

UNIVERSITY OF GHANA

**YOUTH VOLUNTEERISM IN ACCRA: MOTIVATIONS, BENEFITS, AND
CONSTRAINTS**



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UNIVERSITY OF GHANA

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CONSTRAINTS.**

BY

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DECLARATION

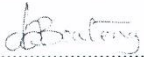
I, Edem Klu, hereby declare that this thesis is the result of my own research work conducted at the Department of Social Work, University of Ghana, under the joint supervision of Dr. Doris Akyere Boateng and Kingsley Saa-Touh Mort. I also declare that no part of this thesis has neither in part nor in whole been published nor presented for any other degree elsewhere.

Signature 

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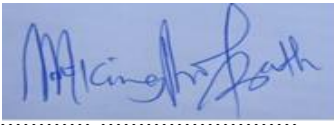
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ABSTRACT

Volunteerism has been touted globally as one of the tools for involving the youth in development processes especially in the wake of dwindling public expenditure on public services and public sector employment. Despite the global support and advocacy, volunteerism has received less attention among scholars and policymakers in Ghana. This study seeks to contribute in this regard by exploring; factors that motivate young people to volunteer, benefits they seek to derive volunteering as well as constraints that influence or prohibit participation in volunteer work. The study adopted a mixed-method approach using surveys and interviews. 351 young people were recruited constituting; 228 volunteers and 103 non-volunteers through surveys and 20 participants; 13 volunteers, 4 non-volunteers and 3 key informants. The findings show that young people saw volunteer work as an opportunity to ‘while away time’ while waiting for a permanent job. Other motivation factors included altruism, the desire to create change, contribution to development, acquisition of new skills, building career portfolios. For benefits, volunteers recounted factors such as personal development, social capital acquisition, and psychological gains including overcoming fear and low esteem as well as ease of boredom. Constraints are said to either inhibit volunteering or influence the volunteering experience and satisfaction. Three forms of constraints emerged from the study. These include Interpersonal, Intrapersonal and Structural. Interpersonal and structural constraints were reported by both volunteers and non-volunteers while intrapersonal constraints were peculiar to only non-volunteers. It is concluded that young people in Ghana volunteer for a myriad of reasons tied to their interest and expectation. Volunteers attribute benefits to their volunteering endeavours when their expectations are met. The cost of volunteering and inadequate information on volunteer work are major constraints to be summoted in efforts to encourage volunteering culture in Ghana.

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DEDICATION

I dedicate this Thesis to Felicia Ami Nunekpeku (mother), Felix Nani Klu (father) and well-meaning family and friends.

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CHAPTER ONE

INTRODUCTION

1.1. Background

Many countries in Africa, including Ghana, continue to face growing socio-economic challenges including poverty, discrimination, inequalities, unemployment and social exclusion (Watkins, Swidler & Hannan, 2012). This situation has left several communities and large sections of Ghana's population on the fringes of society. A response to this is the proliferation of social interventions and the expansion of the non-profit sector (Barrientos & Hulme, 2009; Bromideh, 2011). Overall, the sector works to empower communities, ensure equality and social justice (Gray, Healy & Crofts, 2003; Tomlinson & Schwabenland, 2010). The non-profit sector, by its nature, depends hugely on a voluntary workforce to survive and to continue supporting government efforts in providing services to vulnerable communities (Watkins, Swidler & Hannan, 2012; Perold & Graham, 2017).

In recent times, there have been calls by scholars (e.g. Rochester, 2013; Azizi et al., 2018) to mainstream volunteering culture to support the growth of the non-profit sector, in complementing developmental efforts, and toward the accomplishment of the Sustainable Development Goals. Also, volunteerism has been touted as one of the tools for involving the youth in the development process (Newton, Oakely & Pollard, 2011), especially in the wake of dwindling public expenditure on public services and public sector employment, owing in part to neoliberal policies (Dean, 2015).

A survey conducted by Youth Division of the African Union Commission in 2009 revealed young people's eagerness to serve and volunteer, provided there are favorable conditions attached. About 83 percent of the youth indicated their willingness to add an extra year of voluntary service to their career paths. But, issues related to motivations for

volunteering among young people, benefits they attribute to volunteering and constraints to volunteer work remain somewhat unanswered in the Ghanaian context. This thesis is concerned with filling this gap.

The starting point of this discussion is the acknowledgment of the fact that the concept of volunteering is not new to the Ghanaian culture (though it has historically remained largely informal). In the present day, anecdotal evidence suggests different manifestations of volunteering such as sports volunteering, volunteer tourism, political volunteering, and religious volunteering. This study, however, is focused on volunteering in the social service and the non-profit sector.

1.2. Volunteerism in Africa

Before the advent of the non-profit sector, volunteering was mainly informal and entrenched in the traditional values of humanity and mutual help (Caprara, Mati, Obadare & Perold, 2016). In Africa for example, a tradition of mutual support and collective responsibility for the wellbeing of families is documented (Graham, Perold & Shumba, 2009; Jenkins & Veal, 2010; African Union, 2011). Youth volunteering can also be traced to the times when young people were organized for the defense of the community and community projects such as public toilets, markets and community centers (Wilkinson-Maposa & Fowler, 2009).

Moreover, the industrial revolution in the Western World and its associated migration, urbanization and colonialism particularly for Africa, led to the breakdown of some of the traditional values that engendered volunteerism (Arowolo, 2010; Wilkinson-Maposa & Fowler, 2009.). At the same time, there was an increasing vulnerability and depression in the cities (Curtis, 2016). For most African countries, the situation is compounded by uneven development as a result of the philosophies of colonial rule (Michalopoulos & Papaioannou, 2013). Colonial administrations invested little in the development of African communities, except when it was necessary for the welfare of the members of the colonial administration

(Patel, Perold, Mohamed & Carapinha, 2007). Reciprocity and self-help, however, persisted in communities as a form of social support mechanism to the indigenes.

After independence from colonial rule, nationalist governments across Africa invested in social development projects without requiring local voluntary contributions (Osei-Hwedie & Bar-On, 1999). This situation fostered a culture of over-reliance on government for almost everything and therefore impacted negatively on the spirit of volunteerism which hitherto was a significant feature of African societies long before colonialism.

Later in the post-independence era, several African governments created national youth service programs intended to inculcate into young people the spirit of patriotism and nationalism. A major example in the context of Ghana was the National Workers Brigade, which was established by Ghana's first president, Dr. Nkrumah in response to the looming level of unemployment and agitations from the youth at the time (Hodge, 1964). Between the 1970s and 1980s, many African countries experienced what is known in development studies as the *'Lost Decade of Africa'*. During this period, African countries experienced severe economic difficulties characterized by near-collapse of national economies following a steep rise in the price of crude oil on the world market (Osei-Hwedie & Bar-On, 1999; Konadu-Agyemang, 2000)

Consequently, African countries in their quest to revive the economy sought help from the World Bank and IMF (Stein, 2004; Yedidia, 2012). In the economic logic of the IMF and World Bank, African states had no business running economic enterprises; these were to be left to the private sector while the government provides the necessary political and social space for private businesses to operate. This situation further scaled the scope of social problems and created a high level of destitution in many aspects of human life, including health and education (Konadu-Agyemang, 2000; Yeboah, 2000).

The situation resulted in intense debate and advocacy for the destitute. Philosophers such as Immanuel Kant had in the earlier centuries proposed in his book *Critique of Pure Reason*, the acceptance of a traditional moral principle of unconditional help without expectation of reward (Reuschling, 2008). Social activists and organizations have since capitalized on the idea to recruit people for social interventions (Aryeetey & Opai-Tettey, 2012). This process of growth in the social sector in response to the mounting social problems led the emergence of charities, civil society groups and social organizations providing support for vulnerable groups without an expectation of remuneration (Schuster & Pritzker, 2015).

It is vital to note that the institutionalization of formal volunteering primarily started in Europe and America, and later transferred to Africa (Caprara, Mati, Obadare & Perold, 2012). Notable amongst them are the America Peace Corps, Salvation Army, Rotary International, Japan International Cooperation Agency (JICA), and Volunteers Overseas. In recent times, educational institutions at all levels across Europe and America, offer service-learning opportunities geared towards enhancing civility and patriotism as well as the acquisition of employable skills (Muleya, 2015).

Volunteerism has gained recognition at the local, national and international fronts. The UN has been at the forefront of efforts to mainstream volunteering as a powerful tool for mobilizing resources for development. As far back as 1985, the UN General Assembly tabled the International Volunteer Day, which was accepted on 17th December 1985. Other notable efforts include the World Summit on Social Development at Copenhagen in 1995, which acknowledged the contributions of voluntary and community organizations in social development. Subsequently, the 39th session on the Commission for Social Development was devoted to discussing the role of volunteerism in social development. Recently, seventeen (17) UN member states emphasized the contributions of volunteers at the forum on sustainable development in 2017 (State of the World's Volunteerism Report, 2018). Relatedly, Steiner

(2018), in a foreword to the *State of the World's Volunteerism Report (SWVR)*, contends that the "Sustainable Development Goals can be achieved when everyone follows the lead of volunteers to make a difference in communities" (p iii)

1.3. Contribution of volunteers' efforts

Estimating the prevalence of volunteerism across the World, the United Nations Volunteer Program estimate volunteer workforce at 109 million. Out of this, 30 percent of volunteers were engaged formally through organizations, associations, and groups while seventy (70) percent of volunteer work was reported to occur through informal engagement between individuals. On a continental basis, about 12.1 million people are reported to volunteer in Africa. Of this number, only 13.1 percent are involved in formal volunteering while 86.9 percent of informal volunteering.

Table 1.1: Volunteer statistics by regions

Region	Number of Volunteers (in millions)
Asia & the Pacific	28.7
Europe & Central Asia	29.2
Arab States	8.9
Africa	12.1
Latin America & the Caribbean	9.4
North America	20.7

Source: (State of the World's Volunteerism Report, 2018)

In the context of Ghana, Aryeetey and Opai-Tettey (2012), and Chant and Jones (2005) observed that data covering youth and youth-related issues such as volunteerism is not available. While data issues are pervasive in the country, Aryeetey and Opai-Tettey (2012) explain the lack of data on volunteerism to the predominantly informal nature of volunteering activities in the country. Though informal volunteering remains the most common form of

voluntary activity, formal volunteering is emerging and expected to grow as African countries witness the establishment of new programs and schemes (Azizi et al, 2018). Notable amongst such include African Union Volunteer Corps, West African Volunteer Corps, UN volunteers and local volunteering schemes such as the Ghana national Voluntary service, Voluntary Work camps, etc.

Furthermore, opportunities for growth in formal volunteering is expected to increase particularly in middle-income countries like Ghana, as volunteering is becoming an integral component of development cooperation agreements from the global South (Park & Johnston, 2018; Azizi et al., 2018). Another factor that is shaping this trend is the growing public and private investments in volunteering. Private sector participation in volunteering is expected to be prominent as international businesses and institutions recognize volunteering as an integral part of social responsibility (Aryeetey and Opai-Tettey, 2012; Azizi et al., 2018). Similarly, the new trend of companies providing volunteer grants and giving their employees allowances of paid-time-off for charity work or community service is expected to grow and extend to African countries. In addition, companies are now setting up their Foundations and Trusts to manage endowment funds for socio-economic development. Examples include the VALCO Trust Fund and MTN Ghana Foundation¹.

Besides the statistics, there exists a growing academic interest in volunteering and its manifestations across the World. Volunteerism has been researched extensively from different theoretical perspectives, including psychological, life-course, sociological, and functional perspectives. Researchers have examined the antecedents of volunteering by considering why people decide to volunteer (e.g. Schubert, 1964; Okun, Barr, Herzog, Rehberg, 2005; Finkelstien, 2009 ; Van Lange, Schippers, & Balliet, 2011), volunteer activity engagement (e.g.

¹VALCO Trust Fund was established by the Volta Aluminium Company of Ghana as a Corporate Social responsibility structure of the company.

Donnelly & Hinterlong, 2009 ; Zaff, Moore, Papillo, & Williams, 2003) as well as factors that determine volunteer satisfaction (e.g. Vecina, Chacón, Sueiro, & Barrón, 2012). Other scholars have also studied the consequence of volunteerism particularly concerning benefits and why people continue to volunteer (e.g. Kim, Chelladurai & Trail, 2007; Kim & Pai, 2010). The literature also considers constraints to volunteer work and the interplay of the socio-economic environment (Otoo, 2014; Gage III, & Thapa 2012; Taniguchi, 2012).

1.4. Statement of the Problem

Ghana, just like any other African country, requires different skills sets and talents to achieve human development targets. This task is further compounded by a dearth of economic resources and poor service delivery, particularly in deprived areas. The dilemma remains, however, that, whereas unemployment rates in urban areas remain high, there is a prevalence of poverty and skill gaps especially in education and health in suburban and rural communities. The expectation is that African countries would take advantage of their youth bulge to influence developmental goals through structured youth service programs.

Experiences from other continents such as Europe and North America reveal an organized effort through volunteer services to remedy some of the problems of youth, to encourage civility as well as assist in transitioning young people into adulthood (Rochester, 2018). The European Parliament in 2008 recognized volunteering as a dependable renewable energy and encouraged member states and other stakeholders to leverage it in promoting social and economic cohesion (European Parliament, 2008). The European Commission, subsequently declared the 2011 as a volunteering year to reemphasize the importance of volunteering” (Council of the European Union, 2009).

Similarly, the United Nations has been advocating for the mainstreaming of volunteering as a tool towards achieving Sustainable Development Goals (Azizi et al, 2018).

Earlier in 2001, the General Assembly through a resolution called on governments to estimate the economic value of volunteering which was followed-up with implementation of the international year of volunteers in 2005 (UN General Assembly, 2005b)

Despite the global support and advocacy, volunteerism has received less attention among scholars and policymakers in Ghana. Most studies reviewed on youth volunteering are focused mainly on Western countries which have different socio-economic and political dynamics. Also, unlike the U.K. and U.S.A where politicians from both sides are advocating for the institutionalization of volunteerism culture among young (Musick & Wilson, 2008), little is seen from the Ghanaian context. Moreover, with extensive research in the U.K and Scotland for instance, policymakers have been able to create volunteering infrastructure aimed at addressing youth problems (e.g. limited space in participation and unemployment), encouraging civility and patriotism, as well as assisting in transitions (Dean, 2013).

In the case of Ghana, researchers who explored volunteering were centered on international tourists (Otoo & Amuqaundoh, (2014) and rural community members (Mensah-Bonsu, 2016). For instance, Amuquandoh and Otoo (2014) examined the motivation and experiences of international volunteer tourists to Ghana. Although Aryeetey and Opai-Tettey (2012) studied the phenomenon and provided some insight into charity giving and volunteerism in Ghana, they relied on desktop analysis of annual reports and progress reports of organizations involved in charitable giving. This was supplemented with limited interviews with some of the key organizations involved in mobilizing donations and volunteers in the country.

Furthermore, though some individual practitioners and faculty work to promote youth civic engagement, there has been a less consistent effort with regard to the potential of youth in the development process through volunteerism. Efforts toward this direction, particularly in

the face of limited political and economic space for the Ghanaian youth, is crucial. Relatedly and as observed by Handy, Cnaan, Hustinx, Kang, Brudney, Haski-Leventhal, and Ranade (2010), it seems to suggest that the scholarly disinterest could explain in part, the low level of policy attention and the lack of coordinated efforts to manage volunteerism as a resource readily available for development. Critical to discussions in this regard is the appreciation of the factors that motivate existing volunteers to engage in volunteer work, and the benefits they seek to derive. There is also the need to understand the factors that prevent young people from volunteering as well as the challenges faced by existing volunteers.

1.5. Research Objectives

The main objective of this thesis is to explore the motivations, benefits, and constraints to volunteering among young people in Accra.

Specifically, the study sought to;

1. To identify the factors that motivate young people to offer voluntary service in Social Service Organizations within Accra.
2. To examine the benefits young people derive from volunteering within Social Service Organizations in Accra
3. To assess the constraints that young people encounter in relation to volunteering in Social Service Organization.

1.6. Research questions

1. What factors would motivate young people to start Volunteering in Social Service Organizations within Accra?
2. What are the outcomes young people seek to gain from Volunteering in Social Service Organizations within Accra?
3. What constraints do young people encounter in relation to volunteering and volunteering opportunities in Social Service Organizations within Accra?

1.7. Significance of the study

First, the study contributes to the literature on volunteering by providing information on whether young Ghanaians are willing to volunteer. The study as well provides useful information with regards to the factors that motivate young people in Ghana to volunteer as well as the benefits derived by those already involved in volunteering activities. More so, information is provided with regards to reasons why young people are not encouraged to volunteer, as well as the challenges faced by those who do volunteer. This information is crucial towards discussions of possible institutionalization of volunteering culture in Ghana.

Also, there are predictions of possible growth in the voluntary service sector in Africa in response to the mounting social problems (Azizi et al., 2018). As such, information on volunteer motivation, for instance, is crucial for non-governmental organizations and other public or private institutions involved in volunteer engagement to leverage these to accomplish their goals. Such information is needed to plan best-fit strategies that would encourage useful volunteer engagement and management.

Furthermore, volunteerism has been touted as critical in the achievement of the Sustainable Development Goal- Agenda 2030. A case in point is the request for "a new urgency in ensuring that inclusive standards receive greater prominence in discussions of community resilience so that voluntary action can become an inclusive and equitable means of preparing for and coping with risks and, ultimately, a renewable resource for peace and development" (State of the World's Volunteerism Report, 2018, p. xiii). Information on willingness and motivation for volunteering amongst Ghanaian youth would be vital for contextualizing such discussion.

1.8. Scope of the study

The study is also focused on volunteers between the ages of 15 and 35 as by the definition of youth according to the national youth policy. The researcher considered this age category because studying volunteers beyond age 15-35 years is likely to exclude a huge number of young volunteers in the Ghanaian context. At age 15, a good number of Ghanaian youth would have completed Junior High school, awaiting to move into or are already in second circle institutions. Culturally, many young people in Ghana do take advantage of the time lag period to engage in volunteer services, especially volunteer work that comes along with stipends.

1.9. Limitations of the study

This study did not take into consideration volunteers in the informal sector thus the interpretation of the results of this study is limited to volunteers in the formal sector. Although informal volunteering constitutes the predominant form of volunteering, there is little documentation which makes it difficult to explore.

1.10. Definition of terms

In-school volunteers: This includes volunteers who have not completed school. This category of people might either be combining volunteer work with schooling or may volunteer during holidays and vacations.

Out-of-school volunteers: Volunteers who do not have studentship status at the time of volunteer work. This group may include employed or unemployed young people who engage in volunteer work.

Non-volunteers: This includes young people who have not volunteered before. This category of participants has also been categorized into 'in-school' and 'out-of-school' as may be observed later in the study.

Social Service Organizations: For the purpose of this study, social service organizations include institutions and groups that are involved in social intervention projects and offer some form of social service to people. These include Non-Governmental Organizations, Community Based Organizations, Schools, Hospitals and Children's homes.

1.11. Organization of the study

This study is organized and presented in nine chapters: Chapter one is the introductory part which highlights the background of the study, statement of the problem, objectives of the study, research questions and hypothesis, significance of the study, and the organization of the study. Chapter two presents a summary of the literature reviewed and the conceptual framework guiding the study. The third chapter describes the methodology employed in conducting the study. This includes the study design, the research study area, target population, study population, sample size, methods of data collection, data handling and analysis as well as ethical considerations. The results are presented in chapters four, five, six and seven. Chapter four presents background information on samples from both methods. Chapters five, six and seven presents both quantitative and qualitative results based on the objectives of the study; motivation, benefits, and constraints respectively. Chapter eight is the discussion chapter while chapter nine is the concluding chapter of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter explores the literature related to young people and volunteering. It is divided into five sections. The first section explores what is entailed by the term volunteering. The second section reviews motivations for volunteering while the third and fourth sections considered volunteering benefits and constraints to volunteering. The final section describes the conceptual framework designed for the study.

2.1. Defining volunteering

According to Davies (2017), volunteerism also known as volunteering or volunteer work embraces a diverse set of actors who describe it differently depending on the context. Despite the differentials in conceptualizing the volunteerism, the following commonalities are apparent across the definitions presented by scholars and policymakers:

1. **Unpaid:** Remuneration in exchange for services is not a priority.
2. **Benefit:** benefit to others rather than the volunteer
3. **Willful act:** there is no coercion in volunteer work

In expanding the discussion on what should be defined as volunteer work, Ellis Paine, Hill and Rochester (2010) propose a model for the overarching variables across various definitions of the concept. To them, rewards constitute a grey area in relation to the first characteristic - 'paid work'. While some scholars argue that incentives and rewards defeat the concept altruism in volunteering, Ellis and his colleagues contend that rewards and incentives are required sometimes to encourage initial participation in voluntary work. Besides, this definition is further complicated in the sense that what constitute an incentive is relative to

context. For instance, stipends can be regarded as a substantial incentive in low socio-economic status settings. More so, public opinion rejects the notion that volunteers should receive payment (Gaskin, 1998). Evidence from previous studies from Europe, America, and Africa that volunteering is considered by people as an act which engenders a greater cost than gain for the volunteer (Cnaan et al., 1996; Musick & Wilson, 2008; Nelson, 2010).

Secondly, the issue of who benefits from volunteerism is also another contentious issue in the literature. While volunteering is generally perceived as altruistic prosocial behavior, some writers such as Seabe (2014) suggest it should be considered as a blend of self-interest and altruism. A study by the South African National Youth Development Agency (NYAD) in 2012 revealed that volunteers sought some benefits while offering their services to the benefit others.

The final characteristic is the fact that volunteering is a free will activity. Once more, there seems to be a divided view in the literature. Some scholars contend that there exist many purported volunteering programs such as youth service schemes, university internships and youth development programs that are not entirely out of free will. Ellis Paine et al (2010) distinguish five types of coercion including physical, legal, social, individual and institutional in terms of the manifestations of volunteer work.

In addition to the three characteristics outlined above is the issue of an organizational setting. This characteristic is a distinguishing factor between formal and informal volunteering. Volunteering activities within an organizational setting are referred to as formal volunteering, whereas activities outside such organizations are known as informal volunteering (Rochester, Ellis Paine, Howlett & Zimmeck 2010). The emphasis is often placed upon formal volunteering. This is because the informal sector is mostly invisible and difficult to monitor.

Volunteering is regarded as an individual's commitment of time, talent and efforts through organizations or groups, to contribute to the benefit of others. It is a free will act, which is not primarily motivated by financial or non-monetary gains. While volunteers may receive incentives, or have their expenses reimbursed, scholars stress that this ought to be small (Ellis Paine et al., 2010). The National Council for Voluntary Organizations (NCVO), an English nonprofit organization that supports the nonprofit sector, provided a concise definition:

'We define volunteering as any activity that involves spending time, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, and close relatives. Central to this definition is the fact that volunteering must be a choice freely made by each. This can include formal activity undertaken through public, private and voluntary organizations as well as informal community participation and social action' (emphasis added)

This definition considers the organizational aspect of volunteering to be an aspect rather than a defining feature of volunteering (Davis, 2017). Their definition also adds the caveat that volunteering should aim to benefit others and emphasize that volunteering should be unpaid and freely undertaken (Davis, 2017). This thesis, however, adopts the definition of the United Nations General Assembly Resolution adopted in 2002:

"Activities undertaken out of free will, for general public good, and where the monetary reward is not the principal motivating factor"

2.2. Motivation for Volunteering

Motivation denotes the forces that stimulate and direct human behavior (Kim, 2010). Researchers have long been fascinated by the antecedents and predictors of volunteering action. Increasingly, the literature on volunteer motivation is emerging across different sectors and disciplines, which explains the mounting theoretical and empirical evidence. A dominant issue

of inquiry in this regard, is the quest to find answers to the question of who is likely to volunteer and what factors induce the volunteering zeal in them?

