

Examining Church Volunteer Retention and Service Time
through a Self-Determination Lens

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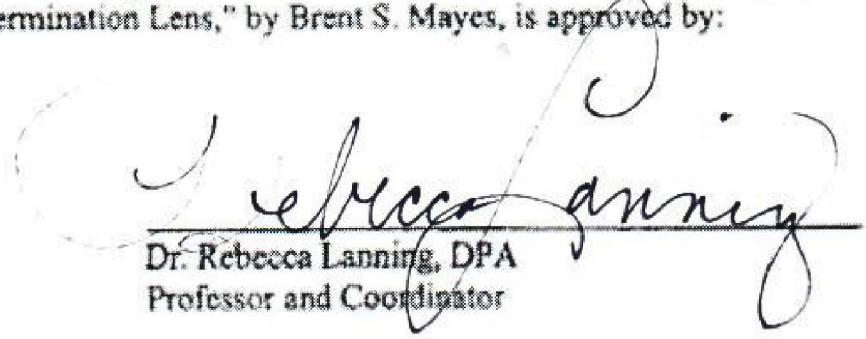
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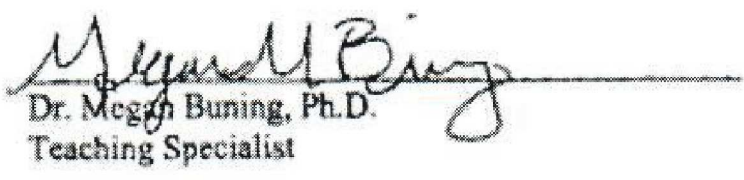
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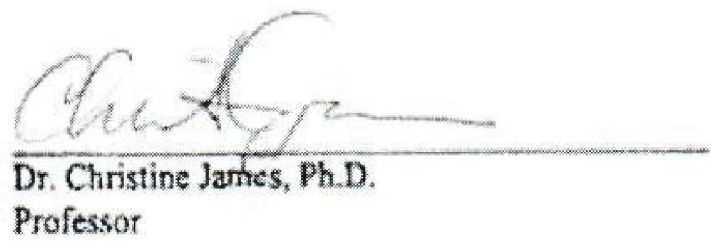
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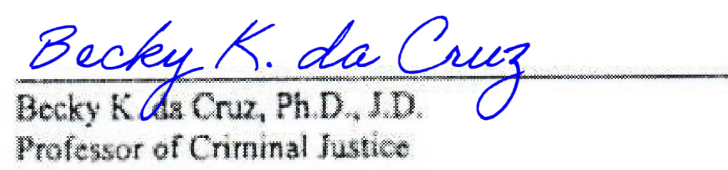

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ABSTRACT

This study examined the retention of volunteers in religious organizations and focused on the variables within these religious organizations to determine why volunteers stay or leave. The study sought to determine whether one or more of the sub scales of self-determination theory may serve as an independent variable in volunteer retention. The study was structured to identify a possible relationship between the sub scales of self-determination theory and the length of time that a volunteer serves in the church.

Data from three personal demographic categories indicate motivational averages tended to increase with age and with educational attainment increased; and males tended to have slightly higher motivational averages than females. Data in all six volunteer demographic categories indicated higher motivational averages the more a volunteer connected, served, and engaged a church.

A Spearman rho's analysis identified perceived competence and interest/enjoyment both were shown to be statistically significant and can both reject the null hypothesis. A Cohen's *d* test found that six motivation sub scales indicated having a large effect size for the volunteers who have served for a year or more.

In conclusion of this study, there is direct indication that one or more of the sub scales of self-determination theory may serve as an independent variable in volunteer retention. Further, there is clear indication that the length of time a volunteer serves in a church does matter. The motivational impact on volunteer retention is greater once a volunteer has served for one year or longer. Thus, if churches can instill perceived competence and interest and enjoyment within their volunteers for at least one year, the likelihood of retaining that volunteer increases the longer the volunteer serves.

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DEDICATION

This dissertation is dedicated to my wife and my children. To Malissa, my wife and best friend, you are the most wonderful person that I know. I've seen you ponder, struggle, and overcome so many adversities in your life. God has led you through valleys, yet you keep enduring with Him. We've both had to keep pressing on, and we've done it together. You have loved and encouraged me, while pushing me to be the best I can be. You've helped me to wade this portion of our Jabbok. You reflect the woman discussed in Proverbs, where it states, "Who can find a virtuous and capable wife? She is more precious than rubies. Her husband can trust her, and she will greatly enrich his life. She brings him good, not harm, all the days of her life" (Proverbs 31:10-12). I dedicate this dissertation to you, my love.

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Chapter I

Introduction

Volunteerism

Definition

A volunteer chooses “to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one's basic obligations” (Cnaan & Amroffell, 1995, p. 336). Volunteers sacrifice time and effort to work and provide service at no cost for organizations.

Function

To further define a volunteer and to better identify their purpose, consider that volunteerism possesses four specific attributes. First, volunteering occurs in an organizational context, which simply defines that volunteer roles need to live in an organizational structure where purpose and need exists. Second, volunteering involves planned action as people begin intentionally seeking roles within the organization that now exist. They seek ways they can align their talents to serve impactfully in a volunteer role. They find ways to allocate time in their schedule to volunteer. Typically, this intentionality leads to a third attribute of nonobligated helping. These people serve due to their altruism, rather than an obligation. As intentionality and altruism form and grow, a fourth attribute of long-term service appears (Omoto & Snyder, 1995). These four attributes describe the definition of volunteering, yet they also reflect some of the perspectives carried by those people who volunteer.

Impact

Volunteers have the potential to significantly impact the operational success of nonprofit organizations. They stabilize organizations financially and operationally, and they perform roles and assume tasks that may not occur due to a lack of paid employees. In this manner, volunteers supplant the need to hire and pay employees, which is a remarkable asset to any organization. They also provide a robust economic value for organizations. In addition, volunteers help make special events more economically viable by offsetting operating costs (Love et al., 2011) by enabling event organizers to enhance and expand “the quantity and diversity of services without exhausting the agency’s budget” (Cnaan & Goldberg-Glen, 1991, p. 270). Due to the role that volunteers play, it is not surprising that the demand for volunteers to help plan and organize these events continues to rise (Costa et al., 2006).

As of April 2019, the *Independent Sector* group revealed that volunteers have an estimated worth of \$25.43 per hour if you calculate how much their value means to the organization they serve. Using the United Way of Greenville County [South Carolina] as an example, the study revealed that 13,000 volunteers donated approximately 45,000 hours of service, valued at more than \$1 million (Cardinali, 2019). “Multiply that by thousands of schools, clubs, places of worship, shelters, museums, health centers, and millions of other nonprofits, volunteers strengthen our communities and contribute to people thriving in communities in South Carolina and around the country” (Cardinali, 2019, p. 2). By 2021, the estimated worth of volunteers had increased from \$25.43 per hour to \$29.98 per hour. (AmeriCorps.gov, 2022)

Volunteers serve in various capacities, but their core purpose is to help the organization operate in a more efficient, comprehensive, and generally more exceptional manner. Volunteers provide essential functions to many organizations.

Rates and Overall Popularity

In addition to volunteerism being critically important to nonprofits, data shows that volunteerism is a popular activity. According to the U.S. Bureau of Labor Statistics (BLS), “About 62.6 million people volunteered through or for an organization at least once between September 2014 and September 2015” (United States Department of Labor: Bureau of Labor Statistics, 2016). Based on this statistic, about one of every four to five people in the United States actively volunteer each year.

The Problem

Challenges

Volunteers possess the ability to impact organizations in great ways. They already serve essential roles at many organizations. Yet, the need for volunteers grows quickly. In his study about the roles of volunteers needing to both increase for the economy and within the government, CJ Romero states, “Major changes are occurring within the American economy, changes that require increased volunteer activity. Because of the reduction in expenditures of all levels of government, increasing demands are being placed on the voluntary sector to meet both immediate and long-term social needs” (Romero, 1986, p. 9). The study by Romero further cites a need to increase volunteer activity in all levels of government. The need for volunteer expansion exists across the nonprofit sector including schools, places of worship, and museums. Yet, over a period of several years, statistics of overall retention and categorical retention both indicate

volunteer retention is decreasing in the United States. Except for “informal volunteering,” volunteer service is declining in the United States at an observable rate. Thus, factors impacting the retention of volunteers must be studied to reverse the declining retention rate of volunteers serving in nonprofit organizations.

Overall Retention

While volunteers are both valuable to nonprofit organizations and a popular activity, volunteers' overall retention has proven a challenge for nonprofits who rely on them. Insufficient retention of volunteers, if not offset by increased recruitment of new volunteers, creates a significant problem for two groups: the nonprofits that use volunteers and the communities served by the nonprofit.

Volunteerism has steadily declined for the past five years across almost every category. According to the United States Bureau of Labor Statistics (USBLS), from September 2014 to September 2015, 0.5% of volunteers quit serving across the United States (United States Department of Labor: Bureau of Labor Statistics, 2016). This percentage may seem insignificant, but 0.5% represents nearly 312,500 people.

Consider how this level of departure would affect for-profit organizations. In the same year, the USBLS reported 163.6 million people worked in the United States (United States Department of Labor: Bureau of Labor Statistics, 2017). Of these 163.6 million people, for-profit organizations employed 89.8%, or approximately 146.9 million people (United States Department of Labor: Bureau of Labor Statistics, 2018). Imagine if 0.5% of this workforce departed in 2016, as volunteers did. It would mean 734,500 people leaving the workplace. A departure level of this magnitude would initiate great concern about these organizations' stability, productivity, and overall operational functions. Yet,

this is exactly the proportional number of volunteers that departed from their roles within nonprofit organizations in the United States between 2015 and 2016.

A federal study released by the Corporation for National and Community Service (CNCS), the federal agency that oversees AmeriCorps and Senior Corps, indicated that “The 2018 Volunteering in America report found that 77.34 million adults (30.3 percent) volunteered through an organization last year” (Warfield, 2018). Initially, the report appears to yield good news for the overall volunteering rate. One of the core reasons for this increase is due to Generation X. “Generation X had the highest volunteer rate among age groups at 36.4%” (Corporation for National & Community Service, 2018a, “Research...”). If this generation and the future generations that follow continue to be retained as volunteers, volunteering in America should be more continuous and stable. However, data examination reveals the news is not as positive. Compared to the United States Department of Labor (USDOL) report in 2016, the increase in volunteerism is coming from a unique, previously undocumented category of informal volunteerism. “Millions more are supporting friends and family (43.1 percent) and doing favors for their neighbors (51.4 percent), suggesting that many are engaged in acts of “informal volunteering” (Warfield, 2018). Though it is encouraging to see the overall volunteering rate increase, informal volunteering does not solve a decreasing retention rate of volunteers in nonprofit organizations. Rather, it indicated a false hope that volunteer rates are increasing. Nevertheless, the data exhibits hope in that it may signify that people still care and are willing to serve. By addressing retention factors in various nonprofit organizations, a larger pool of people may take part in serving.

Following the 2018 report showing that 77.4 million people were volunteering, a new report was published showing, “the rate of formal volunteering through organizations dropped by seven percentage points, from 30 percent in 2019 to 23.2 percent in 2021, during the COVID-19 pandemic” (AmeriCorps.gov, 2022). This equates to 60.7 million volunteers reported as serving in a formal manner.

Categorical Retention

The Bureau of Labor Statistics (BLS) reports dataset specifically defines eight major organizational categories where volunteers serve: religious, education, social/community, hospital/medical, civic, sports, environmental/animal care, and public safety. Religious organizations maintain the highest volume of volunteers in the United States; 33.1% of all volunteers serve in this category. Education was the second most populated organization of volunteer activity at 25.2%, followed by social/community organizations at 14.6%, hospital and medical organizations at 6.6%, civic organizations at 4.8%, sports organizations at 3.7%, environmental/animal care at 2.9%, and public safety at 1.1%. The remaining 8.0% rank as either “Other” or “Not Determined” (United States Department of Labor: Bureau of Labor Statistics, 2016).

Out of these eight defined organizations, seven out of eight categories declined in volunteering. Only the social/community organizational category increased from 13.9% in 2009 to 14.6% in 2015 (United States Department of Labor: Bureau of Labor Statistics, 2016).

The Bureau of Labor Statistics (BLS) reports dataset also defines demographical categories aside from types of organizations. Categorical data exists for areas including Educational Attainment, Employment Status, Race and Ethnicity. Further disaggregation

of the data reveals a decline in every category within Educational Attainment, Employment Status, and Race and Ethnicity from 2011 to 2015 with one exception; race and ethnicity show the Hispanic/Latino ethnicity shifted from 5,151 (2011) to 6,165 (2015), which equals an increase in volunteering from 14.9% (2011) to 15.5% (2015) (United States Department of Labor: Bureau of Labor Statistics, 2016).

Research further indicates a decline in the retention of those remaining volunteers that still currently serve in their roles. “Dropout rates of volunteers are consistently high across different countries, activities, and categories of organizations. Estimates about volunteers' dropout show that at least one third per year leave the organization they are volunteering for” (Benevene et al., 2018). Therefore, just as the data on volunteering display overall rates falling, there yields no clear conclusion of where and why the rates continue to drop as they drop across nearly every organizational and demographic category.

Measurable Impact of Volunteerism

Data shows a clear decline of volunteering across the United States. This decline of volunteering possesses the ability to weaken the efficiency, health, and strength of organizations that rely on volunteers. In some cases, volunteer decline may paralyze the organization's ability to be impactful and productive. “Volunteers' turnover is a serious threat for NPOs (nonprofit organizations), who rely completely, or in great part, on volunteers for delivering their services, as well as for carrying out organizational activities, such as fundraising, administration, and other supporting duties (e.g., preparing newsletters)” (Benevene et al., 2018). Returning to the United States Bureau of Labor Statistics (USBLS) data, from September 2014 to September 2015, 0.5% of volunteers

quit serving across the United States (United States Department of Labor: Bureau of Labor Statistics, 2016). This percentage, 0.5%, represents nearly 312,500 people.

This extent of loss yields severe ramifications for organizations. Volunteers clocked 7.9 billion hours of service work in 2015 (Corporation for National & Community Service, 2016). In 2017, the clock hours equaled only 6.9 billion hours (Corporation for National & Community Service, 2018a). The reduction of 7.9 billion hours of service work in 2015 to 6.9 billion hours of service work in 2017 equals a total of 1 billion fewer hours of service, which equates to a 12.75% decrease in service hours in just two years. By the year 2021, volunteers had only clocked 4.1 billion hours of service work, which is a 59.4% decrease from the 7.9 billion hours of service work in 2015 (AmeriCorps.gov, 2022).

Between 2015 and 2017, the economic value also lowered. The 7.9 billion hours of service work in 2015 translate into \$184 billion of service contributed (Corporation for National & Community Service, 2016). “Altogether, Americans volunteered nearly 6.9 billion hours, worth an estimated \$167 billion in economic value, based on the Independent Sector’s estimate of the average value of a volunteer hour for 2017” (Warfield, 2018). The reduction of \$184 billion of service contributed in 2015 to \$167 billion of service contributed in 2017 equals a total of \$17 billion lower in service contributed, which equates to a 9.25% decrease in economic value in just two years. The reduction of 12.75% of total service hours and a reduction of 9.25% of economic value contributed may lead to detrimental issues within the field.

Categorically, religious organizations hold the largest population of volunteers. Out of the 77.4 million people that volunteered in 2016, it is estimated that 33.1% of the

volunteers served religious organizations, which would equate to approximately 25.61 million people. In religious organizations, this number of volunteers decreased from 33.1% in the 2016 report to 32% in a similar 2018 governmental report (Corporation for National & Community Service, 2018b, “Volunteer...”). Knowing that 77.4 million people volunteered during this period, a volunteer reduction of only 1.1% still equates to approximately 851,400 volunteers in religious groups that have ceased to volunteer.

The Issue in Perspective of One Nonprofit Organization

Some churches hire staff to fulfill all their needs. In a perfect situation, a church would hire all the full-time staff it needs to operate at peak performance, but few, if any churches, have this premium level of financial strength. One church consulting group surveyed thousands of churches across the United States. Their research revealed that 45% of the congregation volunteered in the church. They also noted that churches only average one full-time employee for every seventy-five attendees. Based on this average, only 1.3% of the church population is hired staff (Ministry Architects, 2022). For a church to hire their volunteers, they would need to hire 34 times the number of staff they currently have. This calculation is based on full-time equivalency, but even for a church to merely double their staff, it would likely impossible due to the expense. Another church consultation firm states that the average church already uses 52% of their entire budget to pay salaries of employees (Vanderbloemen, 2020). Therefore, based on the needed roles, some churches may hire such positional roles to supplement their needs when full-time staff may not be hired. These roles may include sheriff deputies at an hourly rate, a cleaning company on a contractual basis, or a part-time marketing professional.

However, many churches do not even possess the luxury of hiring additional people to fill needed service gaps even at contractual or part-time rates. For these churches, money is not available, so alternate methods must occur. The incorporation of volunteers to fill these vacant roles is the only solution in many cases. When a deficit of volunteers exists, nonprofit organizations such as churches may suffer organizationally. A case study of one church provides an example of how religious organizations may decline when they cannot hire staff and their pool of volunteers decrease.

During the period of 2016-2018, a small Southern Baptist church in the southeast region of the United States maintained an average attendance of 350 people for Sunday morning worship. Of those 350 people, approximately 71.4% ($n = 250$) were adults and teenagers, and 28.6% ($n = 100$) ranged from newborns to preteens. In 2015, the church employed seven staff members who were specialists in their field: the lead pastor, executive pastor, worship pastor, student pastor, children's pastor, receptionist, and financial secretary. The church needed each of these specialized employees to provide high-quality programs and services. However, the church also required additional staff that the church could not afford, and these unmet duties were assigned to a corps of volunteers.

In 2015, based on the attendance and volunteer needs at the church, 25% of the adult and teenage population needed to serve in a volunteer capacity to fulfill all the required roles that paid staff could not achieve. Based on national averages, which indicate that 45% of church attendees, excluding children, volunteer, this volunteer need appeared reasonable (Ministry Architects, 2022). The volunteers served in approximately twenty types of essential positions with many positions requiring multiple volunteers. For

instance, the welcome desk required four volunteers to check-in children who attended self-contained children's programs. Additionally, two greeters served at each set of double doors located at the six entrances to the church. Twenty teachers served as volunteers assigned to a combined ten classes in the children's ministry. There were also needs as ushers and choir members. These volunteers only met the weekly needs associated with Sunday services. Beyond these volunteers, numerous volunteer needs existed for each additional event that the church held such as Vacation Bible School, Easter programs, Christmas programs, and other similar events.

From 2015 to 2017, ministerial staff began to resign from their positions at the church due to a lack of leadership from the senior pastor. As these employees began leaving, attendance of regular members began to decline. The church could not consistently field the great number of volunteers needed each week. At the core, operations continued by having some number of volunteers in each area, but since the areas were not adequately operated, quality and efficiency declined. Though there were scattered exceptions, the skeleton crew of volunteers that did commit to serving were not always dependable, punctual, passionate, or willing to do the task assigned in its entirety. An article from the *Journal for the Scientific Study of Religion* cites that the quality of part-time volunteer work may be inefficient when compared to full-time employees. Commitment is sometimes lower, it is not their top priority, and sometimes their motivation is weak (Hoge et al., 1998, p. 477). In addition, even though regular church members decreased in attendance, visitors and guests grew in attendance. Due to the location of the church and its powerful reputation in the community, new people

continued to come each week even as regular church members began to decrease in attendance.

Organizationally, certain key operations suffered, and the guests and visitors were negatively affected. Some guests and visitors received a bad experience in both service and programs. As door greeters did not assume their roles at the entrances, first-time visitors and some guests did not know where to go for services, classes, and childcare. Regular members even began to feel the negative shift. Regular church members entered the church and began their day at church without the warm, encouraging greeting that has the potential to set that person's attitude for the remainder of their time at church that day. There is a great relevance and need for quality greeters. In a report from Lifeway Research, an organization that works directly with churches such as the Southern Baptist Convention, greeters are classified as the first person to make an impression on a church member, a guest, or a visitor as they enter the church. Greeters create the first sense of connection, they are the ones that provide directions to someone unfamiliar with the church facilities, and their work impacts whether people know where to go, how to check-in their kids, and eventually make it to the worship service on time or not (Rainer, 1998).

As volunteers did not sign-up to teach children classes, the children's ministry had to calculate how to accommodate the lack of teachers. Children's Sunday School classes were forced to merge due to the lack of volunteer teachers. The combined classes grew even larger in enrollment due to visitors and guests, and children received less individualized attention. These larger classes placed more stress on the volunteer teachers as they had to teach and manage more children with no additional help. Programs, events,

and special activities decreased. Elective activities, especially those activities that required a lot of preparation and extra work, were eliminated. Therefore, ministry limited fun activities like craft time due to fewer volunteers to manage the collection, organization, and distribution of crafting materials. This respective scenario also played out in the student ministry, the college program, and other ministry groups such as the choir.

Those regular church member volunteers that remained were affected by these downfalls. Though many of their fellow long-time, church members and volunteers had left, the ones remaining felt the stress of trying to maintain a church of excellence. The mentality was to quickly assimilate some of the new visitors and guests into volunteer roles. This mentality motivated current volunteers to increase their responsibility until the assimilation could begin making a difference. Therefore, volunteers decided to shift from their current role to help cover in areas that lacked volunteers. Other volunteers attempted to maintain their current role and take on additional roles. Over time, these volunteers found themselves in roles they were not trained to do. When volunteers are not trained, they feel incompetent, which leads to a lack of satisfaction and potentially their reason for quitting. They must feel competent to the point of having confidence (Johnson, 2019). Other volunteers found themselves in situations where they had no passion, but only obligation to serve. Nearly all the volunteers were eventually charged or obligated to do work beyond their ability, willingness, and availability, which eventually led to the burnout of many volunteers.

Upon reviewing various church records related to both service roles and attendance, the data revealed that the number of volunteers decreased before the overall

attendance decreased. Thus, the lack of volunteers contributed to a lack of quality and excellence, which indicates the lack of volunteers may have initiated the descent. Essential roles unfilled by volunteers led to negative effects across the organization, which multiplied over time into a series of issues. The hope is that volunteers bridge those gaps left uncovered by a lack of church employees. Volunteers serve while representing your church to those who attend. They are the vision carriers of your church. The less the volunteers carry the vision, the less the vision is communicated (Henderson, 2021).

The contributions of church members and other attendees fund the budget at the church, so lower attendance equates to lower financial income, which equates to organizational instability. Due to the decreased flow of contributions, the number of staff positions decreased, which initiated a need for more volunteers, which were not available. Thus, as more people felt obligated to serve, many of those volunteering individuals burned out and left the church, and the cycle continued to spiral downward. The church suffered numerous challenges over these two years.

Volunteerism alone did not initiate every issue at the church. Other variables may include leadership, the economy, and even new churches in the community that added local competition. Yet, the decline of volunteerism fueled at least a portion of the issues, and this church is just one example of how the lack of volunteerism may plague nonprofits across the nation. Volunteerism is only one issue, yet the lack of volunteerism may initiate a series of issues that domino into serious organizational threats. Even though volunteerism may seem to be one item, it is not an isolated item as its effects may

span across an entire organization. Volunteerism possesses the ability to allow an organization to thrive or suffer.

The Statement of Need

Why Volunteers Are Leaving

Scenarios like the one at the church mentioned have the potential to occur in all categories of nonprofit organizations. Therefore, as nonprofits lose volunteers, domino effects may arise in each area where a volunteer role exists unfilled. In the situation of the church mentioned, once the deep, organizational issues began forming, there are few options to reverse the issues quickly and simply. The key, therefore, lies in the retention of volunteers. If we train our volunteers well and place them in a role where they experience their passion, a pool of volunteers should result in who will be competent, motivated, and willing to serve over longer periods of time. Better retention of volunteers logically leads to better stability in the organization and more effective and efficient operation of a nonprofit.

Evidence indicates potential reasons for the decline in volunteerism. “Although volunteers should be considered a valuable asset, the pool of available volunteers may be diminishing due to longer work hours, the upsurge of single-parent homes, and the overall demands of everyday life. In addition to the extra demands imposed on volunteers, there are also ever-increasing organizations outside of the public sector seeking out these individuals, which can be attributed to the reduction of the available pool of volunteers as well” (Artis & Lee, 2020, p. 34).

