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**Roles and motivation of volunteers in
development projects:**

A case study of Czech volunteers

Master thesis

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Declaration

I hereby declare that this master thesis “*Roles and motivation of volunteers in development projects: A case study of Czech volunteers*” is my own work and all the sources have been quoted and acknowledged by means of complete references.

Prague, 22 April 2015

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Abstract

Motivation is a key factor influencing an individual to become a volunteer. This study examines the motivation Czech volunteers to work on development projects, based on data obtained from the survey and scientific articles. The survey was conducted on 80 Czech volunteers from various Czech NGOs, 40 out of 80 were volunteers working for Kintari organization in Indonesia. The main motivation for volunteering were divided into five sections according to orientation; altruism, culture, philanthropy, traveling and socializing. Differences were identified among respondents when Kintari volunteers chose culture and travel, which is closely related to their length of stay, while volunteers from other Czech NGOs selected altruism and philanthropy. Subsequently, based on the test of factor analysis (FA) was created a domains consisting of the items questionnaire. In the statistical measurements and indicators were using factor analysis which was deemed appropriate, and Cronbach's alpha coefficient, which verified the estimate of the level of internal consistency and Kaiser-Meyer-Olkin measurement to determine the suitability of the selected data. The calculation used t-test for socio-demographic attributes excluded the thesis that females are more altruistically motivated than males. Respondents confirmed altruistic and egoistic gain experience from volunteering, including the development of communication skills, stress management, development of empathic skills, understanding of the local community, opportunities to participate in social events, work in a multicultural team and the ability to be part of social groups. Kintari volunteers cause on the project preferentially associate with opportunities to experience the culture and travel, while other volunteers from the Czech NGOs travelled mainly due to work and own education, which is closely related to the fact that they had more previous experience from other projects. The general rule confirmed that a shorter stay affects more altruism, socialization and desire to travel. As an area of weakness, Kintari volunteers market communication and cooperation with the management organization (missing feedback), and insufficient provision of educational aids.

Key words: altruism, volunteer motivation, volunteering, satisfaction, development project

Abstrakt

Motivace je klíčovým faktorem ovlivňující jedince stát se dobrovolníkem. Tato studie zkoumá motivaci českých dobrovolníků pro práci na rozvojových projektech, na základě údajů získaných z dotazníkového šetření a z vědeckých článků. Průzkum byl proveden na 80 českých dobrovolnicích z různých českých nevládních organizací, 40 dobrovolníků pracovalo pro Kintari organizaci v Indonésii. Hlavní motivace pro dobrovolnictví byly rozděleny do pěti sekcí podle orientace; altruismus, kultura, filantropie, cestování a socializace. Rozdíly byly identifikovány mezi respondenty, kdy Kintari dobrovolníci zvolili kulturu a cestování, což úzce souviselo s jejich délkou pobytu, naopak dobrovolníci z jiných českých nevládních organizací vybrali altruismus a filantropii. Následně byl proveden test faktorové analýzy a byly vytvořeny domény, skládající se z položek dotazníku. Pro testování vhodnosti dat při analýze faktorů, byla vypočtena statistická vyhodnocení, a to Cronbachův koeficient alfa, který ověřil úroveň odhadu vnitřní konzistence testu a Kaiser-Meyer-Olkin měření, který určil míru vhodnosti vybraných dat. Použitý výpočet t-testu pro socio-demografické atributy nepotvrdil tezi, že ženy jsou více altruisticky motivovány než muži. Respondenti potvrdili zisk altruistických a egoistických zkušeností z dobrovolnictví, včetně rozvoje komunikačních dovedností, zvládnání stresu, rozvoje empatických dovedností, porozumění místní komunitě, možnosti podílet se na společenských akcích, možnosti pracovat v multikulturním týmu a schopnosti být součástí sociálních skupin. Kintari dobrovolníci své působení na projektu přednostně spojovali s možnostmi poznat kulturu a cestovat, zatímco ostatní dobrovolníci z českých neziskových organizací cestovali hlavně kvůli práci a vlastnímu vzdělávání, což úzce souviselo s tím, že měli více předchozích zkušeností z jiných projektů. Potvrdilo se obecné pravidlo, že kratší pobyt ovlivňuje více altruismus, socializaci a touhu cestovat. Jako slabou oblast, označili Kintari dobrovolníci komunikaci a spolupráci s vedením organizace (chybějící zpětná vazba) a nedostatečné zajištění vzdělávacích pomůcek.

Klíčová slova: altruismus, voluntarismus, motivace k dobrovolnictví, satisfakce, rozvojový projekt

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List of Abbreviations

ADRA	Adventist Development and Relief Agency
AIIESEC	International Association of Students in Economic and Commercial Sciences
CR	Czech Republic
DP	Development Project
EBSCO	Elton B Stephens Company
FA	Factor Analysis
FORS	Czech Forum for Development Cooperation
INEX-SDA	INEX-Association for Voluntary Activities
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy
NGO	Non-governmental Organization
NAVSM	National Association of Volunteer Service Managers
VFI	Volunteer Function Inventory

1. INTRODUCTION

International volunteering began to develop in the 21st century. The number of volunteers and diversity of forms were increasing. Forms of volunteering could be divided to the several sections, for instance, to travelling (Brown, 2005), escape the stereotype and routine (Lo and Lee, 2011), study programmes (Clary et al., 1998; Lai et al., 2013), charity (Brown, 2005), protecting environmental and the ecology (Gallarza, 2013; Andronic, 2014), social (Clary et al., 1998) and interpersonal (Chen and Chen, 2011; Lai et al., 2013) motives. It was necessary to define the motivation for going abroad, used by scientific articles and studies, and described the analysed concepts. There were currently a plethora of non-governmental organizations, charities, and agencies offering volunteer internships (Otoo and Amuquandoh, 2014).

Interest in volunteering was growing among the public and also mass media. Wearing (2001) warned of the danger of growing number of profitability oriented NGOs which argued that the volunteering began with the higher level of commercialization. Volunteering represented altruistic behaviour (Wearing and McGehee, 2013) such as solidarity, cohesiveness, compassion and helping others; and is based on interpersonal relationships (Khoo and Engelhorn, 2011). Related to this, volunteering also represented egoistic behaviour because volunteer work was filling a good feeling, for instance, that they were necessary at the place (Simpson, 2004), and they gained own skills, education, and experiences.

The aim of the study was to evaluate the phenomenon of volunteering and analyse motivation of Czech volunteers and classify the experiences Kintari volunteers due to their participation on the development projects. In addition to the evaluation of motivation at work offered recommendations for Kintari organization and its cooperation with volunteers. This study tried to explore the empirical investigation of motivation Czech volunteers.

2. LITERATURE REVIEW

This chapter describes the current situation in volunteering. Firstly, it focuses on describing volunteering available from scientific researches, subsequently the total motivation of volunteers and conceptual framework. This study deals with the issue of volunteering and thus it is necessary to explain this term properly.

2.1. Context of the study

The actual research uses self-determination theory as a theoretical framework. This theory is an important part of research dealing with motivations and volunteer's expectations. In addition, the theory characterises different types of motivations due to the different goals and individual behaviour (Lee et al., 2014). According to Brown (2005) the motivation should not be single, but set up by two basic characters. The basic difference is between intrinsic and extrinsic motivations (Cattan, Hogg et al., 2011). Intrinsic motivation or internal motivation creates the fact that people are doing some activities which provide them satisfaction of internal psychological needs. Extrinsic motivation must be externally stimulated by external conditions (for instance gain to social recognition).

Self-determination theory can explain the importance of volunteering needs. Internally motivated volunteer's behaviour is based on individual feelings and decisions. Volunteers who are individually (self-) motivated, create based on amusement and interest and at the same time they produce higher satisfaction (Lee et al., 2014). Self-determination theory offers the opportunity to understand the quality of volunteer's motivation. As stated in the study by Otoo and Amuquandoh (2014), it is imperative for experiences by own volunteers and analysing motivation and activities for understanding choice of destination which increase satisfaction. More specifically, in the study it is stated that understanding is a principal for sustaining volunteers for longer time. When the developing country is attractive, volunteers are satisfied and it affects their positive thinking and future

negotiations. Their motivation in selecting particular country has a significant role in their decision to choose Indonesia as a destination.

2.2. Definitions of volunteering and volunteer

Volunteering has not a uniform definition. This work leans towards a closer explanation by Dekker and Halman (2012), who are characterizing volunteering by three assumptions. Volunteering is not obligatory; it means that the individual participants are engaged to it only with their own will when they are not forced by another person. The decision to participate in the project is based on their-own free choice and should not be compulsory. Activity is also useful for other people. Volunteers can gain some benefits for themselves, but also should be useful for those who are in their close circle of people. Last but not least, material remuneration is not provided for this activity as. Volunteer requires selfless behaviour without financial evaluation (Dekker and Halman, 2012). Volunteering is unpaid and non-career activity that people carry out in order to help their relatives, community or society. For the comparison, Wilson (2000) describes volunteering as *“any activity in which time is given freely to benefit another person, group or organization”*.

Analysis of the definition referred in the Table 1 may be concluded that some characters are defined equally, while others are fundamentally different. Most of the definitions agree that volunteering involves some work that is unpaid and whose purpose is to contribute to the public welfare or the welfare of the environment. The difference is that it includes only service performed through an organization for organizations, or even informal forms of direct assistance.

Table 1: Definition of volunteering

Researcher	Definition
Clary and Snyder (1999)	Volunteering is a form of pro-social activity where people actively and freely seek opportunities to provide non-financial helping those in need.
Crompton (1979)	Volunteers are persons who perform unpaid work on behalf of any group or organization. <i>"This includes any unpaid help provided to schools, religious organizations, sports or community associations"</i> .
Dekker and Halman (2012)	International volunteering is organized involvement of volunteers working abroad in development and international volunteers are <i>"qualified individuals, who have of their own volition and without financial gain are offering their services in order to help the community in a developing country"</i> .
Oxford Dictionaries (2015)	Voluntarism is <i>"a form of tourism in which visitors participate in volunteer work, typically for charity"</i> and the volunteer is <i>"a person who works for an organization without being paid"</i> .
US Bureau of Labor Statistics (2015)	A volunteer is someone who performs unpaid voluntary work through an organization.
Wearing (2001)	Volunteering is <i>"any unpaid activities involve spending time in order to bring benefit to someone else (individuals or groups) than only close relatives, or to benefit the environment"</i> .
Wearing and McGehee (2013)	<i>"The volunteer tourism is a sustainable development strategy, which aims to bring benefits to the environment, local residents and visitors"</i> .

A volunteer is a person who gives his time, his energy, knowledge and skills for the benefit of other people or society without financial reward (Dekker and Halman, 2012). Personality prerequisite for volunteering is a strong social conscience, pro-social behaviour and selfless way of thinking. In summary, at volunteer can become almost anyone, but it is important that its concrete implementation was chosen with regards to their abilities and skills. Volunteers can devote to the activity, to which permanent staffs do not have the capacity in their work, and hence services provided by the organization will improve.

Volunteers can bring new ideals for the organization, as well as different perspective, or feedback.

In countries where volunteering has an unbroken tradition, volunteers are recruited among all age and professional groups. In the Czech Republic, volunteers are predominated by students and females, but there was noticed shift to Western standards, which means that the number of people older than 60 years gradually increases and females still prevail (Tošner and Sozanská, 2006).

Volunteering is therefore, particularly in this thesis, understood as: a wide range of activities, including formal and informal provision of services and research activities. These activities are practiced freely (in a country other than the country of origin of the volunteer), contributing to the welfare / development of local, national or world community or protecting / renewing the environment and the main motivating factor for their performance is not a financial reward.

2.2.1. Form of volunteering

There are recognized several forms in characterizing volunteering and it is divided according to various criteria into a several categories.

Application of volunteers is possible in several areas of social life. Educational activities apply in schools and education system in general, but also in the areas of sports and leisure activities. Volunteers are active in protecting the environment and using ecological practises and they are often working with a number of experts in the field on an international level, such as Greenpeace for example (Gallarza, 2013). A large group of representatives was found in the social field, when the organization resolves war conflicts or natural disasters (Andronic, 2014). Health is one of the most numerous areas, where volunteers help with infections and diseases. Last equally important area of volunteering is the maintaining the culture (e.g. restoration of monuments).