Three disciplines have dominated the volunteer motivation literature, namely economics, psychology, and sociology (Seabe, 2013; Wilson, 2012). These disciplines put forward differing perspectives to explain the reasons why people volunteer, based on their epistemological and ontological assumptions. For instance, economics paradigm adopts a cost-benefit analysis approach and posits that a decision to volunteer is a function of benefits and costs analysis. They argue that people may volunteer when they foresee the benefits to either equal or exceed the cost involved (MacNeela, 2008; Hotchkiss, Fottler, & Unruh (2008). Researchers from the psychological viewpoint contend that there are intrinsic and personality traits that differentiate volunteers from non-volunteers (Clary & Snyder, 1999; Carlo, Okun, Knight & de Guzman, 2005). Finally, sociologists are arguing about the influence of social institutions and contexts in their explanations (Handy & Hustinx, 2009).

Generally, the literature on volunteering motivation depicts some patterns. First, is the multi-dimensional nature of volunteer and secondly, the altruistic-egoistic dimension of volunteering motivation. More importantly, an emerging finding in this respect is the fact that volunteers are more “personal-gain” focused on their motivations (Monga, 2006; Shye, 2010; Olohan, 2014). The following section reviews literature on key motivations for volunteering. These include personality traits, feeling of solidarity, altruism, career and employment motives.

2.2.1. Personality traits:

Over the years, researchers have tried to establish a link between personality traits and volunteering behavior. The trait that received the most traction by such studies are ‘extraversion’ and ‘generosity’ (Omoto, Snyder, & Hackett, 2010; Wilson, 2012). The argument for this trait is that extroverts, unlike introverts, are people who favor community engagement and teamwork, which are essential aspects of volunteer work. Wilson (2012) also

alluded to the possibility of such a category of people belonging to prosocial groups and associations that are interested in volunteer work.

Again, as reported in Wilson (2012), Atkins, Hart, and Donnelly (2005) explored the association between personality traits and volunteering through memberships and concluded that individuals with "resilient personality" traits might favor volunteer work. In as much as resilient is needed to overcome initial constraints to volunteering, it is even more vital for volunteering commitment on the field of work. Another argument is that people with generous character are more likely to become volunteers. An earlier study conducted by Einolf (2008) confirmed this position that "empathic concern" is positively associated with volunteering and concluded that empathic concern may not be an important motivator for volunteering and decisions to help others.

2.2.2. Feeling of solidarity and compassion.

Feeling of solidarity has been mentioned in the literature as a reason for volunteering. In many African communities, volunteer work (helping out) is seen as an act of solidarity (Stoddart & Rogerson, 2004; Akintola, 2010). Although the concept of solidarity has not been measured by researchers, Akintola (2010) suggest that it could be people's help response to crises situations. In instances of war and disaster, people naturally volunteer to help out of solidarity and compassion. In a study conducted by Volunteer and Service Enquiry Southern Africa (VOSESA)², it was found that young people who helped out to build communities indicated that they acted out of solidarity. Similar instances were reported in efforts towards reconciliation after civil wars in Ivory Coast, Liberia, and Sierra-Leone (Mac-Ikemenjima, 2008). Moreover, Kironde and Klaasen (2002) conducted a study of volunteers working on

² VOSESA is a non-profit research firm based in Johannesburg, South Africa.

Tuberculosis management programs in South Africa and found that volunteers indicated they offered to help because they felt the disease was so much affecting the society.

2.2.3. Expression of sense of role and value identity

Researchers in the past decades have also established a link between personality identities and volunteer work (Finkelstein, Penner & Brannick, 2005; Grönlund, 2011; Marta, Manzi, Pozzi & Vignoles, 2014). Grönlund (2011) for instance, assert that volunteering is one mode of which people obtain a sense of identity. 'In the context of modern self-reflexivity, volunteering has also been viewed as a field of active self-reflection, especially among young age groups' (Grönlund, 2012 p.8). The author added that volunteering could be seen as a tool towards self-realization. The central idea behind this rationale is that people have various social role identities, which usually emanates their interaction with the structures of society as well as expectations of others. Identity can be an important precursor for some forms of motivations, including values or moral motives (Marta, Manzi, Pozzi & Vignoles, 2014). Grönlund (2010) reported a close relation between values identity and volunteering. The author concluded that volunteering could be seen as expressing core values, identities and religiousness. She discovered five different role identities: (a) the influencer- with the central motive of making the world a better place (b) the helper (c) Religious- sharing the gospel, doing the work of God (d) community-value - giving something to communities (e) Success- feeling of accomplishment, self-fulfillment.

2.2.4. Altruism

Altruism in the context of volunteer work can be seen as a premeditated behavior motivated by contributing efforts benefit others without expecting a reward (Wilson, 2012). The literature on volunteer motivation generally rates altruism as a critical motivator in people's decision to volunteer. Scholars (e.g. Burns, Reid, Toncar, Fawcett & Anderson 2006; Hussin, & Arshad, 2012) have established close associated between altruism and volunteer work among

young people. Another study conducted by Handy et al, (2010) among university students across 12 countries found altruism as a stronger motivation as compared to CV building. It is believed that regardless of the primary motivating factor that induces someone to volunteer, altruism usually plays an integral role.

2.2.5. Career goals and employability

Career-related motives such as CV enhancement, skills acquisition, and enhanced employability were reported in volunteering motivation literature. Career and employability motive is widely reported as a critical motivation for volunteering among young people (Seabe, 2013; Akintola, 2010). Particularly for most countries in Africa, including Ghana, this assertion is not surprising considering the high unemployment rates among young graduates.

As cited in the works of Smith (2010), Kanter (1995) asserts that:

“Employability security is based on a person’s accumulation of human and social capital – skills, reputation, and connections – which can be invested in new opportunities that arise inside and outside the employee’s current organization. No matter what changes take place, workers who continually improve their skills and can make their abilities known through a network of firms are in a better position to find employment – with the current employer, with another one, or on their own” Pg. 280.

The literature demonstrates that young people volunteer to obtain the necessary skills and experience to enhance their chances in the labor market (Wilson & Musick, 1997; Smith 2010; Kamerāde & Ellis Paine, 2014).). The situation of young people associating career goals to volunteering is not peculiar to Africa. A study in the UK evaluated volunteering initiatives among young people and found that they considered volunteering as a way of enhancing their employability. Older respondents and those with higher levels of educational attainment had more specific ideas about their career paths and sought volunteering opportunities to further

these, while others saw volunteering as a way of compensating for lack of educational achievement.

2.3. Benefits of Volunteering

In recent decades, researchers of volunteerism have also been fascinated with the outcomes people perceive to derive from their volunteering activities. Such researchers argue a close relation between volunteer motivation and perceived benefits. Volunteering benefits have been characterized as the “achievement of motives and unanticipated rewards that emerge during the volunteer experience” (MacNeela, 2008, p.132). Scholars who adopted the utilitarian approach to volunteer work suggest that individual and communal benefits may help individual decisions to volunteer. A review of the literature further demonstrates some benefits of volunteering as follows; improved health and well-being, social capital gains, and employability.

2.3.1. Improved health and well-being

A study by Borgonovi (2008), established a link between volunteer work and well-being. Relatedly, Burr, Tavares, and Mutchler (2011) conducted a longitudinal study and found that people who volunteer for at least 100 hours a year were less likely to be hypertensive. Also, most researchers who considered the relationship between mental health and volunteering confirmed that fewer volunteers complained about depression (Hong & Morrow-Howell, 2010). Even though most of these studies focused on subgroups such as the elderly (e.g. Kim & Pai (2010) and women (e.g. Cho & Bonham, 2007; Sugihara et al. 2008), there is a general agreement on the impact of volunteer work on depression. These findings could be attributed to the fact that volunteering helps in boosting the self-esteem of volunteers, mostly resulting from the fact that they contributed to helping others who are less privileged.

Recent studies explored the relationship between volunteering and physical wellbeing (Burr et al., 2018 ; Carr, Kail, & Rowe, 2018; Carr, Kail, Matz-Costa, & Shavit, 2018), and mental health (Proulx, Curl, & Ermer, 2018). Burr et al (2018) examine explored the association between formal volunteer work, and risk of cardiovascular disease (CVD). Carr, Kail, and Matz-Costa (2018) also explored assessed the linked between for volunteer work and physical disability levels. These studies together have reported protective effects on people with volunteering experience. The results, however, found some differences among older people with regards to sex. Burr et al. (2018) for example reported that women who undertook formal volunteering were less prone to cardio-cascular disease, whereas men who provided informal voluntary service recounted better heart health. They further conclude that different types of volunteering have different meaning and benefits for men and women.

2.3.2. Social capital

There is evidence of extant literature on the social capital benefits of volunteering. Putnam's (2000) study on the association between volunteer work and social capital is relevant in such a discussion. According to Putnam (2000), social capital can be conceptualized as social networks of individuals, and the resultant reciprocity, mutual support, and reliability. Drawing on this view, Polson, Kim, Jang, Johnson, and Smith (2013) investigated the extent to which youthful participation in the Boys Scouts of America influenced social capital later in life. This was measured by the number of clubs adults belonged to and the extent to which they worked with neighbors to address issues in the community. They discovered that participation in Scouts promoted the development of social capital in later life, particularly if the participant was highly engaged in Scouting. Their measures, however, are problematic. By not focusing on the type of clubs adults belonged to it is difficult to know whether membership fostered norms of reciprocity or trust as clubs built on exclusivity may not do this. A similar issue emerges by

not explaining the nature of the issues they sought to address in their communities for example, did they challenge or promote prejudiced attitudes.

Putnam identified two kinds of social capital; bonding and bridging social capital. He contends that the bonding capital provides a basis for reciprocity and solidarity, while the bridging capital provides the environment to link people to resources outside their networks. NatCen's (2011) evaluation of the volunteering motivation found young people indicating their intention to make friends. Seabe (2014) opined that this could be important mostly for those who are unemployed. In this regard, however, volunteering could be seen as an opportunity to develop new social networks with persons they would not normally meet as well as contact with 'trusted' adults who could be of help in future.

2.4. Constraints to Volunteering

Constraints to volunteering have also received scholarly attention in recent years, especially in discussions of volunteer context and commitment to volunteering. Warburton, Paynter, and Petriwskyj (2007) identified factors such less or nonuse of volunteers' skill, an unwelcoming attitude of existing employees, and time-consuming nature of volunteer work as constraints to volunteering amongst senior Australian volunteers. Paull (2009) also found constraints such as fuel cost, distance, and lack of information on volunteering opportunities. ORIMA Research³ (2007) engaged young people in a focus group discussion to understand their constraints for volunteering. The study found factors such as limited time, tight schedules, and lack of immediate family support.

Some scholars categorized constraints for volunteers into intrinsic and extrinsic constraint as well as perceived or factual constraints (Alexandris, Tsorbatzoudis, & Grouios,

³ ORIMA Research is an Australian research firm that provides end-to-end social and marketing research and data analytics to the public sector.

2002; Chang, Fang, Ling, & Tsai, 2011). Thoits and Hewitt (2001), for example, described perceived intrinsic constraints to include perception of volunteering as a useless activity or an activity for only the rich. Factual intrinsic constraints were found to include age discrimination, fear of the unknown on the field of volunteering, anxiety, and health challenges (Suhud, 2013).

Factual extrinsic constraints may also include the attitude of significant others towards volunteering. Other factors may include perception of volunteering as a waste of time by peers, lack of family support, restrictions of requirement by organizations; lack of information about volunteering and volunteering opportunities, and inadequate recognition and reward for their efforts (Suhud, 2013). Factual extrinsic constraints include poor management of institutions or dissatisfaction among existing. These constraints are critical, because volunteering decision and motivation to a large extent, depends on word of mouth and referrals by existing volunteers.

Smith, Ellis, Howlett, and O'Brien's (2004) study found concerns over travel costs and the perceived difficulty of claiming expenses to be an obstacle. Given young people's economic dependence on their family, such issues may be heightened. Lack of confidence can also obstruct routes to volunteering opportunities and is a commonly cited barrier among young people (Ellis, 2004) and socially excluded adults.

Barriers to further volunteering have also been found to exist following negative experiences of volunteering. Pantea's (2013) research with young Romanians engaged in cross-border volunteering found evidence of barriers arising before, during and after participation. For example, some volunteers reported feeling exploitation, which engendered a sense of disempowerment. A similar sentiment was noted among young Australians engaged in compulsory volunteering (Warburton & Smith, 2003). The young volunteers felt they gained little through the volunteer program while others benefitted, thus leaving them feeling exploited. Indeed, a study in a deprived area of England found unemployed young people had

rejected a volunteering program which was perceived to generate little personal benefit (MacDonald, 1996).

In terms of social barriers, access to information has also been cited as a barrier to volunteering (Smith et al., 2004). Ellis (2004) found two dimensions to this obstacle among young people. First, there was an apparent lack of information and secondly, once the information had been found, participants were overwhelmed by it and were unable to digest it. This issue highlights the importance of social networks in facilitating access to relevant information about volunteering. A UK-wide survey of social action found 11 percent of young people stated they would engage in social action in the future if they knew more about opportunities to take part (Pye et al., 2014). In Scotland, 19 percent of secondary school pupils who did not volunteer indicated they would consider doing so in the future if they are aware of the opportunities (Harper & Jackson, 2015).

These findings suggest an appetite for volunteering that may be curtailed by limited access to information. The sampling strategies used in these studies, however, mean they may not capture the opinions of those from disadvantaged backgrounds. This would have provided a better picture of how social exclusion contributes to access to opportunities. Ellis (2004) contends 'disaffected' young people have narrow ideas concerning the nature of volunteering reflecting a 'lack of interaction with volunteers, yet her report does not explicate what is meant by 'disaffected'. Given the lower levels of formal volunteering in deprived areas and the importance of friends, family, and milieu in encouraging volunteering (Curl, Van Hiel & Cremer, 2013; Law, Shek & Ma, 2013), it is possible that this barrier will be exacerbated among those from disadvantaged backgrounds.

A longstanding barrier to volunteering is the image people have of it (Gaskin, 1998; Lukka & Ellis, 2001; Smith et al., 2004). Rochester et al. (2010) argue the dominant paradigm

may perpetuate narrow views of volunteering by conceptualizing it as a philanthropic activity, geared towards the provision of help for the needy. The narrow image of volunteering – as an activity for middle-aged, middle-class and altruistic females – has led to its conceptualization as an 'exclusive construct' (Lukka & Ellis, 2001).

The perception of volunteering as a solely altruistic act has been argued to make it a problematic term for young people who, by virtue of wanting something from volunteering – such as incentives, experience, and laughs (Gaskin, 1998) – do not see it as applying to them (Lukka & Ellis, 2001). Scholars have argued that image issues may explain the low-status volunteering has been found to have (Rochester et al., 2010). Recent studies such as that of the Africa Union Commission in 2009 establish that young people in Africa have a favorable view of volunteering and that negative perceptions are decreasing. Less is known, however, about the attitudes of those from disadvantaged backgrounds

The image of volunteering as a pursuit for middle-aged, middle-class women may be particularly off-putting for young males from disadvantaged backgrounds. Fraser's (2015) ethnography of a Glasgow based young male gang examines the strategies his participants employed to construct masculine identities following the shift from traditional industry to a service economy. He argues that being a boy, engaging in risky behavior and avoiding activities that might be considered 'girly' were important ways of constructing their identities. Given that non-volunteering young people are more likely to have narrow perceptions of volunteering than volunteers (Ellis, 2004), it may be the case that non-volunteering young males in disadvantaged areas are put off volunteering by virtue of perceiving it as a feminizing activity.

Again, other people's attitudes have also been found to act as a barrier to volunteering. Adults with disabilities, ex-offenders and those from black and minority ethnic backgrounds have reported being apprehensive about seeking volunteering opportunities through fear of

discrimination (Smith et al., 2004). Recent research has indicated that younger youth, aged 8-12, are undervalued as potential assets and therefore not offered opportunities to volunteer (Shannon, 2009). Generally, young people have long been viewed as problematic in popular representations (Newton, Oakley & Pollard, 2011), which continue today in debates about youth as a risky population (Shaw, 2013). The stereotyping of young people in disadvantaged areas of Glasgow has been reported to leave young people feeling alienated and marginalized (Neary, Egan, Keenan, Lawson, & Bond, 2013). Not feeling part of a community can act as a barrier to volunteering (Boulianne & Brailey, 2014) and thus may dissuade the involvement of disadvantaged youth in volunteering opportunities.

Summary

This literature review has shown that young are motivated by a range of reasons. It appears that while volunteering involves given of time and efforts to the benefit of others, many young people's reasons for volunteering turn to be directed towards some level of self-gain as well. The dichotomy between altruistic and individualistic motives potentially overlooks the extent to which individuals fall into volunteering opportunities through social circumstance. The social context was also posited to be an important factor in creating barriers to volunteering. Lack of information, the image of volunteering and the cost of volunteering were shown to inhibit volunteer work and volunteering opportunities. Such factors are arguably heightened in disadvantaged areas where young people may have less contact with volunteers, may be more likely to view volunteering as a concept that does not relate to them and where educational attainment tends to be lower.

While much has been written about youth volunteering, there are still important gaps in knowledge. In light of definitional issues, particularly in developing countries such as Ghana, there is a need to explore the attitudes of young people in such areas express in relation to volunteering. There is also a need to look at the value they attach to it, i.e. what does it mean

to them and what do they get from it. As discussed, dominant approaches to volunteering are argued to conceptualize it in narrow terms often as a formal procedure geared towards policy goals. The evidence cited above suggests young people express a variety of reasons for volunteering yet this literature largely omits the qualitative experiences of developing countries in Africa. In light of the importance of social context in constructing constraints to volunteering, there is a need to explore the practical and attitudinal obstacles young people experience in socio-economically.

Finally, it can be observed from the review that most available studies took on either positivist or an interpretive approach. Few studies have applied a mixed-methods approach to the study of volunteering. Examples include the Youth Development Agency's (NYDA) (2012) sequential explanatory study on perceptions and motivations of youth volunteers. Everatt and Solanki (2005) also employed a mixed methods design to explore the state of giving in South Africa. The point of departure for this study is that it focuses on exploring motivations, benefits, and constraints from a concurrent triangulation approach, where equal weight is given to both data sets.

2.5. Conceptual Framework

The Conceptual framework guiding this thesis was adapted from two models: The Volunteer Process Model (2012), and Crawford and Godbey's (1991) Hierarchical Constraints Model. The conceptual framework was designed to capture the concepts relevant to the objectives of the current study (Fig.2.1). The following section presents a review of the models and how they relate with the study;

The Volunteer Process Model

Volunteer Process Model (VPM) is a socio-psychological framework that addresses the antecedents (motivation), experiences and outcomes (benefits) of volunteerism at individual, interpersonal, organizational and societal levels (Snyder and Omoto 2008). Wilson (2012) in

his study used the VPM to organize a review of recent literature on volunteerism. First proposed by Omoto and Snyder (1995), the model has received recognition in volunteering literature and has been used by scholars in understanding motivations, benefits and the processes of volunteering (e.g. Omoto & Snyder, 2002; Marta & Pozzi, 2008; Moreno-Jiménez & Villodres, 2010).

The VPM (Omoto and Snyder 1995) identified three phases in volunteerism: antecedents, experiences, and consequences of volunteering, and at the individual, the organizational and social levels (Omoto & Snyder, 2002). They demonstrate a relationship amongst these three levels with the three stages of the volunteer's experiences. First, the *antecedent* stage relates to the individual, structural, and social factors that precede voluntary action. For example, factors such as personality traits, demographic variables and economic resource, and societal norms may influence and direct individuals to seek out volunteering opportunities (Wilson & Musick, 1997; Starnes & Wymer, 2000). Generally, motivation of the volunteer are considered to be primal instigators of volunteering behaviour (Craig-Lees, Harris, & Lau, 2008; Omoto, Snyder, & Hackett, 2010). These motivations may represent individual individual life tasks, plans, or goals (Snyder and Cantor 1998).

The second stage, *volunteer experience*, focuses on the interaction between beneficiaries, other volunteers, and staff members of the organizations. This phase is when the volunteer is actively embedded in his or her volunteer setting. The nature of experience from these interactions has a huge influence on the volunteers satisfaction and hence attribution of benefits or not. The more satisfied the volunteer is, the more they tend to attribute benefits, which may intend influence future volunteer work. The last stage of the VPM is the *outcomes phase*. Few studies have looked at the consequences stage of the volunteer process. Nevertheless, what ever happens at this stage can reasonably seen as a function of both the antecedent and the experience stage (Omoto and Snyder 2000, 2002; Snyder and Omoto 2000).

At this stage, the volunteers have gone through the experience phase and formed attitudes toward volunteering, the organization and intentions for future volunteer work.

Hierarchical constraints model

The constraints model, on the other hand, is one that has gained popularity in the volunteering literature, especially in studying constraints to volunteer work (e.g. Jun, Kyle, & O'Leary, 2008; Otoo, 2014). The constraint model was chosen as applicable to the Conceptual Framework for this study because of its ability to explain both participation and non-participation in volunteer work. In other words, the model helps to explain the constraints faced by volunteers as well as constraining indicators that make people non-volunteers.

Crawford and Godbey (1987) categorized constraints in three groups, including intrapersonal constraints, interpersonal constraints, and structural constraints. Crawford et al. (1991), and Jackson, Crawford, and Godbey (1993) suggest that there is a scale of hierarchy among intrapersonal, interpersonal, and structural constraints, whereby intrapersonal constraints are said to be the closest and influential, while structural constraints are the most distal and less influential. Intrapersonal constraints include individual personality traits and situations that primarily influence the actualization of preference for a particular activity. An example could include temperament, perceived lack of skills, perceived appropriateness of activities, health challenges. The interpersonal category also may consist of constraints emanating from relationships and interactions with other people. These may include the ability to find someone or friends volunteer with, funds to offset the cost of volunteering, time constraints, immediate family perception and support for volunteer work. Structural constraints involve resources and things within the volunteers' environment that are likely to affect volunteer work. Examples include the cost of volunteering, availability, and access to information on volunteering opportunities, community perception and regulation of volunteer work. Structural constraints are only likely to affect volunteer work but may only influence

satisfaction rather than preventing volunteering action. The volunteers' interaction with the volunteering environment and the overall volunteering experience influences their attribution of benefits in the last stage of the process.

There are three tenets proposed for this model. The first one is that "participation depends upon the successful confrontation of each constraint level in turn" (Crawford et al., p. 314). According to them, intrapersonal constraints are the first to encounter when the volunteer is conceiving or developing preferences for volunteer work. The ability to conclude on a volunteering intention means intrapersonal constraints have been negotiated or are not present.

