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Title: Exploring attitudes and values about volunteerism at a Non-Governmental Organization in Gauteng, South Africa

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Declaration

I, Lobisa Zanele Thobejane, hereby declare that the present thesis entitled 'Exploring attitudes and values about volunteerism at a Non-Governmental Organization in Gauteng, South Africa' is my work. All work cited in the thesis has been fully referenced. Furthermore, the thesis has not been submitted for the awarding of any other degree at any other institution.

SIGNATURE:

DATE: 03/06/2022

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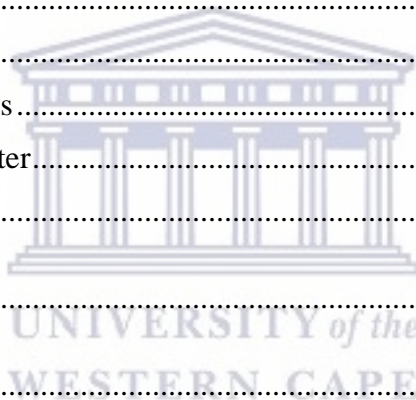
Abstract

The services of volunteers cover a wide range of sectors such as education, health, tourism, and rehabilitation. In addition to the wide range of services being offered, youth volunteers have different values and attitudes towards volunteerism. Many community and voluntary organizations are increasingly depending on volunteers due to reduced funding and incomes caused by the recession. The study aimed to study explore how values and attitudes of volunteerism match the volunteer fit of organizations. An exploratory qualitative design was used and the "*Values and attitudes model"* provided the theoretical framework for the study. Participants were recruited from a Non-Governmental Organization (NGO) and a Non-Profit Organization (NPO) in Gauteng through purposive sampling. Participants met the inclusion criteria for the study, which included their agreement to be recorded on Google Meet interviews, had the ability to communicate in English, their willingness to volunteer for at least six months, and were between the ages of 23 to 33 years, which reflects the youth in South Africa. The participants were told about the purpose of the study. In-depth individual interviews were conducted using the Google Meet Application and recorded. Participants were asked open-ended questions that allowed the researcher to probe. Braun and Clarke (2006) outlined six phases of thematic analysis that were used to analyse the data. To protect participants, the research followed ethical guidelines. The results of the study showed that volunteers self-recruited themselves, they understood what volunteering meant to them and were therefore motivated to volunteer. In addition, the results indicate one approach depicted volunteering as a virtue of Ubuntu. This includes giving back to one's community without monetary compensation and conceptualizing volunteering as a way to stay busy and develop one's resume.

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List of Abbreviations

AIDS-Acquired Immunodeficiency Syndrome

BA- Bachelor of Arts

CBO-Community Based Organization

EM- Extrinsic Motivation

HIV-Human Immunodeficiency Virus

HPCSA-Health Professional Council of South Africa

HSSREC-Human and Social Sciences Research Ethics Committee

IM- Intrinsic Motivation

NGO- Non-Governmental Organization

NPO- Non-Profit Organization

NQF-National Qualifications Framework

SA- South Africa

SADC-Southern African Development Community

VLC- VideoLAN Client

CHAPTER 1

INTRODUCTION

1.   Background

It is estimated that 1.2 million South Africans participate in volunteering activities which amount to millions of hours and billions of rands in value of the activities (Statistics South Africa, 2011). Volunteering can be defined as unpaid or non-compulsory work, in other words, it is the time that is given by individuals without pay for activities performed either through an organization or directly for others outside their household (Salmon et al., 2011).

Many South Africans depend on volunteerism to gain skills and knowledge to improve their chances of formal employment (Caprara et al., 2012). Contrarily, Non-Profit Organizations (NPOs) often rely on volunteers when faced with a financial crisis, and in many cases, paid staff may be replaced by volunteers (Bittschi et al., 2015). Volunteering plays an important role in that they complement staff when performing tasks and may serve as a substitution to staff when they perform similar duties to paid staff (Bittschi et al., 2015).

According to Ho et al. (2012), people are motivated by various reasons to volunteer, older people in most cases are motivated by care and concern for society, while younger people are predominately motivated by the desire to network and gain skills. Retired individuals often see the opportunity to volunteer as a way of contributing their skills to young people and society (Cuskelly & O'Brien, 2013). Despite these reasons, volunteering can be very rewarding in that it can positively impact personal development, civic engagement, and active involvement in citizenship (Zainea et al., 2019). In addition, volunteering contributes to finding meaning or purpose since volunteers give their time freely and allow for personal growth by gaining more knowledge and exposure within their volunteering areas (Roy et al., 2013).

There is a range of barriers affecting volunteerism which include; age, disability, and gender (Warburton, 2010). Older individuals from low socio-economic classes who desire to volunteer are often unable due to a lack of transportation when volunteering services are offered after hours (Martinez et al., 2011). Many young people who wish to volunteer are restricted by institutional support when an individual is coming from a poor family and cannot afford day-to-day expenses (Southby & South, 2016).

Most disabled people do not get the opportunity to volunteer due to the negative stigma associated with their impairment (Southby et al., 2019). Women tend to be occupied by house chores or caring for the family which in turn limits them to offer their time to volunteer (Resnick et al., 2013).

Moreover, there are challenges in meeting global health care needs in communities in the developing world that are becoming increasingly complex. Health care organisations face challenges such as; shortages of health care workers, poverty, and unemployment. Put something here about volunteers that are needed to meet these needs. Moreover, there is a great need to understand what motivates people to seek volunteering opportunities and develop as long-term volunteers (Withers et al., 2013).

1.1 Rationale of the study

A vast majority of non-profit organisations rely on the services of volunteers for their survival in South Africa (Lund, 2016; Osadolo & Osadolo, 2019; Liu et al., 2017). As a result, volunteerism makes up a big percentage of formal unpaid labour (StatsSA, 2011). The role of volunteers is likely to be challenging, demanding, and at times overwhelming (Huynh et al., 2014; Alfes & Langner, 2017). However, little research has been conducted on the role that

volunteers' values and attitudes play in their motivation to participate in volunteering. This research study explored the attitudes and values of volunteerism.

Voluntary services are provided in several sectors, including education, health, tourism, and rehabilitation centers. However, research about volunteerism mostly focuses on the healthcare sector in the area of HIV/AIDS (Ndinda et al., 2013; Haffejee et al., 2010; Bhiri et al., 2014). The research about volunteerism is mainly conducted in Kwa-Zulu Natal as opposed to other provinces (Akintola, 2011; Dageid et al., 2016; Gibbs et al., 2015). Moreover, women from low socio-economic communities are primarily targeted in these studies, leaving out a vast majority of volunteers who do not fit the required criteria (Kasteng et al., 2016; Hangulu & Akintola, 2017). Further, those young people who are unemployed are often tempted to volunteer, but they leave when presented with better opportunities that allow them to make money (De Lannoy et al., 2018; Fox & Gandhi, 2021; Brayet al., 2011) It was concluded from the literature review that this research topic is underexplored in the South African context and can provide useful information for future studies.

1.2   Research question

- What are the values and attitudes of volunteer participation?

1.3   Research aim

The study aims to explore the values and attitudes of volunteerism about matching organizations' volunteer fit.

1.4   Research objectives

1. To explore the paradigm of the value that best describes volunteers

2. To explore the volunteers' attitudes towards volunteer participation within an NGO in Gauteng.

1.5   Outline of the thesis

In-depth interviews with eight volunteers served as the basis for the study's exploratory qualitative approach. The volunteers were from different organisations. A broad range of voluntary activities was represented. In addition to the research questions presented, participants were asked to share their perspectives. This thesis is divided into five chapters, namely an introduction, a review of the literature, a description of the methodology, a discussion of the results, and a conclusion.

- **Chapter one - Introduction**

The current chapter provides background information and a detailed rationale for this study. Additionally, the chapter contains a brief description of the study's aim and objectives.

- **Chapter two - Literature Review**

An overview of past and current literature about volunteerism is provided in this chapter. As part of this chapter, the reader will be introduced to key aspects of volunteer literature, including the definition of a volunteer and volunteerism, values and attitudes about giving back which result in intrinsic and extrinsic volunteering, volunteerism in South Africa, and the perceptions of volunteering among South African youth. By identifying gaps in the literature, the

focused review tries to provide an academic rationale for the study. Furthermore, the framework of the research is discussed.

- **Chapter three - Methodology**

This chapter presents the detailed research method for implementing the current research objective and questions for the present study. Presented in this chapter is a description of the study design, participant selection, procedure, data collection, data analysis, a description of how rigour was established, and, ethical guidelines followed in the execution of the study.

- **Chapter four - Results**

Based on the methodology employed, the chapter presents the findings of the study. With illustrative quotes from the in-depth interviews with the participants, the thematic analysis presents the themes and sub-themes that emerged.

- **Chapter five - Discussion of the results and conclusion**

In the final chapter, a summary of the study's findings is provided considering the literature review presented. There are several themes covered in this chapter. An outline of the study's stated objectives and aims will also be presented in this chapter. Moreover, the chapter concludes by discussing the study's limitations and providing recommendations and suggestions for future research. Finally, a concluding statement is made based on the findings of this chapter.

CHAPTER TWO

VOLUNTEERISM: LITERATURE REVIEW

2. Introduction

The only way to conduct meaningful research is to examine existing knowledge about the topic to explore (Osanloo & Grant, 2016; Hancock et al., 2021). Often, the review of literature in qualitative research highlights how the current research continues a line of thought or highlights an unresolved issue or conflict from previous studies (Neuman, 2000).

The purpose of this chapter is to provide a critical evaluation of current and recent literature on volunteering in the light of the research questions and provide the context of the research. This research explored the attitudes and values of volunteerism and the match between organizations and volunteers. This study was guided by one major question: What are the values and attitudes of volunteer participation? As part of this review, we consider the definition of a volunteer and look at some general information and background about volunteers and their roles in Non-Governmental Organizations (NGOs). This study gives insight into volunteering values and attitudes. Additionally, the chapter discusses volunteerism in the SA context, and finally, the chapter considers the theoretical framework by reviewing the values and attitude model.

2.1 What is Volunteering?

Volunteering is a productive, collective, and ethical activity that requires human, social, and cultural resources (Rodell, 2013). Salamon et al. (2011) define volunteer work as "unpaid non-compulsory work, that is, time people give without pay to activities, whether they are performed through an organization or directly for others outside their household".   According to

Stukas et al. (2016), volunteering is a valuable form of involvement in the community, which can contribute to the physical and mental well-being of participants as well as to the communities they serve. According to Kofi Annan (2002), volunteerism is not the result of wealthy donors dispensing largesse to the needy, it is serving their fellow men and women, wherever they may be, regardless of their social status and occupation, is a choice made by individuals from every corner of society and from all walks of life.

Volunteering is a skill-and-knowledge-based activity that allows people to develop a career in a unique social environment (Orr, 2006; Misener et al., 2010). In addition to socializing, this activity enhances professional competencies and interpersonal skills and contributes to learning and personal development (Barron & Rihova, 2011; Spitzmuller & Van Dyne (2013). Sheridan et al. (2015) support that participating in the volunteering activity offers the opportunity to socialize, improve professional competency and interpersonal skills, and contribute to learning and personal growth. This thesis asserts that volunteer work is a productive activity. Additionally, there is a wide range of volunteer activities that people engage in within formal and informal organizational structures (McAllum, 2014).

Burr et al. (2005, cited in Maartinez et al., 2011) state that formal volunteering is often considered discretionary for most people, while informal volunteering refers to a helping activity that is often considered obligatory (that may contribute to and fit within the realm of civic engagement). Caprara et al. (2012) argue that formal volunteering shows "stronger characteristics of being structured, and it may be accompanied by stipends". By contrast, informal volunteering demonstrates characteristics of regularity, but cannot always be associated with stipends and is often driven by cultural or community requirements (Wilson, 2012).

By categorizing volunteering as informal or formal, we obscure the fact that much of the volunteer work with which we are familiar (informal volunteering) takes place in an organized and deliberate way, even if it is not carried out through registered charities and NGOs (Musick and Wilson, 2007). To emphasize that this form of volunteering is embedded within community relationships and structures even if it is not part of formalized civil society structures or volunteering programmes, it may make more sense to refer to it as "locally-driven" or "community-based" volunteering rather than as "informal volunteering"(Mitani, 2014; Crisp et al., 2016; Stukas et al. 2016).

