

VOLUNTEER MOTIVATION: A STUDY ON AÇEV'S FUNCTIONAL
ADULT LITERACY PROGRAM VOLUNTEER

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VOLUNTEER MOTIVATION: A STUDY ON AÇEV'S FUNCTIONAL
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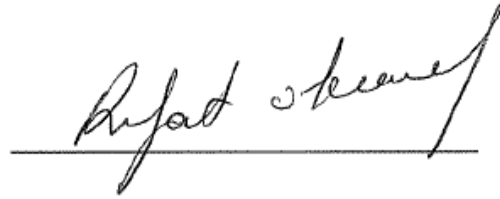
Volunteer Motivation: A Study on AÇEV's Functional Adult Literacy
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Thesis Abstract

Berna Balta, "Volunteer Motivation: A Study on AÇEV's Functional Adult Literacy Program Volunteers"

This study aims to investigate the motivational factors affecting the people to participate voluntary activities. Also, the relationship between demographic characteristics and volunteers' motivational factors, the relationship between demographic characteristics and volunteers' intention to continue voluntary work, and the relationship between the volunteer motivation and the volunteers' intention to continue voluntary work are examined in this study.

The sample of the study consists of 71 Functional Adult Literacy Program volunteers who gave literacy courses in the 2007-2008 academic year in Izmir, Bursa, Adana, and Diyarbakır.

The results show that the majority of volunteers are between 41-50 years old, graduated from university, married, housewives and unemployed. Volunteers are mostly motivated from altruistic reasons to volunteer, and personal improvement reasons and affiliative reasons are other motivational factors affecting FALP volunteers.

The analysis indicates that the participants' motivations related to personal improvement change through their educational level. However, there is no relationship between other demographic variables and volunteers' motivation; between demographic variables and volunteers' intention to continue voluntary work; and also between volunteers' motivational factors and their intention to continue voluntary work.

Tez Özeti

Berna Balta, “Gönüllü Güdüsü: AÇEV’in İşlevsel Yetişkin Okuryazarlığı Programı Gönüllüleri Üzerine bir Çalışma”

Bu çalışmanın amacı insanların gönüllü etkinliklere katılmalarına neden olan güdüsel etkenleri araştırmaktır. Ayrıca çalışmada gönüllülerin demografik özellikleri ile güdüsel etkenleri arasındaki, gönüllülerin demografik özellikleri ile gönüllü çalışmaya devam niyetleri arasındaki ve gönüllülerin güdüsel etkenleri ile gönüllü çalışmaya devam niyetleri arasında ilişkiler irdelenmiştir.

2007–2008 Akademik yılında İzmir, Bursa, Adana ve Diyarbakır illerinde kurs vermekte olan 71 İşlevsel Yetişkin Okuryazarlığı Programı gönüllüleri bu çalışmanın örneklemini oluşturmaktadır.

Araştırma sonuçları gönüllülerin çoğunluğunun kadınlardan oluştuğunu, yaşlarının 41 ile 50 arasında olduğunu, üniversite mezunu, evli, evhanımı ve çalışmadıklarını göstermektedir. Ayrıca sonuçlar gösteriyor ki, gönüllüler çoğunlukla özveri ile ilgili nedenlerden güdülenmektedir. Kişisel gelişime ve bağlılığa dayalı nedenler ise işlevsel yetişkin okuryazarlığı gönüllülerine ait diğer güdüsel etkenlerdir.

Analizler katılımcıların kişisel gelişime dayalı nedenlerinin eğitim durumuna göre değiştiğini göstermektedir. Ancak diğer demografik özellikler ile gönüllülerin güdüsel etkenleri arasında; gönüllülerin demografik özellikleri ile gönüllü çalışmaya devam niyetleri ve gönüllülerin güdüsel etkenleri ile gönüllü çalışmaya devam niyetleri arasında bir ilişki belirlenmemiştir.

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CONTENTS

CHAPTER 1: INTRODUCTION.....	1
Background of the Functional Adult Literacy Program.....	5
Statement of Purpose.....	8
Significance of the Study.....	9
CHAPTER 2: LITERATURE REVIEW.....	11
Theoretical Background of Volunteerism.....	11
NGOs and Volunteerism in Turkey.....	17
Empirical Studies on Volunteer Motivation.....	21
CHAPTER 3: METHODOLOGY.....	27
Research Questions.....	27
Sample.....	28
Instrument.....	29
Research Design and Data Collection Procedure.....	32
Analysis of Data.....	33
CHAPTER 4: RESULTS.....	35
Demographic Findings of the Sample.....	35
Volunteer Background of Sample.....	37
Description of Motivational Factors.....	40
Demographic Characteristics and Motivational Factors.....	43
Demographic Characteristics and Volunteers' Intention to Continue the Course.....	47
Motivational Factors and Volunteers' Intention to Continue the Course.....	48
CHAPTER5: CONCLUSSION.....	50
Summary.....	50
Discussion.....	51
Limitations and Suggestions.....	53
APPENDICES.....	55
A: Questionnaire in Turkish and in English.....	56
B: Permission form from Committee on Ethical Conduct in Research with Human Participants.....	67
C: ANNOVA Results.....	69
REFERENCES.....	75

TABLES

1. The percentage of literate females and male in terms of years.....	5
2. The percentage of adult literacy in rural and urban areas.....	6
3. Distribution of NGOs in Turkey (STEP Report, 2006).....	18
4. Some types of NGOs in Turkey (STEP Report, 2006).....	19
5. The number of participants according to provinces.....	29
6. The items corresponding to the three motivational factors.....	31
7. The frequency distribution of volunteers' selected demographic characteristics.....	36
8. The frequency distribution of volunteer relatives/friends.....	37
9. The frequency distribution of types of closeness.....	38
10. The frequency distribution of volunteers' years of voluntary work.....	38
11. The frequency distribution of volunteers' years of voluntary work in FALP.....	38
12. The frequency distribution by the number of courses given in FALP.....	39
13. The frequency distribution of volunteers' intention to continue the course.....	39
14. The frequency distribution of volunteers' how volunteers hear about FALP.....	40
15. The mean and the standard deviation of items by factors.....	42
16. The mean and the standard deviation of motivational factors.....	43
17. The means of motivational factors by demographic characteristics.....	45
18. Analysis of variance results (F) by motivational factors.....	46
19. ANOVA results between personal improvement and educational level.....	47
20. ANOVA results between affiliative reasons and working status.....	47
21. Chi-square analysis between the demographic characteristics of participants and their intention to continue the course.....	48
22. Descriptive statistics and T-test results of motivational factors by volunteers' intention to continue the course.....	49

CHAPTER 1

INTRODUCTION

Modern democracies consist of three main sectors (Dinçer, 1996). The first sector is the public sector; the second one is the private sector; and the third sector is voluntary organizations, i.e. non-governmental organizations. The public sector refers to government activities, the private sector defines private profit administered by individuals and the non-governmental sector can also be called a voluntary non-profit sector or it is composed of non-governmental organizations (NGO) that work for the provision of public goods (Piliavin and Charng, 1990).

Unlike the other two sectors, the NGO can be defined as an organization that provides social services for public benefits, rather than making a profit (Lynn, 2000). In many NGOs, there are volunteers, paid staff and advisors to implement programs. Although these organizations do not aim to make a profit, they need financial resources to carry out their services and to meet administrative expenses. Administrative duties are reserved for the paid staff, while the implementation of programs in the field is often taken by volunteers. In addition to volunteers, an NGO may have members or donors as opposed to customers in organizations which aim to make a

profit. Even though these organizations have resources; like private, corporate or foundation donations, their budgets cannot be compared with private sector organizations. Thus, NGO activities depend mostly on volunteerism.

Considering adult education organizations, for their educational services they need additional staff. According to Ilsley and Niemi (1981), with the assistance of volunteers in different roles (e.g., teaching, nursing, social work, counseling, and public relations), programs of adult education organizations have increased the public awareness about their activities and the support for their goals. Also, these programs have enriched and enlarged services to include clients and disadvantaged groups, and made possible the expansion of services to meet the educational and cultural needs of a various adult population.

Since the 1990s, the number of NGOs has been increasing in Turkey, and today there are more than five thousand associations and more than eighty thousand foundations (İçduygu et. al, 2006). These voluntary organizations mainly provide financial help for the poor and accommodation for the homeless; donate to schools, mosques, and foundations; contribute to labor for the construction and maintenance of rural roads, mosques, schools, and health care centers; and in rural areas, help to complete work during sowing and harvesting periods (Boz and Palaz, 2007). In Turkey, most NGOs

are interested in health, education, helping disadvantaged people, the environment, and so on.

When the missions of NGO's are considered, to implement such voluntary activities there is a need for the work of volunteers. The significant contributions of volunteers to communities, and the importance of volunteerism in societies have been underlined in many studies.

Volunteerism can be defined as "a prosocial behavior, or behavior that is performed to benefit another person or a group of people, e.g., providing companionship to the elderly, tutoring the illiterate, providing health care to the ill, and counseling the distressed" (Penner, 2002, cited in Boling, 2005, p. 3). On the other hand, Omoto and Snyder (1995) do not perceive volunteerism as a prosocial behavior such as helping your friends, and providing assistance to someone. They perceive volunteerism as a sustained, planned, and non-obligatory help which takes place within an organizational context such as professional organizations. Consequently, volunteerism would mean helping other people by providing personal resources (e.g., time, energy, and money) without being motivated by monetary and non-monetary gains in an organizational context. Clary et al. (1998) stated the need for a motivational consideration of volunteering as follows:

The defining and characteristic features of volunteerism as voluntary, sustained, and ongoing helpfulness suggest that it may be productive to adopt a motivational perspective and to inquire about the motivations

that may dispose individuals to seek out volunteer opportunities, to commit themselves to voluntary helping, and to sustain their involvement in volunteerism over extended periods of time (p.1517).