A second hypothesis suggest that there is a hierarchy of importance among intrapersonal, interpersonal, and structural constraints where intrapersonal constraints are the most proximal and powerful, and structural constraints are the most distal (Crawford et al., 1991; Jackson et al., 1993). Once intrapersonal constraints are overcome, the next are interpersonal constraints and structural constraints..

The third hypothesis states that socio-economic factors (e.g., income and education) influence volunteering propensity, such that people with higher income and education levels perceive and experience lower levels of intrapersonal and interpersonal constraint (Crawford et al., 1991). This hypothesis suggests that people with lower socio-economic status are more likely to perceive intrapersonal constraints. Constraints are not an end in themselves. Some volunteers are able to negotiate the constraints by developing strategies to overcome the limitations. Jackson et al (1993) proposed a 'balance effect' between motivation and constraints is necessary to the constraints negotiation process.

Conceptual Framework explained;

As demonstrated by the Conceptual Framework (Fig. 2.1), when the individual is not able to negotiate the constraints, he or she cannot engage in volunteer work. A mutual balance between motivation and constraints resulted in volunteer activity participation in this context. The

antecedents of volunteering behavior constitutes the predispositional factors that favor volunteer work including a prosocial attitude, enthusiasm and social support.

The second phase - volunteering experience refers to the activity participation as well as practices that foster or deter continuous involvement and satisfaction. This is the phase where the volunteer in the field gets to interact with the volunteering environment, including other volunteers, the volunteering organization, and the regulatory systems and restrictions (Figure 2.1). This phase influences the benefits and constraints as ascribed by the volunteers. Whatever the benefit or constraints attributed by the volunteer depends on the interaction with the organization, other volunteers and the activities undertaken. At this point, the individual evaluates his or her expectations, which may emanate from the kind of motive or motivation for volunteering against the experience. From the literature reviewed, benefits that volunteers attribute to volunteer work include a social network and or social capital, mental health and physical well-being, skills acquisition, employability enhancement, among others. All these benefits are either derived from activity participation, interaction with the volunteer environment or other volunteers.

CONCEPTUAL FRAMEWORK

Volunteer Process Model adapted from Wilson (2012)
and Crawford & Godbey (1991).

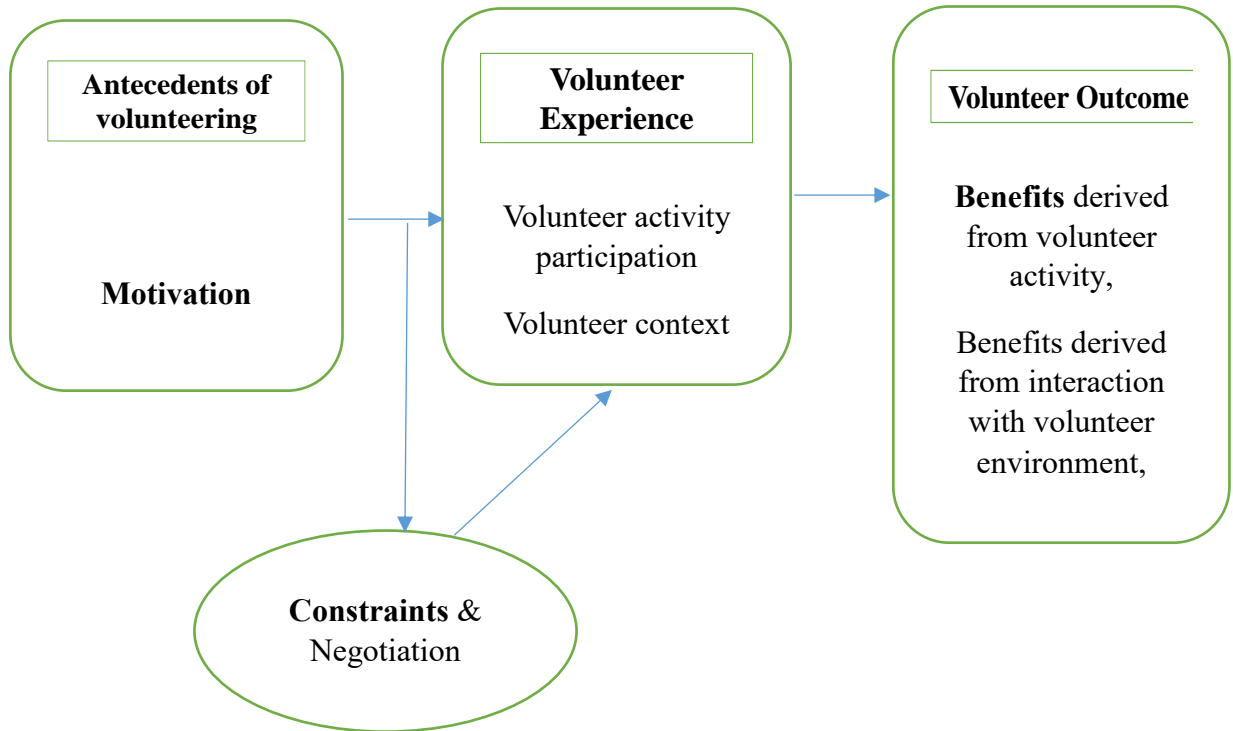


Figure 2.1: A Conceptual Framework developed from the Volunteer Process Model (Wilson, 2012) and Hierarchical Constraints Model (Crawford & Godbey, 1991).

Source : Author's construct, 2019

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This study seeks to explore the impact of Information Communication Technology (I.C.T) on the academic performance of basic school students in the Akyemansa district of the Eastern region of Ghana. A mixed-method design was adopted to guide sampling, analysis, and presentation of the results for the study. In this chapter, the philosophical foundations of the research design are presented as well as the rationale for the selection of the research design. Also reviewed in this chapter are; the sample size and justification, study area, study population, research instrument, sampling technique and procedure, data analysis, research validity and reliability as well as ethical considerations.

3.2. Research philosophy underpinning the study.

According to Bryman (2004, p.452), “a research philosophy is a set of beliefs that prescribes how research in a particular discipline should be conducted and how the results should be analyzed and interpreted”. This encompasses a general orientation of research and defines the theories that underpin the research methods (Tashakkori & Teddlie, 2010). This thesis adopts the pragmatist paradigm of research. The Pragmatism popularly referred to as 'what works well approach' combines positivist and interpretivist methods in terms of appropriateness to the research questions and objectives.

Positivists assert that reality is stable and can be investigated with less or no interference with the phenomenon under study. As a result, positivists favor quantitative data collection methods and analysis using experiments and surveys. The interpretivists on the other hand, contend that the best way to understand reality is to be involved in the phenomenon under study. This approach also relies on views and lived experiences of the participants of the study.

A combination of these methods in this study afforded a variety of data sources for a comprehensive achievement of the study objectives. Another advantage of the approach is that it blends the strengths of both positivist and the interpretive philosophies in a way that best fits the research purpose.

3.4. Research Design

A research design consists of the plan for data collection, analysis, and presentation (Saunders, Lewis, & Thornhill, 2009). Taking into account the ontological and epistemology positions of the research philosophy, as explained in the preceding section, the researcher adopted a mixed-method approach for the study. By using multiple forms of data and providing more information than either of the two methods, this method increased the methodological rigor and made the study credible (Tashakkori, & Teddlie, 2010).

Three features of the mixed-method approach distinguish it from other social research techniques. These include attention to a practical approach to research problems (pragmatist); use of two approaches in one research and emphasis on the link between the approaches. There are different kinds of mixed methods studies including; triangulation design, which includes a synthesis of both sources; the explanatory design, starts with quantitative method, followed by qualitative technique; and the exploratory design, in which the researcher follows up qualitative explorations with quantitative findings (Creswell & Creswell, 2005). The key characteristics that delineate the type of mixed-method approach includes; the rationale of the design; quantitative and qualitative forms of data collected; priority of both methods; sequence of the methods; how the data analysis matched to the design; and diagram of the procedures followed by the researcher (Creswell, 2005; Boateng, 2006).

3.4.1 Selected mixed method design: Concurrent triangulation

This study employed the Concurrent Triangulation Strategy. Concurrent mixed methods designs “are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem” (Creswell, 2009 p. 228). In this procedure, qualitative and quantitative data collection is done simultaneously, and analysed separately. The discussion of findings are either merged, or they are compared in a discussion section (Tashakkori, & Teddlie, 2010). In this procedure the qualitative and quantitative strands are usually weighted equally. In this study and as may be observed from Figure 3.1, the design allowed for the collection of qualitative and quantitative data independent of each other. The data were analyzed separately and then combined later at the discussion phase of the study in an attempt to confirm, corroborate, or cross-validate findings (See Figure 3.1).

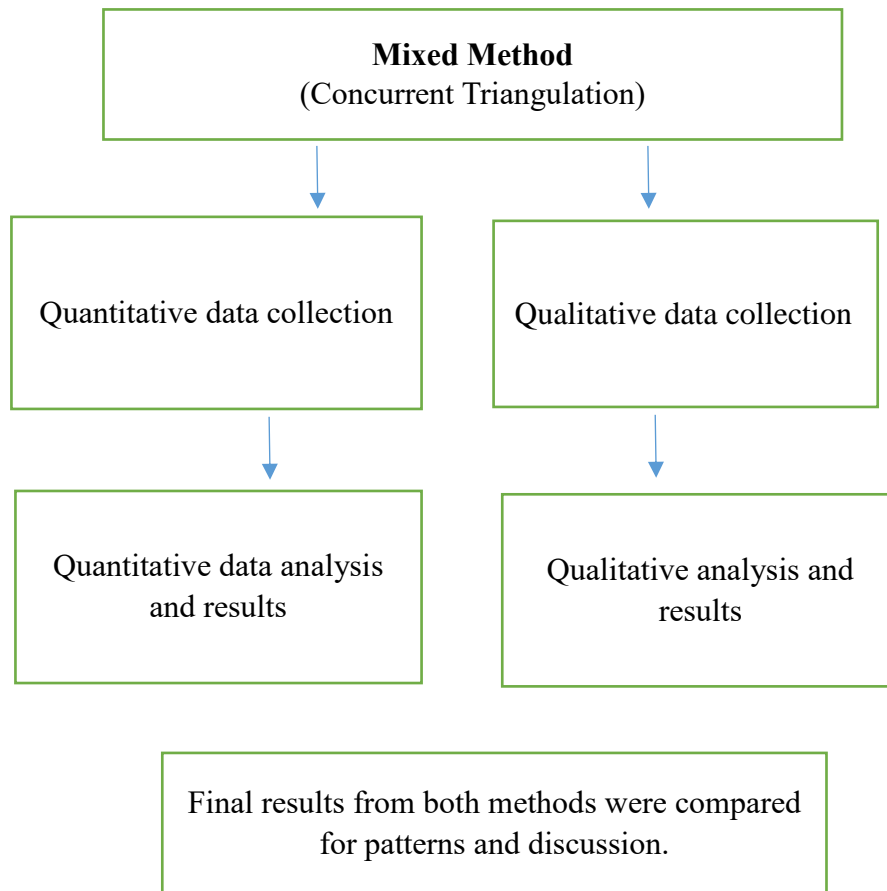


Figure 3.1: A chart of the Concurrent Triangulation design for the study.

Source : Author’s Construct, 2019.

3.5. Study Area.

Accra was considered appropriate for this study. Accra is the capital city of Ghana and the business hub of the country, subdivided administratively into fifteen (15) Metropolitan and Municipal / District Assemblies. Accra is the appropriate setting for this study because of the cluster of volunteers in social service organizations and volunteer groups. Over the years, the Greater Accra region and for that matter, Accra has had the highest concentration of international and local organizations that recruit and work with volunteers (Department of Social Welfare, 2018). Registration of non-profit organizations by Department of Social Welfare as at 2017 shows that the region hosts about 45% of the registered non-profit

organizations, most of which are within the capital. Although some of these organizations do not operate directly in the capital, they have their offices within the capital for easy access to government and public services. Also, the study area hosts the University of Ghana where one can find several student volunteer groups such as AISEC⁴, Young African Leaders' Initiative (YALLI) among others.

3.6. Study population

Participants and respondents in the study consist of young people (between 15-35years) who are currently working with or were previously involved in volunteerism in Social Service Organization. The age limit for the study falls within Ghana's definition of youth (National Youth Policy, 2010).

3.7. Sample size and Justification

A total of three hundred and fifty-one (351) individuals participated in this study. Two hundred and twenty-eight (228) volunteers, and hundred and three (103) non-volunteers constituted the quantitative data while qualitative data constituted twenty (20) participants. The sample size for the quantitative data was estimated using the formula proposed by the International Fund for Agricultural Development (2009) for unknown populations.

The formula is:

$$n = \frac{t^2 \times p(1-p)}{m^2}$$

Where:

n = desired sample size

t = confidence level set at 95% (standard z statistic usually set = 1.96)

⁴ AIESEC is one of the world's largest youth-run NGO that provides young people with leadership development, cross-cultural internships, and volunteer exchange experiences.

p = estimated proportion of the target population with similar characteristics (set at 50% or 0.5)

m = margin of error set at 5% (standard value = 0.05)

Substituting the values into the formula:

$$n = \frac{3.8416 \times 0.5 (1-0.5)}{0.0025}$$

$$n = 384$$

A calculated $n = 384$ was obtained. This sample size was further cross-validated using the widely acclaimed sample size estimation formulae by Fisher, Laing, Stoeckel, and Townsend (1998) which yielded similar results (Adongo, 2015). At the end of data collection, 331 valid completed questionnaires were retrieved (228 for volunteers' survey and 103 for non-volunteers' survey).

The sample size obtained at the end of the surveys was considered appropriate for analysis because it met the minimum sample size required for the statistical techniques used for the study. As explained later in the study, a sample size of 100 or more is recommended for such analysis (Gorsuch, 1983; Hair, Black, Babin, and Anderson, 2010; Shaukat, Rao & Khan, 2016)

For the qualitative data, 20 participants were deemed appropriate as recommended by Creswell (2007). This sample was enough to provide the needed information to accomplish the objectives of the study considering the fact that the same objectives are tested using two different methods.

3.8 Research instruments

3.8.1 Questionnaires

Questionnaires were used for collecting the quantitative data while interview guides were used to collect the qualitative data. Questionnaire for the volunteers' survey was designed

from the literature reviewed and with guidance from the International Labor Organization's Manual on Measurement of the Volunteer Work (2011). Items on the questionnaires measured specific objectives and research questions in the study. All the items relating to the three key objectives were measured on a rating score, where respondents were asked to rate items on scales of 0 to 10, based on their agreement with the statements. On the scale, zero (0) means total disagreement while ten (10) means total agreement to the statement. The other sections solicited information on the socio-demographic background of respondents (Appendix)

After the initial design of research instrument, it was reviewed by three different groups of people based on their expertise and experience with volunteer work. These include; a seven-member team of volunteers with at least five years of volunteering experience, managers of Voluntary Work Camps Association of Ghana, and members of the Coalition of Voluntary and Non-profit Organizations in Accra. After, the research instrument was reviewed and approved by the supervisory committee for this study.

A pilot survey was conducted to test the instrument on similar samples considered for the study in Cape Coast. Results from the pilot survey revealed that the scales measuring each objective had Cronbach's Alpha coefficients beyond the recommended value of 0.7 indicating internal consistency (Tabachnick & Fidell, 2001, 2007; Hair, Black, Babin & Anderson, 2010).

The questionnaire for the non-volunteers was structured to solicit information related constraining factors that prevent young people from participating in volunteer work. Also, socio-demographic information of respondents was solicited (Appendix 2)

3.8.3 Interview guide

The interview guide for the volunteers was divided into three thematic areas relating to their perspectives on motivation, benefits, and constraints to volunteering. The first thematic relates to items on volunteer motivations, the second thematic area relates to benefits and the last section covered issues relating to constraints to volunteering (Appendix 3). A similar

instrument was adapted to measure perspective of key informants (Appendix 10). The non-volunteer interviews rather took on an in-depth form. This is because there is no information non-volunteers' perspective of constraints to volunteer work to guide the design of the interview guide.

3.9 Study Validity and Reliability

To ensure reliable of quantitative results, sample validation method was used to check measurement error or variation in the information obtained. The reliability of the instrument, in terms of internal consistency, was calculated using Cronbach's Coefficient Alpha test. The individual scales had coefficients beyond 0.7, which is good.

In the case of the qualitative data, two processes were followed to ensure the trustworthiness of the research results. First, the transcripts were sent back to the research participants to read and ensure if the transcribed data accurately represent the information provided by them. Some of the transcripts were returned with some additions and changes from the research participants. Secondly, three trusted colleagues in the department were asked to repeat and or use other methods to code my data. This result of this processes presented similar codes, indicating the trustworthiness of the data coding process. The data was also collected solely by the researcher to ensure compliance with the proposed research procedure. This reduced to some extent sampling errors associated with data collection.

3.10 Method of data collection

Sampling technique and procedure used for selecting volunteers in the survey data

A proportionate stratified sampling technique was adopted to select the volunteers' sample. It is a probability sampling method in which the study population is divided into

different sub-groups and the participants drawn from each stratum. Usually in a proportionate basis, relative to the number of participants in each stratum (Kothari, 2004).

Before the data collection, a list of eligible organizations was prepared through research and with the help of the Coalition of Voluntary and Non-profit organizations. Contact persons to the organizations were engaged and subsequently, an introductory letter explaining the purpose of the study was sent requesting for access and or contacts to current and or past volunteers. This process yielded a list of volunteers obtained from 47 organizations. The researcher then randomly selected participants from the list provided by applying a 5percent proportion rate to each stratum.

Subsequently, a simple random technique was used to select participants from each organization. The researcher called the selected respondents on the phone and delivered copies of the research instrument to the volunteers. Volunteers who refused to participate in the study were replaced. More so, some organizations provided WhatsApp groups of volunteers, where a Computerized Assisted Personal Interview (CAPI) version of the same instrument was sent to selected participants via GoogleForms⁵. The digital nature of it enabled its administration to respondents, irrespective location. It also reduced the time lag between data collection and entry as in the case of a paper-based questionnaire

Sampling technique and procedure for recruiting respondents for the non-volunteers' survey

Convenience sampling technique was used to select respondents for the non-volunteers survey data. This technique was chosen because there are no available sample frame non-volunteers and therefore it would be difficult to use probability sampling. Before an instrument

⁵ Google Forms is a web-based applications used to create questionnaires for data collection online.

was administered to a respondent, the researcher used filter questions to ascertain whether or not respondents had no volunteering experience and within the age limit considered for the study. The instrument (questionnaire) was then handed to the respondents who fit the criteria and were willing to partake in the study to complete and handed over to the researcher.

Sampling technique and procedure for recruiting participants for the interviews

Purposive technique was used to select participants for the interviews. Both volunteers and non-volunteers engaged in the interviews were purposively selected based on the recruitment criteria of the study. For both categories of participants, the researcher ensured a representation of a sample based on sex, educational status, and occupation. Purposive sampling was a helpful technique in that regard.

For the volunteers engaged in the interview sessions, the researcher engaged volunteers who were not selected for the survey. Individual interviews were scheduled with participants who showed interest. Before the interviews, the participants were well engaged to appreciate the purpose of the research and consent forms were either hand-delivered or sent via WhatsApp. All interviews were scheduled at a date and time convenient for each participant. All the interviews were conducted in English language and lasted averagely 30 minutes. The interviews were audiotaped upon the consent of the participants. In addition to the recordings, field notes were taken during and after each interview. Similarly, appointments were scheduled with non-volunteers who were not part of the survey and willing to participate in the study.

3.9.1 Inclusion criteria

For volunteers and non-volunteers sampled, the criteria were that they should be between 15 to 35 years of age. The volunteers constituted those met on the field or those with past volunteering experience with social service organizations. The key informants were selected based on their direct involvement with the recruitment, placement, and evaluation of volunteers.

3.11 Data handling, processing, and analysis

The quantitative was processed using SPSS while the qualitative data was processed by NVivo software. The quantitative data were cleaned and entered into SPSS for processing. The cleaning procedure excluded all completed questionnaires bearing age ranges that are beyond 35 years since the selection criteria limit the age range between 15- 35 years. Descriptive and inferential statistics were considered to describe and present the data, and as well answer the research questions. Similar statistical tools were used for each objective of the study. Descriptive statistics in the forms of mean and standard deviation was performed for individual items on scale dimensions that measured motivation, benefits, and constraints of volunteers.

Subsequently, Principal Component Analysis was performed to reduce each of the scale dimensions into a smaller number of latent and observed constructs. The PCA technique was considered appropriate for exploring the structure of scales, particularly because scale dimensions were used for collecting the data for this study (Hair et al., 2010). Furthermore, for each of the objectives, composite scores were created for the components retained, and the assumptions for parametric analysis were satisfied. Independent Samples T-Test and One Way Analysis of Variance (ANOVA) were used to assess whether respondents differed in terms of motivations to volunteer, benefits, and constraints to volunteering across their socio-demographic variables such as sex, age, and type of volunteer.

For the qualitative data, audiotaped interviews from the field were stored on a computer with password protection and copies stored on external drive to prevent data loss. In terms of the processes involved in the data analysis, the researcher first familiarized himself with the data through transcription, reading and noting down initial ideas. Next, the data were coded using NVivo software. After the coding, the researcher searched for themes by collating codes into potential themes and gathered all data relevant to each potential theme. Then, themes were

reviewed in the by checking if the themes were related to the coded data. The generated themes were assigned names that best describe the data. Finally, the report from the data was produced.

3.12 Ethical Considerations

Ethical considerations that are critical to studies dealing with human subjects were taken into consideration throughout the study. These include: (a) informed consent, (b) confidentiality, (c) anonymity, and (d) plagiarism. Participants willingly offered to partake in the study without any form of coercion or persuasion. The decision to participate followed a thoroughly explanation of the study purpose and the participants roles.

In addition, interviews were conducted in places convenient for participants. Audiotaped information was locked with a password to avoid other unauthorized access. As well, the identities of research participants were concealed to give them anonymity. As such, the researcher withheld the real names and any other information that is potentially traceable to the research participants.

Moreover, plagiarism, which is a significant component of research ethics, were addressed. All articles and books from which information was drawn from were duly cited and credited. With this, all borrowed sourced and used in this study were mentioned and referenced accordingly.

3.13 Challenges encountered in the field.

The major challenge that the researcher faced was lack of data on volunteers and volunteer work. Culturally, organizations in Ghana do not report on volunteers and their contributions. It usually is not considered as a critical component of their reporting systems. Also, some of the organizations were also unwilling to provide information on the volunteers to be contacted for the study. While some of the organization gave reasons of data protection and confidentiality, others were unwilling to explain why they could not give me contacts or

introduce me to their volunteers for the research. Moreover, some of the respondents were unwilling to participate in the survey. Related to this is the low response rates recorded, especially with the online survey. This is a common challenge, usually with online surveys as compared to face to face instrumentation (Manfreda, Bosnjak, Berzelak, Haas & Vehovar, 2008; Pan, 2010). The combination of both online and hardcopy research instruments proved positive in deriving a considerable data set.

3.14 Summary

This Chapter discussed the methodology used in carrying out the study. It considered the study area description and research design. The target population, data sources, sample size, sampling procedure, and research instruments were also discussed. Lastly, the Chapter described the data processing and analytical techniques used, challenges encountered in the field as well as some ethical issues considered.

