

Volunteering in Lyttelton: Impacts and Encouraging Greater Participation.



Megan Andersen, Liam Bartholemuesz, Yixuan Guo & Collin Owen

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1. Executive summary

1.1 Research Question

“ What are the Impacts of Volunteering in Lyttelton and how can a great level of participation be encouraged”?

1.2 Context for research

Lyttelton experiences a diverse range of community participation with many different systems and organisations. Little is know about who is participating in the community and what they are doing. There is a need to measure the impacts of volunteering and participation on the community, to find out what effect it is having and what works well. In addition current volunteers are experiencing fatigue from overwork and organisations have to turn towards paying for roles that were previously volunteer. Finding ways to encourage greater participation is important in maintaining the work being done in the community by volunteers.

1.3 Methodology

Using both qualitative and quantitative approaches was needed. Both questionnaires and personal interviews with volunteer coordinators were conducted and a wide range of data was gathered on; volunteering activities, motivations, barriers and demographics.

1.4 Key findings

Two trends were identified in participation; females were participating at a higher rate and volunteering activity increased with age. There are a wide variety of impacts both for the community and volunteers. Key motivations for community participation were altruism, social aspects, community values as well as feelings of belonging and purpose. The main barrier to participation was time. Several ways to encourage greater participation were identified more proactive recruitment, raising awareness of volunteer organisations and activities, acknowledgement of volunteers and finally the potential for volunteer programmes to be implemented through schools and workplaces

1.5 Limitations

There were several limitations in this research lack of non volunteer respondents, sample size and bias, subjectivity of volunteering and interpretation of questions and research period.

1.6 Suggestions for future research

- A comprehensive study of the impacts of the economic costs and benefits of volunteering in Lyttelton.
- Research into any negative aspects of volunteering, are there any if so how can they be ameliorated
- Further research into different workplace and school service programmes.

2. Introduction

The port town of Lyttelton is a good example of a self-sufficient, resilient community with high levels of social capital. Due to its geographical isolation from Christchurch, it has a strong independent identity with a long history of its own. The residents have evolved to rely on their own means, finding solutions and resources from within the community. Consequentially there are many examples of volunteering organisations in Lyttelton covering everything from arts, welfare, youth, sports, food resilience, emergency services as well as many more. There are many other forms of community activism in Lyttelton, such as informal volunteering as well as participation in community events and meetings.

This research aims to assess the impacts of a broad range of volunteering and participation in the Lyttelton community as well as gain an understanding of who is volunteering, what they are doing and why. Furthermore we want to uncover potential ways greater participation in community activities can be fostered by examining motivations and barriers that volunteers are experiencing.

3. Literature review

With the goal of investigating what causes people to volunteer a focus on literature concerning antecedents of volunteering was studied. Within the large body of research into volunteering there are many theories to explain causes of volunteerism. These theories come from a variety of disciplinary backgrounds; economic, sociological and psychological and it is clear a variety of approaches can be taken when trying to explain why people choose to give their time freely for the benefit of others. Wilson's (2012) comprehensive list of theories range from personal factors such as personality traits and self-concepts to socio demographic characteristics such as gender, age and race. Other theories involve social networks, community characteristics and treating volunteers as a human resource. It would seem that there are as many motivations as volunteers. For the purpose of the research a theory that was easy to understand as well as measure was needed. One of the most well know approaches to measuring volunteer motivations was the Volunteer Functions Inventory (VFI), by Clary, Snyder and Stukas (2006). Clary et al's approach is from a psychological perspective and uses functionalist theory to posit that people volunteer to fulfill a need, Clary et al identified six core functions that are being served by volunteering; Values, Understanding, Career, Social, Protective & Enhancement. Rochester, Paine, Howlett and Zimmeck sum up each function well, for example the values function is described "whereby volunteering affords the chance to express values around altruism and concern for other" (2010, pp123). Another example is their description of the career function "Volunteering serves to provide experience for furthering careers, this may be gaining career-related skills or experiences". Whilst not perfect the VFI provided a clear and concise way to

measure something as complex as drivers of human behavior. Many studies have used the VFI and developed it further, refining further functions. Esmond and Dunlop (2004) added a further four functions in their research assessing motivational drivers of volunteers giving a more complexity to the functions and less generality which is one of the criticisms of Clary's VFI (Wilson, 2012).

4. Methodology

Given the broad and diverse nature of volunteering as well as the complex nature of understanding human motivations and behaviours, both qualitative and quantitative approaches were used in our research. Both our questionnaire and personal interviews were designed with the aim of collecting a wide range of qualitative and quantitative data on volunteers: their demographics, motivations, volunteering histories, experiences of volunteering as well as attitudes and opinions.

4.1 Definitions of volunteering.

In undertaking this research a clear and concise definition of volunteering was needed to limit variation in answers and allow responses to be measured against each other. Common definitions of volunteering include "doing unpaid work for people that are unrelated or not in the same household" however our community partner wished to include being active in the community as part of our research and so our definition had to encompass a very wide scope of activity.

We based our research on the following definition of volunteering/community participation.

"Time given as unpaid work or activities for the benefit the community, environment or individuals that are not related to you".

This definition was elaborated on with examples and used as an introduction to our community questionnaire with the intention of rationalising peoples volunteering efforts so we could measure them accurately.

4.2 Survey design.

Initial data was gathered through questionnaires administered simultaneously online, in person through random street sampling and utilising the snowball method within volunteer organisations. A main focus of the research was to find out why people did not participate so it was important to include both volunteers and non volunteers in the survey, this was hoped to be achieved through the street sampling and online. The time period for the questionnaire to be completed was two weeks and it was hoped that a minimum of 100 residents would be sampled from our target population of roughly 3000.