At this point, the question on motivational patterns in volunteerism appears.

What kind of motivational factors play a part in volunteerism and why do a number of people participate in unpaid activities known as volunteerism?

(Clary and Snyder, 1999). In addition to engaging in volunteer activities, why those people keep on volunteering and how they decide about continuing to volunteer should be investigated.

According to Clary and Snyder (1999), helping and other social activities increase social functioning and inspire social harmony, so many societies view voluntary participation in activities as highly desirable, and people are given courage through diverse avenues of socialization to become volunteers. Therefore, it is crucial to promote volunteerism by encouraging people to become volunteers. In order to realize this aim we have to understand how those people can be encouraged, in other words what motives might make them decide to become volunteers. Consequently, the motives behind volunteerism should be investigated to promote volunteerism in societies.

Background of the Functional Adult Literacy Program

The Functional Adult Literacy Program (FALP) has been implemented in low-income low-education areas of Turkey. FALP was prepared to teach how to read and write, and to improve thinking and the use of literacy skills in everyday life. According to the demographic characteristics of the program participants, most participants are adult women between the ages of 16-70 and from the low education low income areas of Turkey (Gökşen, Gülgöz and Kağıtçıbaşı, 2000).

In Turkey, illiteracy is still a crucial issue, as statistical findings have shown. As seen in Table 1, the literacy rates of the adult population were 95.3 percent for males and 87.5 percent for females in 2002 (Nohl and Sayılan, 2004). Furthermore, as in many developing countries, in Turkey, formal education has not reached a significant proportion of the adult population, particularly in the rural areas (Gökşen, Gülgöz and Kağıtçıbaşı, 2000). Statistical data show that the literacy rates of the adult population are 79.1 percent in the rural areas and 89.85 percent in urban areas (Nohl and Sayılan, 2004) (See Table 2).

Table 1. The percentage of literate females and males in terms of years

	1997	1998	1999	2000	2001	2002
Total	85.1	85.8	86.3	86.5	86.3	87.5
Male	93.8	94.3	94.4	94.5	94.0	95.3
Female	76.6	77.3	78.3	78.4	78.3	79.9

As shown in Table 2, 12.5 percent of the population was illiterate in 2002. The percentage of illiterate females was 20.1, the percentage of illiterate males was 4.7. ¹

Table 2. The percentage of adult literacy in rural and urban areas

	Total (Percent)	Female (Percent)	Male (Percent)	Difference (Percent)
Adult Literacy in Rural Areas	79.1	69.24	91.02	21.78
Adult Literacy in Urban Areas	89.85	85.41	96.14	12.73

But functional literacy is not just a skill or knowledge, and its acquisition includes more than learning a number of technical skills. According to Gökşen, Gülgöz and Kağıtçıbaşı(2000), functional literacy is defined as follows:

Being functionally literate is more than simply decoding script, or producing essays; it is also taking on the identities associated with these practices.... functional literacy is an emancipatory practice which requires people to read, speak and listen a language. In this sense functional literacy is a competence which goes beyond grammar and semantics in order to apply them to everyday exchanges. It emphasizes the linkages between reading, writing, culture, economy and political system (p.5).

¹ Taken from the reports of the Turkish Statistical Institute.

From 1995 (which is the starting year of the program) to 2001, 905 volunteers gave literacy courses within FALP. By using the detailed information taken from all 905 FALP volunteers, a study was conducted about FALP volunteers' demographic characteristics. According to the study called "Study on Profiles of FALP Volunteers" conducted by AÇEV professionals, a typical FALP volunteer was described as a female, aged between thirty-five and fifty, married, and with two children. Considering the economic status and educational level of a typical FALP volunteer, the volunteer's economic status was average, and the volunteer's educational level was high school graduation. The volunteer was not working but had previous working experiences and had actively involved in voluntary work. Additionally, according to the results of that study, eighty-three percent of the 905 FALP volunteers were not teachers.

In order to increase the number of literate people in Turkey, there is need for literacy courses to be given by volunteers in NGOs besides those given in formal education institutions. In order to increase the number of courses, NGOs should reach more volunteers who can teach illiterate people reading and writing.

Statement of Purpose

The primary purpose of the study is to determine the motivational factors that influence people to participate in the voluntary activities in Turkey. Specifically, the aim of the study is to find out the motivational factors influencing volunteers to participate in FALP and to continue the FALP, and the demographic characteristics of the FALP volunteers in Mother and Child Education Foundation (AÇEV is the Turkish acronym of *Anne Çocuk Eğitimi Vakfı*). Based on the purpose of the study, the following specific research questions are addressed:

1. What are the demographic characteristics of volunteers?
2. What are the motivational factors influencing the volunteers to become volunteers?
3. Do motivational factors change according to their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?
4. Is there any relationship between the volunteers' intention to continue the course and their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?

5. Is there any relationship between the motivational factors of volunteers and their intention to continue the course?

Significance of the Study

Boz and Palaz (2007) proposed the motivational factors which influence the voluntary participation of volunteers should be scientifically explored in order to keep existing volunteers and to increase the number of new volunteers. The present study will be addressing this issue in the case of FALP, which is implemented by volunteers for low-income illiterate people in Turkey. Thus, the result of the study will benefit not only the field, but also individual volunteers and NGOs in Turkey.

Since there is limited research about volunteerism in Turkey and especially about the motivational factors influencing volunteerism, the results of this study will add practical knowledge to the field. Also, the findings about motives in volunteerism will be the base for further studies in Turkey.

In addition, determining the motives affecting individual volunteerism will make individuals aware of their own reasons for volunteering. So, they will participate in volunteer activities more consciously, with a high level of motivation and satisfaction.

Lastly, NGOs will be able to use the results on volunteer motivation to recruit and encourage more individuals to volunteer. Consequently, NGOs will be able to increase volunteer activities and the increase of volunteers will trigger the improvement of NGOs.

CHAPTER 2

LITERATURE REVIEW

This chapter will cover information about the theoretical background of volunteerism, NGOs and volunteerism in Turkey, and empirical studies on volunteer motivation.

Theoretical Background of Volunteerism

According to Sherer (2004), volunteering is an expression of prosocial behavior on the personal level, and on the public level it is an expression of social solidarity and mutual commitment. Volunteer activities are based on providing personal resources to help other people without receiving any financial benefit (Clary et al., 1998). Additionally, volunteerism, as a form helping, is different from the other prosocial behavior (e.g. helping a friend, or helping a disabled person who is trying to across the street), since it includes planned, organized, and sustained activities in an organizational context (Omoto and Synder, 1995; Clary et al., 1998; Clary and Synder, 1999).

Volunteerism includes motives based on more purely altruistic reasons rather than selfish concerns (Batson, Ahmad, and Tsang 2002). In the recent decades, many studies were conducted to find out why people volunteer. Henderson stated that people volunteer because of various

reasons like to help others, for self-growth, to meet personal social needs, and to improve community to reach a common good (Henderson, 1981).

According to Batson, Ahmad and Tsang (2002) there are four answers to why people act for the common good: egoism, altruism, collectivism, and principlism, and also these are the four motives for community involvement. In this article, these motives are analyzed and differentiated in terms of the identification of a unique ultimate goal for each one. According to Batson, Ahmad and Tsang (2002);

For egoism, the ultimate goal is to increase one's own welfare; for altruism, it is to increase the welfare of another individual or individuals; for collectivism, to increase the welfare of a group; and for principlism, to uphold one or more moral principles. As sources of community involvement, each of these four forms of motivation has its strengths; each also has its weaknesses. More effective efforts to stimulate community involvement may come from strategies that orchestrate motives so that the strengths of one motive can overcome weaknesses of another. Among the various possibilities, strategies that combine appeals to either altruism or collectivism with appeals to principle may especially promise (p: 429).

For years, altruism was studied as a significant motivation to volunteer (Dunlap, 2002) and in a number of researches; altruism has been considered as the major reason for participating in voluntary activities (Piliavin and Charng, 1990). As a reason for volunteering, Wilson (1975) defined altruism as self-destructive behavior performed for the benefit of others (cited in Piliavin and Charng, 1990, p: 29). Cleary, "altruism is regarded to motivate individuals who focus on the client population when they volunteer. It

reflects the time, money, and energy that an individual sacrifices for the benefit of society at large" (Boz and Palaz, 2007, p: 647). Although helping others, as voluntary action, is generated from altruistic reasons; volunteers commonly give self-oriented reasons for becoming involved, such as interest in the activity, perceived benefits to those they know, acquiring job experience, improving social status, or having social connections (Piliavin and Charng, 1990). As stated in the paper of Piliavin and Charng (1990), in addition to those motives; social desirability, wanting recognition, career issues, expectations of respect from significant others, identification with certain groups, positive attitudes to community are all important motives for volunteering.

Regarding voluntary action and the reasons of voluntary activities, there has been a debate about the role of altruism-egoism in helping behaviors. Clary and Snyder (1999) summarized this debate as involving two opposing arguments; on one side it is proposed that all helpfulness is motivated by a selfish desire to benefit oneself, but it is also contended that helpfulness is sometimes based on a selfless concern for others. Therefore, the motives of altruism and egoism can act together to motivate individuals to participate in voluntary activities (Boz and Palaz, 2007; Clary and Snyder, 1999).

Clary and Snyder (1999) proposed that volunteer acts may be generated by the various psychological motives of the same person at a given time; also different people may volunteer because of different reasons. So, unlike the previous studies, which stated that the reasons of volunteerism were altruistic or egoistic, motivations cannot be reduced to just these two reasons (Clary and Snyder, 1999).

In fifteen years, various motivational factors have been studied in volunteer motivations. Various factors were described in theories on why people volunteer. For instance, the functional approach of Clary et al. (1998) and McClelland and Atkinson's three factors theory (cited in Henderson, 1981) are mostly used in volunteer motivation studies.