One of important forms of volunteering is so-called volunteer tourism, which began to develop more in the last twenty years. This form of volunteering originated in Europe, particularly in Great Britain, from where it expanded to countries during the evangelical

missions. Recent studies claim that almost 1.6 million people worldwide have participated in volunteer tourism projects during last year. Wearing (2001) mentioned that „*form of 'alternative tourism' with a specific focus on tourists who volunteer for part or all of their travels*“. This term is defined as the connection of tourists who organize vacation and combine it with volunteering for various reasons. Their holidays include assistance or reducing the material poverty of certain groups of people in society, research into aspects of society restore the environment, etc. (Wearing and McGehee, 2013).

2.3. Motivations of volunteer tourists

Motivation is a key factor in explaining tourist behaviour and it is an important factor influencing an individual into action to become a volunteer (Lee et al., 2014). Review of major studies on volunteer motivation is presented in Table 2.

Motivation is different for each individual and performs highly complex issue, because there does not operate only one motive, but there are more of them. Two main motivations, “*self-interest versus altruism*”, as Wearing and McGehee (2013) argue, of volunteering are identified in the literature and in its basic form (people wanting to help others) has been described as altruistic motive in other words, one of the important aspects of volunteering is a human altruism. Derivate from the Latin word, altruism is defined as “for the other”. Oxford Dictionary of Sociology (Scott and Marshall, 2009) defines it as a form of thinking, feeling and acting guided unselfishness and charity for the other people and its own interest can significantly recede into the background (Scott and Marshall, 2009). “*Not every act of volunteering is altruistic and not every altruistic act is volunteering*”, but the connection between the two concepts is as strong as one cannot speak of the other one without the other (Haski-Leventhal, 2009). Altruism focuses on the needs of others and it is defined as “*behaviour that promotes the welfare of others without conscious regard for one’s own self-interests*” (Hoffman, 1981). On the other hand, some of scientific authors describe altruistic behaviour such as helping others, increase the helper’s satisfaction and people’s tendency of a giving service or something significant to other person (Brown, 2005; Khoo and Engelhorn, 2011; Lee et al., 2014). Haski-Levanthal (2009) broadly confirms the theory that pure altruism does not exist and altruistic behaviour is in summary egoistic

behaviour. The motivation for volunteering does not have to be only beneficial to others, volunteering motivation could include egoistic motive, described as the benefits volunteers (self-development, to feel a debt to society, obtain new experience, self-realization etc.) (Otoo and Amuquandoh, 2014). Therefore, it is necessary to put emphasis on selection of volunteers. If the negative motive is too strong, volunteer could cause severe damage to the client, where they should have helped. Such negative motives could be, for instance, a feeling of self-importance, the desire having control, lack of self-confidence and self-esteem, excessive curiosity and others. Volunteer activities must be properly coordinated. Volunteers are needed in the carrying out the activity and work on their activities which should be regularly monitored and thus strengthened their motivation.

Wearing (2001) found a variety of motivational factors, including altruism, religion conviction, self-development feeling of giving back to the host community, participating in community development, cultural understanding, professional experiences, improvement the quality of life, help others, etc. These motives are intertwining. According to the Khoo and Engelhorn (2011) volunteer motivation should be described as a model, which includes altruism, solidarity, commitments, external, and family traditions. Lai et al. (2013) support the statement that volunteering motivations are multifaceted in combination of values with humanitarian concerns, understanding and learning new experiences or skills, social relationship, career, protection for reduction of negative feelings and self-enhancement to develop their personality psychologically. Lee et al. (2014) chose and identified for their study several types of motivation as altruism, patriotism, extrinsic and intrinsic. Volunteer motivation could be defined as propulsion to get volunteer opportunities and themselves in helping others. Last but not least, Brown (2005) also identified that volunteer tourists have four main motives: cultural understanding, self-satisfaction (giving back and making a difference), seeking camaraderie with fellow volunteers, and family bonding and education. Wearing and McGehee (2013) identified six main criteria's of motivations for volunteering: destination, duration of project, focus of experience (self-interest versus altruistic), qualifications, active versus passive participation, and level of contribution to locals. In the research was generally accepted that the volunteers contain altruistic experiences and identified a number of positive motivations for volunteer tourism, such as altruism, self-development, cooperation with local people, cultural understanding, and social satisfaction (Brown,

2005; Wearing and McGehee, 2013). The commonly accepted terminologies for motivations are altruism, travel, personal experiences and skills, cultural exchange, professional or career development, choice of right destination, and escape of routine and stereotype days (Wearing, 2001; Otoo and Amuquandoh, 2014).

According to available information from scientific texts and citation by Jacobsen et al. (2012), which builds on the work Clary et al. (1998), volunteer capacity motivation can be measured by the so-called “*Volunteer Function Inventory*” (VFI). This measurement includes all factors mentioned above in the literature. These specific factors are considered as influencing the behaviour and are classified into six separate functional motives (i.e. factors), which are generally recognized as factors in motivating volunteers in their operations. For better comprehensibility the categories are presented in the following points:

- 1) Values - opportunities how to express values related to altruistic and humanitarian concern for others. The desire to help others is virtually strong motivator which includes helping other people or improving the quality of the environment.
- 2) Understanding - opportunities to obtain experiences and learning new skills and knowledge.
- 3) Social - opportunities to develop and strengthen social ties, build relationships with friends and others (ex. local people).
- 4) Career - opportunities to build career from the volunteer experience such as benefits for the future employment.
- 5) Enhancement - opportunities for personal development and personal growth.
- 6) Protective - opportunities which contain protecting self-ego from negative self-perceptions (ex. have more fortune than others) and to address one’s own personal problems).

These mentioned six categories were published by Clary et al. (1998) and the selected authors for this study partially based on them.

Table 2: Review of major studies on volunteer motivation

Researcher	Main groups of motives
Brown (2005)	Four main motives: cultural immersion, self-satisfaction (giving back and making difference), seeking camaraderie with fellow volunteers, family bonding and education
Clary et al. (1996) and Clary et al. (1998) and Lai et al. (2013)	Six main motives: understanding, social, values, protective, career, enhancement
Gilmour and Saunders (1995)	Four main motives: to take a break from routine of lives, to see countries with ecosystems work, to be active, to do something different
Chen and Chen (2011)	Three main motives: personal, interpersonal, and other
Khoo and Engelhorn (2011)	Five main motives: solidarity, altruism, commitments, external traditions, family traditions
Lo and Lee (2011)	Five main motives: cultural immersion and interaction with local people, giving back, share experience, religious involvement, escape from everyday life
Soderman and Snead (2008)	Three main motives: to help others, to develop careers, to learn skills
Warner et al. (2011) and Lee et al. (2014)	Four main motives: society (altruism), patriotism, extrinsic motivation, intrinsic motivation
Wearing and McGehee (2013)	Six main motives: destination, duration of project, focus to experience, qualification, participation, level of contribution to local

Based on the available scientific sources is obvious that volunteers mention "the travel" is one of the main motivations and also according to internet server Volunteer Now (2015), the volunteers appreciated the opportunities to see new and exotic destinations for them, do an exciting activities and no less important to escape routine life which they find at home. Travel to distant destinations is not uncommon. The volunteering activity during the trip was seen as a means to better understand local contexts or to develop personal relationships with local people and obtain the experience as more authentic (Sin, 2009). With the possibility to travel is also very closely related the opportunity to contribute

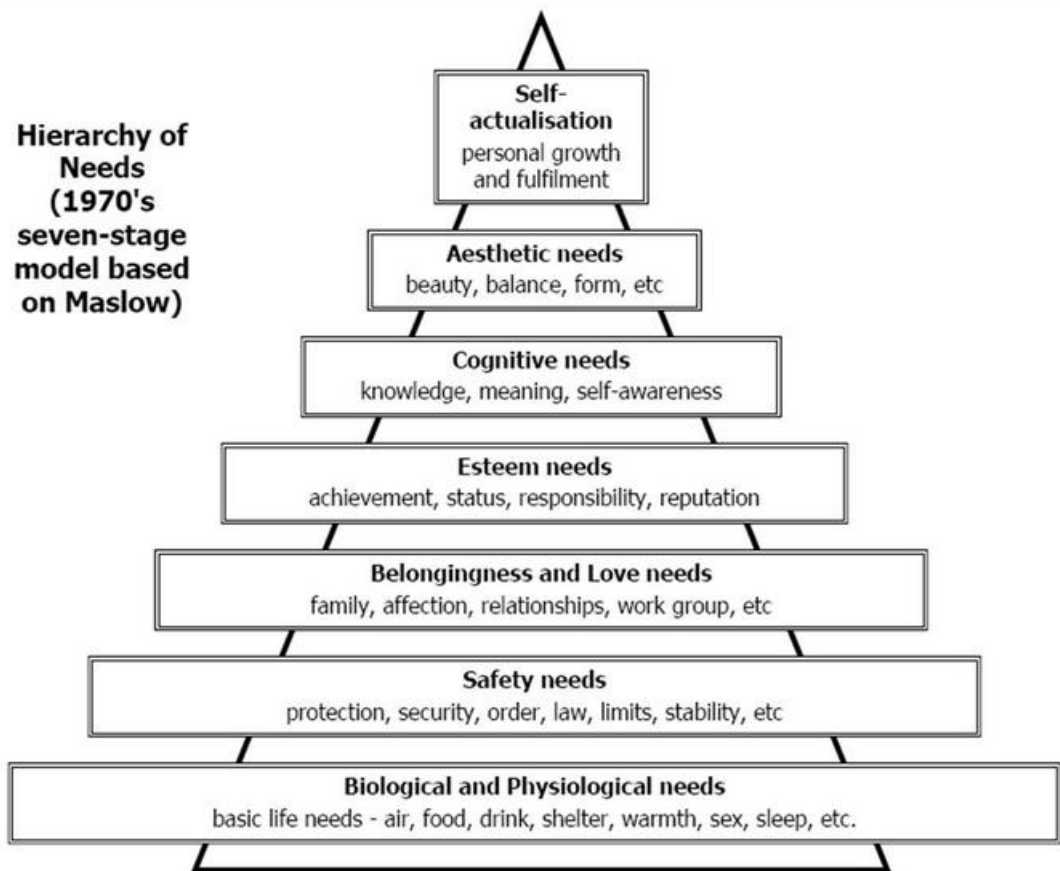
anything to the local culture. Volunteering is largely seen as an activity that is benefiting for both sides of cooperation.

As Table 2 shows, some authors cited as one of the motivations for volunteering tendency are regarded to a personal challenge. Sin (2009) mentions in his article that some people are following stereotypes when choosing a country where they would like to travel. For example, a person going to Africa is performing an image of danger and inaccessibility. These images are attractive for certain persons and repulsive for others. Hence it is not surprising that volunteers tend to see themselves as very brave individuals with showing their motivation.

2.3.1. Factors influencing the motivation of volunteers

Maslow's (1970) hierarchy of needs theory is formed by seven categories. The most basic category of needs is a physiological need, which includes items such as hunger, thirst or sleep. This category belongs to the lowest place of the pyramid, which means that it is the most important. Maslow calls it "*the need for existence*". Ascending the other human needs are safety, social belonging and love, esteem, emotion and intellectual needs, aesthetics and self-actualization. As Figure 1 shows, these six categories, Maslow referred as "*deficiency needs*".

Figure 1: Hierarchy of Needs



Source: Maslow (1970)

Generally, the lower human needs are more significant and their partial satisfaction is the condition for the emergence of a higher developmental needs. Human usually requires order to satisfy the needs from the bottom up and move to the higher ranks of needs. On the other hand, this rule is not essential; sometimes the satisfaction of higher needs (spiritual or esthetical) should be completed without previous requirements. For the highest need, Maslow considers the self-actualization, which indicates the human desire to fulfil their capabilities and intentions.

According to Brown (2005), Haski-Leventhal (2009), and Wearing and McGehee (2013) the positive factors, which are influencing motivation of volunteers, are expressed as a sense of teamwork, participation in problem solving, decision making and goal-setting organization, doing certain activities which are working on substantial, satisfaction of

personal needs, feeling awards, a hope for change, acknowledge that the presence means something important, recognition of public and also private. Negative factors are defined as finding a large difference between expectations and reality, feeling that the help in nothing, lack of feedback, routine tasks (NAVSM, 2015), insufficient support of colleagues, team or task without prestige, lack of possibility for personal growth, a little opportunity to show initiative and creativity.

2.3.2. Altruism

Altruism has several meanings. It is a moral principle which prescribe suppressing of own egoism, or even disinterested service of willingness to sacrifice self-interest for the benefit of others, moral principle that the welfare of other is morally more important than their own well-being, as well as the real behaviour based on these principles or on the equivalent ones (Smith, 1981). Altruism is focused on the well-being of other people and can be described as disinterested and selfless acts for the benefit of others (Ghose and Kassam, 2014).

