

Mendel University in Brno
Faculty of Regional Development and International Studies

**Motivation of Volunteers focused on the Development in Third
Countries**

Diploma Thesis

Author: Bc. Simona Bohušová

Supervisor: Mgr. et Mgr. Miroslav Horák, Ph.D.

Brno, 2017

Declaration

I declare that I carried out this thesis:

Independently, and only with the cited sources, literature and other professional sources. I agree that my work will be published in accordance with Section 47b of Act No. 111/1998 Coll. on Higher Education as amended thereafter and in accordance with the Guidelines on Publishing University Student Theses.

I understand that my work relates to the rights and obligations under the Act No. 121/2000 Coll., the Copyright Act, as amended, in particular the fact that Mendel University in Brno has the right to conclude a license agreement on the use of this work as a school work pursuant to Section 60 paragraph 1 of the Copyright Act.

Before closing a license agreement on the use of my thesis with another person (subject) I undertake to request for a written statement of the university that the license agreement in question is not in conflict with the legitimate interests of the university, and undertake to pay any contribution, if eligible, to the costs associated with the creation of the thesis, up to their actual amount.

In Brno

March 2, 2017

Bc. Simona Bohušová

Signature

Acknowledgement

I would like to express my gratitude to my supervisor Mgr. et Mgr. Miroslav Horák, Ph.D. for his useful comments and guidance through the writing process of this master thesis. Furthermore I would like to thank to the nonprofit organization INEX-SDA, z.s. for their willingness to help me with data collection and for their kind approach. Also, I would like to thank to the participants of my survey, who have willingly shared their precious time and last but not least, I would like to thank my loved ones, who have supported me throughout entire process.

ABSTRAKT

BOHUŠOVÁ, Simona: Motivation of Volunteers focused on the Development in Third Countries [Diploma thesis]. – Mendel University in Brno. Faculty of Regional development and International studies; Department of Languages - Thesis supervisor: Mgr. et Mgr. Miroslav Horák, Ph.D. Degree of professional qualification: Master. Brno: FRRMS Mendelu, 2016.

This diploma thesis is dealing with the topic of motivation of Czech volunteers focused on the development of Third World countries. The main aim of this thesis is to answer two research questions: „What are the motivating factors of volunteers for joining a volunteer program in these countries? “and „What motivates volunteers to choose concrete country to volunteer into?“ Theoretical part of this paper works with various theoretical concepts of motivation which are further described and analyzed.

Functional approach to motivation of volunteers is the main concept used to analyze the factors that motivate volunteers the most to participate in volunteering activities focused on development in Third World countries and also factors that work as primary motivation when selecting a specific country. To identify these factors online survey was conducted. Results of the survey were elaborated within the practical part of the thesis. For the assessment of acquired data collected via online survey were concretely used a Volunteer Functions Inventory developed by Clary and Snyder. Given the fact that the thesis is based on quantitative research, it is trying to catch variety of phenomenon connected with motivation of Czech volunteers who already have previous experience with volunteering activities in Third World countries as well as those who are interested in engaging in similar projects in the future. Evaluated data are further used for formulation of specific recommendations for future practice in this area.

Key words: volunteering, development, motivation, Third world

ABSTRAKT

Diplomová práca sa zaoberá témou motivácie českých dobrovoľníkov so zameraním na rozvoj krajín tretieho sveta. Hlavným cieľom tejto práce je odpovedať na dve výskumné otázky: "Aké sú motivačné faktory dobrovoľníkov pre zapojenie sa do dobrovoľníckeho programu v týchto krajinách?" a " Čo motivuje dobrovoľníkov pri výbere konkrétnej krajiny?" Teoretická časť práce pracuje s rôznymi teoretickými konceptami motivácie, ktoré sú ďalej opísané a analyzované.

Funkčný prístup k motivácii dobrovoľníkov je hlavným konceptom, ktorý je použitý pri analýze faktorov, ktoré motivujú dobrovoľníkov k účasti na dobrovoľníckych aktivitách zameraných na rozvoj v krajinách tretieho sveta, ako aj faktorov, ktoré slúžia ako primárny zdroj motivácie pri výbere konkrétnej krajiny. Pre identifikáciu týchto faktorov bol uskutočnený on-line prieskum. Výsledky prieskumu boli spracované v rámci praktickej časti práce. Pre vyhodnotenie údajov získaných prostredníctvom on-line prieskumu bol použitý Inventár dobrovoľníckych funkcií, ktorý vyvinuli Clary a Snyder. Vzhľadom na skutočnosť, že práca je založená na kvantitatívnom výskume, snaží sa zachytiť rôzne fenomény spojené s motiváciou českých dobrovoľníkov, ktorí už majú predchádzajúce skúsenosti s dobrovoľníckou činnosťou v krajinách tretieho sveta, ako aj záujemcov o podobné projekty v budúcnosti. Hodnotené údaje sú ďalej použité pri formulácii konkrétnych odporúčaní pre budúcu prax v tejto oblasti.

Kľúčové slová: dobrovoľníctvo, rozvoj, motivácia, Tretí svet

Content

1. Introduction	8
2. Volunteerism	10
2.1. Characteristics of volunteerism	10
2.2. Who is a volunteer?	11
2.2.1. Types of volunteers	12
2.3. Areas of volunteerism.....	13
2.4. Benefits of volunteering	14
2.5. History of volunteerism in Czech Republic.....	17
2.6. Profile of a Czech volunteer	18
2.7. International volunteering.....	20
2.7.1. Volunteering and development	21
2.7.1.1. Third World Countries.....	23
3. Motivation of volunteers	25
3.1. Definition of motivation	25
3.2. Types of Motivation	26
3.2.1. Intrinsic motivation	26
3.2.2. Extrinsic motivation	27
3.3. Theories of motivation in context of volunteering	27
3.3.1. Content Theories	28
3.3.1.1. Maslow's Theory	28
3.3.1.2. Alderfer's Theory	29
3.3.1.3. Herzberger's Theory.....	30
3.3.1.4. McClelland Theory.....	30
3.3.2. Process theories	32
3.3.2.1. Reinforcement Theory.....	32

3.3.2.2.	Expectancy Theory	33
3.3.2.3.	Adam's Equity Theory	34
3.3.2.4.	Goal setting Theory	35
3.4.	Motivation to be a volunteer	36
3.4.1.	Functional Approach	36
3.4.1.1.	Main Functions	37
3.4.1.2.	Volunteer Functions Inventory	37
4.	Practical part.....	40
4.1.	Objectives and methodology	40
4.2.	Research methods	41
4.3.	Form of questionnaire	41
4.4.	Survey respondents	42
4.5.	Interpretation of findings	43
4.5.1.	Experience with volunteering.....	43
4.5.2.	Aspects of volunteering activities	44
4.5.3.	Motivation of respondents.....	49
4.6.	Summary of findings and discussion.....	54
5.	Conclusion.....	57
6.	References	59
7.	List of figures	69
8.	List of annexes.....	71

1. Introduction

“The best way to find yourself is to lose yourself in the service of others.”

Mahatma Gandhi

The phenomenon of volunteerism draws attention in last decades. Doing something with no expectation for a reward is still unimaginable for some people. But there are more and more people that are willing to get involved in volunteering activities, spending their free time in more active and meaningful way. But together with this trend also arises the question: “What motivates volunteers to take a part in volunteering actions?”

The motivation of people to volunteer has fascinated researchers and those who are working alongside volunteers for a long time. This topic has become the recurring theme preoccupying much of the literature on volunteering. It is necessary to understand the underlying motivational drives of those who volunteer in general, even more for the organizations which directly work with volunteers, to help them in attracting, placing and retaining of volunteers. (Esmond & col., 2004)

This thesis is focused more specifically on the topic of international volunteering motivation, with emphasis on Third World countries. It aims to identify the factors that motivate volunteers to be a part of volunteering actions focused on a development in Third World countries. Other very important part is to understand according to which factors volunteers choose the country of their stay.

Thesis is divided into 2 main parts, theoretical and practical. Theoretical part mostly consists of literature review, divided further into smaller sections. First chapter is focused on term volunteering itself. It discusses topics as: who is a volunteer, types of volunteers, history of volunteering, impact of volunteerism and also International volunteering.

Second chapter deals with the motivation. It discuss motivation and its types, theories of motivation and more specifically motivation to be a volunteer. The last part of this chapter is dedicated to the motivation of volunteers. These background information are crucial for better understanding of this topic and further research.

Second part of the thesis is focused on practical research. In this part the results of online questionnaire survey with focused on motivation of volunteers in Third World countries are further analyzed and presented. The objective of the research and methodology of it are presented within the first part of this chapter. Research method is described in the second part, followed by the form of questionnaire. Survey respondents are identified and described within next part and last parts of this chapter are dedicated to interpretation of findings, their summary and further discussion. Within this part, recommendations for future practice of international organizations involved in volunteering activities are formulated.

2. Volunteerism

In these days, there are many opportunities for becoming a volunteer. Volunteerism get more popular in recent years, young people are more concerned about the needs of others and they are also willing to sacrifice their free time to help those less fortunate. But what it actually means to be a volunteer and in which concrete areas can young people apply as volunteers? Those are the questions that will be discussed within the first chapter.

2.1. Characteristics of volunteerism

Even if volunteerism as a phenomenon have been developed in ancient times, the scientific interest begun in 19th century, when A. Comte created the concept of altruism. This concept was supposed to serve as an explanation for selfless social human behavior. Even after that the meaning of volunteerism as an honorable action have been underestimated for a long time, mostly because it was considered to be just an unimportant way of spending person's free time. (Mlčák, Záškodná, 2013)

In recent years, in most countries the definition of volunteerism is based on three characteristics, which were created by the working group of experts representing volunteering in all regions of the world. The meeting that was organized by The United Nations Volunteers organization took place on 29th and 30th November 1999 in New York.

The key characteristics of volunteerism according to their definition are:

- Volunteering is an activity that is not carried out for the primary financial benefit, although volunteer activities may include compensation of the costs associated with the performance or taken payment;
- Volunteer activities are carried out voluntarily, based on individual and free will, although even if those include various school activities of community services, which sometimes ask students to participate in voluntary activities;
- Volunteer activities generate benefit for other people or are beneficial for society in general, while it is agreed that volunteerism, as an action, also brings significant benefit for the volunteer. (Brozmanová-Gregorová A.et al., 2009)

In other words, volunteering is a helping action taken by an individual who values it, but it is not conducted in purpose of material gain, neither mandated nor forced by others. (Van Til, 1988)

In many respects, it can be said that working alone and working together, people take actions to benefit other people, social movements, and society at large-scale. That is also the reason why many people devote substantial amounts of time and energy helping as volunteers in countries around the world every year. (Snyder, Omoto, 2008)

When we are talking about volunteering, it can be said that volunteering is primarily connected with non-governmental (non-state), non-profit organizations, sometimes also referred to as being voluntary. They work to a lesser extent in companies (e.g. hospitals, schools) and public-administration organizations (municipalities, state-funded organizations, such as museums, youth centers, retirement homes, etc.). (Pospíšilová, 2011)

But who are the people that take part in these actions and why are they willing participate in these actions at the expense of their free time?

2.2. Who is a volunteer?

According to Tošner and Šozanská (2006), volunteer is „a person, who provides his/her time, energy, knowledge and abilities in favor of the others or society, without claiming any kind of financial compensation“.

There is also a more comprehensive definition. Somrová and Klégrová (2006) say that volunteer is a person, who is confident enough to believe that he or she can change the things he is not satisfied with. It is the man who decides to do that one simple, but important step to join the activities, which are inadequately provided by state institutions. Someone who does not hesitate to sacrifice his or hers free time to fulfill the empty time of the others (e.g. children or patients), or to hedge the activity that would not be organized.

According to the Czech law No. 198/2002 Coll. a volunteer is an individual over 15 years old, in case of the performance of volunteer services in the Czech Republic and over 18 years in case of the performance of volunteer services abroad,

who freely decides to provide volunteer services based on his or hers characteristics, knowledge and skills.

2.2.1. Types of volunteers

There are more ways how to divide odd categories of volunteers:

According to time aspect, volunteers can be divided into two groups: **long-term** and **short-term volunteers**.

Characteristics of **long-term volunteers** are:

- Devotion to organization or client (there is a visible personal input in their work)
- Long-term volunteers use to adjust their work and free time to the needs of the organization. They are willing to do any kind of volunteer work even if it is not that interesting and it does not provide them any kind of financial provision. Volunteerism is their life drive in particular part of their life.
- Their motivation is to achieve the goals of the organization

Characteristics of **short-term volunteers** are:

- general but not too deep interest in the organization or client
- they do not see the organization or the volunteer activities as the main motive of their life
- they usually tend to ask for a clearly defined tasks that can be done within a short time period
- in contrast to long-term volunteers, the main motivation of short-term volunteers is to achieve personal success (Mydlíková et al., 2007)

According to Matoušek (2003), there are 5 groups of people that are becoming volunteers most often:

- students, especially those who want to work in socially focused professions
- unemployed people, who want to be useful
- women on maternity leave who do not want to get back to work yet, but they also want to be socially fulfilled

- retired people, who does not feel useful at home
- people who consider their work one-sided and they miss the contact with other people.