2.2   Definitions of a volunteer

A volunteer can be defined as an individual volunteering for a welfare or development organization without receiving compensation (Bidee et al., 2013). Mallum (2017), supports the idea that a volunteer is someone who volunteers on their own initiative, unpaid.

Gallarza et al. (2013) assert that a volunteer devotes leisure time to public or client interests and performs an unpaid and planned activity, within a formal structure (public, private, or non-profit), involving some type of time commitment. A volunteer engages in activities that are beneficial for the helper as well as the helped (Wilson, 2000). Furthermore, an individual's intention to volunteer for an event depends on the rewards he or she anticipates from the volunteer experience and the role the volunteer holds in the event (Son & Wilson, 2012; Stukas et al., 2016). Therefore, for this thesis, a volunteer is defined as a person who is willing to give his/her time and service without remuneration and is either motivated intrinsically or extrinsically to provide their services.

2.3   Values of volunteerism

A conceptual distinction between values and attitudes has not been made by many researchers, however, some acknowledge the importance of understanding the relationship between values and attitudes (Adronic, 2014; Schwartz, 2010). Values are defined as internalized cognitive structures that guide choices by evoking a sense of basic principles of distinguishing between right and wrong (moral values), setting priorities (for example, personal achievement versus group good), and finding meaning in life (trust versus distrust) (Oyserman, 2015). Schwartz (2007, as cited in Gronlund, 2011), found that values are general principles and beliefs that guide behavior and serve as standards according to which people evaluate themselves and others.   Caprara et al. (2011) argue that traits do not result in prosocial behaviors unless people value others' welfare. According to them, values set such motivational goals and enhance the capacities needed to achieve these goals. Values serve as motivational goals for behavior (Oyserman, 2015). Francis and Jones (2012) assert that personal values refer to a person's deeper beliefs about what is acceptable and desirable, as well as their long-term goals and desired outcomes.

Wymer et al. (1997), states that values, compared with attitudes, offer promise in understanding voluntary participation because:

- there are fewer values,

- values determine attitudes,

- values have a motivational component, and

- value changes are more enduring and affect behavior more than attitude

Schwartz (2007, as cited in Gronlund, 2012), identified ten values of volunteers, namely, conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power, and security. However, the importance volunteers attach to each of these values differs. According to Schwatz (2007), basic values can be grouped into two basic dimensions which contribute to understanding volunteerism, namely, (1) self-enhancement versus self-transcendence, and (2) conservation versus openness to change.

2.3.1   Self-transcendence (altruistic) versus self-enhancement (egoistic)

The contrast between self-transcendence and self-enhancement shows values that are oriented toward self-interest versus values oriented toward others' welfare (Francis & Jones, 2012). Values play a crucial role in understanding the difference between self-enhancement and self-transcendent (Gómez-Barrón et al., 2019). Studies have shown that people who give priority to self-transcendent values show a higher willingness to engage in different forms of altruistic activities and are mostly associated with volunteer behavior (Oyserman, 2015). Self-transcendence values are crucial to prosocial behavior that influence "help volunteering" (Francis & Jones, 2012).

Self-transcendence combines value types such as benevolence and universalism to serve collective interests (Oyserman, 2015). The universalism value type respects and enhances the welfare of all people in the world, and universalism promotes a concern for the welfare of all people, including those outside the in-group, sometimes even nature (Schwartz, 2012). The benevolence value type promotes a concern for the welfare of one's in-group of close friends and family (Francis & Jones, 2012). It enhances communication between people who are often in close contact (Martela, & Ryan, 2016). While benevolence tends to be associated with prosocial

behavior that benefits one's group of friends, universalism encourages compassionate behavior (Bolino & Grant 2016).

As a consequence, self-enhancement serves individual interests, combining traits such as power and achievement (Francis & Jones, 2012). The power value occurs when one attains social status, prestige, and control over resources or people, while the achievement value occurs when one receives recognition for individual accomplishments (Schwartz, 2013). The achievement value is "me-oriented" since it emphasizes the importance of personal achievement (Francis & Yasué 2019). The achievement values of individuals can be a driver of volunteerism when these values are reinforced by social acceptance and accolades (Schwartz, 2010).

2.3.2 Conservation versus Openness to change

Conservation reflects the difference between an individual's motivation to change and willingness to act independently (Schwartz, 2013). Conservatism is based on security, conformity, and traditional values (Francis & Jones, 2012). Conversely, self-direction and stimulation are hallmarks of openness to change (Juujärvi et al., 2012; Novo et al., 2018).

Volunteers are perceived as demonstrating both altruistic and egoistic behaviors. However, most studies have only studied moral or pro-social values like altruism, beneficence, justice, and equality (Wilson, 2000; Recker, 2011; Shantz et al., 2014; Caprara et al., 2011). Andronic (2014), states that volunteering seems rather generated by motivations that have nothing to do with altruism. Contrarily, other values might play a role.

Dekker and Halman (2003), argue that different people are attracted to the same type of volunteering by different value systems. Although a full process model has not been tested with values, numerous researchers support the theory that values impact motivation (Locke, 1997;

Rokeach, 1973; Schwartz, 1994). According to Rokeach, values are intrinsically motivating, even called "super goals". Similarly, Schwartz offers a similar interpretation of values as fundamentally motivating. Both theorists state that values are a link between needs, the more general motivating construct, and goals, the more specific motivating construct. Furthermore, several motivation experts have concluded that values and goals should go hand in hand. Goals are how values are realized and the process by which values are translated into action (Barnard, 2012).

2.4   Motivation

According to Mitchell (1997), motivation is a psychological process that entails arousal, direction, intensity, and persistence of voluntary actions involving goal-directed behaviour. Arousal is defined as the process of wanting a certain outcome (for instance, a student who wants to do well in school), while the direction is defined as deciding to pursue a specific goal or behaviour (such as a student who wants to take and pass a course) (Zuckerman, 2014). Motivating behaviours is a psychological process that occurs when interactions between the individual, the environment, and the individual's needs occur (Luthans 2011). To better understand volunteer behaviour, it is imperative to identify the basic motivations that drive volunteers to give their time and effort to an organization (Bussell & Forbes 2002). While acknowledging the factors that drive a person to join, and the factors that drive them to remain involved, constitute different motivations (Pearce 1993), organizations need to work even harder to retain long-service volunteers due to their sheer scarcity (Davis-Smith 1998).

Motivation to volunteer can be defined as the drive for individuals to seek volunteer opportunities, commit to volunteer work, and maintain involvement in volunteer work over long

periods (Clary et al., 1998; Pearce, 1983). According to Khoo and Engelhorn (2011), volunteer motivation consists of five factors: solidarity, altruistic motivation, commitments, external tradition, and family traditions. The author proposes that these factors can be categorized into two types: intrinsic motivation and extrinsic motivation.

In general, intrinsic motivation is stronger than extrinsic motivation and therefore leads to more success (Ryan & Deci, 2020). However, when intrinsic motivation is paired with extrinsic motivation, it weakens (Musick et al. 2000). This means that the person may not be as successful as he or she would have been without the lure of a reward (Nencini et al., 2016). Even though intrinsic motivation is more valuable, most activities are not intrinsically motivated since, after early childhood, the freedom to be intrinsically motivated is curtailed by social demands and roles that force people to perform non-intrinsically interesting tasks (Nencini et al., 2016; Fang et al., 2013). A person might have obligations that they don't enjoy doing, but they must do them nonetheless, and these obligations range from minimal ones during childhood to slightly greater ones during adulthood (Richard et al., 2000).

2.4.1 Intrinsic motivation

Intrinsic motivation (IM) is described as engagement in actions that are intrinsically enjoyable or satisfying behaviour (Al Amirul Eimer Ramdzan Ali & Abd Hamid, 2020). Volunteers that are intrinsically motivated value the activity, and found it interesting and enjoyable (Geiser et al., 2014). Additionally, intrinsic motivation can also be defined as being driven by one's internal motivations (Ormond, 2008). An intrinsically motivated action is non-instrumental, for example, it is not contingent on any outcome independent of the behaviour.

There is no distinction between means and ends (Locke & Schattke, 2019). Someone may wake up to help because they enjoy the work (Legault, 2020).

Intrinsic motivation arises when an individual takes part in a task solely on their initiative to learn more about something (Rheinberg & Engeser, 2018). Similarly, Cnaan and Goldberg-Glen (1991) suggest that people seek or might be interested in engagement in volunteer activities if they find them rewarding and meet their unique needs. This viewpoint is also in line with self-determination theory in which volunteers are expected to fulfill their psychological needs (Lee, 2014).

2.4.2 Extrinsic motivation

An extrinsic motivation (EM) behaviour is one in which the performance of the act is fundamentally dependent upon the achievement of a separate outcome (Meier & Stutzer, 2008). Motivating an activity external to itself means that the activity is instrumental to some external goal (Güntert, 2018). EM does not exist in and of itself and must be triggered externally if it is to be meaningful (to be valued by others, to feel connected, to belong, and to be of necessary significance, and useful from a developmental perspective), (Legault, 2020). Extrinsically motivated behaviour can, however, be internally regulated; one's core sense of self can endorse this behaviour (Güntert, 2015).

Extrinsically motivated individuals spend time volunteering because they perceive volunteering as a way to increase their human capital to get ahead in the job market (Newton, et al., 2014; Greenspan et al., 2013). Additionally, community service is one of the main requirements for certain positions in the private or government sectors. Further support comes from Ashman (2015), who states that volunteering improves a candidate's resume. In light of the

intense competition in the job market, students take advantage of this opportunity to volunteer (Roulin and Bangerter, 2013). This is in the hope of enhancing their visibility when it comes to applying for specific jobs (Tymon, 2013). The extrinsic motivation of students and working adults have also been shown to have positive effects on volunteering intention since they are interested in expanding their horizons in a network (Meier and Stutzer, 2004).

2.5   Attitudes of volunteerism

Rokeach (1968, as cited in Briggs et al., 2011), defines "an attitude as an organization of several beliefs focused on a specific object (physical or social, concrete or abstract) or situation, predisposing one to respond in some preferential manner". Rokeach further mentions that attitudes consist of three components namely affect, cognition, and behavior. Cognitive responses refer to thoughts or ideas (beliefs) that people have about the attitude object. Affective responses are feelings, moods, emotions, and sympathetic nervous system activity that people experience concerning the attitude object (Zhang, 2013). Behavioral responses are people's actions, or intentions to act, concerning the attitude object (Lindell & Perry, 2012). Moreover, attitudes are said to be formed through gained information leading to beliefs (cognitive process), emotional experiences (affective process), and derived from past behavior (behavioral process), (Rokeach, 1968, as cited in Briggs et al., 2011).

According to Ainsworth (2019), attitude toward volunteering has a positive effect on volunteering intentions. However, since attitudes are directed at specific objects, their use in differentiating all volunteers from all non-volunteers is necessarily limited (Adronic, 2014). Stukas et al. (2016) reported that much more needs to be known about effective recruitment appeals and indicated that while most people are favorably disposed towards volunteering, they

fail to act (behavioral). Therefore, a gap in literature remains on the role that values and attitudes play in volunteerism participation within the South African context, hence the goal of the study.

2.6   Volunteerism in the South African context

Volunteering in South Africa has deep historical and cultural roots. After the 1994 elections, volunteering and community service emerged as a growing field as part of promoting social development and strategies (Hunter, 2013). Preliminary research on community service and volunteering in South Africa, suggests that community service is a growing social phenomenon and could make a significant contribution to social development regionally (Patel & Wilson, 2004). When people volunteer, they may be reifying the values "of 'Ubuntu', linking the individual to the collective through brotherhood and sisterhood" (Swanson, 2007).

A variety of initiatives have been undertaken within the SA context to encourage volunteer work (Barchiesi, 2016). As part of a campaign to encourage people to take part in their own development, then president Mbeki declared 2002 the year of the volunteer (Twala, 2004). Through mobilization of SA citizens, the organization sought to continue to liberate the country and volunteer mentors play a vital role in the popular struggle for the reconstruction and development of the country (Barchiesi, 2007). The government of Mbeki was determined to make South African citizens aware of the volunteering campaign, which would help instill the feeling of working together in them (Twala, 2004). In announcing the 'letsema' campaign, Mbeki urged South Africans to assist in the national drive to build a better future.