CHAPTER FOUR

SOCIO-DEMOGRAPHIC PROFILE AND VOLUNTEERING CHARACTERISTICS OF STUDY THE PARTICIPANTS

4.0. Introduction

This Chapter provides a profile of the respondents involved in the study. It is divided into two sections; the quantitative and the qualitative phase. The quantitative section presents results on socio-demographic characteristics of respondents as well as their volunteering characteristics. Socio-demographics variables considered include sex, age, marital status, occupation, level of education and religion. Volunteering characteristics include; volunteering experience, duration of volunteering, frequency of volunteering and volunteering partners.

The qualitative phase presents a profile of the participants involved in semi-structured interviews. Information provided in the section include sex, current age, age of first volunteer experience, number of organizations volunteered, educational level of first volunteer experience and influencers volunteering behavior.

4.1. Socio-demographic of volunteer respondents

Table 4.1 shows the socio-demographic distribution of the respondents with volunteering experience involved in the study. Overall, 228 volunteers were surveyed. They consisted of 53 percent of males and 47percent of females. The study sample was dominated by young Christians (86%) who were mostly singles (97%) with an average age of 26 years.

The age distribution of the respondents is as follows; 18-23years constituted a third (33%), the 24-30 (38%) and 31-35 (29%). The youngest respondent was aged 18 years while the oldest was aged 34years. A little more than half (52%) of the volunteers were students, formal sector workers constituted nearly a quarter (24%) while unemployed graduates

accounted for a fifth (20%). Less than a tenth (3%) of respondents were in the informal sector. Then again, the researcher re-coded student volunteers as ‘in-school volunteers’ and formal, informal and unemployed graduates as ‘out of school volunteers’ to enhance further analysis. The results show that over half (54%) of the respondents were student volunteers while nearly half (46%) of them are currently out of school (Table 4.1).

Table 4.1: Socio-demographic of respondents (N=228)

Socio-demographics	Frequency	Percentage
Sex		
Male	120	53
Female	108	47
Age		
18-23	76	33
24-30	85	38
31-35	67	29
Education		
Secondary	17	07
Tertiary	174	76
Post grad	37	17
Religion		
Christian	196	86
Islam	30	13
Traditional	02	01
Occupation		
Formal sector	52	23
Informal sector	09	03
Student	122	54
Unemployed	45	20
Type of volunteer		
In-school	122	54
Out of school	106	46

Fieldwork, 2019

4.2. Volunteering characteristics of respondents

This section presents details on volunteering characteristics of the respondents engaged in the study. As shown in Table 4.2, the volunteers were asked to indicate how long they have been volunteering. A great proportion (73%) of the respondents indicated having at least five years' experience in voluntary work. In terms of volunteering partners, fifty-four percent (54%) of the respondents volunteered alone. For those who did not volunteer alone, ninety-seven (97%) percent volunteered with friends while only a few (3%) engaged in volunteer work with family. These results suggest that volunteer work with family members appear to be an embryonic phenomenon in Accra.

In terms of the number of times they offered voluntary service, 34 percent of the respondents volunteered at least twice; 27 percent volunteered between three (3) to seven (7) times; 25 percent volunteered eight(8) times and more. The volunteers were then asked to state the average duration of their volunteer work. The results show that four (4) out of ten (10) of the respondents volunteered between one (1) to three (3) months; two (2) out of ten (10) offer voluntary service every weekend. Again, 10 percent of the respondents volunteered three (3) weeks on average on each volunteering endeavor while only 1 percent was able to volunteer for one year and more. When they were asked whether or not they would continue to volunteer, almost all (99%) of the respondents said they would volunteer given opportunity while 1percent said no (Table 4.2).

Table 4.2: Volunteering characteristics (N=228)

Characteristics	Frequency	Percentage
Experience		
5yrs and below	166	73
6 -10 years	62	27
Volunteer alone?		
Yes	118	52
No	110	48
Volunteer partner		
Friends	105	97
Family	05	03
Number of times volunteered		
≤ 2 times	77	34
3-7 times	62	27
8+ times	56	25
Non-response	33	24
Average duration of service		
Every weekend	49	21
Three weeks	23	10
Between 1-3 months	92	41
Between 4-9 months	48	21
One year and more	03	01
Non-response	13	06
Would you continue volunteering?		
Yes	225	99
No	003	01

Fieldwork, 2019.

4.3. Respondents' volunteering activities

The respondents were asked to indicate the activities they prefer participating in while volunteering. From Figure 1, the results show that teaching, tutoring and learning support had the most traction (74%), followed by working with children and youth (64%), peer education (56%), administrative work (47%), and health-related works (43%). The rest are humanitarian or disaster-related volunteering, agriculture activities, acts, and music.

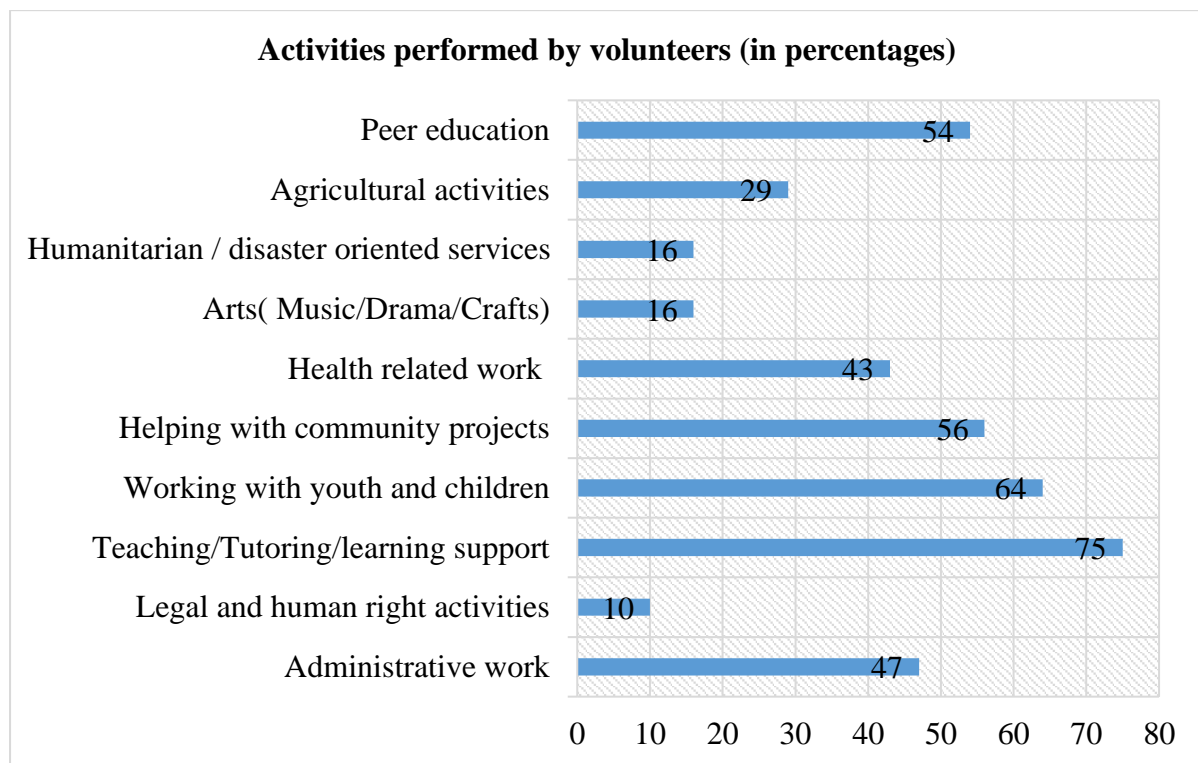


Figure 4.1: volunteering activities

4.4. Socio-demographic of non-volunteers survey respondents

A total of 103 non-volunteers were successfully interviewed during the survey on non-volunteers. As shown in Table 4.4, the sample constituted 52 percent of females and 48 percent of males. The age distribution of the respondents are as follows; 18-23years (46%), 24-30 years (27%) and 31-35years (28%). Almost all (97%) of the volunteers sampled were singles with the majority (78%) having a tertiary level of educational background. Again, seven out of ten

(72%) of the respondents were students at the time of the survey, 25 percent were formal sector workers while 3 percent were in the informal sector (Table 4.3).

Fieldwork, 2019.

Table 4.3: Socio-demographic of non –volunteer respondents (N=103)

Socio-demographics	Frequency	Percentage
Sex		
Male	49	48
Female	54	52
Age		
18-23	46	45
24-30	28	27
31-35	29	28
Education		
Secondary	10	10
Tertiary	80	78
Post grad	13	12
Religion		
Christian	92	88
Islam	10	11
Others	01	01
Occupation		
Formal sector	26	25
Informal sector	03	03
Student	74	72
Type of non-volunteer		
In-school	29	28
Out of school	74	72

QUALITATIVE DATA

The qualitative data recruited twenty (20), participants. These include thirteen (13) volunteers, three (3) key informants and four (4) non-volunteers. The volunteers were

interviewed to explore motivations, benefits, and constraints to volunteering qualitatively. In addition, the non-volunteers were engaged to understand factors that prevented them from volunteering since constraints theory considers both participation and non-participation.

4.5 Profile volunteers

This section presents a profile of volunteers involved in the interview. Table 4.4 shows that the participants sampled comprised 8 males and 5 females. Each participant had volunteered in at least three different organizations. Two of the participants (Winnie & Lyd) indicated that their first volunteering experience was at age 15 and 17 years respectively. Ten (10) of them had their first volunteering experience while at the bachelor's degree level while one (1) of them first volunteered while pursuing graduate studies.

In terms of occupation at the time of first volunteering experience, one participant (NAS) first volunteered while he was a teacher, while seven (7) were students, one was service personnel and four (4) were unemployed at the time of first volunteer experience. In addition, the volunteers were asked to indicate influencers of their initial volunteer work. Three of the participants (NAS, Cedes, and Oskido) indicated that their first volunteering experience was influenced by friends, while four (4) others took personal initiatives. Winnie also volunteered because she belonged to a school club while Azizi and Ike were persuaded by teachers. Nao also formed her motivation from information provided by the media (Table 4.4). At the time of the interview, five of the respondents were volunteer students while 8 had completed school.

Table 4.4: Profile of volunteer participants.

Ps	Sex	Age of 1 st volunteer work	Current age	Educational level at the time of first volunteer work	Occupation at the time of volunteering	Number of orgs. Volunteered.	Who introduced you to volunteering
NAS	Male	24	28	Degree	Teacher	7	Friend
Winnie	Female	15	33	Secondary	Student	12	Club
Cedes	Female	24	32	Degree	Unemployed	3	Friend
Kaka	Male	24	28	Degree	Unemployed	6	Former boss
Togas	Male	25	29	Degree	Unemployed	8	Personal initiative
Azizi	Male	27	29	Degree	Student	8	Lecturer
Oskido	Male	23	30	Degree	Student	9	Friend
Openyin	Male	32	34	Degree	Grad. Stud.	3	Boss
Sam	Male	17	30	Secondary	Student	7	Personal initiative
Lyd	Female	18	25	Degree	Student	6	Personal initiative
Nao	Female	28	33	Degree	Unemployed	3	Media
Clarisse	Female	33	31	Post graduate	Grad. Student	6	Personal initiative
Ike	Male	23	27	Degree	Service personnel	8	Teacher

Fieldwork, 2019

4.6 Profile of non-volunteers

The non-volunteer category of participants consists of 2 males and 2 females. Their age range is 23-34 years. The sample comprised of a student, formal sector worker, informal sector worker, and a student.

Table 4.5. Profile of non-volunteer participants

Participant	Sex	Age	Occupation
Adjara	Male	23	Student
Adjoa	Female	33	Formal sector
Abena	Female	27	Informal
Joe	Male	34	unemployed

Fieldwork, 2019

Key informants

The key informants were all males with 2 -5 years of experience working with volunteers. The sample comprised a manager of a volunteer group, fieldwork coordinator and a human resource manager.

Table 4.6. Profile information of key informants

Participant	Position	Type of Org.	Work Experience
Alpha	Manager	Volunteering org.	5years
Okunyin	HR	Community dev. org	4years
Paul	Fieldwork coordinator	NGO	2years

Fieldwork, 2019

CHAPTER FIVE

MOTIVATION FOR VOLUNTEERING

5.0. Introduction

This chapter presents the results of the first objective of the study. This research objective sought to understand the factors that motivate volunteering behavior among young people. In accordance with the mixed-method research design, the results of this chapter are in two phases, quantitative and qualitative. For the quantitative results, mean and standard deviations were first used to summarize volunteers' responses on the volunteer motivation scale. Subsequently, the results of Principal Component Analysis, the T-test and ANOVA were presented.

The qualitative phase comprises of narratives that set out to give research participants a voice, through their own words. Also in the section are factors that influence motivation for volunteering as well as the role of motivation in influencing the volunteering process, with particular regards to the choice of volunteer activity.

5.1. Descriptive statistics of the motivation scale

Past studies (Seabe, 2014, Wilson, 2012) acknowledge that a number of factors play out towards influencing peoples' decision to volunteer. A seventeen item scale was developed to measure volunteering motivation, on a scale of 0 to 10, where 0 means total disagreement and 10 means total agreement. The results are presented using mean and standard deviation. For purposes of analysis, this study considers Mean scores between 1 to 3 as low motivation, 4 to 6 as medium motivation and 7 to 10 as high motivation ratings.

As shown in Table 5.1, the results indicates that the respondents highly rate the fact that society was in need of their service ($\bar{x}=8.75$) as a motivation for volunteering, with a standard deviation of 1.95, thus indicating the convergence of views expressed. Likewise; concern for

the less privileged ($\bar{x}=8.65$), desire to learn how to work with different people ($\bar{x}=8.58$), exploring one's strength ($\bar{x}=8.53$) personal beliefs ($\bar{x}=8.45$), enhancing confidence and esteem, ($\bar{x}=8.33$), gaining new perspective of life ($\bar{x}=8.19$), learning about new cultures ($\bar{x}=8.18$), obtaining work experience ($\bar{x}=8.03$) and the need to explore career options ($\bar{x}=7.27$) were highly rated as motivations for volunteering.

Also, volunteering to meet requirements for educational benefits ($\bar{x}=6.22$), employment requirements ($\bar{x}=6.14$), community recognition ($\bar{x}=5.72$), socialization purposes ($\bar{x}=5.30$) were observed as medium level motivation factors for volunteering among young people in Accra. Overall, this study found high and medium level factors that motivate young people to volunteer their service with social service organizations in the Greater Accra region of Ghana (Table 5.1).

Table 5.1: Motivations for volunteering amongst the youth (N=288)

Volunteering Motivation items	Mean	S.D
I feel like society needs my service	8.75	1.97
I am concerned about those less fortunate	8.65	1.95
I desire to learn how to work with different people	8.58	1.94
I see volunteering as an opportunity to explore my own strengths	8.53	1.92
I volunteer because organization is doing something I believe in	8.45	1.89
I see volunteering as a platform to develop my confidence and self esteem	8.33	2.41
I volunteer because I seek to gain a new perspective on things	8.19	2.32
I volunteer because it creates the opportunity to me meet new people	8.19	2.17
I volunteer because I love to learn about new cultures	8.18	2.17
I need more work experience	8.03	2.17
I seek to explore different career options.	7.27	2.54
volunteering experience improves my resume/cv.	6.83	2.86
some educational benefits (e.g. scholarships) require community service experience	6.22	2.95
Sometimes organizations look out for voluntary service as basis for employment	6.14	3.06
I wish to be recognized in the community	5.72	3.09
By volunteering, I feel less lonely	5.30	3.41
My friends/family value voluntary service	5.06	3.03

Fieldwork, 2019

5.3 Exploratory Factors Explaining Volunteers' Motivation

After the evaluation of respondents' reactions to the 17 variables measuring volunteers' motivations using descriptive statistics, the variables were further analyzed using Principal Component Analysis (PCA) with Varimax rotation. Two main reasons informed the decision for the factor analysis. First, the study set out to identify the scale dimensionality and second, to ascertain parsimony of the measurement items to their underlying latent constructs. Prior to conducting PCA, the factorability of the 17 items was examined. Well-recognized criteria for the factorability of a correlation were used. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.831, above the commonly recommended value of 0.6 (Kaiser, 1974), and Bartlett's test of sphericity was significant ($\chi^2 (136) = 2012.274, p = 0.000$).

The communalities were all above 0.5 (Hair et al, 2010), except one item 'It allows me to gain perspective on new things', which was eliminated from the scales before extraction and rotation. After the rotation, items with low communalities, low factor loadings and those that do not theoretically fit the constructs were eliminated from the scale (Tabachnick & Fidell, 2001; Neil, 2008). The researcher was careful to obtain a good balance between high factor loadings and a satisfactory variance explained solution (Tabachnick & Fidell, 2001).

The final results as presented in Table 5.2 show the presence of three components with eigenvalues above 1 and explaining 75% of the total variance. The first component labelled as Career motivation accounted for 30 % of the total variance and enlisted items such as 'Organizations lookout for voluntary service as a basis for employment', 'Some educational benefits require voluntary service', 'Volunteering to improve curriculum vitae (CV)' and 'I wish to be recognized in society'.

The second component designated as Enhancement motivation also explained a variance of 26% with items such as the desire to learn how to work with different people, developing self-

confidence and learning about new cultures loading fairly well under it. The last component, Social motivation also explained 19 percent of the total variance with items such as ‘I feel less lonely by volunteering’ as well as ‘friends and family value volunteering’ (Table 5.2).

Table 5.2. Factor loadings and communalities based on a Principal Components Analysis with Varimax rotation for 17 items measuring Motivation for Volunteering amongst Ghanaian youth (N = 228)

Latent constructs and observed variables	FL	EV	VE (%)
Career motivation		4.364	29.7
Sometimes organizations look out for voluntary service as basis for employment	0.87		
Some educational benefits (e.g. scholarships) require community service experience	0.81		
I wish to be recognized in the community	0.81		
Volunteering experience improves my resume/cv.	0.74		
Enhancement motivation		1.937	26.6
I desire to learn how to work with different people	0.84		
It helps me develop confidence and self esteem	0.83		
I love to learn about new cultures	0.75		
Social motivation		1.180	18.5
By volunteering, I feel less lonely	0.87		
Friends and family value voluntary service	0.76		
Total variance explained			74.8

Note: FL= Factor Loadings; EV= eigenvalue; VE Variance explained.

Fieldwork, 2019

Composite scores as shown in Table 5.3 indicates that Social factors were the most prominent motivation for volunteering among respondents ($\bar{x}=2.934$) followed by career motivation ($\bar{x}=2.518$) and enhancement motivation ($\bar{x}=1.816$). A consideration of the items that loaded under Social motivation shows that young people volunteer because their friends and family members place value on volunteer work, and more so to socialise. Approximately normal distribution was evident for the composite score data in the current study. The skewness and kurtosis were well within a tolerable range of ± 2 (George & Mallery, 2016; Field, 2009) for assuming a normal distribution and an examination of the histograms suggested that the distributions looked approximately normal. Thus the data was suitable for parametric statistical analyses.

Table 5.3. Composite scores and normal distribution scores for the volunteer motivation factors

Components	No.of items	Mean	SD	Skewness	Kurtosis	Cronbach's α
Career	4	2.52	-0.44	0.162	0.32	0.863
Enhancement	3	1.82	-1.93	0.162	0.32	0.780
Social	2	2.93	-0.12	0.162	0.32	0.790

Fieldwork, 2019

5.4 Motivations of Volunteers by Sex, Age and Type of Volunteer.

After creating the composite scores and having satisfied most of the assumptions for parametric analysis, the study further explored the extent to which volunteers' motivation differed across three socio-demographic variables including sex, age, and type of volunteer, using T-test and ANOVA. While there is little debate over the factors to include in the study of volunteering motivation, there is nonetheless consensus on the inclusion of demographic

factors. Wilson and Musick (1997) opined that such socio-demographic variables; sex, age and type of volunteer are critical because they are likely to exert direct and or indirect influence on volunteerism behavior.

The results as shown in Table 5.4, establish differences across enhancement drives and age ($p = 0.011$). The results indicate that enhancement motivation for volunteering increases as volunteers grow older (Table 5.4). From Table 5.2, it appears that factors such as learning to work with others, exploring new cultures, and enhancing one's esteem were priorities for volunteers aged 31 to 35 years, followed by those between 24-30 years.

The study found no statistically significant difference for sex and volunteer motivation factors ($p = 0.68$). Despite this, there exist some patterns in the mean scores. The mean score results show that more males ($\bar{x}=6.30$) are motivated to volunteer for career-related reasons than their female counterparts ($\bar{x}=6.13$). Similarly results were observed for social motivation factors. Females ($\bar{x}=8.43$) were rather found to be motivated by enhancement reasons than males ($\bar{x}=8.32$).

The study also found no statistical difference in the type of volunteer and volunteer motivation factors ($p = 0.70$). The mean scores as shown in Table 5.4, however, indicate slight differences. In-school volunteers were noted to be more motivated by career and enhancement factors than those who are out of school.

Table 5.4: Motivations of Volunteers by Sex, type of volunteer and age

Variables	Career			Enhancement		Social		Statistic
	N	Mean	<i>P</i>	Mean	<i>P</i>	Mean	<i>P</i>	
Sex								
Male	116	6.30	0.68	8.32	0.66	5.40	0.37	t-test
Female	104	6.13		8.43		5.04		
		t= 0.41		t= -0.44		t= 0.90		
Type of volunteer								
In-sch.	116	6.30	0.70	8.41	0.57	5.11	0.65	t-test
Out of sch.	99	6.17		8.27		5.30		
		t= 0.38		t= 0.57		t= -46		
Age								
<23	72	6.33		7.87		5.46		
24-30	81	6.21	0.88	8.70	0.011*	4.70	0.16	ANOV A
31-35	62	6.10		8.55		5.51		
		F=0.13		F= 4.60		F=1.83		

Fieldwork, 2019

Qualitative results

Volunteer motivations as revealed by the qualitative data relates to five themes. These include values, career motives, social motives, enhancement motives, and learning motives.

Values

The first theme the study identified as motivation for young people volunteering with social service organizations in Accra where the values of volunteers. Values relate to the innate or the intrinsic forces within the individual such as altruism, passion and communal inclination. All 13 participants acknowledged the role of values in influencing their volunteering decisions. Examples from the narrative of the three meaning codes are listed below;

Meaning code 1: Altruism

Altruism as expressed by volunteers relates to the innate desire to do good to others without expecting anything in return. From the quotes presented; NAS opined that his desire to help others freely was born out of his personal experience in life and the need to help people in similar conditions while Winnie indicated it was her way of serving in a way that cannot be paid for. Azizi, on the other hand, saw volunteer work as the best work of life.

It came from my being; it came from my experiences and the things I have seen. What people have gone through and the feeling of knowing that at least I could make one person smile even if it's a big deal. I think its innate (NAS, a male volunteer)

Personally, I believe in humanitarianism and so I always want to be of help to others when the opportunity presents itself. I want to be able to serve in a way that I can't be paid back (Winnie, a female volunteer)

I am most of the motivated to volunteer because of the need to help others because service to humanity is the best work of life; I need to be there for others, using the strength we have that they don't (Azizi, a male volunteer)

Meaning Code 2: Passion.

