in the world. However, if we have to discuss the validity of the results in this specific question, the richness and the depth of the answers and findings would have been higher if it had been asked in more personal and direct way, for example through an interview, because this question is very individual and depends on a large extent in the nature and personality of the person and his/her self-perception. However as our focus on this research are not the abilities improved we are satisfied with the
findings around them. Despite this, we can recommend to organizations that want to attract volunteers to stimulate people to try new things and show them that they will develop their knowledge by participating.

Our third hypothesis directly dealt with the motivations that drive students to volunteer. We got results that pointed to intrinsic motivations over extrinsic ones, being improving things/helping people and meeting new people the big winners of the survey. So it seems that student volunteers act in a more disinterested and altruistic behavior in the moment they decide they want to work without getting paid for it. And here comes the big issue around the answers to this question: are they being totally honest when answering it? This question, together with the ‘why don’t you volunteer?’ one are the most delicate of the whole survey and this is because they deal with the personal image and the perception that other people can have of oneself. People like to show others a good image, a respectable reputation or a honorable status as person because it brings respect and acceptance in the community in which they live. Even though the survey was totally anonymous and we made it explicit several times, an individual when answering it might feel tempted to choose the answers that the society expects from him/her as the motivations of a good person instead of their real motivations (more driven by self-interest). So despite having taken all the precautions when formulating the questions and having provided anonymity to the surveyee to make them feel more comfortable to answer sincerely, we will never be able to find out if they were honest or if they were influenced by what they are supposed to be like. This said, we still think that the answers are legit and the main motivation for students to volunteer is their goodwill because the efforts of volunteering just for displaying a false image of good person are too big and they would not keep doing it if they would not like it.

Meditating about our hypothesis number four, five and six which took in consideration the distance of the volunteers to their hometown, from the results, we can say that it matters for Swedish students whether they volunteer or not. One of the possible reasons is the Maslow’s theory of needs as we mentioned. Applying the theory to the student life generally, students living far from their family naturally have higher need to socialize. From that point of view, we can
say that organizations can aim to students who do not live with their family when looking for volunteers. For example, an organization can post advertisements at student apartments since those who are living there are more likely to be far from home. Another reason we can think of is that Swedish students who are living with their family are busy because they have to commute from their home and they want to spend time with their family and old friends. Swedish Students who do not live near their hometown generally live at student apartments which are located on campus or at least close to the campus. They do not have to take much time travelling to the university and they cannot dedicate time to their family and old friends as they are away from them.

As we mentioned at hypothesis 6 in the results part, we are not able to say if international students volunteer for meeting new people more than for doing good. However, from the hypothesis 4 and 5 we can say that the distance to their hometown is an important fact when students decide to volunteer or not. We do not have enough evidence to say it applies to international students as well, but international students can be good targets to attract for organizations that need volunteers.

5.2 Range of validity of the typology of volunteers

<table>
<thead>
<tr>
<th></th>
<th>Intrinsic motivations</th>
<th>Extrinsic motivations</th>
<th>Ability most improved 1</th>
<th>Ability most improved 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At least once a week</td>
<td>2.360</td>
<td>1.640</td>
<td>Communication skills</td>
<td>Lead/Encourage others</td>
</tr>
<tr>
<td>2. Several times a month</td>
<td>1.889</td>
<td>1.500</td>
<td>Confidence in own abilities</td>
<td>Willingness to try new things + knowledge of the area</td>
</tr>
<tr>
<td>3. At least once a month</td>
<td>2.125</td>
<td>1.375</td>
<td>Willingness to try new things</td>
<td>Knowledge of the area</td>
</tr>
<tr>
<td>4. At least once a semester</td>
<td>1.556</td>
<td>1.333</td>
<td>Willingness to try new things</td>
<td>Knowledge of the area</td>
</tr>
</tbody>
</table>
Since our typology is based on the answers of a specific path, the one for the surveyees answering “yes” to the question “did you volunteer in this year?”, only 58 answers came up. Although a study is doable from at least 30 answers, a sample drawn randomly from a well-defined population is a must to be able to fully generalize our findings. Plus, we would like to remind that most of the answers came from students in Växjö, which has its own characteristics as all the cities have. Depending on the environment of the students, their volunteering experience can be modified. Moreover, a typology is always difficult to analyze as there are always a lot of stimulus affecting the human mindset. We can’t take for granted our typology in order to take decisions in a company for example, as our criterions only reflect on a part of the volunteering experience: the intrinsic and extrinsic motivations, the frequency and the abilities the most improved.