As part of the volunteering initiative, 67 minutes Mandela day was also one of the initiatives used to motivate people to volunteer for different organizations. This was done to give back to the community. The 67 minutes charity campaign is a popular corporate initiative under

Mandela's name. On 18 July, Mandela Day is celebrated; the first celebration took place in 2010. The annual Mandela Day movement has inspired people around the world to dedicate 67 minutes of their time to make a difference through donations, volunteering, and community service. The 67 minutes commemorate Nelson Mandela's 67 years of fighting for justice, equality, and human rights for all. Additionally, people donate time to a variety of organizations, including schools, hospitals, and charities. This is a form of solidarity in support of the campaign.

2.6.1 Ubuntu

The notion of 'Ubuntu' as cultural capital is therefore in line with Wilson's (2000) idea that individuals who are more likely to volunteer, ascribe to the values and beliefs of community solidarity, altruism, compassion, caring about, and social responsibility. In South Africa, volunteering has long been considered an expression of Ubuntu, the value of giving back to society. "Ubuntu" has a positive influence on the probability to volunteer; Africans view it as the spirit of togetherness (Mupedziswa et al., 2019; Seabe, 2014). Others reflect on 'Ubuntu' as a theory and empirical studies suggest that it is positively related to volunteering and is a social philosophy prevalent in South Africa (Swanson, 2007).

Nussbaum (2003) defined 'Ubuntu' as "the capacity to express compassion, reciprocity, dignity, harmony, and humanity to build and maintain the community". In Ubuntu, a person is viewed through the lens of their relationships with others. It can be translated as "umuntu ngumuntu ngabantu" meaning "a person is defined by their relationship with others"(Oppenheim, 2012). In many African societies, Ubuntu refers to a sense of connectedness and solidarity (Dageid et al., 2016). The notion of 'Ubuntu' as cultural capital means that individuals are more

likely to volunteer to ascribe to the values and beliefs of community solidarity, altruism, compassion and caring about others, and social responsibility (Wilson, 2000).

2.7   Perceptions and motivations about young people volunteering

"Youth" has a wide range of meanings but generally refers to a certain age range. For this study, youth is defined as being between the ages of 14 and 35 (Graham, 2013). In today's world, young people are South Africa's biggest resource. How to maximize their potential is one of the biggest challenges facing South Africans? (Graham, & Mlatsheni, 2015). There is a tremendous amount of energy, creativity, and ideas among young people in South Africa (Perold and Graham, 2017). At present, young people in South Africa lack opportunities to engage in socio-economic activities, develop themselves, use their resources, and participate in society as full and productive members (Nyda and Vosesa, 2011).

In South Africa, there are a large number of young people younger than 35. Towards the middle of 2010, Statistics South Africa estimated that 14-35-year-olds made up 41,2 % of the total population (Statistics South Africa, 2010). Young people in the SADC region are faced with socio-economic challenges such as HIV/AIDS, poverty, quality education, and unemployment, all of which negatively affect their participation in mainstream society and lead to marginalization and exclusion (Nyda & Voesa, 2011; Nyda, 2012; Ansell et al., 2014). The marginalization of young people from the mainstream economy is one of the most severe challenges facing South Africa and has been referred to as "a ticking time bomb" (Medley et al, 2012).

Young people are motivated for many reasons to engage in voluntary activities (Perold, & Graham, 2014). However, it has been found that young people have varying perceptions of

what volunteering means. Volunteering to young people was rather a function of local languages, gender identities, and local geographic areas that affected perceptions, these insights include; (1) mutual support, (2) a passion, (3) the acquisition of necessary skills, and (4) an 'organic' occurrence (something that responds to the opportunities and needs in the community) (Vosesa, 2012).

Young people face many challenges in volunteering despite the many motivations for doing so and while many adults find it difficult to mobilize young people, young people themselves often pose challenges in engaging with adults (Stukas & Snyder, 2013). Because young people are seen as the "why" generation, adults have a negative view of their abilities, especially since they prefer to do things their own way as a result of their standard of living. (Perold, & Graham, 2017). Secondly, most young people need incentives to participate (Wilson, 2012). Concerning this matter, it is critical to note that getting a volunteer stipend often presents challenges to Community Based Organization (CBOs) and NGOs that do not have the resources for stipends. Furthermore, NGOs do not know how to obtain sponsorships (Caprara et al., 2016; Dageid et al., 2016; Akintola et al., 2016). In addition, some researchers argue that the motivation to volunteer has changed to be more monetary (Wright et al., 2015; Caprara et al., 2012). This study helps to shed light on the values and attitudes of volunteering among young people today.

2.8   Theoretical framework: Values and attitude model

Voicu and Voicu (2003) conducted a synthesis of different theoretical approaches to volunteering and classified them into two major categories. The first category of explanations focuses on the different types of resources or characteristics, while the second category is based

on the beliefs and values of the volunteers which state that the cultural dimension of volunteering precedes the presence of a particular type of resource.

This study is going to focus on the "*Values and attitudes model"* described by (Peggy et al, 2001, as cited in, Andronic, 2014).   The model stresses the link between volunteering and individual belief in the importance of civic participation and responsibility felt to produce charitable behavior (Andronic, 2014). Moreover, values and attitudes favorable to voluntary civic involvement influence volunteering (Stukas et al., 2016). Therefore, such knowledge could benefit non-government managers in structuring their recruitment, selection, placement, training, motivation, and retention efforts.

2.9   Summary of chapter

In the current chapter, we examined the current literature about studies that explored volunteerism's values and attitudes. An overview of research on volunteerism definitions, values, and attitudes from both a South African and youth perspective. South Africa. The literature on volunteering motivation in SA is also examined in light of the scarcity of volunteers in SA. In addition to its contributions to the theoretical framework, the Values and Attitudes model emphasizes the link between civic participation and the responsibility individuals feel to encourage charitable behaviour. Later in the discussion chapter, the areas mentioned in this literature review are discussed in relation to the results and the integration of results.

CHAPTER THREE

METHODOLOGY

3. Introduction

This chapter outlines the methodological considerations that guided the researcher to address the research aim and objectives of the study. This chapter discusses the research design, sample selection, participants' biographical information, data collection, procedures, data analysis, trustworthiness, reflexivity, and ethical considerations related to the study.

3.1 Research design

A research design refers to the strategy that guides the planning and implementation of the study to adequately answer the research question (Driessnack et al., 2007). This study aimed to explore the values and attitudes of volunteer participation at an NGO in the South African context. Hence, a qualitative explorative approach was adopted for this study.

Qualitative research is defined as an inductive process of organizing data into categories and identifying patterns (relationships) among categories (Astalin, 2013). In this study, the data was gathered using semi-structured interviews. Themes were developed to answer the research question and address the research objectives. The choice to carry out a qualitative research approach was based on the desire to uncover the volunteers' values and attitudes towards volunteerism which shape the volunteers' behavioural patterns and to understand the volunteers' choice to 'freely' give up their time.

According to Wagner et al. (2012), qualitative research methods focus on gaining an in-depth understanding and interpreting the phenomenon under study. The study presumed that volunteers are either intrinsically or extrinsically motivated to engage in volunteer work.

Fusch et al. (2017) state that qualitative research is employed when there is a knowledge gap or when little is known about the concept, topic, or phenomenon. In this study, the researcher explored the concept of volunteerism based on volunteers' experiences. Rahi (2017) notes that explorative research design allows the researcher to conduct a study when there is an unclear idea of the information regarding the topic under study, to develop a clearer research concept.

Qualitative research is predominantly used for exploratory studies when there is limited information about aspects of the social phenomenon (Rahi, 2017). The strength of qualitative research is in the richness of description and detail of specific lived experiences, social processes, cultures, and narrative accounts (Merriam & Grenier, 2019). One of the objectives of this study was to explore the paradigm of the values that best describes the volunteers.

Rahi (2017), supports that exploratory research is appropriate when little is known about the topic or there is a lack of information on how similar problems encountered were solved in the past. The strong point of the qualitative explorative research approach entails the importance of context in an explorative and descriptive manner (Ponelis, 2015). Furthermore, the explorative approach was best suited for this study, as the researcher sought to explore volunteers' values and attitudes towards volunteer participation.

3.2   Participants sampling

In research, sampling is the process of selecting participants, groups, or settings to be studied. The purpose of sampling is to include participants (or documents) that enable the researcher to gain tremendous insights from the participants (Polkinghorne, 2005).

Eight volunteers were purposively selected to participate in the research study. A purposeful sample, also known as a judgment sample, is one in which participants are deliberately chosen based on certain characteristics, and the technique does not require underlying theories or a set number of participants as it is non-random (Etikan et al., 2016). In purposive sampling, the researcher uses his or her experience, previous research, or ingenuity to find participants in a way that they can be considered representative of the population, and usually uses specific selection criteria to identify suitable participants (Wagner et al., 2012).

Purposive sampling contributed to the direction of the study until the level of knowledge about the phenomenon was reached. Collins (2010) asserts that a purposeful sample is justified when the researcher believes that the sample will enable him or her to obtain a sufficient depth of information. The selection of participants was based on defined characteristics. Some participants were recruited through the volunteering organization manager while other participants respond to the social media post via Facebook and WhatsApp. This research study incorporated the inclusion and exclusion criteria below which were guided by the aim and objectives.

Inclusion criteria for volunteers:

- Participants must agree to take part in a recorded Google Meet interview
- Participants must reside in Gauteng

- Participants should be able to speak and understand English

- Participants must be between the ages of 18 and 35 years

- Participants must have volunteered for at least six months

Exclusion criteria for volunteers:

- Volunteers unwilling to have a recorded telephone interview

- Volunteers not residing in Gauteng

- Volunteers younger than 18

- Volunteers older than 35

3.3   Participants' description

In the qualitative research, seven volunteers were recruited from an NGO in Gauteng, and one volunteer from an NPO. The participant recruited from the NPO provided in-depth information on volunteerism, thus the inclusion in the study. An age range of 23 to 33 years was observed among participants. This age group is defined as 'youth' and identified as a group that can make choices and takes full account of their choices (Southern African Regional Poverty Network, 2019). The age group 18 to35 is the most negatively impacted by unemployment (Akintola, 2011; Rankin & Roberts, 2011).

According to Wijeyesekera (2011), volunteering programmes provide an opportunity for those with tertiary education to gain real-world practical experience, which they can use to advance their studies. In this study, participants were selected regardless of their educational level. However, all of the participants had achieved tertiary qualifications. Four participants had attained Psychology Honours degrees, one had attained a Bachelor of Arts in Psychology, one

had attained a Master's degree in Psychology, one had attained a Bachelor of Commerce in Business Management, and one had attained an NQF level 4 qualification in Child Welfare and Youth Care. Concerning race group, seven participants were African and one Indian. According to Statistics South Africa (2018), Black Africans endorsed the highest level of volunteerism (7.3%) compared to the national average (6.7%), while Indian/Asian, White, and ethnic minority groups supported the least (5.1%, 4.9%, and 3.4%, respectively). In terms of gender, six volunteers were females and two were males. In 2018, there were 2,7 million volunteers in South Africa, of which 62.9% (1,7 million) were women, and 37.1% (1,0 million) were men (Statistics South Africa, 2018). Stats SA data supports the gender breakdown that there are more females than males doing volunteer work. Participants volunteered in different organizations around Gauteng. Table 3.1 summarizes the profiles of the participants.
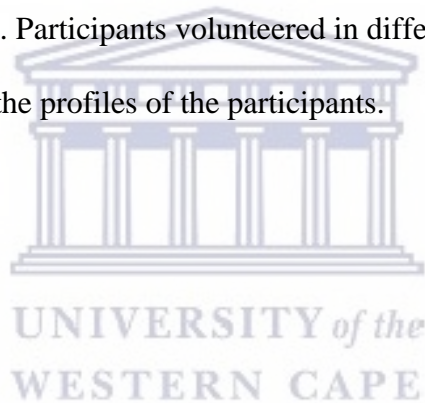
Table 3.1

Participants' profile

Participant	Age	Gender	Ethnicity	Home Language	Marital Status	Highest Education Level	Volunteering Period
A	23	Female	African	Setswana	Single	BA Honours	3 Years
B	31	Female	African	Setswana	Single	NQF level 4	9 Years
C	29	Female	African	Sepedi	Single	BCom	1 Year
D	32	Male	African	IsiZulu	Single	BA Honours	2 Years
E	28	Female	African	Southern Sotho	Single	BA degree	7 Months
F	25	Female	African	Sepedi	Single	BA Honours	2 Years
G	33	Male	Indian	English	Single	Master's degree	4 Years
H	27	Female	African	Setswana	Single	BA Honours	3 Years

3.4   Data Collection

Data collection is the process of gathering and analysing information about variables or phenomena of interest in a systematic way that allows for answers to stated research questions and data analysis (Kabir, 2016).