As Šormová and Kréglová (2006) claim, in Czech Republic, mostly young people, students of high schools and universities, are those who are willing to become volunteers and to participate in volunteering actions. The second biggest group are women between 50-60 years. This phenomenon can be explained and reasoned by the amount of free time which these two groups have. Students, as well as women whose children already left home, or women who recently retired, mostly have enough free time and they are often looking for a meaningful activity to fill it. That is why they often start to work as volunteers and in case of students, this can be also driven by their effort to gain some experience and in case of women in this age group, of an empty nest syndrome.

What are the areas in which can all these groups of volunteers take part in within the volunteering activities?

2.3. Areas of volunteerism

There are many areas in which volunteers may be involved. Here is the diversification according to National center for youth (2015), and dobrovolnictvo.sk (2014)

- **Healthcare and social services** - in terms of assistance to persons with disabilities, the elderly people or drug addicts or children from orphanages or otherwise disadvantaged, etc.
- **Culture** - e.g. helping in process of reconstruction of old buildings, chateau or church, or even organizing festivals or other types of events.
- **Sport** – assistance and involvement in a variety of physically oriented activities and events, in which a volunteer can work as a leader, for example, within the organization of free time activities, as an instructor or trainer in wide variety of sports, be a tutor, or even a leader of summer camp.
- **Work with children and Youth** – in this case, there are many opportunities, such as free time activities with children etc.

- **Education** – within this field, volunteers can be involved in educational processes that are focused on children or even help to organize courses for adults
- **Ecology** - volunteers can be involved in events like, for example, the restoration of the forest, as well as action focused on the preservation of the purity of countries and cities.
- **International volunteering and development cooperation** – within these program volunteers can be involved in wide range of activities, from humanitarian help to land preservation etc.
- **Humanitarian volunteering** – within this category, volunteers are involved where the help is mostly most needed. They can join projects worldwide, showing their solidarity with those less fortunate, or helping by catastrophic events, like natural disasters.
- **Corporate volunteering** - widespread and popular in Western countries. This is eg. a one-time event, when staff at one day in a year are going to help to selected nonprofit organization.
- **Virtual volunteering** – this is actually one of the newest types of volunteering. Online volunteering allows organizations and also volunteers to team up to address sustainable development challenges – anywhere in the world, from any device. Online volunteering is fast, easy – and most of all, it is really effective.

2.4. Benefits of volunteering

As Canadian Centre for Philanthropy (2004) claims, volunteering is not an action that is beneficial only for volunteers themselves. Also other individuals, organizations and after all the whole society derive benefits from voluntary activities.

According to the organization Volunteer Now (2011), there are four key stakeholder groups to which volunteering can make a difference to. These are: **volunteers, organizations, beneficiaries and the wider community.**

In case of **volunteers**, it is mostly about the development of skills or qualities, such as self-confidence that results from volunteering. On the other hand,

there is also a growing body of evidence showing volunteering as a useful way of maintaining social networks and benefiting the health of older people. (Volunteer Now, 2011)

Percentage Who Reported Gaining Skills from Volunteer Activities

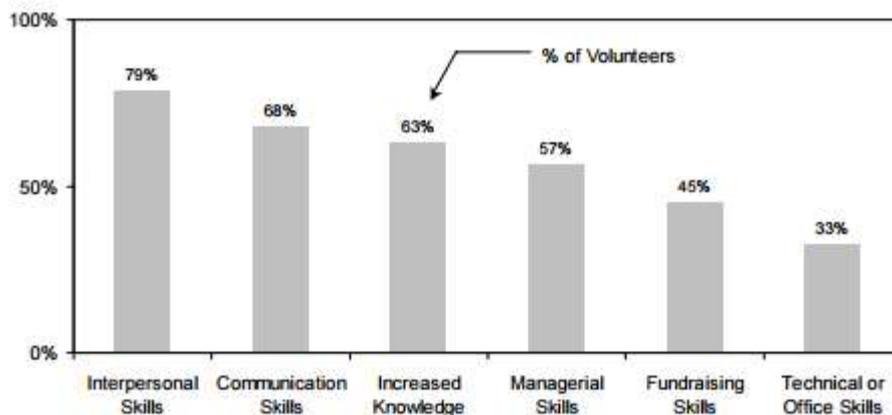


Figure 1: Percentage of volunteers who reported gaining skills from Volunteer Activities (Source: NSGVP, 2004)

According to the survey that took place in the year of 2000 conducted by Canadian Centre for Philanthropy, 79% of volunteers (as is shown in Figure 1) said that their volunteer activities helped them with their interpersonal skills, such as understanding people better, motivating others, and dealing with difficult situations. Also 68% of volunteers claim that volunteering helped them to develop better communication skills and 63% of them also reported increased knowledge about issues related to their volunteering area. The number of volunteers, who reported some sort of gaining skills as a result of volunteering increased steadily with the number of hours they contributed to volunteering activities. For example, 78% of volunteers, who were working more than 188 hours or more, reported gaining communication skills, compared to just 52% of those who contributed 19 hours or less. Patterns like these can be also seen within other skills. Approximately 28% of unemployed volunteers and also 16% of employed volunteers said that their participation in volunteering activities had helped them obtain a job in the past and 62% of unemployed volunteers believed that it would help them to find a job in the future. (NSGVP, 2004)

According to Wu (2011), other benefits, such as creation of a sense of self worthiness and instills self-esteem, give the person a very important feeling of being

needed as through volunteering somebody is offered help, which is by itself a very rewarding experience for the helper. Besides, volunteering can also represent an important trial period and provide opportunity to experiment and put preferences to practice.

There are also evidences that **organizations** are better able to fulfil their aims and develop a more diverse workforce with the involvement of volunteers. Volunteering activities often involve those people in the community work, who would necessarily have been involved in it in any other capacity, i.e. through employment, as a user etc. Also volunteers are able to bring added value to organizations by offering flexibility in terms of their commitment i.e. giving time outside of core 9-5 business hours. This can also connect people who would be unlikely to have met in any other way and also translates into a greater range of skills, and perspective that can be drawn upon (Volunteer Development Agency, 2001).

Next group, **beneficiaries**, are people who benefit from the outcomes of the work which volunteers have contributed to. A good example of a positive change that volunteers can bring to those in need is a befriending scheme. The good description of the influence of this type of scheme brought the recent evaluation of a befriending scheme for older people at risk of social exclusion. Those clients found that the activities they took part in through the one to one befriending, offered a vital link to the community, reinforced their ability to cope with day to day life and had been instrumental in helping them to develop skills, build confidence, self-esteem and make new friends (Volunteer Now, 2011).

Character of volunteer sector cooperation with all kinds of other key social players such as government, business, communities and people as individuals has given this sector strong power to affect the **society** as a whole. Thanks to inter sector relations of volunteering it was found that volunteering makes a significant contribute to the global economy, it also enhances the social connections between different sectors, builds the bridges for governments, enterprises and employees, helps to build a more cohesive, safer, stronger community, increase the social network between communities and neighborhood, promotes people to be more active in civic engagement and concerned of citizenship, delivers some part of

public services, encouraging more people work in public section, helping raise the educational performance of youth, push forward sustainable development, solve environmental problems, and respond to climate change etc. (Wu, 2011)

Based on the previous findings, it is undeniable that volunteering is a very beneficial altruistic activity with a positive impact on all of the mentioned groups. Therefore it is necessary to support the development of volunteering in the future, and to make use of its benefits in terms of development, even within Third World countries.

2.5. History of volunteerism in Czech Republic

The origins of volunteering as we know it today can be tracked back to the era of the early liberal market economy. It is also maybe better to say that volunteerism was shaped more by the social changes, which were characteristic for this period, till the first half of 19th century. In this era, a lot of new associations and institutions were established, associating people who were involved in volunteering actions in favor of the municipal or national community. Those communities were connected to the activities of religious organizations. The fundamental change was that those were secular and not religious institutions. Volunteerism in medieval era was primary motivated by religion and it was a part of priests' responsibilities. (Boukal, 2009)

After the establishment of independent Czechoslovakia the volunteering activities even expanded. There were more forms of volunteering organizations: private, municipal, religious, national to so-called "semi-official" societies, which were entrusted with relatively wide competencies (e.g. the provincial and district youth care, the Czechoslovak Red Cross, the Masaryk League against TBC). Voluntary organizations were richly structured and included networks of small organizations and branches to district, provincial or national headquarters. The development was interrupted by the German occupation and later by the emergence of the socialist state. The tradition of volunteer work was forcibly interrupted under the totalitarian regime, and activities of all forms of independent organizations were deliberately and systematically reduced or completely disposed to the political leadership of the state and to the Communist Party and were a subject to strict control. (Tošner & Sozanská, 2006)

After 1989, democratic structures were restored and volunteering could again develop in the full range in fields like ecology, human rights, humanitarian activities, sports, social affairs and so on. (Boukal, 2009)

The Czech society underwent a period of searching for its own identity after 1989. The basic theme was the idea of civil society, based on the cooperation and mutual solidarity of fully-fledged and free citizens, whose main propagator was President Vaclav Havel.

People began to look for other ways of self-realization, in addition to their professional enforcement, in which they could use their skills and knowledge. After 1989, the unprecedented development of a non-profit sector took place in the Czech Republic. Organizations and associations suppressed by the regime were re-established, many of them had been restituted, so the original estate could continue its activities. (Tošner & Sozanská, 2006)

Evolution till the year 1989 corresponds to a European - community - model of volunteering, where volunteering is motivated by common interests. Volunteers meet in a natural community such as church, sports, and other voluntary organizations. Gradually those could become professional volunteer centers that maintain their community characteristics. They are specialized in a particular group of people or a kind of activity. The most important are mutual friendly relations. Significant support for volunteering at the international level was initiated by the United Nations (UN), which declared 2001 to be the International Year of Volunteers in UN General Assembly Resolution No. 52/17 of 18 January 1998, co-authored by the Czech Republic. This resolution also highlights the importance of volunteering for the development of society and the challenge for UN member states to improve the legal and organizational conditions for volunteering. Law on Voluntary Service No. 198/2002 Coll. entered into force on 1st January 2003. (Krátká, Pernicová, 2010)

2.6. Profile of a Czech volunteer

For the purpose of this study it is necessary to define: Who is actually the typical Czech volunteer, what are his or hers demographic characteristics and in which areas is he or she active?

To answer these questions I used the research which was published in a work Values and attitudes in the Czech Republic 1991 – 2008 (Rabušic & Hamanová, 2009). Part of this research was focused also on the volunteering activities of participants.

Within this part of the research, researchers asked the participants followed question in years 1991, 1999 and also 2008: “Are you engaged in unpaid volunteering activities for...?” followed with the description of given organization. The results are presented in Table 1. Figures show the percentage of people who responded positively.

Data in %	2008	1999	1991
Organizations dealing with services for the elderly, disabled, otherwise disadvantaged	6	7	5
Religious or church organizations	6	7	6
Organizations involved in education, artistic, musical or cultural activities	10	10	6
Unions	5	11	23
Political party or movement	3	4	5
Organizations dealing with activities in the place of residence, poverty, employment, housing or racial intolerance	2	3	1
Organizations dealing with the development of the Third World or human rights	1	1	1
Organization dedicated to the protection of the environment, the environmental movement or organizations focusing on animal rights	6	7	7
Association under occupation or professional associations	4	6	7
Organizations working with youth (eg. keeping scouts)	5	7	5
An organization focused on sports or entertainment	22	23	18
Women's organizations or the women's movement	3	2	4
Peace movement	1	1	1
Voluntary health organization	3	6	7
Other organization	5	9	7

Table 1: Percentage representation of volunteers by sector (Source: Rabušic & Hamanová, 2009)

From this table, it is visible that Czech volunteers are mostly interested in organizations focused on sports or entertainment, but also those involved in education, artistic, musical or cultural activities. Last but not least, it is worth noting that engagement in volunteering activities within the unions has decreasing tendency over time. For the purpose of this study it is also necessary to mention the involvement of Czech volunteers in activities and organizations focused on the development of Third World countries. In that case, the involvement is very low, just around 1% of respondents participate within this field.