Studies show that the “failure to retain volunteers not only has an adverse impact on the event, but it also requires organizations to spend extra to recruit and train new

volunteers” (Pauline, 2011, p. 11). “Understanding the link between motivation and satisfaction will help event managers to make appropriate decision in the selection and recruitment of volunteers” (Ramli et al, 2014).

The Specific Needs

First, there is a specific need to study religious organizations. As the data shows, religious organizations host the largest number of volunteers. Research also demonstrates that the number of volunteers in religious organizations is declining. Therefore, there lies a specific need to study why volunteers are beginning to decline to serve within religious organizations.

Second, variables need to be identified and then evaluated within religious organizations to determine why volunteers either stay or leave. This knowledge may allow religious organizations the ability to address these issues strategically and intentionally.

Volunteer engagement, organizational training, and job satisfaction are all possible variables to volunteer retention that have risen from my personal experience as both a church employee and as a church volunteer. Additional possible variables witnessed include how the organization’s leadership and employees view and use volunteers. Yet, for this study, my interest lies deeper with the field of self-determination theory as it may yield the most answers to the issue of volunteer retention. Self-Determination Theory (SDT) measures the intrinsic motivation of people using both positive and negative motivational subscales. It is possible that variables such as volunteer engagement, organization training, job satisfaction, and even an organization’s view of its volunteers may all be relevant to volunteer retention, but they may be

secondary-level variables of volunteer retention with the primary roots lying within one or more of the subscales of self-determination theory.

The Statement of Purpose

The purpose of this study is to determine whether one or more of the subscales of self-determination theory may serve as an independent variable in volunteer retention. In addition, a relationship between the subscales of self-determination theory and the length of time that a volunteer serves in the church may be established. Knowing which subscales, if any, serve as the independent variable may assist religious organizations in their strategies of how to modify existing volunteer programs to better retain volunteers in their organizations.

Research Questions & Hypotheses

To accomplish the purpose of this study, three research questions will need to be answered. The following items show both the preliminary research questions and their corresponding hypotheses for this study.

Research Question 1

- Within the scope of self-determination theory, what are the motivational profiles of volunteers that serve in the southern Baptist churches in Georgia?

Research Question 2:

- What is the relationship between volunteers' self-determined motivation to serve (type of motivation) and the duration of time served as a volunteer in the church?

Hypothesis:

- H₀: There will not be a relationship between type of motivation and the duration of time a volunteer serves in the church.

Research Question 3:

- What is the difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year?

Hypothesis:

- H₀: There will not be a difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year.

Delimitations

This study is delimited to volunteers who serve in Southern Baptist churches in the state of Georgia. As of April 2022, there were 3555 Southern Baptist churches in the state of Georgia. This research study was delimited to Southern Baptist churches in the state of Georgia that had at a minimum of 500 people in weekly attendance. There were 75 churches that met this criterion out of the 3555 total churches.

This specific focus was taken as I work in a Southern Baptist church in the state of Georgia that has a minimum of 500 people in weekly attendance. Therefore, I want to examine volunteer retention in churches of this genre and size. Also, churches with less than 500 people in weekly attendance will likely not have a large volunteer base, and they will not generally have a system established to electronically contact volunteers, which is needed for this research study.

Limitations

By specifically studying volunteers in Southern Baptist churches in the state of Georgia, there is external validity as the results of this research study should have

generalization beyond this specific sample to all Southern Baptist churches across the United States. The identifier “Southern Baptist” reflects a specific denomination of protestant churches, which operate autonomously as churches, while uniting as an association for mutual support, guidance, and encouragement. Though each church within the Convention operates autonomously and independently, each church still maintains the core set of values and beliefs of the Convention. Thus, a study completed within Southern Baptist churches in one state should extend to Southern Baptist churches in other states. External validity may be compromised in Southern Baptist churches in other countries, though, as cultural differences may hold significant differences in motivational perspectives than the ones held in the United States.

Due to the population, there is limited generalizability. Volunteers who serve in non-Southern Baptist religious organizations may not have clear articulation of results from this study due to the lower number of volunteers that have serving, the lower numbers of overall members in the church, or even potential differing motivational perspectives of other protestant denominations or even other religions. In addition, volunteers not serving in religious organizations may also have differing motivational perspectives than volunteers within religious organizations.

Summary

The number of people volunteering is decreasing across the United States. The largest number of volunteers serve in religious organizations. As a former and current minister who has been employed at three Southern Baptist churches in the state of Georgia, I have personally observed volunteer retention issues. Though many possible variables may explain the issues with volunteer retention, research within the field of

self-determination theory has shown possible motivational issues that may attribute to volunteer retention.

Next Steps

The next phase of this study is to gather research concerning the variables associated with volunteer retention. Research must include self-determination theory as it will be the focus of this study. Research must also be conducted concerning other variables aside from self-determination theory as prior observation has shown a possible connection between self-determination theory and such variables as volunteer engagement, organization training, job satisfaction, and an organization's view of its volunteers may not be the core issue with volunteer retention. Research may show that the primary root of issues with volunteer retention stems from the motivational subscales of self-determination theory. If prior research shows these connections, more validity may be given to the thought that self-determination theory indeed holds relevance with volunteer retention.

Chapter II

Literature Review

Introduction

The first mission of the research process is to identify the specific variables that influence volunteer retention in Southern Baptist churches located in the state of Georgia. Previous research studies need to be examined to see what variables have been identified in relation to volunteer retention. Specifically, studies concerning self-determination theory (SDT) need to be reviewed to see if they variables may exist with SDT that might lead to volunteer retention.

Internal Personal Variables

Research yields six personal, internal variables that may possess the ability have an impact on volunteer retention. These variables include volunteer engagement, the intention to stay and the intention to quit, organizational commitment, job satisfaction, psychological well-being, and role identity salience. Though categorized as internal, personal variables, these variables may be influenced through organizational elements. Whether or not they can be statistically significant remains to be determined, yet these variables must be considered as having the potential to be organizationally controlled variables. The next few paragraphs summarize research reviewed on these personal, internal variables. Beginning with volunteer engagement, all six variables will be discussed including volunteer engagement, the intention to stay and the intention to quit, organizational commitment, job satisfaction, psychological well-being, and role identity salience.

Volunteer Engagement

The preliminary hypothesis identifies volunteer engagement as one potential variable that may influence volunteer retention. Volunteer engagement refers to the strong mental and emotional connection a volunteer possesses for the organization he or she serves. Mentally, volunteer engagement may exist as the volunteer understands how their service benefits the organization and how their contribution may positively influence other people served by the organization. Emotionally, volunteer engagement may exist as the volunteer feels passion and conviction in fulfilling their service as a volunteer. When a volunteer mentally grasps the relevance that their service has and then emotionally connects with a deep passion and conviction in the belief that they are making a difference, volunteer engagement occurs. “One avenue for improving nonprofit organizations’ abilities to recruit and retain the necessary volunteer force is achieving a better understanding of volunteer engagement, defined as a positive state of mind in which volunteers are fully invested and committed to their roles” (Harp et al., 2016, p. 443). If a volunteer invests and commits to their roles, they will better impact the organization, and they are likely to stay longer in the role.

The significance of volunteer engagement resides in the correlation of engagement between the volunteer and the organization. “Engagement, though important in its own right, predicts a host of organizationally relevant outcomes. Engaged employees perform their jobs more successfully and earn greater revenue for the company. In nonprofit organizations, engaged volunteers report greater satisfaction with their volunteer experiences and lower intentions to leave the organization” (Harp et al,

2016, p. 444). Satisfaction and intention to either stay or leave are directly affected by the level of engagement a volunteer has with the organization.

“Engaged volunteers are more likely to intend to continue volunteering; therefore, investigating what encourages versus harms volunteer engagement could contribute to volunteer retention efforts. Engaged volunteers are also more likely to be satisfied with their volunteer experiences, which may lead to them recommending the organization to additional potential volunteers and aid volunteer recruitment efforts” (Harp et al, 2016, p. 443). Thus, if a volunteer is engaged, there is satisfaction. Often, satisfaction leads to telling others about the role, as it is exciting, gratifying, or fulfilling. This process of sharing good news with other people is one of the best recruitment strategies because influence and trust are already present in the relationship. If someone speaks highly of experience with volunteering, there will be a level of acceptance and possible interest with the other party. Therefore, an engaged volunteer not only stays in their role at an organization, but they may very well bring in new volunteers to serve. In this manner, engagement multiplies volunteers.

Volunteer engagement is not easy to achieve. If it were, volunteer rates would not be declining year after year. One issue with volunteer engagement is a lack of resources and an abundance of demands that just cannot always be met. “For organizations to increase volunteer engagement, they must attempt to identify and address the demands volunteers face. To lessen organizational constraints, volunteers should be provided with the necessary equipment, information, and support to perform their roles” (Harp et al., 2016, p. 452). If the volunteer possesses the necessary items to perform their role well, they will be more engaged in their role. Similarly, when volunteer engagement is not

present, the reverse is probable. Such items as an unclear job description, lack of information about the role, or even an atmosphere where volunteers do not feel valued may lead to many issues including burnout (Snider, 2019, p. 13). Unsupported volunteers may disconnect from their purpose and experience frustration or even obligation. When these feelings occur, volunteers often remove themselves from the situation by leaving their roles and the organization.

Engagement may impact volunteer retention, yet the research triggered four more possible variables: intention to stay, organizational commitment, job satisfaction, and psychological well-being. One research project on volunteers at the Universidad Complutense in Madrid, Spain further explains the importance of volunteer engagement as it investigated “the relationship between engagement, volunteer satisfaction, and intention to remain in a sample of new volunteers and the relationship between engagement, organisational commitment, and intention to remain in a sample of veteran volunteers” (Vecina, et al, 2012, p. 130). Within the project, a correlation was discovered amongst the three variables of engagement, organizational commitment, and intention to remain. The study did reveal that “volunteer engagement is a relevant variable for explaining sought-after states in volunteering: satisfaction and organisational commitment. In this respect, it seems that its effect on intention to remain is mediated by satisfaction in the sample of new volunteers and by organisational commitment in the sample of veteran ones” (Vecina et al, 2012, p. 144).

An additional study by some of the same researchers further clarifies the connection of engagement and commitment to volunteer retention. The results show “volunteer engagement is related to self-acceptance, autonomy, environmental mastery,

purpose in life, and personal growth (psychological measures of well-being)” (Vecina et al., 2013, p. 298).

Engagement yields a different result than a commitment to the organization when applied to the retention of volunteers. "It can be stated that if nonprofit organizations wish their volunteers to remain, then there must be a focus on developing a feeling of commitment to organizations, but if they want volunteers to feel positively about themselves and their lives, then they need to make sure that they feel engaged in what they are doing. In the former, strategies to communicate organizational values, objectives, and results can be useful to promote identification. In the latter, designing meaningful tasks and establishing mechanisms to solve problems can make the difference in feeling good” (Vecina, et al, 2013, p. 299).

Intention to Stay/Intention to Quit

The first intrinsic variable mentioned in the research on volunteer engagement is “intention to stay/quit.” The concept of the phrase “intention to stay/quit” is based upon the volunteer’s predetermined plan of how long he/she intends to serve in a volunteer capacity. If a volunteer continuously thinks that their role is long-term, they will work to uphold that thought. Likewise, if a volunteer believes that their volunteer role is temporary and will end soon, the volunteer generally quits. For instance, if a volunteer is only serving in a once-a-year role for a church Fall Festival, there may be an intent to stay for only a short period of time based on the scope of the event. However, if the volunteer has been placed in a useful and fulfilling role, such as a church Sunday School teacher, the intent to stay may be long-term as this is an ongoing role that places weekly responsibilities with the volunteer. “There is a considerable amount of research

supporting the notion that intention to quit is one of the most important antecedents of turnover. Intention to quit is defined as the cognitive manifestation of the behavioral decision to quit” (Allen & Mueller, 2013, p. 140). Essentially, the thoughts of a volunteer determine the duration of their commitment. “Steel and Orvalle found that the intentions of individuals tend to be good predictors of their actual behavior. Based on this statement, if an individual placed a good amount of thought into quitting his or her position, then that individual typically leaves the organization” (Allen & Mueller, 2013, p. 140).

Like intention to quit, intention to stay reflects upon a person’s personal desire to stay at an organization. It is not developed out of organizational commitment or satisfaction, but rather out of an internal sense of identity and willingness. Two researchers, Yao and Huang, defined intention to stay as, “individual subject work evaluation after getting into the work domain and interacting with the working environment, the identity to continuously involve special organizational goals, and the identity and willingness to continuously stay at the original work position” (2018, p. 793). Intention to stay reflects both identity and willingness to stay and are both developed on a personal, internal level within the person.

In addition, the intention to stay correlates closely to both job satisfaction and organizational commitment even though the intention to stay can be defined independently of them. “Empirical research on the hospitality sector shows that job attitudes such as job satisfaction, sociodemographic factors such as gender, tenure on the job, and education, and organizational factors such as organizational, supervisor, and co-worker support are significant in affecting hotel employee’s intention to stay” (Unsal-Akbiyik & Zeytinoglu, 2018, p. 321). This study is based on a for-profit organization, yet

the article connects job satisfaction as one of the core elements that comprise the intention to stay, which may be relevant to both for-profit and nonprofit organizations. In addition, this article mentions a possible connection to gender. An article in the *International Journal of Environmental Research and Public Health* links gender to both intrinsic and extrinsic motivation by stating, “Male students are more motivated by intrinsic factors (like the need for power, competition, and challenge), whereas extrinsic motives dominate among females (e.g., body weight control and appearance)” (Kusnierz, et al, 2020).

Vecina, Chacón, & Sueiro (2009) concluded that satisfaction, in three different methods, is influenced by intention to stay. “The results of the factor analysis yield a three-factor structure: satisfaction with the management of the organization, satisfaction with the tasks, satisfaction of motivations. The three factors allow us to differentiate between individuals who remain in the organization for a period of 12 consecutive months, and those who leave earlier. The results of structural equation model analysis show that the relationship between satisfaction and the length of time that volunteers stay with the organization is affected by the intention to remain” (p. 112).

Another study correlates satisfaction and intention to quit as it discusses the concept of burnout as a factor of a volunteer deciding to leave. “Burnout is the occupational stress that results from demanding work-related tasks and relationships” (Allen & Mueller, 2013, p. 140). If a volunteer is not being fulfilled by the work, if the volunteer does not see relevance in the work, or if the volunteer perceives he/she has not performed well in the role, research suggests that burnout may develop, which may lead to poor satisfaction and a heightened risk of intention to quit. This is often true for

volunteers more than paid workers, as volunteers are not paid for their efforts, as “burnout is likely experienced by volunteers in nonprofit organizations as they engage in work-related roles without monetary compensation” (Allen & Mueller, 2013, p. 141).

Organizational Commitment

Nevertheless, the organizational commitment of the volunteers correlates directly with the intention to stay. “In all kinds of organizations, no matter whether they are for-profit or nonprofit, organizational affective commitment has proven to be strongly related with the internalization of organizational values, dedication, and loyalty, as well as with the alignment with the organization's goals” (Benevene et al., 2018).

"Intention to stay can be defined as employees' intention to stay in the present employment relationship with their current employer. Ensuring that appropriate retention strategies are implemented is important because employees are critical in ensuring the short-term and long-term sustainability and competitive advantage of an organization. Furthermore, research has shown that intention to stay is a useful predictor of retention or as an outcome in and of itself” (Radford & Meissner, 2017, p. E2). In this manner, the organization itself plays a critical role in establishing an organizational environment that maintains a clear focus and value on its employees and volunteers. The result is that the organization can dictate, at least to a minor level, the individual's personal intention to stay; thus, organizational commitment drives intention to stay in this situation.

Job Satisfaction

A fourth possible variable of volunteer retention that is categorized as internal and personal is the concept of job satisfaction. Where the concept of intention to stay/intention to quit directs future intention of an employee, job satisfaction evaluates

their current state of being. Job satisfaction is an employee or volunteer's current assessment of their level of enjoyment with their role. In a positive scenario, the level of enjoyment would be quite high if the role leads the employee or volunteer to feelings of contentment, value, a sense of worth, and even joy. In a negative scenario, the level of enjoyment would be low if the role leads the employee or volunteer to feelings of frustration, stress, inadequacy, or a feeling of unimportance.

In many situations, the job satisfaction is driven from the employee or volunteer's internal view of perception.

“Job satisfaction is an attitude that individuals have about their jobs. It results from their perception of their jobs. Besides, the content of this definition involves a strong emphasis on feeling, which is also called ‘affect.’ This emotional or evaluative component refers to an individual's positive, neutral, or negative feelings of what might be called the attitude object, or the focus of attitude. Some of these definitions cognate with people's affective responses to the current job are unidimensional: people are generally satisfied or dissatisfied with their job. In addition to the belief that job satisfaction is a summary evaluation that people make of their work, it should still be remembered that people's level of job satisfaction varies, and these differences are the result of job-related factors and individual factors” (Aydogdu & Asikgil, 2011, p. 43-44).

A similar component of job satisfaction is the person's sense of value and usefulness. In this case, the concept shifts the drive from a personal, internal view to more of an organizationally controlled concept. “A person's interest often survives when

a reward is used neither to bribe nor to control but to signal a job well done, as in a ‘most improved player’ award. If a reward boosts your feeling of competence after doing good work, your enjoyment of the task may increase. Rewards, rightly administered, can motivate high performance and creativity” (Cherry & Gans, 2020). This concept reflects the same medium of thought as that of value and usefulness within the field of self-determination theory. An employee or volunteer who seeks to serve out of their personal reward is demonstrating the intrinsic view of value and usefulness. Yet, when organizations use such rewards as bonuses, awards, and other forms of recognition to positively reinforce an employee or volunteer, which can impact their level of job satisfaction, the variable has now been shifted to an extrinsically motivated view for the employee or volunteer (Deci, 1992, p. 44).

Psychological Well Being

Psychological well-being is a fifth variable that may carry some influence with volunteer retention as it refers to the emotional stability of the volunteer. It comprises the fifth area of possible intrinsic variables alongside volunteer engagement, the intention to stay/quit, organizational commitment, job satisfaction, and role identity salience.

While often overlooked, psychological well-being holds distinct relevance when considering volunteer retention's intrinsic factors. Whereas job satisfaction is an employee or volunteer’s current assessment of their level of enjoyment with their role, psychological well-being is an employee or volunteer’s current assessment of themselves. Job satisfaction is the view of the employee/volunteer to their role where psychological well-being is the view of the employee/volunteer to themselves. Also, one element may influence another element. For instance, job satisfaction may influence psychological

well-being or vice versa. If an employee/volunteer despises their job, feels inadequate at their role, and carries feelings of unappreciation, these factors may lead to a negative stance of psychological well-being as the employee/volunteer may internalize their negative job satisfaction into feelings of depression, guilt, and personal inadequacy (Krings, 2018, p. 27).

In a similar manner, though psychological well-being seems to primarily derive from an internal, personal view of oneself, organizations can impact an employee/volunteer's view of themselves and initiate ways to help improve their employee/volunteer's psychological well-being. For instance, an organization that provides continuous training for their employees and volunteers or pays for them to return to school, attend conferences, or gain certifications possesses the ability to positively impact someone's psychological well-being. If an employee struggles with self-esteem or their value to the organization, an expense paid trip to a professional conference may demonstrate to an employee/volunteer that the organization appreciates them, desires them to continue growing, and is willing to invest in their future.

Another aspect of psychological well-being is the feedback that a person can make while serving an organization. "Voice is a volunteer's perceived opportunity to provide input and be heard. Volunteers have a much greater chance of burnout when they feel they have no say in circumstances that impact them. Burnout, as we know, is characterized by exhaustion, hopelessness, irritability, and negativity. All of which ultimately lead to the volunteer deciding to quit" (Johnson, 2019). "When volunteers feel no one is listening to what they have to say, they will invariably quit. It may be as serious as voicing criticism of a leader or procedure, or as simple as telling someone when

supplies run low. If you are not listening to your volunteers when they speak, expect them to leave” (“Five Reasons Your Volunteers Quit...”, 2018).

Another element of psychological well-being is interpersonal connections. “Volunteers attach a stronger value to incidental and intrinsic rewards than paid staff. Meaning they enjoy the byproducts of volunteering: making friends and working together for the common good” (Johnson, 2019).

Similarly, psychological well-being correlates with volunteerism in organizations through a term entitled organizational connectedness. “Organizational connectedness is a positive state of well-being that results in an individual’s strong sense of belonging with other workers and the recipients of one’s service. It may manifest itself as a human striving for interpersonal attachments, as well as the need to be connected with one’s work and to the values of an organisation” (Huynh et al., 2012, p. 1058). With the other four previously discussed factors (volunteer engagement, the intention to stay/quit, organizational commitment, and job satisfaction), a correlation exists that relates to the volunteer and their relationship with the actual organization through the role in which they serve. The correlation is more aligned with the volunteer's place, position and colleagues, employees, and other organizations volunteering with psychological well-being. It is more focused on human and interpersonal relations on the organization and the work itself.

“The concept of connectedness is closely tied to the belongingness hypothesis outlined by Baumeister and Leary, which includes an individual’s desire for close and intimate relationships as a fundamental human motivation. Therefore, if we apply this concept in the volunteer work context, it refers to volunteers’ interpersonal relationships

with their work group which includes co-volunteers, paid staff and clients whom they help” (Huynh et al., 2012, p. 1059). Therefore, when considering the relevancy of psychological well-being upon the retention of volunteers, interpersonal relationships within the organization possess the potential to retain or lose a volunteer-based on these relationships' health.

Role Identity Salience

Longevity also appears to play a role in the retention of volunteers. As volunteer engagement, job satisfaction, organizational commitment, psychological well-being, and intention to stay/intention to leave all serve as core variables of volunteer retention, a connection also exists with the concept of role identity.

A study by Chacon, Vecina, and Davila concluded that "satisfaction is more relevant for predicting duration of service in the short term, while organizational commitment and role identity are more relevant for predictions in relation to the medium and long term” (Chacon et al., 2007, p. 638). Therefore, if both organizational commitment and role identity as relevant long-term predictors, they must be considered as variables.

Callero states, “The role-identity concept can be defined in general terms as a particular social object that represents a dimension of the self. As a social object, a role-identity must necessarily be shared, socially recognized, and defined by action. In this sense, a role-identity serves as a link between the individual self and society” (Callero, 1985, p. 204). In this sense, the role-identity acts as a personality state formed between intrinsic desires and external recognition that only exists through an individual's actions.

Callero further explains, “Role-identities differ from traditional conceptualizations of role in that they are not limited to societal expectations. They differ from a psychological identity, or personality, in that they stand for objective social positions and cannot be purely subjective experiences” (Callero, 1985, p. 204). In this study by Callero on role-identity salience, blood donors were researched to see if the frequency of giving blood impacted their role-identity salience. If so, did it promote them to donate blood? The results were very positive. "Individuals with high blood donor role-identity salience were found to be more likely to define themselves as a regular blood donor, evaluate other blood donors in more extreme terms, have a greater number of friendships linked to blood donation, perceive expectations from others concerning blood donation, and donate blood more often” (Callero, 1985, p. 213).

Suppose Callero's research with blood donors translates in a parallel manner to volunteerism. In that case, a conclusion forms that volunteers who serve long periods begin to assume their role as part of whom they identify themselves to be, which keeps them volunteering. Therefore, role identity salience indicates that volunteers may assume their roles as part of who they are and naturally commit to long-term service.

Only one issue arises with this thought process. Callero (1985) further concluded that role-identity salience could be achieved at multiple levels, meaning individuals may develop role-identity salience as a blood donor and their family, occupation, and religion. When compared, role-identity salience as a blood donor did not hold the same level of influence as role-identity salience with family, profession, or religion (Callero, 1985). Therefore, role-identity salience is a variable to consider, but it may only be a portion of the answer to the issue of retention of volunteers. As with such variables as the intention

to stay, organizational commitment, and satisfaction, role-identity salience may only be one piece of the solution to volunteer retention.

External Organizational Variables

Research yields four variables categorized as external, organizational variables rather than internal, personal variables. These variables include the impact of stakeholders, leadership, expansion, and the value of volunteers. Whether or not they can be statistically significant remains to be determined, yet these variables must be considered as having the potential to be organizationally controlled variables.