Bearing in mind that the questionnaire was a crucial to the worth of the data (McGuirk & O'Neill, 2010) it was created with four sections. Each section aimed to gather relevant data around the research question; volunteer activities, motivations, barriers and volunteer's demographics. Whilst wanting to gather a diverse amount of

data we were conscious that respondents may be less likely to participate if faced with a lengthy or complicated questionnaire and the intention was to keep it short and simple. Both the activity and barriers sections asked brief open-ended questions allowing respondents to give basic or elaborate answers in their own words. The motivations section employed questions from Esmond and Dunlops (2004) research into VMI. These questions were given as statement with a Likert scale asking the respondents to rate how strongly they identified with it. The Likert scale is both easy to answer and analyse and gives an indication of motivations of volunteers through associations to functionalism. The final section contained demographic questions such as age, gender, property ownership and relationship status. Recognising the potential for inaccurate estimates of volunteering, prompts were used within the questions suggesting examples that may apply, a method recommended by Cnaan, Jones, Dickin, & Salamon, (2010) to counter low recall.

4.3 Interview design.

After reviewing questionnaire responses it was decided to conduct personal interviews with volunteer coordinators to give more in-depth, complimentary information. Four different volunteer coordinators were chosen from a range of community groups, representing; community, welfare, sporting, emergency services and food resilience organisations. All of the coordinators were Lyttelton residents and could provide a long-term insight into volunteering in the community as well as a perspective on volunteers that we may not get from volunteers themselves.

Interviews were kept brief between 15 and 20 minutes, due to the busy schedules of the coordinators. The 13 interview questions focused on volunteer demographics, motivations and barriers, recruitment and retention issues as well as getting a better picture of volunteering in Lyttelton and possible solutions to recruiting volunteers. Interviews were either recorded or written up directly.

4.4 Data analysis.

We analysed the questionnaire and interview data separately. The questionnaires contained both quantitative and qualitative data, whilst the interviews garnered qualitative data. All returned hard copies of the questionnaire were entered into our online survey resource ('Qualtrics') so we could easily view and interpret the data. Utilising 'Qualtrics' functions meant generating mean, median and percentages from the data was relatively simple, allowing us to produce descriptive statistics from the data. Due to the different motivation categories used by Clary et al (2010) we were able to find out the average response to each category of motivation and rank them showing the most commonly signaled motivations function.

Other data needed to be categorised to be further analysed such as 'barriers to volunteering' and types of volunteering work done. Barriers were easily defined for analysis, due to little variation in response. Typology of volunteering descriptions from Gray, Khoo and Reimondos (2012, pp 380) were used to break volunteer work into categories to analyse trends amongst different types of volunteer activities.

Interview data was transcribed and compared to identify differences and similarities between interview subjects. Important points were noted and then further compared to questionnaire data help assess the reliability of our research.

5. Results and Discussion

5.1. Volunteer Demographics

When examining volunteering hours against respondents' age and gender there were two significant trends. The first trend we found was the higher rate of female volunteering. This is widely reported on (Rochester et al, 2010; Wilson, 2012) and was anticipated, based on responses from our interviews and contact with volunteers. From the questionnaire data we see women contribute the most time towards volunteer activities with almost twice the average hours given, 7.8 hours for women versus 4 hours for men.

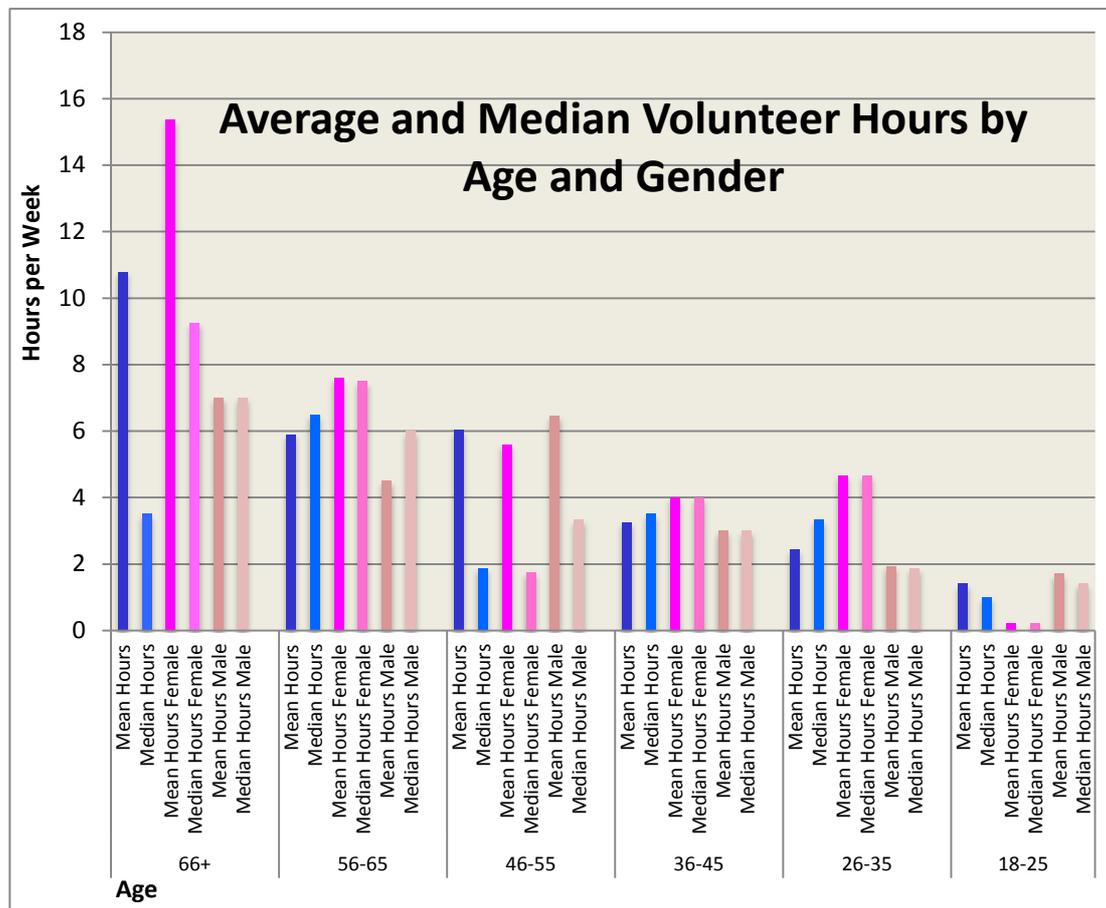


Figure 1: Volunteering done in hours, by age and gender.