Determinants emergence of altruism explains Brown (2005) and Ghose and Kassam (2014) from several points of view:

Biological approach explains pro-social behaviour based on genetic predispositions. From this perspective, that behaviour is the result of natural selection, which increased the chance of reproducing individuals. Individualistic approach explains altruism again in terms of the tendency of individuals to help, but based on social learning. According to these theories altruism is conditional method (inducing a positive mood in the short term to increase people's willingness to help others), or personality characteristics. Interpersonal approach stems from the fact that people are interdependent. It can be a barter relationship (whether strangers or acquaintances), where each seeks to maximize profit (egoistic motives). This approach focused on social systems assuming that the social behaviour of individuals is affected by factors which are essential for certain social systems or situations. Individuals perform different social roles based on communities' shared cultural norms, values and rituals.

Motivation of altruistic behaviour is very complicated, because different types of fundraisers can contain hidden motives (e.g. need for power and dominance) (Wearing and McGehee, 2013). In this case, it is possible having on a scale from pure altruism to pure egoism, volunteer's approach to fulfilling personal or egoistic desires. Sichel (2006) reported that volunteers are motivated by "a desire to bring positive change and thirst for adventure". Low (2007) adds that the most common motivation for volunteering is indeed helping others to change something for the better world ("give back"), but in nine out of ten cases, this motivation is not enough for volunteers feeling that they spent time well. Simpson (2004) goes to extremes, argues that international volunteer for pure altruistic reasons does not exist, and consider it as harmful: *"If volunteers are travelling in the belief that they have little to learn, but a lot to offer, then they risk being just a little more than a neo colonialists. We will never become an international volunteer for purely altruistic reasons: they do it because it is exciting because they can learn something because they want to meet new people, who live differently, because, just maybe, may have something to offer. "*

Altruistic behaviour has the following features: it is not focused on their own gain and it is done voluntarily and with good causes. Methods of implementation can sometimes be problematic, and for this reason in certain situations it may be in conflict with the attitudes of those to whom it is directed (Brown, 2005). An example might be missionaries working with natural living nations - their members teaching agricultural practices are more complete, but with changed their original lifestyle which made them happier before the western civilization came.

The notion of altruism is closely related to the concepts of charity and philanthropy. Under altruism it can imagine moral principle and real behaviour that can be targeted to anyone except the volunteer. Charity is also the real behaviour governed by altruistic moral principles, but unlike altruism focuses only on people outside of the family circle. The concept of charity is from this point of view narrower than the notion of altruism. The concept of philanthropy means respect for people and includes various forms of humanist-oriented charity (Otoo and Amuquandoh, 2014).

2.4. Conceptual framework

Identification of factors that affect the volunteer has been simply enormous and numerous area models. For this work factors were reviewed and assessed for suitability for use in Indonesia. The first model is provided as "Volunteer Process Model" (Clary and Snyder, 1999), which builds on internal variables. Permanent volunteering is considered as a process which is determined by the level of agreement between the motives or needs, leading to the first volunteer work and followed by real-world experience. This factor is based on belief that an important role of volunteering plays in continuous social support and volunteer satisfaction and its integration into the organization. Another's theories are the "Role Identity Model", which includes two basic structures, perceptions and expectations of identification with the role (Chacón et al., 2007), social movement theory (McGehee, 2002), and push-pull theory (Dann, 1977; Crompton, 1979). The last theory is selected as a suitable theory for developing an understanding of volunteer motivation for Indonesia. Dann (1977) formulated some forces drive an individual to act. These forces are characterized as push and pull forces maintaining society to travel.

The literature shows that analysis of motivations based on the two dimensions of push and pull factors have been generally accepted. Push factors are intangible and are based on the inner desires of individual travellers and pressured by their own inner strength. This motivation comprehend internal and emotional aspects which lead for the individual decision to travel, it is describe as a socio-psychological influences on the choice of objective. Dann (1977) suggested a separation of this factor into two dimensions; anomie and ego-enhancement. Anomie represents desire to cross the feelings of isolation from the outside world and the inner effort to free them from the routine of everyday life. Ego-enhancement is based on the need from the need of recognition, which is gained through the status conferred by travel (Kassean and Gassita, 2013). The most frequently mentioned factors include: the desire to escape from the routine of life, rest and relaxation, prestige, health and fitness, social integration, improved interpersonal relationships, exploration and evaluation of yourself Kassean and Gassita (2013) in their article based on the allegation of Yuan and McDonald (1990), have identified five push factors in their study on motivations for overseas travel from four countries: Japan, France, West Germany and the United Kingdom. Pushed dimensions were formulated as dimensions to escape

daily life, new experiences, social interaction, prestige, and relax. Their results showed that respondents are most inspired by the way of escaping from the routine of everyday life and finding new ways. From the referred examples the push factors are the internal driving force and satisfy individual needs (Wearing, 2001). They can be classified into different parts of human nature, where an individual has specific needs and internal effects shall be connected to travelling.

On the contrary pull factors are appearance due to the attractiveness of the destination as perceived by visitors and include tangible resources and expectations. It is obvious that this kind of motivation plays an important role for travellers and forming their motivation. Dann (1977) argued that the pull factors strengthen the motivation such as sunshine, relaxed tempo and friendly behaviour of the local people. Moreover, pull motivation is based on the overall attractiveness of a destination such as a beach, cultural backgrounds and recreational facilities. Yuan and McDonald (1990) presented in their article the main pull factors as budget, culture and history, easy travel, wildlife, multicultural environment, and hunting. Individuals from all over the world may travel for the same reasons, but reasons for choosing a particular place and goals are associated with the possibility to have different aspect for selecting the destination. Of course it is possible to pull factor divided by power. The positive power of individual strengthens and supports travelling to specific destinations, negative force acts as fear and aversion, which lead to the rejection travel to certain locations (Wearing 2001; Kassean and Gassita, 2013). For the purpose of this study, the pull motivations depict the opportunities that necessitate the services of volunteer tourists.

2.5. Description of Kintari Foundation o.s.

Organizations Kintari Foundation o.s. (Kintari) was founded in 2006 originally as a single Czech-Indonesian institution, which presented the Indonesian art within their composed programmes. Due to this fact received funding for development projects on Lombok, which were actively supported since 2009. The founder is a theologian Mgr. Jana Wolfová (chairman of the association). Kintari has activities abroad

(Indonesia - Lombok), as well as in the Czech Republic, where it covers issues regarding the introduction of Indonesian culture to public in the Czech and Slovak Republics.

2.5.1. Activities

At the beginning, it is important to define in which activities are Kintari engaged. The following Table 3 shows the schedule of activities provided by the organization:

Table 3: Schedule the Kintari organization activities

Activities	
Activities projects in the Czech Republic	<ul style="list-style-type: none"> - Dance group - Dancing appearance - Lectures - Indonesian programmes (workshops) - Selling the traditional products
Developing projects in Indonesia, Kuta Lombok, primary school Ngolang	<ul style="list-style-type: none"> - Reconstruction of school - Construction of kindergarten Kintari - Regular teaching English - Construction of wells and washing facilities - Study programmes for Indonesian students in Czech Republic - Leisure time activities for children - Development of new school in Petiwung (2014/2015)

Source: Kintari, 2015

The previous table shows that activities are interconnected between the Czech Republic and Indonesia. In the Czech Republic, the organization aims to deepen Czech-Indonesian cooperation through, for instance, composing the foundation evenings, dance performances, travel lectures, exhibitions, seminars, workshops and more activities. The funds from these projects, as well as from the sale of handmade Indonesian jewellery, are sent to schools in the poorest areas of Indonesia and specifically to Kuta located on

the island of Lombok. It mainly serves for providing teaching materials for children and the implementation of construction projects (Kintari, 2014).

Since 2004 Kintari has been supporting schools in the southern Lombok, but primarily focuses on elementary school Ngolang, which was completely reconstructed in 2009 and 2010. Besides the new school classroom equipment in the form of furniture, a well was also dig out and there were built new washrooms. With this project, students wash their hands regularly (every day at 10 AM), under the leadership of trained teachers and associate organizations. Volunteers from Kintari are attending this school and helping with teaching English. In previous years, teaching took place only fitfully, but from the beginning of 2011, it operates continuously throughout the whole year. In 2014, the school also established a library for students and their families, who have the opportunity to attend this room.

Small village Ngolang is located 3 kilometres inland from the more famous Kuta village in the South of the island of Lombok (Maps of World, 2015). In Ngolang elementary school approximately 300 students from the neighbourhood are involved, and they are divided into six classes. Volunteers teach usually 2-4 hours a day, either individually or in a group. Volunteers provide predominantly English lessons; in some cases also classes of dance, mathematic or geography. Kindergarten was built in 2011, and there is currently 16 children who would be otherwise from a variety of reasons (financial or distance to the state kindergarten), denied for pre-school education. Teaching in the kindergarten, located about 15 minutes far from the school, is another opportunity for volunteers. Teaching methods are underway by painting and educational games in pre-school education (Kintari, 2014).

Kintari does not require a fee to participate in the project for volunteers, all the expenditure, such as accommodation, meals, transportation, etc., have to be paid by the participants themselves.

2.5.2. Goals

The main objectives Kintari are focused on, is increasing interest in the field of tourism in Lombok. A Jana Wolfová claimed, thanks to the teaching of English to children, it will

make possible further studies and potentially increase their chances in obtaining work in the newly emerging accommodation and restaurant facilities. Kintari believes that if it would not have happened, and children from poor backgrounds would not be able to get an adequate education, they and other residents would not have a job opportunity in the developing tourist areas in the south of the island. Additionally, they would be gradually economically oppressed to inland locality due to the construction of new hotel complexes without the possibility to participate in development. Therefore local people should not profit from development, but would rather support it. Schools are contending with a small number of teachers and their incompetency and therefore the level of education is very low. Kintari tries to mitigate this imbalance by increasing the quality of teaching by sending volunteers to the area.

The idea and motto of the association is the effectiveness of development assistance in any extent. Even less help can change someone's life in Indonesia. Assistance to Kintari is not only material, in fact it sends volunteers who personally oversee projects, participate in them, teach in schools and provide the basic needs for local residents, such as the availability of water or medical care. Another aim is to encourage young talented individuals and to facilitate the future for the next generation, as well as the inclusion of local population in fast growing tourism industry and the process of industrialization on the island. Due to the size of Kintari organization which is comprising only of a few dozen members, all activities are highly individualized, and consequently transparent.

As Jana Wolfová said, the long-term vision is to increase the level of education in the area and help local people to obtain a good work or secure better living standard from the sources of tourism, which develops and brings many opportunities. Kintari also supports private business, in which the local people would like to start, because they need the education and knowledge.

3. OBJECTIVES

The theme of volunteerism and motivation of volunteers is recently highly discussed and relevant issue in the whole world. This study is focusing on Czech volunteers and their motivation for volunteering itself. The aim of the thesis is to document motivations of the Czech volunteers who are participating in the development projects. The research investigates opinions and attitudes of volunteers who were participated in the project of Kintari Foundation. Volunteers, who are planning a trip to Indonesia, can choose how to spend time in a metropolis such as Jakarta, or move to a quiet unspoilt countryside of the island like Lombok, or other similar locations. Volunteering here focuses mainly on teaching English, wildlife refuge, environmental issues, and tsunami relief.

Thus the aim of the thesis was to identify the volunteers' motivation to participate in the volunteering activities in Indonesia.

The specific objectives of the diploma thesis include:

- i. to identify who volunteers are and what kind of motivations are characteristic for this type of volunteer work.
- ii. to compare of motivations of volunteers from Czech Kintari Foundation and from other Czech organizations and to explore the needs and difficulties of volunteering in cooperation with Kintari Foundation, especially for the needs of the organization.

4. MATERIAL AND METHODS

The theoretical part of the thesis was based on the analysis of secondary data and thesis proceed especially from review of scientific articles which were searching in specialized databases prepaid by the Czech University of Life Sciences Prague, together with the scientific articles selected at Google or Google Scholar. According to Brown (2005), qualitative research methods can facilitate exploration of volunteer motivations deeply. In the field of international volunteering include the most frequently cited authors, e.g. Stephan Wearing, Paul Dekker, Nancy Gard McGehee, Graham M.S. Dann, E. Gil Clary, F.E. Otoo, and Sally Brown. In addition to scientific reviewed articles were among the sources from specialized books, Oxford explanatory dictionary. From the website sources for citations can be mentioned website of *Volunteer Organizations Now* and *National Association of Volunteer Service Managers*.