Due to the outbreak of the Coronavirus disease 2019 (COVID-19), public health and social measures to slow or stop the spread of COVID-19 were implemented including; introducing flexible work arrangements such as teleworking, distance learning, reducing and avoiding crowding, staying-at home, and wearing appropriate Personal Protective Equipment (World Health Organization, 2020). Google Meet was used to collect data in this study as it was a cheaper and more convenient option that was popular among volunteers and suggested by the researcher. The interview is a two-way communication and a purposeful interaction in which the interviewer asks questions to the interviewee (Wagner et al., 2012). The interviews allowed the researcher to collect data about ideas, experiences, beliefs, views, and opinions regarding values, attitudes, and motivations towards volunteering. The researcher used semi-structured interviews to collect open-ended data and explore participant opinions and beliefs about volunteerism (Kallio et al., 2016).

Appendix C contains an interview structure with open-ended questions that guided the researcher during the interview. In the interview structure, open-ended questions are used to enhance the researchers' readiness, competence, and flexibility during the interview. Open-ended questions allow participants to share their thoughts and feelings, enabling participants to explore complex issues more deeply (Wagner et al., 2012). In addition, open-ended questions allowed the researcher to probe based on responses. Interviews were recorded on Google Meet. Finally, the researcher offered to cover data and/or airtime costs, but participants required no assistance in this regard.

3.5 Procedure

Data collection procedures commenced after obtaining ethical approval from the Humanities and Social Sciences Research Ethics Committee (HSSREC). In this exploratory study, a semi-structured interview schedule (Appendix C) was used to guide the interviews. A semi-structured interview schedule ensures the trustworthiness of qualitative research (Kallio et al., 2016). The informed consent form (Appendix B) which contains the agreement declaration and the information sheet (Appendix A) which contains the review of the study purpose were sent via email to individuals who volunteered to take part in the study.

For this study, the researcher sent consent forms via email to participants who were interested in participating. The researcher then confirmed whether or not the consent forms had been received by the participants. The participants were advised to contact the researcher if they had any questions related to completing the consent forms. Lastly, participants were notified to return the completed consent forms via email, thereafter telephonic interviews were scheduled at a convenient date and time for each participant. Since data was collected telephonically, the researcher also obtained verbal informed consent and received permission to audio record the interview. The researcher established a relationship/built rapport with the participants, thereby creating a relaxed and comfortable environment before, during, and after the interview. Participants were assured of confidentiality and anonymity.

The participants answered the biographical questionnaire over the phone (Appendix C). Following the completion of the questionnaire, a semi-structured interview was conducted. The researcher made use of the interview guide (Appendix C). Data was transcribed verbatim and six steps of thematic analysis were followed as outlined by Braun and Clarke (2006). The duration of the interviews varied between 30 and 90 minutes.

3.6   Data Analysis

Making sense of data to answer research questions is the goal of data analysis (Braun & Clarke, 2012). Thematic analysis was used to analyse the data as it provided the best explanation of the phenomenon under study, which is the values, attitudes, and motivation of volunteers. Thematic analysis is a general approach to analysing qualitative data that involves identifying themes or patterns in the data (Braun & Clarke, 2006). A theme refers to a specific pattern of meaning found in the data and there is a need to stipulate what can and cannot be coded within a given theme (Joffe, 2012). The researcher followed the six phases below as recommended by Braun and Clarke (2006).

Phase 1: Familiarize yourself with the data

This phase involves the immersion of the researcher in the data. By repeating readings of the data, the researcher can discover meaning and patterns in them and thus gain an understanding and appreciation of the depth and breadth of the data. As part of this phase, the researcher listened to the audio recordings of the interviews using VideoLAN Client (VLC) media player to familiarize themselves with the data. Where the voices of participants were low, or network problems were experienced, the audio recording was replayed for clarity. Braun and Clark (2006) argue that this phase should be seen as "a key phase of data analysis within interpretative qualitative methodology" and should be recognized as an interpretative act, where meanings are created, rather than simply a mechanical one of putting spoken sounds on paper. The data was transcribed into a Microsoft Word document. To ensure anonymity, each transcript was renamed alphabetically from participant A to participant H.

Phase 2: Coding

The second phase involves the generation of codes, labels, or lists of ideas about the data. To organize these codes into meaningful categories or sectors, these codes are collated and matched. The researcher reviewed all the transcripts and highlighted the relevant codes on the Microsoft Word document for each transcript and wrote examples of each code below each transcript. To find codes that had the same meaning or information, the researcher examined all codes.

Phase 3: Searching for themes

The third phase involves searching for themes. The coded data was compiled into a list, which was sorted into different themes. In this study, codes were grouped into categories based on their similarities. The combination of different clustered codes formed a theme.

Phase 4: Reviewing themes

The fourth phase is about reviewing themes. The researcher grouped closely related themes. Following this, the researcher identified themes that were appropriate and inappropriate. Sub-themes were distinguished from main themes.

Phase 5: Defining and naming themes

The fifth phase involves defining and naming themes. An analysis of the data was presented in this final refinement of the thematic map. Each theme is accompanied by a coherent narrative. It is essential to give each theme a good name. Throughout this study, main themes and sub-themes were identified and defined.

Phase 6: Writing up the report

During this last phase, the final analysis and synthesis of the research is carried out. The most important aspect is to provide a coherent, logical, and non-repetitive narrative that runs through all of the themes. With regard to the order of the six analysis phases, Braun and Clarke (2006) remark that although these phases are ordered, the actual analysis is a recursive rather than linear process. The findings and themes uncovered from the interview data in this study were used to formulate the report.

3.7 Trustworthiness

Study rigor or trustworthiness refers to the degree of confidence in data, interpretation, and methods used to ensure the accuracy of the study (Pilot & Beck, 2014, as cited in, Connelly, 2016). Guba (1981) suggested four criteria for trustworthiness.

3.7.1 Credibility

Credibility, or the level of confidence in a study's findings, is the most important factor (Polit & Beck, 2014). To verify the correct transcription of the interview recordings, the researcher listened to the recordings more than once. To ensure a correct understanding of the questions and to verify complex answers, participant responses were probed (Graneheim, Lundman, 2004; Lincoln & Guba 1985). Before the interview, the researcher established rapport and trust with the participants.

3.7.2 Transferability

The transferability of qualitative research is the extent to which the findings can be applied in other settings or contexts with other respondents. Through thick descriptions, the researcher

facilitates a potential user's assessment of transferability (Korstjens & Moser, 2018). Research participants were selected using a purposive sampling approach with clearly defined inclusion criteria to maximize transferability. Analyses were conducted using verbatim transcripts including detailed descriptions. Biographical information was also collected from the participants to provide a complete description of each participant.

3.7.3 Dependability

Consistency is an aspect of dependability. The researcher checked whether the analysis process adhered to the accepted standards for the design (Stahl & King, 2020). To ensure reliability, the research supervisor checked the findings to ensure the accuracy of the interpretations.
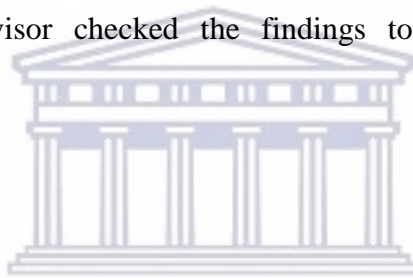
3.7.4 Confirmability

Kyngäs et al. (2020) define confirmability as the degree of neutrality in a study, or in other words, how closely the results reflect respondents' opinions and experiences rather than the researchers' biases, motivations, or interests. To ensure conformability, the phases of thematic analysis of Braun and Clarke (2006) were followed throughout the analysis. This study recognized the diverse perspectives and experiences of the volunteers and their understudy.

3.8 Reflexivity

Parahoo (2006) defines reflexivity as the process of continuous reflection by the researcher on his or her values, expectations, behaviours, and presence, as well those of the participants, which can affect the interpretation of responses. Research reflexivity entails the

degree to which a researcher's actions are influencing the research findings, whether intentionally or unintentionally (Cain et al., 2019).

In the process of conducting the research, the researcher employed reflexivity, which provided a space for the researcher to follow ethical guidelines as prescribed by the HPCSA (Health Professions Council of South Africa, 2006). During the whole study process, the researcher, a Christian African woman who believes in giving back to the community as the spirit of togetherness and has volunteered at an NGO in the past, stayed focused not judging the problems encountered by volunteers. Furthermore, the researcher acknowledged the diverse perspectives and experiences of the volunteers under study. In addition, the researcher stayed committed, and open-minded, and fulfilled the goal of exploring volunteer values and attitudes. In the course of the study, a self-reflective journal was kept to assist with recording experiences, and reactions, and revealing assumptions and biases emerging during the study, as recommended by Morrow (2005), given some prior experience with the topic.
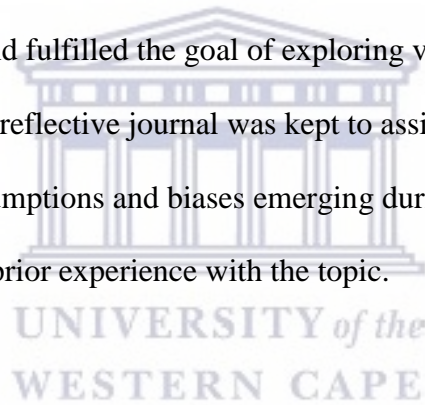
3.9   Ethical Considerations

Conducting research involves several ethical considerations. To conduct the study, the researcher received approval from the ethics board of the University of Western Cape and permission from the faculty of Higher Education and Humanities and Social Sciences Research Ethics Committee (HSSREC). A manager of an NGO in Gauteng was asked for approval to conduct the study with the NGO's volunteers via WhatsApp, while the other participants voluntarily responded to the flyer shared on social media (WhatsApp and Facebook) inviting them to take part in the study. In describing the study, the researcher explained the procedures to be followed and what was expected of participants. Consent must be obtained from participants

before any research can begin. Participants provided both verbal (via google meet) and written informed consent to the researcher.

In addition to ensuring confidentiality, the researcher restricted access to data collected only to the supervisor. It was made clear to participants that they could withdraw from the study without giving any reason and that their participation was voluntary. Participants' anonymity was maintained by creating pseudonyms. Participants were not harmed in any way and all participants were respected by the researcher (participants set their interview times).

Participants were assured that the data would be kept confidential and anonymous (Health Professions Council of South Africa, 2006). Data was stored on the researcher's password-protected laptop.

3.10 Summary of the chapter

An in-depth description of the study's methods is provided in the current chapter. The study examined volunteer attitudes and values at a Non-Governmental Organization and Non-Profit organization. The study employed a qualitative exploratory research design with semi-structured interviews as the primary means of collecting data. In total, eight volunteers from volunteer organisations in Gauteng participated in the study, including males and females. Data were analysed using thematic analysis. Ethics were adhered to throughout the research process.

CHAPTER 4

RESEARCH FINDINGS

4. Introduction

The findings of the research study are presented in this chapter. Participants included eight people involved in voluntary work. A total of seven participants were from NGOs, and only one was from an NPO. The study was conducted to explore the paradigm of values that best describe volunteers and examine the volunteers' attitudes toward volunteer participation. The chapter provides a summary of the key themes and sub-themes emerging from the Google Meet interviews with participants regarding their experiences concerning volunteerism. As a background to the subject, the themes are linked to the introduction and literature review. Seven themes emerged: (1) Motivations for volunteering; (2) Understanding of volunteerism in South Africa; (3) Attitudes about volunteering; (4) Support for volunteer activities; (5) Volunteer challenges; (6) Improvements and (7) COVID-19. The themes are defined and followed by quotes from participant interviews.