This is interesting as the questionnaire had almost equal amounts of male and female respondents, 31 and 26 respectively, and both genders had similar propensity towards participating. Why females give more of their time could be in relation to the time they have available or that type of volunteer work they tend to participate in may require more time overall. However males participated at a higher

rate in both the 18-25 and 46-55 year age groups this could be more males responded in these age groups.

The second trend is the amount of volunteering done by age group. It is clear that volunteering activity increases with age. Differences in age based volunteering are similar to findings by Gray et al (2012) who determined that peoples volunteering activities changed with their life stage, not just the amount of time given but the type of activity volunteered for. Gray et al noted that people in older adulthood tended to volunteer for community, health and welfare organisations, whereas people in middle adulthood were more likely to volunteer for sport and recreation groups. If community, welfare and health organisations require more volunteer hours to function, and older volunteers lean toward this kind of work this may explain the increase in time given as volunteers' age. An increase in activity may also be explained by having a surfeit of time available to volunteer, given that many of the younger age groups are likely to be involved in work and rearing families they may not have the spare time to participate in community activities.

Interview material supported these conclusions with three of the volunteer organisers representing welfare, community and food resilience groups describing the demographics of their volunteers as mostly middle aged or older woman "Generally single women", "mainly middle aged females" and "women the majority are over 50" were all comments to describe the main demographics of their volunteers. Whereas the coordinator for the rugby club and fire brigade felt that there was a "good cross section of people and the only commonality amongst them was that they were often parents (in the case of the rugby club).

5.2 Typology of volunteer activity

A breakdown of different types of volunteering being done in Lyttelton is shown in Figure 2. It is apparent the majority of volunteering being done is for welfare/community and emergency service organisations. However volunteering for sport/recreation/hobby organizations is also significant amongst the sample. However as the sample was small with responses limited to mostly formal volunteering work the inventory of volunteering in Lyttelton is not as conclusive as hoped for. There is potential for a range of volunteering activities not to be represented in this data and so our research may only be indicative of an overall trend.

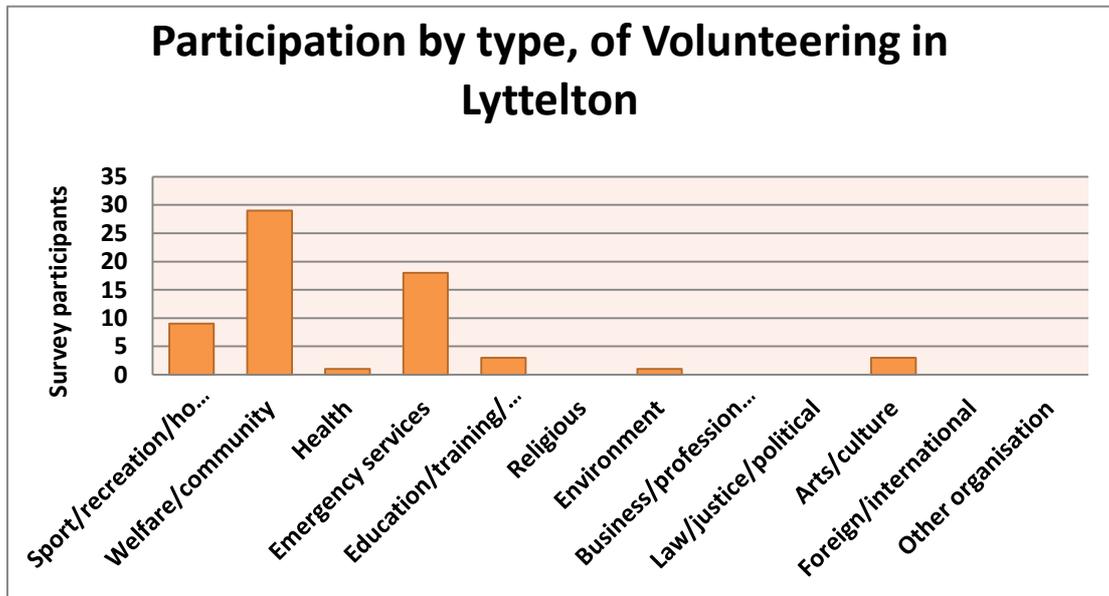


Figure 2:

5.3 Motivations

The questions regarding motivations were analysed and average response scores were given for each category. To determine the extent each function was a motivation towards volunteering they were ranked in order by average score. We see from this that ‘values’ was the highest-ranking motivation (figure. 3). This indicates for the most people are participating because volunteering is part of their values system. Volunteering is underpinned by strong personal values and a need to express their beliefs in the importance to help others. This is representative of the common paradigm that volunteering is altruistic behavior (Rochester et al. 2010). Though it is unknown how much attitudes towards volunteering are socially conditioned and respondents feel compelled to answer thusly.

The interviews were especially important at providing a neutral opinion of volunteer’s motivations. Coordinators were able to witness the interaction and behaviors of their volunteers within volunteer settings and in comparison to other volunteers. This gives a unique insight into why different people volunteer and whilst insights are personal opinions, they have large amounts of experience working with volunteers. Interviews allowed us to compare people’s responses to the VMI with a reliable alternative view. Interviews uncovered multiple reasons for volunteering that might not be obvious to volunteers completing the questionnaires. For example the ‘social’ value has a lower ranking in the survey (figure.3) yet coordinators ranked this as one of the most important motivators of many of their volunteers. Comments when asked why they thought people volunteered included “the social aspect” and “an opportunity to meet with friends” as well as “ new people to the community start here to meet people”.