4.1. Data collection

This thesis was utilized Mixed Methods Research, data were collected in quantitative and qualitative character. “*Mixed methods research is empirical research that involves the collection and analysis of both qualitative and quantitative data*” (Punch, 2009). The research questions were developed and based on the analysis of scientific literature, at the same time volunteers were also contacted and documents of scientific articles were studied. First phase of data collection process took part from October 2014 to January 2015. The research questions were subsequently developed into specific questions and these questions were used to create online questionnaire. The questionnaire was distributed in the Czech language. The actual survey was conducted from January to March 2015. Questionnaire survey examined data both quantitative and qualitative character. Subsequently, information obtained from the survey of respondents was supplemented by data obtained from the analysis of documents related to the topic in March 2015. In the period from March to April 2015 data were analysed and interpreted.

4.1.1. Identification of respondents

The target group were volunteers who work for development projects. First group was represented by volunteers who travelled to Indonesia over the last ten years (2005 - 2015) under the auspices of Kintari organization. Volunteers were contacted based on the list provided by the director of the organization, via e-mail addresses with a request to complete an online questionnaire created on the Google website. Out of total number 69 respondents from the list provided by Kintari, 40 volunteers filled the questionnaire (58 % response rate). Second group presents Czech volunteers involved in the development activities of other Czech NGOs. Total number of respondents was equal to 40, out of total number was not possible calculate because the questionnaire was sent to the organizations without exact addressing to the person via different NGO networks – FORS platform to NGO such as People in Need or Charity CR (unidentified respond rate). However the total number of respondents was 80.

4.1.2. Study of the documents

Official documents and media used as the secondary data, which was collected by studying special literature dedicated to volunteering activities. Official documents and research papers were studied in order to obtain as much information as qualitative and quantitative character of volunteering. Among publicly available official documents were the final report of volunteer programmes Czech organizations such as INEX-SDA and Kintari organization. The most utilized scientific articles originated from scientific databases as Science Direct and EBSCO, which were informatively the richest sources as they contained summary of scientific articles from all international journals with high impact factors such as ISI Web of Knowledge® and SciVerse Scopus® were considered.

4.1.3. Questionnaire for volunteers

The questionnaire was the primary research tool; included open and closed questions with one or more possible answers or semi-closed questions with the possibility of

comments and in-depth questions. Reflective questions were also part of the questionnaire that aimed to induce respondents to critically evaluate their experience.

The relevant information has been found especially in publications *An exploration of the motivations for volunteering: A study of international volunteer tourists to Ghana (2014)*, *Travelling with a purpose: understanding the motives and benefits of volunteer vacationers (2005)* and *Volunteer tourism: A review (2013)*. Overall evaluation was created with the help of World Bank book *The Road to Results (2009)* by Morra Imas.

To complement detailed information was subsequently made a personal interview with the founder of the organization.

The questionnaire was designed as a simulation of a structured in-depth interview. After carrying out a pilot study (testing the questionnaire), with two respondents, the questionnaire was evaluated as satisfactory and was with a covering letter sent in January 2015 to respondents to private e-mail addresses. All questionnaires were intended for Czech volunteers only; all of them were developed in Czech language.

Two versions of the questionnaires were used in the research. First one was for Kintari volunteer's, second type of questionnaire was for volunteers from others Czech organizations. Same questionnaire was used for both groups of respondents, however extra part was added for Kintari volunteers, focused on overall project evaluation in Indonesia. The total number of questions is 18, but last five parts about capitals were divided into sub-chapters, as a tool for discovering respondent's priorities or degree of their agreement with statement (they had to tick the box that indicated whether the following had increased or decreased, or indicated how much they agreed or disagreed with each statement).

The questionnaire was divided into six parts (Volunteer Now, 2015), one was focused on general information about respondents, followed by five questions focused on personal evaluation of motivation, such as follows (in the parenthesis number of relevant questions is provided):

- (i) questions (13) focused on general information about respondents
- (ii) questions focused on motivation and physical capital about the training and management

- (iii) questions about human capital, focused on what people can gain personally from volunteering
- (iv) questions focused on economic capital and financial aspects of volunteering
- (v) questions concentrated on the social capital
- (vi) questions about cultural capital and what they can gain in other ways from volunteering

The questionnaire for Kintari volunteers had these six parts and one more section about assessment of a development project (evaluation of project, children's assessment, how long they worked in Lombok, etc.).

4.2. Data processing

The gathered data from survey were processed in the period from January 2015 to March 2015. The obtained data were transferred to MS Office Excel 2010® and a part of questionnaires was processed with application of statistical methods. Data were transcribed into the statistical programme “*Statistica 12 CZ*®” where had been subsequently cleaned and used for calculation of the statistics. Secondly, the data set was organized, formulated, coded and classified for further processing and analysis.

The results were translated into English and are presented in the form of graphs and figures in chapter 5 Results. Chapter 5 is divided into several sections. For each subchapter was used a different method to evaluate the results.

The first section described the general characteristics of respondents; age, gender, education, marital status, etc. The evaluation of the results was used in MS Office Excel 2010® and results were reported in percentages for better comprehensibility. The frequency was used for calculation in this part as well. The frequency was in mathematical statistics quantity that indicated how many values of a given character were found in the statistic file. It was either the absolute frequency, or relative frequency to the total number of elements of the file.

Calculation formula for relative frequency with following (Lee et al., 2014):

$$p_i = \frac{n_i}{\sum n_i}$$

where n_i is number of frequency (number of repetitions of a certain variable values), which can be called also absolute frequency by the total number of events, $\sum n_i$ (or N) is total number. This method (Categorical variables) was applied because the respondents selected a number of possible answers. The answers were recorded in several variables. The number of variables corresponded to the maximum number of selected options.

The second section focused on volunteer's motivation. Likert scale was utilized for measurement which measured levels of agreement or disagreement, and used to allow the individual to express how much they agreed or disagreed with a particular statement. Likert scale used five-point scale from strongly agree (number 1) to strongly disagree (number 5). This scale was also used for measurement of Capitals from very satisfied (number 1) to very dissatisfied (number 5). The Likert scale was utilized based on scientific studies (Brown, 2005; Otoo and Amuquandoh, 2014) and Volunteer Now webpage (2015) (Volunteering Impact Assessment). In the data processing the reliability test was used as first measuring dimension of internal consistency Cronbach method. The aim of the test was to verify the level of internal consistency of domains. For clarity, the Figure 2 was added, where is seen that the reliability is the best level of more than 0.9. On the contrary reliability with value 0.5 is already unacceptable. Motivation factors were tested and divided according to the Figure 2.

Figure 2: Cronbach Reliability

Cronbach's alpha	Internal consistency
0.9 and more	excellent
from 0.7 to 0.9	very good
from 0.6 to 0.7	good
from 0.5 to 0.6	acceptable
less than 0.5	unacceptable

Source: Cronbach, 1947

It is important to note that the numbers of responses are balanced in the calculation of the motivation factors. Respondents in some responses did not answer at all or it was considered irrelevant. These answers were not situated on the Likert scale (agree - disagree). The middle attitude characterized the answer "neither" (do not know). This modification of data was needed to calculate the factor analysis (FA). Factor analysis score created domains consisting of questionnaire items. Each domain was composed of items (questions) (Table 8). Another calculation was made by Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) presented in Annex 4. This criterion determines whether they satisfy the minimum criteria (see Figure 3).

Figure 3: Measures of Appropriateness of Factor Analysis

KMO Measure of Sampling Adequacy	Interpretive adjectives
0.90	marvellous
0.80	meritorious
0.70	middling
0.60	mediocre
0.50	miserable
less than 0.50	unacceptable

Source: Jung, 2013

Difference between volunteer's motivations was performed by the t-test and one-way analysis of variance (ANOVA).

The third section was described motivation of respondents based on socio-demographic attributes as gender, age, educational level and marital status. This type of evaluation was chose based on studies in volunteer literature and inspirited by Otoo and Amuquandoh (2014). The resulting statistically significant differences were of interest for this thesis. The calculation was using a t-test and ANOVA.

Motivations and attitudes of volunteers across Kintari project were processed at the fourth section from questionnaires and were evaluate by MS Office Excel 2010® and results were reported in percentages for better comprehensibility. The motivational characteristics were initially obtained from the five-point Likert scale.

5. RESULTS

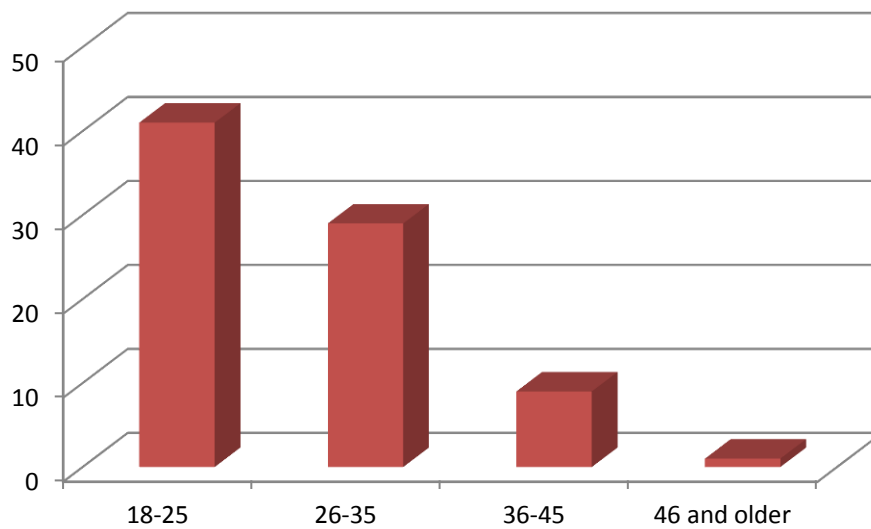
This chapter presents the results of data processing corresponding with objectives of this thesis. The results of the survey are divided into four sub-chapters according to the division of the questionnaire. The first one describes general socio-demographic information of the target group, the second one focuses on main capitals which define structure of motivation for Czech volunteers which was created according to the Volunteer Now organization. The third sub-chapter describes motivation across socio-demographic characteristics. The final sub-chapter presents results about needs and difficulties of volunteer work in cooperation with Kintari Foundation.

5.1. Volunteer respondents' profile

The distribution of surveyed volunteers in the selected organizations was as follows: 40 respondents from Kintari Foundation and 40 respondents from others Czech non-government organizations.

Of the 80 respondents, 74 % were female and 26 % male. The main ranged of respondents was from 18 to 25 years which represent 41 respondents (51.25 %). 29 respondents (36.25 %) were from 26 to 35 years, 9 volunteers (11.25%) were aged between 36 and 45, and one (1.25%) was aged more than 46 years. Figure 4 shows the detailed division of respondents by age category.

Figure 4: Age categories of volunteers (N = 80)



Regarding to the marital status, more than a half (52.50 %) were single, 33.75 % were married, 8.75 % were in relationship, and 5.00 % were divorced. More than 8 out of 10 (81.25 %) of the respondents were classified as holding a high school diploma from university, 12.50 % graduated at the high school, and 6.25 % hold graduate degree from college.

Typical Czech volunteer is female between 18 – 25 years, single and having university education.

As mentioned above (see 4.1.1. Identification of respondents) 80 were the total number of respondents, from two different groups. The first category of respondents (N = 40) was of the group "Kintari organization", the second category of respondents (N = 40) was called the "other Czech Non-Government Organizations" (hereinafter other Czech NGOs).

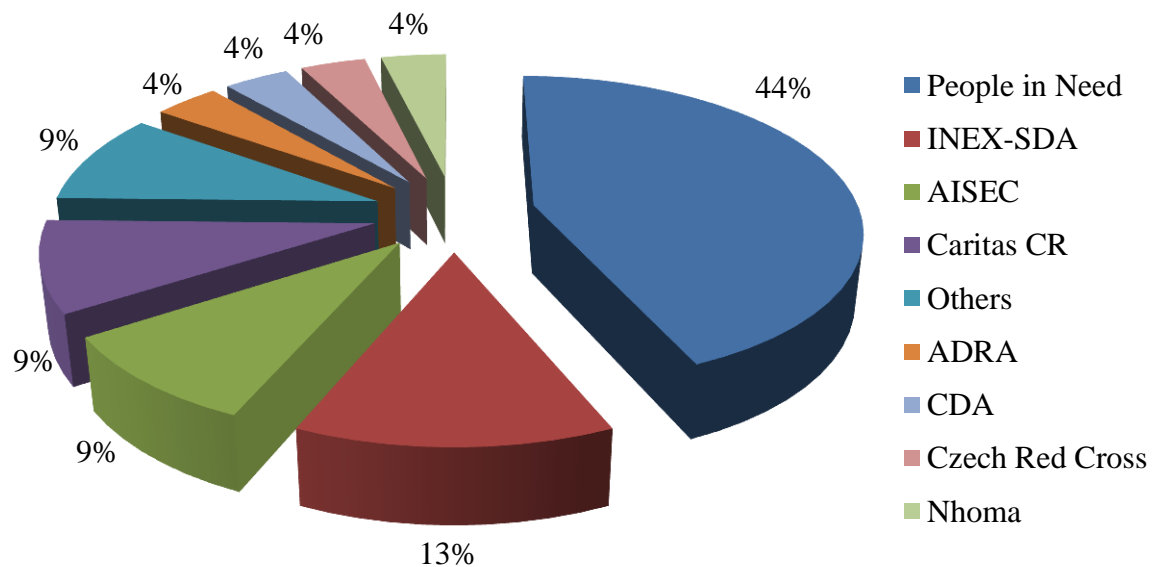
Using calculation for frequency (%) classified absolute frequency and relative frequency (Table 4) which was based on numbers of answer. Also the relative frequency to the number of respondents was calculated. These numbers were indicating how many individual answers were reported in questionnaires. Due to this difference in the calculation, the relative frequency to the answers of the result was 100 %, but the relative frequency to the total number of respondents (N = 80) was more than 100 %.