Table 4.1

Identified study themes and sub-themes

Theme	Subtheme
1. Motivations towards volunteer work	1.1 Experience
	1.2 Altruism
	1.3 Staying committed to volunteerism
	1.4 Volunteer benefits
	1.5 Empathy
2. Understanding volunteerism in the SA context	2.1 Volunteering meaning
	2.2 Volunteer services
3. Attitudes towards volunteerism	3.1 Recruitment
	3.2 Development/Learning
	3.3 Volunteer traits
	3.4 Appreciation
	• People assisted
	• Organization
4. Support towards volunteer involvement	4.1 Support from colleagues
	4.2 Support from family

	4.3 Support from the organisation
5. Volunteerism challenges	5.1 Personal challenges
	5.2 General challenges
6. Means of improvement	6.1 Training
	6.2 Awareness
	6.3 Funding
7. Covid-19	7.1 Transitioning

4.2 Theme 1: Volunteers motivation

The first major theme is termed 'Volunteers motivation'. Volunteer motivation comes from values that guide their decisions. In turn, the paradigm that defines volunteers is derived from intrinsic or extrinsic choices. Study participants discussed how they got involved in volunteerism and what motivated them to stay committed. A total of six sub-themes are identified under this theme: (1) Experience, (2) Altruism, (3) Staying committed to volunteerism, (4) Volunteer benefits, (5) Completing a task/keeping busy, and (6) Empathy.

4.2.1 Sub-theme 1.1: Experience

'Experience' deals with the participants' extrinsic motives to volunteer. Results showed that participants joined volunteer work to gain some sort of experience or to meet certain requirements for applying for jobs or obtaining qualifications, as seen in the responses below:

"and initially what had got me into the space was to be able to get that experience and I think for me to stay in that space and to stay volunteering, it also has been... I have learnt a lot in that space....and I feel that as somebody who wants to go in this profession, it has equipped me with different skills that would have not gotten from my degree, the formal studying" **Participant A**

"hmmm I wanted to get an exposure towards a course, as I said earlier was I did psychology, I wanted now like to sort of, to gain experience and like an exposure" **Participant D**

"...also at the same time for experience, experience-wise, at the same time......" **Participant E**

4.2.2 Sub-theme 1.2: Altruism

'Altruism' is the second sub-theme that examines the intrinsic motives of volunteers which lead them to volunteer. According to the results the participants in the study volunteered to help the community/others:

"the children cause mostly deal with the children that are...come from disadvantaged backgrounds, so just you being there, me being there and helping them each and every day, that was ...that brought joy to my heart" **Participant C**

"It's being able to see, like the impact, you know and the changes that you are able to do for people, when you are able to help someone and provide assistance, or provide that support and more especially because mental health is something that a lot of people struggle with or a lot of people don't to talk about it, that has been the major motivator for me" **Participant A**

"But I did what I wanted to do in life because I wanted to help others so in another way I managed to help others in another way so yeah volunteerism honestly opened my eyes and I met so many people and helped many kids so that warmed my heart and yeah, that made me to" **Participant B**

"it's just to give back to people who are in need, let's just have that sense of humanity, ... call it Ubuntu so if anyone has like a free hour even just an hour, a free time, maybe an hour or 2, they must just do a voluntary work just to help those who are in need of help" **Participant D**

"you know at least something that I can do because I don't have financial means to help other people, but at least by giving up my time, you know just by listening you know, making others feel better or to see that they are ok, there are other ways of dealing with something, you know" **Participant E**
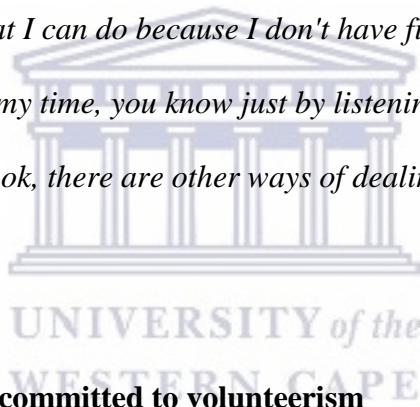
4.2.3   Sub-theme 1.3: Staying committed to volunteerism

The third sub-theme, 'Staying committed to volunteering' examines how participants stay involved in volunteering. As is evident in the following responses, there are intrinsic and extrinsic reasons to continue volunteering. There were several reasons why volunteers continued to volunteer, including seeing the joy in people's eyes when they were assisted, being able to positively impact and change a community, love, and passion to give back to the community despite not having the financial means to do so, working with remarkable people and places, getting experience, growth, and helping children in need. See evidence in the responses below:

"I continued because I am in the field of psych, and the other reason why I continued was because I do want to complete my Masters level and it was a good opportunity to actually to get exposure and experience within the mental health space or industry rather" **Participant H**

"I think that outside of being able to hmmm do some kind of community service you know, and giving back is also good opportunity to get to know a lot more about yourself and to also be able to grow as an individual and to, you know acquire different skills and different people, you know to network" **Participant A**

"So I have just been volunteering there by choice, and I will just continue to do it because I enjoy what I do" **Participant G**

"so you, one thing that kept me going is that they will tell you that if you guys are not here we not eating, we got to beds in an empty stomach and this like that, so that kept me going, everyday" **Participant C**
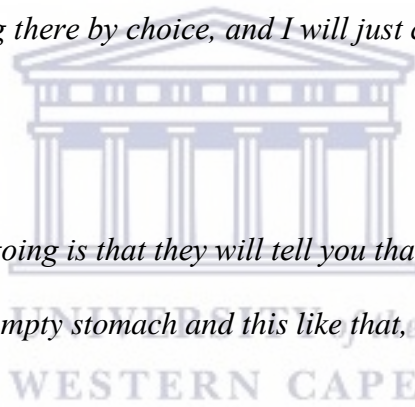
4.2.4   Sub-theme 1.4 Volunteer Benefits

'Volunteer benefits' is the fourth sub-theme, which examines the benefits volunteers receive from their positions. In the results below, we see that participants developed more self-awareness, experienced growth, were selected for a course, and enhanced their curriculum vitae, amongst others.

"It helped me to grow and think things about myself as well, so I want to do my masters, but from working there that's how I know that when you apply for my masters" **Participant H**

"And also when I got my first job, that volunteer, cause so I got a certificate after that, cause I didn't have any other experience then that certificate helped me to get a job" **Participant C**

"There are definitely a lot of advantages that you can gain personally outside just hmmm giving back to the organization or community" **Participant A**

"I volunteered by choice but anyway even if they were challenges, what I gained from, from everything that had happened at least I managed to, to, to get an NQF level 4 out of volunteering because when the social development hmmm gave the mangers the learnerships I was able to be one of the chosen ones to go for that learnership because of the time I volunteered because they wanted someone who has already volunteered for more than two years" **Participant B**

"so voluntary work help because it can even help you grow on yourself growth because as a person you have weakness and your strong points but you can know how to channel them till you work with different characters or different people so that also helps because it also improve on your personal growth" **Participant B**

"you get to know yourself as a person, you get to learn about other people and hmmm I wanted to say something as well, is that it is non-financial, you know so many people always wanna do so many things for money" **Participant G**

4.2.5   Sub-theme 1.5: Completing a task/staying busy (extrinsic)

The fifth sub-theme discussed in the study is termed 'completing a task or staying busy' which is relevant to volunteers who may have joined volunteering just to keep busy or to complete a university project. The results revealed that volunteers were extrinsically motivated and were able to keep busy and complete assigned university projects as illustrated in the responses below:

"if have been for the project I don't think I would have found the place to start off with motivation, was actually looking at the beginning as I have said, for me to get them was because I needed to get my school work done, that's how I came across" **Participant H**

"even just to search for it, cause like I was hoping to find some job and there was nothing and then...I started searching where at least for places where I can volunteer, and then at least cause I believe that like waking up in the morning going to a place even if it is volunteerism, it has that kind that sort of feeling that at least there is something that you are doing, it's unlike you wake up, you eat, you bath, you sleep that pushed me to volunteer because I had nothing to do"
Participant D

"I did my 1st year with UNISA, it was a long-distance and I was just was sitting in the house, I wanted something to keep me busy that's is when I started to search for volunteering"
Participant F

4.2.6   Sub-theme 1.6: Empathy

'Empathy' is the sixth sub-theme, which discusses that volunteers were motivated to join based on experiencing similar situations when growing up, creating empathy for others in similar circumstances, and motivating them to help them look at the experiences volunteers had growing up, that led them to join volunteer organisations. The following responses illustrate this:

"with the way that I grew up, I didn't want to see someone else go through what I went through, so it was by choice because I decided that you know what, I want to make a change in someone else's life" **Participant C**

"so hmmm at the time I had also gone through like a death of someone who was close to me, so hmmm with myself I was able to hmmm manage the whole thing differently but obviously, they are some people who can't manage" **Participant E**

4.3   Theme 2: Understanding volunteerism in the SA context

The second theme, 'Understanding Volunteerism in the SA Context' discusses the knowledge and understanding of the meaning of volunteerism in their lives and the different services volunteers provide. A total of two sub-themes were identified under Theme 2: sub-theme 2.1: Volunteering meaning and sub-theme 2.2: Volunteering services.

4.3.1   Sub-theme 2.1: Volunteering meaning

The first sub-theme, 'Volunteering meaning', discusses what it means to be a volunteer. Most participants were very familiar with the concept and held similar views and understanding

that volunteering means giving one's time to help out without getting any compensation. See evidence in the responses below:

"So volunteering is the, is basically doing something without expecting anything in return, so it's like giving back to the community because you want not because you expecting some form of incentives from wherever that you will be volunteering" **Participant H**

"A volunteer is someone who gives their time to people and not expecting anything in return like you not getting paid, you doing it because you love it because you want to do it" **Participant F**

"what I understand about it is just to work without receiving like any sort compensation, more like give back to the people, to the community, by so it's giving your time to the people who need it" **Participant D**

"the term voluntary hmmm it means that for an example if you going to a place hmmm, for an organization, the organization mostly NGOs and NPOs are non-profit organizations or they benefit from the community or different stakeholders" **Participant B**

4.3.2   Sub-theme 2.2: Volunteer services

Under the second sub-theme, 'Volunteer services' discusses the services participants offer to the community through various programmes and organizations.   According to participant responses, participants offered different services such as (1) telephonic lay counseling (mental health crisis line that provides support to individuals experiencing mental health-related challenges, mental health awareness, substance abuse line, data capturing, short-term

containment counseling, referrals to professionals, and training of new volunteers), (2) school services/peer education program (feeding scheme, homework), (3) caregiver (working with HIV/AIDS infected and affected people, orphans with clothing and food, and children without birth certificates to bring about change in their communities.   , see evidence in the responses below:

"cause we did like your feeding scheme, assisted with home works and stuff like that"

Participant C

"So we provide hmmm lay mental health counseling, so it's a mental health crisis line, where people will call in, hmmm whether they themselves are experiencing issues related to mental health or somebody that they know, and we provide information, hmmm as well as referrals as well as containment counseling as well" **Participant A**

"We do telephonic counseling, so we counsel the people who might be hmmmm having any questions, you are calling in for the loved ones or they are calling in for themselves, for mental health reasons, so we counsel them, we contain the whole conversation cause it's the conversation between us both" **Participant E**

"And the main role was about containment and hmmm referrals and follow-ups, and through that as well I also I got involved in training, so hmmm as I stayed in this volunteer side longer, I got involved in training and I, hmmm I started training new, new telephonic counselors as well"

Participant G

"and they explained everything about what they doing, mostly the love life peer education

program is being run to schools to... You can say to eliminate or provide mostly youth from 12-

18 years of age they give them different information and it is a youth-friendly service"

Participant B

4.4   Theme 3: Attitudes towards volunteerism

The third theme is titled 'Attitudes towards volunteering'. A person's attitude is influenced by the information they gain (learning) and the emotion they experience. The focus of this theme is people's actions, or their intentions to be members of volunteer organizations, recruitment techniques, and the behaviour required for being a volunteer. In addition to learning so much in their volunteer organizations, most participants recruited themselves through the internet. In Theme 3, four sub-themes are identified: Sub-theme 3.1: Recruitment, sub-theme 3.2: Development, sub-theme 3.3: Volunteering, and sub-theme 3.4: Appreciation.

4.4.1   Sub-theme 3.1: Recruitment

Within the first sub-theme of 'Recruitment', participants describe how they are passionate about volunteering and how they joined volunteering. As evidenced by the responses below, most participants found out about volunteering on the web.