Stakeholders

The first external, organizational variable that may impact volunteer retention is the role of the stakeholder. A stakeholder is a person or even another organization that has a particular interest in an organization and seeks to have influence within it. For a nonprofit organization, stakeholders may include the board of directors, the employees, and even the people served by the nonprofit. Items such as communication, decision-making, and overall changes occur within an organization, at least partially, through stakeholders' efforts. "Stakeholders are important to a nonprofit organization, as these individuals or groups play a role in the organization achieving its objective. Stakeholders also may be other organizations, groups, or individuals that are affected by the achievement" (Hawthorne, 2017).

Stakeholders may be individuals or organizations that may benefit from a mutual partnership. Also, stakeholders may include clientele who receive excellent service or products from the nonprofit and tells others about it, free publicity. There is a particular benefit to volunteers if they operate in some capacity as a stakeholder. "Active

socialization tactics are proposed to integrate volunteers into the organization. Hong et al. operationalized integration as 'participation in decision making,' 'serving as official representative,' or 'represent the programs.' Group integration and intra-team communication, as well as formal training, are positively linked with low ambiguities, commitment, and low burnout symptoms" (Studer & Schnurbein, 2013, p. 416). If volunteers serve as stakeholders, their inclusion allows them to perceive a higher level of respect for their work while preventing such issues as burnout.

Leadership

Leadership often presents a negative effect on volunteers if it is not healthy. Thomas McKee believes volunteer issues stem from a lack of poor leadership. He states, Volunteer managers need to work more like a Human Resources (HR) manager. Great HR directors are very intentional about how they recruit, train and lead paid and non-paid employees (McKee & McKee, 2012).

Poor leadership does not become good leadership simply through high energy, charismatic speech. Excitement does not translate to volunteer retention. "Leaders are really good about hyping up the power of volunteering before the task, but not so good about following through on the promise. If you have set an expectation that volunteering is great, your volunteers may check out when it's not so great. Instead of creating tasks, create experiences. Regularly celebrate their accomplishments. Make sure each volunteer, no matter what area they serve in, understands how their role fits in to what God is doing each week" ("Five Reasons Your Volunteers Quit...", 2018).

A similar theory exists that is related explicitly to volunteers within churches and religious organizations. Marlene Wilson, who conducts workshops and conferences on

volunteerism and is the author of *How to Mobilize Church Volunteers*, agrees when she explains that we recruit people and we don't give them anything really significant to do. She calls it a waste of their time. She explains how many volunteers have dual-career marriages and single parenting, yet people want whatever time they give to make a difference (*How to Mobilize Church Volunteers*, 1983). Therefore, volunteering must hold at least some level of significance for the person serving in the role. The key is that the volunteer must believe in their role in addition to the person who placed them in the role. In these cases, a simple explanation of why the volunteer is needed and how their service will make an impact may be enough to give the volunteer a sense of significance.

People who volunteer want to make an impact. "People want to serve a cause bigger than themselves. And actually, that's what the church (and most nonprofits) are all about: causes bigger than ourselves. But often our mission, vision and strategy are fuzzy. Even if they're written on a piece of paper, most people functionally can't tell you what they are. That's a tragedy. The motivation for volunteers IS the vision. It's the why behind the what" (Nieuwhof, 2019). This concept is especially true when applied to highly qualified volunteers. "People with significant leadership gifting respond best to significant challenges. Under challenge they and they won't stay engaged for long" (Nieuwhof, 2019). If we wish for volunteers to be useful, we must give them something to do that is of use. For this to happen, trust is required from both the organizational representative and the volunteer being asked to serve in this capacity. This trust can be achieved through more interaction, discussion, and even training between the organizational representative and the volunteer. Yes, time is required, but the positive outcomes may be significant.

Clarity is another issue to consider. “Another reason that volunteers quit is because they don’t feel like they are doing a good job. Sometimes this is because the role they are in is not a good fit with their gifts but most of the time is because of a lack of clarity around the goals or a lack of training around how to meet the goals” (Buer, 2017). Again, if more time is invested between the organizational representative and the volunteer, a more distinct vision, plan, and set of expectations may be shared. With deeper clarity concerning the why, the how, and the what of the volunteer’s role, the retention of the volunteer should be greater.

One promising solution is to find leaders who can volunteer for the organization where their role is to lead volunteers. “Constantly be on the lookout for people with leadership potential and invite them to serve. Put them under the leadership of your current volunteers and work together to develop them. Then, as your current volunteer leaders need a break or fewer volunteer roles, you’ll already have others who’re ready to step up” (Ike, 2016). In this scenario, it may not be as much time between the organizational representative and the volunteer. Rather, place new volunteers with current and experienced volunteers and let a peer-based training model develop.

In nonprofit organizations, a board of directors leads all employees and volunteers. “Typically, the board's role is to set the vision, hire and fire the CEO, and ensure that proper financial resources are available. The CEO's role is to manage the staff, programs, and operations. To the extent they have clearly defined their roles and expectations, great things can happen. To the extent that they are not in full agreement on the mission, vision, and approach, both staff and community mission suffer” (Heyman, 2011, p. 34-35).

However, in many nonprofit organizations, especially churches, there is no consistent hierarchy of powers and control from church to church. Leadership exists through a paid employee like a pastor or volunteer boards such as elders or deacons. Leadership and authority often get blurred between the pastor, the staff, and these committees. When this happens, progress may become limited. Goals have little chance of being accomplished as there is a disjointed effort to accomplish them. At times, even the organization's mission is challenging to achieve as decisions shift and change without communication to essential stakeholders.

Expansion

An article by the Foundation Group discusses the expansion of a nonprofit as a good thing in that “it means (usually) that your programs are having a positive impact and people are motivated about your organization's cause.” However, the article also cautions expansion by stating that expansion “requires a huge commitment on the part of the leadership, members, staff, and volunteers” (McRay, 2009).

Communication and leadership should be central to significant decisions as they directly impact volunteers. Engagement with volunteers concerning expansion encourages and unifies volunteers. In this phase, three tasks exist. First, “review the history and current scope and scale of operations.” Then, gather new information from internal stakeholders, external stakeholders, and from objective sources. Finally, summarize the findings (Allison & Kaye, 2005, p. 126).

Organizational Value of Volunteers

An additional element that often leads volunteers to leave their role deals with the organizational value of volunteers. “Volunteering is an emotional and value-based

activity, and organizations are expected to actively shape organizational values and attitudes with respect to volunteering, so that they have the capacity to attract volunteers. Paid staff should be trained to become ‘volunteer-friendly’ and cultivate a ‘thank you culture’ (Studer & Schnurbein, 2013, p. 417).

One method for an organization to show value to volunteers is to dedicate leadership to oversee the volunteer program. “The first recommended best practice is to gain support from high level officials for the volunteer program. Susan J. Ellis makes a strong case that these [volunteer] programs must have a manager, often referred to as a "coordinator" or "director" of volunteers or of volunteer services. According to Ellis, a successful volunteer program requires that a large proportion of this official's work time be dedicated to managing and working with the volunteers” (Brudney, 1999, p. 237).

A manager or leader dedicated to the oversight and administration of volunteers is one step. However, for this type of person to be effective, the organization must provide a framework for them to operate. One such item is a set of policies for volunteers. "To facilitate the task of volunteer program management—and to allay the apprehensions of employees and volunteers alike regarding the involvement of lay citizens and the rights and responsibilities of each party—experts agree that the organization must provide written policies to govern the volunteer program: The policies will allow the volunteer program manager to develop a consistent pattern of volunteer involvement, and will provide assistance in dealing with problem situations” (Brudney, 1999, p. 238).

Job descriptions are another essential item that an organization should possess to provide a quality volunteer program. “Descriptions clarify roles and differentiate what volunteers do from what employees do” (Brudney, 1999, p. 238). “Organizations can also

clarify volunteers' roles by providing them with job descriptions and handbooks that clearly communicate the tasks and expectations for volunteers, as well as complement these materials with effective orientations and trainings" (Harp et al., 2016, p. 452). Once a volunteer has a leader for direction and assistance, a set of operational clarity policies, and a job description for role understanding, a volunteer can operate adequately, freely, and effectively.

Self Determination Theory (SDT)

Another area of study generated from research on volunteer retention is self-determination theory. Self-determination theory focuses on the study of human motivations. Upon researching the field of self-determination theory, several variables showed a clear connection with human motivation. These variables include, but are not limited to relatedness, perceived competence, pressure and tension, and perceived choice. Some of these variables lean toward a categorization as a personal and internal, while some of these variables lean toward a categorization as more external and organizational. Regardless of how the variables are categorized, research indicates a strong correlation exists between self-determination theory and volunteer retention due to the connection of human motivation.

Relatedness

Social Attachments. One of the possible variables within self-determination theory is relatedness. In the field of volunteerism, relatedness builds upon the quality of relationship formed, or fail to form, amongst other individuals (employees or volunteers) that serve alongside you. In an article entitled, "The need to belong: Desire for

interpersonal attachments as a fundamental human motivation,” the evidence reveals “a basic desire to form social attachments. People form social bonds readily, even under seemingly adverse conditions. People who have anything in common, who share common (even unpleasant) experiences, or who simply are exposed to each other frequently tend to form friendships or other attachments. Moreover, people resist losing attachments and breaking social bonds, even if there is no material or pragmatic reason to maintain the bond and even if maintaining it would be difficult” (Baumeister & Leary, 1995, p. 520).

Relatedness provides hopes that volunteers who serve together will bond together. If two or more volunteers develop a sense of belonging while serving in a volunteer role, one anticipates they are more intrinsically motivated to continue volunteering in that capacity. Similarly, if a volunteer relates and engages with employees, it may intrinsically motivate them to continue volunteering.

The Emotion of Belonging. A similar aspect of belonging may further connect relatedness with volunteer retention. “Abundant evidence also attests that the need to belong shapes emotion and cognition. Forming or solidifying social attachments generally produces positive emotion, whereas real, imagined, or even potential threats to social bonds generate a variety of unpleasant emotional states. In short, change in belongingness is a strong and pervasive cause of emotion in ways that support the hypothesis of a need to belong” (Baumeister & Leary, 1995, p. 520). A correlation exists between belonging and positive emotion. If a personal connection builds with a volunteer, positive emotion should likewise grow. If the volunteer senses a feeling of belonging, teamwork, and community may contribute to the volunteer's desire to continue

serving in their role. The solidification of belonging may hold one attribute of a volunteer's willingness to remain long-term.

Perceived Competence

A second possible variable of volunteer retention within self-determination theory is the concept of perceived competence. This concept encapsulates a person's feeling or perception concerning how qualified and capable they are to do something well. In the specific example of a volunteer, perceived competence acts as the volunteer's feeling or perception concerning how qualified and capable they are to accomplish the task given in the volunteer role.

Competence shows more objective and accurate results when defined by external, neutral measures that provide a universal understanding level. For instance, an athlete may use performance statistics to measure their competence within a sport's particular level. An investor may use numerical data trends, past and current investment values, and definitive gains or losses to gauge their success. In numerous fields, employees are evaluated annually by their supervisors using a standardized assessment scale.

In the example scenarios, objective comparisons of the external, neutral measures established accurate measures of competence. When someone perceives their competence from the standpoint of their self-view, there is more tendency for error to occur as the threat of subjectivity is more present while an external, neutral measure may be absent or inconsistent. No indication exists that perceived competence cannot be accurate. It means there is a greater risk of error.

When related to volunteerism, perceived competence becomes a possible variable leading to retention issues as volunteers may waiver on their ability to maintain a

perceived notion of competence throughout their role. Several variables may occur in the presence of a volunteer that may impact perceived competence including, but not limited to, including workplace stress, personnel conflict, organizational change, organizational financial concerns, and volunteer isolation, including no feedback or negative feedback given on a volunteer's performance.

To better understand perceived competence and its effects on volunteers, one must first understand that the perceived competence is not just an internal perspective from the volunteer's imagination, perception, and experiences. Both internal and external factors contribute to perceived competence.

The internal viewpoint of perceived competence holds the same meaning as the term private self-consciousness. The concept of private self-consciousness reads as “the tendency to focus on oneself from a personal vantage point and attend to aspects of the self that are not readily apparent to others, such as one's thoughts and feelings” (Hoyle, 2010). Similarly, another researcher defines private self-consciousness as “the tendency to be aware of one's thoughts, feelings, attitudes, and motives, that is, the internal, private aspects of self” (Plant & Ryan, 1985, p. 435-436). Private self-consciousness involves self-examination and self-awareness. It has the potential of affecting self-esteem and self-value.

In contrast, external influences of perceived competence hold a similar meaning as public self-consciousness. This concept's definition reads as “the tendency to focus on oneself from the perceived vantage point of real or imagined others and to attend to aspects of the self that are observable by others, such as facets of one's appearance and behavior” (Hoyle, 2010). Similarly, another researcher defines public self-consciousness

as, “the tendency to be aware of and to focus upon oneself as viewed from the outside by others” (Plant & Ryan, 1985, p. 486).

“Public self-consciousness is related to the concepts of Mead. Mead argued that consciousness of self comes about when the person becomes aware of another’s perspective; then he can view himself as a social object. The emphasis here is clearly on the reactions of others to the self. Similarly, the essence of public self-consciousness is the self as a social object. First, a person becomes aware of himself as a social object. Given this public self-consciousness, he may then evaluate himself and become apprehensive; that is, public self-consciousness may be a necessary antecedent of social anxiety. However, self-awareness does not automatically imply social anxiety; a person may focus attention on himself without experiencing discomfort” (Fenigstein et al., 1975, p. 525).

The Journal of Personality published an article from Plant & Ryan's research correlating public and private self-consciousness concerning motivation. The study concluded with three significant statements. The first statement stated, “it was hypothesized that there would be a negative relationship between intrinsic motivation and the personality variables of public self-consciousness. As predicted, the level of public self-consciousness had a significant effect on intrinsic motivation. The higher the level of public self-consciousness, the less intrinsic motivation displayed during the free-choice period” (Plant & Ryan, 1985, p. 444).

Second, a correlation appeared between public self-consciousness and social anxiety. “The higher the level of public self-consciousness, the less intrinsic motivation displayed during the free-choice period.” Likewise, “the higher the level of social

anxiety, the less intrinsic motivation displayed during the free-choice period” (Plant & Ryan, 1985, p. 444). In both scenarios, less intrinsic motivation occurred when higher levels of public self-consciousness were present, and when higher social anxiety levels were present.

The third statement dealt with intrinsic motivation and private self-consciousness. The study revealed, “as predicted, there was no significant effect for private self-consciousness on intrinsic motivation, though the trend was in the direction of greater intrinsic motivation for higher levels of private self-consciousness” (Plant & Ryan, 1985, p. 444).

In one article on intrinsic and extrinsic motivation, Richard Ryan and Edward Deci explain how “Intrinsically motivated behaviors, which are performed out of interest and satisfy the innate psychological needs for competence and autonomy are the prototype of self-determined behavior. Extrinsically motivated behaviors—those that are executed because they are instrumental to some separable consequence—can vary in the extent to which they represent self-determination. Internalization and integration are the processes through which extrinsically motivated behaviors become more self-determined. Social contextual conditions that support one’s feelings of competence, autonomy, and relatedness are the basis for one maintaining intrinsic motivation and becoming more self-determined with respect to extrinsic motivation” (Ryan & Deci, 2000a, p. 65).

Two of the three statements show a correlation between motivation and consciousness, and the third statement indicated a similar agreement. Thus, when considering volunteers' retention, perceived competence must be considered a possible

variable, whether it may be due to internal shifts with private self-consciousness or the more potential external issues with public self-consciousness.

Pressure and Tension

Another possible variable within self-determination theory is the feeling of pressure and tension. Pressure and tension may arise from external and internal sources like how perceived competence can be influenced internally by private self-consciousness and externally by public self-consciousness.

Task Related Stress. Task performance is frequently stressful, as evidenced by laboratory studies and research on real tasks such as vehicle driving, industrial work, and military operations (Matthews et al., 2000). “Tasks may be intrinsically demanding, because they impose high workload, time pressure or the likelihood of failure. The environmental context in which the task is performed may also be a source of stress. Operational settings may be noisy, hot, or dangerous, or they may require prolonged, fatiguing work shifts. Social factors such as interactions between team members may also elevate task demands. Task-related stress may have a variety of consequences including acute emotional response, performance impairments and long-term impacts on the operator’s health and well-being” (Azevedo & Cavalcanti, 2013, p. 50).

External Stimuli. Another aspect of pressure and tension stems from external stimuli. Using the example of a volunteer, pressure and tension may arise externally if a situation or circumstance occurs in the environment where the volunteer is serving. If the volunteer helps in a nursery to care for babies during a church service, a baby crying may be an external stimulus that leads to pressure and tension.

External stimuli may include the personality, level of friendliness, and engagement between a volunteer and church staff members, other volunteers serving, parents, or members of the church congregation. Stimuli may include issues with the physical space and facilities in which the volunteer is serving. It may include a lack of competency with technology or equipment they must operate, or it may only be a feeling of not knowing how to answer questions that clients or customers may have.

Internal Stimuli. Pressure and tension may also arise from internal stimuli within the person. Internal stimuli may include fears, uncertainty, lack of control, and many of these items are self-induced from the effects of internal stress (Mayo Clinic Staff, 2019). Specific stimuli that occur in the workplace, which impacts both employees and volunteers, include excessive workloads, work that is not engaging or challenging, lack of social support, conflicting demands, and unclear performance expectations. These issues may exist after an employee or volunteer leaves the workplace at the end of their shift. “A stressful work environment can contribute to problems such as headache, stomachache, sleep disturbances, short temper and difficulty concentrating” (American Psychological Association, 2019).

This evidence reveals that the workplace's stress is likely to remain with the employee or volunteer after they leave the actual workplace. They may experience the

symptoms of the stress at home and during other portions of their non-working life.

When employees encounter stress in the workplace, they will either endure it for a while or seek resolution somehow. However, when a volunteer encounters stress, the natural response is often just to avoid the stress, which may lead the volunteer to vacate their role at the organization if the stress exists beyond work. A volunteer that feels excess stress and tension at home after the volunteering role has ended for the day may conclude that their volunteer role may not need to continue.

Stress. Thus, stress could be an issue within the concept of pressure and tension. “Stress can be defined as the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable. At the most basic level, stress is our body’s response to pressures from a situation or life event. What contributes to stress can vary hugely from person to person and differs according to our social and economic circumstances, the environment we live in and our genetic makeup. Some common features of things that can make us feel stress include experiencing something new or unexpected, something that threatens your feeling of self, or feeling you have little control over a situation” (Mental Health Foundation, 2020).

“The term stress was borrowed from the field of physics by one of the fathers of stress research Hans Selye. In physics, stress describes the force that produces strain on a physical body (i.e.: bending a piece of metal until it snaps occurs because of the force, or stress, exerted on it). Hans Selye began using the term stress after completing his medical training at the University of Montreal in the 1920’s. He noticed that no matter what his hospitalized patients suffered from, they all had one thing in common. They all looked sick. In his view, they all were under physical stress. He proposed that stress was a non-

specific strain on the body caused by irregularities in normal body functions” (Centre for Studies on Human Stress, 2019).

Stress leads to adverse effects such as being overwhelmed, inability to cope, or excess strain on the body. People generally desire to avoid stress, and if volunteers experience stress, they will typically want it removed, or they will work to avoid it. Research shows evidence that stress on volunteers leads to burnout, which may lead them to quit their volunteer role if not addressed.

An article published in the Journal of Applied Communication Research states, “stress and coping are apparent in volunteers and prior research has examined how to prevent psychological stress and burnout in volunteers with humanitarian relief organizations such as the Red Cross”. Also, the article cited, “Workplace stress is common in a variety of occupations, including teachers, social workers, police officers, and healthcare communication professionals” (Folwell & Kauer, 2018, p. 724-725).

This article "sought to discover if stress was present in volunteer first responders since, “In the U.S., 70% of the first responders are volunteers who serve one-third of the population, and typically work in communities with less than 25,000 people” (Folwell & Kauer, 2018, p. 724).

The article documented four stressors related to volunteer stress within emergency medical services. First, volunteers felt stress as "extensive sense of duty." Working in a setting where the volunteer had to be on call was one aspect. The other aspect of the “extensive sense of duty” was the lack of personnel within the department, as it leads to more workload, which leads to more worry, anxiety, and burnout (Folwell & Kauer, 2018, p. 730).

Competency concerns comprised the second stressor. This stressor included two components: self-competency and competency, that others are performing their job well. The third stressor includes "knowing the patient" and the tension of having to save or help someone you personally know possibly. A final stressor included calls and referred to various and differing scenarios that someone may have to manage (Folwell & Kauer, 2018, p. 729-730).

These four stressors are not uncommon to volunteers in other fields. The extensive sense of duty occurs in many organizations where there are not enough volunteers or paid employees to cover all their intended duties. Self-competency and others' competency exhibit stress in volunteers, as most people genuinely want to excel and be successful in the role they serve. The phrase, "Knowing the patient" certainly fits the medical field. Nevertheless, working directly with people of personal relationships may lead to stress regardless of the field. Likewise, "types of calls" portray the medical field, but if a volunteer must adapt to a changing environment and scenario, stress may very well present itself.

Ego-Involvement. Ego-involvement may lead to high tension. Ego involvement is "the extent to which a task or other target of judgment is perceived as psychologically significant or important to one's self-esteem (American Psychological Association, 2020). Thus, "ego-involvement creates a kind of internal pressure to perform well because it ties subject's self-esteem to their performance at the activity. Congruent with this assertion, a main effect emerged from the analysis indicating that ego-involved subjects rated themselves as experiencing more tension than task-involved subjects" (Ryan, 1995, p.

458). Thus, the internal pressure to do well and accomplish the task given with success is a significant pressure and tension factor.

Perceived Choice & Learned Helplessness

Another possible variable within self-determination theory is perceived choice. This concept encompasses the emotions and thoughts around guilt, obligation, free will, and the freedom of choice. Perceived choice may exist based on the motivation that led the volunteer to serve in their role. The three options given within this concept is whether the volunteer had to serve, was obligated to serve, or freely chose to serve out of their desire.

Learned Helplessness & Organizational Roles. Learned helplessness is a psychological concept that applies directly to perceived choice. Psychologists have been studying motivation in this manner for decades. There are several experiments where the subject has very similar options of being forced, obligated, or self-chosen. One such experiment is with learned helplessness and dogs. Using the shock stimuli, psychologists measured how much shock a dog could endure before they quit making attempts to accomplish their task. They concluded that some dogs would simply give up their willingness to pursue their goal, and, out of this emotion of being defeated, they learned to be helpless.

Volunteers that are mandated and even obligated to serve may resist the notion for a while. However, depending on the mandating element or obligation's weight and depth, the volunteer may give in and serve, a similar scenario to the dogs. Rather than a shock stimulus used on the dogs, the volunteer may experience an emotional stimulus in the mandating or obligating element.

Thus, perceived choice may not operate in isolation. If such a scenario occurs, pressure and tension occur along with the perceived choice as pressure and tension derived from learned helplessness and its role within organizational roles. One study from the book *Stress and Work: Perspectives on Understanding and Managing Stress* examined the relationship between learned helplessness and organizational role stress. “The results supported the prediction that personal helplessness is significantly related to role stress while universal helplessness is unrelated to role stress. Personal helplessness was significantly related to noncontingency and motivational deficit. There was negative association between personal helplessness and satisfaction” (Pestonjee & Pandey, 2013, p. 33).

Volunteers serve organizations sacrificially. Thus, when volunteers serve, they are used to not being in full control as they are given instructions, trained, or, at least to some degree, informed on what they should do. In this manner, it is typical for volunteers not to control their role, as they serve in the manner that someone instructed them to do. Nevertheless, volunteers do experience situations where abuse of control occurs. Perhaps someone leaves them alone in their role when they are not mentally or emotionally prepared to operate in that role without anyone's guidance. Perhaps the volunteer did not want to serve but felt obligated to serve due to some form of imposed or implied guilt. Perhaps the volunteer served in a role that did not correlate with their abilities and talents. In these and numerous other scenarios, volunteers operate in ways that are negative to them. These situations have the potential of impacting the volunteer in two ways. First, these situations may induce stress on the volunteer. Second, if the situation is not

adjusted, and the volunteer endures where they do not feel comfortable, safe, or competent, feelings of learned helplessness may rise.