Table 4: Other Czech NGOs

	Absolute frequency of the answers	Relative frequency (%)	Relative frequency (%) to the number of respondents
ADRA	2	3.77	5.00
AIESEC	5	9.43	12.50
Czech Development Agency	2	3.77	5.00
Czech Red Cross	2	3.77	5.00
Environment without boundaries	1	1.89	2.50
Forum 2000	1	1.89	2.50
Humanitas Afrika	1	1.89	2.50
Caritas Czech Republic	5	9.43	12.50
InBáze	1	1.89	2.50
INEX-SDA	7	13.21	17.50
Nhoma	2	3.77	5.00
People in Need	23	43.40	57.50
United Vision	1	1.89	2.50

From the Table 4 is evident that the chosen methodology describe that addressing volunteers were working and cooperating averaged for 1.33 organizations and not only for one. The most frequent respondents were from People in Need, where 23 of volunteers had practiced work there, from total of 40 respondents, which performed 57.50 %. As the second most common organization was the student organization AIESEC and INEX-SDA. Figure 5 presents the relative frequency to the number of answers. The graph certainly establishes that volunteers had previous experience mainly from People in Need. The evaluation questionnaire created that almost 83 % of the respondents had experiences from previous years (Annex 1) in volunteering.

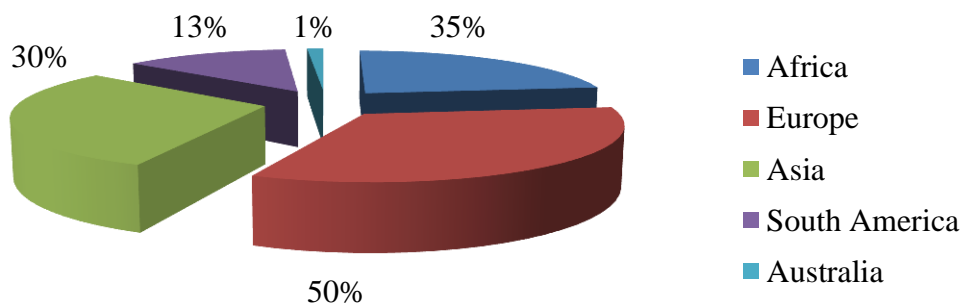
Figure 5: Others Czech NGO (N = 53)



The typical respondent from other Czech NGOs worked as volunteer previously and had experience from more organizations concurrently.

Exactly half of respondents (50 %) from the group other Czech NGOs had previous experience at the volunteering from Europe, 44.23 % had experience from Asia, 34.62 % from Africa 19.23 % from South America, and only 1.92 % from Australia and Oceania. Figure 6 demonstrates the results and the numbers were created based on relatively frequency in percentage representation.

Figure 6: Experience in other countries



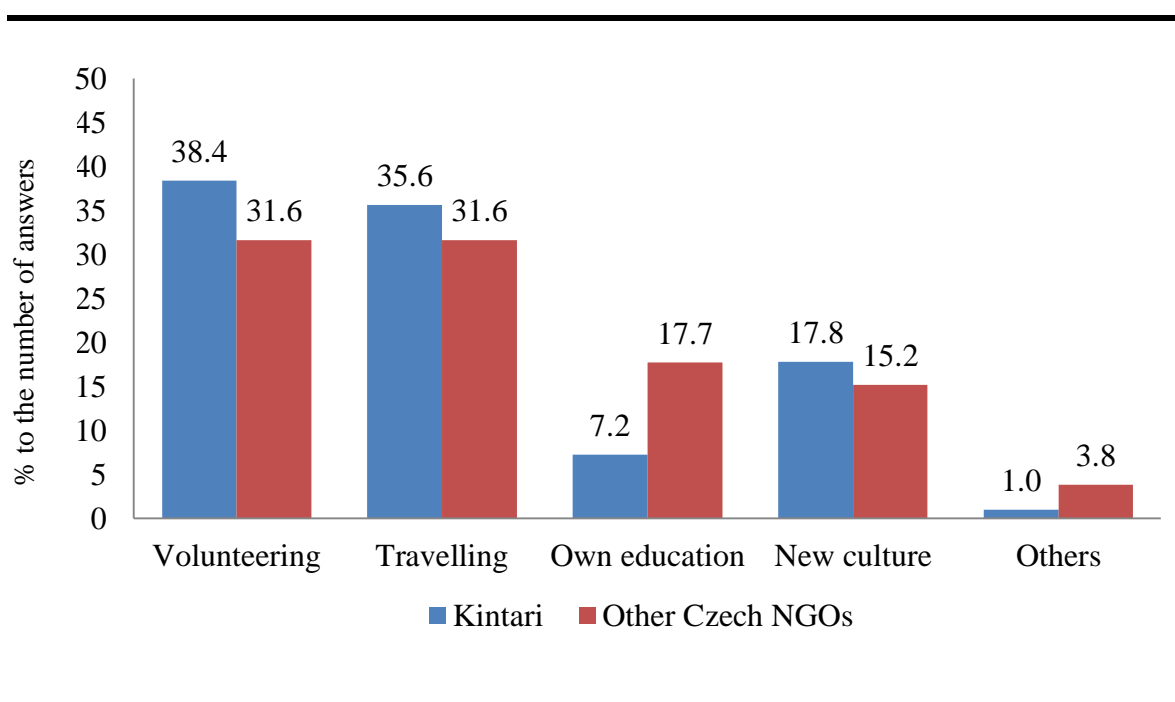
Primary motivations (Table 5) for going abroad were indicated in categories which were created for facilitate answering to respondents. Questionnaire was created with existing possibilities questions, which had a positive response more that the version of the open questions where the respondents had described his/her motivation. Respondents had to choose from closed answers and had the opportunity to mention another motivation.

Table 5: Main motivation for going abroad

Main motivation	Absolute frequency of the answers		Relative frequency (%)		Relative frequency (%) to the number of respondents	
	Kintari	Other Czech NGOs	Kintari	Other Czech NGOs	Kintari	Other Czech NGOs
Volunteering	28	25	38.36	31.65	70.00	62.50
Travelling	26	25	35.62	31.65	65.00	62.50
Visiting family/friends	0	3	0.00	3.80	0.00	7.50
Own education	6	14	8.22	17.72	15.00	35.00
New culture	13	12	17.81	15.19	32.50	30.00

The strongest objective was work as volunteer for both of groups. The other most important was travelling. As shown in the Figure 7, the major difference between groups on the journey abroad was their own education, which was ticked off by 14 respondents from other Czech NGOs, but only 6 people from Kintari. In the third place was observed possibility to explore new culture, after volunteering and travelling.

Figure 7: Main motivation going abroad



5.2. Structure of motivations

Motivation is the driving force of human activity. It is certain that each of the respondents had some motivation to go for a development project. For research purposes, this thesis was based on the study of literature and similar international questionnaires, considering the personal experience 18 major motivations were selected. Among them there were observed followings: giving back (the sense that have to return something to the world), know different culture, adventure, personal challenge, connect with the opportunity or the ability to travel, helping other people, extend new perspective, learn more about country, experience a new culture and learn the language, satisfaction with the volunteer's work, recognize intercultural relations, contribute to the reduction of

poverty, promote social development, financial help to community, support the efforts of local workers, spent a free time, strengthen relationships with friends, and working with other volunteers.

The importance of individual motivation could be measured through relative frequency and percentage of respondents. Position of motivation is given in Table 6 and it is illustrating the comparison of the motivation in Annex 2. Questions were answered by 80 unique respondents in total. Among all respondents there was nobody who would choose only one motivation. Respondents were influenced by the relatively high number of motivations and they used opportunity to choose. The frequency selection (i.e. the importance of individual motivation) could be measured by means of the relative frequencies and relative frequencies to the number of respondent.

Absolutely strongest motivation was experiencing a new culture. This motivation ticked 58 respondents from a total of 80 people. The relative frequency converted to the number of respondents, was almost 73%, therefore 3/4 of the respondents to the questionnaire ticked that one of their motivations was experienced a new culture. Connection of the ability to travel was related motivation. This response has chosen 56 respondents and became the second strongest motivation with 70%. Just a little less significant motivation was helping others with 66.25% and expanding their perspective with 66.25% based on the frequency of respondents. Last, but not least important motivation that indicated more than half of the respondents were a desire for adventure (60.00%), the sense that they should give something back to the world (“giving back”) 57.50%, to promote social development (53.75%), recognize intercultural relations (51.25%) and spend a pleasant time (51.25%).

Table 6: Main motivation for volunteering

Motivation	Absolute frequency of the answers		Relative frequency (%)		Relative frequency (%) to the number of respondents	
	Kintari	Other Czech NGOs	Kintari	Other Czech NGOs	Kintari	Other Czech NGOs
Giving back	19	27	5.60	7.99	47.50	67.50
Get to know different culture	29	29	8.55	8.58	72.50	72.50
Adventure	24	24	7.10	7.10	60.00	60.00
Personal challenge	14	13	4.13	3.85	35.00	32.50
Connect with the opportunity to travel	29	27	8.55	7.99	72.50	67.50
Helping others	27	26	7.96	7.69	67.50	65.00
Extend perspective	27	26	7.96	7.69	67.50	65.00
Learn more about country	22	15	6.49	4.44	55.00	37.50
Experience a new culture and language	18	16	5.31	4.73	45.00	40.00
Satisfaction with the work	19	16	5.60	4.73	47.50	40.00
Recognize intercultural relations	20	21	5.90	6.21	50.00	52.50
Contribute to reduce poverty	15	20	4.42	5.92	37.50	50.00
Promote social development	21	22	6.19	6.51	52.50	55.00
Financial assistance	4	13	1.18	3.85	10.00	32.50
Support the local workers	13	11	3.83	3.25	32.50	27.50
Spend a pleasant time	25	16	7.37	4.73	62.50	40.00
Strengthen relationships with friends	8	10	2.36	2.96	20.00	25.00
Working with other volunteers	4	6	1.18	1.78	10.00	15.00

As shows Table 7, motivations were sorted by their frequency response, and in the first place was the answer that most respondents ticked and the last place was the motivation that has been ticked at least. It was obvious that one respondent fills an accompanying question "Other". Respondent wrote that her motivation was learning because it is her profession (she is a teacher).

Table 7: Main motivation

No	Motivation	Total number of answers	Relative frequency (%)	Relative frequency (%) to the number of respondents
1	Get to know different cultures	58	8.57	72.50
2	Connect with the opportunity to travel	56	8.27	70.00
3	Helping others	53	7.83	66.25
4	Extend perspective	53	7.83	66.25
5	Adventure	48	7.9	60.00
6	Giving back	46	6.79	57.50
7	Promote social development	43	6.35	53.75
8	Recognize intercultural relations	41	6.6	51.25
9	Spend a pleasant time	41	6.6	51.25
10	Learn more about country	37	5.47	46.25
11	Get the inside satisfaction with the work	35	5.17	43.75
12	Contribute to reduce poverty	35	5.17	43.75
13	Experience a new culture and learn the language	34	5.00	42.50
14	Personal challenge	27	3.99	33.75
15	Support the local workers	24	3.55	30.00
16	Strengthen relationships with friends	18	2.66	22.50
17	Financial assistance	17	2.51	21.25
18	Working with other volunteers	10	1.48	12.50

Main motivations were divided into five levels according to the orientation (Figure 8). The first level (Altruism) included answers as personal challenge, giving back, helping others, extend perspective and get the inside satisfaction with the work. The second level (Culture) comprised of get to know different cultures, learn more about country, experience a new culture and learn the language and recognize intercultural relations. Adventure, connect with the opportunity to travel, and spend a pleasant time were assigned

to the Travelling level. For Philanthropy level were selected financial assistance, contribute to the reduction of poverty, and promote social development. Socialization was created from support the local workers in order strengthen relationship with friends, and working with other volunteers.