In case of the age of Czech volunteers, there are not so many differences within the age ratio. The proportion of people involved in volunteering activities is actually almost the same (around 30%), until the age of 55. After this age there is a

decreasing tendency to participate in volunteering activities. (Frič, Pospíšilová, 2010)

The probability of being a volunteer increases statistically significantly with the growing educational attainment. In the category of people with elementary education or those without a school-leaving certificate, one quarter are volunteers (24%), approximately one third of people with graduation or higher vocational education (34%) and 40% of university graduates volunteer too. (Frič & Pospíšilová, 2010)

Whether person is a man or a woman does not matter when looking at volunteers. However, there are differences when we look closely at volunteering in different areas. In the area of culture, women are predominant among volunteers (70% of volunteers are women). Women are also more often volunteers in social and health services, they have predominant position in case of religious volunteering and some other categories. Men, on the other hand, predominate in the field of sports, in traditional interest organizations (such as gardeners, growers, fishermen and hunters) and in a voluntary fire brigade. (Frič & Pospíšilová, 2010)

2.7. International volunteering

International service can be positioned within the general wider context of voluntarism. Within Europe, it is possible to track the evolution of volunteering back to the changing responsibilities of state and church for welfare, and the activities of charitable societies. It also has roots in the colonial period, where, for example, it could be found in the tradition of Christian missionary service and also in the post-1945 reconstruction in Europe. After WW2 the formation of institutions and organizations such as United Nations and the new framework for international development assistance - bilateral and multilateral donors, NGOs and the Bretton Woods institutions took place. The formation of these institutions still continues to shape relationships between the rich and poor countries today. There were also other forms of international service, which were, for example, embodied in the freedom movements of the nineteenth and twentieth centuries. The movement focused on the topic of international solidarity, led, for example, to the recruitment of volunteers from UK and other parts of the world to resist fascism in Spain. (Lewis D., 2006)

In 1971, the United Nations Volunteer (UNV) program was created. It was established to mobilize qualified volunteers to participate in UN projects. This organization emerged as an important model for South-South cooperation and also a key international support organization for information exchange and triangular cooperation. By the late 1980s, there was a general retrenchment in official development assistance (ODA) thanks to the neoliberal reforms. Reforms that took place across industrialized countries resulted in a general reduction in the state's role to promote development combined with the promotion of market mechanisms to advance liberal democratic values. Together with the new century came also new UN Millennium Development Goals (MDGs) and associated poverty reduction framework became the central orientation employed by international volunteer cooperation organizations (IVCOs) and other technical cooperation organizations. Thanks to the UN International Year of the volunteering (IYV) volunteering have been placed in the spotlight in 2001. Volunteering have been used as an operative strategy to reduce poverty, to prevent and rebuild after disasters, and to facilitate social integration and social inclusion. (Lough B. J., 2015)

According to Vosesa (2013), International volunteering is nowadays a growing field of practice and research interest. There is a presumption, that it is driven increasingly by globalization in the 21st century and the scale and diversity of international volunteering programs are a manifestation of the desire for increased learning about different parts of the world.

Observations suggest that in case of volunteering in the developing world, the majority of voluntary programs now have a 'caring' or 'humanitarian' element, address the provision of basic needs, and support both community and national development (Moleni and Gallagher, 2006; Patel, 2003).

2.7.1. Volunteering and development

International volunteering has been closely linked with conceptions of development that are shaped by geopolitical, historical and economic relationships since the late 20th century. The aid that has been provided to post-colonial and developing countries had various forms and patterns. For example, from support for liberation struggles to bilateral aid provided by Northern donors to Southern governments to implement social and economic development programs. Most of the times this type

of the aid relationship is known as ‘development cooperation’, which is a term that suggests a relationship between equals, but which has been dominated by the Northern partners in practice. This points of view on the development have been supported by the idea that developing countries required the assistance of people from developed countries to help them advance and that individuals from the global North were most able to do so thanks to their abilities and experiences based on which they can provide these countries with an advise and expertise on how development should occur in the global South. These views were clearly the base for shaping of the practice of international volunteering and contributed to the dominance of North to South programs whereby volunteers (young and older, unskilled and professional) are sent to support poor organizations and communities in the global South. (Vosesa, 2013)

International development volunteering usually refers to individuals who spend a period of time abroad in the Global South to promote development broadly aligned with the country’s development priorities. (Moleni and Gallagher, 2006; Patel, 2003).

Volunteering is one of the most significant, yet under-recognized means through which public services reach the poorest and most marginalized communities. In many countries there is an extensive infrastructure of schools, hospitals, security services and even social protection schemes, but poor people do not get access to them. Volunteers can play a significant role in helping to bridge this gap; adding in numbers and experience to the existing public service workforce and helping to ensure the relevance of these services to the communities they have been set up for. (vso, 2014)

There are more potential influences that effect the development. For example, public services cuts, under-resourcing and also a low tax base can make it difficult to provide public services over and above the bare minimum. These creates the gaps in public services and those affect mostly the poorest and most marginalized people. These people do not have access to such resources to cover the services by paid resources. That’s why they have to use their voluntary labor to fill the gaps at a community level. This shows the urgent necessity to navigate complex politics, engage people who are highly marginalized, and achieve results

makes the work of volunteers highly relational. There are researches that highlighted that relationships and relationship building between volunteers and their counterparts were as important as technical skills and hard outcomes. The research reinforced the idea that change is dependent on relationships and it is also made much easier when people feel connected to others. It was also ascertained that embedding volunteers within communities is crucial to their success. That is why it is so important to find the ways for volunteers from outside the community to be integrated into the daily life of a community or supporting volunteers from within a community to build the relationships and networks that are needed to work effectively. (Volunteer Now, 2011)

Other studies also claim that international volunteers contribute to the development of host communities in variety of ways that include technology and skills transfers, building local capacity and social capital, and also enhancing community. Forms of International volunteering also provides opportunities for participants that allow them to gain the skills and sensibilities required for global citizenship and for promoting intercultural understanding. Often technical process of development has the potential to offer ‘a far wider view of development as a new, and morally informed, vision of global responsibility’ (Schech & Dr. Mundkur, 2016).

2.7.1.1. Third World Countries

Within the topic of volunteering and development, it is also necessary to specify the term Third World countries. These are also referred to as countries of the Southern hemisphere or also developing countries. It can be also said that Third World Countries are countries at the „periphery“ of the world economy and those produce mainly agrarian and mineral raw materials for industrialized states under mostly negative terms of trade. Furthermore, as a result of high population growth and rural-urban migration in those countries, many of them have increasing number of marginalized sections of the population which have specific settlement patterns and living conditions. (Ashaver, 2013)

United Nations (UN) categorized all countries into one of three broad categories based on data presented in World Economic Situation and Prospects (WESP). The main categories are: developed economies, economies in transition

and developing countries (Annex 1). Geographical regions for these developing countries are as follows: Africa, East Asia, South Asia, Western Asia, and Latin America and the Caribbean. Also these countries have been classified by their level of development as measured by per capita gross national income (GNI). (UN, 2011)

3. Motivation of volunteers

Motivation of volunteers is very complex and difficult topic. There are many factors that need to be considered. It is not that easy to identify the motivation of one person to volunteer, mostly in comparison to classical employees who work, in general, for financial profit. Volunteers do not. For them, there are stronger motivational factors.

The main purpose of this chapter is to introduce the reader to the topic of motivation itself and provide basic definition of this topic. Furthermore also to point out on the motivation factors of volunteers to participate in volunteer activities, as well as their connection to motivational theories.

3.1. Definition of motivation

There are many definitions of motivation which are slightly different, but in general, they all have a common direction.

Smékal (2004) claims that if we want to understand the behavior of people, understand it in different situations, it is necessary to know why they act the way they do and what leads their behavior. He promptly express it as a viewpoint to the core of the persona.

What the motivation constitutes from is not visible, but from the outer expressions we can see that:

- Person has a goal
- He or she tries to achieve it
- There are some visible signs of an effort

According to Nakonečný (1996), motivation is an explanation of a mental cause of behavior, the reason why different people follow different goals. Different people act in different ways based on the way they were taught to achieve goals in a given situation. There is a significant influence of teaching effects.

According to other resources, motivation is the study of why people think the way they do. There are many aspects of motivation. Psychologists who are focused on the study of motivation would want to examine what the individual is

doing, or the choice of behavior, how long will it take before an individual initiates the activity, or also the latency of behavior, how hard the person is actually working on the activity or the intensity of a person's behavior, for how long is a person willing to remain at the activity, or the persistence of behavior, and what the person is feeling and thinking while engaged in a specific activity, or the cognitions and emotional reactions accompanying the behavior. (Graham & Weiner, 1996)

3.2. Types of Motivation

According to Bedrnová et al., (2007) when we want to describe the motivation of our work patterns and behavior, we have to distinguish between two types of motivation (even if this theory is talking about work behavior, it is possible to apply this division in other areas as well):

- **Intrinsic motivation** – it is directly associated with work itself
- **Extrinsic motivation** – motives of this motivation are found “outside” own work.

3.2.1. Intrinsic motivation

The behavior that is motivated intrinsically is the one for which there is no apparent reward except the activity itself. (Cameron & Pierce, 1994)

The concept of intrinsic motivation is like „hunting a phantom“, because in psychology of motivation it is about a clarification of motives and focus, therefore it is about a "content substance, not words", and the use of these contradictory words bring problems and misunderstandings. In case of intrinsic motivation the „inner qualities of subordinated needs" are used. It further states that the internal, that is intrinsic, would have been the motives that were used the activity and on the other hand external, extrinsic, would have been the motives caused by external stimuli or changes that always occur when the activity is conducted successfully, so the "intrinsic concerns during operation, extrinsic what follows as an intentional effect". (Nakonečný, 2014)

In other words, it can be said that when intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. (Ryan & Deci, 2000)

3.2.2. Extrinsic motivation

There was a distinction drawn between intrinsic and extrinsic motivation by several researchers. Behaviors that are being motivated extrinsically refer to behaviors in which an external controlling variable can be readily identified. Extrinsically motivated actions are characterized by pressure and tension and also result in low self-esteem and anxiety. (Cameron & Pierce, 1994)

Also it can be said that extrinsic motives stem from external incentives that compel people to volunteer such as injunctive social norms. Intrinsic motives, on the other hand, propel people to volunteer because of the inherent value, interest, and enjoyment of the activity. (Geiser et al., 2014)

3.3. Theories of motivation in context of volunteering

There are many scientific approaches to the study of motivation. But mainly there are two major theoretical bodies of knowledge applicable to the design of employee or channel partner motivation programs. And those are contents and process theories. These theories are also well applicable in case of volunteers since they are also used within the field of human resources management. (Stotz, Maritz & Bolger, 2011)

As is visible from Figure 2, each group of motivation theories consists of 4 concrete theories. In case of Content Theories, those are: Maslow's Theory, Herzberger's Theory, McClelland's Theory and Alderfer's Theory. Content theories are also a group that is formed by 4 Theories, which are: Expectancy Theory, Reinforcement Theory, Adam's Equity Theory and Goal Setting Theory.

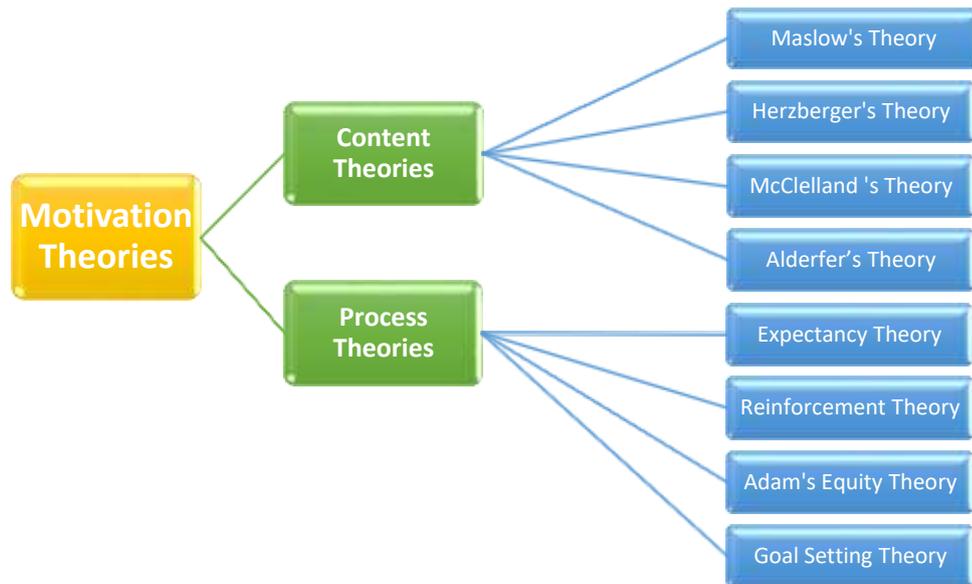


Figure 2: Theories of motivation

3.3.1. Content Theories

Content theories (or as those are also called, Need theories) focus on the factors within a person that energize, direct, sustain and also stop behavior. They look at the specific needs which motivate people. Content theorists include Abraham Maslow, Clayton P. Alderfer, Frederick Herzberg and David C. McClelland too. Their theories have been helpful in discussing motivation, but not all have been proven or verified through research. (Stotz & col., 2011)

3.3.1.1. Maslow's Theory

The most important hypothesis in Maslow's motivation Theory is his „hypothesis of hierarchy“. It says that people are motivated by hierarchical system of basic instinctive needs. It consists of:

1. Physiological needs - (as food, shelter, clothing etc..)
2. The need for safety and security - (as job security, freedom from danger, health-care etc..)
3. The need to belong - (as affiliation, acceptance by the group, friendships, love etc..)
4. The need for esteem - (as feeling of achievement, recognition by others etc..)

5. The need for self-actualization (as fulfillment of capacities)

This hierarchical arrangement leads to the situation, where unsatisfied lower needs dominate over unsatisfied higher needs in a conflict. So in order to achieve self-actualization, all the lower needs have to be satisfied. Maslow also claims that only unsatisfied needs are those that motivate a person as his or hers motivational forces. (Madsen, 1979)

When we look at Maslow's basic needs there are certain needs that are more or less apparent in different social settings. It can be said that the basic physiological needs will be more dominant in less developed countries where people do not have enough food while on the other hand the need for self-actualization is more dominant in developed societies, where often most basic needs are met, such as enough food and a roof over the head. (Halse, 2008)

This theory is really important also in context of volunteer motivation, mainly because it is necessary to understand what basic needs people have and also how crucial it is to make sure these needs are fulfilled to perform at work or volunteering actions.