This study from *Stress and Work: Perspectives on Understanding and Managing Stress* examines these stress-related and learned helplessness issues. One correlation is that stress associates with learned helplessness. “Stress experience can best be conceptualized within the framework of learned helplessness. The phrase “learned helplessness” was employed by Overmier & Seligman (1967) and Seligman & Maier (1967) to describe the debilitated escape–avoidance responses of dogs exposed to uncontrollable shocks in the laboratory” (Pestonjee & Pandey, 2013, p. 34).

A second correlation is that the study indicated that learned helplessness creates stress in at least four areas: cognitive, affective, motivational, and loss of self-esteem. “Learned helplessness is a reaction to conditions of uncontrollability resulting from the perception and/or learning that responses and outcomes are independent. Once induced, helplessness deficits are manifest in three interrelated areas of functioning—cognitive, affective, and motivational. In the context of human beings, a fourth deficit came to the fore. It was shown that humans experience self-esteem loss following their exposure to uncontrollability” (Pestonjee & Pandey, 2013, p. 34-35).

Interconnectivity of the Literature

Internal Personal Variables

The literature revealed several details, including the importance and relevance of the volunteer's motivation level as a core factor to their retention. In internal, personal variables, numerous topics surfaced, including volunteer engagement, intention to stay, commitment to the organization, satisfaction, and psychological well-being. Each of

these topics leans into the motivational aspects of the volunteer's interest and enjoyment level in conjunction with their role.

External Organizational Variables

There are external variables of the organization that have an impact on volunteer retention as well. The impact of stakeholders, leadership, expansion, and the organization's volunteers' value all lead to retaining or losing volunteers.

Self-Determination Theory

The specific study of Self Determination Theory (SDT) appeared to have a complete and potentially profound impact of volunteer retention. It encompasses relatedness, perceived competence, perceived choice and learned helplessness, and pressure & tension. In addition to these areas, many of the internal personal variables of volunteer engagement, intention to stay, commitment to the organization, satisfaction, and psychological well-being unify under the field of self-determination theory as they align with the emotions of interest, enjoyment, value, and usefulness, which are all concepts under the field of self-determination theory. Even the concept of volunteers' organizational value, which initially identified as an external organizational variable, aligns with the self-determination theory principle of value and usefulness.

SDT and Corporate Volunteers. Further research focused on self-determination theory, and the field of volunteerism indicates that a positive correlation exists between SDT and the retention of volunteers. One article by Van Schie et al shows a positive correlation between SDT and corporate volunteers. "Arguing that the quality of motivation mediates the effect of project, organization, and cause characteristics on volunteer identity better than repeated participation, we then tested two path models and

found support for our alternative, SDT-extended model. In particular, we show that repeated participation alone does not explain how enriched projects, organizational practices, and targeted causes foster the development of a volunteer identity. More specifically, we find that these factors affect the internalization of a volunteer identity by shaping the quality of motivation that employees experience while volunteering. On the positive side, factors contributing to self-determined forms of motivation, such as meaningful projects or self-selection of causes, fostered the development of a volunteer identity” (Van Schie et al, 2018, p. 706).

Another study on volunteer retention of corporate volunteers and self-determination theory shows two positive correlations. First, “Independent volunteers were significantly more motivated by their identification with the value of the activity, compared to corporate volunteers” (Skruak et al., 2019, p. 1063).

Second, “Employees who volunteered through a company-organized or brokered activity were significantly more likely to volunteer in order to avoid threats to self-worth and feelings of guilt or social exclusion, than employees who employee organized their corporate volunteering activities” (Skruak et al., 2019, p. 1064). “As psychology has become more advanced, both in terms of our understanding of evolution and neurobiology and of social behavior and its causation, ample support for both perspectives could be garnered. SDT addresses this issue by attempting to account for both the activity and the passivity, the responsibility, and the indolence. To do this, we have assumed that humans have an inclination toward activity and integration, but also have a vulnerability to passivity” (Ryan & Deci, 2000a, p. 76). Thus, these two positive correlations indicate some clarity behind both activity and passivity in that volunteering.

SDT and Nonprofit Volunteers. A study conducted with a group of nonprofit organizations in the German-speaking part of Switzerland indicated a positive correlation with SDJ and volunteer retention. "With respect to the quality of motivation, self-determined types of behavioral regulation clearly dominated as compared to controlled forms of motivation. As hypothesized, volunteers' motives were differentially associated with the quality of motivation. Volunteers' motives showed differential associations with satisfaction" (Guntert et al., 2016, p. 319).

Another study was conducted between supervisors and employees by a Swiss-based volunteering organization. "The present study revealed that an autonomy-supportive leadership style has a positive effect on volunteer satisfaction, which can be explained—at least partially—through enhanced general need satisfaction and increased autonomous motivation. That is, autonomy-supportive leadership facilitates the satisfaction of the three psychological needs for autonomy, competence and relatedness. The satisfaction of these needs, in turn, increases volunteers' autonomous motivation" (Oostlander et al., 2014, p. 1379).

SDT and Church Attendance. The research appears limited concerning the relation of self-determination theory and religious organizations. One study in 1994 did correlate SDT with church attendance. "Support was found for the application of self-determination theory to understanding church growth and decline. The most successful of the three churches in terms of growth, contributions, and weekly attendance rate was the evangelical Protestant church. It had the highest scores on multiple measures. Its "How It Feels at Church" scores indicated its members perceived the greatest level of support for intrinsic motivation variables. Its competency opportunity score was significantly higher

than both other churches. A correlational analysis of the data revealed the competency dimension is most closely associated with enjoyment of church ($r = .653, p < .001$) and the importance of church in the lives of congregants ($r = .430, p < .001$). These two factors correlate with attendance ($r = .303, p < .001$, and $r = .424, p < .001$, respectively). Such a finding is consistent with those linking such variables to general satisfaction and lowered stress and better performance in for-profit organizations” (Baard, 1994, p. 28).

Summary

Based on the literature reviewed for this study, the field of self-determination theory (SDT) does need more specific examination under the specific focus of volunteer retention. The literature did reveal connections between many variables of volunteer retention including such internal variables as engagement, intention to stay/leave, satisfaction, and well-being as well as such external variables as leadership and organizational value. The literature did indicate that studying the subscales within self-determination theory may help explain part of the retention and loss of volunteers. In addition, self-determination theory also pinpoints the exact variables that need testing to determine their relevance with volunteer retention.

According to the literature on self-determination theory, seven variables need to be studied concerning volunteers' retention.

- Interest & Enjoyment: Defined as the volunteer’s level of interest, enjoyment, and satisfaction while serving in the volunteer role.
- Perceived Competence: Defined as the feelings and perception of how qualified and capable the volunteer is to do the role well.

- Effort & Importance: Defined as whether the volunteer exerted effort, possessed a willingness to try to serve, or felt a need that it was important for him/her to serve in this role.
- Perceived Choice & Learned Helplessness: Defined as whether the volunteer was forced, obligated, or freely choose to serve in the role.
- Pressure & Tension: Defined as the volunteer's emotional state during the experience of serving in the role.
- Value & Usefulness: Defined as the role's worth, value, and importance to both the volunteer and the organization.
- Relatedness: Defined as the experience developed due to whom the volunteer served alongside during the role.

Chapter III

METHODOLOGY

Research Design

Survey Design

This research study is a cross-sectional survey design that will examine both correlation and group-differences. First, it is describing a research problem through the description of trends as well as a need for an exploration of the differences in variables between self-determination theory and duration of service of volunteers in churches.

Cross-Sectional Data Collection

This cross-sectional survey design will identify motivational profiles for the church volunteers that participate in the study. These motivational profiles will be derived from the seven specific self-determination theory (SDT) variables, which include interest & enjoyment, perceived competence, effort & importance, perceived choice & learned helplessness, pressure & tension, value & usefulness, and relatedness. Then, the motivational profiles will be compared against the duration of service time of the participants.

Research Questions and Hypotheses

Research Question 1

- Within the scope of self-determination theory, what are the motivational profiles of volunteers that serve in the southern Baptist churches in Georgia?

Research Question 2

- What is the relationship between volunteers' self-determined motivation to serve (type of motivation) and the duration of time served as a volunteer in the church?

Hypothesis

- H₀: There will not be a relationship between type of motivation and the duration of time a volunteer serves in the church.

Research Question 3

- What is the difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year?

Hypothesis

- H₀: There will not be a difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year.

Participants

Target Participant Population

This research project intends to study volunteers that serve specifically in Southern Baptist churches in the state of Georgia that have at least 500 people in weekly attendance. As for the volunteers, participants of this study need to be current volunteers in their church, or they must have served within the past twelve months as many volunteers may serve on a routine basis, yet others may only serve at annual or seasonal events throughout the year. In addition, participants may be short-term or long-term. As for age, only adults, defined as 18 years of age or older, may participate in the survey.

Descriptive Information of the Participants

The descriptive demographics included both personal demographics (gender, age range, and level of educational attainment) and volunteer-based demographics (hours

spent in church each week attending versus hours spent in church each week volunteering, length of service times as a volunteer, and number of roles served as a volunteer).

As an additional note, since these churches are operated autonomously and may relate to volunteers in a vastly different number of ways, each participant will need to state their specific church name on the survey. These responses will not break any anonymity thresholds of the participants.

Target Church Population

As for the churches, the churches will be a member church within the Georgia Baptist Convention (GBC), which is the associational body that unites the Southern Baptist churches in Georgia. As of an April 2022 report, there are 75 churches in the GBC that have a minimum weekly attendance of at least 500 people. Many, though not all, of these SBC churches reside within a one-hour radius of the cities of Atlanta, Macon, Columbus, and Augusta.

As a note, one of the 75 churches in the GBC that meet these guidelines is Abilene Baptist Church in Martinez, Georgia. Abilene Baptist Church is my current employer and church. Therefore, Abilene will not be included in the study in my effort to reduce any issues and possible perception of bias. Therefore, only 74 churches will now be eligible to participate.

Descriptive Information of the Churches

Some of the specific data needed for each church has already been collected. The report that indicates the 74 churches that meet the guidelines for this study also details

such items as the membership size, the financial information, and the geographic location of the churches.

Random Cluster Sampling

This research study will use random cluster sampling as the specific type of probability sampling. “Cluster sampling is a tiered method of obtaining units for a study. A population is first subdivided into small groups or clusters (often administrative or geographical), and a random sample of these clusters is drawn. The process is then repeated for each sampled cluster until the required level is reached” (American Psychological Association, n.d.). For this study, the clusters are the established churches.

Out of the 3555 Southern Baptist churches in Georgia, there are 74 churches that met the criterion of having a minimum of 500 people who attend each week. These 74 churches will be assigned a number, and these numbers will be loaded into an online random number generator. The first 20 churches selected from this online random number generator will be contacted to verify their willingness to participate in this study.

The online random number generator may be used to select additional churches beyond the first 20 church in two situations. First, if a church declines to participate, another church will be identified using the online random number generator. Second, if a church agrees to participate, but their response is too low to be used in the study, another church will be selected from the online random number generator. This process will continue until there are 20 churches will sufficient responses to conduct the study.

Consent: Anonymous vs Confidential

Data reporting is treated the same way for anonymous and confidential surveys. Anonymity thresholds are put in place to prevent any manager or leader locating personally identifiable responses (Anonymous vs. Confidential Employee Surveys, n.d.). For this research project, Qualtrics will utilize the anonymous survey option. The responses will not capture or reveal any identifiable personal information related to the survey participant, including the person's name, contact information, social security number, or similar identification indicator. Participants will simply check a box at the beginning of the survey stating their consent to participate in this research study.

Summary of Participants

In total, 650 surveys had been submitted by at least ten participating churches. Ten specific churches were documented by the survey participants. In addition, 117 of the 650 surveys did not identify their church indicating that additional churches may have participated. Survey participants were not required to list their church. It is possible that several people did not want to list their church name on the survey to further keep their personal survey results anonymous. It is also possible that the church representative at one or more of the churches could have asked participants not to list their church name to keep their entire church's set of surveys anonymous. In addition, 89 surveys were not completed and are unusable for the study. Thus, 561 surveys were submitted and completed. Table 3.1 identifies the breakdown of these 650 total survey submissions.

Table 3.1*Breakdown of Surveys*

Participating Church	Number of Surveys
Church A	77
Church B	1
Church C	47
Church D	68
Church E	157
Church F	34
Church G	11
Church H	26
Church I	13
Church J	10
No Church Identified	117
Total Surveys Submitted	650
Submitted, But Not Completed	89
Total Completed Surveys	561

The Instrument

The Intrinsic Motivation Inventory (IMI) is a multidimensional measurement device, and it has been used in a number of experiments aligned with intrinsic motivation. (Center for Self-Determination Theory, n.d.). For this research study, IMI (Ryan & Deci, 2000b) serves as the survey that will measure the participants' motivation for volunteering in churches.

Scale Development

Seven total subscales of measurements appear on the IMI (see Appendix C). "The IMI consists of varied numbers of items from these subscales, all of which have been

shown to be factor analytically coherent and stable across a variety of tasks, conditions, and settings” (Center for Self-Determination Theory, n.d.). Though 45-items exist on the overall IMI, researchers possess the ability to reorder the items or even remove certain items based upon the needs of the study as previous examinations of the IMI indicate the order of the items listed and the inclusion or exclusion of subscales only appear to have a negligible effect on the results (see Appendix D). Table 3.2 describes each of the seven subscales of the IMI, along with examples from each area of subscales.

Table 3.2

Description of IMI Subscales

IMI Subscales	IMI Number	Examples of Items
Interest / Enjoyment (7 items)	Item: 1 Item: 3 (R)	I enjoyed doing this activity very much. I thought this was a boring activity
Perceived Competence (6 items)	Item: 8 Item: 12	I think I am pretty good at this activity. I was pretty skilled at this activity.
Effort/Importance (5 items)	Item: 14 Item: 18 (R)	I put a lot of effort into this. I didn’t put much energy into this.
Pressure/Tension (5 items)	Item: 20 Item: 21 (R)	I felt very tense while doing this activity. I was very relaxed in doing these.
Perceived Choice (7 items)	Item: 29 (R) Item: 30 (R)	I did this activity because I wanted to. I did this activity because I had to.
Value/Usefulness (7 items)	Item: 31 Item: 36	I believe this activity could be of some value to me. I believe doing this activity could be beneficial to me.
Relatedness (8 items)	Item: 38 (R) Item: 40	I really felt distant to this person. I felt like I could really trust this person.

Note. There are sixteen total items on the 45-item IMI that are negatively worded and should be reverse scored. Six of these items are identified by a “R” in the above table.

The Center for Self-Determination Theory publishes five versions of the IMI. The full version of the IMI consists of 45 total items, which measure all seven major subscales of self-determination theory, which include interest/enjoyment, perceived competence, effort/importance, pressure/tension, perceived choice, value/usefulness, and relatedness. If a research study does not need to measure all seven subscales, additional, shorter versions of the IMI exist. Each of the smaller versions of the IMI simply measure a more directed and focused set of subscales. For instance, there is a 22-item version that only studies four subscales: interest/enjoyment, perceived competence, perceived choice, and pressure/tension. There is a shorter, 9-item version that has three subscales: interest/enjoyment, perceived competence, and pressure/tension. There is a 25-item version that measures the three subscales of value/usefulness, interest/enjoyment, and perceived choice. Finally, there is a 29-item version that measures five subscales: relatedness, interest/enjoyment, perceived choice, pressure/tension, and effort (Center for Self-Determination Theory, n.d.).

The 45 items full version IMI will be used for this study, as it will thoroughly capture essential data on all seven subscales. The 45 items will have three minor adjustments to wording to allow it to better align with the focus of volunteering. First, the word “activity” will be replaced with “volunteering” or “volunteering in my current role”. Therefore, instead of reading, “I enjoyed doing this activity very much”, one would read, “I enjoy volunteering in my current role very much.” Second, for the items in the Relatedness subscales, “this person” will be replaced with “other volunteers that serve in my area.” And, third, the verb tense will be changed from past tense to present tense, as these research study participants are current volunteers (see Appendix E).

Reliability and Validity

The IMI serves as an assessment instrument in several fields. Two individuals, Richard Ryan and Edward Deci, developed the IMI. They have cited its application in numerous fields including education, health care, religion, health, and politics. The IMI has also been shown to have strong reliability (Ostrow & Heffernan, 2018, p. 3).

The IMI proves to be a stable and dependable assessment tool across a broad period as well. “Various iterations of the IMI have been in use for more than 30 years, with well-established validity and subscale reliability across tasks, conditions, and settings” (Ostrow & Heffernan, 2018, p. 5). A 1989 study analyzed the IMI scale structure. The study revealed that internal consistency was adequate. The overall scale had an alpha coefficient at .85 with specific dimensions registering between .68 and .87 (Monteiro et al., 2014, p. 435-436).

IMI Scoring Process

For each item within each subscale, participants self-report their response using a Likert-type scale that ranges from the number 1 (“Not at All True”) to 7 (“Very True”). Part of the items will receive the exact number recorded by the participant. Other items are labeled as reverse items and are assigned a reverse score. For the IMI, the reverse score must align with a 1 to 7 scoring system of the Likert-type scale. Therefore, with a reverse score, a participant score of 3 would be subtracted from 8, and a score of 5 would be given. After scores have been reversed, an average score for each subscale will be calculated. The scores are then used to analyze the impact of each of the subscales as the higher the score is to 7, the more likely that subscale has significance as the level of intrinsic motivation related to that subscale.

Procedure

IRB Approval

Before this research study will be conducted, IRB approval will be obtained (see Appendix A). For this research project, Qualtrics will utilize the anonymous survey option, which ensures that the participants will not be exposed or open to any manner of harm, threat, or otherwise dangerous element, thus this research will be exempt from IRB oversight (see Appendix B). The participant's only requirement is to access the electronic survey from a device connected to the internet and then select responses using a Likert scale to indicate their level of agreement or disagreement with each statement presented on the survey. The participant does not have to participate in any physical, emotional, or similar tests, trials, or other evaluative measurement exercises. The participant has complete control of their environment during the survey process. The participant will select their environment as an electronic survey may be taken from any world location, providing a stable internet connection. As for consent, participants will simply check a box at the beginning of the survey stating their consent to participate.

Acquisition of Church Contact Information

The Southern Baptist Convention (SBC) has an office in each state that maintains extensive data on that state's churches within the SBC. A representative from one of the southeastern states provided a data report from 2020, which contains the data needed to identify the churches for the random cluster sampling. In addition, this representative from the state office provided the contact information for each church identified by the random cluster sampling process. The contact information was only utilized to distribute the survey for this study.

In the spring of 2022, the names of the state's 74 eligible churches of the SBC were placed into an online random name generator. One by one, the generator randomly chose church names. As each church name was chosen by the generator, the church names were listed in order of choosing from 1-35. The first 20 churches became the initial group of churches to contact for participation in the study. The remaining 15 church names were kept providing alternative churches to contact if one or more of the first 20 churches did not participate.

Survey Distribution

Following the completion of the random cluster sampling, each participating church identified a church representative that was responsible for receiving the survey link. The survey link was sent to each church representative, and then the church representative sent the survey link to the volunteers within that church. The Qualtrics surveying system was utilized to create the survey link. The link was then sent to the church representatives of these 20 participating Southern Baptist churches (see Appendix G). Secondly, the church representative was asked to complete an 8-question survey based on the church itself (see Appendix F). The church representatives were asked to have both the volunteer surveys and the church representative surveys complete by May 31, 2022.

Out of the first 20 churches contacted, 6 churches declined to participate. They either stated no explanation as to why they would not participate, or they stated they did not want to give their volunteers "extra work" in addition to their normal volunteer duties. The remaining 14 churches either agreed to participate or asked for more time to decide on whether to participate.

The deadline for survey completion was moved back one week to accommodate an extension request for 14 churches. At that point, though, all the remaining 14 churches had not shown progress. Since the goal was to have 20 participating churches, the process began to contact some of the additional 15 churches that were selected in April as alternative churches to see who would be willing to participate. Over the next two days, all 15 alternative churches eventually had to be contacted to secure 20 total participating churches. They were also given the final deadline in June 2022.

During the first week of June, no churches asked for additional time. Even the new ones that had just agreed to participate remained confident that their volunteers would participate in the time frame given. Therefore, the survey officially closed in June 2022.

Completion Strategy

A web-based survey removes the obstacles of a live setting such as physical time limitations, and they lowered the levels of social desirability responding (Nayak & Narayan, 2019, p. 32). A web-based survey allows the participants to think through their Likert scale responses thoroughly instead of feeling rushed with a face-to-face or live survey experience. A more thoughtful answer also indicates the potential for more accurate and relevant responses with confidence and clarity of thought. Limitations could exist due to such technology issues as poor internet connection, lack of internet availability, and even software incompatibility. Yet, research has shown fewer mistakes, blank items, and item refusals than paper surveys, so electronic surveying still rises as the proper option for this study (Nayak & Narayan, 2019, p. 32).

The response window of a web-based survey has not shown to be a major factor in response rate. Rather, with a web-based survey, literature indicates that most survey responses will come within the first days of the survey being open. Survey response rates typically peak on the first day the survey is open and then gradually decrease each following day (Fang, et al, 2020, p. 2). One-half of the survey responses will be completed by day three, so a day four reminder should provide the appropriate timeframe to help increase the response rate (Qualtrics, n.d.). To maximize the number of responses, each church will have an established representative that will communicate to the volunteers within their church. At the beginning of the study, this church representative will distribute the initial web-based survey link. This representative will also be responsible for sending a reminder to the volunteers within their church. Survey reminders are one of the most effective methods of increasing survey response rate especially when potential participants first receive an email invitation, which is then followed by two email reminders. (Sammut et al., 2021). Since research indicates two email reminders have shown to be most effective and one-half of the survey responses will be completed by day three, the church representative will be asked to send out two reminders. Following the research, the first reminder will be distributed on day four, which is three days after the first survey link was distributed. The second reminder will be distributed on day seven, which is three days after the first reminder was distributed. Using this timeline, which includes the initial email invitation and two reminders, most of the survey responses will be completed within the first ten days.

Data Analysis

This research project will require three specific steps to occur in the data analysis phase. First, to build motivational profiles (Research Question 1), all survey responses will be reported, which will include both the responses from the specific IMI-based questions and the descriptive questions such as the participant's age, duration of volunteer experience, etc) (see Appendix H). These profiles will be examined for possible themes of motivational types. Cronbach's alpha is the most common measure of scale reliability. "Cronbach's alpha requires a number of variables measured on a continuous scale. However, it is also common to analyze a set of variables measured on an ordinal scale using Cronbach's alpha (e.g. Likert items). It is used to calculate the internal consistency of a number of variables" (Laerd Statistics, 2015). Therefore, Cronbach's alpha was used to assess the internal consistency of the Likert-scale responses of the IMI-based questions. "The coefficient works because the variance of the sum of a group of independent variables is the sum of their variances. If the variables are positively correlated, the variance of the sum will be increased" (Bland & Altman, 1997, p. 572). Specifically, it measures the relatedness of a set of items within a group (Field, 2018, p. 602). Cronbach's alpha will yield a number between 0 and 1. The closer the number is to 1, the more the variables relate to each other. The closer the number is to 0, the less the variables relate and the more the variables appear to be independent of one another. Table 3.3 shows Cronbach's alpha measured with internal consistency.

Table 3.3

Cronbach's alpha and Internal Consistency

Cronbach's alpha	Internal consistency
$a \geq 0.9$	Excellent
$0.9 > a \geq 0.8$	Good
$0.8 > a \geq 0.7$	Acceptable
$0.7 > a \geq 0.6$	Questionable
$0.6 > a \geq 0.5$	Poor
$0.5 > a$	Unacceptable

Note. Adapted/Reprinted (Zeller, 2005).

For Research Question 2, the relationship between motivation type and length of volunteer service will be explored through a Spearman's rho correlational analysis. Spearman's rho will be used for correlation as it is a correlation coefficient suitable for ordinal or ranked data, which is applicable as a Likert-type scale is being utilized (Pallant, 2020, p. 131). Volunteer's motivation type will be categorical data and length of service will be continuous. Therefore, Spearman's rho is an appropriate selection for correlational analysis.