Clary et al. (1998) adopted the functional approach to explain volunteer motivations as value, understanding, sociability, career, protection, and enhancement.

- The value function refers to the expression of one's values related to altruistic and humanitarian concerns for others.
- The understanding function is the chance to learn more about the world and to gain experiences of unused knowledge, skills and abilities.
- The sociability function enables volunteers to improve their social relationship with other people.

- The career function corresponds to volunteers' willingness to have experience for their career-related improvement.
- The protective function is related to volunteers' efforts to protect their ego and to cope with their own personal problems by reducing their negative feelings like guilt.
- The enhancement function means that people volunteer for their own personal development, and to be satisfied in terms of their self-growth and self-esteem (Clary et al., 1998).

According to Bowen (2000), the values function is the most commonly stated reason for volunteering in terms of the functionalist approach to volunteer motivation. Bowen (2000) summarized the importance of the values function by connecting it to altruism as follows:

[...] people are motivated to do something if it provides them with something they need or desire. The most commonly cited reasons for volunteering fall into the values category. In this case, volunteering allows people to act on their set of values, including the importance of helping others, of contributing to society, or of representing a group or cause. This construct has often been labeled *altruism* (p:1831).

McClelland and Atkinson's expectancy motivation theory claims that people act because they believe they will reach a desired goal or reward at the end of the action (cited in Henderson, 1981). This theory states that three factors affect behavior; *need for achievement* (as the capacity of being proud of their accomplishment), *need for affiliation* (concerning relationships with others),

and *need for power* (the will to have an impact on others) (cited in Henderson, 1981). According to Henderson (1981), people volunteer related to their goals or needs, consciously or unconsciously, and all these needs affect motivational behavior.

These three factors of the expectancy theory, which motivate people's behavior, were converted into three motivational factors as affiliative, altruistic and personal improvement by Boz and Palaz (2007). Affiliative reasons refer to the need for affiliation, whereas altruistic reasons that derive from humanitarian concerns refer to the need for power. Lastly, personal improvement reasons, which are related to people's self-growth, correspond to the need for achievement. To make clear the affiliative reasons, the affiliative motivated persons were defined as follows (Henderson, 1980 cited in Boz and Palaz, 2007):

They are concerned about the quality of personal relationships, seek the company of others as much as possible, enjoy social interaction, want to be liked, wish to avoid conflict, dislike playing or working alone, go out of the work place to meet people and make friends, and enjoy stable relationships. These persons usually want to help people and develop warm and friendly relationships.

In studies about volunteerism, the demographic characteristics of volunteers were analyzed to determine whether some of them were predictors of volunteerism. Wilson (2000) discussed a number of demographic variables which made a difference in volunteering, such as gender, educational level,

marital status, and number of children. According to Wilson (2000), females were a little more likely to volunteer in North America, but in Europe gender did not make a difference in volunteering; more educated people were more likely to volunteer; married people were slightly more likely to volunteer than single people; and parents were more likely to volunteer than those without children.

NGOs and Volunteerism in Turkey

In the Non-Governmental Organizations Index Project (STEP is the Turkish acronym of *Sivil Toplum Endeksi Projesi*) conducted by the corporation of Third Sector Foundation of Turkey (TÜSEV is the Turkish acronym of *Türkiye Üçüncü Sektör Vakfı*) and the World Alliance for Citizen Participation (CIVICUS), the distribution of NGOs in Turkey was reported in detail (İçduygu et. al, 2006). According to the STEP report, the number of NGOs in Turkey is not enough considering the total population (74,709,412 based on the population census in 2005); there are six foundations and 108 associations for every 100,000 people. In total there are 148,233 NGOs of various types (See Table 3).

Table 3. Distribution of NGOs in Turkey (STEP Report, 2006)

Type of NGOs	Number	Percentage
Association	80,750	54.47
Foundation	4,494	3.03
Labor Union	96	0.06
Public Labor Union	54	0.03
Professional Association	4,749	3.20
Cooperative	58,090	39.18
Total	148,233	100

Some types of NGOs in Turkey and their interests are summarized in Table

4. The project categorized NGOs under five headings as community service based NGOs, labor unions, professional unions, commercial unions, and NGOs of specific groups. Community service based NGOs can be identified as private-non-profit associations and foundations which consider public interests rather than members' interests. Labor unions consider the rights and benefits of people who are workers in specific industries. Similarly, professional unions, that require membership, protect the benefits of members of a specific occupation. As opposed to these, commercial unions, which are special to businessman, are in favor of benefits and advantages for a specific industry or sector; they can be active about public policies and political reforms by putting pressure on the government. Lastly, NGOs of specific groups, whose members have similar backgrounds or a common purpose, can be exemplified by religious organizations and hometown organizations (*Hemşeri dernekleri*).

STEP also reported that citizens generally tend to help their relatives and friends; they neither donate to NGOs, nor support NGOs as a member or a volunteer. There are just 5790 people who are members of an NGO in every 100,000 people, except for labor unions. Statistically, membership in an NGO has a rate of 7.8 percent in Turkey, and the rate of being a member of more than one NGO is 29.8 percent in the total membership rate (World Values Study, as cited in İçduygu et. al, 2006).

Table 4. Some types of NGOs in Turkey (STEP Report, 2006)

Type of NGO	Examples of Interests
Religious based organizations	Supporting religious activities and temples
Labor unions	Protection of labors' rights
Defender organizations	Protection of human rights, consumers' right and peacemakers
Service based organizations	Literacy, health, social services, and social improvement
Education, research and development based organizations	Thought and research centers, non-profit schools
Non-profit media	Local newspapers
Women organizations	Protection of women's rights
Student and youth associations/ unions	Youth participation in community
Associations of disadvantaged groups	Protection of homeless and poor people, refugees, and immigrants
Professional organizations	Occupational associations and chambers of commerce
Community organizations	Collective groups and parental associations
Economic opportunity based organizations	Cooperatives
Ethnic, traditional and local organizations	Countryman, and folk associations
Ecology based organizations	Protection of natural environment
Culture and art based organizations	Promotion of cultural and artistic activities

Another study about NGOs in Turkey stated that membership rates were just five percent; the highest rate of membership was found in education, cultural and art activities with 11.7 percent, whereas the lowest rate was in women's organizations with 3.9 percent (ARI and Infakto, as cited in İçduygu et. al, 2006).

In parallel with the membership rates of NGOs in Turkey, volunteerism also had a very low rate of 1.5 percent (World Values Study, as cited in İçduygu et. al, 2006). The same study showed that volunteers mostly preferred to work for religious based organizations with the rate of twenty-six percent. On the other hand, the Educational Volunteers Foundation of Turkey (TEGV is the Turkish acronym of *Türkiye Eğitim Gönüllüleri Vakfı*), which has a significant role in supporting the formal education of children in Turkey, is also an organization mostly preferred by young volunteers. According to the 2007 annual report of TEGV, more than ten hundred volunteers, who were mostly female and between nine-teen and twenty five years old, worked to implement educational programs within TEGV.

In another study conducted by ART Development, ninety-two percent of people who participated in the questionnaire "How much time does Turkey spend on volunteer activities?" specified that they worked voluntarily for between two and twenty-four hours a week (Navaie, 2004 as cited in İçduygu et. al, 2006).

There are limited studies about volunteerism and volunteer motivation carried out in Turkey. A recent study was conducted by Boz and Palaz in 2007. It aimed to describe the demographic characteristics of Turkey's community volunteers and to find out the influence of a variety of motivational factors on their decision to work voluntarily in the Community Volunteer Foundation (TOG is the Turkish acronym of *Toplum Gönüllüleri Vakfı*). The sample of that study was 175 TOG volunteers who were twenty-two years old males, and college students from different regions of Turkey. They stated that the most important motivational factors were altruism, affiliation and personal improvement respectively. Apart from these factors, completing an orientation course was useful in increasing motivation; conversely recognition was not considered a motivational factor in terms of the findings.

Empirical Studies on Volunteer Motivation

In a study conducted by Okun, Barr and Herzog (1998), four measurement models of the motivation to volunteer were evaluated in two samples of older (minimum age = 50 years), active volunteers. In this study, the Volunteer Functions Inventory based on the functional approach was used to assess volunteers' motivation. The purpose of the study was to test three previously proposed models and one new model of older volunteers'

motivation to volunteer, and to find out which model was more viable in terms of its relationship to the demographic variables and the frequency of volunteering. One of the models was one-dimensional and postulated that the motivation to volunteer was a combination of motives which were described as overall "rewarding experiences". The second model assessed in the study was a two-factor model and postulated that there were altruistic and egoistic motives in volunteering. The third model was the functional theory of motivation to volunteer, proposed by Clary and his colleagues in 1992. In that study, a new model called "second-order factor model" was developed and it assumed that there were several interrelated dimensions of the motivation to volunteer. According to the results of that study, in the research on the relationship between motivations for volunteering and demographic characteristics, the multifactor or six-factor model and the second-order factor model were more viable than the one-dimensional factor model and the two factor model.

In a study administered to forty women serving as National Service volunteers in Israel, Sherer (2004) dealt with "the characteristics of National Service volunteers, their views and motives for service, their levels of satisfaction or dissatisfaction with their work, and proposals for changes in the National Service" (Sherer, 2004, p:94). In this study, motivational factors were categorized into five sources of motives on the basis of data. The

categories were altruistic motives, instrumental motives, integrative motives, motives related to peer pressure or to social desirability, and ideological or religious motives.

In Sherer's study, the results showed that the main stated source of motivation for service was altruistic motives, like "the need to give to others, the need to feel that I've done something for the country, the homeland" which were reported by 60 percent of the participants (Sherer, 2004, p:100). The other motives were environmental pressure, and idealism which lead the women to be volunteers in the service. Additionally, the findings proposed that parents and friends have the greatest influence on the decision to serve in the National Service, and overall, respondents were satisfied with their experiences, especially considering their coworkers' attitudes. Even though some dissatisfaction was stated, it was not with the work itself but rather with the lack of status assigned by public (Sherer, 2004).