3.3.1.2. Alderfer's Theory

Next theory that is commonly used to discuss motivation is Alderfer's Existence, Relatedness, and Growth (ERG) theory from 1972. This theory agrees with Maslow's Hierarchy of Needs, but it collapsed Maslow's hierarchy into three levels: existence, relatedness, and growth, indicating that these levels should be viewed more as a continuum rather than as a hierarchy. The existence of an individual is satisfied by the salary earned from a job so that one can purchase necessities such as housing, food, and also clothing. This practically covers Maslow's first two levels, physiological and safety needs. Relations needs are met by establishing and maintaining interpersonal relationships, encompassing Maslow's third and fourth levels, belonging and also external esteem. Finally, growth needs encompass Maslow's fourth and fifth level, internal esteem and self-actualization, and are met through personal development (e.g., obtaining a college degree or career success). Alderfer also agreed with Maslow regarding the satisfaction-progress concept in which indicated that individuals must satisfy lower-level needs first before fulfilling higher-level needs. Yet, Alderfer introduced

the frustration-regression concept in which he stated that individuals who fail to satisfy some higher-level needs will often regress to lower level needs that appear to them as those which are easier to satisfy. By tying together these content theories we can achieve a better understanding of the motivational needs underlying voluntary involvement. (Taylor, 2010)

3.3.1.3. Herzberger's Theory

Herzberg's influential need theory, Two-Factor Theory, which he proposed in 1959 suggests that humans have two different sets of needs and that the different elements of the work situation satisfies or dissatisfies these needs. First one concerns the basic survival needs of a person – the hygiene factors. These concern the conditions that surround performing that job, but are not directly related to the job itself. Those factors can be company policy, such as, for example, reward system, salary, and also interpersonal relations. Also these factors can cause dissatisfaction when they are not satisfied. However, when they are satisfied, these factors do not motivate or cause satisfaction, they only prevent dissatisfaction. Growth need create the second set. It refers to factors intrinsic within the work itself, for example recognition of a task completed, achievement, responsibility, advancement and work itself. Those are the motivating factors, which implies that humans try to become all that they are capable of becoming and when satisfied they work as motivators. Herzberger also claims that content of work, (e.g. opportunities for responsibility and advancement) is the only way to increase satisfaction and thereby enhance work motivation. Yet, when the growth factors are missing this does not cause dissatisfaction, simply an absence of satisfaction (Lundberg & col., 2009).

According to the Bloisi (2007), this theory is mainly focused on results and also efficiency and that is why it is not directly applicable to non-profit organization, which does not focus entirely on results within the organization. On the other hand, in case of non-profit organizations this might be connected with the reason why people do voluntary work, which often is because they believe that the work the organization does is important and rewarding.

3.3.1.4. McClelland Theory

David McClelland was one of the first researchers who studied long term motives. He has researched the needs for achievement, affiliation and power. As he claims,

the need for achievement is the extent to which an individual has a strong desire to perform challenging tasks well and to also meet personal standards for excellence. He found out that those people who have a high need for achievement often set clear goals for themselves. They strive to take moderate risks (that is to say challenging, but realistic); prefer individual activities; prefer recreational activities during which a person can get a 'score' (like sales target); and prefers occupations where performance data are clearly available, such as sales positions. They also like to receive performance feedback. There is also a need for affiliation within individuals and it is the extent to which he or she is concerned about establishing and maintaining good inter personal relations, being linked, and having other people around them get along with each other. The need for power is on the other hand the extent to which an individual desires to control or influence others. (Uduji and Ankeli, 2013)

It is not possible to say that one style of need is any better than other, but in fact, most successful projects require a mix of styles to blend the work of a group. The variety of people and their drives is actually a benefit for teams and those also benefit from the different perspectives people bring to the task. However, people with different styles prefer different kinds of supervision, recognition and also a job placement. Therefore it is helpful to determine the preferred style of a volunteer in order to provide an effective match in a type of work suitable for volunteer. (Mackenzie & Moore, 1993)

All of the theories as well as relations between the are well discribed in Figure 3. There can be seen how each of the theory actually follows up the previous one and builds on its basis.

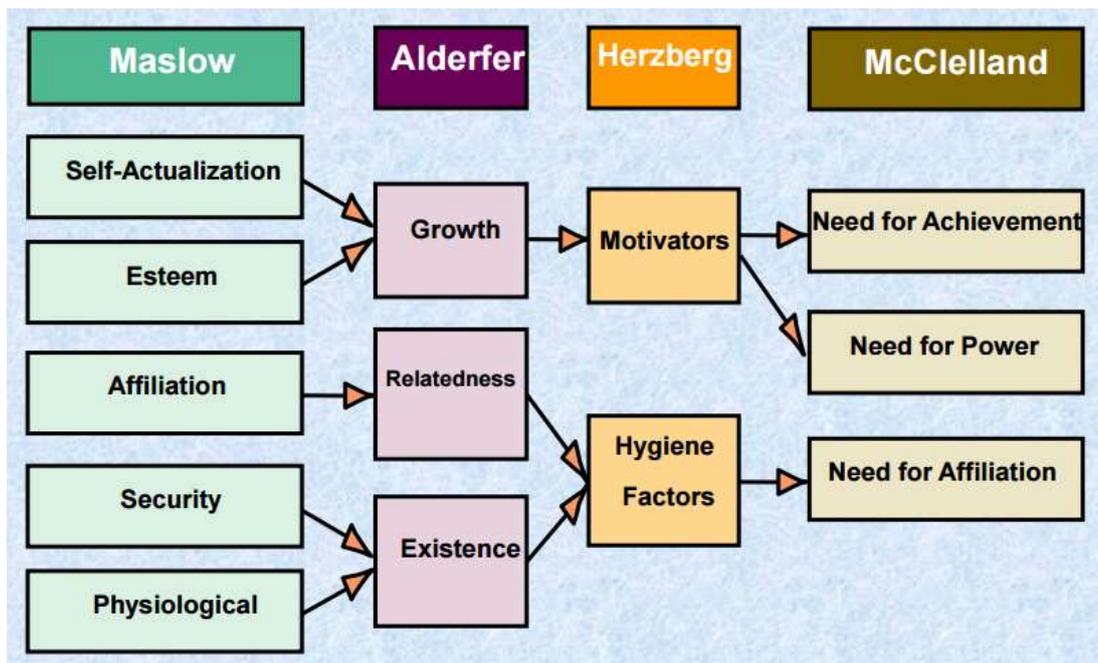


Figure 3: Relationship of Various Content (Needs) Theories (Source: Langton et al., 2010)

3.3.2. Process theories

Those theories provide a description and analysis of how behavior is energized, directed, sustained and stopped. There are four theories that are predominant and those are: Reinforcement, expectancy, equity, and goal setting theory. Reinforcement and goal setting theories have been supported by research studies and are viewed as the most helpful in this application. Expectancy theory and also equity theory have become a part of compensation curricula and are considered in the design of compensation plans. Expectancy and equity theories have not been as thoroughly researched as reinforcement and goal setting theories have been. (Stotz & col., 2011)

3.3.2.1. Reinforcement Theory

This theory is most often linked with the work of B.F. Skinner. His work is built on the assumption that behavior is influenced by its consequences. These consequences are referred to as “operands consequences,” and so this theory uses the term “operant conditioning.” Behavior modification is also used to describe the learning by reinforcement of an individual. This theory is based on several principles of operant conditioning:

- **Positive reinforcement:** In this case it is anything that increases the strength of response and induces repetition of the behavior that preceded the reinforcement (adding something positive).
- **Negative reinforcement:** The removal of a negative reinforcer which increases the frequency of response (taking away something).
- **Punishment:** This is an undesirable consequence of a particular behavior (which is adding a negative consequence or removing a positive consequence).
- **Extinction:** It means the decline in response rate due to non-reinforcement (ignoring). (Stotz & col., 2011)

It can be said that reinforcement theory is based on the premise that consequences influence behavior. So, if there are positive consequences that follow certain behaviors, those behaviors will be more likely repeated. And also conversely, behaviors that bring negative consequences will more likely be avoided. So in case of volunteerism and volunteer motivation, this theory underscore the importance of positive consequences or reinforces like recognition, praise, feedback, and appreciation. (Shamima, 2013)

3.3.2.2. Expectancy Theory

This theory is a cognitive process theory of motivation that is based on the idea that people believe that there are relationships between the efforts they put forth at work, the performance they achieve from that effort, and also the rewards they receive from their effort and performance. In other words, people are and will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards. (Lunenburg, 2011)

Expectancy theory is actually based on four assumptions. First one assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how those individuals react to the organization. A second assumption is about an individual's behavior. It says that his or hers behavior is a result of conscious choice. That means that people are free to choose those behaviors suggested by their own expectancy calculations. A third assumption is that people actually want different things from the organization (e.g., good salary, job security, advancement, and also challenge). A fourth one is

that people will choose among alternatives so as to optimize outcomes for them personally. Expectancy theory which is based on these assumptions has three key elements: expectancy, instrumentality, and valence. An individual is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence) as is visible from Figure 4. (Lunenburg, 2011)

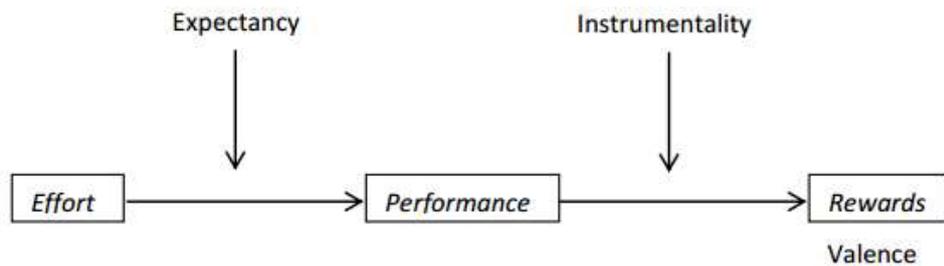


Figure 4: Basis expectancy model (Source: Lunenburg, 2011)

Expectancy theory is included since it shows the importance for organizations to be clear about their goals and also what difference the volunteers can do by participating and also making an effort. It is therefore necessary to provide volunteers with clear guidelines so the volunteers can aim their energy at doing things that will directly contribute and help the organization to reach its goals. (Reinklou & Rosén, 2013)

3.3.2.3. Adam's Equity Theory

Equity theory helps to explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-rise can have a demotivating effect on other employees. When people feel like they are fairly or advantageously treated they are also more likely to be motivated; on the other hand, when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation. Employees seek to maintain equity between the inputs that they bring to their job and the outcomes that they receive from it against the perceived inputs and outputs of others. There is the belief that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. Words like efforts and rewards, or words as work and pay, are an over-simplification - hence the use of the terms inputs and

outputs. Inputs are logically what we give or put into our work and outputs are everything we take out in return. Typically outcomes are things such as job security, esteem, salary, employee benefits, expenses, recognition, reputation, responsibility, sense of achievement, praise, thanks, stimuli etc. (Ball, 2012)

In case of volunteers it can be said that volunteers should be motivated with the stress on the recognition of outputs that are resulting from volunteering activities other than salary. Mostly the benefits that as recognition, also reputation, sense of achievement etc.

3.3.2.4. Goal setting Theory

This theory discusses motivation and the importance of specific goals that are difficult but achievable and also that it is significant with feedback on performance. It was developed by Edwin Locke in the mid 1960's and applies to human motivation and it aims at trying to explain why some people may perform their tasks better than others. The research was made in laboratory settings and the findings were as follows; it is proved that the more difficult the goal is the greater is the achievement and the more specific and more precisely the performance is regulated. According to the research it can be said that when people strive for goals on complex tasks, they are least effective in discovering suitable task strategies if; they have no prior experience, there is a high pressure on performance or time pressure. All those three elements (goals, commitment and self-efficacy) mediate the effect of numerous personal traits and incentives on performance. Goal-setting mechanism can be trained but also adopted for the purpose of self-regulation and lastly, goals lead to self-satisfaction and harder goals that requires higher accomplishments in order to attain self-satisfaction rather than easy goals. It is actually a bit sensitive discussing performance and efficiency when talking about volunteers since that is what they are, they are there by free will and therefore managers cannot put pressure on them because then they might leave their mission. A common reason of why some people chose to get involved in non-profit organizations is that they want to satisfy intangible things such as feelings. For this purpose and in order for these volunteers to experience these feelings, the management can apply the goal setting theory and use it as guideline to help the volunteers to reach the goals that they may have in order to create satisfaction among the volunteers within the organization. (Reinklov & Rosén, 2013)

3.4. Motivation to be a volunteer

The core issue in the study of volunteerism is the motivation of volunteers. The deeper understanding of volunteer's motivation could be a useful tool to attract new volunteers. Motivation therefore deals with the decision-making process of individuals that relates to why they actually want to be volunteers. (Mlčák & Zášková, 2013)

Volunteers need to be challenged, they need to work towards a mission and believe in it, they need continuous training and to see results. Therefore, this leads to the assumption that every group in the work force have to be managed differently at different times. For example employees need to be managed as 'partners' and be treated as equals, they also must be persuaded and not ordered. In other words, it can be said that management of people is a "marketing job," where the essential question being asked by the manager is not, "what do we want," but rather what the other party wants, what are his goals, and how are results considered (Drucker, 2001).