Comments from the interviews and questionnaires also revealed that people participated due to strong feelings of community. When talking about volunteering people often mention the community aspect, comments such as, “they love the community and want to give something back” and “being involved in community and

part of the community is important to them” reflect the importance of belonging and social capital to people. They want to help create and support their community, which is seen as a positive and social place to live. One coordinator felt volunteers “were locals that had a genuine interest in the community”. This suggests a positive feedback loop where participating in the community creates social capital and a sense of community that promotes further participation.

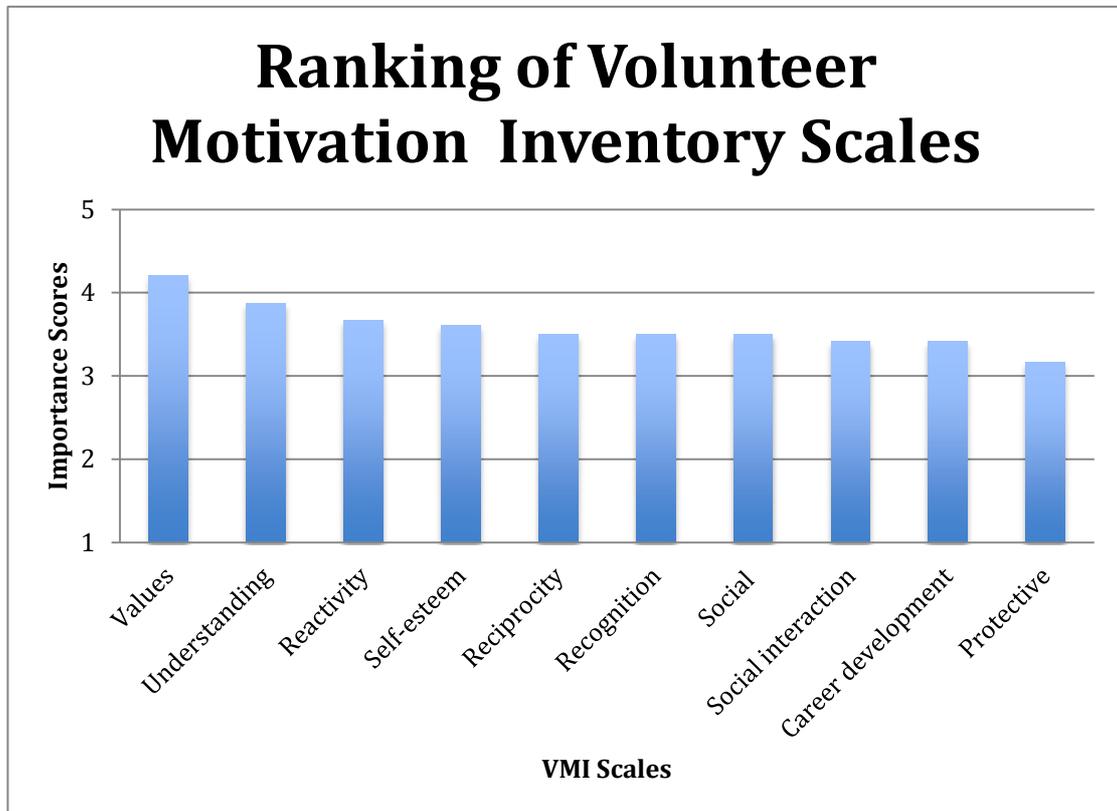


Figure 3: Ranking of most commonly indicated motivational functions

5.4 Barriers to participating

Being driven to volunteer is an important aspect of an individual’s participation however the barriers they are faced with and their ability to over these obstacles is also a deciding factor (Clary et al., 1996). Questionnaires aimed to establish main barriers preventing individuals from volunteering as well as reasons for volunteers reducing or stopping volunteering. Given the low response rate from non-volunteers, barriers indicated, reflect those of current or recent volunteers. There may be cross over’s in reasons given for not starting volunteering and those given for stopping or decreasing activities.

As expected the main barrier indicated was time constraints, both in initiating volunteering (figure 3) and in changes in activity (figure 4), between a third and almost a half of respondents, respectively, cite this reason as a major factor in their decisions around participation. Time is seen as incredibly valuable and increasingly it would seem people have less spare time available. In some cases the interview

subjects acknowledged changes in spare and free time, as a major factor in what they saw as a decline in participation in the community. One coordinator felt that changes to the jobs contract act meant people were working longer hours with less time available for other pursuits. Similar comments were made by another coordinator; “ people don’t have the same time off, they don’t get involved as much” and “they can’t commit to as many hours due to job changes”.

Other significant barriers influencing peoples decisions around volunteering are health related. In both fig. 4 and fig. 5, health issues, stress and feeling burnt out are reasons for not participating. There are some differences between barriers to initiating volunteering and barriers to continuing. Barriers preventing people participating include ‘not knowing who to contact’, ‘child care issues’ and individuals having not found something they want to volunteer for. This is interesting as it shows a willingness for more people to participate if they can overcome these barriers.

The other main factor that influenced individuals continuing volunteering activities , was not feeling satisfaction from their participation. Whilst this wasn’t elaborated on in the survey there are many reasons for dissatisfaction, participants may feel they have not achieved anything with their work or perhaps the activities they have undertaken are ill suited or uninteresting to them.

It is important to note that the response of ‘other’ is significant in our data however this grouping is made up of unique answers, or if a respondent signaled ‘other’ with no further explanation. It is relevant to point out that, just like motivations there are a diverse range of barriers and each individuals experience will affect their perception of ‘barriers’ and how challenging it may be for them to overcome.