Passion also relates to the personal interest of individuals to effect change in society and or commitment to a particular course to make a difference in society. From the quotes below, Okido saw volunteer work as an opportunity to effect the passion created in him through his education on waste management while was inspired by the desire to see lives improved

For me, I had the passion for waste management and open defecation so I got enthused when I was told about the organization by a friend. So I decided to participate in such an organization to help society curb such menace, especially as a geography student who is learning about waste management (Oskido, male volunteer)

I think I have an interest or passion in doing that [volunteering] already even before I resigned from my job. That was how come the man even realized that it was my interest or that was the path I wanted to take (Kaka, a male volunteer)

That is what am saying that it's from my own passion that I have to help. I just love to give, just love to share, just love to impact. So since day one, I just had this thought and feeling of helping people, assisting people, helping people to improve their lives (Togas)

Meaning code 2: Communal values

Communal values constitute issues such as volunteers' sense of community, sense of duty to society, feeling of humanity and reciprocity. From the quotes listed below; Lyd mentioned that volunteer work was an opportunity for her to impart knowledge acquired from her education while NAS opined that there is no other way to express our sense of humanity than volunteer work. Togas also mentioned volunteer work was a caveat to contribute his little effort to better society.

I see volunteering as a way to give out to society, giving out here means that I should also be able to educate other people on the things I have learned from my education. For instance, about STIs, teenage pregnancy, abortions and all those issues related to sexual reproductive organs (Lyd, a female volunteer)

I think that volunteering is an opportunity to reach out and also help other people because we are not all made in the same way; as individuals, it is good for us to express our humanity and there is one way or another where we can help each other out and it is through volunteering (NAS, a male volunteer)

Volunteerism gives me the chance to contribute my little efforts to society. I think that people have sacrificed a lot for us to come here as a country, most of whom got nothing

from it. I love to volunteer for organizations that work with the elderly because I see it as an opportunity to be there for them even at the time they need us more. Without their efforts, we don't have anything today (Togas, a male volunteer).

Enhancement motivation.

The qualitative results also established that young people volunteer because they want to enhance their personality. As opined by Alpha (volunteer management staff), “most of them seek to develop themselves, explore new things, acquire new skills, experience different things and places”. In some instances too, young people volunteer for certain kinds of organizations for certain tacit knowledge or to acquire practical experience around in the areas of career pursuit. All participants acknowledged that they volunteered to enhance or improve on their personality or skills. Examples of the narrative listed below further elucidate the theme:

I volunteer to gain skills that I would not necessarily obtain in the classroom. Volunteerism gives us certain skills I do not think you can get on a normal job or career or even in school (Ike, male volunteer).

Volunteering is about devoting your free time to an organization, trying to work to build your experience or to get interested in what you want to be (Sam, male volunteer).

I decided to volunteer with PPAG because as a population and health student, I needed to put in to practice what I am learning in the classroom and as well obtain acquire some skills to enhance my chances for employment (Azizi)

I remember I tried looking for a job at UN and as part of their job requirement you need to have some background in volunteerism, you need to have a history of volunteerism (Togas)

To effectively utilize time during periods of unemployment.

A key theme that is unique to the qualitative data is that volunteering is constructed as a means of survival and a stepping stone to effectively utilize time while waiting for permanent employment. The four unemployed graduates in the study rated this theme. They mentioned to me that it was better for them to use their free time to do something even if it is unpaid for than to sit in the house without meaningful activity. Again, two of the unemployed graduates indicated that they benefit from social networks provided by the volunteer organization to cope with challenges associated with unemployment. Examples of the narrative listed below further elucidate the theme

Like I was telling you, it is hard for you to get a job as a young person in Ghana. I have written applications to so many jobs but haven't received any call yet from any of them.

While waiting for them, it was only better for me to engage myself in something to while away time. There is a saying that the devil finds a job for the idle hands. Over here, I am teaching and imparting knowledge unto my younger ones instead of just sitting and "wasting off" (Nao)

The group is not just a volunteering group. We are like family and whenever there is a challenge with one member or the other, we all contribute to supporting. That is one of the things that really encouraged me to join them for volunteering projects. (Togas)

Contributing quota to development and change

Contribution of quota to development and change in the community was a prominent motivation factor for volunteering as recounted by the volunteers. Related to the concept of giving back to society, five of the participants recounted that they volunteered because of the desire to contribute to the development of the nation. More importantly, one volunteer indicated that he is usually motivated by contributing to the Sustainable Development Goals (SDGs). And as such lookout for organizations that focus on the SDGs to volunteer. From the quotes

listed below; Cedes saw volunteer work as her contribution to nation building, while Clarrisse mentioned that volunteer work presents her an opportunity to contribute to both national and international development goals. Kaka however noted that he see volunteer work as an opportunity to fill in the gaps that politicians fail to fill.

I will say that we are all part of building the nation, we are all part of making our communities better or we all play a role in bettering ourselves. So at the end of it all, we should all play our role, we should all perform in whatever and we should all perform in whatever duty comes the way that will allow us to contribute our quota (Cedes, female volunteer).

I think in this part of our world that we live, the government or politicians are not doing enough, so we as individuals we also have a role to play. So I think that is my contribution to the development of my country. That is my quota that I can also add to the development of the nation (Kaka).

I usually volunteer because it presents me an opportunity to contributing to achieving international, multinational and regional goals and agenda. I am more interested in organizations that are into SDG goal (3) and (4) and I would advocate all young people get involved because we need it. The politicians alone cannot help us (Clarisse, a female volunteer).

The study also revealed that these motivations as expressed by volunteers are not formed in a vacuum. There are certain forces that initiate these motivation or initial decision to volunteer. This study found that young people may be induced by personal experiences, socialization, other people's roles, and their stories. Word of mouth persuasion from a close friend, family member or co-worker can help inspire potential volunteers to seek similar outcomes. These agents raise volunteer's consciousness and increase awareness of the concept of volunteerism

and its manifestations. Kaka, NAS, Cedes, and Nao told me about been influenced by one of the agents. For NAS, he decided to volunteer because of his personal experiences; Kaka was influenced by his upbringing while Cedes was influenced by a word of mouth from her sister. Examples from the narrative are listed below;

*First of all, I think my family background and upbringing influenced my motivation to volunteer or do-good in general. I have grown to see my mum on her own do a lot of good to many people. She could meet people outside and buy them clothing, cook for people to eat and all that. So growing up I learned to do good without expecting anything in return and such is needed for volunteering. For volunteering, you don't expect anything in return (**Kaka, a male volunteer**).*

*My sister was telling me that, when she went to South Africa, the community that she went to, there is a lot of volunteering works there. She tells me about a lady who was a flight attendant who quit her job just to work in her community school canteen to help children in the community schools. Some of these stories motivated me to do something for my community (**Cedes, female volunteer**).*

*I got to know from the television and I saw their director having an interview on the television. So from there I became interested in the work that they do and I searched for their location and went there and told them I wanted to have a volunteering services with them and they approved and I started with them (**Nao, a female volunteer**).*

Regardless of the fact that initial decision to volunteer may be influenced by these agents of socialization as discussed earlier, the decision whether or not to heed to the persuasion or desire to volunteer depends on a cost-benefit analysis of motivations (expectations) against opportunities afforded by the volunteering environment. This affirm the “altruistic-egoistic”

motivation of volunteers as demonstrated in the literature. The following narratives further elucidate the concept:

*After my national service, I was encouraged by my supervisor and director to stay as an unpaid volunteer; Initially, I didn't want to but I later agreed to do that because I saw it as a stepping stone to enroll on my master's program. Although I wasn't paid, I realized I could use the little stipends from volunteering to support my academics. By the grace of God through the tips, I have been able to do my masters, perhaps, if not because of that I wouldn't have done my masters, yes through the volunteer work I have been able to upgrade myself (**Openyin, a male volunteer**).*

Another theme that emerged from the study, although not part of the research questions was the fact that the volunteers recounted that their interests influenced their choice of organization or volunteering activity. As alluded Alpha (volunteer management staff), "it appears volunteers' activity choices are tied to their interest". As may be observed in the following narratives, Togas told me he chose to work with child-related organizations because of his passion for children. A similar issue was recounted by Nao and Winnie. Sam also recounted he volunteers with a particular organization because of his interest to pursue a career in his field of volunteering. Examples from the narrative are listed below:

*I first volunteered with an organization called Development Educational Foundation Ghana and what they do is that they help to educate the vulnerable people within most remote areas so I decided to join and contribute because I love to help people especially the vulnerable ones (**Togas**).*

Alright, after I graduated from high school I had enough time and with recommendations from friends and after thoughtful consideration, I thought of using that my free time to volunteer at where I want to be, where I want to work if I have a

good education. So I used my break or my schools break between high school and university to offer my volunteering (Sam)

I love volunteering with organizations that work with children, organizations that are for children welfare, their education, food, and clothing.... I would prefer that to any other organization because I believe that children need our help the most and their development is most important to me because they develop their thoughts and live with such throughout their lives (Winnie).

I love working with organizations that deal with older people... that is important for me because without them I am not sure you and I can't be here[spoke a Twi proverb]. They in some way have impacted positively in my life and if they are now grown and can't do anything for themselves then I need to assist (Nao).

Finally, the volunteers sought to work with organizations that have a good reputation for accountability and transparency. Examples from the narrative are listed below;

I was looking for an organization that is internationally acclaimed, because there are these organizations that are doing a lot of bad things or fraudulence or even the funds that they get, you know usually for this volunteering organization they are getting funds from peoples donations, peoples charity, so once you get the funds you need to use it wisely, so I don't want any organization that is misusing peoples charity money (Oskido).

I want an organization that has the reputation of using money wisely, so that was when I found that organization and I realize they have been in Ghana for over 60years even during the Gold Coast era, they were still bringing volunteers into the country to work, and their field was also an interest to me because I wanted a place where you will be working with children (Kaka).

5.5 Summary

This chapter presented results on the first objective of the study. The quantitative results found high and medium levels of motivation of young people volunteering their service with social service organizations in the Greater Accra region of Ghana. The PCA results maintained career, enhancement and social related motivations as three key motivations for volunteering. Among these motivations, the quantitative data observed social related motivations in the forms of socialization, and conformity to the value placed on volunteer work by family and friends as the most prominent reasons for volunteering among young people.

Although the study found no statistically significant difference for sex and volunteer motivation, the females otherwise favored enhancement motivation than the males. Again it was found that enhancement drive as a motivation factor increased with age. Thus as the volunteers approach the ages of 31 to 35 years, the more their inclination towards their personal enhancement as a motivation for volunteer work.

From the qualitative data, the themes that emerged as motivations for volunteering include; values in the form of altruism, passion and communality, career motives, enhancement motives, contribution to change and development. Generally, the qualitative data corroborate the quantitative data. A unique finding, however, from the qualitative data is the fact that volunteers sought To effectively utilize time during periods of unemployment.

CHAPTER SIX

BENEFITS DERIVED FROM VOLUNTEER WORK

6.0 Introduction

This chapter is focused on the second objective of the study. It is concerned with the benefits derived from volunteering. In line with the research design, the results of the chapter are in two phases. The quantitative results are first presented and subsequently, qualitative results. For the quantitative results, means and standard deviations were first used to summarize volunteers' responses on each of the items measuring perceived benefits attributed to volunteering. Factor analysis (PCA) was performed to reduce the motivation scale dimensions into representative latent constructs. The final section of the quantitative phase presents results for the t-test and ANOVA. The qualitative phase comprises the subjective and narrative elements to give research participants a voice, through their own words. The themes that emerged as motivations were discussed.

6.1. Descriptive of the volunteering benefit scale

This research objective set out to explore benefits attributed to volunteer work by volunteers in social service organizations in Accra. The volunteer was asked to rate their level of agreement on the statements measuring benefits of volunteering, on a scale of 0 to 10 where 0 means total disagreement and 10 is total agreement. Mean scores and the standard deviation were used to describe the data. Again, the mean score of 1-3 indicates low motivation, 4-6 is medium motivation while 7-10 is considered as high.

As shown in Table 6.1, the respondents generally attribute benefits from volunteering by rating high most of the variables that measured volunteering benefits. Specifically, the volunteers highly-rated items such as; the joy derived from helping ($\bar{x}=9.21$), exchange of knowledge ($\bar{x}=8.94$), self-fulfillment ($\bar{x}=8.74$), discovery of hidden skills ($\bar{x}=8.74$), learning

about new cultures (\bar{x} =8.27), Social networking (\bar{x} =7.96), and acquisition of technical expertise (\bar{x} =7.81), and overcoming fear as benefits derived from their volunteering endeavors. This results indicate that respondents largely tout volunteer work as beneficial to them.

Table 6.1. Benefits derived from volunteering (N=228)

Benefits of volunteering	Mean	S.D
There is joy in seeing the results of helping	9.21	1.353
It was an avenue to gain and share knowledge	8.94	1.266
I was self-fulfilled for contributing my service	8.74	1.540
the experience had been psychologically fulfilling	8.74	1.722
It helps me discover hidden skills	8.41	1.842
It makes me learn about new cultures	8.27	1.894
I created new contacts that might help/ is beneficial to my future business or career.	7.96	2.338
I acquired technical expertise through it	7.81	2.252
It helped me overcome fear and low esteem	7.43	2.795
It enhanced my employment opportunity	7.02	2.433
It helped me to release stress	6.28	2.881

Fieldwork, 2019

6.2 Exploratory Factors Explaining the Benefits of Volunteering

Similar to the motivation scale, the attributes measuring the perceived benefits of the volunteers were subjected to PCA using Varimax rotation. Two main reasons informed the decision for the factor analysis. Prior to factor analysis, the suitability of the data was assessed. The two most recommended requirements for using factor analysis: the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, and Bartlett's Test of Sphericity. The Bartlett's test of Sphericity (833.5721) was found to be significant at $p = 0.000$ and was further confirmed by a KMO coefficient of 0.767 (Kaiser, 1974). Eigenvalues ≥ 1 was used as the criterion for extracting factors, and the threshold for inclusion of a variable was 0.5 (Hair et al., 2010).

A further check from the total variance table revealed 3 components to retain. However, the scree plot reveals a clear cut after the second item (Appendix 6B). Then again, the Varimax rotation retained two components exceeding an eigenvalue of one (1), with an overall variance of 80%. Component one (1) which was described as ‘Psychological benefits’, consisted of two (2) items including ‘It helped me overcome fear and low esteem’ and ‘It helped me to release stress’. With an eigenvalue of 1.578, the factor accounted for 40% of the variance in benefits of volunteering. Factor two, Learning and self-fulfillment, enlisted items such as ‘I was self-fulfilled for contributing my service ’and ‘it was an avenue to gain and share knowledge’, with 38% of the variance explained.

Table 6.2 Factor loadings and communalities based on a principal components analysis with Varimax rotation for 11 items measuring benefits derived from volunteering (N = 228)

Latent constructs and observed variables	FL	EV	VE (%)
Psychological		1.578	39.5
It helped me overcome fear and low esteem	0.862		
It helped me to release stress	0.732		
Learning and self-fulfillment		1.538	38.4
I was self-fulfilled for contributing me service	0.864		
It was an avenue for gaining and sharing knowledge	0.819		
Total variance explained			77.9

Note: FL= Factor Loadings; EV= eigenvalue; VE Variance explained.

Fieldwork, 2019

Along the process, items with low communalities, low factor loadings, and items that do not theoretically fit the constructs were eliminated from the scale and they did not contribute to the final variance explained (Tabachnick & Fidell, 2001). In doing so, the researcher was

Careful to obtain a good balance between high factor loadings and a satisfactory variance explained solution (Tabachnick & Fidell, 2001).

Again, composite scores were created for each of the factors, based on items which had their primary loadings on each factor. Higher scores indicated greater benefits. Learning and self-fulfillment benefits emerged as the most rated perceived benefit than Psychological benefits. Overall, these analyses indicated that two distinct factors were underlying the volunteering benefit items and that these factors were moderately internally consistent. Approximately normal distribution was evident for the composite score data in the current study. The skewness and kurtosis were well within a tolerable range for assuming a normal distribution (Table 6.3). Thus the data were well suited for parametric statistical analyses.

Table 6.3. Composite scores and normal distribution scores for the volunteering benefit factors retained.

Factor	No of items	Mean	SD	Skewness	Kurtosis	Cronbach's
Psychological	2	6.86	2.51	-.919	0.573	0.863
Learning and self-fulfilment	2	8.84	1.24	-1.217	1.215	0.780

Fieldwork, 2019

6.3 Benefits of volunteering by sex, age, and type of volunteer

After creating the composite scores and having satisfied most of the assumptions for parametric analysis, the study further explored the extent to which benefits derived from a volunteer as obtained in the PCA differ across three explanatory variables including sex, age, and type of volunteer, using t-test and ANOVA. The T-test statistic estimation was used in instances where the explanatory variables had only two values while ANOVA was employed on variables with three or more values.

As may be observed from Table 6.4, no statistically significant difference existed between factors explaining benefits derived from volunteering and the explanatory variables of sex, age, and type of volunteer. Despite none existence of statistical difference, the mean differences indicate that males rated psychological benefits higher ($\bar{x}=7.03$) than their female counterparts ($\bar{x}=6.50$), while the females highly ($\bar{x}=8.94$) attributed learning and self-fulfillment than males ($\bar{x}=8.80$). For type of volunteers, the mean scores for in-school volunteers was higher ($\bar{x}=7.13$) for psychological benefits than the out of school counterparts ($\bar{x}=6.70$). Similar results were observed for learning and self-fulfillment benefits. In terms of age cohorts, volunteers between the ages of 24-30 years rated enhancement benefits higher ($\bar{x}=7.15$) as compared to those below 23 years ($\bar{x}=6.41$) and those between 31 to 35 years ($\bar{x}=7.04$). However, the mean scores for older volunteer aged 31 to 35years were higher ($\bar{x}=9.02$) for learning benefits than those aged 24 to 30 ($\bar{x}=8.85$) and those 23 years and below ($\bar{x}=6.67$) (Table 6.4)

Table 6.4: Benefits of volunteering by sex, type of volunteer and age

Variable	N	Psychological		Learning and self-fulfilment		Statistic
		Mean	<i>p</i>	Mean	<i>p</i>	
Sex						
Male	116	7.03	0.43	8.80	0.34	t-test
Female	104	6.50		8.94		
		t= 0.60		t= -0.95		
Type of volunteer						
In-school	116	7.13	0.20	8.90	0.52	t-test
Out of school	100	6.70		8.80		
		t= 1.29		t= 0.65		
Age						
<23	72	6.41		6.67		ANOVA
24-30	81	7.15	0.16	8.85	0.24	
31-35	62	7.04		9.02		
		F=0.13		F= 4.60		

Fieldwork, 2019

Qualitative results

The benefits attributed to volunteering as observed by the qualitative study constitute five (5) themes. These include a perceived blessing from God, satisfaction and self-fulfillment, personality enhancement, career benefits, and social capital development.

Perceived blessing from God

Two participants attributed God's blessing to their volunteering efforts. This relates to the belief that they were going to receive a reward from God for offering their services to the benefits of others. Examples from the narrative are listed below;

*I believe that when I do that [volunteer], I would be blessed; the creator himself will bless me because I am delivering service to humanity (**Kaka**).*

*I think volunteering is something biblical, especially, when you have certain talents and skills that are needed to make life easy for the vulnerable and you willingly offer it. God expects that we help one another and making it happen gives you the feeling that you are obedient to your maker. And of course, there were blessings attached even though you might not see it (**Lyd**).*

Satisfaction and self-fulfillment

Another theme that emerged from the interviews was satisfaction and self-fulfillment. All the participants alluded to the fact that they derive some sense of satisfaction and fulfillment from offering volunteer service. This fulfillment is derived from the fact that they are contributing to making a difference and transforming other people's lives. From the views shared, it appears that young people sought meaning of life from volunteering. The following narrative further elucidates such expressions:

*For me, the first thing that I gain is the personal satisfaction, I will keep saying this and I don't mind wherever I am asked to go, volunteer, I am ready to volunteer at anywhere. If it wasn't so am not sure I would have volunteered again even after my last volunteering experience because that was the farthest I have been away from home. That was the longest I have been away from home with new people living in the community that lack amenities (**kaka**)*

*It's self-fulfilling, just helping someone means a lot to me. Just giving my resources, my time, you know, for someone to benefit positively, you know it's kind of something that really gives me a sense of fulfillment (**Togas**)*

*There is nothing more fulfilling to me on earth than helping out and expecting nothing in returns. I derive fulfillment from the fact that I am making an impact, I am helping to change and transform someone's life for the better (**Ike**)*

Personality enhancement

Personal enhancement relates to three basic concepts including building confidence, enhanced communication skills, and acquisition of certain technical skills. Kaka attributed his enhanced sense of confidence and improved communication skills to volunteering. Ike, on the other hand, recounted that he obtained some tacit skills from the field which is using today to earn a living and in other areas of his life. Examples from the narrative of two meaning codes are listed below:

Meaning code 1: Enhanced confidence and communication skills

I think I gained some sense of confidence in my volunteering experience. As a matter of fact, there were a lot of activities that we had to do, pre and post this volunteering, so before we even moved to this community; we had training sessions and during sessions we do a lot of interactive activities, you could just be asked to get up lead the session, ...

so we learn how to get that confidence to stand in front of people and then speak as well (Kaka).

I was the shy type even during my school days. But I can boldly say that I suddenly gained that confidence to speak at meetings and communicate my ideas. In fact, my friend told me it helped her in that regard so I also decided to try it... It has really helped I must confess, yeah (Oskido).

Meaning code 2: Acquisition of skills

Before I volunteered on that project, I didn't know how to do a lot of things that I know and do today. On that project, I learned how to edit videos, I learned photography and all other skills that I can use today to earn a living and I am using most of them in other areas (Ike).

When it comes to proposal writing, when it comes to proposal writing or research and even how to raise funds, you know these are some of the technical skills I learned through volunteering (Togas)

Social capital

The additional benefit that was attributed to volunteering is social capital development. This relates to the creation and building relations and networks. Indeed, all three forms of social capital including bonding, bridging, and linking resources were evident in the narratives. Participants described bonding capital which involves giving help to immediate networks. Also, some participants alluded to bridging and linking capital in which they received recommendations for scholarship programs, employment opportunities.. Kaka, for example, indicated making friends that he visits in the UK once a while through volunteerism. Azizi also noted getting connections that subsequently led them to win a project with his boss. Oskido

also spoke of linking capital when he spoke about a friend been recommended for a scholarship as a result of volunteer work.

Another good thing about volunteering is the networking that we make out of it. Like I told you we had a set of volunteers from the UK that came down to work with us, we had a lot of new set of friends who are living elsewhere. Today, I can get up today and go to the UK that is going to this person or that and I have even done that recently.