We can only suggest big categories of influence on the mindset of the surveyees: the extrinsic motivations have a positive impact on the frequency and the students need at least 2 intrinsic motivations in order to volunteer more than once a month (here it means that we talk about “at least once a month”, “several times a month” and “at least once a week”). Besides, students not really involved in volunteering are motivated by trying new things and improving their knowledge of the area, whereas the most active volunteers are retained by structures that can help them to enhance their communication and leading skills. The significance test helps us, as well, to support our opinion that the results are only significant for the sample studied. Indeed, as we can see in the table 1.11, the significance of the relation between extrinsic motivations and the frequency of volunteering is about 0,305 and the one between intrinsic motivations and the frequency of volunteering is about 0,143. We cannot take for granted that being led mostly by intrinsic or extrinsic motivations will decide the frequency of your volunteering act.
6. Conclusion and recommendations

In this final chapter of our thesis we will try to summarize the path of our research and our discoveries in the area under study as well as pointing to different directions in which further works could be developed.

We chose to focus the attention on the phenomena of student volunteering. The trigger for this decision was the fact that we are three students from three different countries, Spain, France and Japan, and when we started living in Sweden we could appreciate that volunteering here is a big issue and not so popular among students in our own home countries. These facts took us to get curious around the topic and search for some bibliography about volunteering in Sweden. We quickly realized that the studies around the topic in English cover the phenomena only in Anglo-Saxon speaking countries such as the United States of America and the United Kingdom. We could find some information about volunteering in general in Sweden, and we could check the big amount of volunteers in this country. But we wanted to put the scope specifically on student volunteering as the gap of information was obvious and it was a phenomenon tangible for us as being exchange students in the Linnaeus University at the campus in Växjö.

We started exploring the theoretical framework by defining volunteering, and among the different debates around it we kept it simple to: “Volunteering means any activity in which time is given freely to benefit another person, group, or organization” (Wilson, 2000, p. 215). We mentioned as well the importance of differencing membership from volunteering. As volunteering can be divided into formal and informal, we specified that our research would take in consideration formal volunteering, this is, the one carried out by non-profitable organizations.

For the problem discussion, we could see that volunteering takes importance for students because nowadays when companies are going to hire an employer they look for profiles that show proactivity and awareness of society’s problems, and volunteering reflects those abilities and provides a rank of social skills that are also valuable. We also saw how previous researchers pointed the importance of asking the right questions when investigating around volunteering to discover if the motivations for doing it are more altruistic or self-oriented.
Reading statistics about volunteering in Sweden made us realize the big embeddedness of this Scandinavian country with the phenomenon.

With the background explored and the problem discussed we finally came to formulate the research question that we would try to answer and that would drive our thesis: What are the motivations behind student volunteering in a Swedish context?

Once settled the question, our purpose was to provide an overview of the phenomena in Sweden and try to improve the understanding of why students do or do not volunteer.

We delimited the study to students who are members of an Erasmus Student Network (ESN) association or belong to a Swedish university, reached by a quantitative approach, so the depth of the outcomes were limited (we used a survey) and not the whole Swedish student community was our target due to obvious reasons of time, accessibility and costs.

From the very beginning we did not let that the fact of one of us being a volunteer would bias our research and we made sure to respect the principles of a good ethical research.