Finally, for Research Question 3, to examine the differences between groups based on length of service and motivational scores an independent t-test will be used as it allows for the comparison of the mean scores of two different groups. The independent t-test will reveal whether there is a statistically significant difference in the mean scores between the length of service and the motivational scores (Pallant, 2020, p. 251-252). All significant effect sizes will be reported as Cohen's *d*. By using Cohen's *d*, the difference between the groups of length of service and motivational scores are shown in standard deviation units. As for interpreting the strength of Cohen *d* measurements, .2 equals a

small effect, .5 equals a medium effect, and .8 equals a large effect (Pallant, 2020, p. 255).

If the data is not normally distributed, has outliers, or if the sample sizes are small, the decision will be made to use the non-parametric analyses of each test. Specifically, the Mann Whitney U test will be used for group differences as the Mann Whitney U test is the non-parametric alternative to the t-test. This alternative method compares medians rather than the means. The scores will be converted on the continuous variable to rank across the two groups (Pallant, 2020, p. 236).

Summary

This research study is a cross-sectional survey design that will examine both correlation and group-differences. Three research questions will be studied that will examine motivational profiles of church volunteers in Southern Baptist Churches in the state of Georgia. Based on these profiles, the study will seek to identify any relationship between volunteers' self-determined motivation to serve and the duration of time served as a volunteer in the church, and whether there is a difference in those volunteers who have served for less than a year versus more than a year.

Chapter IV

RESULTS

Church Demographics

In total, 650 surveys were submitted by at least 10 participating churches. Based on the requirements to participate in the study, these 10 churches are all Southern Baptist churches located in the state of Georgia, and they have at least 500 weekly attendees.

These 10 specific churches were documented by the survey participants who stated they attended these churches. In addition to the 10 participating churches that were identified, 117 of the 650 surveys did not identify their church indicating that additional churches may be represented. In addition, 89 surveys were not completed and are unusable for the study. Thus, 561 surveys were submitted, which equates to an 86.3% response rate.

Table 4.1 identifies the breakdown of these 650 total survey submissions.

Table 4.1

Breakdown of Participating Churches by Number of Survey Submissions

Participating Church	Number of Surveys
Church A	77
Church B	1
Church C	47
Church D	68
Church E	157
Church F	34
Church G	11
Church H	26
Church I	13
Church J	10
No Church Identified	117

Total Surveys Submitted	650
Submitted, But Not Completed	89
Total Completed Surveys	561

Church Participant & Demographic Information

The 561 volunteers that participated in the survey first answered a series of nine questions that inquired of both their demographics and volunteer service. Three of the nine demographic questions were more personal based as these questions asked the participants to state their gender, age range, and level of educational attainment. The remaining six of the nine demographic questions were more volunteer based as these questions asked the participants about their hours spent in church each week, the length of time they have been serving as a volunteer, the number of roles they serve as a volunteer, and the types and frequency of their roles.

Participant Demographics

The participants in this study ($n = 561$) included male adults ($n = 234$), female adults ($n = 324$), and some blank responses/not answered ($n = 3$) attending Southern Baptist churches in the Southeast United States. Most participants were female. Three people did not choose to indicate their gender.

Question 3 on the survey, which is the second personal demographics question, asked for the survey participants to select the age range that best categorized them. The mode age range was the 61 to 70 years age group, while the mean age range was the 51 to 60 years age group. Most participants ranged in age from 41 to 70 years old as this age group accounted for 62.4% of the sample.

On Question 4, survey participants selected their highest level of educational attainment. The mean and the mode of the highest level of educational attainment was both the completion of “4-year College”. With both the mean and the mode of education attainment being the “4-year College”, it indicates a very balanced level of education amongst the survey participants of this study.

Table 4.2 shows the participants by age range compared against their gender and highest level of educational attainment.

Table 4.2

Survey Participants as Grouped by Gender, Age Range, and Educational Attainment

Age	M1	M2	M3	M4	M5	M6	F1	F2	F3	F4	F5	F6
18-23	5	3		2				3	1	3		
24-30		1		10						8	4	
31-40		1		10	11	4		8	2	18	11	5
41-50		4	5	15	11	6		7	7	30	15	5
51-60		6	3	14	10	2		13	9	28	15	9
61-70		5	5	27	18	7		15	14	26	10	9
71-80		3	6	22	3	11	1	10	5	17	6	5
81/older	1	1		3	1	3			2	1	2	
Blank							3					
Total Responses Submitted							561					

M = Male; F = Female; B = Blank
 1 = Did Not Graduate
 2 = Finished HS/GED
 3 = Finished 2-Year College
 4 = Finished 4-Year College
 5 = Finished Master’s Degree
 6 = Finished Degree Beyond Masters

Summary of Personal Demographics

Based on the three personal based demographics of gender, age range, and highest level of educational attainment, survey participants ($n = 558$) appear almost balanced with gender as it shows 41.7% males ($n = 234$) and 57.8% females ($n = 324$). As for age ranges, participant responses show that the survey participants' age ranges lean to slightly older rather than younger with the mode being 24% ($n = 136$) participants in the 61 to 70 range and the mean being 19% ($n = 109$) participants in the 51 to 60 range. It is also worth noting the age ranges at each of the two ends of the scale where 19% ($n = 105$) of the participants are aged at 71 years of age or older, whereas only 6% ($n = 35$) of the participants are 30 years of age or younger.

Like the age ranges, participant responses ($n = 559$) concerning the highest level of educational attainment is also slightly tilted towards the higher end of the educational attainment scale. As a note, though both the mean and the mode fall in the middle of the scale at "4-year degree" with 42% ($n = 234$) of the participants, there are more participants above the mean, rather than under the mean, as 33% ($n = 183$) of the participants possess a master's degree or higher, whereas only 25% ($n = 142$) of the participants hold a degree less than a 4-year degree.

Volunteer Service Demographics

Out of the nine demographic questions on the survey, six questions were more volunteer based rather than personal based. Questions 5 and 6 on the survey, which are the first and second questions of the volunteer-based questions, respectively asked the participants to mark how many hours they spent in church each week while not volunteering and how many hours they spent in church each just volunteering. Table 4.3

shows the results of the number of hours spent in church each week in both just attending church and volunteering at church.

Table 4.3

Time Spent in Church Each Week

# Hours Spent Each Week	In Church, Not Volunteering	Percentages	In Church, Volunteering	Percentages
None	2	0.36%	13	2.32%
Less than 1 Hour	5	0.89%	59	10.54%
1-3 Hours	345	61.61%	366	65.36%
4-6 Hours	185	33.04%	95	16.96%
7-10 Hours	20	3.57%	14	2.50%
11-15 Hours	1	0.18%	6	1.07%
16-20 Hours	1	0.18%	2	0.36%
More than 20 Hours	1	0.18%	5	0.89%
Blank/Not Answered	1	0.18%	1	0.18%
Total Responses Submitted	560		560	

When it comes to time spent each week in church, the category of 1 to 3 hours per week held the majority of both sets of people with 61% ($n = 345$) of survey participants attending church 1 to 3 hours per week and 65% ($n = 366$) of survey participants volunteering in church 1 to 3 hours per week. The next highest category is 4 to 6 hours with 33% ($n = 185$) of survey participants attending church and 26% ($n = 95$) of survey participants volunteering in this range. As a note, 13 participants stated they did not volunteer each week. This is not necessarily an issue for this study, as the study was open to people who volunteered in their church on a weekly basis, on a seasonal basis, or both.

These participants may be volunteers that only serve as seasonal volunteers, rather than weekly volunteers.

Question 7 on the survey, which is the third volunteer-based question, asked the participants to indicate how long they have served as a volunteer. Studies by both Callero and the group of Chacon, Venica, and Davila indicate that longevity may play a role in the retention of volunteers especially with the concept of role-identity. Callero's article states, "The role-identity concept can be defined in general terms as a particular social object that represents a dimension of the self (Callero, 1985, p. 204). In this article, Callero explores the significance of role identity through blood donors as he states, "there is evidence suggesting that for regular donors, at least, the act does become a significant dimension of the self-concept. (Callero, 1985, p. 206)" Knowing evidence does exist for role-identity, it is critical to know the time frame for role-identity to have impact. This time frame is identified in an article by Chacon et al in terms of volunteer service time. The article states there is more correlation between actual service time and intention to stay, satisfaction, organizational commitment, and role identity. Except for satisfaction, a significant increase in all these factors occur once a volunteer increases their service time to 12 months from 6 months. Specifically with intention to stay, volunteers are twice as likely to stay if they serve 24 months as opposed to those who serve only 6 months. (Chacon et al., 2007, p. 634-636) Table 4.4 shows the results concerning their length of time serving as a volunteer.

Table 4.4*Survey Participants as Grouped by Length of Time Serving as a Volunteer*

Time Duration	Number of Participants	Percentages
Less Than 1 Month	5	0.90%
1-3 Months	13	2.33%
4-6 Months	18	3.23%
7-12 Months	35	6.27%
1-2 Years	65	11.65%
3-5 Years	120	21.51%
More than 5 Years	302	54.12%
Blank/Not Answered	3	0.54%
Total Responses Submitted	558	

The results of length of time selected by the survey participants needs to also be reported based on the time duration of “Less than 1 Year” and “1 Year or More” due to the types of events that volunteers serve. Churches have ongoing, weekly needs for volunteers, yet they also have seasonal and annual events that need of volunteer support. (Note: Question 9 on the survey asks to the participants to identify which types of volunteer roles they serve, and choices include ongoing weekly activities as well as seasonal / annual events.)

When the data is consolidated to show a volunteer’s length of service time as categorized by either “Less than 1 Year” and “1 Year or More”, only 12.7% ($n = 71$) of the participants ($n = 558$) have served for less than 1 year. Yet, 87.2% ($n = 487$) have served for more than 1 year. If this data is further aggregated, 75.6% of the survey respondents have served as a volunteer for 3 years or more. Table 4.5 shows the results of

the participants' responses concerning their length of time serving as a volunteer by categorizing the length of time as "Less than 1 Year" and "1 Year or More".

Table 4.5

Survey Participants as Grouped by One Year Serving as a Volunteer

Time Duration	Number of Participants	Percentages
Less Than 1 Year	71	12.7%
1 Year or More	487	87.2%
Blank/Not Answered	3	0.5%
Total Responses Submitted	558	

Question 8 on the survey, which is the fourth volunteer-based question, asked the participants ($n = 561$) to indicate how many numbers of roles they served as a volunteer. For instance, a participant might have served as a Children's Sunday school teacher, and the participant may have also played in the orchestra during their church's worship service. This question did not give the participants a set of answers to select, rather this question was an open response. Participants were asked to list each area they volunteered, and then these areas were listed alphabetically and assigned a number. In total, 67 areas of volunteering were documented ranging from A = Administration (Area #1) to Y = Youth Ministry (Area #67). Table 4.6 shows the results of the participants' responses concerning the number of volunteer roles served.

Table 4.6*Number of Volunteer Roles Served by Survey Participants*

Time Duration	Number of Participants	Percentages
1 Role	258	45.99%
2 Roles	156	27.81%
3 Roles	79	14.08%
4 Roles	38	6.77%
5 Roles	20	3.57%
6 Roles	6	1.07%
7 Roles	3	0.53%
8 Roles	1	0.18%
Blank/Not Answered	0	0.00%
Total Responses Submitted	561	

Question 9 on the survey, which is the fifth volunteer-based question, asked the participants ($n = 560$) to select what best describes them concerning the types of activities and events they served as a volunteer. These selection options were specifically focused on whether the event was an ongoing, weekly activity, a seasonal / annual event, or some combination of both. Table 4.7 shows the results of the participants' responses concerning types of activities and events they served as a volunteer.

Table 4.7*Types of Events Survey Participants Served*

Types of Events	# Participants	Percentages
Annual / Seasonal Only	10	1.79%
Ongoing Church Activities	205	36.61%
Both Annual / Seasonal & Ongoing Church Activities	337	60.18%
Other / As Needed	8	1.43%

Blank/Not Answered	1	0.18%
Total Responses Submitted	560	

Question 10 on the survey, which is the sixth volunteer-based question, asked the participants to select how often they served as a volunteer. Selections the participants were identical to the selections given in Question 9. The difference in the questions was to distinguish between the types of events volunteered served versus the frequency of how often volunteers served. The results were identical, though, to the results in Question 9. Table 4.8 shows the results of the participants' responses concerning the frequency of their service as a volunteer.

Table 4.8

Frequency Survey Participants Served

Types of Events	# Participants	Percentages
Annual / Seasonal Only	10	1.79%
Ongoing Church Activities	205	36.61%
Both Annual / Seasonal & Ongoing Church Activities	337	60.18%
Other / As Needed	8	1.43%
Blank/Not Answered	1	0.18%
Total Responses Submitted	560	

Summary of Volunteer Service Demographics

Based on the six volunteer-based demographics, some clear characteristics were revealed about participants. As for the number of hours spent in church, the highest mark was at 1 to 3 hours, which revealed that 61.61% ($n = 345$) spent 1 to 3 Hours attending while 65.36% ($n = 366$) spent 1-3 hours volunteering in church. The second highest mark

was at 4 to 6 hours, which had 33.04% ($n = 185$) attending church and 16.96% ($n = 95$) volunteering in church each week.

As for the length of service time, most of the survey participants stated that they have been serving as a volunteer for longer than a year. The highest mark in this category showed 54.12% ($n = 302$) of the survey participants have served for more than 5 years, followed by 21.51% ($n = 120$) at 3 to 5 years of volunteer service, and 11.65% ($n = 65$) at 1 to 2 years of volunteer service. Out of the 560 participants that answered this question, 87.2% have served for more than 1 year, and 75.6% have served for 3 years or more.

As for the number of volunteer roles served by the survey participants, the highest number of roles served began at 1 and decreased as the number of roles increased. Participants indicated that 45.99% ($n = 258$) served in one volunteer role, 27.81% ($n = 156$) served in two roles, and 14.08% ($n = 79$) served in three roles with percentages decreasing as the number of roles increasing. As a note, there were 3 people who served in 7 volunteer roles, and one person served in 8 volunteer roles.

The next two questions focused on types of events and the frequency of how often these volunteers served. The selections for both questions were identical, but they were asked for two different purposes. The difference in the questions was to distinguish between the types of events volunteered served versus the frequency of how often volunteers served. The answers to both questions were identical. From both questions, the top mark revealed that 60.18% ($n = 337$) of the survey participants volunteer at both annual / seasonal church activities as well as ongoing, weekly church activities. The second highest mark came was 36.61% ($n = 205$) of the survey participants only volunteer at ongoing, weekly church activities. Therefore, out of the 560 survey

responses for this question, only 3.21% ($n = 18$) only volunteer at seasonal / annual events. The remaining 96.79% volunteer weekly as well as seasonally / annually.

Research Question 1: Volunteer Motivational Profiles

The first research question states, “Within the scope of self-determination theory, what are the motivational profiles of volunteers that serve in the southern Baptist churches in Georgia?” To answer this question, motivational profiles were developed from both the responses from the specific IMI-based survey questions and the descriptive survey questions. The descriptive demographics included both personal demographics (gender, age range, and level of educational attainment) and volunteer-based demographics (hours spent in church each week attending versus hours spent in church each week volunteering, length of service times as a volunteer, and number of roles served as a volunteer). These profiles were then examined for possible themes of motivational types. In addition, internal consistency was calculated using Cronbach’s alpha for the specific IMI-based survey questions since Cronbach’s alpha is the most common measure of scale reliability.

Motivation to Serve

The survey participants ($n = 561$) answered a series of questions from each of the seven subscales of self-determination theory (SDT), which included interest/enjoyment, perceived competence, effort/importance, pressure/tension, perceived choice, value/usefulness, and relatedness. Table 4.9 shows the mean score of these participants’ survey responses for each of the seven subscales. The results are ranked from largest to smallest by the mean scores. Based on the scores, it appears that volunteers most value their ability to choose where they serve (perceived choice), and that they feel they are

being beneficial and helpful (value/usefulness). These two variables rank higher than their personal interest & enjoyment in serving, how much effort and importance is exerted, and even who is serving alongside them.

As a note, pressure and tension is the one subscale out of the seven subscales that indicates a negative motivational factor. The other six subscales indicate positive motivational factors, such as how much a volunteer enjoyed serving, felt their service was important, or felt as if they were competent and did a great job. However, pressure and tension indicate whether a volunteer experienced pressure to serve, tension while serving, or some combination of the two. Therefore, when analyzing the motivational scores, it is a good thing to see low motivational scores for the subscale pressure/tension as it shows the volunteer did not experience much of those feelings and emotions.

Table 4.9

Means of Participants' Responses by Motivational Subscale

Motivational Subscale	Mean Responses (<i>n</i> = 561)
Perceived Choice	6.58
Value/Usefulness	6.44
Interest/Enjoyment	6.31
Effort/Importance	6.29
Relatedness	6.15
Perceived Competence	5.69
Pressure/Tension	1.81

Note: The mean responses above are based on a Likert-type scale where number 1 indicates “Not at All True” and number 7 indicates “Very True”.

Perceived Choice

Since the possible scores for each subscale range from 1 to 7, the five subscales with a mean above 6 indicated the participants almost fully agree with the statements as they are close to “very true”. The highest score was the subscale “perceived choice” with a score of 6.58 out of 7, meaning the participants almost fully agree with the statements stating that they personally chose to serve in their volunteer roles rather than feeling like they were obligated to serve or made to feel guilty about not serving.

Value/Usefulness

The subscale “value/usefulness” was the second highest mean with a score of 6.44 out of 7. This subscale focuses on the volunteer feeling that their service as a volunteer is truly beneficial. It focuses on the value they feel that they bring while serving and it reinforces their emotion that they are useful while serving. A score of 6.44 out of 7 revealed that the volunteers almost fully agree with the statements that their service is truly valued and useful.

Interest/Enjoyment & Effort/Importance

The subscales “interest/enjoyment” and “effort/importance” almost tied with scores of 6.31 and 6.29 respectively. The subscale “interest/enjoyment” focuses on volunteer’s personal interest and enjoyment in volunteering in a role. With a mean score of 6.31 out of 7, participants of this survey indicated that they do have personal interest and gain enjoyment from the volunteer roles they serve. Similarly, the subscale “effort/importance” refers to the participant’s willingness to try hard, do a great job, and attempt to succeed at accomplishing the task given to them as a volunteer. It is the

internal drive to treat the role as something important and then work to do a great job with it.

Relatedness

The subscale “relatedness” received a mean of 6.15 out of 7. This subscale focuses on the relational aspect of volunteer work. It shows how well the volunteer relates to, connects with, and trusts those in the environment in which he/she serves. It could be a relational aspect between other volunteers that serve, or it could be between the volunteer and a paid employee or even the leader within that area. A 6.15 is a very high score in that relational aspects are important, yet it was not quite as high as the volunteer’s personal feelings of wanting to serve, bringing value while serving, enjoying the role, or considering how important the role is.

Perceived Competence

The subscale “perceived competence” received a mean of 5.69 out of 7. This subscale reflects how a volunteer feels their skills align to the role in which they are serving. If a banker volunteers to collect money at an event, they may feel competent in the role they are serving. Likewise, if an elementary school teacher volunteers to teach Sunday School classes to third graders at a church, they may feel competent in the role they are serving. However, if you mix these two examples and a banker is asked to teach Sunday School classes to third graders at a church, they may not feel competent to serve. This study shows that volunteers reported a mean of 5.69 out of 7 in how they perceive their competence in the role they serve. This score indicates that the volunteers truly do feel very confident in the role they serve. They almost fully agree with the statements that their service is closely aligned to their skillset and abilities.

Pressure/Tension

The final subscale of “pressure/tension” received a mean of 1.81 out of 7. This subscale is the only subscale to potentially reflect a negative perspective of the volunteers. The other six subscales indicate the positive attributes of volunteering such as interest/enjoyment and value/usefulness. However, this seventh subscale indicates the one negative attribute of volunteering as based on the IMI. Thus, it is a very positive indicator to only see a mean score of 1.81 out of 7 for “pressure/tension”. A score of 1.81 indicates that most of the volunteers in this study do not feel they were pressured to serve. It also indicates that they did not feel pressure or tension while serving in the role. The more stress a volunteer endures while serving may initiate feelings or thoughts to cease serving in that capacity. Therefore, a score of 1.81 out of 7 indicates that these volunteers were not feeling the stress, pressure, or tension of serving, which is a very positive indicator.

Motivational Profiles

In Table 4.9, the motivational averages are shown for each of the seven motivational subscales. These averages were calculated from all 561 survey participants. Motivational profiles were then formed in a similar manner. Using all 561 survey participant responses, motivational averages were aggregated across specific categories. Three of these motivational profiles were established based on personal demographics, which included gender, age, and educational attainment.

Table 4.10 exhibits the motivational profile by gender. Two genders, male and female, were compared against the mean averages for each of the seven motivational

subscales. No statistical tests were calculated on this profile. From the perspective of mean scores alone, the male showed a higher motivational average in each subscale.

Table 4.10

Motivational Profile by Gender

Motivational Subscale	Female (<i>n</i> = 324)	Male (<i>n</i> = 234)
Interest/Enjoyment	6.19	6.37
Perceived Competence	5.56	5.80
Effort/Importance	6.21	6.35
Pressure/Tension	1.86	1.79
Perceived Choice	6.56	6.61
Relatedness	6.12	6.18
Value/Usefulness	6.35	6.51

Note: *n* = 561

Table 4.11 exhibits the motivational profile by age. Again, no statistical tests were calculated on this profile. Eight categories of age were compared against the mean averages for each of the seven motivational subscales. The age range 71 to 80 had the highest motivational average within the subscales of interest/enjoyment, effort/importance, pressure/tension, and perceived choice. In this set of motivational subscales, motivational averages decreased in most cases as the age decreased. The age group of 18 to 23 led the motivational averages within the subscales of value/usefulness and relatedness. As a note, the motivational subscale of perceived choice had the highest motivational averages across all the age groups as compared to the other six motivational scales.

Table 4.11*Motivational Profile by Age*

Motivational Subscale	Age Group in Years							
	18-23	24-30	31-40	41-50	51-60	61-70	71-80	81+
Interest/Enjoyment	6.30	6.21	6.29	6.19	6.34	6.34	6.37	6.11
Perceived Competence	5.64	5.47	5.91	5.66	5.67	5.68	5.73	5.45
Effort/Importance	6.17	6.00	6.26	6.24	6.26	6.35	6.44	6.21
Pressure/Tension	2.12	1.99	1.99	1.94	1.79	1.72	1.66	1.76
Perceived Choice	6.52	6.37	6.49	6.50	6.65	6.65	6.65	6.59
Relatedness	6.53	6.40	6.19	5.97	6.11	6.18	6.25	6.13
Value/Usefulness	6.69	6.57	6.53	6.42	6.46	6.40	6.45	5.85

Note: $n = 561$

Table 4.12 exhibits the motivational profile by educational attainment. All motivational subscales are lower in the category of Did Not Graduate HS. The three motivational subscales of interest/enjoyment, effort/importance, value/usefulness show the highest motivational averages in the categories of HS/GED and Beyond Masters. Except for Beyond Masters, motivational averages tend to decrease as education increases.

Table 4.12*Motivational Profile by Educational Attainment*

Motivational Subscale	Education Level					
	Did Not Grad Hs	HS/ GED	2-Year College	4-Year College	Masters	Beyond Masters
Interest/Enjoyment	4.07	6.46	6.25	6.30	6.22	6.35
Perceived Competence	3.92	5.68	5.70	5.70	5.64	5.84
Effort/Importance	4.60	6.40	6.35	6.29	6.16	6.41
Pressure/Tension	2.50	1.79	1.66	1.87	1.79	1.85

Perceived Choice	6.50	6.69	6.57	6.55	6.62	6.54
Relatedness	5.44	6.25	6.14	6.19	6.07	6.12
Value/Usefulness	4.14	6.59	6.27	6.48	6.33	6.53

Note: $n = 561$

Six motivational profiles were established based on volunteer-based demographics, which included hours attending church per week, hours serving the church per week, total service time as a volunteer, number of unique roles served as a volunteer, types of activities served as a volunteer, and the frequency of activities served as a volunteer. Table 4.13 exhibits the motivational profile by hours attending church per week. In all seven motivational subscales, the motivational averages gradually increase the longer volunteers attend church each week when you begin the trend at the category of >1 hour attending church per week. In each category, it increases until it peaks in the category of attending church 11 to 15 hours per week, which is the category that has the highest motivational averages across every motivational subscale.