(Kaka)

I can talk about the increase in my social capital. I have got a lot of connections. For PPAG like this, the Director of programs and even recently the country's director, I know all of them and the even and the midwife there (Azizi). Through me, my boss [name removed], won a project there, and he served as a consultant and he asked me to lead the fieldwork (Azizi)

My friend who linked me up with this group is currently in Liverpool doing his masters. It was as a result of this volunteering thing that he got links with some people who recommended him for a scholarship. My self too, I made a lot of friends both in Ghana and outside Ghana as a result of volunteer (Oskido)

Career benefits

This theme is concerned with career-related benefits that participants made reference to. These include job opportunities and CV enhancement. As may be observed in the narratives, Azizi told me he got the opportunity to join the clinic management team where he served on the quality assurance committee as a result of his volunteering experience. His boss also won a project from the place through him. Another participant also mentioned obtaining internationally acclaimed certificates for volunteering, which helps enrich his CV. Examples from the narrative are listed below:

Meaning code 1: Job opportunities

Like I was telling you, through volunteering, they have asked me to join the clinic management team specifically the quality assurance committee, so from time to time we meet and if we meet they do give us something for the meeting and other things (Azizi).

Meaning code 2: CV enhancement

Another benefit that I derived from this volunteering in this few years was a whole experience and then the certificate that it came with it. So it has enriched my CV and I can boldly say that the certificate that was as handed to me was signed by the Prime Minister of UK, so it's not a bad certificate to hold in terms of volunteering experience (Kaka).

I have a lot of experience through volunteering. It has boosted my CV a lot. I know that after school, getting a job would not be difficult. I even recently had a job but I got a scholarship to go to school so I didn't turn up for the job (Clarisse).

6.5 Summary

This chapter presented the results for the second of the study. It is a concern with identifying the benefits that young people attribute to volunteering. For the quantitative phase, descriptive results of the scale show that volunteers highly attributed benefits to their volunteer work.. The constructs that emerged from the PCA were psychological benefits, learning and self-fulfillment benefits, with the latter emerging as the most prominent attributed benefits by the volunteers. The quantitative data further observed that the volunteers did not differ in terms of benefits attributed to volunteer work.

For the qualitative data, the themes that emerged as benefits derived from volunteering include; perceived benefit from God, personality enhancement in the forms of enhanced confidence, communication skills, career benefits in the forms of cv buiding and employment

opportunities, as well as social capital development. From the results, the qualitative findings were generally similar and therefore corroborate the quantitative findings.

CHAPTER SEVEN

CONSTRAINTS TO VOLUNTEERING IN GHANA

7.0 Introduction

This chapter presents results on the third objective, constraints to volunteering among young people in Accra. Constraints theory measures both participation and non-participation (Otoo, 2014). In this regard, the study engaged both volunteers and non-volunteers using surveys and interviews to understand constraints to volunteering. The quantitative phase presents the results of two separate surveys. First, results are presented on volunteers' perspectives of constraints to volunteering and second non-volunteers' perspective on constraints to volunteering. For the two surveys, means and standard deviations were first used to summarize volunteers' responses to each of the items measuring constraints to volunteering. Again, exploratory factor analysis was performed to reduce the constraint scale dimensions into representative key constructs. The final part of the quantitative phase presents results for the t-test and ANOVA.

The second phase, which is the qualitative phase comprises the subjective and narrative elements from both volunteers and non-volunteers to give research participants a voice, through their own words.

Quantitative results

7.1 Descriptive statistics for the scale measuring constraints to volunteering (Volunteers' perspective)

As discussed in previous chapters, the respondents were made to rate the extent of their agreement with items measuring constraints to volunteer work in Ghana. As may be observed from Table 7.1, constraints to volunteering in Ghana as expressed by the volunteers largely

bother around the cost of volunteering ($\bar{x}=7.86$) as well as the inadequacy of information on volunteer opportunities ($\bar{x}=7.76$). The volunteers also mildly rated the fact that public sector organizations are not willing to recruit and work with volunteers ($\bar{x}=6.81$), the fear of the unknown, negative perspective about volunteer by family and friends as well as the confidence to approach organizations for opportunities.

Table 7.1. Volunteers’ perspective of Constraints on volunteering (N=228).

Constraints to volunteering	Mean	S.D
In Ghana, it is expensive to volunteer one’s service e.g. transport cost, feeding cost.	7.86	2.562
Inadequate information on volunteer opportunities also prevents people from volunteering	7.76	2.163
Public sector organizations are mostly not willing to accept volunteers	6.81	2.962
Sometimes, it is the fear of what might happen on the field that prevents people from volunteering.	6.29	2.564
Friends and relatives consider volunteerism activities as a waste of time and effort.	6.14	3.151
The confidence to approach organizations for voluntary opportunities prevents others from volunteering	6.06	2.582
Some parent/guardians do not support volunteering desires	5.85	3.075
Private organizations are not willing to work with volunteers	5.55	2.920

Fieldwork, 2019

7.2 Exploratory factors explaining constraints to volunteering

Similar to the previous chapters, items measuring constraints to volunteering were subjected to PCA using Varimax rotation. The KMO value of 0.840 verified the sampling adequacy for the analysis (Kaiser, 1974), and Bartlett's test of sphericity of $p < 0.00$ indicated that factorability of the observed variables as possible. The principal component analysis revealed the presence of two factors with eigenvalues more than 1, explaining a total variance of 75% of the variance in the data set.

The component I, named as structural constraints consisted of seven (7) items including; 'in Ghana, it is expensive to volunteer one's service e.g. transport cost, feeding cost', and 'inadequate information on volunteer opportunities also prevents me from volunteering'. With an eigenvalue of 1.532, the factor accounted for 45% of the variance. The second component, Interpersonal constraints explains 31% of the variance and elicited issues such as 'Friends and relatives consider my volunteerism activities as a waste of time and effort' and 'some parent/guardian do not support volunteering desires'. It can be observed from Table 7.3, that only four items from the scale constituted the factors retained. This is because items with low communalities, low factor loadings, and items that do not theoretically explain the constructs were eliminated from the scale and they did not contribute to the final variance explained. The researcher was careful to obtain a good balance between high factor loadings and a reasonable variance solution (Table 7.2).

Table 7.2. Factor loadings and communalities based on a Principal Components Analysis with Varimax rotation for 8 items measuring volunteers perspectives of constraints (N = 228)

Latent constructs and observed variables	FL	EV	VE (%)
Structural Constraints		1.54	45
In Ghana, it is expensive to volunteer one's service e.g. transport cost, feeding cost.	0.85		
Inadequate information on volunteer opportunities also prevents people from volunteering	0.84		
Interpersonal Constraints		1.46	31
Friends and relatives consider my volunteerism activities as a waste of time and effort.	0.89		
Some parent/guardian do not support volunteering desires	0.81		
Total variance explained			75.0

Note: FL= Factor Loadings; EV= eigenvalue; VE Variance explained.

Fieldwork, 2019

Finally, mean composite scores were created for each of the three factors, based on items which had their primary loadings on each factor (Table 7.3). Higher scores indicated greater benefits. Structural constraints were reported high as compared to interpersonal constraints. This means that volunteers cost of volunteering and lack of adequate information on volunteering opportunities as key constraints to volunteer work. From the composite table below, the skewness and kurtosis were well within a tolerable range for assuming a normal distribution (Table 7.3). Overall, these analyses indicated that two distinct factors were underlying the volunteer constraints items from the volunteers' perspective.

Table 7.3. Composite scores and normal distribution scores for the volunteering

Constraints factors (Volunteers perspective)

Factor	No.of items	Mean	SD	Skewness	Kurtosis	Cronbach's α
Structural constraints	2	7.81	2.03	-1.28	2.11	0.863
Interpersonal	2	6.02	2.68	-0.55	-0.50	0.780

Fieldwork, 2019

7.3 Volunteer Constraints across Sex, Age and Type of Volunteer

After reduction of the constraints into two factors, ANOVA and T-test was performed. The results show a significant difference between sex and interpersonal constraints ($P=0.018$). The males indicated experiencing more of the interpersonal constraints ($\bar{x}=6.41$) than their female counterparts ($\bar{x}=5.55$). A critical consideration of the items loaded under interpersonal constraints from Table 7.4 shows that the males considered the negative perception about volunteer work as 'waste of time' a major constraint including the lack of support from parents as major constraints. This results could be explained to the fact that young men are expected to work and fend for the family hence would not be accepted in society for works without pay.

Although there is no statistically significant difference for structural constraints, the females seem to rate it higher as a constraining factor to volunteering than their male counterpart. The structural constraints particularly relate to the cost of volunteering and inadequate information on volunteering opportunities. For types of volunteers, in-school volunteers are both structurally and interpersonally constrained than out-of-school counterparts (Table 7.4).

Table 7. 4: Constraints of Volunteers by Sex, type of volunteer and age (Volunteers perspective)

Variable	N	Interpersonal constraints		Structural constraints		Statistic
		Mean	<i>P</i>	Mean	<i>P</i>	
Sex						
Male	114	6.41	0.018*	7.73	0.69	t-test
Female	101	5.55		7.84		
		t= 2.37		t= 0.39		
Type of volunteer						
In-school	116	6.09	0.839	7.94	0.839	t-test
Out.of sch	95	6.02		7.65		
		t= 0.20		t= 0.20		
Age						
<23	72	6.54		7.90		ANOVA
24-30	80	5.89	0.080	7.66	0.772	
31-35	61	5.51		7.76		
		F=2.55		F= 0.26		

Fieldwork, 2019

7.4 Non-volunteers perspective of constraints to volunteering

For purposes of better insights into the constraints to volunteering, the researcher sought the perspective of non-volunteers to understand the factors that inhibit their volunteering desires. The quantitative phase of the study conveniently sampled 103 non-volunteers who responded to questionnaires specifically designed to measure their constraints.

From the results as shown in Table 7.6, the respondents generally rated mildly the constraints factors in the scale. However, the cost of volunteering received the most traction (\bar{x} =6.56), followed by the inadequacy of information on volunteer opportunities (\bar{x} =5.90), unwillingness of organizations to accept volunteers (\bar{x} =5.26) and perceived lack of skills (\bar{x} =4.70) as key reasons for not volunteering. Others indicated the fact that many organizations refuse to give stipends as well as lack of confidence to approach organizations for voluntary

opportunities (Table 7.6). In contrast, the respondents least attributed their non-volunteering to health challenges ($\bar{x}= 1.36$), and lack of parental support for volunteering desires ($\bar{x}= 2.83$).

Table 7.6. Non-volunteers’ perspectives of constraints to volunteering

Constraints to volunteering	Mean	S.D
In Ghana, it is expensive to volunteer ones service e.g. transport cost, feeding cost.	6.56	3.49
Inadequate information on volunteer opportunities	5.90	3.34
Sometimes, some organizations are not willing to accept volunteers	5.26	3.56
I wish to volunteer with certain institutions but I feel I do not have the skills required.	4.70	3.39
I do not volunteer because many organizations refuse to give stipends or allowance.	4.19	3.82
I do not have the confidence to approach some types of organizations for voluntary opportunities	3.79	3.11
I cannot volunteer because I think there would not be any monetary rewards (e.g. Stipends and allowances)	3.76	3.71
I am sometimes afraid of what might happen on the field	3.72	3.55
Friends consider my volunteerism activities as a waste of time and effort.	3.38	3.68
Relatives consider my volunteerism activities as a waste of time and effort.	3.27	3.52
Language barrier is what prevents me from volunteering in certain areas	2.91	3.11
I feel volunteering is for rich people who have more to spare	2.83	3.67
My parent/guardian is not in support of my volunteer desires	2.36	3.28
My health does not allow me to do certain types of volunteer work.	1.36	2.64

Fieldwork, 2019

7.5 Exploratory factors explaining non-volunteers perspective on constraints

The attributes measuring constraints to volunteering from the non-volunteers' perspective were subjected to PCA using Varimax rotation. Prior to PCA, the suitability of the data was assessed. The two most recommended preliminary requirements for using factor analysis: the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, and Bartlett's Test of Sphericity. The Bartlett's test of Sphericity (377.786) was found to be significant at $p = 0.000$ and was further confirmed by a KMO coefficient of 0.746 (Kaiser, 1974). Eigenvalues ≥ 1 was used as the criterion for extracting factors, and the threshold for inclusion of a variable was 0.5 (Hair et al., 2010).

The Varimax rotation retained three components explaining an overall variance of 63%. These factors were named interpersonal constraints, structural constraints, and intrapersonal constraints. With an eigenvalue of 2.429, interpersonal constraints accounted for 30% of the total variance explained. Items such as 'friends consider my volunteering activities as a waste of time and effort' and 'relatives consider my volunteering as a waste of time and effort' loaded under this factor. Structural constraints explained 17% of the variance and enlisted items relating to the fact that 'it is expensive to volunteer one's service, organizations' refusal to give stipends, inadequate information on volunteering opportunities as well as organizations unwieldiness to accept volunteers. The final factor, intrapersonal constraints relate to items such as health constraints and language barrier This factor explained 16% of the total variance in the scale(Table 7.7).

Table 7.7. Factor loadings and communalities based on a Principal Components Analysis with Varimax rotation for 15 items measuring non-volunteers' perspectives on Constraints to volunteering in Ghana (N = 228)

Latent constructs and observed variables	FL	EV	VE (%)
<i>Interpersonal</i>		2.428	30
Friends consider volunteerism activities as a waste of time and effort.	0.827		
Relatives consider volunteerism activities as a waste of time and effort.	0.720		
<i>Structural Constraints</i>		1.363	17
In Ghana, it is expensive to volunteer ones service e.g. transport cost, feeding cost.	0.669		
I do not volunteer because many organizations refuse to give stipends or allowance.	0.650		
Inadequate information on volunteer opportunities	0.633		
Sometimes, some organisations are not willing to accept volunteers	0.622		
<i>Intrapersonal Constraints</i>		1.239	16
My health does not allow me to do certain types of volunteer work.	0.819		
Language barrier is what prevents me from volunteering in certain areas	0.788		
Total variance explained			63%

Note: F: Factor, FL: Factor Loading, VE: Variance explored.

Fieldwork, 2019

Composite scores were created for each of the factors, based on items which had their primary loadings on each factor. Higher scores indicated greater constraints. The structural constraint was reported high, followed by interpersonal. Intrapersonal constraints were rated as the least constraining factor to volunteering. In other words, the non-volunteers regard the cost of volunteering, lack of information, refusal to give stipends on the part of organizations,

and the unwillingness of organizations to accept volunteers as critical factors that prevented them from volunteering.

Again, as may be observed from Table 7.8, the skewness and kurtosis were well within a tolerable range for assuming a normal distribution. Overall, these analyses indicated that three distinct factors underline the constraints of volunteering from the non-volunteers perspective. Thus the data were well suited for parametric statistical analyses.

Table 7.8. Composite scores and normality scores for the non-volunteers' constraints

Factor	No of items	Mean	SD	Skewness	Kurtosis	Cronbach's α
Interpersonal	2	3.33	3.35	.737	-.681	0.863
Structural	4	5.48	2.32	-.175	-.216	
Intrapersonal	2	2.136	2.38	1.211	1.411	0.780

7.6 Constraints to Volunteering by Sex, Age and Type of Volunteer (Non-volunteers' perspective)

The study further explored the extent to which the constraints as observed from the PCA differ across three explanatory variables including sex, age, and type of non-volunteer, using t-test and ANOVA. The T-test statistic estimation was used in instances where the explanatory variables had only two categories whilst ANOVA was employed on variables with three or more categories.

The results from the study observed statistically significant difference for interpersonal constraints and all the explanatory variables including sex ($p = 0.041$), age ($p = 0.041$) and type of volunteer ($p = 0.011$). When considering sex and the interpersonal constraints, males rated interpersonal constraints higher ($\bar{x} = 4.02$) as compared to their female counterparts

(\bar{x} =2.68). A critical consideration of the items that loaded under this interpersonal constraints, as observed in Table 7.7 indicates that the male non-volunteers were constrained by attitudes of family and friends towards volunteer work. The fact that their family and friends considered volunteer work as a waste of time prevented them from volunteering. Again, the results show that the interpersonal constraints were felt by non-volunteers who are out school (\bar{x} =4.39) than their counterparts who are in-school (\bar{x} =2.91). For young people out of school, the expectation is to obtain gainful employment and fend for the family unlike those who are still students.

With regards to age, it appears the non-volunteers between the ages of 31-35years experience interpersonal constraints (\bar{x} = 4.28), followed by those between 24-30 years (\bar{x} =4.12) and those below 23 years (\bar{x} =2.24). This result indicates that older young Ghanaians involved in the study indicated they do not volunteer because their parents and friends consider it as a waste of time and efforts. These results support the earlier argument made concerning community expectation for young Ghanaian males who are out of school. More particularly, aging is linked to the state of responsibility in the Ghanaian context and for that matter, one cannot be seen to be 'wasting off' in the name of volunteer work (Table 7.9).

Table 7.9: Constraints of non-volunteers by Sex, type of volunteer and age

Variable	N	Interpersonal constraints		Structural constraints		Intrapersonal constraints		Statistic
		Mean	<i>p</i>	Mean	<i>p</i>	Mean	<i>p</i>	
Sex								
Male	49	4.02		5.84		2.13		t-test
Female	54	2.68	0.04*	5.16	0.14	2.15	0.96	
		t= 2.07		t= 1.49		t=-0.06		
Type of volunteer								
Out of sch.	29	4.39		5.75		2.07		t-test
In school	74	2.91	0.04*	3.37	0.46	2.16	0.59	
		t= 2.07		t= 0.74		t= -0.18		
Age								
<23	46	2.24		5.17		2.04		ANOVA
24-30	28	4.12	0.01*	6.07	0.26	2.02	0.41	
31-35	29	4.28		5.40		1.81		
		F=4.7		F= 1.4		F=0.90		

Fieldwork, 2019

Qualitative results

This section concerns with constraints to volunteering as expressed by volunteers and non-volunteers. The volunteers generally spoke to issues that affected their volunteering experience and satisfaction while non-volunteers' views bother largely on issues that prevented them from volunteering. To some extent, the volunteers agreed with the non-volunteers on some of the challenges they share while recounting their experiences. As may be observed later in this section, volunteers and non-volunteers agreed to factors such as community perspective and attitude towards volunteer work, lack of immediate family support, financial constraints and time constraints and unwillingness to accept volunteers were constraints to volunteering. Logistics constraints, the attitude of mainstream staff and lack of recognition for volunteering efforts were peculiar to volunteers. Also, the lack of perceived skill for volunteer work was recounted exclusively by non-volunteers. These constraints are however categorized into structural constraints, interpersonal constraints, and interpersonal constraints.

Structural constraints

The structural constraints relate to two themes. The first is community perception and attitude towards volunteerism. The second theme is volunteering related challenges such as lack of information on volunteering opportunities, logistics constraints, and lack of recognition for volunteers.

Meaning code 1: Community perspective and attitude towards volunteering

Haski-Leventhal (2009) is of the view that "People are social entities whose interactions with others shape their behavior, beliefs, values, and world views" (p. 281). Participants of this study are of a general view that community members did not value their volunteering efforts. As recounted by a key informant, "People don't regard volunteering as important".

Okay, first of all, I don't know if it's a cultural thing or a personal thing. I think Ghanaians, in general, we are not fond of volunteering, maybe because of our situation as Africans or Ghanaians. The main challenge is that people think that if you a volunteer it means you have nothing to do. (Abena, a non-volunteer)

Yeah, it is a major problem particularly for me. There is this perception that if you are volunteering it means you have nothing doing. Sometimes the mainstream workers behave some way towards you. That culture and understanding is not there in the Ghanaian context (Kaka)

I think that the attitude of the community people or people around you towards volunteer work is a major challenge. As I told you earlier, in the community where I was first, you wouldn't even get young people to say we are embarking on volunteering project or anything to help society. It was until I came to the new place that I saw that there is something called volunteer work. Young people in the area have that kind of thing and it is more like social groups and it is well appreciated by the community whereby they even get support from big people anytime they want to do projects in schools or hospitals. So you see the two different situations? (Oskido)

Volunteering related constraints

This theme relates to two concepts. The first is organizations are not welcoming. This concept communicates the difficulties the volunteers go through in accessing volunteering information, the bureaucratic system within volunteering organizations and the unwillingness to open doors for volunteers. The second concept concerns with the logistical constraints volunteer on the field encounter. Examples from the narrative of the two meaning codes are listed:

Meaning code 1: organizations are not welcoming

You know this NGO's don't reach out to people on a wide scale for them to know that there are opportunities. That you can volunteer your time and your effort. Sometimes, when you even request on your own to do so, they are hesitant in accepting your request (NAS)

Sometimes, you write to organizations to volunteer, offer your free service and they wouldn't even mind you. When you call to check up it's like you are disturbing them. It is annoying sometimes. As for me I just decided not to try anymore; after all, I can stay home and rest (Adjara, a non-volunteer)

So yeah the bureaucratic system in some of the institutions is really one of the major problems and also, I think they are scared of people taking their information around, so the organizations themselves place a lot of challenges. Just to offer our own free service, you need to go through that person, to that person, write a letter to them, this person needs to approve. Come on! Just giving something for free and you will be going through all these processes, definitely, people will give up (Togas, a volunteer).

Meaning code 2: logistics constraints

Yeah, some have to do with the logistics, if am to, I mean concentrate on PPAGE, as an NGO and then being a volunteer, sometimes you want to carry out outreach and the things you use to do whatever you want to do some of them they are not there (Azizi).

After graduating from secondary school, I decided to volunteer in a deprived basic school to teach because I felt they deserved better education like what I have. During those times, Charlie, the experience was just not good. You want to teach and there is no chalk, sometimes some ideas come to make the children's style of learning better but where are the materials? It was quite discouraging. Although this situation wasn't

peculiar to me being a volunteer, I think it can prevent future volunteer works in similar settings. (Ike)

Interpersonal constraints

Interpersonal constraints also consist of lack of immediate support for volunteering, volunteers not recognized and attitude of other mainstream staff.

Meaning code 1: Lack of immediate family support and encouragement

The first concept, lack of immediate family support speaks to the fact that some parents are not willing to allow young people to get involved in volunteer work. As may be seen in the narratives, Afia indicated having the interest to volunteer but the idea is always not supported by the parents. NAS added that in such instances where significant people in the life of the individual do not value volunteering, it would be even difficult to get information on opportunities for volunteering

That was what I was saying, I didn't belong to an environment that showed a sense of volunteering, so if I should extrapolate my situation to the many young people out there, I would that I don't think that many young people out there are aware that there are opportunities like this to volunteer (NAS, a volunteer)

In this country, it is about who you know, when the opportunity for volunteer works come, you don't get to know unless you belong to certain kinds of groups. There is this friend of mine who always get such opportunities so I had to ask him to link me up. Such information only circulate in some circles (Joe, a non-volunteer)

I don't volunteer because my parents wouldn't allow me out of the house with an excuse that I want to volunteer. She would rather expect me to work for her in the market. She won't be ready to give me money for transport and feeding (Afia, a non-volunteer).

Our Ghanaian parents do not see the value of volunteering. They wouldn't see any sense in you decide to go and offer services for free without any reward. I don't blame them too. The economy demands a lot from them and they want you to help out during vacations (Winnie).

Meaning code 2: Volunteer services not recognized

This concept represents volunteers' dissatisfaction with the way they are treated at the workplace. They mentioned issues such as discrimination, lack of sense of respect as constraints to enjoying their volunteer experience. Ike, for example, noted specifically that the lack of recognition translates into the fact that they are not given at least certificates or testimonials to appreciate their efforts.

Sometimes your services are not recognized because you do your services for free. From my little experience of volunteer work in at least three organizations, I have observed that the most of the time undermine volunteers and see them as inferior or not being in the position for the task to be done. Sometimes you are not used to your abilities and you feel wasted (Openyin).