In many cases, the motivation is generated from the area of inner values and ideals, interest can also play its role as volunteers can enrich and also further develop their abilities throughout volunteerism as well as their personality. Also habits can have significant influence on motivation. If a child have been already since childhood raised in a way in which the fact that help is normal played its role, it will certainly have better prerequisites to become a volunteer in adulthood. It is also possible to achieve this through the cultivation of certain skills that an individual will use at voluntary work. (Motyčka, 2011)

3.4.1. Functional Approach

When studying the motivation of the volunteer, the functional approach is dominant. It is focused on identification of crucial functions or motives that lead people to participation into volunteering activities. (Mlčák & Zášková, 2013)

It is a motivational perspective that directs inquiry into the personal and social processes that initiate, direct, and also sustain action. A core proposition of functionalist inquiry is that people can and they also do perform the same actions in the service of different psychological functions (e.g., different people engage in

the same volunteer activity but do so to fulfill different motives). The functional approach suggests that important psychological events, such as embarking on a course of volunteer activities and then maintaining those activities over extended periods of time, depend on matching the motivational concerns of individuals with situations that can fully satisfy those concerns. Finally, research stimulated by motivationally oriented analyses of a wide variety of cognitive, affective, behavioral, and interpersonal processes, supports the key functionalist themes (Clary & Snyder, 1999).

3.4.1.1. Main Functions

Researches also show that volunteering is closely connected mostly with these four functions:

- **The knowledge function** – this one is connected to an effort to understand the outside world, the social environment and our own experience.
- **Social-adjustment function** - Refers to normative situations in which individuals try to act in accordance with social expectations and roles.
- **Ego-defensive function** – it is connected to the inner conflicts, which are caused by an effort to protect individuals from threatening insight into themselves.
- **Value-expressive function** – this one is connected to the values, which people receive and to which they believe.

This approach is based on the idea that people's decision to become a volunteer is based on their rational decisions in which they cognitively consider the possible gains from this activity. (Mlčák & Zášková, 2013)

3.4.1.2. Volunteer Functions Inventory

With the conceptual foundation provided by the functional approach, Clary & Snyder (1999) created and refined the Volunteer Functions Inventory (VFI), an instrument that assesses each of the six functions potentially served by volunteering (see Table 3).

Function	Conceptual definition	Sample VFI item
Values	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me to get my foot in the door at a place where I would like to work.
Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

Table 2: Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI) (Source: Clary & Snyder, 1999)

According to the research that was done by Clary and Snyder (1999), respondents most typically report that Values, Understanding, and Enhancement are the most important functions, and that Career, Social, and Protective are less important functions. However, the ordering and absolute importance does vary across groups (e.g., the Career function was more important to younger respondents and less important to older ones). Furthermore, findings concerning the importance of the functions also clearly point to the multimotivational nature of volunteering. Different volunteers pursue different goals, and the same volunteer may be pursuing more than just one goal. Indeed, roughly two thirds of respondents indicate having two or even more important motivations.

The functional approach also implicates the importance of matching volunteers' motivations to the benefits that volunteerism provides. Furthermore, empirical evidence suggests that matching benefits with personal motivations of volunteers results in positive volunteer outcomes. (Houlse et al., 2005)

Based on the research that has been made in Czech Republic, as can be seen in Table 4, the most frequent reasons that motivated volunteers were: enjoyment of the activities, opportunity to apply their skills, feeling of the importance to help others and also the belief that it is their civic duty.

	Really/a lot important
I simply enjoyed it	85%
Opportunity to apply my skills	77%
I simply feel it is important to help others	76%
The belief that it is my civic duty	54%

Table 3: The results of the data gathered on the question: How important were the following reasons for your decision to carry out voluntary work? (Source: Frič, Pospíšilová, 2010)

As is visible from Table 4, the data obtained confirms that the most widespread motivation of Czech volunteers is a pleasant filling of free time or self-realization. This finding relieves the pantheism often used to promote volunteer activity in public. On the other hand, the altruism of Czech volunteers is not undermined by this finding. Most respondents also "feel" that it is important to help others without the right to reward.

In this last chapter are presented the theoretical approaches that will be further developed and used within the practical part of the thesis. Based on this approach will be assessed the factors which motivate volunteers to participate in volunteering activities. For identification of concrete the concept based on Volunteer Functions Inventory will be used. Practical part of the work will also discuss the concrete factors that motivate volunteers to choose the particular developing country.

4. Practical part

In this part of the thesis, theoretical background materials from previous parts of the paper will be used practically in connection to the questionnaire survey. The main aim of this chapter is to present and analyze the acquired data and also to describe the method of data collection that have been used, their analysis, presentation and introduction of respondents, the assessment of volunteers' motivation and overall findings.

4.1. Objectives and methodology

The main objectives of this work is to answer two research questions:

1. What are the motivating factors of Czech volunteers for joining a volunteer program in Third World countries?

- *Sub question 1: What factors do motivate volunteers to participate in volunteering programs for longer than 6 months?*
- *Sub question 2: What factors do motivate volunteers to participate in volunteering programs again?*

2. What are the motivating factors of Czech volunteers that motivates them to choose concrete country to volunteer into?

Theoretical part of the thesis was processed as literature review. It is a text that aims to provide a critical overview of current knowledge about a particular topic. Literary review is a common part of science-based literature and often precedes the design of research projects and the selection of appropriate methodology. Its main objective is to bring readers a current overview of the current literature on the topic and provide background material from which it is possible to evaluate the legitimacy of the proposed future research. (Jersáková, 2010)

Practical part of the thesis is devoted to online research focused on the data collection within an online platform. Question processing was done by quantitative analysis. A model for quantitative research is the methods of natural sciences. Data collection is conducted using standardized interview, questionnaire, or observation techniques. Quantitative research enables representative population surveys to be generalized to the population. It also allows theories to be tested. It has numerous

benefits, such as relatively fast data collection and rapid analysis, and provides accurate numeric data and assurance that the results are independent of the researcher. It is especially useful when exploring large groups. (Olecká & Ivanová, 2010)

4.2. Research methods

When choosing the most appropriate methodologies, I had several options. After a subsequent analysis of the techniques, advantages and disadvantages of the individual methods, it became clear that the questionnaire survey would be most suitable for finding the motivation and satisfaction of the volunteers. Within the research part I am referring to the study of "Volunteer Function Inventory" (VFI), which I mentioned in the theoretical part of my thesis. In line with this theory, I identify six areas of motivation for volunteering: Career, knowledge and skills (Career); Social relations (Social); Personal development (Enhancement); Life values (Values); Protective themes (Protective); Organizational context (Understanding). Those are also further evaluated according to the theory of extrinsic and intrinsic motivation. The questionnaire is attached, Annex no. 2 (Czech version) and Annex no. 3 (English version). Processed data of the questionnaire are also attached as Annex no. 4.

4.3. Form of questionnaire

It was created on online platform, more specifically, by Google Forms. In order to create a questionnaire that could map the broad spectrum of respondents, the form of twenty-two questions was chosen. Online survey was divide into 6 sections.

Within the first part respondents were further sent to one of the 3 specific parts of the survey based on their previous experience with volunteering in developing countries. Those parts were mainly focused on the way they found out the opportunity to volunteer, in which area they do or like to volunteer and also on their selection of the country.

The main part of the survey was focused on specific motivational factors of volunteers. This part consisted of 4 questions mapping the motivation factors for

engagement in volunteering activities in Third World countries and also factors that motivate volunteers in choosing the specific country to volunteer into.

The last section surveyed the Respondent Identification data needed for statistical processing of results.

Survey was available on Google Form platform for 2 months. Responses of volunteers were projected to excel spreadsheet and further analyzed.

4.4. Survey respondents

The target group for data collection were people dedicated to volunteering. According to the fact that the given survey took place within the chosen online platform, questionnaire distribution also took place in electronic form. It was distributed within the groups of volunteers with help of the INEX organization. This Association of voluntary activities distributed the questionnaire via online link posted on their Facebook page. This page has 6746 followers, but since the change of Facebook reach policy, number of reached audience climbed to approximately 6.5% (438 followers). From this audience, 105 followers filled the survey, which is 24% of reached audience.

Within this part will be also introduced the identification data of respondents. 73% of all the participants were women. According to McClintock (2004), the amount of women that are engaged in volunteering activities is higher than the amount of men. Men, on the other hand, spend more hours at volunteering activities.

The age structure of respondents was not that varied as was expected. There were only two groups of respondents. First group were those of the age 18-26 (88%) and the second group were those of the age 27-35 (12%). Young people form the basis for volunteering activities. Mostly students have an opportunity to travel at least during summer to developing countries and therefore be the part of projects focused on development. University students covered 59% of all respondents. 38% of respondents were already employed and 3% are unemployed. In case of achieved level of education, most of the respondents (60%) are absolvents of Universities. 36% of respondents finished high school with GCSE and last group of respondents 4% achieved higher vocational education.

4.5. Interpretation of findings

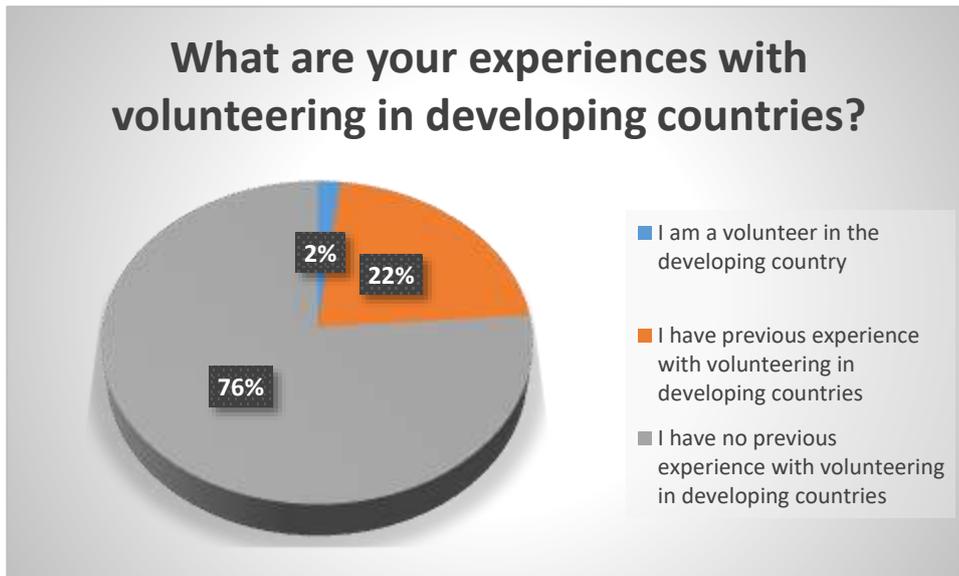
Within this subchapter the most important findings of each section of the survey will be described and interpreted. Even if the concrete question of second, third and fourth section were slightly different and were examining volunteers based on their previous experiences with volunteering, they are further generalized for the purpose of this study, since the proportion of respondents who have previous experience with volunteering in developing countries is low. These subchapters are used as a basis for the interpretation of the main parts of research.

4.5.1. Experience with volunteering

As was already mentioned, first question assesses the involvement of volunteers in volunteering activities in Third World countries.

Question 1: What are your experiences with volunteering in developing countries?

Respondents could choose one of the following options: I am a volunteer in a developing country; I have previous experience with volunteering in developing countries; I have no previous experience with volunteering in developing countries. In followed graph 105 responses are represented. As is visible from Graph 1, 24% of respondents had previous experience with volunteering in developing countries, but 76% of respondents, did not have any. Even if the proportion of those who already have an experience with volunteering is significantly lower, informative value of findings is still relevant, while those respondents who filled the questionnaire showed increased interest in the topic by doing so. There was a possibility to end the survey right after the first question in case that they had no interest to participate in volunteering projects focused on development within Third World countries.



Graph 1: What are your experiences with volunteering in developing countries?

Based on their answer respondents were further sent to section, which was basically dealing with the basic attributes of their volunteering experience. Those who chose the last option were directed to the next section, the others were directed to the section 3.