Figure 8: Main motivation (N = 677)

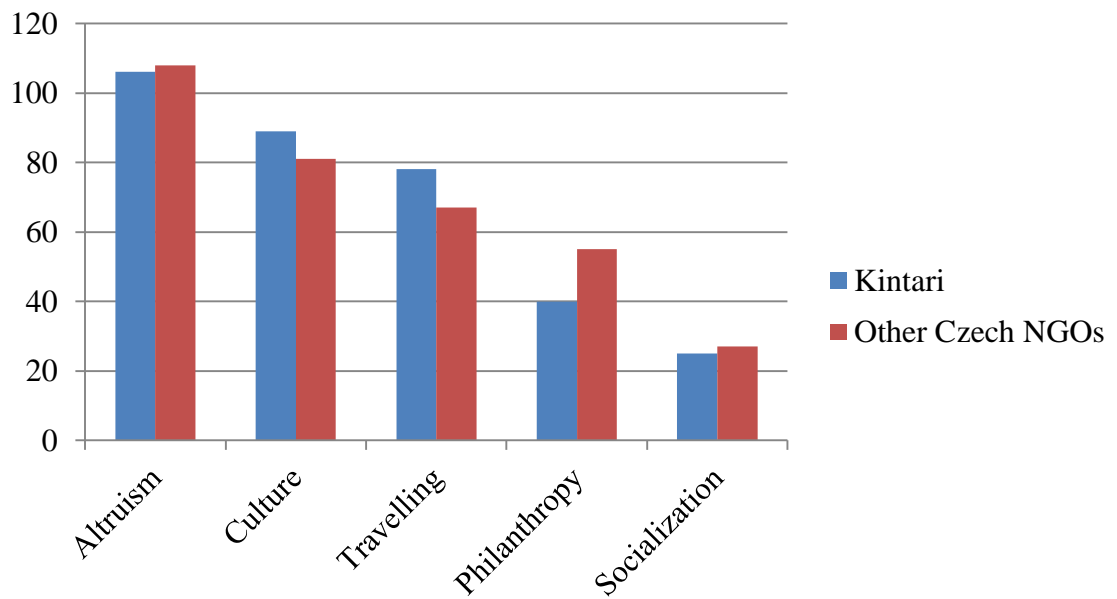


Figure 8 gained Altruism was strongest motivation for both groups, although other Czech NGOs was slightly higher considering of the "giving back". Culture was identical in principle for both groups, but for Kintari is slightly higher as a driving force described the desire to learn something new about the culture. The most substantial difference was observed in Philanthropy level. Enormous variation was detected with financial issues, because Kintari did not consider as the most important, but other Czech NGOs respondents identified as the fulfilment of the mission and obviously connected social support for community and reduce poverty. Kintari has been more motivated by the vision of the opportunity to travel and learn about the culture, however other Czech NGOs were oriented to labour and social assistance, because they were already travelling long time and participated on plenty of projects, thus they tended to focus on address assistance. Kintari

volunteers evaluated experience as vacation in developing country, where they could help during their stay in short term, was not their mission or labour.

Figure 8 confirmed Figure 7 (Main motivation going abroad) depict obvious differentiation between the groups. Kintari volunteers are influenced by the vision of travelling and learning about new cultures and other Czech NGOs volunteers focused on work as a volunteer, helping others and last but not least to own education, which was available.

As mentioned above, there were various motivational factors that influenced the decision of volunteers to work abroad. This table set (Table 8) was based on the scientific work by Otoo and Amuquandoh (2014) and Lee et al. (2014). Table 8 presents the results of factor analysis. It is divided into domains (5 kinds of motivation) and items (the questions from questionnaire), while domains are created from items. The purpose of using this method is to determine how individual items created (affected) domain. Factors corresponding to the domain of motivation, and score these domains were obtained by extraction of the main component of those items. All items represent only one domain, extracted with only one major component. Factor variables included in the factor indicate what specific item to satisfy the domain to which it belongs. Variance explained (%) constituted how large share items variability was contained in the variability of the domain, which consists of the items. Cronbach's alpha created a degree of reliability domains; acceptable value means that all of the items collectively contribute to the value of the domain.

The results demonstrated five factors; physical capital (35.54 %; alpha = 0.73), human capital (48.89 %; alpha = 0.90), economic capital (65.56 %, alpha = 0.48), social capital (48.49 %, alpha = 0.81) and cultural capital (52.68 %, alpha = 0.70) were factors of motivation of Czech volunteers. According to measurement Cronbach reliability was internal consistency in all domains of the questionnaire and it varied from very good to excellent (physical = 0.73, human = 0.90, economic = 0.48, social = 0.81, cultural = 0.70). Items contained within the domain measures the same character defined domain. Annex 3 presented the calculation. The numbers of respondents for domains were not equal (physical N = 59; human N = 74; economic N = 61; social N = 78; cultural N = 78) because the respondents did not answer some of the questions or the answer which

were marked as irrelevant. These questions were not counted in the calculation and were eliminated because they did not put them on the scale of agree - disagree.

As already mentioned above, for testing the suitability of the data for the factors analysis (FA) two statistical evaluations (Bartlett test and Kaiser-Meyer-Olkin (KMO)) were used. Bartlett test was significant at $p = 0.00$. The values of all measured KMO were significant and were useful as complying with the minimum of 0.6 (according to Figure 3), for a better idea of the calculations were given in Annex 4. In the statistical measurements and indicators were using factor analysis which was deemed appropriate. Factor loadings represented how much certain factor explains a variable in factor analysis. The contribution of each item in the domain was displayed in the "Factor loadings". It was seen that the variables with factor loadings above 0.4 were not captured. This means that the individual load factors had a low influence on the variables.

From Table 8, Factor 1 was determined as Physical Capital and consisted of 11 items. This factor measured access to training courses, success to social event with other volunteers, satisfaction with awards, level of organization, etc. Eigen value of 3.909 determined almost 36 % of the motivation of Czech volunteers.

Factor 2 was established as Human Capital and related to obtain of skills and personal development. Determined 48.89 % of the motivation and was made up of 12 items, measured based on for instance sense of motivation and willingness to try new things, ability to make own decisions, ability to support others, etc.

Factor 3 was established as Economic Capital and described the specifically financial and economic effects that result from volunteering, comprised 5 items (e.g. adequate funding by organization, access to free training, etc.).

Factor 4 was labelled as Social Capital and was made up of 7 items, e.g. access to new contacts and networks, thrust in other people, opportunity to participate in community events, etc. and determines 48.49 % of the motivation of Czech volunteers.

Final factor was Cultural Capital and contained 4 items with Eigen value of 2.107. This Capital referred to assets such as a shared sense of cultural, including language.

Table 8: Factors motivating volunteer

Factor	Variables included in the factor	Factor Loadings	Eigen values	Variance Explained (%)	Cronbach's alpha
Physical Capital					
1	Satisfaction with volunteer experience	0.079	3.909	35.54	0.73
	Access to pre-departure training	0.195			
	Plenty of volunteers and social meetings before leaving	0.214			
	Fun and useful meetings with other volunteers before leaving	0.211			
	Satisfaction with support and access from organization	0.141			
	I was awarded for my work (a certificate, verbal assessment)	0.186			
	I was 100 % participation in the development project	0.181			
	My abilities were well used in the programme	0.180			
	I got support from organization whenever I was need it	0.170			
	I would be glad if volunteerism will be better organized	-0.005			
People appreciate my contribution	0.151				
Human Capital					
2	My skill base	0.110	5.867	48.89	0.90
	My confidence in my own skills	0.116			
	My sense of self esteem	0.116			
	My sense that I am making a useful contribution	0.092			
	The ability to support others	0.097			
	My sense of motivation	0.113			
	My willingness to try new things	0.099			
	The ability to make own decisions	0.118			
	The ability to communicate with other people	0.109			
	The ability to work as part of the team	0.117			

	My social and communication skills	0.121			
	The ability to lead others	0.096			
	Economic Capital				
	I have been given adequate funding by organization	0.317			
3	I have access to free training	0.310			
	All financial expenses I had finance from own resources	-0.250	3.278	65.56	0.48
	I think that volunteering would pay	0.229			
	My volunteering has increased my ability to get a paid job	0.277			
	Social Capital				
	Access to New Contacts and Networks	0.166			
	My Trust in other People	0.170			
4	The sense that I am part of the new community	0.189			
	My willingness to engage in local activities	0.209	3.395	48.49	0.81
	My interest to doing more to volunteering in programme	0.167			
	Opportunity to participate in community events	0.184			
	My interest in connecting with local group - integrate	0.193			
	Cultural Capital				
	My understanding of local community	0.313			
5	My sense of belonging to the community	0.292	2.107	52.68	0.70
	My participation in cultural, environmental or leisure activities	0.390			
	Opportunity to engage in leisure activities	0.373			

5.3. Motivation of volunteers through socio-demographic characteristics

Another part of the results is divided according to the degree of motivation by socio-demographic characteristics. This type of evaluation was selected according to the model of a scientific article from Otoo and Amuquandoh (2014). For the calculation was used t-test at a significant difference $p \leq 0.05$. Table 9 interprets the results of the test.

The result of the first character declared that the three differences was not significant at the level of gender in any domains, as regarded the motivation in physical capital ($p = 0.968$), human capital ($p = 0.300$), economic capital ($p = 0.305$), social capital ($p = 0.991$) and cultural capital ($p = 0.091$). It was observed that the highest motivation was performed by cultural capital for male (mean = 0.364).

Significant difference did not exist between the marital status of respondents and their motivation. For the calculation of marital status was used the analysis of variance with Levene's test homogeneity at significance difference of 5 %. Statistically significant difference did not exist in the domains of motivation. For this characteristic was important to note that the number of married and divorced respondents was too low for reliable estimation.

Age was the third measured characteristic. Statistically significant differences were in the social domain ($p = 0.007$). Post-hoc test could be used, because two categories had a very small number of respondents. However, the results indicated that reliable estimates for the first two categories suggest that social motivation was much higher at ages from 18 to 25 years (mean = 0.357) than in the category from 26 to 35 years (mean = -0.333). The second category was mainly motivated by cultural capital (mean = 0.400) motivation.

Table 9: Motivations by socio-demographic characteristics (significant difference $p \leq 0.05$)

Background characteristics	Number	Capitals				
		Physical	Human	Economic	Social	Cultural
Gender						
Male	21*	0.0094	-0.1991	-0.1924	0.0018	0.3636
Female	59*	-0.0029	0.0737	0.0709	-0.0007	-0.1293
		p = 0.968	p = 0.300	p = 0.305	p = 0.991	p = 0.091
Marital status						
In relationship	27	0.1888	-0.0762	-0.1210	-0.0131	0.2791
Single	42	-0.1080	0.1344	0.1510	0.0594	-0.1982
Married **	7	-0.1613	-0.2120	-0.0287	-0.3598	0.4929
Divorced **	4	0.3238	-0.4301	-0.7113	0.1063	-0.4310
		p = 0.699	p = 0.605	p = 0.346	p = 0.784	p = 0.217
Age						
18 - 25	41	-0.0288	0.1574	0.2804	0.3575	-0.2236
26 - 35	29	0.1971	-0.0540	-0.3544	-0.3331	0.3996
36 – 45 **	8	-0.5086	-0.5680	-0.2254	-0.6323	-0.2412
46 and older **	1	-0.4489	0.0181	-0.2254	-0.2727	-
		p = 0.5231	p = 0.312	p = 0.063	p = 0.0068	p = 0.062
Highest education						
High school	10	0.3575	0.2120	0.3120	0.5459	-0.4097
College	5	-0.3970	1.39064	1.21896	1.0295	-0.4746
University	65	-0.0190	-0.1477	-0.1391	-0.1572	0.0854
		p = 0.408	p = 0.0024	p = 0.007	p = 0.0069	p = 0.325

* The numbers are not identical, although the category of "irrelevant" was blocked.

** The numbers are extremely low for a reliable estimate.

Education was last measured characteristic. There was used Levene's test homogeneity at the significance level of 5%. Differences were evident in the domains of human ($p = 0.002$), economic ($p = 0.007$) and social ($p = 0.007$) capitals. Post-hoc test was used to determine which categories were significantly different. The Table 9 shows that in all three domains significant effect of education revealed and there occur substantially higher values of motivation for college education in comparison with university education level. Human capital domain was significant more for college education (mean = 1.391) than for university education (mean = -0.148), same as economic capital motivation (mean = 1.219 and -0.139 respectively). Mentioned phenomenon had weak reliability due to the low number of respondents in one category.