Table 4.13

Motivational Profile by Hours Attending Church Per Week

Motivational Subscale	None	>1	1-3	4-6	7-10	11-15	16-20	20+
Interest/Enjoyment	6.14	5.74	6.25	6.38	6.40	7.00	5.43	6.86
Perceived Competence	6.50	5.37	5.68	5.72	5.94	6.83	3.00	5.67
Effort/Importance	6.30	5.36	6.21	6.45	6.50	7.00	5.00	5.60
Pressure/Tension	1.50	2.48	1.81	1.80	1.93	1.40	4.60	1.40
Perceived Choice	6.50	5.51	6.59	6.62	6.51	6.57	5.71	6.14
Relatedness	5.69	5.60	6.08	6.30	6.35	7.00	3.13	6.38
Value/Usefulness	6.50	6.06	6.38	6.54	6.56	7.00	6.00	7.00

Note: $n = 561$

Table 4.14 exhibits the motivational profile by hours serving the church per week. In all seven motivational subscales, except for perceived choice, the motivational averages are the highest the more volunteers serve. In perceived competence and Effort/Importance, participants who served 20+ hours per week marked motivational averages of 7 out of 7. In three categories of interest/enjoyment, pressure/tension, and relatedness, participants that served 16 to 20 hours per week had the highest motivational averages. Only in perceived choice and value/usefulness did the participants show high motivational averages in serving less. For perceived choice, the highest motivational average was by serving 11 to 15 hours per week, and value/usefulness had its highest motivational average by serving 7 to 10 hours per week.

Table 4.14

Motivational Profile by Hours Serving Church Per Week

Motivational Subscale	None	>1	1-3	4-6	7-10	11-15	16-20	20+
Interest/Enjoyment	5.76	5.89	6.33	6.49	6.47	6.45	6.57	5.71
Perceived Competence	5.19	5.28	5.75	5.82	5.57	6.14	6.25	7.00
Effort/Importance	6.09	5.83	6.31	6.42	6.80	6.87	6.80	7.00
Pressure/Tension	2.22	1.83	1.81	1.74	2.39	1.93	1.20	1.40
Perceived Choice	6.37	6.58	6.61	6.58	6.49	6.69	6.57	5.71
Relatedness	5.71	5.89	6.16	6.31	6.46	6.42	6.69	5.75
Value/Usefulness	6.13	6.01	6.49	6.54	6.69	6.55	6.64	4.86

Note: $n = 561$

Table 4.15 and Table 4.16 both exhibit the motivational profile by total service time as a volunteer. This motivational profile specifically focuses on Research Question 3, which asks “What is the difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational

profile of a volunteer who has served for less than one year?” On the participant survey, the length of service time had multiple answer options including >1 month, 1 to 3 months, 4 to 6 months, 7 to 12 months, 1 to 2 years, 3 to 5 years, and <5 years. This data is shown in Table 4.15. However, to collect the data for this research question, answers were grouped into two categories: Less than 1 year and 1 year or more, which is shown in Table 4.16. In all seven motivational subscales, the preponderance of the highest motivational averages occurred in participants who served for 1 Year or More.

Table 4.15

Motivational Profile by Total Service Time as a Volunteer

Motivational Subscale	>1 Month	1-3 Months	4-6 Months	7-12 Months	1-2 Years	3-5 Years	<5 Years
Interest/Enjoyment	5.74	6.63	6.17	6.31	6.22	6.31	6.32
Perceived Competence	5.53	5.85	5.18	5.47	5.64	5.71	5.76
Effort/Importance	6.08	6.49	5.99	6.27	6.17	6.32	6.33
Pressure/Tension	1.96	1.89	1.80	1.85	1.84	1.69	1.85
Perceived Choice	6.86	6.69	6.48	6.57	6.59	6.58	6.59
Relatedness	5.75	5.99	5.94	6.10	6.18	6.23	6.15
Value/Usefulness	5.80	6.80	6.39	6.48	6.44	6.38	6.46

Note: $n = 561$

Table 4.16

Motivational Profile Grouped by Total Service Time as a Volunteer

Motivational Subscale	>1 Year	1 Year or More
Interest/Enjoyment	6.26	6.30
Perceived Competence	5.46	5.73
Effort/Importance	6.20	6.31
Pressure/Tension	1.88	1.81

Perceived Choice	6.57	6.59
Relatedness	6.03	6.17
Value/Usefulness	6.47	6.44

Note: $n = 561$

Table 4.17 exhibits the motivational profile by the number of different volunteer roles served by an individual volunteer. Overall, the highest motivational averages occurred in those volunteers who served in 7 to 8 unique volunteer roles. Motivational averages tended to decrease as the numbers of roles decreased.

Table 4.17

Motivational Profile by Number of Roles Served as a Volunteer

Motivational Subscale	1 Role	2 Roles	3 Roles	4 Roles	5 Roles	6 Roles	7 Roles	8 Roles
Interest/Enjoyment	6.23	6.28	6.39	6.33	6.60	6.57	6.95	6.57
Perceived Competence	5.67	5.74	5.65	5.68	5.85	6.00	5.89	6.00
Effort/Importance	6.25	6.22	6.35	6.43	6.69	6.77	6.87	7.00
Pressure/Tension	1.83	1.78	1.77	1.91	2.01	2.07	1.13	1.00
Perceived Choice	6.58	6.54	6.64	6.62	6.64	6.67	6.95	7.00
Relatedness	6.08	6.16	6.34	5.96	6.55	6.31	6.79	6.50
Value/Usefulness	6.37	6.44	6.49	6.55	6.74	6.81	6.86	7.00

Note: $n = 561$

Table 4.18 exhibited the motivational profile by the types of activities served as a volunteer. The types of activities included serving at only annual/seasonal events, only at ongoing, weekly events, serving at both annual/seasonal and ongoing events, or some form of other. Overall, the highest motivational averages across every motivational subscale were shown in volunteers that served at both annual/seasonal and ongoing

events. The second highest motivational averages were shown in volunteers that served at ongoing weekly events.

Table 4.18

Motivational Profile by Types of Activities Served as a Volunteer

Motivational Subscale	Annual/Seasonal Only	Ongoing Weekly	Both	Other
Interest/Enjoyment	5.96	6.24	6.34	6.18
Perceived Competence	5.10	5.63	5.76	5.50
Effort/Importance	5.78	6.23	6.35	6.30
Pressure/Tension	2.34	1.80	1.83	1.18
Perceived Choice	6.26	6.59	6.58	6.88
Relatedness	6.08	6.05	6.21	6.17
Value/Usefulness	6.16	6.37	6.49	6.34

Note: $n = 561$

Table 4.19 exhibited the motivational profile by the frequency of activities served as a volunteer. The frequency of activities included serving at only annual/seasonal events, only at ongoing, weekly events, serving at both annual/seasonal and ongoing events, or some form of other. Overall, the highest motivational averages across every motivational subscale were shown in volunteers that served at both annual/seasonal and ongoing events. The second highest motivational averages were shown in volunteers that served at ongoing weekly events.

Table 4.19*Motivational Profile by Frequency of Activities Served as a Volunteer*

Motivational Subscale	Annual/Seasonal Only	Ongoing Weekly	Both	Other
Interest/Enjoyment	6.18	6.17	6.35	6.16
Perceived Competence	5.39	5.66	5.73	5.63
Effort/Importance	6.03	6.17	6.35	6.20
Pressure/Tension	2.04	1.79	1.80	2.02
Perceived Choice	6.69	6.61	6.58	6.56
Relatedness	6.02	6.07	6.20	5.94
Value/Usefulness	6.30	6.29	6.50	6.35

Note: $n = 561$

Internal Consistency by Motivational Subscale

Table 4.20 shows the internal consistency of these participants' survey responses for each of the seven subscales as measured by Cronbach's alpha. Refer to Table 3.2 in Chapter 3 Methodology to review measurements of Cronbach's alpha and Internal Consistency. Please note the results are ranked from largest to smallest by the Cronbach alpha scores.

Table 4.20*Internal Consistency by Motivational Subscale*

Motivational Subscale	Cronbach's alpha	Internal Consistency
Value/Usefulness	.82	Good
Interest/Enjoyment	.82	Good
Pressure/Tension	.76	Acceptable
Relatedness	.74	Acceptable
Perceived Competence	.72	Acceptable

Effort/Importance	.71	Acceptable
Perceived Choice	.67	Questionable

Note: $n = 561$

Upon reviewing Table 4.20, the motivational subscale perceived choice had a Cronbach's alpha score of 0.67. With a score below 0.70, internal consistency is generally viewed as "Questionable". However, an article by Lance et al states that eliminating a variable simply based on a Cronbach's alpha score under 0.70 is not advisable. The article states a, ".70 cutoff should be regarded as arbitrary and as having weak theoretical justification (Lance et al, 2006, p. 213).

Research Question 2: Relationship of Motivation to Serve and Time Served

A Spearman's rho test was used to examine the relationships between volunteers' self-determined motivation to serve (type of motivation) and the duration of time served as a volunteer in the church. Volunteer's motivation type was categorical data and length of service was continuous. The null hypothesis for this question states, "There will not be a relationship between type of motivation and the duration of time a volunteer serves in the church".

Spearman's rho will yield a number between 1 and -1. The closer the number is to 1, the stronger the positive coefficients are, meaning values likely occur together. Likewise, the closer the number is to -1, the stronger the negative coefficients are, meaning an item may likely disagree with the other items. Table 4.21 shows the Spearman's rho correlational analysis of the relationship between motivation type and length of volunteer service was explored per each of the seven motivational subscales. Please note the results are ranked from largest to smallest by the Spearman's rho scores.

Table 4.21*Spearman's rho Analysis of Motivational Subscale to Length of Service Time*

Motivational Subscale	<i>r_s</i>	<i>p</i> -value	<i>M</i>	<i>SD</i>
Perceived Competence	.18	*.01	5.70	1.55
Perceived Choice	.16	.23	6.58	1.09
Effort/Importance	.16	.06	6.29	1.22
Pressure/Tension	.10	.50	1.82	1.31
Interest/Enjoyment	.10	*.02	6.31	1.09
Value/Usefulness	.09	.23	6.44	1.07
Relatedness	.08	.46	6.15	1.35

Note: * indicates significant correlations at the $\alpha = .05$ level.

The Spearman rho's correlation coefficient values yielded results that ranged from .18 at the highest to .08 at the lowest. Considering no correlation occurs at 0 and perfect positive correlation occurs at 1.0, it is evident that all seven motivational subscales resulted in very weak correlation to the length of volunteer service time.

The null hypothesis was partially rejected. Perceived competence, $r_s(559) = .18$, $p = .01$ and interest/enjoyment, $r_s(559) = .10$, $p = .02$ are the two motivational subscales that received p -values under the alpha of .05. When the Spearman rho's correlation coefficient values are aligned with the p -values, there does not seem to be a correlation between the correlation coefficient values and the p -values. As for the effect sizes, the highest effect sizes correlate with the lowest p -value. Perceived competence, $r_s(559) = .18$, $p = .01$ has the highest correlation coefficient value and the lowest p -value, yet perceived choice, $r_s(559) = .16$, $p = .23$ has the second highest correlation coefficient values, but the third highest p -value. The other five scales of effort/importance were not

statistically significant in rejecting the null hypothesis, and there were no other clear indications of trends between the correlation coefficient values and the p -values.

Research Question 3: Differences in Motivation by Time Served

The third research question states, “What is the difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year?” On the participant survey, the length of service time had multiple answer options including >1 month, 1 to 3 months, 4 to 6 months, 7 to 12 months, 1 to 2 years, 3 to 5 years, and <5 years. To collect the data for this research question, answers were grouped into two categories: Less than 1 year and 1 year or more. Based on these two groups and to examine the differences between groups based on length of service and motivational scores, an independent t -test was used as it allowed for the comparison of the mean scores of two different groups. All significant effect sizes between the difference between the groups of length of service and motivational scores will be reported as Cohen’s d . Table 4.22 shows the results of both the independent t -test and the Cohen’s d analysis of these participants’ survey responses for each of the seven subscales. For this table, the results are ranked from largest to smallest by the independent t -test scores.

Table 4.22 also indicates a very meaningful insight in that six of the seven motivational subscales have a score in the large effect size. These six subscales include perceived choice, value/usefulness, interest/enjoyment, pressure/tension, effort/importance, and relatedness. The remaining subscale, perceived competence, shows a medium effect size.

Table 4.22*Independent T-Test and Cohen's d by Motivational Subscale*

Motivational Subscale	T-Statistic Value	<i>P Value</i>	Cohen's <i>d</i>
Perceived Choice	-0.23	0.82	1.04
Value/Usefulness	0.40	0.69	1.07
Interest/Enjoyment	-0.41	0.68	0.94
Pressure/Tension	0.67	0.50	3.26
Effort/Importance	-0.93	0.35	1.03
Relatedness	-1.29	0.20	0.78
Perceived Competence	-2.41	*0.02	0.57

Note: * indicates significant differences between groups at the $\alpha = .05$ level.

To interpret the results of the Independent T-Test, the *p* value of 0.05 is measured against the scores of T-Statistic value. If the scores fall under the *p* value of 0.05, the null hypothesis may be rejected as the mean difference between the two groups is statistically significant. If the scores do not fall under the *p* value of 0.05, the null hypothesis may not be rejected.

An independent *t*-test was used to examine differences among the volunteer's length of service time. The null hypothesis state there would not be a difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year. As shown in Table 4.21, six of the tests did not yield results that would allow the null hypothesis to be rejected. However, "perceived competence" was the only subscale where the null hypothesis was rejected. From the 561 participants, the *t*-test revealed between motivation ($M = 5.70$, $SD = 0.89$) and length of service time ($M = 6.03$, $SD = 1.41$) yielded a *p* value less than 0.05, $t(561) = -2.41$, $p = .02$; $d = .57$. Therefore,

there was a significant difference in perceived competence between volunteers who have served as a volunteer in the church for more than one year versus volunteers who have served for less than one year. However, there was not a significant difference in the other six motivational subscales between volunteers who have served as a volunteer in the church for more than one year versus volunteers who have served for less than one year, as they included pressure/tension, $t(561) = -.67, p = .50$, value/usefulness, $t(561) = .35, p = .69$, perceived choice, $t(561) = -.23, p = .82$, effort/importance, $t(561) = -.93, p = .35$, interest/enjoyment, $t(561) = -.41, p = .68$, and relatedness, $t(561) = -1.29, p = .20$.

Summary

With at least 10 churches participating, data was collected from 561 surveys that were completed by volunteers within Southern Baptist churches in the state of Georgia. Demographics were collected as part of research question 1. Participants leaned to be slightly more female than male, showed the mean age range was 51 to 60 years, and the mean and the mode for educational attainment were both categorized at “4-Year Degrees”. Nearly two-thirds of the volunteers spent 1 to 3 hours per week attending church and 1 to 3 hours per volunteering at church. Less than 13% had served for less than a year while over half had served for more than 5 years in a church.

Research question 1 also looked at motivational data, where five of the seven subscales measured revealed a score between a 6 to 7, on a Likert-scale that only ranged from 1 to 7. Five out of seven categories received scores nearly Strongly Agree. Two of the subscales ranked as “Good” with internal consistency as value/usefulness received a score of 0.82, and interest/enjoyment received a score of 0.82 on the Cronbach’s alpha analysis.

For Research Question 2, the relationship between motivation type and length of volunteer service was explored through a Spearman's rho correlational analysis, but the results from all seven motivational subscales all resulted in very weak correlation to the length of volunteer service time.

Research 3 utilized an independent t-test for the comparison of the mean scores of volunteers who have served for less than a year versus volunteers who have served for one year or more. Then, effect sizes were measured through a Cohen's *d* analysis. The results of the independent T-Tests allowed the null hypothesis for perceived competence to be rejected between volunteers who have served as a volunteer in the church for more than one year versus volunteers who have served for less than one year.

Chapter V

DISCUSSION

Need and Purpose

The specific need for this study focused on the retention of volunteers in religious organizations as data suggests that religious organizations host the largest number of volunteers. Also, this study focused on variables that could be identified and evaluated within religious organizations to determine why volunteers stay or leave. Specifically, the purpose of this study is to determine whether one or more of the subscales of self-determination theory may serve as an independent variable in volunteer retention. In addition, the study was structured to identify a possible relationship between the subscales of self-determination theory and the length of time that a volunteer serves in the church.

Overview of Research Questions

The first research question sought to create motivational profiles of volunteers that serve in the Southern Baptist churches in Georgia. The second research question probed the relationship between volunteers' self-determined motivation to serve (type of motivation) and the duration of time served as a volunteer in the church. The third research question exposed the differences between the motivational profile of volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year. Research questions two and three both have null hypotheses.

Research Question 1

Self Determination Theory (SDT) and the Seven Subscales

Previous research indicates that the specific motivation that affects volunteer retention is within the concepts associated with self-determination theory. A study from a group of nonprofit organizations within the German-speaking section of Switzerland indicated that volunteer retention was impacted by self-determination theory (Guntert et al., 2016, p. 319). This study also indicates a connection between volunteer retention and self-determination theory. There are several ways as to how each motivational subscale of self-determination theory may relate to positive volunteer retention.

Subscale One: Perceived Choice. This concept encompasses the emotions and thoughts around guilt, obligation, free will, and the freedom of choice. The motivation of perceived choice may ultimately lead the volunteer to independently select a role and serve in that role. Since perceived choice is the highest ranked motivational subscale from the motivational mean scores of the participants in this study, there is reason to believe the motivation to self-select the role someone wishes to serve is a very powerful motivation. Therefore, the indication from this study that strong motivation comes from perceived choice aligns to a previous study where volunteers do appear to be significantly more motivated by their identification with the value of the activity (Skruak et al., 2019, p. 1063).

Subscale Two: Value/Usefulness. An additional motivation that often leads volunteers to either continue serving as a volunteer or choose to leave their role is the organizational value of volunteers and the volunteers' feelings of usefulness. The participants of this study indicated in their Likert-scale rankings that value and usefulness

is the second highest ranked motivation just behind perceived choice. Therefore, the motivation from value/usefulness is nearly as important to a volunteer as their perceived choice to volunteer to serve. By valuing volunteers through positive means, such as respecting them too do a quality job, it is possible that their sense of value and usefulness increases. Thus, this study aligns with the Studer and Schnurbein study that shows volunteering is an emotional and value-based activity. If volunteers feel valued in their work and feel useful to the cause that they are serving, there is reason to believe that they will be more likely to be motivated to stay and serve as a volunteer.

Subscale Three: Interest/Enjoyment & Subscale Four: Effort/Importance.

Based on the participants Likert-scale ratings of indicating a score of 1 to 7, interest/enjoyment (6.31) and effort/importance (6.29) are very similar in potential impact within this study as related to motivation. This data indicates that it is important for volunteers to care about their role, gain satisfaction from serving within it, and value its importance. They complement each other as concern (interest) for the role and satisfaction (enjoyment) with a role may motivate a volunteer to further value its significance (importance), which then leads to the volunteer exerting more work (effort) towards accomplishing the mission of the role with excellence.

Subscale Five: Relatedness. Relatedness may be viewed as the experience developed from a relationship by whom the volunteer served alongside someone else while serving in a volunteer role. It has been stated from a previous study that organizational connectedness is a positive state of well-being that results in an individual's strong sense of belonging with other workers and the recipients of one's service (Huynh et al., 2012, p. 1058). A second study indicates that volunteers enjoy the

byproducts of volunteering: making friends and working together for the common good (Johnson, 2019). The participants of this study indicated in their Likert-scale rankings that relatedness scored as the fifth highest motivational mean score. Though it may rank fifth out of seventh, it achieved a score of 6.15 out of 7, which strongly indicates level of significance. Thus, in comparison with the results of this study, with a score of 6.15 of 7, there is a strong indication that the volunteers within this study were also motivated from relatedness. Thus, an applicable action based on these results would be to place volunteers with workers and other volunteers that relate to each other, respect each other, and connect well together. An example of relatedness may include pairing a volunteer with a close, lifelong friend, where the volunteers experienced joy being together while serving. Another example may occur between a volunteer that has developed a positive connection with a supervisor at the organization where perhaps the volunteer has gained respect for the supervisor and the supervisor is encouraging and even mentoring the volunteer to some level. Regardless of the type of relationship formed, the action of placing people together who relate to each other well helps an organization to strengthen culture by developing a welcoming, nourishing environment that is more conducive to enjoy than other environments.

Subscale Six: Perceived Competence. Perceived competence is defined as the feelings and perception of how qualified and capable the volunteer is to do the role well. It is the motivational driver that is associated with whether the volunteer believes he/she is capable and qualified to do well in the role in which they serve. The participants of this study indicated in their Likert-scale rankings that the motivational subscale with the sixth highest motivational mean score is perceived competence as it captured a motivational

mean score of 5.69 out of 7. Though no statistical tests were run on this measurement, a mean score in the range of 5.69 out of 7 equates to an 81% agreement amongst the participants of this study that they do value the motivation of perceived competence. This indicates that the participants do account for whether they consider themselves competent and skilled enough to adequately serve in a particular volunteer role.

This indication of the value of perceived competence aligns to a previous study that revealed internal confidence within a volunteer that he/she will be capable and successful in serving in their role leads to the belief that they will continue to serve and find enjoyment and satisfaction with it. Yet, if a volunteer despises their job, feels inadequate at their role, and carries feelings of unappreciation, they may develop a negative psychological well-being and that may lead to feelings of depression, guilt, and personal inadequacy (Kring, 2018, p. 27). Thus, it is important for the organization to take an active role in the concept of perceived competence. To recruit the potential volunteers, the organization must develop clear volunteer role descriptions and expectations, so a potential volunteer will be able to perceive as to how well they would be qualified to serve in the role. Once the volunteer begins serving, the organization should then work to keep them informed, provide them continuous feedback, and recognize them for their positive contributions to reinforce their perception of competence. If an organization ignores these simple steps, one previous research study shows that an organization that publishes an unclear job description, shares a lack of information about the role, or even doesn't work to create an atmosphere where volunteers do not feel valued may lead to many issues including burnout (Snider, p. 13). Another previous study suggests that volunteers quit because they don't feel like they are

doing a good job. Perhaps they are not a good fit with their gifts, or there may be a lack of clarity around the goals or a lack of training around how to meet the goals (Buer, 2017). In this situation, it is not directly linked to the actual level of competence, but due to other issues with the role, there is not a perceived level of competence, which may lead a volunteer to leave the role over time. Yet, if intentional efforts are made, an organization may actively work to address this issue, which should help to retain volunteers.

Subscale Seven: Pressure/Tension. The motivational subscale with the lowest motivational mean score is pressure/tension as it captured a motivational mean score of 1.81 out of 7. Though no statistical tests were run on this measurement, a mean score below 2 out of 7 may appear to hold very little significance, but this score is reversed in its interpretation. Pressure/tension is defined as the volunteer's emotional state during the experience of serving in the role. It is more positive to have a lower score as a lower score indicates a lower feeling of pressure/tension within the volunteer. As the concept of pressure/tension is considered a negative, it is important to remember that the participants of this study had a 1.81 out of 7. This level of low score shows that pressure/tension is not a great issue, so in this instance, it is better to have a lower score as we do not want participants feeling pressure/tension.

Motivational Profiles of Personal Demographics

Motivational averages were aggregated across specific categories. Three of these motivational profiles were established based on personal demographics, which included gender, age, and educational attainment.

Out of the three areas of personal demographics assessed, only two areas, Age and Educational Attainment, seemed to have any trends worth noting. With age, motivational averages seemed to correlate with age as the averages seemed to increase as a person's age increased. Except for the youngest age group (18-23) and the oldest age group (81+), the trends appeared for five motivational subscales as continuous with the highest motivational averages being with the participants who had the highest age. In order from highest increase to lowest increase, the five motivational subscales included pressure/tension (reverse scored 1.99 to 1.66 = 19.8% decrease), effort/importance (6.00 to 6.44 = 7.33% increase), perceived competence (5.47 to 5.73 = 4.75% increase), perceived choice (6.37 to 6.65 = 4.39% increase), and interest/enjoyment (6.21 to 6.37 = 2.5% increase). Thus, at least for these five subscales, age appears to be a factor in the motivational levels of volunteers as motivation seems to increase with age.