Main barriers given for participation by individuals who have considered volunteering

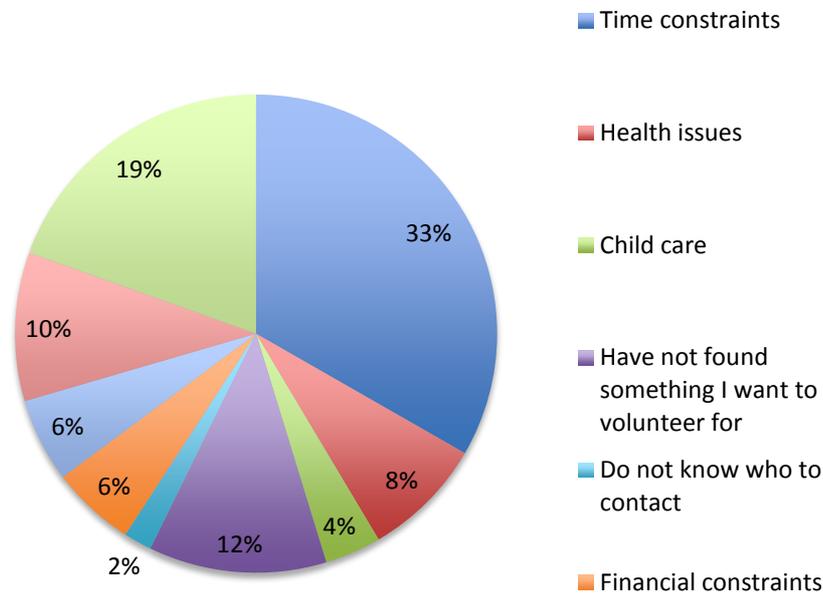


Figure 4: Barriers to volunteering for individuals who wish to participate

Reasons for changes in volunteer participation

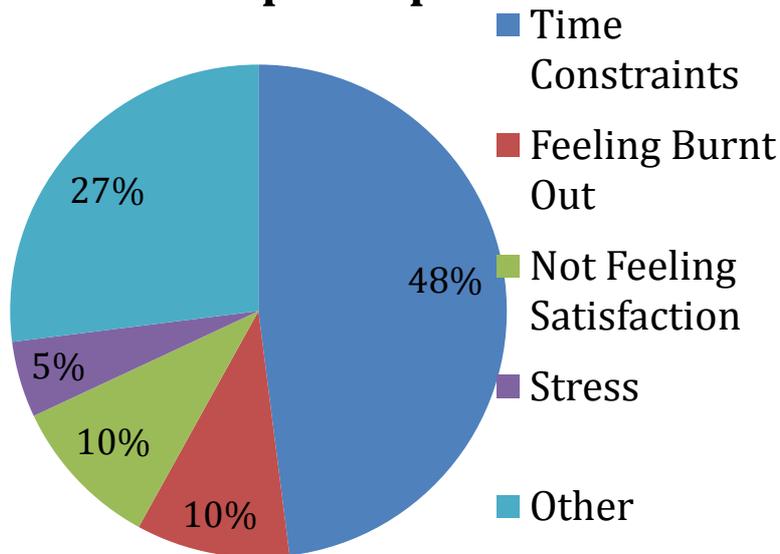


Figure 5: Reasons for reducing or stopping volunteering.

5.5 Potential for participation

The questionnaire tried to assess people's readiness to participate in the community. The presumption made was that if individuals were already thinking about volunteering they would be more likely to act if given the chance. Data showed a notable amount of people were considering participation, 17 % (fig. 6) which is a considerable pool of potential volunteers. Interestingly this is the same amount as people who have never given it much thought, this may mean that roughly half the people that aren't currently participating may be encouraged to start volunteering.

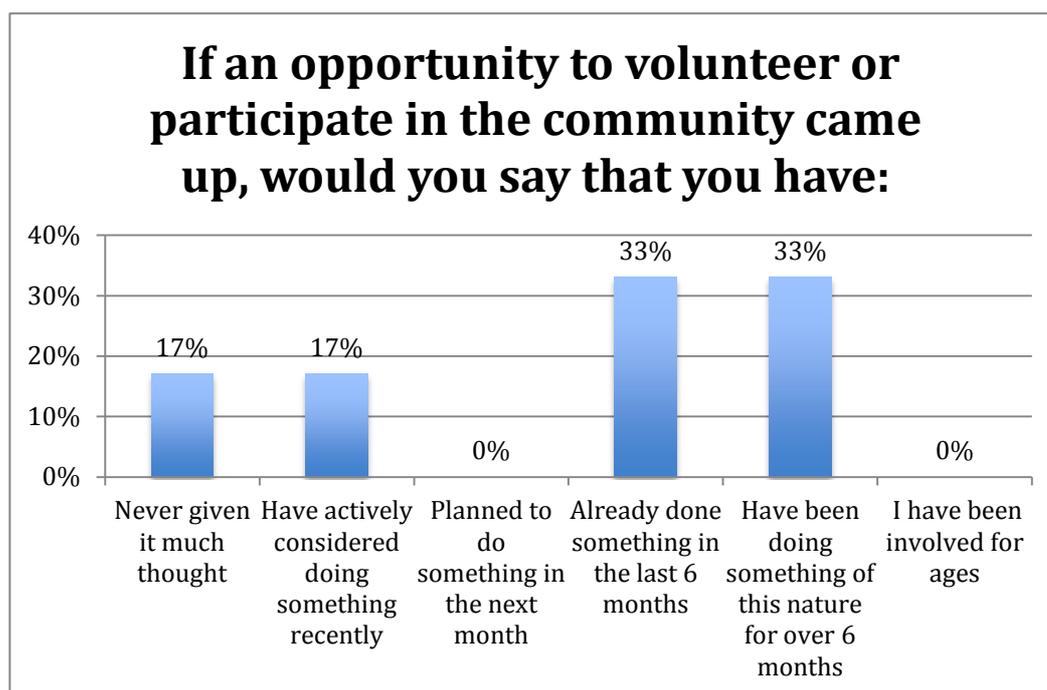


Figure 6: Respondents disposition towards volunteering

5.6 Impacts of volunteering

Measuring impacts of volunteering is difficult especially if the full extent of volunteering or participation is not known. Given the short period of time and the wide scope of the research, developing a tool or method for measuring impacts were near impossible. Should impacts include economic, community, personal, volunteer organisations as well as service users? Instead a qualitative approach was taken and impacts of volunteering were investigated by looking at "what difference does volunteering make" (Rochester et al., 2010).