Unlike the study of Boz and Palaz (2007), the sample of another study conducted by Boling (2005) consisted of volunteers from different age groups. The aim of that study was to find out whether developmental differences had an effect on the volunteers' motivation. According to the results of that study, age-related concerns over the human lifespan changed the reasons of people for becoming volunteers. For example, adolescents had much more identity motivation to volunteer whereas the older adults had

greater integrity motivation to volunteer than the other age groups (Boling, 2005).

In order to make volunteers keep on volunteering, the reasons why these people volunteer should be investigated. The motives which lead people to continue to volunteer may be the same as the motives which affect people to volunteer. In the study of Wells (2005), the results showed that volunteering and continuing to volunteer were due to the same motives. According to that study, people mostly volunteered because of altruistic reasons, and the altruistic motivation significantly anticipated the intention of volunteers to continue volunteering (Wells, 2005).

In the research conducted by Dunlap (2002), the characteristics of the volunteers and the relationship between their characteristics and their motivations were studied. The study was done with 1138 individuals who had volunteered to work in health and human service agencies, and the majority of the sample consisted of women above the age of fifty, married and educated beyond high school. According to that study, women were mostly motivated by the value and the protection function; older volunteers were motivated by the social function whereas the younger ones were generally motivated by the career function. Additionally, differences existed between the volunteers who were employed and the ones who were retired.

Whereas the employed volunteers were motivated by the career function, the retired ones were motivated by the protective function.

Rouse and Clawson (1992) emphasized that to investigate the motives of volunteers was important to recruit and retain volunteers. They also pointed out that mostly older adults participated in voluntary activities because they could provide young volunteers with additional positive role models and experiential activities. The findings about the motives of volunteers in this study differed from the results of the study conducted by Wells (2005), but had results similar to those of Henderson (1981). Rouse and Clawson (1992) found out that the important motives for volunteers were related with personal improvement and affiliative reasons, altruistic motivation did not play an important role in volunteering.

In the study conducted by Henderson (1981), the results showed the age-related effect on motivational factors. According to the results, females were motivated by affiliative reasons but males were motivated by personal improvement reasons. Interestingly, the findings pointed out to voluntary activeness, stating that the more hours per week one volunteered the higher motivation he/she had. Also, the educational level made differences in types of volunteer motivation. The better educated volunteers were mostly motivated by altruistic reasons (Henderson, 1981).

In a study, which intended to find out the demographic variables of volunteers, the following findings were obtained (Bowen, 2000): The average age of 1113 women volunteers was 63.5, and sixty-seven percent of the total were retired. Nearly half (forty-nine percent) of the volunteers had graduated from university or more and fifty-six percent of volunteers had a household income under \$35,000. About the working status of volunteers, twelve percent of volunteers were employed full time, twenty-two percent of them were employed part time, and sixty-six percent of them were retired or worked within the home. Most volunteers (seventy-three percent of them) were married or living with a partner.

CHAPTER 3

METHODOLOGY

This chapter will discuss the research questions; sample of the study, instrument, research design and data collection procedure, and data analysis.

Research Questions

The main aim of this study is to investigate why FALP volunteers choose to become volunteers in AÇEV. Additionally, the effects of volunteers' demographic characteristics on their reasons of becoming volunteers, and their intention to continue voluntary work are also examined in this study.

Based on the purpose of the study, the following specific research questions are addressed:

1. What are the demographic characteristics of volunteers?
2. What are the motivational factors influencing the volunteers to become volunteers?
3. Do motivational factors change according to their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?

4. Is there any relationship between the volunteers' intention to continue the course and their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?
5. Is there any relationship between the motivational factors of volunteers and their intention to continue the course?

Sample

In the present study, the participants, who are volunteers in FALP, were selected by convenient sample selection procedure and the selection was completed in two levels. Firstly, under the supervision of an authorized person from AÇEV, five provinces of Turkey were selected; namely Istanbul, Izmir, Bursa, Adana, and Diyarbakır were chosen as our sample branch offices of ACEV. The selection of these provinces was based on the representation of the regions in Turkey and the organizational structure of the offices; the offices which are well-structured were especially chosen with regard to the returns of the questionnaires. So, the volunteers who gave literacy courses in the 2007-2008 academic year in Istanbul, Izmir, Bursa, Adana, and Diyarbakır were selected as the sample of the study.

Secondly, the number of participants was determined according to the number of literacy courses they had given. As a result, the participants of this study were twenty volunteers from Istanbul, thirty-five from Izmir, thirty from Bursa, thirty-five from Adana, and thirty-five from Diyarbakır.

Although the study materials were sent to the five selected provinces, none of the FALP volunteers from Istanbul participated in the study since the courses had been completed in Istanbul. Therefore, they were excluded from the study sample. Including the unreturned materials from the other cities, the number of volunteers who participated in the study was seventy-one out of 135 (See Table 5).

Table 5. The number of participants according to provinces

	Number of questionnaire	Number of questionnaire returned	Percent
Izmir	35	17	49
Bursa	30	17	57
Adana	35	22	63
Diyarbakır	35	15	43
Total	135	71	53

Instrument

In order to find the answers to the research questions, the questionnaire was developed by the researcher. The study questionnaire consists of two parts. The first part includes fourteen questions about participants' demographic characteristics, and the second part includes twenty-six statements on a five-

point scale about the motivational factors leading to volunteering (See Appendix A).

The questions about the demographic characteristics of FALP volunteers were designed with the assistance of the Faculty of Educational Sciences at Boğaziçi University. This part contained questions about gender, age, place of birth, educational level, and marital status, number of children, occupation, and working status. In addition to these questions, the questions about participants' volunteerism, such as the years of voluntary work, and the years of voluntary work in FALP were included in the first part. In order to investigate the continuance of voluntary work, the question "Will you give another literacy course again?" was also added to the questionnaire.

The second part of the questionnaire is an instrument called "Factors Motivating Volunteerism" which was developed by Boz and Palaz (2007) aims to find out the motivational factors affecting volunteerism. Due to the fact that the instrument was originally in Turkish, it was used in the present study after the permission was taken from the developers of the instrument. Then, the statements of the instrument were arranged for FALP volunteers.

The Cronbach's alpha internal-consistency coefficients were calculated as 0.87 for the instrument (Boz and Palaz, 2007). This instrument includes twenty-six statements which underlie three major motivational factors; altruistic reasons (represented by ten items), affiliative reasons

(represented by nine items), and personal improvement reasons (represented by seven items) (See Table 6).

Table 6. The items corresponding to the three motivational factors

Motivational Factors	Items represented in Instrument
Altruistic Reasons	<p>I am a FALP volunteer because I want to help people.</p> <p>I think volunteering in FALP is a humanity issue.</p> <p>I think volunteerism is a religious duty.</p> <p>I volunteer because people I am close value volunteerism.</p> <p>I think that volunteerism is a moral issue.</p> <p>I am a FALP volunteer because our traditions suggest that I must do volunteer work for others.</p> <p>I am a FALP volunteer because my family values volunteerism.</p> <p>I am a FALP volunteer because I am concerned about those less fortunate than myself.</p> <p>I am a FALP volunteer because I feel needed.</p> <p>I feel happy when I make others happy.</p>
Affiliative Reasons	<p>I am a FALP volunteer because I want to make new friends.</p> <p>I am a FALP volunteer because people I like recommended it.</p> <p>I am a FALP volunteer because I want to meet new people.</p> <p>I am a FALP volunteer because I want to work with people who have different personalities.</p> <p>I want to share my knowledge and skills with other volunteers in FALP.</p> <p>I am an FALP volunteer because my economic level is satisfactory.</p> <p>I am a FALP volunteer because I want to improve my social relationships.</p> <p>I am a FALP volunteer because I want to work and be together with adult professionals.</p> <p>Voluntary work enables me to show my leadership.</p>
Personal Improvement Reasons	<p>I am a FALP volunteer because I have extra time.</p> <p>I am a FALP volunteer because volunteering may help me with my career in the future.</p> <p>I am a FALP volunteer because volunteering may lead to employment in the future.</p> <p>I feel more successful when I help people.</p> <p>I feel others know and respect me.</p> <p>I feel that volunteering in FALP is increasing my self-confidence.</p> <p>I can receive information about the innovations in society</p>

Research Design and Data Collection Procedure

The present study is a descriptive survey study conducted on AÇEV's FALP volunteers. In order to reach FALP volunteers, the central office of AÇEV was contacted and permission to conduct the study was obtained. The questionnaires were sent to branch offices of the selected provinces via the Central Office of AÇEV in Istanbul. The questionnaires were conveyed to directors to coordinate their delivery to the FALP volunteers. Even though the questionnaires were distributed by the directors of the branch offices, participation in the study was not obligatory but was voluntary. Also, to inform the participants about the aim of the study, an informed-consent form was signed in the cover letter of the instrument (See Appendix A).

Since conducting this study required permission from The Committee on the Ethical Conduct in Research with Human Participants (INAREK is Turkish acronym of *İnsan Araştırmaları Etik Kurulu*), an application form was prepared to carry out the present study. After permission was received from INAREK (See Appendix B.), 155 questionnaires were posted to the selected provinces during April, 2008. Experts and authorized personnel of AÇEV's branch offices assisted the participants in completing the questionnaires, and seventy-one of the questionnaires were returned within two weeks, during May 2008.