Likewise, as the levels of attained education increased amongst the participants, there seems to be an increase in their motivation. The lowest scores occurred among those participants who did not complete high school, while the higher motivational scores occurred among the participants who completed a master's degree or beyond. In order from highest increase to lowest increase, the motivational subscales included value/usefulness (4.14 to 6.53 = 57.7% increase), interest/enjoyment (4.07 to 6.35 = 56% increase), perceived competence (3.92 to 5.84 = 49.8% increase), effort/importance (4.60 to 6.41 = 39.3% increase), pressure/tension (reverse scored 2.50 to 1.85 = 35.1% decrease), relatedness (5.44 to 6.12 = 12.5% increase), and perceived choice (6.50 to 6.54 = 0.6% increase). Thus, in all seven motivational subscales, educational attainment

appears to be a factor in the motivational levels of volunteers as motivation seems to increase with the attainment of educational degrees.

As for the third category, Gender, only one trend appeared. In all seven motivational subscales, males tended to have slightly higher motivational averages than females. Here is how they ranked in order from highest to lowest: perceived competence (5.56 to 5.80 = 4.3% increase in males), pressure/tension (reverse scored 1.86 to 1.79 = 3.9% decrease in males), interest/enjoyment (6.19 to 6.37 = 2.9% increase in males), value/usefulness (6.35 to 6.51 = 2.5% increase in males), effort/importance (6.21 to 6.35 = 2.3% increase in males), relatedness (6.12 to 6.18 = 1% increase in males), and perceived choice (6.56 to 6.61 = 0.7% increase in males). Previous research indicated that male students are more motivated by intrinsic factors, whereas extrinsic motives dominate among females (Kusnierz, et al, 2020), and the data from this study seems to indicate the same type of result as these seven subscales are intrinsic and show that males have a slightly higher average in each category.

Motivational Profiles of Volunteer Demographics

Motivational averages were also aggregated across volunteer-specific categories. Six motivational profiles were established based on volunteer-based demographics, which included hours attending church per week, hours serving the church per week, total service time as a volunteer, number of unique roles served as a volunteer, types of activities served as a volunteer, and the frequency of activities served as a volunteer.

More Is Better. From all six of the datasets for volunteer demographics, the phrase “more is better” seems to resonate. The more a person attends a church and serves in a church, the higher their motivational average is. The more time a volunteer commits

to serve within an organization, from one month, to several months, to one year, to multiple years, the higher their motivational average is. The more roles a volunteer serves within, the higher their motivational average is. The more frequent they serve in various activities, the higher their motivational average is. Data in all six of these categories shows higher motivational averages the more a volunteer connects, serves, and engages a church.

Diminishing Returns. Though “more is better” does seem to resonate overall, there are some distinct points where very little benefit is gained from the needed effort. On page 94 of this study, Table 4.13 shows the motivational profiles by hours attending church each week. Motivational averages tend to increase the more a person attends a church, until the person attends more than 15 hours per week. At that point, the motivational average drops over a full point. A similar reference point is made on the following page where Table 4.14 shows the motivational profiles by hours serving church each week. Once a person exceeds serving more than 20 hours per week, five of the seven sub scales show a significant drop in motivational averages.

Internal Consistency of Motivational Subscales

The scores from the Cronbach’s alpha test revealed that six of the seven motivational subscales have scores that indicate an internal consistency that is appropriate for the guidelines of Cronbach’s alpha and the seventh subscale has validation to be included. Value/usefulness ($\alpha = .82$) and interest/enjoyment ($\alpha = .82$) tied for the highest internal consistency measurements, followed in order from largest to smallest by pressure/tension ($\alpha = .76$), relatedness ($\alpha = .74$), perceived competence ($\alpha = .72$), effort/importance ($\alpha = .71$), and perceived choice ($\alpha = .67$).

The instrument for this study was the IMI, and it has been in use for more than 30 years, with well-established validity and subscale reliability across tasks, conditions, and settings (Ostrow & Heffernan, 2018, p. 5). When this study is compared against this 30-year perspective of the IMI, these measures of internal consistency seem to compare well, thus, it can be concluded that the reliability of this scale is strong and adequate.

Research Question 2

Spearman's rho

The Spearman rho's analysis on all seven motivational subscales yielded correlation coefficient values that were all positive as they ranged from 0.18 to 0.08. The strongest positive correlation occurred between volunteers' self-determined motivation of perceived competence and the duration of time served as a volunteer in the church.

In addition to positive correlation amongst all seven of the correlation coefficient values, two of the seven motivational subscales show to be statistically significant with perceived competence ($p = .01$) and interest/enjoyment ($p = .02$). Therefore, both perceived competence and interest/enjoyment can reject the null hypothesis and accept the alternative hypothesis that there is a relationship between perceived competence and the duration of time a volunteer serves in the church, and there is a relationship between interest/enjoyment and the duration of time a volunteer serves in the church.

There is also support to prior research that there may be correlation between the two motivational subscales of perceived competence and interest/enjoyment and length of service time. The concept of role-identity salience was studied in relation to blood donors. The more individuals gave blood, the more likely they were to define themselves as a regular blood donor, evaluate other blood donors in more extreme terms, have a

greater number of friendships linked to blood donation, perceive expectations from others concerning blood donation, and donate blood more often (Callero, 1985, p. 213). From Callero's study on blood donors, it is reasonable to think that volunteers who serve for long periods of time begin to assume their role as part of whom they identify themselves to be, which keeps them volunteering. Therefore, if a volunteer feels proficient and knowledgeable (perceived competence) and/or if the volunteer finds their role interesting and enjoyable, they are most likely to continue serving.

Role-identity salience is evident with both perceived competence and interest/enjoyment as the data from this study indicates that the longer a volunteer serves, the higher their motivation tends to score. There is a clear improvement in motivational scores once a volunteer serves for at least a year. Therefore, it is reasonable to believe that over time, continued service may lead to a formation of role identity salience, which may establish the volunteer to commit to long-term service.

One article validates motivation being affected by length of service through the concept of role identity. The article concluded that "satisfaction is more relevant for predicting duration of service in the short term, while organizational commitment and role identity are more relevant for predictions in relation to the medium and long term" (Chacon et al., 2007, p. 638). From this study, the indication is that the establishment of role identity begins make a positive impact on the motivational aspects of volunteers at the one-year mark of serving as a volunteer. In addition, this study shows the motivational aspects continue to increase as the volunteer serves for at least three to five years and then increases again as the volunteer serves beyond five years.

Research Question 3

The Independent T-Test

An independent T-test was the first analysis for Research Question 3, which asked, “What is the difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year?” Out of the seven motivational subscales, perceived competence was the only subscale where the null hypothesis was rejected. Therefore, there was a significant difference in perceived competence between volunteers who have served as a volunteer in the church for more than one year versus volunteers who have served for less than one year.

The Cohen’s d Analysis

Only one motivational subscale rejected the null hypothesis as determined by p -values. However, continuing with the analysis for Research Question 3, the effect sizes determined through the Cohen’s d analysis are worth exploration as they offer additional knowledge beyond the p value. Out of the seven motivational subscales, the lowest effect size came from perceived competence, $t(561) = -2.41, p = .02; d = .57$, which also rejected the null hypothesis due to p -value. Using Cohen’s conventions of interpretations, an effect size of $.57$ ranks as a medium effect size. In addition, the other six motivation subscales all rank in the range of a large effect size.

In the case of pressure/tension, an effect size at 3.2 equates to a nonoverlap percentage near 89.04% , which is a remarkable difference. Value/usefulness, $d = 1.07$,

perceived choice, $d = 1.04$, and effort/importance, $d = 1.03$, all equate to nonoverlap percentages near 38.29%. Interest/enjoyment, $d = .94$, is just following those items with a nonoverlap percentage near 34.73%, and relatedness, $d = .78$, has a nonoverlap percentage near 31.08%. These nonoverlap percentages infer the distance of effect from the baseline measure. Therefore, when considering the strength of these percentages, there is strong indication that time has a significant impact on each of these motivational subscales. In this case of this study, the question was whether there was a difference in the motivational profile between volunteers who have served as a volunteer in the church for more than one year versus the motivational profile of a volunteer who has served for less than one year. Effect sizes strongly indicate that the one-year mark is indeed significant with these motivational subscales especially with practice significance.

Conclusions

The Influence of Perceived Competence

Though Table 4.9 on page 88 of this study does not yield statistical analysis, the means of the participants' responses by each motivation sub scale initiates a point of interest with the score of Perceived Competence. It yielded a 5.69 out of 7.00, meaning that 81.3% strongly agreed of its impact on their motivation to serve as a volunteer. This is a high rating, yet five other sub scales had higher numbers, which initially appears that they may be more impactful on the motivation of volunteers. Yet, two statistical tests revealed more significance for perceived competence.

First, a Spearman's rho correlational analysis revealed perceived competence had the strongest positive relational correlation between motivation type and length of volunteer service. Perceived competence was also one of the only two motivational sub

scales to have a p-value under the 0.05 mark, reject the null hypothesis, and show that it did have statistical significance in the length of time a volunteer serves.

Second, an independent t-test also revealed that perceived competence was the only motivational sub scale to reject a second null hypothesis, which then indicated that there was a significant difference with perceived competence between volunteers who have served as a volunteer in the church for more than one year versus volunteers who have served for less than one year.

Perceived competence may have more impact beyond the fact that it only ranked 6 out of 7 with mean averages related to volunteer motivation. After both a Spearman's rho correlation and an independent t-test, perceived competence proved to be statistically significant in both tests. From the literature review and from my professional experiences in higher education leadership, church leadership, and as a volunteer myself, I have observed the influence of perceived competence, and I believe it may hold more weight and influence than the other six motivational sub scales for one reason: perceived competence may have influence over several of the other motivational sub scales. Consider how perceived competence associates, compliments, or even influences the other sub scales. Even though the means are not statistically significant and did not derive from statistical analysis, let's consider each one based on how they ranked by their mean score.

Perceived choice is the highest-ranking sub scale when only considering the means from the participants' responses within this study, and it signifies that the volunteer had the option to choose to serve rather than being obligated into serving. This is the freedom to choose when and where you would like to work as opposed to someone

recruiting you to work, pressuring you to work, or making you feel guilty for not serving. On page 43 of this study, perceived competence is described by saying it acts as the volunteer's feeling or perception concerning how qualified and capable, they are to accomplish the task given in the volunteer role. It would be difficult to imagine someone feeling motivated to choose to serve without an internal feeling that they are capable and qualified to provide a good service while serving. Thus, perceived competence may be a requisite to for perceived choice to occur.

Value and usefulness are the second highest ranking sub scale based on the means of the participants responses within this study. This motivation is fueled by the internal belief that the activity of service they are performing as a volunteer will be valuable and useful to the organization, which then instills a positive feel of value and usefulness within the person serving. Some volunteer roles may be obvious to those serving as being valuable and useful. Consider ringing the bell for the Salvation Army during the Christmas season. Most people can see that the money collected will help the less fortunate, so perception of value and usefulness is more obvious. However, in many situations, volunteers may not experience the deep value and usefulness until they have served in a volunteer role for a period. Their willingness to enroll to serve, to learn the role, and to be faithful to serve for a period may only be due to perceived competence. Their perceived competence fuels them to serve, which later propels their understanding of the role to see its deep value and usefulness. Once that awareness is made, the volunteer's motivation levels may multiply as they are being fueled from two internal sources: their perceived competence has been proven true, so they have confidence in

their work and the motivation that their service is being valued and is useful to the organization and those involved.

Interest and enjoyment rank as the third highest ranking sub scale based on the means of the participants responses within this study. As a note, it is the other sub scale, along with perceived competence, that was shown as statistically significant from the Spearman's rho correlation in that it rejected the null hypothesis and was shown to be statistically significance in the length of time a volunteer serves. Thus, perceived competence and interest and enjoyment both show to motivate volunteers to serve longer in their roles. Yet, this impact is only possible after the volunteer has committed to serve in a role and has spent time serving in a role. A volunteer cannot experience interest and enjoyment without the actual process of serving within a role. Once again, perceived competence may be the variable responsible for motivating someone to begin serving as a volunteer. Then, in a similar manner as value and usefulness, once the volunteer begins serving, their motivation levels may multiply as they are being fueled from two internal sources: their perceived competence has been proven true, so they have confidence in their work and the motivation that they are both enjoying their role and finding it interesting. In both value and usefulness and interest and enjoyment, perceived competence may be the multiplying factor with their motivational levels.

Effort and importance rank as the fourth highest ranking sub scale based on the means of the participants responses within this study, and it has a mean score almost equal to interest and enjoyment. Effort and importance are somewhat different than the other motivational sub scales as it is not always an internal motivator. There are situations where effort and importance are driven by external drivers. Consider a husband

being persuaded by his wife to apply some effort, find some importance, and commit to serve in a volunteer role. If the husband is persuaded by the wife, it wasn't his internal motivation that led him to serve. In this instance, he is not intrinsically motivated; therefore, in this instance, perceived competence would only indirectly apply. If she encouraged him to serve and he agreed to serve based on his perception that he was skilled and qualified, then perceived competence is present, and there is hope that he may serve for a long period. But, if he only submits to serve because of guilt or obligation, perceived competence has not been a factor, and he may endure reluctance to keep serving, which may lead to burnout and eventually his movement to quit serving. The absence of perceived competence may lead to a volunteer to eventually quit serving. Thus, perceived competence may once again be influential with another sub scale.

Relatedness ranks as the fifth highest ranking sub scale based on the means of the participants responses within this study, and relatedness shows how well the volunteer relates to, connects with, and trusts those in the environment in which he/she serves. Volunteers may experience relatedness in several ways, but two of the main ways include agreeing to serve in a volunteer role with someone they already know, or connecting with someone else that is serving once a volunteer begins serving. In the case of agreeing to serve in a volunteer role with someone you already know, the two volunteers rely on each other to feel competent that they will be able to serve well in their new role. However, in the scenario when someone doesn't have a connection before the volunteer role begins, perceived competence is the initial motivation that gets them to serve. Then, in a similar way as value and usefulness and interest and enjoyment, relatedness may provide additional motivation once a connection is made while serving.

The lowest scoring sub scale based on the means of the participants responses within this study is pressure and tension. It is the only sub scale where the volunteer indicates and measures a negative experience, whereas the other sub scales position the volunteer to experience a positive experience (value, interest, relatedness). Pressure and tension are where such elements as stress, anxiety, and fear may exist. The items that lead to pressure and tension may include, but are not limited to, such internal factors as fear, anxiousness, self-doubt, and worry. Pressure and tension may include external factors as screaming kids, meeting a deadline, being uncomfortable in a hot classroom, enduring serving outdoors in an unexpected rain shower, or any other situation where an external stimulus could initiate pressure or tension. Volunteers may also experience such issues as public or private self-consciousness. Private self-consciousness is someone's internal view of themselves, and it can be either positive or negative. In a positive manner, it can confidence and zeal, or in a negative manner, it may lead to a volunteer internally feeling inadequacies, self-doubt, and worry. Public self-consciousness is how someone perceives other people views them. It can also be either negative or positive. In negative situations, it could lead to social anxiety, lack of willingness to meet new people, and a fear of trying new things.

This is yet another instance where perceived competence can be a powerful influencer. If someone will hold enough perceived competence to give volunteering a chance, over the time in which they serve, their experience may erode their negative feelings of public and private self-consciousness. As they receive praise, appreciation, or any sort of positive affirmation to their service, feelings of negative public self-consciousness typically diminish and eventually fades away. Likewise, as the volunteer

perceives they are serving in their role well and achieving the desired results their feeling of negative private self-consciousness begins transitioning to confidence and, hopefully, a feeling of satisfaction and value.

Perceived Competence and Role Salience

There is reason to believe perceived competence may be the primary influencer of internal motivation. Since it is one of the main forces to motivate a volunteer to serve, it alone is powerful. The influence of perceived competence grows even stronger as the realization is made that perceived competence may then help volunteers eventually encounter additional motivational factors such as perceived choice, value and usefulness, interest and enjoyment, effort and importance, and relatedness while diminishing the negative influences and effects of pressure and tension. Yet, the influence of perceived competence truly reaches its maximum potential once role salience is reached.

The results of this study have directly indicated that once a volunteer surpasses the one-year mark in serving, their motivation increases. These elevated motivational scores seem to either stabilize or continue increasing after 3 years and continuing to past 5 years. Thus, if a volunteer can make it to the one-year mark of serving, it seems that they will continue serving in their role. Therefore, a key to volunteer retention is keeping the volunteer serving for over a year.

It is then reasonable to see perceived competence as the primary influencer to motivate a volunteer to serve. Then, once a volunteer is serving, there are numerous opportunities for their motivational levels to be multiplied as they gain positive experiences from perceived choice, value and usefulness, interest and enjoyment, effort and importance, and relatedness while diminishing the negative influences and effects of

pressure and tension. Through the union of perceived choice and any number of added combinations of these other motivational forces, volunteers may experience tremendous boosts of motivational levels, which may fuel them to continue serving past the one-year mark, which then may lead to long-term volunteerism. Thus, perceived competence may likely be the single ingredient and independent variable to help stabilize volunteer retention.

Limitations

An unknown variable may exist due to the impact of the Covid-19 virus and pandemic in 2020. The research from the literature review indicates that volunteerism continues decreasing from 2015 to 2021, yet with a global pandemic occurring in 2020, it is certainly possible that a multiple year data trend would have been skewed.

In a related manner, research seems to begin measuring data more closely in the field of informal volunteering beginning in 2020. Previous research mentions informal volunteering, but direct statistics are not as readily available prior to 2020. Due to the quarantine from the Covid-19 pandemic, many volunteers who served in formal roles may not have been able to continue serving. Thus, informal volunteering practices of helping neighbors, friends, and families may have been the primary way of serving others.

As for the survey portion of this study, a total of 74 churches met the criterion of being a Southern Baptist church located in the state of Georgia that had at least 500 weekly attendees, and an online random name generator randomly selected the names of the churches that were to be contacted to participate in this study.

Survey participant responses identified ten specific churches that had participated in this study. The ten churches contributed 444 of the 561 completed surveys. The remaining 117 surveys were completed, but the participants did not identify their church indicating that other churches may have also participated.

One church had 157 of the 561 submissions, while another church only had 1 submission. These were the outliers, as the remaining 8 churches had double-digit submissions ranging from 10 to 77.

Finally, there were some time constraints to the survey. Previous research suggested a two-week window for completing the survey, which was the time frame used. Since the survey was sent near the Easter holiday, some churches asked for more than two-weeks, which was given to them, and some churches declined to participate. Choosing a slightly longer period than two-weeks and choosing a time of the year that avoids a major religious holiday would be recommended for future studies.

Recommendations

One recommendation would include a longer time of assessment than the two-week window. The window used for this study did work for many churches, but there were some churches that were unable to participate due to the limit of two weeks. One possible adjustment would be to give the churches a period to announce the survey to their volunteers and take an opportunity to explain what it is for, why it would be beneficial, and how they are able to take it. If churches had this extra time before the survey was launched, a two-week window for taking the survey would be fine as volunteers would be aware of the need and would be ready to take it once it was released.

An additional recommendation would include deeper consideration of the time of year. The survey for this study was launched within a month of Easter, which is a major religious holiday. Though many churches keep a busy schedule, planning to launch a survey during a time of the year that avoids a major religious holiday would be recommended for future studies.

Another recommendation would be expansion of participants to include churches that are not in the same denomination. This study focused on Southern Baptist churches in the state of Georgia. Expansion of this pool of participants could include Southern Baptists across the nation. Similarly, it could include other denominations, but still focus on the state of Georgia. In either scenario, it would be interesting to know if the data points from this study shifted if the number of participants were increased. Therefore, expanding the range of churches geographically or denominationally may bring a deeper depth of data, which may improve a future study.

Future Research

After concluding this research study, the opportunity exists for several areas of future research. First, future research needs to be conducted specifically with the self-determination sub scale of perceived competence. This study indicates that perceived competence may be the unique, independent variable that has the influence to stabilize volunteer retention.

Second, a study could be conducted on informal volunteering. Literature projects informal volunteering as the process where people serve their neighbors, friends, and families out of their desire to help and without regard to a need to serve an organization. It would be interesting to know what drives a person to serve informally. One hypothesis

might be the person would possess both the motivators of perceived choice (the freedom of choosing to serve out of their own desire) and perceived competence (the internal belief that I possess the skills and ability to serve successfully in this role). If this is true, how could someone replicate these two motivators within people to drive them to serve within organizations?

Summary

This study focused on whether one or more of the subscales of self-determination theory may serve as an independent variable for volunteer retention. In addition, the study was structured to identify a possible relationship between the subscales of self-determination theory and the length of time that a volunteer serves in the church.

Of the seven motivational sub scales within self-determination theory, five out of six motivational sub scales (perceived choice, value/usefulness, interest/enjoyment, effort/importance, relatedness) received motivational mean scores above 6 out of a possible score of 7 indicating a very high agreement from the participants. In addition, a Spearman rho's analysis on all seven motivational subscales yielded correlation coefficient values that indicated all were positive.

Perceived competence stood out as the strongest positive correlation with the duration of time served as a volunteer in the church. Perceived competence and interest/enjoyment both were shown to be statistically significant and can both reject the null hypothesis that there is a relationship between perceived competence and the duration of time a volunteer serves in the church and between interest/enjoyment and the duration of time a volunteer serves in the church. Perceived competence was the only subscale where there was a significant difference between volunteers who have served as

a volunteer in the church for more than one year versus volunteers who have served for less than one year, thus it rejected its null hypothesis.

A Cohen's *d* test looked at the motivational profiles of those volunteers who have served for a less than a year vs those who have served for a year or more. The test found that six motivation subscales indicate having a large effect size for the volunteers who have served for a year or more. Only perceived competence had a low effect size.

In addition, effect sizes easily equate to nonoverlap percentages, which measures the most extreme data values that are the farthest points away from the baseline. The higher the nonoverlap percentage, the more indication of effectiveness is present. Pressure/tension ranked in the 80% range. Value/usefulness, perceived choice, effort/importance, interest/enjoyment, and relatedness all equate to nonoverlap percentages in the 30-40% range, which may be considered ineffective. However, a singular measurement is not completely conclusive alone. Considering that the effect sizes were large in the same six motivational sub scales that also show a medium level of nonoverlap percentages, considerations may be formed that they do have a positive effect as variables to volunteer retention once the participant has served for a year or more.

In conclusion of this study, there is direct indication that one or more of the subscales of self-determination theory may serve as an independent variable in volunteer retention. Further, there is clear indication that the length of time a volunteer serves in a church does indeed matter. The motivational impact on volunteer retention is greater once a volunteer has served for one year or longer. Thus, if churches can retain volunteers for one year, the likelihood of retaining that volunteer increases the longer the serve. There is reason to believe perceived competence is a key factor in getting

volunteers to serve, and it may be a catalyst when combined with the other motivational sub scales. Thus, perceived competence may likely be the independent variable that possesses the influence to stabilize volunteer retention.

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<https://doi.org/10.1016/B0-12-369398-5/00109-2>

LIST OF APPENDICES

APPENDIX A
IRB APPROVAL NOTIFICATION

From: Tina M Wright <tmwright@valdosta.edu>
Sent: Tuesday, April 19, 2022 3:43 PM
To: Brent S Mayes <bsmayes@valdosta.edu>
Cc: rebecca.lanning@mga.edu <rebecca.lanning@mga.edu>; m.buning@fsu.edu <m.buning@fsu.edu>;
Christine A James <chjames@valdosta.edu>
Subject: Mayes IRB-04293-2022 Final review & Approval

Brent,

Congratulations! Your research protocol has been approved. This research protocol is **exempt** from Institutional Review Board Committee (IRB) oversight under 45 CFR 46.101(b) of the federal regulations **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu or tmwright@valdosta.edu) before continuing your research study. Attached is your copy of the Protocol Exemption Report. Please take a few moments to review the additional guidance listed in the comment section. Please do not hesitate to contact me with questions or concerns.

Warmest regards,

Tina Wright

Compliance Officer

Office of Sponsored Programs & Research Administration

Converse Building - 3rd floor

Office: (229) 253-2947

tmwright@valdosta.edu

From: Brent S Mayes
Sent: Thursday, April 21, 2022 10:18 AM
To: Tina M Wright <tmwright@valdosta.edu>
Cc: Lanning, Rebecca S. <rebecca.lanning@mga.edu>
Subject: Re: Mayes IRB-04293-2022 Final review & Approval

Dr. Wright,

Thank you so much for your work on this approval.


I just have one question, so I remain in compliance with your approval.