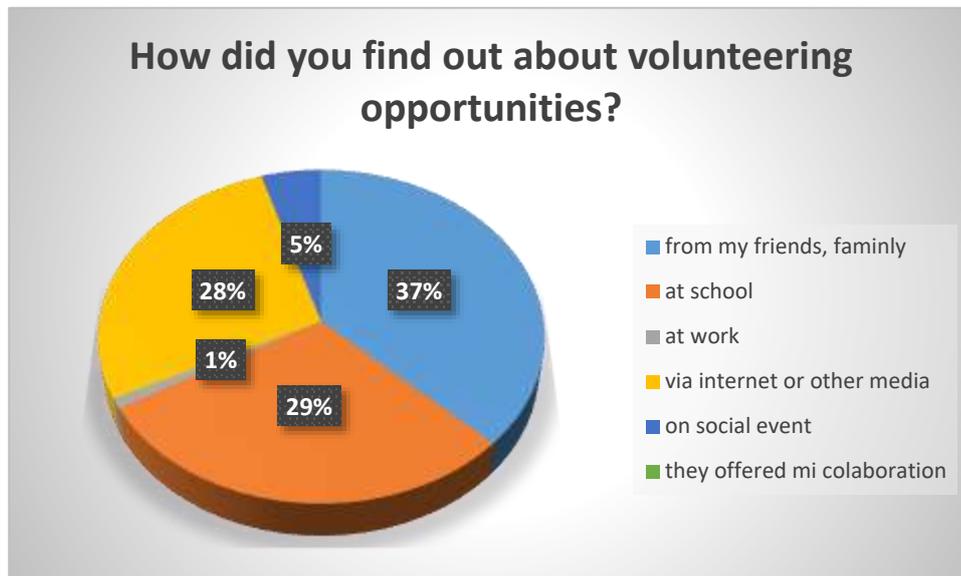
4.5.2. Aspects of volunteering activities

Respondents were directed to these two sections based on their answers on previous question. As was mentioned before, those with no previous experiences were sent to section 2, those who had some to section 3. These sections both deal with the attributes of volunteering as: how the respondents found out about volunteering; in what kind of volunteering activity are they engaged in; in which of the developing countries would they like to work as volunteers; for how long are they willing to stay there and for those who already have an experience with volunteering, there were two more questions asking about their stay in these countries: how was their experience and whether they would consider to travel to the developing country as a volunteer again.

Question 2: How did you find out about volunteering opportunities?

As is visible from Graph 2, most of the respondents learned about volunteering from their friends and family (37%) and also almost same amounts of volunteers learned about volunteering opportunities via internet or other media or

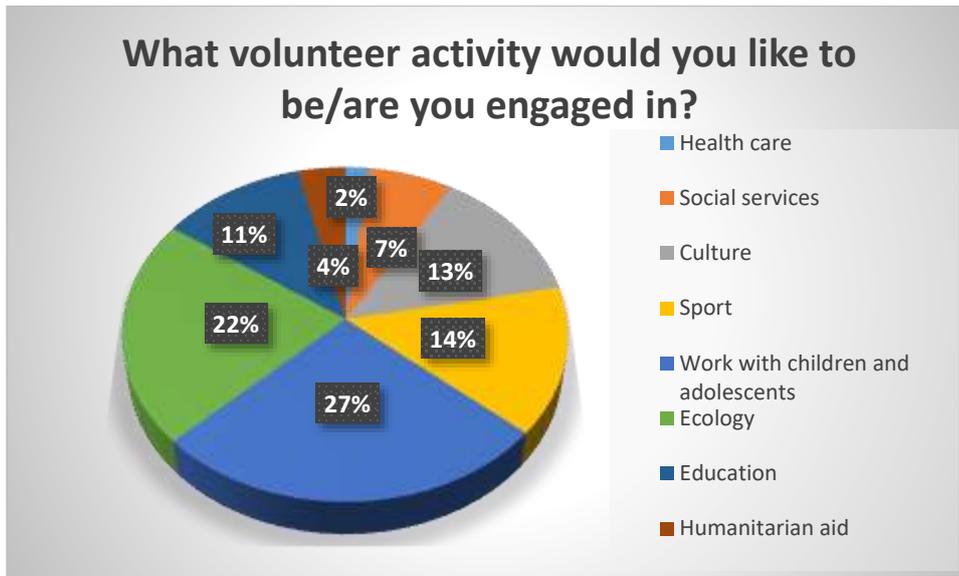
at school. On the other hand, just 5% of respondents found out about volunteering on social event and just 1% at work.



Graph 2: How did you find out about volunteering opportunities?

Question 3: What volunteer activity would you like to be/are you engaged in?

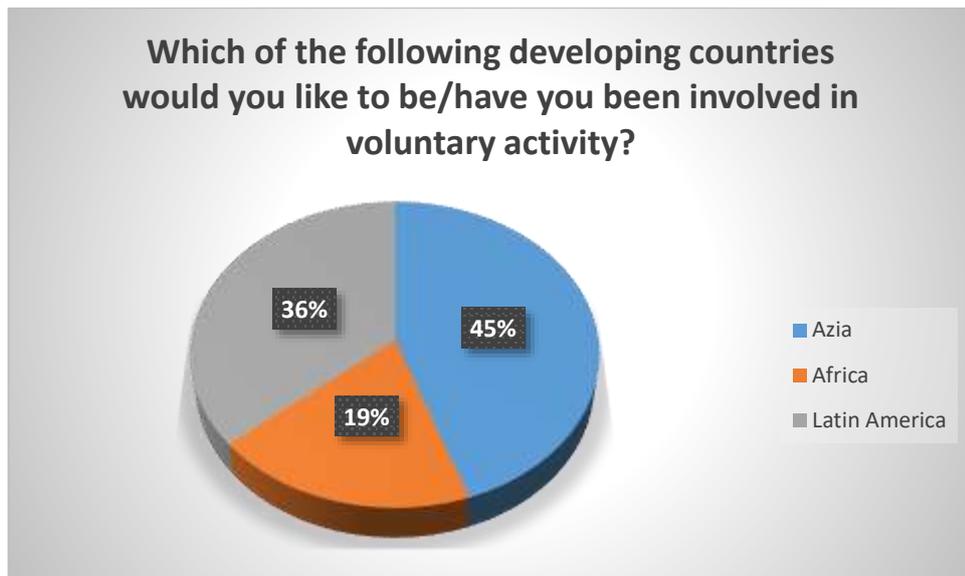
Graph 3 shows the responses of respondents focused on the area of volunteering activities. There were 2 main areas in which volunteers would like to be or already are engaged in. Those are: work with children and adolescents (27%) and ecology (22%). These two areas are covered by almost a half of the respondents. There were other 3 categories that were a bit less significant and those were: sport (14%), culture (13%) and also education (11%). The least significant areas of volunteering were: social services (7%), humanitarian aid (4%) and health care (2%).



Graph 3: What volunteer activity would you like to be/are you engaged in?

Question 4: In which of the following developing countries would you like to be/have you been involved in voluntary activities?

Graph 4 shows the proportional representation of countries that were chosen by respondents according to their interest to be involved in volunteering activities there or their experience with volunteering activities in these countries. It shows that most of the respondents were interested in countries of Asia. More concretely Indonesia and Cambodia. Right after Asia, respondents were interested also in Latin America (36%). Within this area, most popular were Brazil, Mexico and Peru. Africa, on the other hand, was not that interesting for respondents according to the data (19%). Within this region, only two countries were a bit more interesting for more than two respondents and those were Kenya and Ivory Coast. The list of countries is a bit longer and it is also a part of the Annex (Annex 4), but for the purpose of this study it is not necessary to evaluate each country separately.

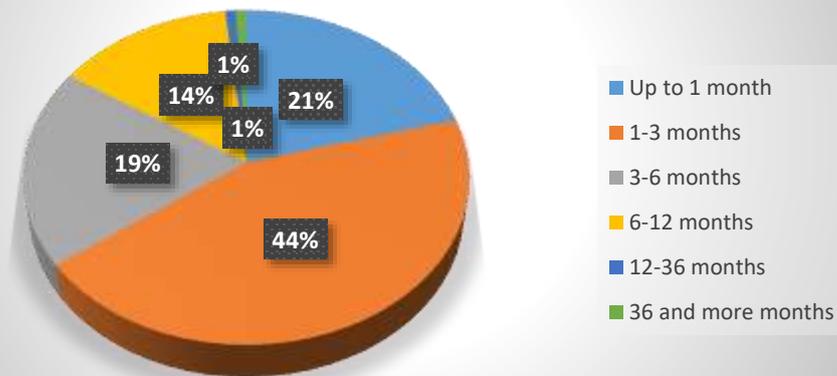


Graph 4: Which of the following developing countries would you like to be/have you been involved in voluntary activity?

Question 5: For how long are you willing to stay in a developing country as a volunteer?

This question deals with the length of stay of volunteers in developing country (Graph 5). Respondents were supposed to choose one of the following options: up to one month; 1-3 months; 3-6 months; 6-12 months; 12-36 months; 36 and more months. Most of the respondents are willing to stay up to 3 months (44%). Those were mostly young people aged 18-26, still studying, which gives them the opportunity to travel for the summer. Significant amount of respondents is also visible in case of stay for up to 1 month (21%), up to 6 months (19%) and also up to 1 year (14%). On the other hand only 2% of respondents were willing to stay longer than 1 year.

For how long are you willing to stay in a developing country as a volunteer?

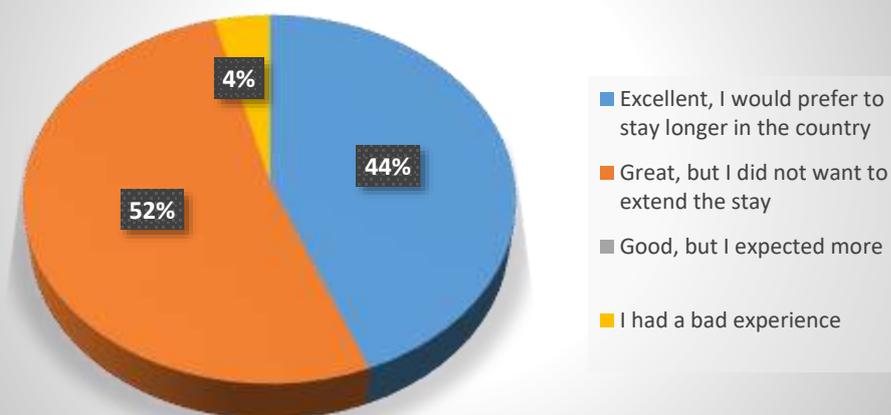


Graph 5: For how long are you willing to stay in a developing country as a volunteer?

Question 6: What was your experience with volunteering in a developing country?

This question was focused on those who had previous experience with volunteering in developing countries and therefore they were supposed to evaluate their experience. 96% of respondents report they have a good experience with volunteering in developing countries, but only 44% of respondents preferred to extend the stay in the country.

What was your experience with volunteering in a developing country?



Graph 6: What was your experience with volunteering in a developing country?

Question 7: Would you consider re-traveling to the developing country as a volunteer?

This question was really easy to answer by all the respondents. 100% of those who had previous experience with volunteering in Third World countries answered: Yes.

4.5.3. Motivation of respondents

This part is the core part of this thesis. The questions that were focused on the motivational factors were created in a form of a Likert scale. It is the method used to determine the level of consent or disagreement with the claim that respondents are confronted with. (Rod, 2012) Likert scales are a really common ratings format for surveys. Respondents rank quality from high to low or best to worst, using five or seven levels. (Elaine & Seaman, 2007) In this case, five levels scale was used, while 1 stands for the positive answer and 5 for the negative.

To evaluate the acquired data I used the method that utilizes the mean. Individual coefficients were assigned from 1 to 5 and the values obtained were then multiplied by the corresponding coefficient. The resulting values were added and based on the average. The evaluation of the results is based on the scales that were determined. If we evaluate using a frequency, we can compare the individual values with each other. Thus, we can create a sequence of values, i.e., we find out which value was placed in the first to last place. (Gavora et al., 2010)

Within this part the answers of respondents will be analyzed also according to gender.

Question 1: Please indicate to what extent the following factors motivated you to participate in volunteer activities aimed at the development of Third World countries?

First question focused on motivation factors that in general motivate volunteers to participate in volunteering activities within the Third World countries. It can be said that the proportional values are not very different. The ranks of the factors are in order with the functional theory, which indicate the highest ranks for those factors that are mostly connected with Values, Understanding, and Enhancement. As is visible from Table 6, the highest rank belongs to the function

of Values, which is represented by the motive to help others. It is very closely followed by motives that belong to Understanding function and after that by Enhancement. As opposite, the lowest ranks belong to the motives such as having fun, which was actually quite surprising according to the functional theory.

Also differences between the rates of women and men are very interesting. According to the data, women mostly chose learning more about the local culture as their main motivation factor, which can be also connected to the function of understanding. Men placed this motive on a fifth place within their list of motives. For women it is mostly expected to show their connection to the caring factor and values. On the other hand, in case of men a surprising fact was that the motive of opportunity to travel ranked at the last place, while women ranked it as their number four. Tables connected to this topic are available in annexes (Annex 4).

Motives	Average	Rank
Helping others	1,69	1
Acquiring new experience	1,74	2
Learn more about the local culture and people	1,78	3
A sense of usefulness	1,92	4
A meaningful use of free time	2,00	5
Opportunity to travel	2,08	6
International volunteering as a way of self-knowledge	2,10	7
Interest in the area of expertise	2,17	8
Improving language skills	2,19	9
Education	2,21	10
Interest in development issues	2,24	11
Fun	2,55	12

Table 4: Factors which motivate volunteers to participate in volunteering activities focused at the development of Third World countries?

Question 2: Please indicate to what extent are you identified with the following motivational factors when choosing a particular developing country.