5.4. Motivations and attitudes of volunteers across Kintari project

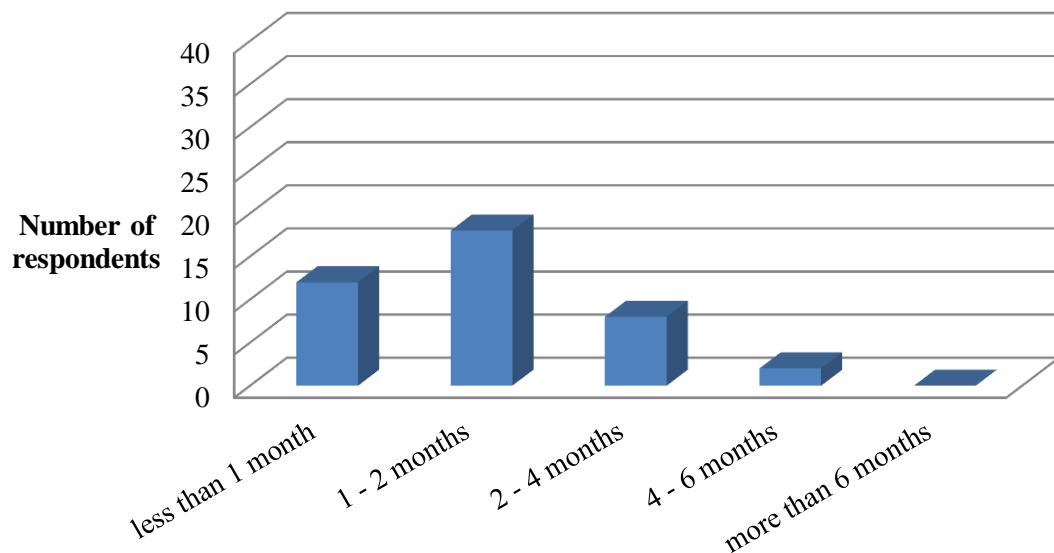
Characteristics of motivation and attitude of volunteers was the best to begin with a description of the sample. The sample of this research consisted of a total of 40 subjects who travelled to Indonesia under the auspices of Kintari organization. As Table 10 shows, two-thirds of the respondents were females (70 %). Less than half of the sample (40 %) belongs to the age group of 18 – 25 years and 37.50 % belongs to the age group of 26 and 35 years. Respondents with university degrees comprised a majority (72.50 %) of the sample. Single respondents presented exactly half of the sample (50 %), “in relationship” accounted for 35 %, married and divorced presented the least frequent group (7.50 % and 7.50 % respectively). Students (50 %) represented the largest group, followed by employees (40 %). Typical Kintari volunteer is single female between 18 -35 years, having university education and she is a working student.

Table 10: Socio-demographic characteristics of Kintari volunteer respondent

Characteristics	Number (N = 40)	Relative frequency (100 %)
Gender		
Male	12	30.00
Female	28	70.00
Marital status		
Single	20	50.00
In relationship	14	35.00
Married	3	7.50
Divorced	3	7.50
Age		
18 - 25	16	40.00
26 - 35	15	37.50
36 - 45	9	22.50
46 and older	0	0.00
Highest education		
High school	7	17.50
College	4	10.00
University	29	72.50
Occupation		
Student	20	50.00
Employee	16	40.00
Unemployed	2	5.00
Missing	2	5.00

Regarding to the duration of the project, more than half (75 %) of the respondents spent on the project less than two months. One respondent commented that he/she was teaching in Ngolang several times during last year, but due to the lack of the system of teaching for volunteers, the respondent was not satisfied. Due to the desire of pursuing volunteering in Indonesia, particularly in the area of Lombok Island, mentioned respondent began to teach in a nearby school Petiwung for eight months.

Figure 9: Duration of project (N = 40) – Regular teaching English



Almost 83% of volunteers considered that students increased the level of education, but exactly 40% were unsure regarding the personal benefits. Only 2.50% thought that the students did not do any progress and even their work look unsatisfied and unnecessary. Unlike the previous sample, 17.50% of volunteers were convinced that students during presence of volunteers made a significant progress, perceiving them as potential teachers and with their teaching they were satisfied. Majority (90 %) of volunteers agreed that a permanent volunteer would be appropriate and helpful to work at the school for the whole year and 95 % considered 6 months and more as adequate time to stay in Ngolang and provide teaching lessons to students.

Half of the respondents (50 %) indicated that the influence of the English level had the effect that students were selling products on the beach near the city and were in contact with foreigners. Whole 40% of respondents indicated that students spoke English at the good level due to regular teaching, which Kintari provides. While 42.50% disagreed, and even 35% presented that students did not understand well.

In the last section Kintari volunteers evaluated subjects. Volunteers assessed local teachers (47.50%) as a dysfunctional unit and only 7.50% of respondents identified them as acceptable. Unlike previous variables, positive approach reached 77.50% from students for volunteers, 12.50% assessed reported as good and 10% approached of students to education assessed as unacceptable. Methodology of education (preparation for classes) has been evaluated between good (55%) and unsatisfactory (10%). Provided material for teaching from Kintari organization was evaluated between satisfactory (47.5%) and insufficient (12.5%).

The results indicate that typical Kintari volunteer participated on development project no more than two months, students accomplished progress, but there was not confident personal performance and contribution. Permanent volunteer who would be in the school around 6 months appears as optimal solution to the initial situation. Almost half of the participating worked on the project less than two months and despite or perhaps because of it, were agreed that half a year is satisfactory period. Supported the concept that the students improve English language skills by selling various goods on the beach to foreigners but at the same time they agreed that students gained knowledge during regular class courses provided by Kintari. As inadequate access majority assessed local teachers to students. Local teachers are taken as powerful authority which means they were not influenced by Kintari. Results demonstrate the respondents were not satisfied with teaching materials, evaluated as insufficient, and necessary to unify and adapt to students in Ngolang.

6. DISCUSSION

This study found out that the motivation of volunteers has various characters. Mentioned results generally support the contention from Otoo and Amuquandoh (2014). For the categorisation of impacts, five types of capitals domains were used as the main ways in which volunteers could be affected or could be motivated. Physical capital was specified as the concrete number of training courses or as satisfaction with volunteer experience. Human capital focused on gaining skills and personal development. Economic capital described the financial effect from volunteering. Social capital focused on creating a more cohesive community through building relationships, networks and trust between people. Last but not least, cultural capital was reported as a shared sense of cultural community identity. The distribution in accordance to Capitals was created on the motives of questionnaire survey from Volunteer Now (2015).

This thesis focused on the motivation of volunteers participating on development projects based on their experiences and on the basis of data obtained from questionnaires and scientific articles. In many ways, intentions of this thesis preceded previous conclusions about their motivation for volunteering in foreign publications. For ease of reference, for example, get to know new people (Warner et al., 2011), experience with local people and learn the language and recognize intercultural relations (Brown, 2005; Chen and Chen, 2011), satisfaction personal challenge (Clary et al., 1996), ambition in giving back (Brown, 2005; Chen and Chen, 2011; Khoo and Engelhorn, 2011; Lo and Lee, 2011), patriotism (Warner et al., 2011; Lee et al., 2014), and focus on the experience and skills (Wearing and McGehee, 2013). All above identified factors have been observed and confirmed among the participants in this research.

Otoo and Amuquandoh (2014) and Wearing (2001) argued that altruism and learning is major factor which inspired individuals to volunteering. Lee et al. (2014) found that the major dimension of motivation were patriotism, altruism, and intrinsic and extrinsic factors. The results of this study can-not precisely demonstrate which of the five main domains most affects the motivation of volunteers. The results prove that most items affect individual factors (motivation domains). The effect of items (factor loadings) averaged cultural capital which exceeds other factors. This means that the effect is greatest in items

mentioned in cultural capital represented by understanding of local community, own sense of belonging to the community, and participation in activities Cultural capital is followed by social capital, which also illustrated that the participants determine the comprehensive cooperation with the local population (opportunity to participate in community events, integration, etc.) as the key and most motivating items.

This study isolated altruism and cultural factor as the comparison of selected groups have a diametrically different orientation of motivation. Results show that in the case of Kintari volunteer's collaborated with getting to know different cultures, connecting with the opportunity to travel, helping others, extending personal perspective or recognize intercultural relations. Financial part of the volunteering was not important for the Kintari respondents, because they did not support the community by funds and it was not their motivation for journey. This motive appears to support Sin's (2009) argument that volunteer tourists are motivated more by ambition to "travel" than ambition to "give" the funds. Moreover, past experience can influence decisions in the future. According to Chen and Chen (2011), Otoo (2014), and Wearing and McGehee (2013), experience with travel volunteering from previous years correlated to behaviour in the future and affect the next motivation for leaving.

Pan (2012) asserts that the volunteers experienced various challenges in adapting to people; learn new things, experiencing cultural shock, etc. Participants from Kintari knew what they could expect, but the main challenge was the communication with locals, which was evaluated as stressful but also as the most stimulating, because they felt the increase in understanding of local community and their participation in cultural, environmental or leisure activities. The results in this thesis are supported by the opinion of experts (Chen and Chen, 2011; Lo and Lee, 2011) that the participants learned to communicate, manage stress, and trust to other people.

The personal or egoistic motives for volunteering were identified in this study reflected by Otoo and Amuquandoh (2014). For many volunteers, there was common concern in getting personal benefits such as skills base, opportunity to try new things, opportunity to work as part of the team, and communicate with other people from different cultural background. Volunteers also desired to be accepted into local social groups more than work with other volunteers from the same cultural background. This theory was also confirmed by Pan (2012), who argues that the volunteer support his/her own growth (better

communication, better stress management, developing empathetic skills, etc.), which is perceived as egoistic behaviour. Due to this, there is accomplished and confirmed Maslow's (1970) hierarchy of needs, where it is declared that each individual needs to be part of a social group.

All domains are composed of items that have the same measurable scale (on a scale from 1 to 5). Among the many scientific papers was transpired that females are more altruistic motives than males (Babin and Bols, 1998; Brown, 2005). This concept was absent in this study. Male achieved higher values in Cultural compared to females. Females performed the highest measured scores in the domain of Human capital and the lowest in Cultural capital. However, the differences were not significant in gender; most probably differences did not exist. Both genders had almost the same motivation in all five domains and in any domain the score was not significant. Similarly, this result shows identical values with the result of comparison in the study by Otoo and Amuaquandoh (2014). The slight difference in the mean score of socialization and creating relationships was observed between divorced and single people. Married persons ranked a higher mean for socialization, but in comparison, this thesis satisfies the expectations of the most socialized unmarried, divorced and single people. On the other hand, dissimilar results were measured in the motivation according to age of volunteers. Volunteers results were compared at the measure scale and great difference was noticed in the Social capital, which was significant for the people younger than 26 years and which covered for example access to new contacts and networks, opportunity to participate in community events, willingness to engage in local activities, etc. For a group of people from 18 to 25 years, Social capital was more significant than for other groups.

Contrary to many researches who concurred that volunteers with post graduate education or volunteers attending university have more feelings for philanthropy (Lee et al., 2014; Otoo and Amuaquandoh, 2014), this fact was not proved. Previous research created a notion that charitable or philanthropic motives for volunteering are more predominant for volunteers with university educational achievement. The results also suggest that higher levels of motivation were found in three domains where a significant effect of education among the group of college versus university education was observed, but this finding had low reliability due to the small number of respondents in one category.

An enormous motivation in going abroad differed for the observed groups. Kintari volunteers preferred travelling linked to the point of view of new culture, travelling itself and volunteering in foreign country. Contrary, other Czech NGOs volunteers travelled mainly for work and their own education; and also mentioned as a reason visiting family and friends, which is closely connected with the fact that they travelled for a long time and it was not their first trip to a developing country.

Generally, the shorter stay affects more altruism and socializing, rather than a longer stay, with a shorter time period of stay is also related to a greater desire to travel. Lee et al. (2014) confirmed the theory by Wearing (2001) that the volunteer tourist remains as infrequent type of volunteers who work during the holidays. However, Kintari respondents decided to work on development project mainly due volunteering with possible travel options. Perhaps they were only two months in Ngolang, the motivation for travelling and experience of cultures was higher than the other Czech NGOs volunteers, who had more previous experience from other development projects.