By examining results of the questionnaires and interviews a focus was drawn on several areas where volunteering made a difference, these differences were viewed as either positive or negative.

Main impacts were on the community and on volunteers themselves. The most obvious impact was provision of important services such as the fire brigade or

ambulance service can function. Volunteers also provided access to welfare and support as well as allowing people to participate in organised sports, education and social activities, all positive impacts for the residents of Lyttelton.

Less tangible, but still important, differences are the positive impacts on social capital. Residents of Lyttelton surveyed felt a sense of community and many commented on the strength, comradery and goodwill within the town as a result of all the volunteering activity; “there’s a lot going on and it helps build the community” and “it really enables this community” were examples given about participation in Lyttelton.

Another important difference is the positive impact volunteering has on community resilience. As Lyttelton is geographically isolated, it is often reliant on help and resources from outside. However residents have worked together to build a resilient town that can function from its own resources. A good example is the reliance on volunteers for food resilience. Community gardens, the farmers market and the Harbour Co-op all depend on volunteers to function. The Co-op coordinator felt volunteers were “essential to the running of the business”. Without these groups and their volunteers, residents would have limited choices and most likely have to leave the town to shop for food, at extra cost and time.

Volunteers positively impact on the social and physical environment. Community spaces such as the petanque club are created and maintained by volunteers as well as numerous museums, libraries and art exhibitions. Volunteers help with replanting of trees, restoration and pest eradication. Volunteers also facilitate interest groups, social activities and events. These are important for engaging residents and creating an interesting and engaging place to live.

It is important we recognise the impact volunteering has on the volunteer. Volunteering is thought to have positive impacts on mental health, this is acknowledged by several of the respondents with comments such as; “this work has kept me sane post earthquake”, “volunteering fills a gap in my life since I lost my job in the February earthquake”. Others recognise participating gives them purpose “I love volunteering and creating community it gives you real meaning and purpose” and “volunteering makes you feel useful and wanted” it is clear that volunteering contribute to feelings of belonging and self worth. The social aspect of volunteering impacts positively on individuals as they connect with others, developing networks and relationships and the benefits of regular social interaction.

This difference volunteering makes is most likely immeasurable however this brief inventory is a starting point for a more in depth study of the impacts, showing the diverse and complex impacts volunteering can have.

5.7 How to Encourage Greater Participation

From the data and background readings several key ways to encourage greater participation were identified.

Firstly there is currently little formal recruitment of volunteers, none of the volunteer organisations we spoke with had any form of recruitment strategy relying instead on people to come forward spontaneously. This is a valid way for people to participate, as individuals usually volunteer for activities they are genuinely interested in and passionate about. However, it may not guarantee the most suitable person fills a role. An active recruitment strategy may be worthwhile, one, which identifies a need, or role to be filled, and either advertises or targets individuals with skills that could potentially help. Many people have considered volunteering and just need to be asked or maybe have not considered volunteering but if asked in the right way would consider it. There has been demonstrated a willingness to participate, 12% of people surveyed wanted to volunteer but hadn't found something they wanted to volunteer for whilst 2% didn't know who to contact (Fig.4), and overall 17 % were actively thinking about participating (Fig.6). One respondent on the questionnaire made the comment "I would consider volunteering if approached by an organisation", if volunteer organisations and groups were more proactive they could help individuals overcome barriers to participation. Approaching potential volunteers may also help raise awareness of organisations and what they do.

Raising awareness was identified as another way of encouraging participation. It was felt that residents in the community might not be fully aware of what organisations are volunteer, as well as what is achieved by volunteers in the community. Common misconceptions about the Fire Brigade and Harbour Coop staff being paid meant people were taking these services for granted. Awareness may be raised in simple ways such as a wearing nametags with 'volunteer' on them or having signage include details for how to participating, at volunteer events.

Recognition of volunteers was also identified as a way of valuing and retaining volunteers. Whilst respondents did not rate recognition highly in the questionnaires, coordinators felt recognition and praise was important to maintaining satisfied volunteers who feel a sense of value in their work. Recognition of efforts mentioned varied from awards ceremonies and free meals to discounts, making efforts to praise work, time bank credits, group meals, flowers and having board member personally thank volunteers.

There is potential for volunteer programmes to be established in conjunction with workplaces and schools. Volunteering is promoted and supported through workplace and school with time off for volunteer work (sometimes paid for by employers). This encourages individuals without experience to become involved, exposing them to volunteering realities and values. Nelson (2004) discusses various ways employers can assist staff in volunteering activities which benefits staff,

businesses and communities. One coordinator felt his employer had enabled him to volunteer by providing extra paid time off to complete his duties so it wouldn't interfere with his family time. There is opportunity for involving businesses in the community especially if they are already supportive of community activities. There is recognised value in encouraging children to participate in communities through service-based learning. Wilson (2010) examines how childhood volunteering positively influences volunteering later in life. Whilst this may be a long term approach and not dismissing the volunteering achievements of children these sort of programmes establish prosocial values and ingrain concepts of service, pride and participation in their own communities. Childhood is often when we learn our values and two of the coordinators felt more could be done to foster volunteering amongst these next generations.