Analysis of Data

In terms of the research questions of the study, various statistical analyses were used. For the first research question, frequencies and percentages were calculated to find out the demographic distribution of the sample. For the second question, to determine the motivational factors influencing the participants' volunteerism, means and standard deviations for each factor were calculated item by item, item by factor, and factor by factor. For the third question, analysis of variance (between subject -ANOVA) was used to find out whether the motivational factor scores of the participants change depending on their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given. For the fourth research question, Chi-square values were calculated to find out if there is a relationship between the volunteers' intention to continue the course and their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given. For the last question, independent-samples T-test were conducted to find out whether there is any relationship between the motivational factor scores of participants and their intention to continue the course.

Statistical Packages for Social Sciences (SPSS) version 16.0 was used to analyze data. The significance level was set as 0.05.

CHAPTER 4

RESULTS

In this chapter, the results of the statistical analysis will be presented. First, the demographic findings of the sample and their volunteer background will be shown. Then, motivational items and factors will be given with their means and standard deviation. Lastly, the results related with research questions 3, 4, and 5 will be presented.

Demographic Findings of the Sample

All the demographic findings of seventy-one participants, who answered the questionnaires, are summarized in Table 7. Almost all the participants were female (97.2 percent) and two of them did not mention their gender. The majority of the sample were in the range of 41 to 50 years of age (39.4 percent), and the age categories of 31 to 40 and 51 to 60 years of age had the same percentage (21.1 percent). As for the region of birth, the majority of the participants were born in the Mediterranean (29.6 percent), Aegean (22.5 percent), and Southern Anatolia (19.7 percent).

According to the findings, one volunteer had a primary school degree; 46,5 percent of the sample had university degrees, and 43.7 percent of the sample had high school degrees.

The majority of the participants were married (59.2 percent), while 32.4 percent of participants were single. On the other hand five participants were divorced (7.0 percent).

Table7. The frequency distribution of volunteers' selected demographic characteristics

Number of children	Frequency	Percent	Marital status	Frequency	Percent
No child	28	39.4	Married	42	59.2
1 child	10	14.1	Single	23	32.4
2 or 3 children	30	42.3	Divorced	5	7.0
4 children and more	3	4.2	Widow/Widower	1	1.4
Age	Frequency	Percent	Working status	Frequency	Percent
21-30	11	15.5	Unemployed	42	59.2
31-40	15	21.1	Retired	21	29.6
41-50	28	39.4	Working part-time	4	5.6
51-60	15	21.1	Working full-time	4	5.6
No answer	2	2.8			
Birth place	Frequency	Percent	Occupation	Frequency	Percent
Aegean	16	22.5	Housewives	17	23.9
Black sea	1	1.4	Student	5	7.0
Central Anatolia	5	7.0	Teacher	7	9.9
Eastern Anatolia	1	1.4	Public Employee	2	2.8
Marmara	11	15.5	Employee in Finance Sector	10	14.1
Mediterranean	21	29.6	Engineer	2	2.8
Southeastern Anatolia	14	19.7	Other	12	16.9
Other	1	1.4	No answer	16	22.5
No answer	1	1.4			
Educational level	Frequency	Percent			
Primary School	1	1.4			
High School	31	43.7			
2-Year University	6	8.5			
University	33	46.5			

According to Table 7, forty-three of the seventy-one volunteers had at least one child (60.6 percent). Twenty-eight volunteers did not have a child, but just five of them were married.

Forty-two volunteers (59.2 percent) were unemployed, and twenty-one volunteers (29.2 percent) were retired. The volunteers who were working full-time and part-time had the same percentage 5.6.

Coming to the samples' professions, seventeen volunteers were housewives (23.9 percent); ten of them were employed in the finance sector (14.1 percent). Unfortunately, sixteen of volunteers did not state their professions (22.5 percent). Twelve of the volunteers mentioned their occupation as very different from the others, so their answers were collected under the title of other occupations, which were not categorized in the listed occupations.

Volunteer Background of Sample

As it is seen in Table 8, forty-two participants (59.2 percent) have relatives or friends who are also volunteers; but twenty-nine of them (40.8 percent) did not have any volunteer relatives or friends.

Table 8. The frequency distribution of volunteer relatives/friends

	Number	Percent
Yes	42	59.2
No	29	40.8
Total	71	100.0

Table 9 reveals that eighteen of forty-two participants had volunteer friends with 25.4 percent, and ten of them (14.1 percent) had more than one relative who were volunteers. Lastly, no one had volunteer fathers.

The largest number of volunteers (38.0 percent) had been working in voluntary activities for more than four years. For twenty-five of the

participants (35.2 percent), years of voluntary work was less than one year

(See Table 10).

Table 9. The frequency distribution of types of closeness

	Number	Percent
Mother	3	4.2
Father	0	0
Spouse	2	2.8
Child	1	1.4
Friend	18	25.4
More than one relative	10	14.1
Other	8	11.3
Total	42	59.2
No relative	29	40.8

Table 10. The frequency distribution of volunteers' years of voluntary work

	Number	Percent
Less than 1 year	25	35.2
1-2 years	4	5.6
2-4 years	15	21.1
More than 4 years	27	38.0
Total	71	100.0

When it comes to years of voluntary work in FALP, most of the sample (62.0 percent) specified their working time in FALP as less than one year. There were 12 participants (16.9 percent) who had been working voluntarily in FALP for more than four years. (See Table 11).

Table 11. The frequency distribution of volunteers' years of voluntary work in FALP

	Number	Percent
Less than 1 year	44	62.0
1-2 years	4	5.6
2-4 years	11	15.5
More than 4 years	12	16.9
Total	71	100.0

Since most of the volunteers were in their first year in FALP, “the number of courses which have been given” was marked “first” by forty-six volunteers (64.8 percent). Eighteen volunteers (25.4 percent) had given more than three courses (See Table 12). Fifty-six participants (78.9 percent) stated that they wanted to continue giving courses, while fourteen (19.4 percent) were hesitant (See Table 13).

Table 12 The frequency distribution by the number of courses given in FALP

	Number	Percent
First course	46	64.8
Second course	4	5.6
Third course	3	4.2
More than 3 courses	18	25.4
Total	71	100.0

Table 13. The frequency distribution of volunteers’ intention to continue the course

	Number	Percent
Yes	56	78.9
No	1	1.4
Hesitant	14	19.4
Total	71	100.0

As Table 12 shows, 63.4 percent of the FALP volunteers had been informed about FALP via the other AÇEV volunteers. Additionally, ten of them (14.1 percent) had heard about FALP via newspapers (See Table 14).

Table14. The frequency distribution of how volunteers hear about FALP

	Number	Percent
Newspaper	10	14.1
TV	5	7.0
AÇEV volunteer	45	63.4
Other NGOs	4	5.6
Other	7	9.9
Total	71	100.0

Description of Motivational Factors

Data gathered from the second part of the questionnaire was about the motivational factors which affected the volunteers to participate in a voluntary activity. Each participant rated each item on a 1-5 Likert-scale in accordance with the level of agreement. In order to answer the second research question, means and standard deviations of each item and their loaded factor were calculated.

Table 15 reveals the factor that each item loaded in, the mean, standard deviation (SD) of items, and level of agreement category of each item. To explain the mean values of the level of agreement for each item and factor, an interpretative scale was used as follows: 1.00 to 1.49 = strongly disagree, 1.50 to 2.49 = disagree (D), 2.50 to 3.49 = neutral (N), 3.50 to 4.49 = agree (A), and 4.50 to 5.00 = strongly agree (SA). As a result, three items of the scale were SA category, eight were A category, nine were N category, and six were D category. Items 4, 5, and 21 that were loaded in Altruistic Reasons had the highest means with 4.76, 4.68, and 4.65 respectively. On the

other hand, items 14, 13, and 9 had the lowest means with 2.06, 1.87, and 1.82 respectively.

In the factor of Altruistic Reasons, the item that had the highest mean (M= 4.76) was “I want to help people”, while the item “I volunteer because people I am close to value volunteerism” had the lowest mean (M= 1.82). In the factor of Personal Improvement, the item “I can receive information about the innovations in society” had the highest mean (M= 4.07), whereas the item “Volunteering may lead to employment in the future” had the lowest mean (M= 1.87). Coming to the factor of Affiliative Reasons, the highest mean (M= 4.45) was in the item “I want to share my knowledge and skills with other volunteers”, on the other hand the lowest mean (M= 2.06) was in the item “I volunteer because my economic level is satisfactory”.

The means and standard deviations of motivational factors are presented in Table 16. Altruistic Reasons was the factor which had the highest mean (M= 3.84), whereas Affiliative Reasons had the lowest mean (M= 2.81). Therefore, in terms of the second research question, participants were motivated to become volunteers in FALP because of mostly altruistic reasons.

Table 15. The mean and the standard deviation of items by factors

	<u>Mean</u>	<u>SD</u>	<u>Category</u>
<u>Altruistic Reasons</u>			
4- I am an IYOP volunteer because I want to help people.	4.76	0.73	SA
5- I think volunteering in IYOP is a humanity issue.	4.68	0.81	SA
21- I feel happy as I make others happy.	4.65	0.70	SA
19- I am an IYOP volunteer because I feel needed.	4.34	0.77	A
11- I think that volunteerism is a moral issue.	4.21	1.04	A
18- I am an IYOP volunteer because I am concerned about those less fortunate than myself.	3.83	1.33	A
16- I am an IYOP volunteer because our traditions suggest that I must do volunteer work for others.	3.38	1.39	N
17- I volunteer because my family values volunteerism.	2.83	1.37	N
6- I think volunteerism is a religious duty.	2.77	1.49	N
9- I volunteer because people I am close to value volunteerism.	1.82	1.06	D
<u>Personal Improvement</u>			
25- I can receive information about the innovations in society.	4.07	0.93	A
24- I feel that volunteering in IYOP is increasing my self-confidence.	4.06	1.08	A
20- I feel more successful as I help people.	4.00	1.24	A
2- I am an IYOP volunteer because I have extra time.	2.83	1.53	N
22- I feel others know and respect me.	2.79	1.32	N
10- I am an IYOP volunteer because volunteering may help me with my career in the future.	2.42	1.46	D
13- I am an IYOP volunteer because volunteering may lead to employment in the future.	1.87	1.26	D
<u>Affiliative Reasons</u>			
12- I want to share my knowledge and skills with other volunteers in IYOP.	4.45	0.90	A
26- Voluntary work enables me to show my leadership.	3.65	1.35	A
15- I am an IYOP volunteer because I want to improve my social relationships.	2.99	1.41	N
23- I am an IYOP volunteer because I want to work and be together with adult professionals.	2.93	1.30	N
3- I am an IYOP volunteer because people I like recommended it.	2.90	1.49	N
8- I am an IYOP volunteer because I want to work with people who have different personalities.	2.68	1.38	N
1- I am an IYOP volunteer because I want to make new friends.	2.39	1.50	D
7- I am an IYOP volunteer because I want to meet new people.	2.34	1.40	D
14- I am an IYOP volunteer because my economic level is satisfactory.	2.06	1.16	D

Table 16 The mean and the standard deviation of motivational factors

Motivational Factors	Mean	SD
Altruistic Reasons	3.84	0.54
Personal Improvement	3.15	0.70
Affiliative Reasons	2.81	0.77

Demographic Characteristics and Motivational Factors

In this section, the findings will be presented in accordance with research question 3. The question was as follows:

Do motivational factors change depending on their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?