"So I was just "googling" looking for to go places that I can volunteer at for that specific

module, I didn't really plan on staying there for as long as I have, so hmmm I found them on...

online and then there was a form that was meant to be completed to become a volunteer, I did all

of that, and then they responded after a month or so and then I started volunteering there, but I

volunteered at the organization, I was only volunteering there for about 4 months" **Participant H**

"I find out on the internet when I was like just searching about like the organisation that are relevant to the course that I'm studying and then it happens that I saw this one and then it was like easy to apply to it cause like the application form were there on the, on the, on the website" **Participant D**

"...So I was checking on the internet for any NGOs that do volunteering" **Participant E**

"I think it was the internet if I am not mistaken" **Participant F**

4.4.2 Sub-theme 3.2: Development

The second sub-theme, 'Development' discusses how volunteering makes a positive impact on participants' lives. The following responses illustrate how participants gained so much knowledge or experienced personal growth and development and name the different things that were mentioned like compassion, personal interests, self-confidence through volunteering:

"I have learnt hmmm to be hmmm compassionate like I have learnt hmmm to put another person, hmmm before money and to listen with an ear… not just to listen but to understand what another person is saying, cause hmmm cause when we talk to the callers" **Participant E**

"new things, the trainings they have, like the callers we get, it's like a place to grow, to learn if maybe you maybe you wanna pursue with like a psychology field, in psychology field" **Participant D** *"I have learnt patience, I have learnt compassion, I have learnt respect, I have*

learnt an ability to introspect, I have learnt to reach out even as volunteers we need to reach out, to think about our experiences, I have learnt to hmmm I have learnt so much about mental health-related content, But I think mostly I have learnt that we are never alone, that there is always people out there who will be there to help us" **Participant G**

"Starting from myself I have learnt so much about myself, there are things that you are not aware of, that no that you can do that" **Participant F**

4.4.3   Sub-theme 3.3: Volunteer traits

Under the third sub-theme titled 'Volunteer traits' participants discussed what they saw as characteristics of a volunteer. Several participants shared communication characteristics that volunteers must display (being a good listener, speaking clearly, being patient, not making use of complex language), as shown in the responses below:

"It was at the school, so we would help them with homework like if the teacher is not there, we would go and hold the whole class, so it was like basically more of like your teachers' assistance type of work, so you need to listen to the learners, communicate well with them, you need to portray what.. whatever it is that you...like mostly we were assisting the teachers with whatever they want, so you need to be a very good listener you need to be able to ...layout like a book, if they if it's a book that they are reading, present it in a way that these kids will understand cause it was a primary school" **Participant C**

"so it's definitely active listening, you definitely have to be good at active listening, you have to be patient, also have to be, very clear I think in the way that you speak and direct, and to use language that is also not too complex or..." **Participant B**

"like agreeing with them, like to be, to listen effectively cause now, to the callers as well as like to agree with them, and then I would say is listening actively as well as just to show that you are there and listening" **Participant D**

"you have to be patient, communication skills like listening, hmmm when you just listen, certain listen to somebody rather than questioning, questioning, questioning, you know" **Participant G**

4.4.4 Sub-theme 3.4: Appreciation

The fourth sub-theme, 'Appreciation' discusses how participants were recognized for the services they rendered and how their contributions were recognized by community members and organisations. A total of two sub-sub-themes were identified under sub-theme 3.4: sub-sub theme 3.4.1: People assisted and sub-sub theme 3.4.2: Organisation.

4.4.4.1 Sub-sub-theme 3.4.1: People assisted or Gratitude

In the first sub-subtheme, 'People assisted', the participants discuss how the community appreciated them for their assistance and, the majority expressed gratitude to them, see evidence in responses below:

"you hear people expressing gratitude for the work that we do, even after I helped someone and they feel that they really been helped they say, thank you, thank you for what you doing, thank you for your time" **Participant H**

"like I said the kids that I used to help them with homework they, I mean up to this day, they still call me" **Participant C**

"I think seeing how, how, how maybe you can help someone and that person came back to say thank you, I think that is the most important thing we don't need presents or money or expense from people" **Participant B**

"some crying saying it is the first time to hear someone speaking like this to me, that moment, ahhhh that joy that you feel when someone saying that some of them thank you, and then they cry you realize that you are making a change" **Participant D**

4.4.4.2 Sub-sub-theme 3.4.2: Organisation

In the second sub-subtheme, 'Organisation' the participants discussed how the organisation acknowledged their work, see evidence in responses below:

"I recently received a "walk" from one of the ladies that work within the organization, so that really does affirm me hmmm and what I am able to contribute in that space" **Participant A**

"they did even now am still receiving calls even if am not with them anymore to check up on how I am if I still want to come back and just hhhhh guide or help others and all that so yeah I see that even if they have like maybe events or, like youth maybe it's a youth event or maybe they are having family dialogues and all that they still call and check if am available to come and just speak to the parents and kids and just share what I've learnt" **Participant B**

"...So it's like it is appreciated in all aspects, wherever we are, it's either like our management they do hmmm" **Participant D**

4.5 Theme 4: Support towards volunteer involvement

Theme four is termed 'support towards volunteer involvement' This theme discusses the support offered from different platforms to participants in various areas of volunteer work. Family and the community provided limited support while colleagues and the volunteer organisation provided great assistance. Under Theme 4, there are three sub-themes: sub-theme 4.1: Support from colleagues, sub-theme 4.2: Support from family, sub-theme 4.32, and sub-theme 4.4: Support from the community.

4.5.1 Sub-theme 4.1: Support from colleagues

Described in the first sub-theme is the 'Support from colleagues'. The responses below demonstrate that participants received great support from their colleagues.

"So where never you feel like that, they offer De-briefing you get to talk to other counselors if you work at the office, it's nice because after a case I can go and talk maybe to ....and say this is what I was dealing with just now, so you have that we have a lot of teamwork, you know, we have that team-work, we have a lot of team-work" **Participant H**

"If you feel like you need to talk to somebody, or overwhelmed, you know everybody is open if you are stuck or need information, or need help with something, you know like everyone is open to helping everyone, I don't think there is ever been a situation for me personally where I had

encountered any kind of conflict that maybe could not have maybe been resolved in the office"

Participant A

"When we were in the office one of the guys it happens that he fell sick, and then how they acted, they acted like do quick with urgent, they took him with an urgent, as an urgent person to help him, going to the pharmacy to get like everything and they even just let him go earlier"

Participant D

"The senior managers are there to support us, so hmmm if maybe, or maybe if there is something that you, maybe you don't know" **Participant E**

4.5.2   Sub-theme 4.2: Support from family

Under the second sub-theme, 'Support from family' participants discussed the support they received from their families. It was stated by one participant that they receive no support from family because they do not understand working without compensation, see response below:

"and not having support from maybe family because they don't understand what you doing, they think that maybe it's just a waste of time" **Participant B**

4.5.3   Sub-theme 4.3: Lack of Support from the Community

The third sub-theme called 'Support from the community' discusses how participants were able to receive support from the community. According to one of the participants, the community has not provided any support, and they have been approached multiple times yet only

a few community members have shown up to help. The following response provides evidence for the lack of community support:

"I think they are failing because there is not enough support from the government and the community as a whole, that's why they are failing, Well, with the one that I did we, we, we did try to reach out we had like a community hmmm seminars, where we will invite the community, it was based at the schools" **Participant C**

4.6 Theme 5: Volunteerism challenges

The fifth theme is 'Volunteerism challenges', which encompasses the challenges faced by participants in their specific volunteer roles. Participants face a wide variety of challenges in their volunteer work. Lack of resources for providing volunteer services and funding constraints were identified as the most pressing challenges in the study experienced by the volunteers. A total of three sub-themes are outlined under Theme 5: sub-theme 5.1: Personal financial challenges, sub-theme 5.2: Organisational financial challenges, and sub-theme 5.3: Logistic challenges.

4.6.1 Sub-theme 5.1: Personal financial challenges

The first sub-theme is titled 'Personal financial challenges' which discusses financial struggles encountered by volunteers to provide their services. In the results, most volunteers struggle with transportation costs or finances in general, as shown in the responses below:

"so it means that you have to find like money somewhere so that you can still go and service, cause like at that time I was not staying in Soweto, I was based in Joburg but I had to go to

Soweto almost each and every day, the finances is one of them, the challenges that you come

across" **Participant C**

"So having to go to work without transport or without any financial assistance that was the

biggest challenge" **Participant B**

"they have been a lot of challenges, hmmm I think some of the challenges are, have been time,

and especially because you also not being paid for the work that you do, the time that you give

in" **Participant A**

4.6.2 Sub-theme 5.2: Organisational financial challenges

The second sub-theme 'Organisational financial challenges', explores the difficulties

volunteering organisations experience in getting funding (lack of funds) to provide their services

to the community and support volunteers, this sub-theme mainly focused on mental health or the

volunteer organisation misusing funds received from sponsors. See evidence in the responses

below:

"and demands of the organisation and workers and they will tell the funders how will they

distribute that funds but immediately after that funds that money is allocated to that

organisation the same company doesn't make sure that each and everything that was done on

that proposal letters" **Participant B**

"I that mental health generally doesn't have funding in South Africa or they don't have a lot of

funding you know" **Participant H**

"They don't have the funds available to seek hmmm hmmm healthcare services" **Participant G**

4.6.3   Sub-theme 5.3: Logistics challenges

The third sub-theme is termed 'Logistics challenges'. This sub-theme discusses the lack of resources in volunteer organizations in South Africa as a whole, including the lack of professionals such as psychologists and lay counselors. These responses demonstrate how frustrating it is for volunteers to assist someone who will wait long for help, as evident from the following responses:

"So I guess as a volunteer some of the challenges I face hmmm, you know, it is a mental health-related volunteer site and there are so there is a great lack of resources hmmm often, in very under-resourced areas in South Africa regarding mental health, for me I do experience difficulties in sometimes referring people to mental health services where they can get help immediately, hmmm most likely there is a long waiting list available, which is frustrating" **Participant G**

"and then you look at the fact that Universities only take a limited amount of students during selections, so there is a shortage of psychologists in the country but then Universities have a limited amount of space so with the problem someone needs to try and fix that, you know ……I mean there are places up there that don't have resources like you will be on a call with someone and you really wanna help them but there are no resources, you know" **Participant H**

"Cause pity is only in Johannesburg, where like they take volunteers like that, if they were in all provinces maybe it was going to be good, cause now it's only those few who are benefiting, the exposure that you get from there, I don't know how to put it" **Participant D**

4.7   Theme 6: Means of improvement

The sixth theme discusses ways to improve volunteerism. To bring about change in volunteering organizations, money is the most critical element to consider on a personal and organizational level. A total of two sub-themes were identified under Theme 6: sub-theme 6.1: Funding and sub-theme 6.2: Awareness.