Going through the literature review, we highlighted again the tradition and importance of volunteering in Sweden. Previous studies reflected that volunteer motivations are a complex and multifaceted topic. From an approach that simply lists reasons, to typologies of workers and even a functionalist perspective. Then we came with theories about motivation in general. The Maslow’s theory ranked the motivations of individuals with a pyramid from the most basic and physiological needs on its base (such as eating and sleeping) to the self-actualization need on top of all the rest. We could identify the third stage (the need of socializing) and the fourth stage (the esteem needs) as the ones in which the motivations to volunteer could be. Another theory we explored was the Herzberg’s motivation-hygiene theory and we found that hygiene factors (among them, working conditions and interpersonal relations) could be related to the reasons for volunteering and they would contribute to higher levels of motivation (and so performance). We also took a glance over the self-determination theory and the intrinsic motivations. The intrinsic motivations for doing something are related to the satisfaction itself when doing an activity while the extrinsic motivations refer to a more material reward in exchange for the accomplishment.
We would try to find which elements of these theories would apply to student volunteering in Sweden.

Regarding methodology, we conducted a quantitative approach based on the design of a survey that we would test and later spread among all the ESNs located in Sweden. When designing the survey, we were inspired by a previous English study to choose some of the questions and also we set the hypotheses that we would like to contrast with our research.

When gathering the responses we found some problems that would limit to some extent the scope of our research. The biggest trouble we found was to encourage the ESNs to participate in such a reduced amount of time (one week). So as result we got very few responses out of Växjö, where the proximity and our contacts facilitated the gathering of responses. As a consequence the outcomes are applicable to Växjö and the surroundings, which is still a Swedish context but not as global as the whole country. We also made some minor mistakes in the design of the survey that the persons who tested it did not tell us but we were able to fix the spreadsheet of the answers and the validity and outcomes were not affected finally.

As a resume of the outcomes, these are the hypotheses and their contrasts:
Hypothesis #1: Younger students tend to volunteer more frequently. **CONFIRMED.**
Hypothesis #2: Regarding their origins (Swedish or international), students want to improve different abilities (NOT CONFIRMED) and have different motives to volunteer (NOT CONFIRMED).
Hypothesis #3: Students volunteer following intrinsic motivations more than extrinsic motivations. **CONFIRMED.**
Hypothesis #4: Swedish students who are not studying at their home town volunteer for organizations in order to meet new people/make new friends. **NOT CONFIRMED.**
Hypothesis #5: Swedish students who are studying at their hometown have a lower participation rate in organizations. **NOT CONFIRMED.**
Hypothesis #6: International students volunteer because they want to meet new people/make new friends rather than doing good. **NOT CONFIRMED.**
One part of our study was to propose a typology of workers. We identified 4 categories of volunteers, based on the frequency of their volunteering act. The extrinsic motivations are positively linked to the frequency and the students need at least 2 intrinsic motivations in order to volunteer frequently (more than once a month). Besides, the less frequently involved students get motivated by trying new things and improving their knowledge of the area, whereas the most active ones are attracted by structures who can help them to enhance their communication and leading skills. However, the typology cannot be taken as granted without any knowledge of the topic as the study is fully representable of a sample but might not be effective to use in the majority of Sweden. Indeed, since the answers to the survey were mainly focused on Växjö, the typology is more suitable to this scope: the volunteering context in Växjö, and its environment of organizations.

Finally, to finish this humble research we would like that our work served as inspiration and as a glint to bring more light and knowledge around this area, as the gap is still unfulfilled and deeper and bigger discoveries could be reached if other researchers decide to go further on the topic.

A first tip would be to do a massive survey research all over the country if the resources needed to do it are available. Another idea to complement this quantitative approach would be to spread the survey among other educational institutions, not just universities. By doing this the scope would go much wider and the significance would be considerably increased.

But also qualitative studies of the phenomena could be carried out for example by means of interviews or focus groups to the board and/or active members of the different volunteering associations combined with the analysis of their Mission, Vision and Values statements.