As a volunteer, you are not recognized even as a staff. I remember during Christmas, they brought some items to be given to the workers but because we are volunteers, we were not given. I think it hurts to be isolated for such benefits even though we are not working to be paid. (Oskido).

Many organizations I volunteered for, have not given me at least a certificate or even a testimonial as a form of recognition for my services. These things make you feel like you are wasting your time (Ike).

Meaning code 3: Mainstream workers not comfortable

The last concept speaks to human relation issues between the mainstream employees and the volunteers. As may be seen in the narrative, Nao noted that there seems to be a somewhat subtle conflict, whereby the mainstream staff considers the volunteers as competitors.

For that one, I would say that some of the people working in the organization sometimes they don't feel uncomfortable when you are around. For instance, one thing I observed was that it was like you are coming to take their work to do and looking at your CV or who you are and where you are coming from is like you are coming to compete with them there or something so they wouldn't feel comfortable (Nao).

Intrapersonal constraints

Intrapersonal constraints relate to issues such as time constraints, perceived lack of skills for particular jobs and financial constraints.

Meaning code 1: Time constraints

The notion of a 'time poor' society came to the fore when the participants spoke about constraints to volunteering. Participants said they had little discretionary time to enable them to volunteer because school, family, partners, and/or work required their time. The following narratives illustrate such expressions:

Volunteering demands a lot of time and sometimes when you are volunteering, they consider as staff and expect you to comply with the rules (Joe, a non-volunteer).

I think that volunteering is about time. While in school, I had to combine this volunteer work with school because I wanted something. I needed both so I had to do that. If you don't have the determined spirit as I have you definitely not going to volunteer at all (Ike, a volunteer).

As you can see, I am a busy person. I have a family to take care of at the moment. I had decided to provide nursing support to an orphanage on weekends but I had to stop because I wasn't getting the time (Abena).

Meaning code 2: perceived lack of skills

I am just in level 100, I don't really know anything yet. I just don't know what I would be doing if I am given a task to perform at any project. I am just scared I may not be fit for the purpose and could be a liability. I wouldn't like people to see me like that (Adjara).

In most cases, the volunteering opportunities are advertised with some requirements. If you do not have such requirements, you are unlikely to be picked by such organizations. So you see I couldn't volunteer because I lacked the skills required (Abena)

Meaning code 3: Financial constraints

It is really expensive to volunteer in this country. You have to cater for yourself in terms of feeding, transportation. It is such an investment of money time and energy. I would love to do it but there is no extra money for that (Adjoa)

Our voluntary Camps are usually funded by donors outside the country. Sometimes, the cost is huge that we cannot be able to cater for the expenses such as feeding and accommodation. We try our best but sometimes we request that volunteers pay something little. This situation prevents a lot of people from volunteering. Volunteering is an act of freely giving your skills and it must be free so I understand them too. (Paul, a volunteer manager)

Summary

The descriptives of the volunteers' survey data shows cost of volunteering and lack of information on volunteering opportunities as prominent constraints to volunteering by volunteers. The PCA further categorized constraints into interpersonal and structural constraints. Structural constraints constitute issues related to the cost of volunteering, and lack of information on volunteering opportunities while interpersonal constraints as expressed by volunteers include the perception of friends and family about volunteer work as waste of time. For the volunteers, structural constraints were the most prominent constraining factors. Again, volunteers differed in terms sex and interpersonal constraints. Males were likely to experience interpersonal constraints as compared to females.

For the non-volunteers survey sample, the constraints were mildly rated. However, just like the volunteers, the non volunteers also touted the cost of volunteering and lack of information on volunteer work as prominent constraints. The PCA categorized the constraints scale into structural, interpersonal and intrapersonal constraints. Structural constraints constitute the cost of volunteering, lack of information, unwillingness of organisations to accept volunteers and lack of stipends for voluntary work. Interpersonal constraints include perception of friends and relatives as waste of time while intrapersonal constraints include health challenges and language barrier. The study found structural constraints as the most prominent of all the constraints mentioned by non volunteers. The study also found that non-volunteers differed across age, sex and type of non-volunteer in terms of interpersonal constraints. Males volunteers aged 31 to 35 years who are out of school were likely to experience more of the interpersonal constraints than their female counterparts.

The qualitative findings generally corroborate the findings of the quantitative study except for a few unique findings including lack of logistics, lack of recognition for volunteers' efforts, community perception about volunteer work, and negative attitude of mainstream works towards volunteers.

CHAPTER EIGHT

DISCUSSION OF FINDINGS

8.0. Introduction

In the previous chapters, results for the three objectives of the study were presented. This chapter is focused on a discussion of the results. The discussion is conducted in line with the research objectives and the conceptual framework of the study.

8.1. Profile of research subjects

Socio-demographic variables of the study were found to influence volunteering. The survey results of this study found sex as a determinant of volunteering. Male volunteers' slightly outnumbered their female counterparts in this study. The finding of this study is contrary to the findings of most studies on volunteering in the African context (e.g Taniguchi, 2006; Benson & Seibert, 2009; Seabe, 2014). These previous studies as mentioned supra found more females volunteering compared to this study's finding of more males volunteering. The findings of these previous studies were explained by socialization and gender role stereotypes. The further argued citing other authorities that society expects men to work and fend for the family instead of volunteering (Naidu Sliep & Dageid, 2012; Taniguchi, 2006). Einolf (2011) for example explored gender differences in volunteer work and giving. He found women score higher on most measures of the traits, motivations, and values that predict helping others and women are more likely to help close relatives. His findings, however, show no significant differences in sex with regard to formal volunteer work.

This study's finding which deviates from these other findings could be attributed to a number of factors related to the focus and context of the current study. First, formal volunteering which is the focus of this study mostly takes place in the northern part of the country where most of the organizations implement their projects. The five northern regions of the country are considered deprived areas in Ghana and hence most social intervention projects

by NGOs and CBOs are concentrated in these regions which are very far from Accra. Culturally, males tend to travel long distances as compared to females (Anarfi, Kwankye, Ababio, & Tiemoko, 2003; Lattof, Coast, Leone, & Nyarko, 2018). Secondly, the study sample largely consisted of student volunteers and therefore the argument of role stereotyping in terms of the expectation to work and fend for the family does not hold mostly for this category of youth in Ghana.

Education is one of the key predictors of volunteer work (Seabe, 2013; Wilson (2000). The results of this study validate the general opinion in the literature that volunteering is prominent among people with higher educational background. Cognitive competence is said to be critical in that regard, such that, as young people become educated, they are become exposed to situations and volunteering opportunities (Gestuzien & Sheepers, 2012). This result further suggests that as young people move higher the educational ladder, the likelihood of exposure to volunteering opportunities and volunteering related information.

In addition, the quantitative results show that volunteers spend a substantial amount of time volunteering. A good number of them volunteered every weekend, between one to three months and one to four months. These results suggest that volunteering is an activity that requires more discretionary time and therefore explains why students are majority volunteers in Accra. Culturally, this category of youth has more discretionary time as compared to their older folks. Discretionary time is said to decrease with aging, a concept as “time poverty” by Kalenkoski, Hamrick and Andrews (2011). Status in life such as marital status, parenthood, and age of youngest, child may also provide clarity on the relationship between age and volunteering behavior (Goodin, Rice, Parpo & Eriksson, 2008).

8.2. The motivation for volunteering.

Based on the conceptual framework of this study, volunteering motivation constitutes the antecedent stage of the volunteer process. The literature on volunteer motivation

demonstrates a multi-dimensional nature and complexities in volunteer motivation (Van Lange, Schippers & Balliet, 2011; Carlo, Okun, Knight & de Guzman, 2005). This study found factors such as values, career motive, enhancement motive, socio-psychological motive, whiling away the time while waiting for a job and the desire to contribute to development and change as key motivations for volunteering. Each volunteer volunteered for at least more than one reason. The findings are generally in consonance with the widely acclaimed Volunteer Motivation Index proposed by Clary and Sydney (1991) and other studies that used the functional approach to study volunteer motivation (Akintola, 2010; Haski-Leventhal, 2009). Results peculiar to this study however is ‘whiling away the time while waiting for a job’ and ‘volunteering for local development and international goals’. Overall, the study extends the altruism-egoistic paradigm in literature. A detailed discussion of the emerging concepts that relate to volunteering motivations is presented in the subsequent sections.

8.2.1. Value

According to Seabe (2014), volunteering is influenced by values, acquired from socialization in different socio-cultural institutions such as the church, community, family or school. The study found communal values, passion for doing good and altruism as key intrinsic drivers of volunteering decision. Nussbaum (2003) define communal values like compassion, mutuality, and humanity towards building and maintaining a community. The study found that young volunteers, tend to reify these values of giving back to society and helping others. This drives highlights the expression of the concept of humanity and brotherhood noted as key elements of the African culture (Gyekye, 1996; Ciaffa, 2008). This finding is therefore supported by Wilson’s (2000) assertion that people are likely to volunteer because of communal orientation, sense of solidarity, altruism, compassion, and social responsibility.

8.2.1. Socio-psychological motive

The quantitative data showed socio-psychological motivations were followed by career and enhancement motivations. The key findings of this study relate to the fact that young people volunteered because they wanted to meet new people, interact with new cultures and to de-stress. Other volunteers also indicated volunteering because their friends and family members have high regard for volunteering. The finding from the qualitative data that young people volunteered because of the values placed on volunteer work by friends and family members highlights the role of social networks in volunteering decision making. Scholars such as Ryan, Agnitsch, Zhao, and Mullick (2005) reported that the more attachment to social ties that favor volunteering, the likelihood to volunteer. Persuasion to volunteer especially by significant others is widely reported (Seabe, 2014).

8.2.2. Utilize time effectively while waiting for employment

This study found volunteering among young people as a stepping stone to having a dream job. Similar results were noted across volunteering literature particularly in the African context (Seabe, 2014; Wilkinson-Maposa, & Fowler, 2009). The results could be explained to the high rates of unemployment on the continent. In Ghana, for example, it is estimated that over 45percent of young people who graduate from the universities remain without jobs (National Labor Commission, 2018). Volunteering has, therefore, become an alternative to idleness and remaining unproductive. From the qualitative data, the participants indicated that they leverage on the social networks provided by the volunteer organization to cope with the challenges brought about by unemployment. This imply that volunteer groups provide some sort of social capital for young people as observed by Seabe (2014).

8.2.3. Career and personal development motive

Related to the above motive is career motive. This motive is one of the most widely reported findings is volunteer motivation literature (Seabe, 2014; Suhud, 2013; Rochester et

al., 2010). From the study, the respondents indicated that they volunteered because they wanted to improve their curriculum vitae and enhance their marketability. It was further found in the study that some organizations require volunteering experience for employment opportunities. Although these findings further extend the debate as to whether pro-social behavior is really altruistic, it drives home Becker's (1965) idea of human capital investment. Human capital investment was conceptualized as activities that enhance the individual's market value. The findings indicate that people tend to build or maintain their market value or employment skills. There is considerable evidence in the literature that volunteers seek human capital investment across organizations (Lodi-Smith & Roberts, 2007; Marta, & Pozzi, 2008).

Related to the career motive is the enhancement or personal development motive for volunteering. As may be observed from both sets of data, the theme relates to the desire to learn how to work with other people, build confidence and self-esteem and learn new cultures. Quantitative results found that this motive differed across age cohorts in that the enhancement motive decreased with age. Specifically, the study found that as volunteers are younger and in school, they looked out more for activities and organizations that best prepared them for the future as well as the job market. This results corroborates with findings of Kiptot and Franzel (2014) that investments in human and social skills were crucial motivation factors that kept them working without pay. The quest to build confidence, for example, may be of less consideration for volunteers between ages 31 to 35 years. This is because the age cohort might have overcome self-confidence and low self-esteem while preparing themselves for the job market.

8.2.4. Contribution to change and development

Contributing to local development and international goals is another theme that emerged from the study. This study revealed that young people found volunteering as a caveat to enable them to contribute to solving some of the developmental challenges around them.

This finding is supported by Moleni and Gallagher's (2007) assertion that young people view volunteering as a way of solving society's challenges including youth problems such as unemployment, lack of education and life skills, marginalization and risky behaviors.

Indeed, some of the narratives provided by the participants brought to the fore that volunteering meant changing their lifestyles of being dependent minded to becoming productive and contributing individuals, similar to findings of Percy-Smith and Burns (2013). This thinking emanates from their awareness of the socio-economic problems in the country and their sense of agency in complementing efforts of government in tackling such problems. The study once again found that some young people volunteered because they saw it as a way of contributing to international goals such as the Sustainable Development Goals. These findings thus indicate that young volunteers are aware of their contribution to nation-building, the consciousness of volunteering to international goals was also evident.

8.2.5 The power of significant others

Again, the motivation as expressed were not developed in a vacuum. The volunteers indicated forming their motivations from personal experiences, socialization, knowledge of volunteering elsewhere and information from the media. These elements are key influences of such motivations. The results of this indicate that the decision to volunteer to some extent is influenced by the actions and testimonies of others. Seabe (2014) asserts that 'social ties and networks promote volunteer work by fostering norms of reciprocity and mutual trust.

8.2.6 The final decision to volunteer is a personal issue

While the volunteers may be persuaded by such agents, the volunteers have their sense of agency, in that they do their cost and benefit analysis and form motivations that would be beneficial to them (altruism and egotism). The motivations are said to influence the choice of activity and organization. In as much as the sources of motivation such as religion,

socialization, peers help induce some sense of will power for volunteering, they do not ultimately influence the choice of activity.

8.3. Benefits of Volunteering

Motivation and benefits of volunteering are closely related. Volunteer benefits can be understood as “the achievement of motives and unanticipated rewards that emerge during the volunteer experience” (MacNeela, 2008, p.132). In this study, volunteers attributed career benefits, personal development, a perceived blessing from God, self-fulfillment, and social capital to their volunteering activities. The quantitative data shows that psychological benefits were the most perceived benefit derived from volunteering. Also, all participants in the qualitative data rated social capital gains as the most benefit derived from volunteering. Researchers who adopted the rational choice approach to volunteering established that public or private benefits explain the reasons behind people’s decision to volunteer. A utilitarian approach to volunteering suggests that young people volunteer to achieve nonmaterial and material benefits such as personal satisfaction, stipends, social networking, and travel experience. This is the case of this study as most of the perceived benefits are non-material.

8.3.1. Psychological benefits

Psychological benefits in this study relate to overcoming fear and low esteem as well as the release of stress. The result from both data largely shows most volunteers acknowledge the fact that volunteering helped them to overcome fears and low-self-esteem. Participants of the in-depth interview further confirmed that they overcame fear and gained confidence through the activities and interaction with both volunteers and community members. One participant mentioned that he was given roles to lead sections and interactions which helped him to build his confidence and esteem. Volunteering is an interactive and human-centered activity. Relatedly the quantitative data observed that young people said volunteering endeavors helped them to release stress. Considering the fact that volunteering for most

organization is one outside Accra, young people who are mostly students may desire to take the opportunity to get out of city life. This is in line with the concept of escapism in tourism and volunteer tourism (Bosworth & Willett, J2011).

8.3.2. Career benefits

This theme relates to job opportunities and CV enhancement. Some participants in the study indicated that their volunteer work experience offered them job opportunities and CV enhancement. This motive could be responsible for the criteria that volunteers look out for when choosing a volunteer organization. Some of the volunteers indicated that they look out for organizations that are well-known so as to help build their CV. A volunteer expressed his excitement in this regard by reason of having a certificate signed by the UK Prime Minister from his volunteering pursuits.

8.3.3. Perceived blessing from God

Perceived blessings from God emerged as a perceived benefit from volunteering. This result is expected considering a sample consisted of mostly religious people who are mostly Christians. Religion in the first place is said to have some influence in volunteering as most religions preach and institutionalize the act of benevolence, it is expected that volunteers would attribute certain fortunes to their act of volunteering. They believe that God will reward them as they have volunteered in obedience to His word.

8.4. Constraints to Volunteering

From the conceptual framework, volunteers could either take up volunteering activity after forming motivation and making the final decision to do so. Between the volunteer motivation and volunteer activity participation comes some form of constraints. Successful volunteers may include individuals who either had no constraints or negotiated their constraints. Thus, constraints are said to either mitigate one's volunteering desires or influence

the volunteering activity participation and volunteering satisfaction (Crawford and Godbey, 1991).

Basically, three forms of volunteering constraints emerged from the study. These include Interpersonal, Intrapersonal and Structural. Interpersonal and structural constraints were reported by both volunteers and non-volunteers whereas intrapersonal constraints were peculiar to only non-volunteers. Intrapersonal constraints include language barrier, health constraints, time constraints, perceived lack of skills and financial constraints. Interpersonal constraints emerging from this study include lack of immediate family support as expressed in the fact that friends and family consider volunteering as a waste of time, lack of recognition for volunteers' efforts and conflict with mainstream staff. Finally, structural constraints include community perception of volunteer work, cost of volunteering, lack of rewards such as stipends and certificates, unwillingness to accept volunteers by organizations, inadequate information on volunteering opportunities and logistics constraints.

This results support the assertion in volunteering literature that volunteers have certain traits that differentiate them from the non-volunteers. These include the presence of enduring attributes. Enduring attributes may help explain constraints negotiation behavior. These result demonstrate that the inability to endure and negotiate the intrapersonal constraints differentiates volunteers from non-volunteers. Crawford and Godbey (1991) proposed the hierarchical constraints model, and posit that constraints fall within a hierarchical continuum, with structural constraints being the most distal while are the contiguous and the most influential. They argued that the inability to negotiate intrapersonal constraints means the inability to perform the activity. From the study, it appears that the inability to negotiate intrapersonal these factors made them non-volunteers.

CHAPTER NINE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

9.0. Introduction

This chapter presents the conclusions and recommendations of the study. It summarizes the thesis, main findings of the study and draws conclusions based on the results. Recommendations are then made for practice and future studies.

9.1 Summary of Thesis

The main objective of the study was to explore motivations, benefits, and constraints to volunteering among young people in Accra. Specifically, the study sought to:

1. To identify out the factors that motivate young people to offer voluntary service in Social Service Organizations.
2. To examine the benefits derived young people derive from volunteering within Social Service Organizations.
3. To assess the factors that young people encounter while volunteering in Social Service Organizations.

A conceptual framework was developed from the Volunteer Process Model (Wilson, 2012) and the Hierarchical Constraints Model (Crawford & Godbey, 1991). The framework captured three main issues based on the objectives of the study which included motivations, benefits, and constraints to volunteering. A mixed-method design was adopted for the study including survey and semi-structured. The survey method attracted 331 respondents including 228 volunteers and 103 non-volunteers. The qualitative method on the other hand recruited 20 participants including 13 volunteers, 4 non-volunteers, and 3 key informants. The quantitative data were processed using SPSS version 21 while the qualitative data was processed using Nvivo. The results of both data were finally presented and discussed. The subsequent session below presents a summary of the findings.

9.2 Summary of Main Findings

The quantitative results found high and medium levels of motivation of young people volunteering their services with social service organizations in Accra. Career, Enhancement and Social related motivations were three key categories of motivations for volunteering. Among these motivations, the quantitative data observed social related motivations in the forms of socialization, and conformity to the value placed on volunteer work by family and friends as the most prominent reason for volunteering among young people. Males were found to favour career and social related motivations than their female counterparts. Females aged 31 to 35 years had inclination towards personal enhancement as a motivation for volunteer work. From the qualitative data, the themes that emerged as motivations for volunteering include; values in the form of altruism, passion and communality, career motives, enhancement motives, contribution to change and development. Generally, the qualitative data corroborate the quantitative data. A unique finding, however, from the qualitative data is the fact that volunteers sought to 'effectively use their time while waiting for a job'.

Motivations are generally said to be closely linked to the perceived benefits. More like evaluation between expectation and the actual experience. The volunteers mentioned factors such as perceived blessing from God, career benefits, personal development, and social capital development, self-fulfillment and satisfaction as key benefits derived from volunteering. Learning and self-fulfillment were noted to be the most attributed benefit as ascribed by the volunteers. No differences were observed in terms of volunteer benefits and sex, age and type of volunteer.

Constraints to volunteering can be viewed from participation (volunteers) and non-participation (non-volunteers) perspectives. The constraints as ascribed by volunteers categorized constraints into interpersonal and structural constraints. Structural constraints constitute issues related to the cost of volunteering, and lack of information on volunteering

opportunities while interpersonal constraints as expressed by volunteers include the perception of friends and family about volunteer work as waste of time. For the volunteers, structural constraints were the most prominent constraining factors. They differed in terms sex and interpersonal constraints. Males were likely to experience interpersonal constraints as compared to females.

For the non-volunteers survey sample, Structural constraints constitute the cost of volunteering, lack of information, unwillingness of organisations to accept volunteers and lack of stipends for voluntary work. Interpersonal constraints include perception of friends and relatives as waste of time while intrapersonal constraints include health challenges and language barrier. Just like the volunteers, study found structural constraints as the most prominent of all the constraints mentioned by non volunteers. The study also found that non-volunteers differed across age, sex and type of non-volunteer in terms of interpersonal constraints. Males volunteers aged 31 to 35 years who are out of school were likely to experience more of the interpersonal constraints than their female counterparts. The qualitative findings generally corroborate the findings of the quantitative study except for a few unique findings including lack of logistics, lack of recognition for volunteers' efforts, community perception about volunteer work, and negative attitude of mainstream works towards volunteers.

9.3 Conclusions

This thesis was set out to investigate motivation, benefits, and constraints to volunteering among young people in Accra. This study concludes that volunteers are influenced by a multiplicity of factors. Such motivations are tied to their personal interests, supporting the general assertion in the literature that volunteering is an altruistic-egoistic activity. More importantly, the study concludes that young people in Accra volunteer because their friends and family support place value on volunteer work, and more so for socialization purposes. Again, volunteering for enhancement purposes; developing confidence, learning how

to work with others and learning about new cultures are priorities for young volunteers between the ages of 31 to 35 years; for whom travelling outside Accra to the countryside does not provide an additional hardship.

Generally, volunteers attributed some forms of benefits to their volunteer activity pursuit. The study concludes that volunteers are likely to evaluate their expectations, which are usually formed from motivation to their experience to determine whether they were satisfied or not. Satisfied volunteers would attribute some benefits to volunteering. This study concludes that volunteers in Accra are highly satisfied with their volunteering experience as they largely attributed benefits. Benefits perceived by volunteer largely centered around self-fulfilment and knowledge acquisition.

Finally, this study concludes that inability to volunteer relates to intrapersonal constraints such as perceived lack of skills, financial constraints, language barrier and lack of immediate family support hinders people from volunteering. Structural constraints such as cost of volunteering and lack of information on volunteering opportunities inhibit volunteering behaviour amongst young people. Volunteers could be recognized as those who managed to negotiate intrapersonal barriers in particular. For the volunteers, issues such as lack of recognition of efforts, the attitude of mainstream staff and logistics constraints were mentioned.

9.4 Recommendations

Based on the findings of the study, the study made recommendations for practice and future research as follows:

Recommendations for practice and policy

First, since volunteers are motivation and personal gain driven, the study recommends that NGOs and volunteer recruitment organizations endeavor to match volunteers with their interests when considering potential volunteers for placement. This can be done by asking potential volunteers to submit their statements of motivation and the key activities they would

enjoy undertaking in relation to that. More importantly, the volunteering institutions should design programs that would help build the volunteers' and make them competitive in the job market.