6. Limitations

There were several limitations with our research

6.1 Sample size

A focus of our research was on why people didn't participate, however there was a low response rate from non-volunteers who by their very nature may be less likely to participate in research. Therefore no strong conclusions can be drawn about non-volunteer behaviours. Overall only 59 people were sampled from the target population, less than our aim of 100 and so results may not be representative of the overall population.

6.2 Subjectivity & interpretation of questions

Concepts of volunteering vary widely across the population. To control for this a clear definitions were used however it would seem that people did not consider them in their answers, as there was very little data about alternative forms of volunteering. Informal activities such as assisting neighbours ,usually makes up a greater number of hours than formal volunteering. This was anticipated in the study however there were only two listed informal volunteering activities. Peoples concepts about what volunteering is and interpretation of questions based on these concepts are a large limitation in this study.

6.3 Bias

The research was most likely biased towards volunteers, participation was much more likely by volunteers than other members of the community and so they will be over represented in the research and may not be indicative of the overall population

6.3 Research time frame.

The research time frame was too small to produce any in depth analysis of volunteers behaviors, a longer survey period would have allowed for a greater sample to be taken and with further analysis could produce more accurate research into this topic.

7. Conclusions

Volunteering and community activism plays an important role in the community of Lyttelton. Impacts from participation are diverse and wide reaching, including provision of important services, improving social capital, building resilience, developing the physical and social environments as well as many benefits to the health and well being of volunteers themselves. Given the low response rate from non-volunteers it is hard to accurately assess reasons amongst this group for lack of participation. However from our data we recognised potential amongst residents in the form of intentions or propensity towards volunteering as well as identifying barriers that could be overcome to participate. Several key approaches which may be used to encourage greater participation were; Active recruitment, raising awareness of volunteer activities and achievements, recognition of volunteers efforts, as well as potential for volunteer programmes to be implemented in schools and work places.

To conclude residents love Lyttelton for its sense of community, given the goodwill and high social capital in the community there is always potential for more people to participate given the right opportunities and encouragement.

8. Acknowledgements

We would like to acknowledge the help that our group received during our research period, without many of these people's efforts, we could not have produced our research project, and for many of the people we are acknowledging, without their involvement, volunteering in Lyttelton would not be what it is today. For many of these individuals volunteering is an important part of life and they have given us valuable knowledge of this topic. Several have received national recognition for their commitment to volunteering.

- Our community partner, Project Lyttelton and especially Margaret Jeffries, for the initial guidance and direction as well as helping disseminate our questionnaire in the community. We hope that our report can help positively influence volunteering in the community.
- Alan Goodmanson from the Lyttelton Rugby club and the Lyttelton Fire Brigade, for his time given for our interview, the work you have done over many years leading to your award is an outstanding achievement.
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- Tracey Bradley from the Harbour Co-op for making time in her incredibly busy schedule to fit us in for an interview as well as encouraging others to participate in our questionnaire.
- All of those who participated in our survey, giving the information we needed to gather data on volunteering and volunteers in Lyttelton.

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10. Appendix

10.1 Questionnaire as delivered online and hard copy to respondents

Volunteering in Lyttelton Survey

Kia Ora. We are a group of Canterbury University students conducting research on volunteering in Lyttelton. Our aim is to gain a deeper understanding of the types of volunteering that is happening in the town, and its impact on the community. We would greatly appreciate if you would take the time to participate in this survey which will help us with our research. Any queries about the project, do not hesitate to contact us by emailing Liam Bartholomeusz on ldb44@uclive.ac.nz, or the group's teaching supervisor Karen Banwell, Karen.banwell@pg.canterbury.ac.nz. We estimate this survey will take 10 mins of your time however if you wish to add anything or give us a deeper insight to volunteering and the Lyttelton community please feel free to discuss this with one of the students.

Definitions of Volunteering

For the purpose of this study we ask you to consider a broad definition of volunteering as you answer the questions. We would like you to consider any and all time you have given as voluntary work, which includes any formal (organised) or informal (spontaneous) unpaid activity or work undertaken for the benefit of others that are not related to you, the community or the environment with respect to the Lyttelton area. Examples may include (but not limited to) participating in community or civic meetings, helping a neighbour with their gardening, sports coaching, volunteering in the emergency services, shifts at the info centre, helping run events and working the in the community garden.

Privacy

If you choose to participate in our research please note that your information will be kept confidential and will only be used for the purpose of our research project. Identifying information will not be collected and so any information given will remain anonymous unless you would prefer otherwise.

Volunteering in Lyttelton

1. Thinking back to the last 6 months and considering the definition of volunteering given on page 1, have you volunteered any of your time in the Lyttelton community?

Yes / No

2. Briefly describe the type of activities you have volunteered for and roughly estimate how much time you have spent (in hours) on each activity:

3. Do you belong to a volunteer organisation?

Yes / No

4. What is the organisation? Briefly describe the purpose of this organisation and how long have you been involved with this organisation?

Volunteers motivations.

Please indicate your feelings about the following statements:

1- Strongly Disagree

2- Disagree

3- Neither Agree nor Disagree

4 -Agree

5- Strongly Agree

		1	2	3	4	5
1.	I volunteer because I believe that you receive what you put out in the world.					
2.	I volunteer because I believe that what goes around comes around.					
3.	I volunteer because I am concerned about those less fortunate than myself.					
4.	I volunteer because I am genuinely concerned about the particular group I am serving.					
5.	I volunteer because I feel compassion toward people in need.					
6.	I volunteer because I feel it is important to help others.					
7.	I volunteer because I can learn more about the cause for which I am working.					
8.	I volunteer because volunteering allows me to gain a new perspective on things.					
9.	I volunteer because volunteering lets me learn through direct hands – on experience.					
10.	I volunteer because I can explore my own strengths.					
11.	Being appreciated by my volunteer agency is important to me.					
12.	I feel that it is important to receive recognition for my volunteering work.					
13.	I volunteer because I look forward to the social events that volunteering affords me.					
14.	I volunteer because volunteering provides a way for me to make new friends.					