4.7.1   Sub-theme 6.1: Funding

The sub-theme on 'Funding' examines how stipends can have a positive impact on volunteer participation. This financing aspect can encourage volunteers to participate. Participants stated that getting funding can help with transportation expenses. This is because it will be great for managers to seek funding from different companies or community businesses to improve their finances. See participants' responses below:

"they can just give at least those fees, even just for transport fees, fees, I think that can allow that the volunteers just to be there to have like many volunteers" **Participant D**

"Yes I mean in the particular organization, I mean the particular community so you can approach businesses you can approach companies so that the workers that are under you can get something, I mean it's not like a person is expecting five thousand or four" **Participant B**

"like they can fund those NGO's, then they can help, cause we had other people that were dropping out because they were not able to have transport money to go there, so maybe if they can have like some sort of stipend or something to assist them with like transport costs and toiletries and other stuff, I mean doing it full year, it's...it's time demanding" **Participant C**

4.7.2   Sub-theme 6.2: Awareness

This sub-theme discusses how people can become informed about volunteerism, and how they can understand the volunteering services offered by Non-Governmental Organizations. Participants stated that volunteerism is not well understood by the general public, hence there is minimal interest in it. See evidence in the responses below:

"It is important to emphasize the importance of children volunteering from a, you know, from a young age" **Participant E**

"Hmmm so they don't, I feel like maybe they don't advertise enough, Or spread the word better in the community so that people know that ok I want to volunteer this is where I can go, cause the hospice I found through a contact which is my grandmother, I think they could improve more on hmmm advertising, going to universities maybe placing posters" **Participant H**

"They were not even talking about the volunteer program they were just talking about, you know the work that they do, and I just find it interesting and then I thought I really like to contact them and see you know, are there volunteering opportunities available" **Participant G**

4.8 Theme 7: Covid-19

The seventh theme discusses participants' experiences of transitioning during the Covid-19 crisis. Participants found it challenging to adapt to the rules imposed by the president. See evidence in the responses below:

"It was much easier before COVID-19 because we used to work in the office, so in the call center, immediately if maybe if there was a call that was maybe difficult to get through, maybe there was a lot of heavy contexts that ....that was discussed in that call, then we will be able to debrief immediately" **Participant A**

"So in the process of trying to help, you know another person, and obviously it makes me sort of like ok I wasn't able to help, Then I ask on the WhatsApp group, and ask someone else can continue with the call cause I don't have network" **Participant E**

"But I do really miss my colleagues, I miss going into the office, and laughing and sharing and, so I miss that laughter, we do have meetings online" **Participant G**

A participant appreciated the support provided by the volunteer organization, see response below:

*"Wi-Fi dongles they do give us, so it's like they are, they are there to help us, they are helping us with, you just shout and they just give you anything that you need, even if when your dongle is not working for that period of time, they send you data, they send you data, data bundles so that you can be able to connect and then keep on serving people. they send you data, they send you*

data, data bundles so that you can be able to connect and then keep on serving people"

Participant D

4.9 Summary of the chapter

In this analysis, the method used to conduct the research study allowed the researcher to achieve the results as reported. Following a thematic analysis approach, seven themes emerged and the themes were explained with quotes from interviews supporting the themes. Using thematic analysis to identify outcomes provided evidence about how participants give meaning and explanations for their actions to give back to the community. In addition to those community members who are unable to assist. In addition, they provide what they perceive as acceptable explanations for behaviour and actions based on personal experiences, contexts, and common discourse related to a particular subject.
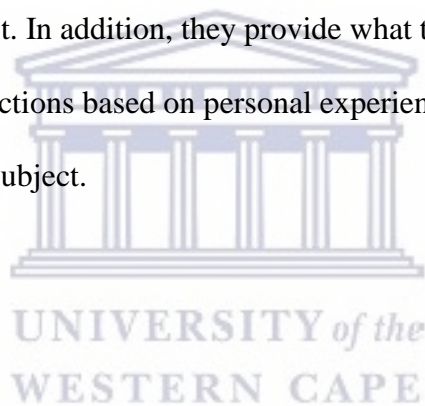
CHAPTER FIVE

DISCUSSION

5. Introduction

A discussion of the key findings is presented in this chapter. Interviews with eight

volunteers from Gauteng provided the basis for the findings. This paper describes what this study

found in relation to previous literature. Furthermore, the findings are discussed in the following

seven themes: motivations to volunteer, understanding of volunteerism in South Africa, attitudes

toward volunteering, support for volunteer activities, volunteer challenges, and volunteer

improvement as well as the effects of COVID-19 on volunteerism. In this chapter, these themes

will be examined in more detail to better understand values and attitudes towards volunteerism.

Based on the objectives, the findings of the study are summarised. The chapter concludes with a

discussion about the limitations of the study and suggestions for future research, which are based

on issues and concerns raised during the study and by the volunteers.

5.1   Discussion of the Key Findings

It is essential to understand the motivations that inspire youth to volunteer and the

motivations of organizations to work with volunteers or organizations to hire

volunteers. Moreover, volunteers have a valuable role to play in organizations expanding.

Committing to volunteering is the first step on the volunteering journey. Values are the driving

force behind motivations, and one of the main objectives of the study is to identify these values.

Additionally, values guide choices that lead to volunteerism (Oyserman, 2015).

The findings suggest that most of the participants became volunteers out of their own volition. According to the study's findings, volunteers were either intrinsically or extrinsically motivated to become volunteer workers. Those who were intrinsically motivated when they joined, in the later stage were their volunteering journey became intrinsically motivated. Several circumstances in young people's lives trigger them to volunteer, as evidenced by Perold and Graham (2014). The study's results had similar findings, volunteers' life experiences made thto engage in volunteering as a way of giving back to the community asupportingosufferwho suffering similar t,raumas, as a result this was one of the volunteer motivations. Motivation can be divided into two broad categories: intrinsic and extrinsic motivation. Motivating factors are derived from volunteer values. Both responses were equal (50%) for intrinsic and extrinsic motivation.

There was a high response from extrinsically motivated volunteers. Participants stated that their main motivation to volunteer was to gain experience towards a qualification and develop their CV. Van Hout et al. (2011) state that volunteering has several advantages, including a sense of purpose, meeting different people, making new friends, and acquiring new skills. This study's findings support previous research and literature (Lindsay, 2016; Gray & Stevenson, 2020), whereby four out of eight participants commented on the benefits of gaining practical experience, learning new skills, and making new friends. Moreover, Grönlund (2011), points out that most of the research on the motivations for volunteering, altruism, learning, career, and social motives were identified.

To the volunteers', gaining experience is the most important consideration, and the activities they engage in serve an educational purpose. The achievement trait is closely related to self-enhancement, which is discussed in the literature when an individual satisfies his or her

interests (Francis & Jones, 2012). It is probable that in the future volunteers will expect recognition for their volunteer experience when applying for jobs or psychology master's programmes based on information provided by their peers or classmates who followed the same route.

Similar findings have also been found in other studies. In his study, MacNeela (2008) found that "some of the volunteers found a career motive to be the primary reason for getting involved". Menchik and Weisbrod (1987) argue that intrinsically motivated people, volunteer because they believe volunteering gives them a competitive edge in the job market. Research into the volunteer process should give a greater focus to the benefits and challenges of volunteerism, as MacNeela (2008) contends that volunteering benefits people's lives. Additionally, one participant stated that her goal was to complete a varsity module. If volunteering was not required, she wouldn't do it. As Oyserman (2015) noted, people set priorities for achieving success and finding meaning in life, whereby volunteering provides a means to an end. Zuckerman (2014) relates this achievement to arousal, where people volunteer to achieve a certain goal. In terms of extrinsic motivation, keeping busy was also mentioned as a reason. As a volunteer, one person indicated that it was difficult to stay idle and do nothing in a volunteer organization, so they kept doing something to stay busy.

With regard to intrinsic-based motivation, helping others received a strong response. Volunteers indicated that their motivation for volunteering is to help other members of the community. Volunteerism is influenced by self-transcendence values linked to prosocial behaviour. Moreover, Oyserman (2015) supports that people who prioritize self-transcendent values tend to be more interested in altruistic activities and display more volunteering behaviour. Findings suggest that participants volunteer simply because they want to make a

difference in their community. One volunteer expressed their aversion to seeing people suffer because they suffered as children. Volunteers are motivated to fulfill their psychological needs, according to self-determination theory (Lee, 2014). Therefore, according to the results volunteers expressed that through volunteering they were able to learn that they not the only ones experiencing problems, and listening to others venting out gave them hope and courage to further offer their help.

Study finding indicate that volunteers who were intrinsically motivated cited "Ubuntu" as their motivation for volunteering. As a result, it is thought that individuals who tend to volunteer tend to ascribe to values and beliefs such as community solidarity, altruism, compassion, caring about others, and social responsibility (Wilson, 2000). In South Africa, this concept refers to the spirit of unity or the value of helping the community (Seabe, 2014). "Ubuntu" is a culture that is prevalent in South Africa. Volunteers expressed that volunteering allowed them to make a positive difference in the community because they could not provide financial support. Therefore, giving up their time was the least they could do. They were able to positively impact the community through volunteering.

It was found that most participants retained their involvement in volunteering organizations for intrinsic reasons. Volunteers with a strong sense of purpose stayed because they were passionate about helping, as well as seeing the impact they were able to bring to different volunteer spaces. Despite not having the financial means to help the community, they share a passion for helping children, working with remarkable people, and growing as individuals. Volunteers began to receive stipends, and this was another reason they stayed. One volunteer remained because they wanted to finish their master's degree, although this was not true for everyone.

Findings show that volunteers shared a similar understanding of volunteerism and were very familiar with the concept. Graham (2013) is of the opinion that young people are South Africa's youngest citizens and one of the country's greatest assets and resources. Similarly, Martin (2011) noted that there is a great need for reliable, committed, dependable volunteers in charities and voluntary organizations. Based on the study's findings, it is clear that the organisations represented in this study all engage with volunteers because of their capacity for resourcefulness, and the scarcity of volunteers.

Volunteers shared that giving up one's time without receiving any compensation is what volunteering means to them. According to Gallarza et al. (2013) volunteers devote leisure time to public or client interests in unpaid and planned activities within a formal structure that they understand. Volunteers were well informed about what it means to volunteer at an NGO/NPO and volunteers made a choice about the volunteering organizations they want to engage with. This differs from what Perold and Graham (2014) found that young people have varying perceptions about what volunteering meant, which could be because the "why" generation believes in volunteering with incentives as mentioned previously.

In addition, volunteers shared the light of their volunteer services in their various spaces. Their services include providing support to persons experiencing mental health challenges and to their loved ones. In addition to this, volunteers also provided services to young kids such as school services/peer education program (feeding scheme, homework), caregivers (working with HIV/AIDS infected and affected people, orphans with clothing and food, and children without birth certificates to bring about change in their communities. This relates to informal volunteering as an activity that often contributes to and fits within the realm of civic engagement (Maartinez et al., 2011).

Most of the volunteers indicated that their colleagues provided them with great support. According to the participants there is a lot of teamwork in the organizations they volunteer for. When lay counselors are unable to cover their shifts, there is a volunteer cover. This means that if a volunteer is ill, they will cover for that individual. Every time they are overwhelmed, stuck, or in need of information, they are there for each other. Volunteers expressed their gratitude for the support they received from their colleagues

However, one participant reported that there was no community support. The participant reported that several attempts to reach out to the community failed and that the community provided minimal support. Local volunteers took the initiative and invited community members to help. Multiple approaches to the community were unsuccessful and community support was minimal, according to the participant. The community was invited to participate in seminars held at the school as an initiation. Despite the invitation, only a few community members showed up. A participant explained that no family support was received mainly because they did not understand what she was doing and thought it was a complete waste of time since she was not receiving any pay or getting paid.

According to Ainsworth (2019), insights about volunteering are positively influenced by attitude toward volunteering. Volunteers expressed their intent and actions to be affiliated with volunteer organizations. The results indicate that volunteers expressed their willingness to participate in volunteer organizations and that many of the participants recruited themselves using the internet. In light of the findings above, volunteer recruitment processes within an organization need to be accessible and easy to encourage people interested in volunteering. According to McCrudden (2009), if a volunteer is recruited to the right role and well treated,

they will not only be a loyal team member but also be an advocate for the organization. In this case, the volunteers recruited themselves to achieve the development they desired.

Participants who volunteered reported that volunteering made a positive impact on their lives. As shown in the results, participants indicated that volunteering enabled them to gain knowledge, personal growth, compassion, personal interests, and self-confidence. As stated by Briggs et al. (2011), attitude is formed through the interaction of acquired information leading to beliefs (cognitive process); emotional experiences (affective process); and past behaviours (behavioural process). The results show that believing in the organization's cause (mission) and the volunteers wanting to help others and past experiences made the volunteer to be eager to volunteer.

To have an affective response, people must experience feelings, moods, emotions, and sympathetic nervous system activity toward the attitude object (Zhang, 2013). Participants exhibited traits that are essential in volunteering spaces, and they believe that these characteristics should be possessed by all volunteers. According to the findings, a volunteer should be able to listen well, speak clearly, be patient and avoid using complex language.

There are many challenges participants face when it comes to volunteering. However, the most cited challenges to volunteerism are financial hardships and personal struggles. Several volunteers said they struggle with transportation costs or finances in general, and that getting a stipend would benefit them given the high unemployment rate among the youth. In addition to HIV/AIDS, poverty, and poor education, young people in the SADC region face unemployment and other socioeconomic challenges. The issue of getting a volunteer stipend is often a challenge for CBOs and NGOs that do not have the resources to provide stipends. Volunteers commented

that stipends would help an organization have more volunteers and keep them since volunteers often have trouble getting to volunteer sites due to transportation issues (financial).