In order to find out whether participants' motives change depending on their demographic characteristics, between-subject ANOVA was used (See Appendix C). The number of participants who graduated from primary school was only one. When the analysis between educational level and motivational factors was conducted, that participant was removed from the analysis since she did not fit within the typical range of other data values. Similarly, in the analysis between marital status and motivational factors, one participant who was a widow/widower was removed from the analysis because of the same reason mentioned above.

Table 17 shows the means of motivational factors by demographic characteristics. In other words, the means of the answers of participants, who had different characteristics, were presented in terms of each motivational factor. Participants who had been working as volunteers in FALP for 1-2 years had the highest mean ($M=3.54$) in personal improvement, whereas the ones who were giving their third literacy course had the lowest mean ($M=2.57$) in personal improvement. 2-year college graduate participants had the highest mean ($M=3.20$) in affiliative reasons, whereas the ones who were working part-time had the lowest mean ($M=2.11$) in affiliative reasons. Participants who were giving their third literacy course had the highest mean ($M=4.10$) in altruistic reasons, while the ones who were working part-time had the lowest mean ($M=3.58$) in altruistic reasons. In order to find out whether these mean differences mentioned in Table 17 were significant, ANOVA was conducted (see Table 18).

Table 17. The means of motivational factors by demographic characteristics

		Personal Improvement	Affiliative Reasons	Altruistic Reasons
Age	17-30	3,25	2,60	3,62
	31-40	3,30	3,09	3,81
	41-50	3,19	2,92	3,89
	51-60	2,75	2,44	3,85
Educational Level	High school	3,45	3,00	3,81
	2-year college	3,07	3,20	3,72
	University	2,90	2,61	3,89
Marital Status	Married	3,07	2,77	3,87
	Single	3,33	2,91	3,73
	Divorced	3,06	2,73	4,04
	Widow /Widower	2,86	2,67	4,00
Working Status	Unemployed	3,29	3,02	3,85
	Retired	2,83	2,54	3,90
	Part-time working	3,29	2,11	3,58
	Full-time working	3,21	2,75	3,65
Years of Voluntary work	0-1 year	3,13	2,72	3,88
	1-2 years	3,11	2,92	3,90
	2-4 years	3,31	2,96	3,81
	More than 4 years	3,08	2,80	3,80
Years of Voluntary work in FALP	0-1 year	3,17	2,88	3,82
	1-2 years	3,54	2,86	4,00
	2-4 years	3,13	2,73	3,91
	More than 4 years	2,96	2,61	3,76
Number of Courses given in FALP	First course	3,17	2,91	3,85
	Second course	3,32	2,50	3,75
	Third course	2,57	2,52	4,10
	More than three courses	3,16	2,69	3,78

Table 18. Analysis of variance results (F) by motivational factors

	Personal Improvement (F ratio)	Affiliative Reasons (F ratio)	Altruistic Reasons F ratio
Age	2.06	2.40	0.67
Educational Level	5.81*	3.05	0.35
Marital Status	1.08	0.26	0.90
Working Status	2.20	3.20*	0.54
Years of Voluntary Work	0.36	0.34	0.11
Years of Voluntary Work in FALP	0.70	0.43	0.27
Number of Courses given in FALP	0.77	0.74	0.32

*significant: $p < .05$

The analysis yielded that the personal improvement factor had a significant effect on educational level [$F(2,70) = 5.81, p < .05$] (See Table 19). So, participants' motives related to personal improvement changed according to their educational level. According to Post-hoc analyses using Scheffe, there was a significant difference between the participants who graduated from high school and from university related to their personal improvement motivation with the mean difference 0.55. Although ANOVA results revealed that working status had a significant effect on affiliative reasons [$F(3,71) = 3.17, p < .05$], post-hoc analysis did not show any significant difference between the unemployed participants, retired participants, part-time workers, and full-time workers related to the affiliative motivational factor because the sample size or effect size was small (See Table 20).

Table 19. ANOVA results between personal improvement and educational level

Source	SS	df	MS	F	Sig.
Between	4,98	2,00	2,49	5,81	0,00*
Error	28,70	67,00	0,43		
Total	731,41	70,00			

a. R Squared = ,148 (Adjusted R Squared = ,122), $p < .05$

Table 20. ANOVA results between affiliative reasons and working status

Source	SS	df	MS	F	Sig.
Between	5,22	3,00	1,74	3,17	0,03*
Error	36,81	67,00	0,55		
Total	602,91	71,00			

a. R Squared = ,124 (Adjusted R Squared = ,085), $p < .05$

On the other hand, no significant effect of the other demographic characteristics on motivational factors was found. In general, participants' age, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which they gave did not change their motivations (See Table 18).

Demographic Characteristics and Volunteers' Intention to Continue the Course

In this section, the findings will be presented in accordance with research question 4. The question was as follow:

Is there any relationship between the volunteers' intention to continue the course and their selected demographic characteristics such as age, educational level, marital status, working status, years of voluntary work, voluntary work in FALP, and the number of courses which have been given?

To answer research question 4 that is to find out if there is a relationship between the participants' demographic characteristics and their intention to continue to give literacy courses, Chi-square values were calculated. The analysis revealed that there is no significant relationship between the participants' selected demographic characteristics and their intention to continue the course (See Table 21).

Table 21. Chi-square analysis between the demographic characteristics of participants and their intention to continue the course

	Intention to Continue the Course	
	χ^2	df
Age	6.49	6
Educational Level	1.54	6
Marital Status	2.77	6
Working Status	4.18	6
Years of Voluntary Work	3.68	6
Years of Voluntary Work in FALP	9.91	6
Number of Courses given in FALP	8.54	6

Motivational Factors and Volunteers' Intention to Continue the Course

In this section, the findings will be presented in accordance with research question 5. The question was as follows:

Is there any relationship between the motivational factors of volunteers and their intention to continue the course?

In order to find out the mean differences of the motivational factors of the participants who were hesitant about continuing the course those who wanted to continue to give courses, independent t-test analysis was conducted. In the analysis, hesitant and ambitious participants' means related to each motivational factor were calculated showing that there is no significant difference between these two groups of participants' motivational factors (See Table 22).

Table 22. Descriptive statistics and T-test results of motivational factors by volunteers' intention to continue the course

Motivational Factors	Intention to Continue the Course	N	Mean	SD	t	df	Sig.																				
Personal Improvement	Ambitious	56	3,12	0,65	-1.62	68	0.11																				
	Hesitant	14	3,43	0,63				Affiliative Reasons	Ambitious	56	2,82	0,79	-0.27	68	0.79	Hesitant	14	2,88	0,63	Altruistic Reasons	Ambitious	56	3,83	0,54	-0.05	68	0.96
Affiliative Reasons	Ambitious	56	2,82	0,79	-0.27	68	0.79																				
	Hesitant	14	2,88	0,63				Altruistic Reasons	Ambitious	56	3,83	0,54	-0.05	68	0.96	Hesitant	14	3,84	0,58								
Altruistic Reasons	Ambitious	56	3,83	0,54	-0.05	68	0.96																				
	Hesitant	14	3,84	0,58																							

CHAPTER 5

CONCLUSION

This chapter will be comprised of a summary of the study that focuses on the major findings. Then, controversial issues related to the study and its findings will be interpreted in the discussion section. The suggestions for further research and the conclusion will also be included in the next section. The limitations of the study will be addressed in the last section.

Summary

This study aimed to determine the motivational factors that influenced people to participate in the voluntary activities in Turkey in the case of FALP volunteers. Through this study, several research questions were analyzed as to the relationship between the demographic characteristics of volunteers and their motivational factors, the relationship between the demographic characteristics of volunteers and their intention to continue voluntary work, and the relationship between motivational factors and volunteers' intention to continue the voluntary work.

The findings showed that all participants were women, and mostly aged between forty-one and fifty. As for the educational level of volunteers, the number of volunteers who graduated from high school was very nearly

equal to the number of volunteers graduated from university. Most volunteers were unemployed; seventeen of the forty-two volunteers were housewives. Considering motivation, the altruistic factors were the main motives for volunteering. In this study a significant relationship only between the educational level of volunteers and their personal improvement reasons was found. High school graduates were much more motivated by personal improvement reasons than university graduates. However, for the other research questions of the study, there were no significant relationships between the demographic characteristics and intention to continue the course, and motivational factors and intention to continue the course.

Discussion

The most distinctive result of this study was that all participants were female. This could be due to the idea that teaching is a female job. The majority of the participants were housewives and this may be a result of the fact that men are generally more worried about sustaining their families than women are. So, they would not prefer to be volunteers in such an activity.