Relatedly, the study recommends that the Government of Ghana, through parliament develop a substantive policy to help mainstream volunteering in Ghana. This is likely to help in regulating and provide a guideline to volunteering in the country. At the moment, volunteer work in the country is fragmented without any guiding principles with regards to volunteer recruitment and management of volunteers and documentation of volunteering efforts.

One of constraints mentioned is unwillingness on the part of organisations to recruit volunteers. The Section 10 of the policy provides a framework for collective action and coordination of strategies for youth development among government institutions, nongovernmental organizations (NGOs), and youth organizations, as well as, other stakeholders for youth empowerment. Government of Ghana must endeavour to give life to this framework by encouraging these institutions to recruit and work with volunteers.

Finally, considering the challenges of the cost of volunteering, Organizations working with volunteers should do well to provide little support for volunteers to counterbalance the cost of volunteering.

9.5 Implications for Social Work Practice

On a daily basis, social workers endeavor to uphold human rights and social justice for marginalized populations. Social work practice in Africa, especially community work largely depends on the efforts of volunteers. A study to project and advocate for volunteering is a step in the right direction.

Again, volunteer work should be leveraged by social workers to empower young people to participate in national development. The concept presents a caveat for which youth engagement considering the huge intentional and or unintentional injustice in terms of political

and economic participation. Importantly, social workers can design programs that empower young people to take charge of problems facing the youth themselves particularly in areas of education and health.

Relatedly, Social workers interested in reducing youth problems such as illegal drug use, vigilantism, gang grouping and illegal migration interested in efforts towards mainstreaming of volunteering. Social workers interested in managing illegal drug use among young people can design volunteering programs for young people who are out of school in particular to reduce their discretionary time. Similarly, engaging young graduates and unemployed youth in voluntary activities with stipend can reduce illegal migration.

To achieve better results, social workers could also consider community engagement and education on the potential for volunteering and the benefits associated with it both communities and the volunteers. This may help in changing the negative perceptions of volunteering as a waste of time.

9.6 Suggestion for future research

This study recommends research into the economic value of volunteering to the socio-economic growth of the country, particularly as it pertains to the geographic placement of potential volunteers. This current study observed that volunteers contribute some substantial amount of time working in various sectors of the economy. To help further project the image of volunteer work for policy attention, a scientific inquiry to simulate the contributions of time and efforts vis-a-vis paid work would help provide a better picture. It can also be interesting to understand the cost-benefit analysis from the perspectives of those who have been involved in volunteerism and are subsequently employed in positions later.

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APPENDICES

Appendix 1: Questionnaire for volunteers

UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES

DEPARTMENT OF SOCIAL WORK



Dear sir/ Madam

This instrument seeks to measure the motivation, benefits and constraints of volunteers in Ghana. This research is part of requirements for the award of an M.Phil. Degree in Social Work at the University of Ghana. I would be grateful if you could spend about **10-15 minutes** of your time to complete this questionnaire. This work would be used for academic purpose only. I

guarantee your confidentiality and anonymity. To ensure these, please do not write your name or provide any information traceable to you (e.g. contact, address etc.) on this questionnaire.

Thank you

MODULE 1: MOTIVATION FOR VOLUNTEERING

Please rate the extent of your agreement with the following statements– using a scale of **0 to 10**; whereby **0 = total disagreement and 10 = total agreement with the item**. Please indicate your rating by entering the value in the space provided.

	I volunteer because...	Rating Score
1	I am concerned about those less privileged	
2	It creates the opportunity for me to meet new people	
3	I love to learn about new cultures	
4	I feel like society needs my service	
5	The organization is doing something I believe in	
6	Of the opportunity to explore my own strengths	
7	I need more work experience	
8	I desire to learn how to work with different people	
9	I seek to explore different career options.	
10	Some educational benefits (e.g. scholarships) require community service experience	
11	It helps me develop confidence and self esteem	
12	My friends value voluntary service	
13	By volunteering, I feel less lonely	
14	Volunteering experience improves my resume/cv.	
15	It allows me to gain a new perspective on things	
16	Some organizations look out for community service as a requirement for employment.	
17	I desire to build myself for leadership roles	

What other factors motivate you to volunteer? {Please specify below}

MODULE 2: BENEFITS DERIVED FROM VOLUNTEERING

Please rate the extent of your agreement with the following statements– using a scale of **0 to 10**; whereby **0 = total disagreement and 10 = total agreement with the item**. Please indicate your rating by entering the value in the space provided.

	Volunteering is beneficial because, ...	Rating score
1	It helps me discover hidden skills	
2	It makes me learn about new cultures	
3	I was self-fulfilled for contributing my service	
4	It was an avenue to gain and share knowledge	
5	I acquired technical expertise through it	
6	I created new contacts that might help/ is beneficial to my future business or career.	
7	It enhanced my employment opportunity	
8	It helped me overcome low self-esteem	
9	The experience had been personally fulfilling	
10	It helped me to release stress	
11	There is joy in seeing the results of helping	

What other benefits do you derive from volunteering? {Please *specify*}.

MODULE 3: CONSTRAINTS TO VOLUNTEERING IN GHANA

What are your challenges in terms of volunteering in Ghana? *{Please specify}*:

--

Please rate the extent of your agreement with the following statements– using a scale of 0 to 10; whereby 0 = total disagreement and 10 = total agreement with the item. Please indicate your rating by entering the value in the space provided.

	Perspectives on why young Ghanaians are not volunteering	Rating score
1.	The confidence to approach organisations for voluntary opportunities prevents others from volunteering	
2.	Inadequate information on volunteer opportunities also prevents people from volunteering	
3.	Public sector organisations are mostly not willing to accept volunteers	
4.	Private organisations are not willing to work with volunteers	
5.	Some parent/guardian do not support volunteering desires	
6.	In Ghana, it is expensive to volunteer one’s service e.g. transport cost, feeding cost.	
7.	Sometimes, it is the fear of what might happen on the field that prevent people from volunteering.	
8.	Sometimes, people consider volunteerism activities as waste of time and effort.	

SECTION B: VOLUNTEERISM ACTIVITIES UNDERTAKEN

Which of these activities have you undertaken during volunteerism? Please tick those that apply by clicking the box {} once.

	Activities/services	<input type="checkbox"/>
1	Administrative work	<input type="checkbox"/>
2	Legal and human right activities	<input type="checkbox"/>
3	Teaching/Tutoring/learning support	<input type="checkbox"/>
4	Working with youth and children	<input type="checkbox"/>
5	Helping with community projects	<input type="checkbox"/>
6	Health related work	<input type="checkbox"/>
7	Arts(Music/Drama/Crafts)	<input type="checkbox"/>
8	Humanitarian / disaster oriented services	<input type="checkbox"/>
9	Agricultural activities	<input type="checkbox"/>
10	Peer education	<input type="checkbox"/>

What other volunteerism activities/activity aside from those mentioned above, do you undertake? {Please specify}

--

MODULE 6: VOLUNTEERISM CHARACTERISTICS

1. How long have you been volunteering.....?
2. How many times have you volunteered.....?
3. Which institution are you volunteering/have recently volunteered for?
.....
.....
4. What type of volunteerism are you interested in?
 1. Government supported
 2. NGO-related organisation
 3. Informal volunteer work (association, self-etc.)
 4. Academic-based volunteerism.
 5. Corporate/organisational
6. Other {Please specify}.....
.....
- 5 Do you usually volunteer alone? Yes. No.
- 6 If No, who do you usually volunteer with?
.....
7. Averagely, what is the duration of your volunteering activity?
 - 1) Every weekend
 - 2) Three weeks
 - 3) Between one to three months
 - 4) Between four to 9 months
 - 5) Others (please specify).....
8. Would you continue to volunteer if given the opportunity? Yes No

Appendix 2: questionnaire measuring non-volunteers' perspectives of constraints to volunteering in Ghana

**UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES
DEPARTMENT OF SOCIAL WORK**



Dear sir/ Madam

This instrument seeks to measure constraints of non-volunteers in Ghana. In essence, it seeks to understand the factors that makes it difficult for you to volunteer. I would be grateful if you could spend about **5 minutes** of your time to complete this questionnaire. This work would be used for academic purpose only. I guarantee your confidentiality and anonymity. To ensure these, please do not write your name or provide any information traceable to you (e.g. contact, address etc.) on this questionnaire.

Thank you

MODULE 3: CONSTRAINTS TO VOLUNTEERING IN GHANA

Please rate how much you agree with the following statements– using a scale of 0 to 10; whereby 0 = total disagreement and 10 = total agreement with the item. Please indicate your rating by entering the value in the space provided.

	STATEMENTS	Rating score
1	I do not have the confidence to approach some types organisations for voluntary opportunities	
2	Inadequate information on volunteer opportunities	
3	Sometimes, some organisations are not willing to accept volunteers	
4	My health does not allow me to do certain types of volunteer work.	
5	My parent/guardian is not in support of my volunteer desires	
6	In Ghana, it is expensive to volunteer ones service e.g. transport cost, feeding cost.	
7	I do not volunteer because many organisations refuse to give stipends or allowance.	
8	I wish to volunteer with certain institutions but I feel I do not have the skills required.	
9.	Language barrier is what prevents me from volunteering in certain areas	
10.	I am sometimes afraid of what might happen on the field	
11.	I feel volunteering is for rich people who have more to spare	
12.	I cannot volunteer because I think there would not be any monetary rewards (e.g. Stipends and allowances)	
13.	Friends consider my volunteerism activities as waste of time and effort.	
14.	Relatives consider my volunteerism activities as waste of time and effort.	

What other factors makes it difficult for you to volunteer aside those listed above? *{Please specify in the box below}*:

15. Have you ever had your volunteering application rejected? Yes No

16. If yes, which type of organisation {please tick all that apply}

- 1. Non-governmental organisation (NGO)
- 2. Public sector institution
- 3. Private sector institution

17. If (Yes) to 15, what reasons were given for your rejection?

If (Yes) to question 15, has the experience contributed to your inability you further explore volunteering opportunities? Yes No

Appendix 3: Interview guide for volunteer participants

UNIVERSITY OF GHANA DEPARTMENT OF SOCIAL WORK INTERVIEW GUIDE

Thank you for agreeing to participate in this study. The general purpose of the study is to understand motivation, benefits and challenges of volunteering in Ghana. In this discussion, I hope to learn about the reasons or motivation behind your decision to embark on volunteering; the benefits you derive from volunteering and the challenges you encountered while planning to volunteer or on the field of volunteer work. You would also be requested to provide some suggestions to improve volunteering amongst Ghanaian youth.

The information you give is completely confidential, and I will not associate your name with anything you say in this interview. Also, I would like to tape the interview so that I can capture the thoughts, opinions, and ideas you are giving. You may refuse to answer any question or withdraw from the study at any time. If you have any questions now or after the discussion, you can always contact me on **0205251173**. Please sign the paper which contains the same information as I have read to show your consent to participate in the study.

Introduction

Socio-demographic details

Tell me about your personal view or beliefs on youth volunteering in general.

1. How long have you been volunteering personally?
2. How many times have you volunteered in the lastyears?
3. Which places or organizations do you prefer volunteering at?
4. What kind of activities do you undertake while volunteering?

Motivation

1. Tell me about your first volunteer experience. Can you recount how it all started?
2. What influenced that decision to volunteer?

Probes (personal values, political ambition, social recognition, etc)

Constraints

1. Before your first volunteer experience, were there instances you wanted to volunteer but you could not?
2. [If yes] What prevented you from volunteering during those periods?
3. Have you ever been rejected by an institution when you wanted to volunteer?
4. [If yes] Which category of organization? (Probe, public or private sector?)
5. In your view, are there many other young Ghanaians like you who are not volunteering? Why do you think they are not?
6. Can you please re-count to me, some challenges you faced while volunteering?

Probes – (with the organization, with other volunteers, with beneficiaries).

Benefits

1. Has volunteering be beneficial to you in any way?
2. Can you relate some of the benefits you derived?
3. Do you think your volunteer experience enhanced your job call ups?
4. Do you know if someone was offered a job because of his volunteer experience?
5. Would continue to offer voluntary service should you have the opportunity?
6. What suggestions would you make to encourage volunteering culture amongst Ghanaian youth?

Appendix 4: Bio data for Interview participants

Sex: 1. Male [] 2. Female []

What is your age in completed years?

Marital status:

- | | | | |
|------------|-----|--------------|-----|
| 1. Single | [] | 4. Separated | [] |
| 2. Married | [] | 5. Divorced | [] |
| 3. Widowed | [] | | |

What is your highest level of education?

- | | | | |
|----------------------------|-----|--------------------|-----|
| 1. Basic / Primary | [] | 4. Diploma /Degree | [] |
| 2. Secondary / High School | [] | 5. Post graduate | [] |
| 3. Vocational / Technical | [] | 6. Other..... | |

What is your religion?

- | | | | |
|-----------------------|-----|---------------|-----|
| 1. Islam | [] | 4. Hindu | [] |
| 2. Christianity | [] | 5. Buddhist | [] |
| 3. Tradition Religion | [] | 6. Other..... | |

How many times have you volunteered in the past years.....?

Which organisation (s) and or group (s) do you like volunteering with?

.....

.....

.....

.....

.....

What type of volunteerism are you interested in?

- | | | | |
|---|-----|--------------------------------|-----|
| 1. Government supported | [] | 4. Academic-based volunteerism | [] |
| 2. NGO-related organisation | [] | 5. Corporate/organisational | [] |
| 3. Informal volunteer work (association, self-etc.) | | | [] |
| Other {Please specify}..... | | | |

Do you usually volunteer alone? Yes. [] No []

If No, who do you usually volunteer with?

.....

On average, what is the duration of your volunteer activity?

1. Every weekend
2. Three weeks
3. Between one to three months
4. Between four to 9 months
- 5, Others (please specify).....

Would continue to volunteer given the opportunity? Yes [] No []

Appendix 5A. Communalities for volunteers motivation scale

	Initial	Extraction
I am concerned about those less fortunate	1.000	.514
it creates the opportunity to me meet new people	1.000	.746
I love to learn about new cultures	1.000	.698
I feel like society needs my service	1.000	.815
the organization is doing something I believe in	1.000	.817
Of the opportunity to explore my own strengths	1.000	.749
I need more work experience	1.000	.774
I desire to learn how to work with different people	1.000	.752
I seek to explore different career options.	1.000	.752
some educational benefits (e.g. scholarships) require community service experience	1.000	.706
It helps me develop confidence and self esteem	1.000	.717
my friends/family value voluntary service	1.000	.776
by volunteering, I feel less lonely	1.000	.766
volunteering experience improves my resume/cv.	1.000	.666
It allows me to gain a new perspective on things	1.000	.487
Sometimes organisations look out for voluntary srvice as basis for emplyment	1.000	.818
I wish to be recognised in the community	1.000	.698

Extraction Method: Principal Component Analysis.

Appendix 6A Communalities for volunteering benefits

	Initial	Extraction
It helps me discover hidden skills	1.000	.571
It makes me learn about new cultures	1.000	.815
I was self-fulfilled for contributing my service	1.000	.695
It was an avenue to gain and share knowledge	1.000	.676
I acquired technical expertise through it	1.000	.540
I created new contacts that might help/ is beneficial to my future business or career.	1.000	.454
It enhanced my employment opportunity	1.000	.652
It helped me overcome fear and low esteem	1.000	.565
the experience had been personally fulfilling	1.000	.679
It helped me to release stress	1.000	.678
there is joy in seeing the results of helping	1.000	.521

Extraction Method: Principal Component Analysis.

Appendix 7A Communalities for Volunteer constraints

	Initial	Extraction
The confidence to approach organizations for voluntary opportunities prevents others from volunteering	1.000	.714
Inadequate information on volunteer opportunities also prevents people from volunteering	1.000	.649
Public sector organizations are mostly not willing to accept volunteers	1.000	.776
Private organizations are not willing to work with volunteers	1.000	.772
Some parent/guardian do not support volunteering desires	1.000	.689
In Ghana, it is expensive to volunteer one's service e.g. transport cost, feeding cost.	1.000	.737
Sometimes, it is the fear of what might happen on the field that prevent people from volunteering.	1.000	.486
Friends and relatives consider my volunteerism activities as waste of time and effort.	1.000	.622

Extraction Method: Principal Component Analysis.

Appendix 8: A list of organizations that had their volunteers in the study.

Alliance for Africa
American Corner fun club
Autism Ambassadors of Ghana
AYLC
CAMFED Ghana
Charis touch foundation
Department of social welfare
Developers in Vogue
Development Educational Foundation Ghana
Divine Grace Academy
Echoing Hills Village
Edu-AID
EMPIRIKS
Empriks Ghana
Environmental 360
Farmline Ghana
Ghana health service
Ghana Red Cross Society
Gold Coast network
Grace International school
Heart of God Foundation
ICS Ghana
International Development Opportunity Initiative
Islamic Community for Developmental and Humanitarian Services (ICODEHS)
Joy Sanford school
Kyoad Foundation
Madina polyclinic
Mckingtorch Creatives
Nouvelle Optique (French Humanitarian NGO)
Precious Inspire Organisation

Ridge Hospital
Rotary Club of Accra East
SAF Goal Project
Society for Aids in Africa
SOS Children's home
Stlamandi foundation (SAF Goal project)
Students Christian fellowship
Tobinco Foundation
UNESCO
United way International
Universal Media Light Foundation
University of Ghana Hospital
Voluntary Service Overseas,
Volunteers Aid
Voluntary Work camps Association Of Ghana
Woodbridge international School
YALI West Africa

Appendix 9: Consent form

CONSENT FORM

Title: Youth Volunteerism in Accra. Motivation, Benefits and Constraints.

Principal Investigator: Edem Klu (MPhil Social Work Candidate)

Address: Department of Social Work, School of Social Sciences, University of Ghana. P.O Box LG, Legon, Accra. Contact: 24202521173, Email: eklu002@st.ug.edu.gh

General Information about Research: You are kindly requested to participate in the study that seeks to explore Motivation, Benefits and Constraints to volunteering in Accra, Ghana. Specifically, the study seeks to understand the factors that motivate you to volunteer, the

benefits you seek to gain or have gained from volunteer work, as well as the constraints in relation to volunteer work.

Your role in this research: After reading this general information, if you agree to participate in the study, you would be interviewed to recount your experiences and views. The researcher would ask you open ended questions and would redirect you whenever you are out of context. You are also to take note that the interview may last between 30 minutes to an hour. The recorded audio-taped voice would be transcribed verbatim. Note that your participation in this research study is strictly voluntary and you can decide to opt out at any given period without fear of punishment if you feel uncomfortable to continue.

Possible Risks and Discomforts: The research basically seek to obtain information to enable the research achieve the research goals as stated earlier. Take note that you are obliged to alert the researcher about any item in the interview that raises or invokes an emotional discomfort like being anxious or sad. The researcher is responsible to you by referring you to a counselor or the clinical psychologist for management and after which the interview would continue based on the advice of the experts. The services of a clinical psychologist (Ms. Rebecca Adjei-Arthur, contact number: 0243875248) will be sought and the cost will not be on you the participant. You would not be penalized for opting out of the study and you are free to do so whenever you feel uncomfortable to continue with the study.

Possible Benefits: This study aims at providing information on what pertains to volunteering among young people in Ghana. Your participation will help in that regard. The results from this study will guide stakeholders such as *politicians* and industry players on interventions towards improving the volunteer work in Ghana. Also note that no financial support is given to the researcher or to the participant of the study.

Confidentiality: You are assured that all information obtained from you would be protected and treated as confidential. The audio recorded and transcribed interview would be devoid of your names and other identifying information and you would not be named in any report. All data collected from the research participants would be used purposely for academic reasons, including publications. All information we gather from you may be used in an anonymous way and jointly to the other volunteers. It will be well protected for a duration of five years and destroyed after the five years.

Voluntary Participation and Right to Leave the Research: You will be free to withdraw your participation in this study without suffering any negative consequences at any time you want. However, you are welcome to discuss any concerns with us before taking any decision.

Termination of Participants by the Researcher : Your inability to effectively communicate your experiences or in the event where you have difficulties in responding to the interview questions and/or the experience of emotional discomfort, the researcher has the right to terminate your participation in the study, with or without your consent.

Contacts for Additional Information

If you have further questions or concerns about this, kindly contact the following:

1. Edem Klu (Principal Investigator)

Department of Social Work

Email: edemklu4@gmail.com

Contact: 0205251173

2. Dr. Doris Akyere Boateng (Principal Supervisor)

Department of Social Work

University of Ghana, Legon,

Email: dboateng@ug.edu.gh

3. Dr Kingsley S. Mort (Second Supervisor)

Department of Social Work

Email: kslymort@gmail.com

Consent agreement: The above document describing the benefits, risks and procedures for the research *titled “Youth Volunteering in Accra. Motivation, Benefits and Constraint* has been read and explained to me. I have been given an opportunity to ask any questions about the research which have been answered to my satisfaction.

I therefore agree to participate as a volunteer.

Date	Name and signature or mark of volunteer
------	---

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

Date	Name and signature of witness
------	-------------------------------

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Date

Name and signature of person who obtained consent *This*

NB: consent form will be kept by the researcher for at least three years beyond the end of the study

Appendix 10: interview guide for key informants

UNIVERSITY OF GHANA

DEPARTMENT OF SOCIAL WORK

INTERVIEW SCHEDULE- KEY INFORMANTS

Thank you for agreeing to participate in this study. The general purpose of the study is to understand motivation, benefits and challenges of volunteering in Ghana. In this discussion, I hope to learn about the reasons or motivation behind your decision to embark on volunteering; the benefits you derive from volunteering and the challenges you encountered while planning to volunteer or on the field of volunteer work. You would also be requested to provide some suggestions to improve volunteering amongst Ghanaian youth.

The information you give is completely confidential, and I will not associate your name with anything you say in this interview. Also, I would like to tape the interview so that I can capture

the thoughts, opinions, and ideas you are giving. You may refuse to answer any question or withdraw from the study at any time. If you have any questions now or after the discussion, you can always contact me on **0205251173**. Please sign the paper which contains the same information as I have read to show your consent to participate in the study.

Introduction

No information on socio-demographics required?

Can you tell me about your personal view or belief on youth volunteering in general?

1. How many people volunteered in your organization for the past 1 year?
2. Do they usually come in as individuals or group?
3. What are usually their age ranges?
4. On average, how many females and males?
5. How many students come for mandated programs?
6. Do you have professionals who come to offer their service for free?
7. How often do you report on volunteer intake in a year?

Motivation

3. In your view, what do you suggest are the motivations of volunteers who come to your organization?
4. What activities are they generally interested in?
5. What activities do they generally engage in?
6. As an organization, is volunteer experience a key thing you consider when employing?

Constraints

7. In your view, do you think Ghanaian youth are not interested in volunteering?
8. For those you worked with, what challenges do they usually report when volunteering with your organization?
9. Apart from your organization, do you know of other institutions that to accept and work with volunteers?

Benefits

7. In what ways are youth volunteers' services beneficial to your organization?
8. In your view, how is volunteering helpful to the youth as well?
9. What suggestions would you make to encourage volunteering culture amongst Ghanaian youth?