Thus, the possibilities are still multiple and the findings could be illuminating.
References


HUSTINX, L. VANHOVE, T. & al. (2005). Bifurcated commitment, priorities, and social contagion: the dynamics and correlates of volunteering within a university


## Table 1.1

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>HowOften</th>
<th>Mean</th>
<th>Count</th>
<th>Missing</th>
<th>Male</th>
<th>HowOften</th>
<th>Mean</th>
<th>Count</th>
<th>Missing</th>
</tr>
</thead>
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<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>HowOften</td>
<td>1,929</td>
<td>35</td>
<td>21</td>
<td>1,880</td>
<td></td>
<td>55</td>
<td>30</td>
<td>30</td>
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<td>Male</td>
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<td>2,250</td>
<td>11</td>
<td>7</td>
<td>2,583</td>
<td>Female</td>
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<td>5</td>
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<td></td>
<td></td>
<td>HowOften</td>
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<td>0</td>
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<tr>
<td>Over 30</td>
<td>Male</td>
<td></td>
<td>2,000</td>
<td>50</td>
<td>30</td>
<td>2,105</td>
<td>Female</td>
<td>73</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>Male</td>
<td></td>
<td>2,000</td>
<td>50</td>
<td>30</td>
<td>2,105</td>
<td>Female</td>
<td>73</td>
<td>35</td>
<td>35</td>
</tr>
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<td>International student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Mean</td>
<td>Count</td>
<td>Missing</td>
<td>Mean</td>
<td>Count</td>
<td>Missing</td>
<td></td>
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<td></td>
</tr>
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<td>1,833</td>
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<td>8</td>
<td>2,179</td>
<td>85</td>
<td>57</td>
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<td>1,767</td>
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<td>8</td>
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<td>57</td>
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<td>57</td>
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<td>2,179</td>
<td>85</td>
<td>57</td>
<td></td>
<td></td>
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<td>85</td>
<td>57</td>
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<td>85</td>
<td>57</td>
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<td>8</td>
<td>1,857</td>
<td>85</td>
<td>57</td>
<td></td>
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<td>Ability 8</td>
<td>1,700</td>
<td>38</td>
<td>8</td>
<td>1,643</td>
<td>85</td>
<td>57</td>
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<tr>
<td>Ability 9</td>
<td>2,067</td>
<td>38</td>
<td>8</td>
<td>2,143</td>
<td>85</td>
<td>57</td>
<td></td>
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<td></td>
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</tbody>
</table>
### Table 1.3

For this table, we created a multi-set variable that computes the 11 items of motivations.

<table>
<thead>
<tr>
<th>Why did you start volunteering?</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swedish student</td>
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<tr>
<td></td>
<td>Count</td>
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<tr>
<td>improving things/helping people</td>
<td>25</td>
</tr>
<tr>
<td>meeting new people/making new friends</td>
<td>19</td>
</tr>
<tr>
<td>developing skills</td>
<td>13</td>
</tr>
<tr>
<td>gaining work experience/developing my CV</td>
<td>13</td>
</tr>
<tr>
<td>my relatives are volunteering</td>
<td>0</td>
</tr>
<tr>
<td>my religious beliefs</td>
<td>0</td>
</tr>
<tr>
<td>my personal values</td>
<td>13</td>
</tr>
<tr>
<td>feeling there was no-one else to do it</td>
<td>4</td>
</tr>
<tr>
<td>to fill spare time</td>
<td>11</td>
</tr>
<tr>
<td>related to my university course</td>
<td>1</td>
</tr>
<tr>
<td>gain a reward (coupon, gift,...)</td>
<td>4</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>30</td>
</tr>
<tr>
<td>Why did you start volunteering?</td>
<td>Place</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Near my home town, independently from my family home</td>
</tr>
<tr>
<td>improving things/helping people</td>
<td></td>
</tr>
<tr>
<td>meeting new people/making new friends</td>
<td></td>
</tr>
<tr>
<td>developing skills</td>
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<td>gaining work experience/developing my CV</td>
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<tr>
<td>my relatives are volunteering</td>
<td></td>
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<td>my religious beliefs</td>
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<tr>
<td>my personal values</td>
<td></td>
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<tr>
<td>feeling there was no-one else to do it</td>
<td></td>
</tr>
<tr>
<td>to fill spare time</td>
<td></td>
</tr>
<tr>
<td>related to my university course</td>
<td></td>
</tr>
<tr>
<td>gain a reward (coupon, gift,...)</td>
<td></td>
</tr>
<tr>
<td>Number of respondents</td>
<td></td>
</tr>
<tr>
<td>Why did you start volunteering?</td>
<td>Place</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>improving things/helping people</td>
<td>In my hometown, at my family home</td>
</tr>
<tr>
<td>meeting new people/making new friends</td>
<td></td>
</tr>
<tr>
<td>developing skills</td>
<td></td>
</tr>
<tr>
<td>gaining work experience/developing my CV</td>
<td></td>
</tr>
<tr>
<td>my relatives are volunteering</td>
<td></td>
</tr>
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<td>my religious beliefs</td>
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<td>my personal values</td>
<td></td>
</tr>
<tr>
<td>feeling there was no-one else to do it</td>
<td></td>
</tr>
<tr>
<td>to fill spare time</td>
<td></td>
</tr>
<tr>
<td>related to my university course</td>
<td></td>
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<tr>
<td>gain a reward (coupon, gift...)</td>
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<td>Number of respondents</td>
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</tbody>
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Table 1.6