Most volunteers stated that they had a volunteer friend, so they seem to have been encouraged by their friends' positive ideas about volunteering. It can be said that if one has volunteer friend, he or she probably will

volunteer. To increase the number of volunteers in NGOs, volunteers can encourage their friends to participate in voluntary activities.

Recent studies about NGOs in Turkey revealed that being members of or volunteerism in an NGO was very rare. However, it can be observed that campaigns related to volunteer participation and contribution can reach many people through the mass media. TEGV's educational project for girls and their campaign which reached a wide audience via the media channels is a good example of this case. Therefore, with effective advertising, other volunteer activities can also come true, and financial support to improve the NGOs can be provided.

About the main finding of the current study, it was found that there was a significant difference between high-school graduates and university graduates in terms of volunteering for personal improvement reasons. This shows that high school graduates are more concerned about their personal improvement than university graduates. So, high school graduates might have preferred such volunteer activities in order to reach alternative job opportunities.

The data about the number of courses which each volunteer gave showed an interesting tendency. Most of the volunteers had given their first course, a minority of volunteers stated they had given more than three courses. However, the number of volunteers who answered that they were

teaching their second or third course was small. This shows that the number of volunteers has been decreasing in years.

Limitations and Suggestions

This study was restricted to a limited number of samples. Also, the demographic findings of the sample showed that all the participants were female. So, in the future, studies can investigate what kinds of motives lead men to volunteer. Such studies can provide an opportunity to compare the motivational factors of volunteers with different gender. The findings related to the studies with male volunteers can also give information to NGOs to use for the promotion of men's participation in their volunteer activities.

This study, which aimed to investigate the motivational factors of volunteerism, was conducted in just one NGO, AÇEV. So, it was not possible to interpret the motives of volunteers from other NGOs. Since different motives will play a role in the NGOs that have different missions and interests, motivational factors may change related to the subjects of voluntary activities. In future studies, motivational factors can be investigated through different NGOs and can be categorized in relation to their missions and interests. Apart from the volunteers' motivational factors, the demographic profiles of volunteers who work in different NGOs can also be compared.

Since membership and volunteerism in NGOs in Turkey is very limited and has a decreasing number, an investigation of the motivational factors of volunteers in such a study will be very helpful to improve the activities of NGOs. Many developing societies can be modernized with NGOs' attempts and activities; therefore these kinds of studies will not only contribute to the field of volunteerism but also the improvement of society as a whole.

APPENDICES

APPENDIX A

Questionnaire in Turkish and in English

Sevgili İşlevsel Yetişkin Okuryazarlığı Programı (İYOP) Gönüllüleri,

Bu araştırma Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Yetişkin Eğitim Programı altında hazırlamakta olduğum yüksek lisans tezim için yapılmaktadır. Araştırmanın amacı, siz İYOP gönüllülerinin gönüllü olma nedenlerini tespit etmek ve gönüllülüğe devamınıza etki eden faktörleri irdelemektir. Ayrıca çalışmada, sizlere ait demografik özelliklerle, gönüllü olma nedenleriniz arasındaki ilişkilere de bakılacaktır.

Bu çalışmaya katılımınız, bir çok sivil toplum kuruluşunun gönüllülere ulaşma çabalarına yardımcı olacaktır. İYOP gönüllüleri olarak sizlerin de bana bu konuda desteğinizi bekliyorum.

Araştırmanın sonuçları daha sonra yapılacak olan bir çok gönüllü çalışmasına kaynak oluşturacağından, anket sorularını titizlikle ve dikkatlice cevaplamanız son derece önemlidir. Anketi tamamlamanız yaklaşık beş dakikanızı alacaktır.

Siz gönüllülerin tamamlamış olduğu anket formları topluca analiz edilecek ve araştırmada kesinlikle kişisel bilgilere yer verilmeyecektir. Bu konuda şüphe içinde olmak istemiyorsanız, lütfen forma isminizi yazmadığınıza emin olunuz. Toplanan veriler etik kurallar çerçevesinde güvenilir bir şekilde korunacaktır ve başka çalışmalarda asla kullanılmayacaktır. Araştırma sonuçları hakkında bilgi edinmek isterseniz lütfen benimle bağlantı kurunuz.

Bu çalışmada değerli zamanınızı ayırdığınız, kıymetli katkılarınız ve işbirliğiniz için çok teşekkür ederim.

Berna Balta

İletişim için e-mail: berna_991@yahoo.com

A) Kişisel Özellikler

1. Cinsiyet: a) Kadın b) Erkek

2. Yaşınız?.....

3. Doğum yeriniz?.....

4. Eğitim durumunuz?

a) Ortaokul b) Lise c) Üniversite d) Diğer.....

5. Medeni durumunuz ?

a) Evli b) Bekar c) Boşanmış d) Eşi vefat etmiş

6. Çocuk sayısı?

a) Çocuğum yok b) 1 c)2-3 d)4-5 e) 5'den çok

7. Mesleğiniz?.....

8. Çalışma statünüz?

a) Çalışmıyorum b) Emekliyim c) Yarı zamanlı çalışıyorum

d) Tam zamanlı çalışıyorum

9. AÇEV dışından aile ve/veya yakınlarınızdan gönüllü çalışmalara

katılanlar var mı?

a) Evet b) Hayır

Varsa lütfen belirtiniz:

a) Annem b) Babam c) Eşim d) Çocuğum e) Arkadaşım

f) Diğer.....

10. Kaç yıldır gönüllü olarak çalışıyorsunuz?

- a) 1 yılda az b) 1-2 yıl c) 2-4 yıl d)diğer

11. Kaç yıldır İYOP gönüllüsü olarak çalışıyorsunuz?

- a) 1 yıl ve daha az b) 1-2 yıl c) 2-4 yıl d) Diđer

12.Şu anda kaçınıcı okuma-yazma kursunuzu veriyorsunuz?

- a) İlk b) İkinci kez c) Üçüncü kez d) Daha fazla

13. Tekrar kurs açmayı düşünüyor musunuz?

- a) Evet b) Hayır c) Kararsızım d) Diđer

14. AÇEV'in İYOP çalışmasını nereden duydunuz?

- a) Gazete ilanından
b) Televizyondan
c) AÇEV gönüllüsü arkadaşımдан
d)Diđer STK'lardan (Lütfen ismini belirtiniz.)
e) Diđer.....

B) Gönüllülüğe Motive Eden Faktörler

Aşağıdaki maddelere katılma düzeyinizi, gönüllülüğünüze etkisi çerçevesinde belirtiniz.

(1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3= Kararsızım, 4=Katılıyorum, 5=Kesinlikle Katılıyorum)

1. Yeni arkadaşlar edinmek amacıyla İYOP gönüllüsü oldum.	1	2	3	4	5
2. Boş zamanım çok olduğu için İYOP gönüllüsü oldum.	1	2	3	4	5
3. Değer verdiğim kişilerin önerisiyle İYOP'e katıldım.	1	2	3	4	5
4. İnsanlara yardım etmek istediğim için İYOP gönüllüsü oldum.	1	2	3	4	5
5. İYOP'daki gönüllülüğümü bir insanlık borcu olarak algılıyorum.	1	2	3	4	5
6. Gönüllülüğü dini bir görev sayıyorum.	1	2	3	4	5
7. Yeni insanlarla tanışmak istediğim için İYOP gönüllüsü oldum.	1	2	3	4	5
8. Farklı karakterdeki kişilerle çalışmayı öğrenebilmek için İYOP gönüllüsü oldum.	1	2	3	4	5
9. Yakın arkadaşlarım gönüllülüğü çok istediğinden ben de onlara katılmak istedim.	1	2	3	4	5
10. İlerideki kariyerimde bana yararlı olabilir diye İYOP gönüllüsü oldum.	1	2	3	4	5
11. Gönüllülüğün ahlaki bir görev olduğunu düşünüyorum.	1	2	3	4	5
12. Kendi bilgi ve becerilerimi İYOP'deki diğer kişilerle paylaşmak istiyorum.	1	2	3	4	5

13. İleride iş bulmama katkısı olabilir düşüncesiyle İYOP gönüllüsü oldum.	1	2	3	4	5
14. Maddi olanaklarım iyi olduğu için İYOP gönüllüsü oldum.	1	2	3	4	5
15. Sosyal ilişkilerimi geliştirmek için İYOP gönüllüsü oldum.	1	2	3	4	5
16. Geleneklerimiz diğer kişilere gönüllü yardımı bir görev saydığından ben de İYOP gönüllüsü oldum.	1	2	3	4	5
17. Ailem gönüllülüğü çok fazla benimsediğinden ben de İYOP gönüllüsü olmayı bir görev sayarım.	1	2	3	4	5
18. Benden daha kötü durumda olan kişiler hakkında endişe ettiğim için İYOP gönüllüsü oldum.	1	2	3	4	5
19. Başkalarının bana ihtiyacı olduğunu hissettiğimden dolayı İYOP gönüllüsü oldum.	1	2	3	4	5
20. İnsanlara yardım ettikçe kendi başarımın arttığını hissediyorum.	1	2	3	4	5
21. Başkalarını mutlu ettikçe kendimi daha mutlu hissediyorum.	1	2	3	4	5
22. Başkalarının beni tanması ve saygı duymasında gönüllülüğün etkili olduğunu düşünüyorum.	1	2	3	4	5
23. Yetişkin, profesyonel kişilerle aynı ortamda bulunmak ve bir arada çalışmak istediğimden İYOP gönüllüsü oldum.	1	2	3	4	5
24. İYOP'daki gönüllülüğüm kendime olan güvenimi artırıyor.	1	2	3	4	5
25. Gönüllü hizmet veren kuruluşlara katılarak toplumdaki yeniliklerden daha iyi haberdar olabiliyorum.	1	2	3	4	5
26. Gönüllü çalışmam liderlik özelliğimin artmasına yardımcı oluyor.	1	2	3	4	5

Dear Functional Adult Literacy Program Volunteers,

This study is conducted for my master thesis which is prepared for Boğaziçi University Social Sciences Institute Educational Sciences Adult Education Program. The purpose of this study is to investigate your reasons for becoming FALP volunteers, and the factors affecting your intention to continue to volunteer. Also, in this study, the relationship between your demographic characteristics and your reasons for volunteering will be analyzed.