15.	I like to help people, because I have been in difficult positions myself.						
16.	I often relate my volunteering experience to my own personal life.						
17.	I volunteer because my friends volunteer.						
18.	I volunteer because volunteering is an important activity to the people I know best.						
19.	I volunteer because volunteering makes me feel like a good person.						
20.	I volunteer because volunteering makes me feel important.						
21.	I volunteer because volunteering makes me feel useful.						
22.	I volunteer because volunteering helps me work through my own personal problems.						
23.	I volunteer because volunteering is a good escape from my own troubles.						
24.	I volunteer because no matter how bad I am feeling, volunteering helps me forget about it.						
25.	I volunteer because volunteering gives me an opportunity to build my work skills.						
26.	I volunteer because I feel that I make important work connections through volunteering.						

Attitudes and Barriers to Volunteering

1. If an opportunity to volunteer or participate in the community came up, would you say that you have;
 - a. Never given it much thought
 - b. Have actively considered doing something recently
 - c. Planned to do something in the next month
 - d. Already done something in the last 6 months
 - e. Have been doing something of this nature for over 6 months
 - f. I have been involved for ages

2. If you had wanted to volunteer in the last 6 months, but have not, please give your main reason/reasons;
 - a. Time constraints
 - b. Health issues
 - c. Child care
 - d. Have not found something I want to volunteer for
 - e. Do not know who to contact
 - f. Feeling too shy
 - g. Financial constraints
 - h. Have not been approached or have never been asked

- i. Have just not got round to it as yet
 - j. Other, please explain: _____
3. If you have been volunteering for an organisation, but have stopped or reduced your amount of time given, please give us your main reasons why;
- a. Time constraints
 - b. Feeling burnt out
 - c. Not feeling satisfaction
 - d. Type of volunteer work not what thought it would be
 - e. Not enjoying it
 - f. Not being utilised within the organisation
 - g. Not seeing any outcomes or results from efforts
 - h. Disagreements with other volunteers
 - i. Financial pressures
 - j. Stress levels
 - k. Other, please explain: _____
4. What could a volunteer organisation do to encourage you to give your time, or give more of your time?
- a. Better match my skills to tasks
 - b. Formal training
 - c. More formal meetings and organisation
 - d. Less formal meetings and organisation
 - e. Be approachable
 - f. Communicate organisations achievements
 - g. Be more social
 - h. Encouraged participation
 - i. More welcoming
 - j. Other, please explain: _____
5. What is your opinion of volunteering in general?
- a. It is beneficial for the community
 - b. No opinion/do not care at all
 - c. There is no benefit for the community
 - d. Some volunteering is good, others not so much
- If you answered, d. Some volunteering is good, others not so much, please elaborate;
6. What volunteer groups/activities are you aware of in the community?
7. Did you have any further comments or insights about volunteering in Lyttelton?

Demographic

What is your gender?

- Male
- Female

What age group do you fall into?

- 18 - 25
- 26 - 35
- 36 - 45
- 46 - 55
- 56 - 65
- 66+

Are you a Lyttelton resident?

- Yes
- No

If yes how long have you resided in Lyttelton?

Do you own your home in Lyttelton?

- Yes
- No

Select the answer that best describes your living situation:

- Flating/live with others
- Live on own
- Single with children under 5
- Single with school aged children
- Living with a partner
- Living with partner and children under 5
- Living with partner and school aged children

Please select the income bracket that best suits you;

- Less than \$25000
- \$25000 - \$50000
- \$50000 - \$75000
- \$75000 and above

- Prefer not to answer

Which best describes your working status;

- Full-time employment
- Part-time employment
- Temporary employment
- Studying
- Retired
- Unemployed
- Stay at home parent

Is your form of employment based in Lyttelton?

- Yes
- No

What is the highest education level you have achieved?

- Did Not Complete High School
- High School/NCEA
- Some form of higher learning
- Bachelor's Degree
- Master's Degree
- Advanced Graduate work or Ph.D.
- Not Sure

What ethnic group do you feel you belong to?

- New Zealand European
- Māori
- Samoan
- Tongan
- Chinese
- Indian
- Other: _____

Thank you for your time today your help is much appreciated, Megan, Liam, Yixuan and Collin.

10.2 Questions for personal interviews with volunteer coordinators.

Interview:

1. What is the main volunteer organisation you work for, how long have you organised volunteers there?
2. Roughly how many volunteers do you have to coordinate?
3. Is there a typical volunteer for your organisation? Give us an idea of the type of person volunteering with you ie men/women/old/young/residents/non residents etc
4. What are the main ways you recruit volunteers (if any)?
5. Do you recruit from a specific demographic or group of people?
6. When someone volunteers for your organisation how do you go about gaining an understanding of them/their skills etc?
7. What kind of volunteer turnover do you have?
8. What reasons do volunteers give for stopping or decreasing volunteering?
9. What do you do to retain volunteers/do you have any problems retaining volunteers?
10. How do you communicate with volunteers ie feedback on task or organizing meeting etc?
11. Do you reward/recognise volunteers for their contributions? If so how?
12. What do you think peoples main motivation is in volunteering with you ie altruistic, social, beliefs etc?
13. There is a large field of research in encouraging participation in communities and volunteering, some strategies are; getting workplaces to encourage people to volunteer, encouraging children to volunteer as this makes them more likely to volunteer as adults, and recruiting volunteers by targeting them with persuasive messages that appeal to their specific motivation. What do you think of these ideas? Do you think having a strategy to encourage volunteering would increase volunteers in your organisation or the community?
14. Finally do you have any insights into Volunteers/volunteering in Lyttelton that you want to add?

Thank you for your time it is much appreciated!