<table>
<thead>
<tr>
<th>Place</th>
<th>Mean</th>
<th>Count</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my hometown, at my family home</td>
<td>2.1</td>
<td>85</td>
<td>57</td>
</tr>
<tr>
<td>I am an international student, in a student accommodation</td>
<td>1.94</td>
<td>23</td>
<td>6</td>
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<tr>
<td>Far from my hometown, independently from my family home</td>
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<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Near my home town, independently from my family home</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1.7: significance test between frequency and gender

<table>
<thead>
<tr>
<th>Hypothèse de variances égales</th>
<th>Variances</th>
<th>F</th>
<th>Sig</th>
<th>F</th>
<th>Sig</th>
<th>t</th>
<th>d</th>
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**Table 1.8: significance test between frequency and age**

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<th>Sig.</th>
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<tr>
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Table 1.9: significance test between abilities that students want to improve and nationality

<table>
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<td>Ability2</td>
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Table 1.10: significance test between motivates to volunteer and nationality

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<td>255,517</td>
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<tr>
<td>WhyB</td>
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<td>286,827</td>
</tr>
<tr>
<td>WhyC</td>
<td>607</td>
<td>278,612</td>
<td>279,220</td>
</tr>
<tr>
<td>WhyD</td>
<td>11,115</td>
<td>135,846</td>
<td>146,962</td>
</tr>
<tr>
<td>WhyE</td>
<td>5,229</td>
<td>28,889</td>
<td>34,118</td>
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<tr>
<td>WhyF</td>
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</table>

ANOVA

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<th>Carré moyen</th>
<th>F</th>
<th>Sig.</th>
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<td>34,118</td>
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Table 1.11: significance test between the tye of motivation and frequency

<table>
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<th>F</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td>48</td>
<td>.661</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>36,528</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrinsic</td>
<td>5,291</td>
<td>4</td>
<td>1,323</td>
<td>1,243</td>
<td>.305</td>
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<tr>
<td></td>
<td>52,135</td>
<td>49</td>
<td>1,064</td>
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<td></td>
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<tr>
<td></td>
<td>57,426</td>
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</table>
Appendix 1.12: survey

We are a group of three international students from Japan, Spain and France and are all studying Management at Linnaeus University in Växjö. The results of this survey will contribute to fill-in the gap about the motivations of student volunteering in Sweden. You can participate even if you do not volunteer. Your participation is protected by anonymity.
Duration: 2-4 mins approx. for 15 questions.
As a reward for your participation, if you wish, fill in your email address so that we can send you the results of the research:

1. What is your gender?
   □ female
   □ male

2. What is your age?
   □ under 20
   □ 20-24
   □ 25-30
   □ over 30

3. Which university are you studying at / which ESN are you member of?
   □ Borås
   □ BTH (Blekinge Institute of Technology)
   □ CIRC (Chalmers International Reception Committee)
   □ Jönköping
   □ LNU - Kalmar
   □ Linköping
   □ Luleå
   □ Lund
   □ Malmö
   □ Skövde
   □ Stockholm KTH
   □ Stockholm University
4. Are you Swedish or international student (exchange/free-mover)?
   - Swedish
   - International

5. In case you answered you are Swedish, Choose the option that most fits the situation in which you actually live. In case you are international, please mark the second:
   - In my home town, at my family home
   - Near my home town, independently from my family home
   - Far from my hometown, independently from my family home
   - I am an international student, in a student accommodation

6. Have you considered volunteering?
   - Yes
   - No
   - I am not sure

7. Did you volunteer in this year? (Doing an unpaid activity or job)
   - Yes
   - No
   If you chose no, go directly to question 13.

8. How often do you volunteer?
   - At least once a week
   - At least once a month
   - Several times a month
   - At least once per semester
   - At least once per year
   - Don’t know

9. Where do you volunteer? You can mark more than one.
   - Sport organization
   - Creative hobbies (music, drama, photography, journalism, radio, ...)
   - Religious organization
10. What are the reasons and motivations you have started to volunteer? You can mark more than one option. The answers are anonymous.

- improving things/helping people - INTRINSIC
- meeting new people/making new friends - INTRINSIC
- developing skills - EXTRINSIC
- gaining work experience/developing my CV - EXTRINSIC
- my relatives are volunteering - EXTRINSIC
- my religious beliefs - INTRINSIC
- my personal values - INTRINSIC
- feeling there was no-one else to do it - INTRINSIC
- to fill spare time - EXTRINSIC
- related to my university course - EXTRINSIC
- gain a reward (coupon, gift,...) - EXTRINSIC

11. Describe the abilities you have improved by volunteering, in a scale from 0 (not at all) to 3 (a lot):

- my communication skills
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my ability to work as part of a team
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my ability to make decisions
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my willingness to try new things
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my ability to lead or encourage others
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my confidence in my own abilities
  
  □ 0 = not at all  □ 1 = slightly  □ 2 = remarkably  □ 3 = a lot

- my organisational skills
- my self-discipline or motivation
  - 0 = not at all  1 = slightly  2 = remarkably  3 = a lot

- my knowledge of the area I volunteered on
  - 0 = not at all  1 = slightly  2 = remarkably  3 = a lot

12. Are you still volunteering?
   □ Yes
   □ No

13. What are the main reasons why you have stopped volunteering? You can mark more than one option and the answers are anonymous.
   □ I felt my efforts weren't appreciated/recognized
   □ the atmosphere was bad
   □ I needed a paid activity
   □ I didn't get asked to do the things I wanted to
   □ I felt the organization was badly organized
   □ not enough time due to pressures of study
   □ not enough time due to involvement with clubs or societies
   □ not enough time due to paid work
   □ not enough time due to family commitments
   □ I lost interest
   □ My circumstances changed and I could not do it any more (e.g. I moved)
   □ others,
   specify: ..........................................................................................................................
   ........................................................................................................................................
   ..........................................................
☐ Link volunteering to my academic subject/career
☐ Offer more training programmes
☐ Nothing
☐ Other (please specify)

15. Why don’t you volunteer? You can mark more than one option and the answers are anonymous. (Skip if you volunteer)
☐ I feel my efforts aren’t appreciated/ recognized
☐ I want a paid activity
☐ I didn’t get asked to volunteer
☐ not enough time due to pressures of study
☐ not enough time due to involvement with clubs or societies
☐ not enough time due to paid work
☐ not enough time due to family commitments
☐ I am not interested in volunteering
☐ I just don’t want to volunteer
☐ others,

specify: ...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

.............