Smith (1998) mentioned in his study that volunteers believe that volunteering could be better organized. This belief was not confirmed in this research, but Kintari volunteers indicated the lack of feedback from the organization, actually from the director, as one of the negative point. The results also follow insufficient preparation for teaching, which was associated with a lack of preparation before departure and missing teaching materials (textbooks, workbooks, education games, colouring pictures, interactive requisite, etc.) at work place. This fact has been properly consulted with management, but the solution was expressed negatively, because the priority on the work place is to repair schools and to buy books for children to the library. Despite incompatibility of teaching materials and lack of teaching experiences, the volunteers proved the strong personal contribution. Kintari volunteers took part in the development programmes mainly to help with teaching and planning leisure activities. Nevertheless, this work was combined with the possibility to travel. In comparison, other Czech NGOs volunteers worked on a variety of programmes (e.g. agricultural, environmental, micro financial), and thus the provision of funding for community was strong motivation to help the community.

This study demonstrated that the motivation is different for each individual; not only by personal specifics, but also by the organization through they left to assistance. Neither of the observed groups was strictly inclined to one direction.

Research indicates that the pure altruism or egoism is precious and motivation of volunteers is situated somewhere on the connecting line of these two extremes (Low et al. 2007, Wearing a McGehee 2013).

7. CONCLUSION

The main purpose of this thesis was to identify the volunteers' motivation to participate in the volunteering activities. Using factor analysis, this study identified motivation factors based on domains theory and further grouped motivation factors from egoistic and altruistic aspect were determined. In this thesis only one view of volunteering motivations of the numerous volunteers' motivations was described. Two groups of respondent were included into the primary data collection research: (i) 40 volunteers who travelled to Indonesia through Kintari organization and (ii) 40 volunteers coming from different Czech NGOs who have volunteering experiences from different countries. Typical volunteer was single female between 18 - 25 years, having university education and she is a working student.

The results of the study revealed two motivations going abroad for Kintari volunteers, i.e. volunteering and travelling; and for other Czech NGOs volunteers was the main motivation their own education out of five affected for travel.

Main motivations for volunteering were also different for different groups. Philanthropy was higher for other Czech NGOs volunteers who had numerous experiences from participation on development projects previously, and they were willing to provide financial assistance. They were powered with strong sense of "giving back". Cultural and Travelling motivations were important for Kintari volunteers, who travelled for less than two months and they preferred to combine vacations with helping others.

The results showed that Kintari volunteers were motivated by egoistic factors such as the desire to travel, discovering new way of life, experience a new culture or shining adventure, and spend a pleasant time at a new place. However, other Czech NGOs volunteers were motivated on the basis of altruism (helping others or a sense of inner satisfaction). In the both egoistic and altruistic aspects, they obtained following skills: communication with locals, managing stress, being more generous, developing empathetic skills or trusting to other people.

The aim of thesis was also to find out the motives, expectations and satisfaction of Kintari and other Czech NGOs volunteers, and ascertain similarities and differences

between these two groups. Based on the results of empirical research, recommendations for Kintari organization about their further cooperation with volunteers were formulated. The weak aspect was determined as cooperation and communication between management of the organization and volunteers (absence of feedback).

Most of the volunteers expressed dissatisfaction with informing about events and feedbacks. The feedback had to be provided for volunteers after their return to the CR. As Smith (1998) noted, meetings with other volunteers during the development project are an important contribution. For better preparedness of Kintari volunteers, the organization should organize meetings or courses with other volunteers. There was also considered the possibility of creating "guide for volunteers" or manual which would contain all the necessary information as for instance required vaccination, type of visa, shipping options, and also explanation of Indonesian society and culture, i.e. how to behave, how to dress appropriately to school, tips for teaching methodology, etc.

Surprisingly, few respondents indicated that they are working for the organization more than three years. A large share (60 % cooperation rate) of volunteers (who are cooperating with organization for the long term period) will be more suitable for the organization for many reasons for future. It would be helpful to think about reasons that led to the fact that a large number of volunteers working with the organization only for relatively short time. First, it would be necessary to identify the factors which influenced it. Furthermore, during the addressing potential volunteers it would be appropriate to focus on the mass media. It would be appropriate to search for the ways, how to realize the potential of information channels particularly the low costs. At the same time is essential to focus on providing information on volunteering also through the websites and on various public events within the campaign organization. As a positive side effect of Kintari organization at the place, respondents most indicated above that students had regular contact with the western world, Kintari organization is trying to adapt to changing economic conditions, which are slowly coming. Actual system of volunteer work is evaluated as ineffective, but with a strong potential of improvement for the future. Nonetheless, volunteers participating in the projects see that it is not counterproductive.

The majority of respondent's volunteers agreed that one permanent volunteer would help at the work place. Similarly it would be appreciated if the volunteer could buy the necessary teaching utilities for both children and teachers. This issue was discussed

with the director Jana Wolfová, who expressed negatively regarding to the issue of the purchase of textbooks, because recently all the funds had been spent for the reconstruction of a school that was inevitable and at the same time very costly. Additionally, there was necessary to equip school libraries and classrooms with tables and chairs. Obviously the purchase of new school facilities will occur at the first opportunity.

The objective of the thesis was evaluated the results of the research, as well as specific recommendations to serve for the practical benefits for Kintari workers in order to achieve the mission and goals of the organization.

This thesis provides the view of Czech volunteers' motivations. It has explored the differences of motivations on socio-demographic characters and factors motivating volunteers. However, there is still a need to explore the motivations of Czech volunteers from larger perspective. Further studies should focus on wider number of respondents and establishing constraints of international volunteering.

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ANNEXES

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Annex 4 Kaiser-Meyer-Olkin Measure (KMO) and Bartlett's Test

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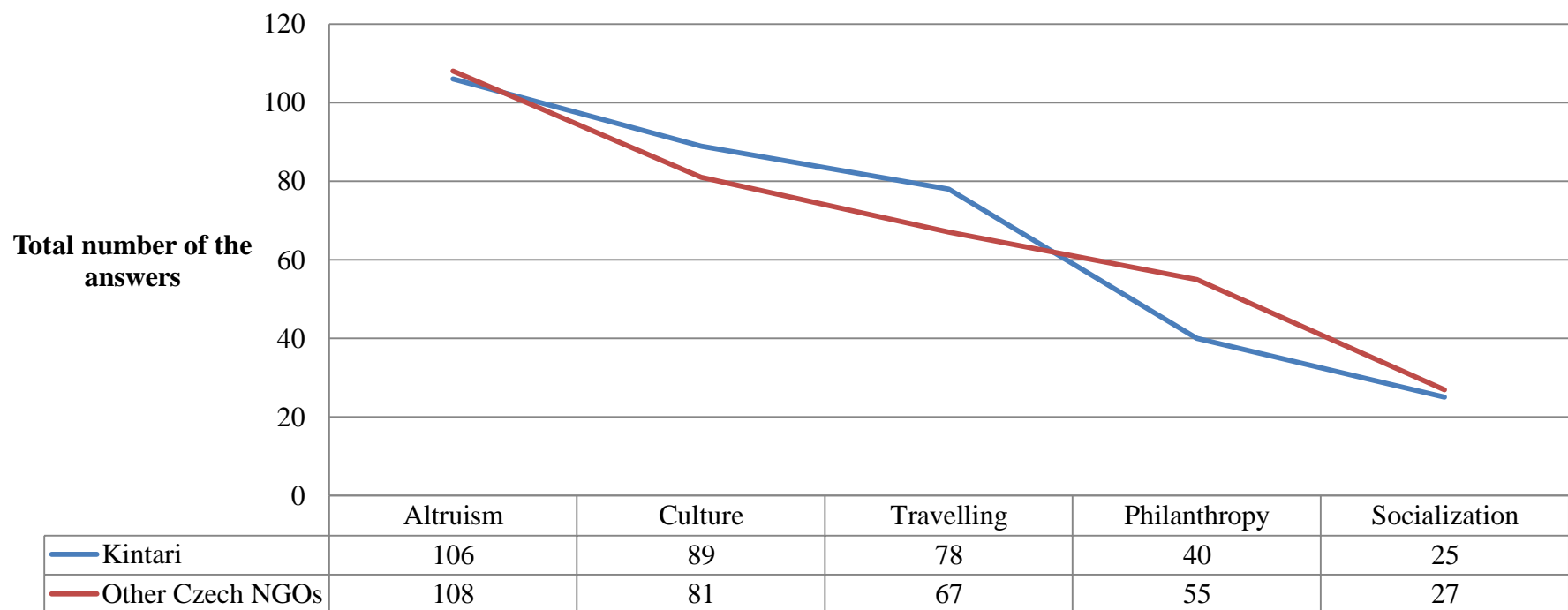
Annex 6 Class room. Kintari organization, Petiwung, Lombok

Annex 1: Experience with volunteering

Do you have any previous experience with volunteering?

	Kintari	Other Czech NGOs
Yes	19 (47.50 %)	33 (82.50 %)
No	21 (52.50 %)	7 (17.50 %)
Total	40	40

Annex 2: Main motivation for going abroad (N = 676)



Annex 3: Domains

PHYSICAL				HUMAN			
Descriptive Statistics				Descriptive Statistics			
	Mean	Std. Deviation	Analysis N		Mean	Std. Deviation	Analysis N
Satisfaction with volunteer experience	4.59	0.59	59	My skill base	4.041	0.61	74
Access to Pre-departure training	3.44	1.16	59	My confidence in my own skills	3.98	0.77	74
Plenty of volunteers and social meetings before leaving	3.33	1.13	59	My sense of self esteem	3.94	0.74	74
Fun and useful meetings with other volunteers before leaving	3.27	1.23	59	My sense that I am making a useful contribution	4.13	0.88	74
Satisfaction with support and access from organization	4.17	0.89	59	The ability to support others	3.87	0.70	74
I was awarded for my work (a certificate, verbal assessment)	3.10	1.38	59	My sense of motivation	3.86	0.78	74
I was 100 % participation in the development project	3.71	0.95	59	My willingness to try new things	4.10	0.82	74
My abilities were well used in the programme	3.95	0.89	59	The ability to make own decisions	3.98	0.80	74
I got support from organization whenever I was need it	4.051	0.97	59	The ability to communicate with other people	4.054	0.82	74
I would be glad if volunteerism will be better organized	3.68	1.18	59	The ability to work as part of the team	3.76	0.74	74
People appreciate my contribution	4.20	0.74	59	My social and communication skills	3.91	0.77	74
				The ability to lead others	3.82	0.73	74

ECONOMIC				SOCIAL			
Descriptive Statistics				Descriptive Statistics			
	Mean	Std. Deviation	Analysis N		Mean	Std. Deviation	Analysis N
I have been given adequate funding by organization	2.21	1.19	61	Access to new contacts and networks	4.22	0.71	78
I have access to free training	2.81	1.37	61	My thrust in other people	3.55	0.78	78
All financial expenses I had finance from own resources	4.098	1.091	61	The sense that I am part of the new community	3.61	0.77	78
I think that volunteering would pay	1.98	1.041	61	My willingness to engage in local activities	3.85	0.73	78
My volunteering has increased my ability to get a paid job	2.97	1.29	61	My interest to doing more to volunteering in programme	3.91	0.85	78
				Opportunity to participate in community events	4.11	0.74	78
				My interest in connecting with local group - integrate	3.96	0.76	78

CULTURAL			
Descriptive Statistics			
	Mean	Std. Deviation	Analysis N
My understanding of local community	4.38	0.60	78
My sense of belonging to the community	4.19	0.65	78
Ma participation in cultural, environmental or leisure activities	3.91	0.76	78
Opportunity to engage in leisure activities	4.064	0.67	78

Annex 4: Kaiser-Meyer-Olkin Measure (KMO) and Bartlett's Test

Physical			Human			Economic			Social			Cultural		
KMO and Bartlett's Test			KMO and Bartlett's Test			KMO and Bartlett's Test			KMO and Bartlett's Test			KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.683	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.837	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.796	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.791	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.657
Bartlett's Test of Sphericity	Approx. Chi-Square	322.223	Bartlett's Test of Sphericity	Approx. Chi-Square	451.418	Bartlett's Test of Sphericity	Approx. Chi-Square	151.517	Bartlett's Test of Sphericity	Approx. Chi-Square	184.173	Bartlett's Test of Sphericity	Approx. Chi-Square	60.886
	df	55		df	66		df	10		df	21		df	6
	Sig.	0.000		Sig.	0.000		Sig.	0.000		Sig.	0.000		Sig.	0.000

Annex 5: Sanitary facilities built within a DP Kintari organization. Ngolang, Lombok



Annex 6: Class room. Kintari organization, Petiwung, Lombok