This question analyzes the extent to which are respondents of this survey identified with following motivational factors when they are deciding to which developing country they will travel as volunteers. According to the data showed in Table 7, most important motive for respondents was an interest in local culture. Based on the functional approach it can be said that the motivational function that dominates within this decision is Understanding. Volunteers are likely to explore

and acquire new experiences in unfamiliar and new environment. They want to go for an adventure, get to know the culture and local people and volunteering is a good opportunity to do that. Also respondents stated that the security situation in a given country is important to them as well as the amount of services provided by volunteering organizations. The possibility to speak English in a given country ranked 5 within the list of motives and also the focus of the project does not mostly prevails over an interest in a given country. Volunteers were mostly interested in the amount of services provided by volunteering organization but they do not care that much about the cost of travel. Also the distance of a chosen country does not seem to be that important to volunteers, since there is almost no difference between the options of the farthest and closes country to the country of origin. The last place within the ranking list belongs to the social motive – family ties or background. In this case it is more likely to assume that volunteers are not lead by family ties in the process of choosing a country in which to pursue a volunteer activity.

There are also some differences within preferences considering the gender of respondents, nevertheless those are not that significant. For example, it is worth mentioning the ranking of the motive seeing volunteering as an opportunity to visit preferred country. In case of women, this option ranked second, but in case of men it ended up on seventh place. Also for men was the most important motive the amount of services provided by volunteering organization in opposition to women who ranked it as their fourth choice.

Motives	Average	Rank
I am interested in local culture	1,78	1
I like the country in general and it is a good opportunity to visit it	2,02	2
The security situation in the country is very important	2,03	3
The amount of services provided by volunteer organization	2,04	4
The ability to speak English is very important to me	2,30	5
Most important is the focus of the project, not the country where the project will take place in	2,51	6
Travel costs should be as low as possible	2,59	7
I am interested in improving my language skills	2,68	8
The cost of living in a given country is very important to me	2,80	9
I would like to visit a country that is far away from my home country	3,22	10
I would like to volunteer in a country closest to my home country	3,90	11
I have family ties, backgrounds in that country	4,10	12

Table 5: Motivational factors for choosing a specific developing country to volunteer into

Question 3: To what extent would the following factors motivate you to engage in a project with a duration of 6 months or longer?

This question was an extension to the original question of motivation of Czech volunteers to participate within volunteering activities focused on development in Third World countries. It was focused on the factors that motivate volunteers to participate in volunteering activities at least for 6 months.

According to the findings (Table 8), the most motivating factors were focused on some kind of education and self-improvement. These can be also connected to the function of Career, but also to the function of Understanding. Other factors that are ranked lower are, for example, amounts of services provided by volunteering organization, which ranked seventh and also poor personal situation in home country, which ranked 8th. This is interesting in comparison with previous question in which the motive of the amount of services provided by volunteering organization ended up at one of the top positions in case of the factors that motivate volunteers in process of choosing a concrete country. So it can be said, that volunteers do care about the amount of services provided by organization when they choose the concrete country, but they are not motivated by this factor in such a way when they consider to participate in volunteering activities with duration 6 months and longer.

The diversities between the genders in chosen population of volunteers were in this case also very slight. The most significant was the placement of a motive: testing of the abilities of volunteers. This was ranked higher in case of women (3rd place) and in case of men it was on 6th place.

Motives	Average	Rank
Education and acquisition of new experience	1,68	1
To get to know a foreign country and its culture closely	1,70	2
Testing your abilities	1,96	3
Improving language skills	2,01	4
Self-knowledge	2,10	5
Experience life abroad	2,15	6
The amount of services provided by volunteer organization	2,28	7
Poor personal situation in home country	3,25	8

Table 6: Factors motivating volunteers to get engage in a project with a duration of 6 months or longer

Question 4: If you are already in a developing country as a volunteer, or you were, to what extent would the following factors motivate you to re-engage in a development project?

This part of the survey was dedicated to the factors that motivate volunteers in repeated participation in developing countries after their previous experience. This question was mandatory and only those with previous experience with volunteering were supposed to fill it.

According to the data visible in Table 9, the highest ranked factor was the visible impact of volunteer's work, which can be classified as function of Enhancement. Second was motive of exploring new places and cultures, connected to the function of Understanding and also Social. Possibility of possible development ranked high, even if those motives based on Career function usually occupy the last places. It was even higher than the enjoyment motive. Previous good experience and also the amount of services provided by volunteering organization ranked last.

Differences between the genders are present. Men were mostly putting professional development as a part of the Career function higher than women. They were more motivated by factors of Values and Enhancement.

Motives	Average	Rank
The visible impact of my work	1,59	1
Exploring new places and cultures	1,61	2
Possibility of professional development	1,77	3
I enjoy volunteering	1,84	4
Previous good experience	1,98	5
The amount of services provides by volunteer organization	2,15	6

Table 7: factors that motivate volunteers to re-engage in a development project within developing countries

4.6. Summary of findings and discussion

Based on the acquired data, the following findings were observed.

- *Motivational factors of Czech volunteers for joining a volunteer program in Third World countries*

With the use of Volunteer Function Inventory (VFI), the main motivation factors of Czech volunteers for joining a volunteer program in Third World countries were identified. Those belonged to one of three categories of VFI (Values, Enhancement and Understanding). The options chosen for the questionnaire were also developed based on the VFI functions that are, according to the authors, mostly identified as most motivational. Concretely those are as followings according to the ranking of respondents:

- Helping others
- Acquiring new experience
- Learn more about the local culture and people
- A sense of usefulness
- A meaningful use of free time
- Opportunity to travel
- International volunteering as a way of self-knowledge
- Interest in the area of expertise
- Improving language skills
- Education
- Interest in development issues
- Fun

This question was also further examined by two additional sub questions taking into account the motivational factors for long term volunteering and also re-engagement of volunteers into volunteering activities.

First one showed that the main factors that are considered by volunteers are focused mainly on the interest in local culture and overall interest in the visit of chosen country, followed by the amount of services provided by volunteering organization and security situation. Least interesting were for volunteer Social factors and distance from home country.

Second one was characterized by high ranking of understanding factors and also career. First place ranked the acquisition of new experience followed closely by an interest in getting to know the country better. Least influential factors were in this case the amount of services provided by volunteering organization and also the poor situation in home country.

- *Motivating factors of Czech volunteers that motivates them to choose concrete country to volunteer into*

Factors that were chosen for the purposes of this survey ranked as followed:

- I am interested in local culture
- I like the country in general and it is a good opportunity to visit it
- The security situation in the country is very important
- The amount of services provided by volunteer organization
- The ability to speak English is very important to me
- Most important is the focus of the project, not the country where the project will take place in
- Travel costs should be as low as possible
- I am interested in improving my language skills
- The cost of living in a given country is very important to me
- I would like to visit a country that is far away from my home country
- I would like to volunteer in a country closest to my home country
- I have family ties, backgrounds in that country

In this case the factor that belongs to Understanding function ranked first, followed by Enhancement function.

The above processed data indicates also the type of motivation. Almost all of the functions that were used to evaluate data could be identified as internal motives. The only external motives are those that could be identified with Career function. This function never represents the leading positions within the answers.

Based on the acquired knowledge of this topic and within this thesis, further recommendations for future practice can be formulated. In this case the best way of how the results can be implemented in practice is the development of a recruitment strategy for volunteering organizations. Volunteers should be interviewed in the beginning of mutual cooperation between the candidate and volunteering organization. It could be done via questionnaire or personal interviews focused on the identification of main volunteer's interests and motivators for participation in volunteering activities focused on the development of Third World countries, or even on volunteering in general. Those should be based on the three most important motivating functions that were identified: Values, Enhancement and Understanding. Based on their answers, recruiters will be able to analyze which activity and position will fit the best for the candidate. This should work for the benefit of both parties.

This approach could be also used as a controlling method within volunteering organizations, evaluating the level of motivation of a given volunteer in a given task or area in which volunteer works. This could help the organization and also the volunteer to prevent the losing of interest of volunteers involved in certain activities and also impede their potential leave. For example, in case of developing countries, those volunteers who are strongly motivated by Social function should be more likely involved in activities focused on humanitarian help than those with the focus on cultural events.

5. Conclusion

Since the topic of volunteerism is discussed a lot in the last years, also thank to the European Year of volunteering in 2011, there is a growing need to develop the suitable strategies that will be able to address and maintain growing amount of volunteering interest and carried activities. This need is also reflected in relation to development projects that take place in developing countries. In order to achieve consensus in the area of development within Third World countries, it is necessary to implement strategies that will meet the needs of these countries as well as interests of volunteers who are willing to participate in activities with focus on development. For this purpose it is crucial to identify the factors that motivate volunteers to participate in this area and implement these within the creation of recruiting strategies of volunteering organizations.

This thesis was oriented on the topic of motivation of volunteers interested in volunteering activities focused on the development of Third World countries. The main aim was to identify motivational factors of Czech volunteers for participation in volunteering projects in this field. Also there was a second area of interest and that was the identification of motivational factors which motivate volunteers to choose a specific country. To evaluate these factors the theoretical approach of functional method was chosen.

Since the thesis is using a functional approach as a method for the identification of main motivational factors of volunteers, six functional motives of Volunteers Functions Inventory were used as a basis for evaluation of acquired data. Those were: Values, Understanding, Enhancement, Career, Social and also Protective function.

In case of First research question, according to the acquired and processed data, it can be said that respondents were mostly motivated by their desire to help people in need. This is, from the point of view of Functional theory, closely connected to the Values function. Through that people express their altruistic values by which their behavior is motivated.

Also there were slight differences in responses observed, considering the gender of respondents. As was mentioned previously, women are mostly motivated

by the functions connected with Values, Enhancement and Understanding and men are, on the other hand, highly motivated by factors connected with career. These concepts were mostly true, but there were few exceptions, when, for example, women were more motivated by the factors as education and gaining of new experience while man were, within the same set of given motivation factors, interested more in helping to others. The value factor therefore still seems to be predominant even in case of men.

In case of the second research question, function connected with understanding was ranked first. It was, more concretely, an interest in local culture and also an interest for this country in general. Respondents saw volunteering as a good opportunity to visit countries they were interested into. Social function in this case ranked on the last place.

Recommendations for further practice were also formulated together with the summary of main findings of this thesis. Those could be used as a background for the proposal of recruitment strategies for volunteering organizations to attract more volunteers to get involved in projects focused on the development of Third World countries together with the possible proposal of a controlling method for volunteers that are already engaged volunteering activities. These findings could be used as a subject for a further research.

6. References

BEDRNOVÁ, E. & NOVÝ, I. Psychologie a sociologie řízení. 3. Volume. Prague: Management Press, 2007. ISBN 978-80-7261-169-0.

BLOISI, W.; CURTIS W. COOK & PHILLIP L. HUNSAKER. Management and organisational behaviour. 2. European ed. London [u.a.]: McGraw-Hill Education, 2007. ISBN 9780077111076.

BROZMANOVÁ GREGOROVÁ, A., MARČEK E., MRÁČKOVÁ A. Analýza dobrovolnictva na Slovensku. PDCS,o.z. – PANET, 2009.

DRUCKER, P. F. Management challenges for the 21st century. New York: HarperBusiness, 2001.

HALSE A. J. Humanistic Psychology: Maslow, Glasser and Frankl. In: Jerlang, E. red. Developmental psychological theories - an introduction. Stockholm: Liber. 2008. pp.272-297

HOULE, B. J., SAGARIN, B. J., & KAPLAN, M. F. A Functional Approach to Volunteerism: Do Volunteer Motives Predict Task Selection? *PsycEXTRA Dataset*, 2005. 27(4), 337-344. Doi: 10.1037/e413802005-076

LUNDBERG, C., GUDMUNDSON, A. & ANDERSSON, T. Herzberg's Two-Factor Theory of Work Motivation Tested Empirically on Seasonal Workers in Hospitality and Tourism, 2009. *Tourism management*, vol. 30: 6, pp. 890-899.

MACKENZIE M., & MOORE G. The volunteer development toolbox: tools and techniques to enhance volunteer and staff effectiveness. Downers Grove, Ill: Heritage Arts Pub, 1993. ISBN 0911029419.

MATOUŠEK, O. et al. Metody a řízení sociální práce. 1. vyd. Praha: Portál, 2003. 384 s. ISBN 80-7178-548-2.

MLČÁK, Z. & H. ZÁŠKODNÁ. Prosociální charakteristiky osobnosti dobrovolníků. Ostrava: Ostravská univerzita v Ostravě, Filozofická fakulta, 2013. ISBN 978-80-7464-462-7.

MOTYČKA, P. Výchova k dobrovolnictví. In: Dobrovolnictví - opora občanské společnosti: čeho jsme dosáhli, kam směřujeme. Sborník z konference. Kroměříž: Klub UNESCO Kroměříž ve spolupráci NDC HESTIA Praha, 2011.

MYDLÍKOVÁ, E. et al. Dobrovolníctvo – efektívna študentská prax. 1. vyd. Bratislava: Asociácia supervízorov a sociálnych poradcov, 2007. 68 s. ISBN 978-80-968713-4-6.