The challenges faced by the organizations are similar, according to volunteers. Financial constraints make it difficult for organizations to offer their services fully to the community and to support their volunteers. The volunteers stated that they feel the lack of funding and resources, especially for mental health organizations, makes it saddening to have to wait for months to receive assistance from professionals and they feel that the health department is not doing justice by selecting a small number of students for psychology masters programs. They expressed that it can be very frustrating to provide your services after people have lost hope due to the waiting period. According to Caprara et al. (2016), some young people don't know how to obtain sponsorships, or the amount they receive cannot satisfy their needs, especially concerning stipends. Wilson (2012) asserted that many young people need incentives to participate. They also need incentives because life is already so exhausting. A volunteer also mentioned that sometimes volunteer organization owners become greedy when funds are received. They do their best to look out for their family without fulfilling the objectives and needs of the organization and volunteers. For example, only a small portion of the sponsorship will be given to the community, which is contrary to the commitment they made when seeking funding.

According to volunteers, volunteering can be improved by securing funding and raising awareness. Financial problems were viewed as the greatest obstacle. According to them, youth unemployment is high in South Africa, as is the standard of living. Medley et al. (2012) stated that young people suffer due to economic demands and have been described as "a ticking time bomb". There is a consensus that getting a stipend will make life better for volunteers and

volunteer organizations. However, if there is no change, there will be a scarcity of volunteers because everyone wants bread on the table.

As a result of the latest recession, many community and voluntary organizations are increasingly reliant on volunteers, in part due to reduced funding and diminished incomes. Thus, being financed would encourage volunteers to participate because that would help with transportation, buying toiletries, and small items (groceries) for their families. A volunteer stated that she left volunteering for paid employment because she needed to take care of her family. According to Akintola et al. (2016) youth have excellent skills in helping, but they are also motivated to earn money coming from poor backgrounds, making it difficult for them to provide assistance. Furthermore, NGO/NPO managers must seek funding from different companies or community businesses to improve finances as suggested by the volunteers.

Many of the volunteers feel the community should be better informed about volunteering and what it entails. The community needs all the information about volunteering services offered and the impact those services can have on the community. It is believed by a large percentage of respondents that volunteering is not well understood by the general public, hence the minimal interest. Several volunteers mentioned that organizations should improve their advertising and emphasize the importance of volunteers. Volunteers indicated volunteering organizations could improve on their advertising by emphasizing what they do in schools, clinics, universities, or public spaces that people have access to. Children should be taught about giving to the community at an early age, according to one participant.

Participants mentioned that COVID-19 had a significant impact on volunteering operations in many ways. In the transition, volunteers started working from home, as a result, there was an overwhelming response. Volunteer lay counselors who have become accustomed to

working in an office have found it difficult to work from home. There was no easy way to debrief immediately after taking heavy calls, no laughing and sharing with colleagues, and network issues hindered the help they could give to callers. Volunteers missed being in the office because they could debrief immediately after taking a heavy call. In addition to Wi-Fi dongles, they have access to assistance through WhatsApp or phone calls if they need assistance. There was also nothing that could be done as it was a world pandemic, but everyone had to obey the rules.

5.2   Recommendations

It is recommended that further studies be conducted to learn more about the experiences of different cohorts of volunteers within different volunteer organizations. This study aimed at volunteers from an NGO, but there was so much information gleaned from the NPO volunteer.

In spite of so many volunteers wanting to share their experiences, age was an inclusion criterion that prevented other volunteers from joining. Therefore, the age restriction might be revisited in the future. A one-on-one interview can also be beneficial to get detailed information from the participants and to transfer unclear information because of poor network issues. By studying how different cohorts of participants engage with volunteering, we can better understand how volunteers across South Africa engage with their volunteer roles. Additionally, we gain insights into how to work with volunteers regardless of their qualifications, promote volunteering opportunities, and support them in their volunteer roles by providing them with a stipend (mainly for transportation and toiletries). It would also add to the dearth of knowledge on the psychology graduates' volunteer experience.

5.3 Limitations

Using a qualitative method and in-depth interviews, this research study shed light on the values and attitudes of volunteers working in volunteering organizations in Gauteng. This research has a number of limitations, including the sample, recruitment process and participation, and the research method. The influence of COVID had a really big impact on recruitment and participation in the study since many volunteers mentioned that they were overwhelmed due to few social connections, for volunteers who were able to have social connections but limited data,

It was difficult to obtain volunteers for this study, postings on social media were used to get participants. Based on the sample, the results of this study are limited as only a small number of volunteers took part in the study.

As a result of the size of the sample and the age restriction, the discussion of volunteer experiences towards understanding values and attitudes was limited. In addition, the study was dominated by females, while only one male participated.
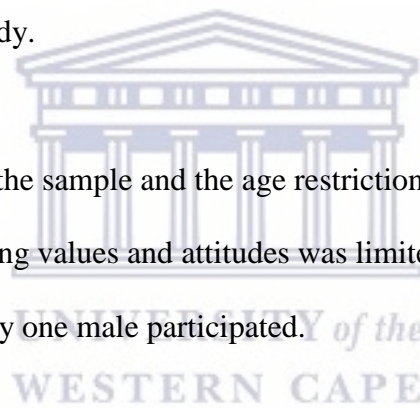
5.4   Conclusion

Volunteering has been conceptualized in two different ways based on participants' constructions of what it means to them and to their communities, as well as why they volunteer. In one approach, volunteering was depicted as the virtue of Ubuntu, giving back to one's community without monetary compensation. In addition, volunteering was viewed as having intrinsic benefits, including keeping busy, building one's CV, and finding healing in volunteer work. Both approaches are viewed as part of the value-driven character of volunteers. Moreover,

volunteering was as the extrinsic motivation to gain experience necessary for employment and further study purposes

Youth unemployment contributed to the high number of volunteers. As the volunteers indicated, they wanted to volunteer so they would be busy and remain hopeful for better opportunities in the future. Additionally, participants who stayed in volunteer organizations became highly motivated as they realized the need to give back to the community and the impact that they made. Consequently, participants believed that members of their families and their communities did not comprehend the activity due to their lack of knowledge about these two processes. Volunteering serves a vital role in communities by offering assistance to those in need, making a difference, and allowing youth to make new friends and acquire new skills. In addition, volunteering gives unemployed youth a way to develop the skills and experience they need to enter the workforce.

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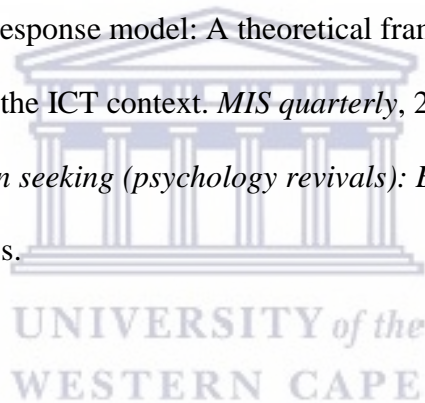
Appendix A: Information letter

UNIVERSITY OF THE WESTERN CAPE
DEPARTMENT OF PSYCHOLOGY
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2283/2453, Fax: 27 21-959 3515
E-mail: **4012031@myuwc.ac.za**

INFORMATION SHEET

Project Title: Exploring attitudes and values of volunteerism at a NGO in Gauteng

What is this study about?

This is a research project being conducted by Lobisa Zanele Thobejane at the University of the Western Cape. We are inviting you to participate in this research project because the study will assist in getting a broader understanding of volunteer attitudes and values. Your participation will be highly appreciated in this.

What will I be asked to do if I agree to participate?

You will be asked to engage in an interview and answer a few questions about volunteerism.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To help ensure your anonymity, your name will not be connected to the questionnaire at all. The questionnaires are anonymous and will not contain information that may personally identify you.

    (1) Your name will not be included in the surveys and other collected data;

    (2) A code will be placed on the survey and other collected data.

To ensure your confidentiality, all questionnaires will be locked in filing cabinets at the Department of Psychology of the University of the Western Cape.

By legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning potential harm to you or others.

What are the risks of this research?

Some items on the questionnaire might make you feel uncomfortable or embarrassed. I assure you that the only aim of this study is to gain an understanding of your experiences and your perceptions.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the researcher learn more about psychology graduates perceive volunteerism. We will be able to provide the NGO with information regarding the results of the study and hope that our findings may be useful in the organization, to either grow it, bring change where needed, or continue with providing excellent service.
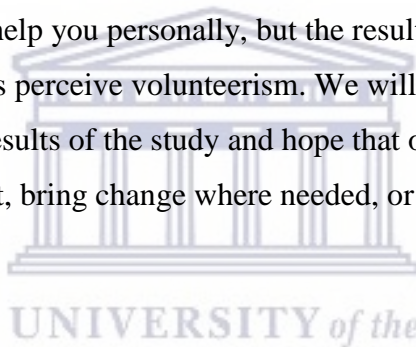
Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Yes. Please contact the researcher (details below) and she will arrange for the appropriate care.

What if I have questions?

This research is being conducted by Lobisa Zanele Thobejane at the Department of Psychology at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Lobisa Zanele Thobejane   **Prof Kelvin Mwaba**
Masters Student   *Supervisor*
Department of Psychology   Department of Psychology
University of the Western Cape   University of the Western Cape
Private Bag X17   Private Bag X17
Bellville 7535   Bellville 7535
081 4150 655   021 959 3096

4012031@myuwc.ac.za   **kmwaba@uwc.ac.za**

Should you have any questions regarding this study and your rights as a research participant or if

you wish to report any problems you have experienced related to the study, please contact:

Prof Anita Padmanabhanunni   **Professor Anthea Rhoda**

Head of Department   Dean

Department of Psychology   Faculty of Community and Health Sciences:

University of the Western Cape   University of the Western Cape

Private Bag X17   Private Bag X17

Bellville 7535   Bellville 7535

apadmana@uwc.ac.za   **chs-deansoffice@uwc.ac.za**

This research has been approved by the University of the Western Cape's Humanities and Social
Sciences Research Ethics Committee (REFERENCE NUMBER: TBC)
Research Ethics Committee Officer

University of the Western Cape

Private Bag X17

Bellville 7535

research-ethics@uwc.ac.za

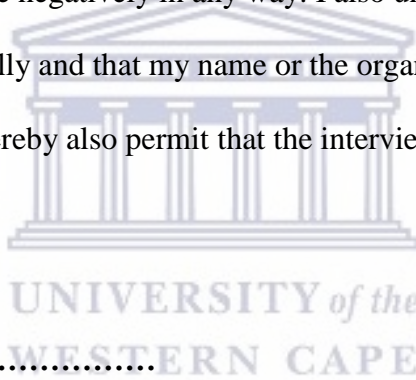021 959 4111

Appendix B: Consent Form

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CONSENT FORM

Title of Research Project: "Exploring attitudes and values of

volunteerism at a NGO in Gauteng."

The purpose of the study has been explained to me in a language that I understand. I freely and

voluntarily agree to participate. I understand that I can withdraw from the study without giving a

reason, and this will not affect me negatively in any way. I also understand that the information I

reveal will be treated confidentially and that my name or the organization's name will not be

mentioned without approval. I hereby also permit that the interview with me will be recorded for

research purposes.

Participant's name…………………………

Participant's signature……………………………….

Witness……………………………….

Date………………………

Appendix C: Interview Schedule

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<u>INTERVIEW SCHEDULE</u>

We are aware of the sensitivity of the following questions. This information will allow us to profile our participants, and also to capture context-rich information from them. Your responses will remain anonymous. Thank you for your participation!

Section A: Demographic information

Participant	
Age	
Gender	
Ethnicity	
Home Language	
Marital Status	
Qualifications	
Year of completion	

Section B: Interview questions

1. What do you understand about the terms volunteerism and volunteer?

2. Where did you find out about the volunteer program?

3. Tell me about your volunteer work, what do you do?

4. What motivated you to volunteer and how long have you been volunteering?

5. What made you stay committed to volunteering or keep volunteering?

6. What are the challenges you experience as a volunteer and how do you cope?

7. How do you think volunteering can be improved?

   - Where do you think volunteering organizations are failing?

8. Did you volunteer by choice or a situation forced you?

9. What motivates you to give your time and energy to an organization without being compensated?

10. What have you learned in the program?

11. Will you advise anyone to do volunteer work?

12. Do you think your work is appreciated, or your effort is seen?

13. What do you know about the organization culture?

14. What type of communication skills are you good at, which helps you to do your work effectively?

15. Is there anything you would like to add that we have not discussed?