Your participation in this study will help the efforts of NGOs to reach the volunteers. I am expecting your support in that sense.

Because the results of this study will be a resource for further studies, it is very important to answer the questions carefully. It will take nearly five minutes to complete the questionnaire.

The completed questionnaires will be analyzed and the personal information will not be placed in the study. If you have concerns on this issue, please be sure not to write your name on the questionnaire form. The collected data will be kept safely within the ethical principles and will never be used in other studies. If you want to learn about the results of the study, do not hesitate to contact me.

Thank you very much for allocating your time, for your valuable contributions and cooperation.

A) Demographic Characteristics

1. Gender: a) Female b) Male

2. Age?.....

3. Birth Place?.....

4. Educational Level?

a) Secondary School b) High School c) University d)

Other.....

5. Marital Status ?

b) Married b) Single c) Divorced d) widow /widower

6. Number of Children?

b) No child b) 1 c)2-3 d)4-5 e) more than 5

7. Occupation?.....

8. Working Status?

b) Unemployed b) Retired c) Working part-time

d) Working full-time

9. Do you have volunteer relatives / friends from AÇEV?

b) Yes b) No

If you have, who?

a) My mother b) My father c) My spouse d) My child e) My friend

f) Other.....

10. How many years have you been working as a volunteer?

- b) Less than 1 b) 1-2 years c) 2-4 years d) Other

11. How many years have you been working as FALP volunteers?

- a) Less than 1 b) 1-2 years c) 2-4 years d) Other

12. What is the number of your current literacy course?

- a) First course b) Second course c) Third course d) More than 3 courses

13. Will you give another literacy course again?

- b) Yes b) No c) Hesitate d) Other

14. How did you hear about FALP?

c) From newspapers

d) From TV

c) From AÇEV volunteers

d) From other NGOs (Please state the name of the NGO.)

e) Other.....

B) Factors Motivating a Volunteer

State your level of agreement to the following statements in terms of the influence on your volunteerism.

(1=Strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree)

1. I am a FALP volunteer because I want to make new friends.	1	2	3	4	5
2. I am a FALP volunteer because I have extra time.	1	2	3	4	5
3. I am a FALP volunteer because people I like recommended it.	1	2	3	4	5
4. I am a FALP volunteer because I want to help people.	1	2	3	4	5
5. I think volunteering in FALP is a humanity issue.	1	2	3	4	5
6. I think volunteerism is a religious duty.	1	2	3	4	5
7. I am a FALP volunteer because I want to meet new people.	1	2	3	4	5
8. I am a FALP volunteer because I want to work with people who have different personalities.	1	2	3	4	5
9. I volunteer because people I am close to value volunteerism.	1	2	3	4	5
10. I am a FALP volunteer because volunteering may help me with my career in the future.	1	2	3	4	5
11. I think that volunteerism is a moral issue.	1	2	3	4	5
12. I want to share my knowledge and skills with other volunteers in FALP.	1	2	3	4	5
13. I am a FALP volunteer because volunteering may lead to employment in the future.	1	2	3	4	5
14. I am a FALP volunteer because my economic level is satisfactory.	1	2	3	4	5

15. I am a FALP volunteer because I want to improve my social relationships.	1	2	3	4	5
16. I am a FALP volunteer because our traditions suggest that I must do volunteer work for others.	1	2	3	4	5
17. I volunteer because my family values volunteerism.	1	2	3	4	5
18. I am a FALP volunteer because I am concerned about those less fortunate than myself.	1	2	3	4	5
19. I am a FALP volunteer because I feel needed.	1	2	3	4	5
20. I feel more successful when I help people.	1	2	3	4	5
21. I feel happy when I make others happy.	1	2	3	4	5
22. I feel others know and respect me.	1	2	3	4	5
23. I am a FALP volunteer because I want to work and be together with adult professionals.	1	2	3	4	5
24. I feel that volunteering FALP is increasing my self-confidence.	1	2	3	4	5
25. I can receive information about the innovations in society.	1	2	3	4	5
26. Voluntary work enables me to show my leadership.	1	2	3	4	5

APPENDIX B

Permission form from Committee on Ethical Conduct in Research with
Human Participants

**Boğaziçi Üniversitesi
İnsan Araştırmaları Etik Kurulu**

13 Mayıs 2008

Sn. Berna Balta
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Bebek - İstanbul

Sn. Balta,

"İşlevsel Okuryazarlık Programı Gönüllülerin Gönüllü Olmalarına Etki Eden Faktörler" başlıklı projeniz ile ilgili olarak Boğaziçi Üniversitesi İnsan Araştırmaları Etik Kurulu'na yapmış olduğunuz başvuru (Protokol no: 2008/23) kurulumuzun 13 Mayıs 2008 tarih ve 2008/02 sayılı toplantısında değerlendirilerek uygun bulunmuştur. Bilgilerinize sunarız.



Doç. Dr. Ali İ. Tekcan
Başkan

APPENDIX C
ANNOVA Results

ANNOVA results for age

Dependent Variable: Personal improvement

	SS	df	MS	F	Sig.
Between	2.81	3,00	0,94	2,06	0,11
Error	29.52	65,00	0,45		
Total	707.61	69,00			

a. R Squared = ,087 (Adjusted R Squared = ,045)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	4.01	3,00	1,34	2,40	0,08
Error	36.26	65,00	0,56		
Total	581.98	69,00			

a. R Squared = ,100 (Adjusted R Squared = ,058)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0.60	3,00	0,20	0,67	0,57
Error	19.17	65,00	0,29		
Total	1026.03	69,00			

a. R Squared = ,030 (Adjusted R Squared = -,015)

ANNOVA results for educational level

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	4,98	2,00	2,49	5,81	0,00
Error	28,70	67,00	0,43		
Total	731,41	70,00			

a. R Squared = ,148 (Adjusted R Squared = ,122)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	3,35	2,00	1,68	3,05	0,05
Error	36,79	67,00	0,55		
Total	600,83	70,00			

a. R Squared = ,083 (Adjusted R Squared = ,056)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,21	2,00	0,10	0,35	0,71
Error	20,10	67,00	0,30		
Total	1054,04	70,00			

a. R Squared = ,010 (Adjusted R Squared = -,019)

ANNOVA results for marital status

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	1,06	2,00	0,53	1,08	0,34
Error	32,87	67,00	0,49		
Total	729,86	70,00			

a. R Squared = ,031 (Adjusted R Squared = ,002)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	0,32	2,00	0,16	0,26	0,77
Error	41,69	67,00	0,62		
Total	595,80	70,00			

a. R Squared = ,008 (Adjusted R Squared = -,022)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,52	2,00	0,26	0,88	0,42
Error	20,05	67,00	0,30		
Total	1048,93	70,00			

a. R Squared = ,026 (Adjusted R Squared = -,004)

ANNOVA results for working status

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	3,05	3,00	1,02	2,20	0,10
Error	30,96	67,00	0,46		
Total	738,02	71,00			

a. R Squared = ,090 (Adjusted R Squared = ,049)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	5,22	3,00	1,74	3,17	0,03
Error	36,81	67,00	0,55		
Total	602,91	71,00			

a. R Squared = ,124 (Adjusted R Squared = ,085)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,49	3,00	0,16	0,54	0,65
Error	20,11	67,00	0,30		
Total	1064,93	71,00			

a. R Squared = ,024 (Adjusted R Squared = -,020)

ANNOVA results for years of voluntary work

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	0,54	3	0,18	0,36	0,78
Error	33,48	67	0,50		
Total	738,02	71			

a. R Squared = ,016 (Adjusted R Squared = -,028)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	0,62	3	0,21	0,34	0,80
Error	41,41	67	0,62		
Total	602,91	71			

a. R Squared = ,015 (Adjusted R Squared = -,029)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,10	3	0,03	0,11	0,96
Error	20,50	67	0,31		
Total	1064,93	71			

a. R Squared = ,005 (Adjusted R Squared = -,040)

ANNOVA results for years of voluntary work in FALP

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	1,03	3	0,34	0,70	0,56
Error	32,99	67	0,49		
Total	738,02	71			

a. R Squared = ,030 (Adjusted R Squared = -,013)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	0,78	3	0,26	0,42	0,74
Error	41,25	67	0,62		
Total	602,91	71			

a. R Squared = ,019 (Adjusted R Squared = -,025)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,25	3	0,08	0,27	0,85
Error	20,36	67	0,30		
Total	1064,93	71			

a. R Squared = ,012 (Adjusted R Squared = -,032)

ANNOVA results for number of course given in FALP

Dependent Variable: Personal improvement

Source	SS	df	MS	F	Sig.
Between	1,14	3	0,38	0,77	0,51
Error	32,88	67	0,49		
Total	738,02	71			

a. R Squared = ,033 (Adjusted R Squared = -,010)

Dependent Variable: Affiliative reasons

Source	SS	df	MS	F	Sig.
Between	1,34	3	0,45	0,74	0,53
Error	40,69	67	0,61		
Total	602,91	71			

a. R Squared = ,032 (Adjusted R Squared = -,011)

Dependent Variable: Altruistic reasons

Source	SS	df	MS	F	Sig.
Between	0,29	3	0,10	0,32	0,81
Error	20,31	67	0,30		
Total	1064,93	71			

a. R Squared = ,014 (Adjusted R Squared = -,030)

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