NAKONEČNÝ, M. Motivace lidského chování. 1. vyd. Praha: Academia, 1996. ISBN 80-200-0592-7.

POSPÍŠILOVÁ, T. & FRIČ, P. První výsledky z výzkumu The Patterns and values of Volunteering In: Dobrovolnictví v české společnosti – současnost a perspektivy. Sborník z konference. Kroměříž: Klub UNESCO Kroměříž a HESTIA – Národní dobrovolnické centrum Praha, 2010

RABUŠIC, L. & J. HAMANOVÁ. Hodnoty a postoje v ČR 1991-2008: (pramenná publikace European Values Study). Brno: Masarykova univerzita, 2009. ISBN 978-80-2104-952-9.

RYAN, R. M. & DECI, E. L. Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 2000. 25:54–67.

SHAMIMA, A. *Effective Non-Profit Management: Context, Concepts, and Competencies*. CRC Press, 2012. ISBN 1466575743.

SMÉKAL, V. 2004. *Pozvání do psychologie osobnosti*. 2. vyd. Brno: Barrister & Principal, 2004. 523 s. ISBN 80-86598-65-9.

SNYDER, M. & OMOTO, A. M. Volunteerism: Social Issues Perspectives and Social Policy Implications. *Social Issues and Policy Review*, 2: 1–36. 2008. doi: 10.1111/j.1751-2409.2008.00009.x

SOMROVÁ, L. & KLÉGROVÁ, A. *Dobrovolnictví*. Praha: Vzdělávací instituce ochrany dětí, 2006.

TOŠNER, J. & O. SOZANSKÁ. *Dobrovolníci a metodika práce s nimi v organizacích*. Vyd. 2. Praha: Portál, 2006. ISBN 80-7367-178-6.

ASHAVER, B. Poverty, Inequality and Underdevelopment in Third World Countries: Bad State Policies or Bad Global Rules? *IOSR Journal Of Humanities And Social Science*, 15(6), 33-38. Doi: 10.9790/0837-1563338, 2013

OLECKÁ, I. & K. IVANOVÁ. Metodologie vědecko-výzkumné činnosti.
Olomouc: Moravská vysoká škola Olomouc, 2010. ISBN 978-80-87240-33-5.

MOLENI, C.M. & GALLAGHER, B.M. Five country study on service and
volunteering in Southern Africa: Malawi country report. Unpublished research
report. Johannesburg: VOSESA; Centre for Social Development in Africa, 2006

PATEL, L. 'Theoretical perspectives on the political economy of civic service'
Perold, H, Stroud, S and Sherraden, M (eds), Service enquiry: Service in the 21st
century, First edition, Johannesburg: Global Service Institute and Service Enquiry
Southern, 2003

VAN TIL, J. MAPPING THE THIRD SECTOR: VOLUNTARISM IN A
CHANGING SOCIAL ECONOMY (The Foundation Center, 1988), 270 pp.

MCCLINTOCK, N. Understanding Canadian volunteers: using the National
Survey of Giving, Volunteering and Participating to build your volunteer program.
Toronto: Canadian Centre for Philanthropy = Centre canadien de philanthropie,
2004. ISBN 1554010691.

Zákon č. 198/2002 Sb., o dobrovolnické službě a o změně některých zákonů
(zákon o dobrovolnické službě). In Sbírka zákonů. 22. 4. 1998. ISSN 1211-1244.

Online sources

GAVORA, P. ET AL. Elektronická učebnica pedagogického výskumu. [Online]. Bratislava: Univerzita Komenského, 2010. ISBN 978–80–223–2951–4. Retrieved from: <http://www.e-metodologia.fedu.uniba.sk/>

BALL, B.. A summary of motivation theories. [Online] 2012. Retrieved from <http://www.yourcoach.be/blog/wp-content/uploads/2012/03/A-summary-of-motivation-theories1.pdf>

BOUKAL, P. Nestátní neziskové organizace: (teorie a praxe). [Online] V Praze: Oeconomica, 2009. Vysokoškolská učebnice. ISBN 978-80-245-1650-9. Retrieved from: <http://www.digitalniknihovna.cz/mzk/uuid/uuid:dc6a50f0-59e7-11e4-8b11-005056827e51>

CAMERON, J., & PIERCE, W. D. R inforcement, reward, and intrinsic motivation: A meta-analysis. [Online] Review of Educational Research, 64, 363-423. 1994. Retrieved from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.848.8473&rep=rep1&type=pdf>

Canadian Centre for Philanthropy. The Benefits of Volunteering, [Online] 2004. Retrieved from: http://www.imaginecanada.ca/sites/default/files/www/en/giving/factsheets/benefits_of_volunteering.pdf

Charakteristika dobrovolnictví. (2015, August 12). Retrieved from: <http://www.nicm.cz/dobrovolnictvi-charakteristika>

CLARY, E. G., & SNYDER, M. The Motivations to Volunteer. *Current Directions in Psychological Science*, 8(5), 156-159. [Online] doi:10.1111/1467-8721.00037, 1999. Retrieved from: <http://move.org.sg/web/wp-content/uploads/2013/08/The-Motivations-to-Volunteer-Clary-and-Snyder-1999.pdf>

Dobrovolnictvo.sk. (2014). Denná dávka dobrovoľníctva. Retrieved from: <http://www.dobrovolnictvo.sk/menu/1/21/denna-davka-dobrovolnictva>

DUNLOP, P. Developing the Volunteer Motivation Inventory to Assess the Underlying Motivational Drives of Volunteers in Western Australia. [Online] Western Australia: CLAN WA Inc., 2004. Retrieved from: <https://volunteer.ca/content/clan-wa-inc-developing-volunteer-motivation-inventory-assess-underlying-motivational-drives>

ESMOND, J. Booming recruiting: An action research project. [Online] Perth: Volunteering Secretariat, Department for Community Development. 2004. Retrieved from: <http://www.volunteering.communitydevelopment.wa.gov.au/files/booming-recruiting.pdf>

GEISER, C., OKUN, M. A., & GRANO, C. Who is motivated to volunteer? [Online] A latent profile analysis linking volunteer motivation to frequency of volunteering. *Psychological Test and Assessment Modeling*, 56, 3-24. 2014. Retrieved from: http://www.psychologie-aktuell.com/fileadmin/download/ptam/1-2014_20140324/01_Geiser.pdf

GRAHAM, S., & WEINER, B. Theories and principles of motivation. In D. C. Berliner & R. Calfee (Eds.), Handbook of educational psychology (pp. 63-84). [Online] New York: Macmillan. 1996. Retrieved from:
http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/graham_weiner96.pdf

HUITING, W. Social Impact of Volunteerism, [Online] Atlanta: Points of Light Institute, 2011. Retrieved from:
http://www.pointsoflight.org/sites/default/files/site-content/files/social_impact_of_volunteerism_pdf.pdf

JERSÁKOVÁ, J. Literární rešerše, Jihočeská univerzita, Přírodovědecká fakulta, Katedra biologie ekosystémů, 2010. [Online] Retrieved from:
http://kbe.prf.jcu.cz/files/studenti/Literarni_researse.pdf.

KRÁTKÁ K., PERNICOVÁ H., Historie a současnost dobrovolnictví v České republice. [Online] Tišnov: Za sebevědomé Tišnovsko, o.s., 2010. Retrieved from:
http://sebevedome.tisnovsko.eu/download/dobrovolnictvi_CR_final.pdf

LOUGH, B. J. The evolution of international volunteering 1955-2015. [Online] Bonn, Germany. United Nations Volunteers, 2015. Retrieved from:
<http://www.ventao.org/cms/images/EvolutionInternationalVolunteering.pdf>

LUNENBURG, F. Expectancy theory in motivation: Motivating by altering expectations. International Journal of Management, Business, and Administration, 2011. [Online] Retrieved from
<https://pdfs.semanticscholar.org/6ce0/a17c0c51aadd099b9425a6e149f092bafa95.pdf>

MADSEN, K. B. Moderní teorie motivace. [Online] Praha: Academia, 1979.
Retrieved from: <http://www.digitalniknihovna.cz/mzk/uuid/uuid:c9986950-9f91-11e3-a744-005056827e52>

MARIE TAYLOR, T. Analyzing the Motivational Needs of Volunteerism Among Virginia Adult 4-H Volunteers [online]. Virginia Polytechnic Institute and State University. Blacksburg, Virginia, 2010. Retrieved from:
https://theses.lib.vt.edu/theses/available/etd-02222010103002/unrestricted/Taylor_TM_D_2010.pdf.

POSPÍŠILOVÁ, T. Grassroots Volunteering : Definitions, Concepts and Themes (March), 2011. [Online] Retrieved from:
http://www.dcul.cz/pdf/grassroots_volunteering_AGORA.pdf

REINKLOU, M. & J. ROSÉN. Motivating and retaining volunteers in non-profit organizations: A qualitative study within the field of management, striving for improvements. [Online]. Umeå, Sweden, 2013. Retrieved from: <http://www.diva-portal.org/smash/get/diva2:639371/FULLTEXT01.pdf>

SCHECH, S., & Dr. MUNDKUR, A. The Impacts of International Volunteering: Summary of the Findings (Rep.), 2016. [Online] Retrieved May 5, 2017, from http://www.cosmopolitandevlopmentproject.com/uploads/1/3/6/0/13608974/summary_report_final.pdf

Statistics Canada. Special Surveys Division, "National Survey of Giving, Volunteering and Participating. (2000). [Online] Canada. Retrieved May 9, 2017, from http://www23.statcan.gc.ca/imdb-bmdi/document/4430_D1_T1_V1-eng.pdf

STOTZ, R. & BRUCE B. Content and Process Theories of Motivation. [Online] Oxford: The Incentive Marketing Association, 2011. Retrieved from: <http://c.ymcdn.com/sites/www.incentivemarketing.org/resource/resmgr/imported/Sec%201.4.pdf>

The Role of Volunteering as an Integral Part of Community Development in Northern Ireland (Rep.). [Online] (2011). Retrieved May 5, 2017, from Volunteer Now website: <http://www.volunteernow.co.uk/fs/doc/publications/community-development-and-volunteering-briefing-paper1.pdf>

UDUJI, J. I. & M. O. ANKELI. Needs for Achievement, Affiliation, and Power: the Possible Sales Manager's Actions for Exceptional Salesforce Performance. Research Journal of Finance and Accounting. [Online] 2013, 4(9), 96-103. ISSN 2222-1697. Retrieved from: <http://www.iiste.org/Journals/index.php/RJFA/article/viewFile/6713/7122>

United Nations. World Economic Situation and Prospects 2012 - Global economic outlook (Publication). [Online] New York, 2011. UNSD — Methodology. (2017). Retrieved May 15, 2017, from <https://unstats.un.org/unsd/methodology/m49/>

Volunteer Development Agency. 'It's All About Time', Department of Social Development, 2007. [Online] Retrieved from: http://www.dsdni.gov.uk/print/index/voluntary_and_community/vcni-volunteeringstrategy/vcni-research-volunteerring-ni.htm

VOSESA. Models of international volunteering Trends, innovation & good practice. (Rep.), 2013. [Online] Retrieved from: <https://comhlahm.org/wp-content/uploads/2013/09/Models-of-International-Volunteering.pdf>

ROD, A. Likertovo škálování. E-LOGOS: Electronic Journal for Philosophy [online]. Praha: Vysoká škola ekonomická, 2012, s. 7-9. ISSN 1211-0442. Retrieved from: <http://nb.vse.cz/kfil/elogos/science/rod12.pdf>

ALLEN, I. E. Likert Scales and Data Analyses, 2007. Retrieved from: <http://asq.org/quality-progress/2007/07/statistics/likert-scales-and-data-analyses.html>

7. List of figures

Figures

Figure 1: Percentage of volunteers who reported gaining skills from Volunteer Activities	15
Figure 2: Theories of motivation.....	28
Figure 3: Relationship of Various Content (Needs) Theories.....	32
Figure 4: Basis expectancy model.....	34

Graphs

Graph 1: What are your experiences with volunteering in developing countries? 44	
Graph 2: How did you find out about volunteering opportunities?	45
Graph 3: What volunteer activity would you like to be/are you engaged in?	46
Graph 4: Which of the following developing countries would you like to be/have you been involved in voluntary activity?	47
Graph 6: For how long are you willing to stay in a developing country as a volunteer?	48
Graph 7: What was your experience with volunteering in a developing country? 48	

Tables

Table 1: Percentage representation of volunteers by sector	19
Table 2: List of developing countries.....	Error! Bookmark not defined.
Table 3: Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI).....	38
Table 4: The results of the data gathered on the question: How important were the following reasons for your decision to carry out voluntary work?	39
Table 5: Countries	Error! Bookmark not defined.
Table 6: Factors which motivate volunteers to participate in volunteering activities focused at the development of Third World countries?	50
Table 7: Motivational factors for choosing a specific developing country to volunteer into.....	52
Table 8: Factors motivating volunteers to get engage in a project with a duration of 6 months or longer	53

Table 9: factors that motivate volunteers to re-engage in a development project
within developing countries 54

8. List of annexes

Annex 1: List of developing countries

Annex 2: Questionnaire (Czech)

Annex 3: Questionnaire (English)

Annex 4: Questionnaire: processed data