In Chapter 3, I state that I will use a church data report from 2020 to see which churches are eligible for me to use in my research. As of today, the 2021 data report is now available. It is the same metrics. It is just the most recent report.

May I use this 2021 report, or do you prefer for me to stay with the 2020 report?

Thank you!

Brent

Tina M Wright 

To: Brent S Mayes

Cc: Lanning, Rebecca S. <rebecca.lanning@mga.edu>



Thu 4/21/2022 10:20 AM

It makes sense to use the most recent report. I will use your email to document the change.
Best regards,

Tina Wright

Compliance Officer

Office of Sponsored Programs & Research Administration

Converse Building - 3rd floor

Office: (229) 253-2947

tmwright@valdosta.edu

APPENDIX B
IRB EXEMPTION REPORT



**Institutional Review Board (IRB)
For the Protection of Human Research Participants**

PROTOCOL EXEMPTION REPORT

Protocol Number: 04293-2022

Responsible Researcher(s): Brent Mayes

Supervising Faculty: Dr. Rebecca Lanning

Project Title: *Examining Church Volunteer Retention and Service Time through a Self-Determination Lens.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research study.

ADDITIONAL COMMENTS:

- Upon completion of the research study, collected data (e.g., data set, name lists, email lists, etc.) must be securely maintained and accessible only by the researcher(s) for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.
- Pseudonym or number lists must be kept in a separate, secure file from corresponding name lists.
- Qualtrics platform settings must allow participants to skip questions and/or not provide answers. The settings must prohibit the collection of IP addresses.

If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth Ann Olphie *04.19.2022*
Elizabeth Ann Olphie, IRB Administrator

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-253-2947.

Revised: 06.02.16

APPENDIX C

INTRINSIC MOTIVATION INVENTORY (IMI)

THE POST-EXPERIMENTAL INTRINSIC MOTIVATION INVENTORY
(Below are listed all 45 items that can be used depending on which are needed.)

Interest/Enjoyment

I enjoyed doing this activity very much.
This activity was fun to do.
I thought this was a boring activity. (R)
This activity did not hold my attention at all. (R)
I would describe this activity as very interesting.
I thought this activity was quite enjoyable.
While I was doing this activity, I was thinking about how much I enjoyed it.

Perceived Competence

I think I am pretty good at this activity.
I think I did pretty well at this activity, compared to other students.
After working at this activity for awhile, I felt pretty competent.
I am satisfied with my performance at this task.
I was pretty skilled at this activity.
This was an activity that I couldn't do very well. (R)

Effort/Importance

I put a lot of effort into this.
I didn't try very hard to do well at this activity. (R)
I tried very hard on this activity.
It was important to me to do well at this task.
I didn't put much energy into this. (R)

Pressure/Tension

I did not feel nervous at all while doing this. (R)
I felt very tense while doing this activity.
I was very relaxed in doing these. (R)
I was anxious while working on this task.
I felt pressured while doing these.

Perceived Choice

I believe I had some choice about doing this activity.
I felt like it was not my own choice to do this task. (R)
I didn't really have a choice about doing this task. (R)
I felt like I had to do this. (R)
I did this activity because I had no choice. (R)
I did this activity because I wanted to.
I did this activity because I had to. (R)

Value/Usefulness

I believe this activity could be of some value to me.
I think that doing this activity is useful for _____
I think this is important to do because it can _____
I would be willing to do this again because it has some value to me.
I think doing this activity could help me to _____
I believe doing this activity could be beneficial to me.
I think this is an important activity.

Relatedness

I felt really distant to this person. (R)
I really doubt that this person and I would ever be friends. (R)
I felt like I could really trust this person.
I'd like a chance to interact with this person more often.
I'd really prefer not to interact with this person in the future. (R)
I don't feel like I could really trust this person. (R)
It is likely that this person and I could become friends if we interacted a lot.
I feel close to this person.

APPENDIX D
MODIFICATIONS TO THE
INTRINSIC MOTIVATION INVENTORY (IMI)

Original Question Wording / Original Order of Questions		Revised Question Wording / Original Order of Questions	
Item #	Interest/Enjoyment	Item #	Interest/Enjoyment
1	I enjoyed doing this activity very much.	1	I enjoy volunteering in my current role very much.
2	This activity was fun to do.	2	Volunteering in my current role is fun to do.
3	I thought this was a boring activity. (R)	3	I believe volunteering in my current role is a boring activity. (R)
4	This activity did not hold my attention at all. (R)	4	Volunteering in my current role does not hold my attention at all. (R)
5	I would describe this activity as very interesting.	5	I would describe volunteering in my current role as very interesting.
6	I thought this activity was quite enjoyable.	6	I think volunteering in my current role is quite enjoyable.
7	While I was doing this activity, I was thinking about how much I enjoyed it.	7	While I volunteer, I think about how much I enjoy it.
	Perceived Competence		Perceived Competence
8	I think I am pretty good at this activity.	8	I think I am pretty good at volunteering in my current role.
9	I think I did pretty well at this activity, compared to other students.	9	I think I serve well at volunteering, compared to other volunteers.
10	After working at this activity for awhile, I felt pretty competent.	10	After serving in this volunteer role for a while, I feel pretty competent.
11	I am satisfied with my performance at this task.	11	I am satisfied with my performance in my role as a volunteer.
12	I was pretty skilled at this activity.	12	I am pretty skilled at my volunteer role.
13	This was an activity that I couldn't do very well. (R)	13	I am not doing very well serving in my current volunteer role. (R)
	Effort/Importance		Effort/Importance
14	I put a lot of effort into this.	14	I put a lot of effort into volunteering.
15	I didn't try very hard to do well at this activity. (R)	15	I don't try very hard to do well at volunteering. (R)
16	I tried very hard on this activity.	16	I try very hard volunteering in my current role.
17	It was important to me to do well at this task.	17	It is important to me to do well at volunteering in my current role.
18	I didn't put much energy into this. (R)	18	I don't put much energy into volunteering in my current role. (R)
	Pressure/Tension		Pressure/Tension
19	I did not feel nervous at all while doing this. (R)	19	I do not feel nervous at all while volunteering in my current role. (R)
20	I felt very tense while doing this activity.	20	I feel very tense while volunteering in my current role.
21	I was very relaxed in doing these. (R)	21	I am very relaxed at volunteering in my current role. (R)
22	I was anxious while working on this task.	22	I am anxious while volunteering in my current role sk.
23	I felt pressured while doing these.	23	I feel pressured while volunteering in my current role.
	Perceived Choice		Perceived Choice
24	I believe I had some choice about doing this activity.	24	I believe I have some choice about volunteering in my current role.
25	I felt like it was not my own choice to do this task. (R)	25	I feel like it was not my own choice to volunteer in my current role. (R)
26	I didn't really have a choice about doing this task. (R)	26	I didn't really have a choice about volunteering in my current role. (R)
27	I felt like I had to do this. (R)	27	I feel like I have to volunteer in my current role. (R)
28	I did this activity because I had no choice. (R)	28	I volunteer in my current role because I have no choice. (R)
29	I did this activity because I wanted to.	29	I volunteer in my current role because I want to.
30	I did this activity because I had to. (R)	30	I volunteer in my current role because I have to. (R)
	Value/Usefulness		Value/Usefulness
31	I believe this activity could be of some value to me.	31	I believe volunteering in my current role could be of some value to me.
32	I think that doing this activity is useful for helping me grow and develop as a Christian.	32	I think that volunteering in my current role is useful for helping me grow and develop as a Christian.
33	I think this is important to do because it can impact others in a meaningful way.	33	I think volunteering in my current role is important to do because it can impact others in a meaningful way.
34	I would be willing to do this again because it has some value to me.	34	I would be willing to keep volunteering in my current role because it has some value to me.
35	I think doing this activity could help me to serve and make a difference at my church.	35	I think volunteering in my current role could help me to make a difference at my church.
36	I believe doing this activity could be beneficial to me.	36	I believe volunteering in my current role could be beneficial to me.
37	I think this is an important activity.	37	I think volunteering in my current role is an important activity.
	Relatedness		Relatedness
38	I felt really distant to this person. (R)	38	I feel really distant to other other volunteers that serve in my area. (R)
39	I really doubt that this person and I would ever be friends. (R)	39	I really doubt that other volunteers that serve in my area and I would ever be friends. (R)
40	I felt like I could really trust this person.	40	I feel like I could really trust other volunteers that serve in my area.
41	I'd like a chance to interact with this person more often.	41	I'd like a chance to interact with other volunteers that serve in my area more often.
42	I'd really prefer not to interact with this person in the future. (R)	42	I'd really prefer not to interact with other volunteers that serve in my area in the future. (R)
43	I don't feel like I could really trust this person. (R)	43	I don't feel like I could really trust other volunteers that serve in my area. (R)
44	It is likely that this person and I could become friends if we interacted a lot.	44	It is likely that other volunteers that serve in my area and I could become friends if we interacted a lot.
45	I feel close to this person.	45	I feel close to other volunteers that serve in my area.

APPENDIX E
REVISED ORDER OF QUESTIONS FOR THE
INTRINSIC MOTIVATION INVENTORY (IMI)

Subscale	Item #	Survey Item #	Revised Order of Questions
Interest/Enjoyment	1	11	I enjoy volunteering in my current role very much.
Interest/Enjoyment	7	12	While I volunteer, I think about how much I enjoy it.
Perceived Competence	11	13	I am satisfied with my performance in my role as a volunteer.
Effort/Importance	14	14	I put a lot of effort into volunteering.
Effort/Importance	18	15	I don't put much energy into volunteering in my current role. (R)
Interest/Enjoyment	2	16	Volunteering in my current role is fun to do.
Pressure/Tension	23	17	I feel pressured while volunteering in my current role.
Perceived Choice	24	18	I believe I have some choice about volunteering in my current role.
Interest/Enjoyment	4	19	Volunteering in my current role does not hold my attention at all. (R)
Relatedness	42	20	I'd really prefer not to interact with other volunteers that serve in my area in the future. (R)
Perceived Choice	30	21	I volunteer in my current role because I have to. (R)
Relatedness	45	22	I feel close to other volunteers that serve in my area.
Interest/Enjoyment	3	23	I believe volunteering in my current role is a boring activity. (R)
Effort/Importance	15	24	I don't try very hard to do well at volunteering. (R)
Pressure/Tension	20	25	I feel very tense while volunteering in my current role.
Pressure/Tension	22	26	I am anxious while volunteering in my current role sk.
Perceived Choice	29	27	I volunteer in my current role because I want to.
Value/Usefulness	34	28	I would be willing to keep volunteering in my current role because it has some value to me.
Value/Usefulness	37	29	I think volunteering in my current role is an important activity.
Perceived Competence	13	30	I am not doing very well serving in my current volunteer role. (R)
Pressure/Tension	19	31	I do not feel nervous at all while volunteering in my current role. (R)
Perceived Choice	28	32	I volunteer in my current role because I have no choice. (R)
Perceived Choice	25	33	I feel like it was not my own choice to volunteer in my current role. (R)
Perceived Competence	12	34	I am pretty skilled at my volunteer role.
Effort/Importance	17	35	It is important to me to do well at volunteering in my current role.
Perceived Competence	10	36	After serving in this volunteer role for a while, I feel pretty competent.
Relatedness	38	37	I feel really distant to other other volunteers that serve in my area. (R)
Perceived Choice	27	38	I feel like I have to volunteer in my current role. (R)
Perceived Choice	26	39	I didn't really have a choice about volunteering in my current role. (R)
Value/Usefulness	35	40	I think volunteering in my current role could help me to make a difference at my church.
Pressure/Tension	21	41	I am very relaxed at volunteering in my current role. (R)
Relatedness	44	42	It is likely that other volunteers that serve in my area and I could become friends if we interacted a lot.
Value/Usefulness	36	43	I believe volunteering in my current role could be beneficial to me.
Value/Usefulness	31	44	I believe volunteering in my current role could be of some value to me.
Value/Usefulness	33	45	I think volunteering in my current role is important to do because it can impact others in a meaningful way.
Perceived Competence	9	46	I think I serve well at volunteering, compared to other volunteers.
Interest/Enjoyment	5	47	I would describe volunteering in my current role as very interesting.
Relatedness	39	48	I really doubt that other volunteers that serve in my area and I would ever be friends. (R)
Value/Usefulness	32	49	I think that volunteering in my current role is useful for helping me grow and develop as a Christian.
Effort/Importance	16	50	I try very hard volunteering in my current role.
Perceived Competence	8	51	I think I am pretty good at volunteering in my current role.
Relatedness	40	52	I feel like I could really trust other volunteers that serve in my area.
Relatedness	43	53	I don't feel like I could really trust other volunteers that serve in my area. (R)
Interest/Enjoyment	6	54	I think volunteering in my current role is quite enjoyable.
Relatedness	41	55	I'd like a chance to interact with other volunteers that serve in my area more often.

APPENDIX F
CHURCH SURVEY ON QUALTRICS

You are being asked to participate in a survey research project entitled “Examining Church Volunteer Retention and Service Time through a Self-Determination Lens,” which is being conducted by Brent Mayes, a doctoral student at Valdosta State University.

The purpose of the study is to help churches better retain volunteers. You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about church volunteer retention. There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

Participation should take approximately 15 minutes to complete. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer.

Participants must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older. You may print a copy of this statement for your records. Questions regarding the purpose or procedures of the research should be directed to Brent Mayes at bsmayes@valdosta.edu.

This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

- Yes, I consent to taking this survey.
- No, I do not consent to taking this survey.



What is the name of your church?

Does your church have an official method for recruiting volunteers?

- Yes
- No

Does your church have a volunteer orientation?

- Yes
- No

Does your church offer volunteer training?

- Yes
- No

Does your church recognize your volunteers?

- Yes
- No

Do you consider your church to have a strong team of volunteers?

- Yes
 - No
-

In just one to two sentences, how would you describe your church's volunteer culture and why? (i.e. Is it a strong culture? Or, do you have issues recruiting or keeping volunteers?)



We thank you for your time spent taking this survey.
Your response has been recorded.

APPENDIX G
PARTICIPANT SURVEY ON QUALTRICS



VALDOSTA STATE
UNIVERSITY

You are being asked to participate in a survey research project entitled “Examining Church Volunteer Retention and Service Time through a Self-Determination Lens,” which is being conducted by Brent Mayes, a doctoral student at Valdosta State University.

The purpose of the study is to help churches better retain volunteers. You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about church volunteer retention. There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

Participation should take approximately 15 minutes to complete.


This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer.

Participants must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older. You may print a copy of this statement for your records.

Questions regarding the purpose or procedures of the research should be directed to Brent Mayes at bsmayes@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

- Yes, I consent to taking this survey.
- No, I do not consent to taking this survey.



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VALDOSTA STATE
UNIVERSITY

What is the name of your church?

What is your gender?

- Male
- Female

What age range includes your current age?

- 18-23
- 24-30
- 31-40
- 41-50
- 51-60
- 61-70
- 71-80
- 81 or over

What is your highest completed level of education?

- Did not graduate high school
- High School/GED graduate
- 2-Year Degree
- 4-Year Degree
- Master's Degree

Master's Degree

Degree beyond Master's Degree (Doctorate, Specialist, etc)

In a typical week, how many hours do you spend attending (not volunteering) any type of church-related activities, which include worship services, Sunday School classes, small groups, children/youth activities, music rehearsals, etc.

- None
 - Less than 1 hour
 - 1-3 hours
 - 4-6 hours
 - 7-10 hours
 - 11-15 hours
 - 16-20 hours
 - More than 20 hours
-

In a typical week, how many hours do you spend volunteering (not attending) in any type of church-related activities, which include worship services, Sunday School classes, small groups, children/youth activities, music rehearsals, etc.

- None
 - Less than 1 hour
 - 1-3 hours
 - 4-6 hours
 - 7-10 hours
 - 11-15 hours
 - 16-20 hours
 - More than 20 hours
-

How long have you served as a volunteer in your current volunteer role? If you are serving in multiple roles currently, please choose the role that you have been serving for the longest amount of time.

- Less than 1 month
- 1-3 months
- 4-6 months
- 7-12 months
- 1-2 years
- 3-5 years
- More than 5 years

Please name the area/s of ministry which you currently serve as a volunteer. List all that apply.

I am best described as a volunteer that serves during:

- Annual/Seasonal events only
- Ongoing church activities
- Both Annual/Seasonal AND Ongoing church activities
- Other

How often do you serve as a volunteer?

- Annually
- Monthly
- Weekly
- Other

(For the following statements, please indicate how true each statement is for you by using a scale from 1-7, with 1 = Not True At All; 4 = Somewhat True; 7 = Very True)

Statement:

"I enjoy volunteering in my current role very much."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"While I volunteer, I think about how much I enjoy it."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I am satisfied with my performance in my role as a volunteer."

- 1 = (Not True at All)
- 2
- 3

- 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I put a lot of effort into volunteering."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I do not put much energy into volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"Volunteering in my current role is fun to do."

- 1 = (Not True at All)

- 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I feel pressured while volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I believe I have some choice about volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"Volunteering in my current role does not hold my attention at all."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I would really prefer not to interact with other volunteers that serve in my area in the future."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I volunteer in my current role because I have to."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)
- 5

- 6
 - 7 = (Very True)
-

Statement:

"I feel close to other volunteers that serve in my area."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I believe volunteering in my current role is a boring activity."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I do not try very hard to do well at volunteering."

- 1 = (Not True at All)
- 2
- 3

- 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I feel very tense while volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I am anxious while volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I volunteer in my current role because I want to."

- 1 = (Not True at All)

- 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I would be willing to keep volunteering in my current role because it has some value to me."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think volunteering in my current role is an important activity."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I am not doing very well serving in my current volunteer role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I do not feel nervous at all while volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I volunteer in my current role because I have no choice."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)
- 5
- 6

7 = (Very True)

Statement:

"I feel like it was not my own choice to volunteer in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I am pretty skilled at my volunteer role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"It is important to me to do well at volunteering in my current role."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)

- 5
 - 6
 - 7 = (Very True)
-

Statement:

"After serving in this volunteer role for a while, I feel pretty competent."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I feel really distant to other volunteers that serve in my area."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I feel like I have to volunteer in my current role."

- 1 = (Not True at All)
- 2

- 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I did not really have a choice about volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think volunteering in my current role could help me to make a difference at my church."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I am very relaxed at volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"It is likely that other volunteers that serve in my area and I could become friends if we interacted a lot."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I believe volunteering in my current role could be beneficial to me."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)
- 5

- 6
 - 7 = (Very True)
-

Statement:

"I believe volunteering in my current role could be of some value to me."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think volunteering in my current role is important to do because it can impact others in a meaningful way."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think I serve well at volunteering, compared to other volunteers."

- 1 = (Not True at All)
- 2

- 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I would describe volunteering in my current role as very interesting."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I really doubt that other volunteers that serve in my area and I would ever be friends."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think that volunteering in my current role is useful for helping me grow and develop as a Christian."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I try very hard volunteering in my current role."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think I am pretty good at volunteering in my current role."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)
- 5

- 6
 - 7 = (Very True)
-

Statement:

"I feel like I could really trust other volunteers that serve in my area."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I do not feel like I could really trust other volunteers that serve in my area."

- 1 = (Not True at All)
 - 2
 - 3
 - 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I think volunteering in my current role is quite enjoyable."

- 1 = (Not True at All)
- 2
- 3

- 4 = (Somewhat True)
 - 5
 - 6
 - 7 = (Very True)
-

Statement:

"I would like a chance to interact with other volunteers that serve in my area more often."

- 1 = (Not True at All)
- 2
- 3
- 4 = (Somewhat True)
- 5
- 6
- 7 = (Very True)



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VALDOSTA STATE
UNIVERSITY

We thank you for your time spent taking this survey.
Your response has been recorded.

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APPENDIX H
SCORING KEY FOR
PARTICIPANT SURVEY ON QUALTRICS

Question 1
What is the name of your church?
(Not Applicable)

Question 2
What is your gender?
1 = Male
2 = Female

Question 3
What age range includes your current age?
1 = 18-23
2 = 24-30
3 = 31-40
4 = 41-50
5 = 51-60
6 = 61-70
7 = 71-80
8 = 81 or over

Question 4
What is your highest completed level of education?
1 = Did not graduate high school.
2 = High School/GED graduate
3 = 2-Year Degree
4 = 4-Year Degree
5 = Master's Degree
6 = Degree beyond Master's Degree (Doctorate, Specialist, etc)

Question 5
In a typical week, how many hours do you spend attending (not volunteering) any type of church-related activities, which include worship services, Sunday School classes, small groups, children/youth activities, music rehearsals, etc.
1 = None
2 = Less than 1 hour
3 = 1-3 hours
4 = 4-6 hours
5 = 7-10 hours
6 = 11-15 hours
7 = 16-20 hours
8 = More than 20 hours

Question 6
In a typical week, how many hours do you spend volunteering (not attending) in any type of church-related activities, which include worship services, Sunday School classes, small groups, children/youth activities, music rehearsals, etc.
1 = None
2 = Less than 1 hour
3 = 1-3 hours
4 = 4-6 hours
5 = 7-10 hours
6 = 11-15 hours
7 = 16-20 hours
8 = More than 20 hours

Question 7
How long have you served as a volunteer in your current volunteer role? If you are serving in multiple roles currently, please choose the role that you have been serving for the longest amount of time.
1 = Less than 1 month
2 = 1-3 months
3 = 4-6 months
4 = 7-12 months
5 = 1-2 years
6 = 3-5 years
7 = More than 5 years

Question 8
Please name the area/s of ministry which you currently serve as a volunteer. List all that apply.
(Npt Applicable)

Question 9
I am best described as a volunteer that serves during:
1 = Annual/Seasonal events only
2 = Ongoing church activities
3 = Both Annual/Seasonal AND Ongoing church activities
4 = Other

Question 10
How often do you serve as a volunteer?
1 = Annually
2 = Monthly
3 = Weekly
4 = Other

Question 11
"I enjoy volunteering in my current role very much."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 12
"While I volunteer, I think about how much I enjoy it."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 13
"I am satisfied with my performance in my role as a volunteer."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 14
"I put a lot of effort into volunteering."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 15
"I do not put much energy into volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 16
"Volunteering in my current role is fun to do."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 17
"I feel pressured while volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 18
"I believe I have some choice about volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 19
"Volunteering in my current role does not hold my attention at all."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 20
"I would really prefer not to interact with other volunteers that serve in my area in the future."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 21
"I volunteer in my current role because I have to."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 22
"I feel close to other volunteers that serve in my area."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 23
"I believe volunteering in my current role is a boring activity."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 24
"I do not try very hard to do well at volunteering."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 25
"I feel very tense while volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 26
"I am anxious while volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 27
"I volunteer in my current role because I want to."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 28
"I would be willing to keep volunteering in my current role because it has some value to me."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 29
"I think volunteering in my current role is an important activity."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 30
"I am not doing very well serving in my current volunteer role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 31
"I do not feel nervous at all while volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 32
"I volunteer in my current role because I have no choice."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 33
"I feel like it was not my own choice to volunteer in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 34
"I am pretty skilled at my volunteer role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 35
"It is important to me to do well at volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 36
"After serving in this volunteer role for a while, I feel pretty competent."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 37
"I feel really distant to other volunteers that serve in my area."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 38
"I feel like I have to volunteer in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 39
"I did not really have a choice about volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 40
"I think volunteering in my current role could help me to make a difference at my church."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 41
"I am very relaxed at volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 42
"It is likely that other volunteers that serve in my area and I could become friends if we interacted a lot."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 43
"I believe volunteering in my current role could be beneficial to me."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 44
"I believe volunteering in my current role could be of some value to me."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 45
"I think volunteering in my current role is important to do because it can impact others in a meaningful way."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 46
"I think I serve well at volunteering, compared to other volunteers."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 47
"I would describe volunteering in my current role as very interesting."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 48
"I really doubt that other volunteers that serve in my area and I would ever be friends."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 49
"I think that volunteering in my current role is useful for helping me grow and develop as a Christian."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 50
"I try very hard volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 51
"I think I am pretty good at volunteering in my current role."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 52
"I feel like I could really trust other volunteers that serve in my area."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 53
"I do not feel like I could really trust other volunteers that serve in my area."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 54
"I think volunteering in my current role is quite enjoyable."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True

Question 55
"I would like a chance to interact with other volunteers that serve in my area more often."
1 = Not True at All
2
3
4 = Somewhat True
5
6
7 = Very True