



Motivation of volunteers in sport organizations

Profiles of volunteers in Finnish floorball and ice hockey organizations

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Abstract

Volunteers are a key resource for any sports organization. Not only are the volunteers responsible for most operations in sports organizations, without getting financial compensation. This helps to reduce the expenses that should be covered with membership fees and fundraising. Maintaining modest level of participation fees in turn allows more people to participate in sport despite the economic situation.

In order to recruit and retain volunteers, sport organizations should know their volunteers and what motivates them. As motivation varies from person and situation to another, it is not possible to identify the motivational functions of each individual volunteer. Here the aim was to use the identified motivational functions to create generalized motivation profiles of volunteers of sport organizations. These profiles could later be used while designing communication and reward systems for volunteers.

The data about most important volunteer motivation functions was collected with online survey from volunteers in floorball and ice hockey organizations in Finland. These two fields of sport were chosen, as they are popular in Finland, and they have reported increased participation fees during last years. The survey was open for answers during 17. – 30.11.2023. In total 255 responses were collected.

The data was analyzed using statistical methods. First descriptive analytics and cross-table analysis were conducted to identify the volunteers' dominant motivation functions. The motivation profiles were created based on motivation functions by using two types of cluster analysis: hierarchical clustering and K-means clustering.

Volunteer motivation profiles identified in both cluster analyses were Altruistic and value-oriented volunteers, Career oriented volunteers and Protective volunteers. Organizations could emphasize possibilities and meaning of helping others to target Altruistic and value-oriented volunteers. For Career-oriented volunteers giving certificates and badges and promoting career opportunities could be motivating. And Protective volunteers seek to avoid guilt and negative feelings of not participating.

Keywords/tags (subjects)

Sport Business, Volunteers, Motivation, Questionnaire study

Miscellaneous (Confidential information)

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1 Introduction

Non-profit sport organizations, usually run by volunteers, form the foundation of Finnish sport industry. According to Research Institute of Olympic Sports (2021) there are about 7,570 non-profit sport organizations in Finland. These organizations give hundreds of thousands of Finns the opportunity to participate in sports as recreational or competitive activity every year. These non-profit sport organizations also have a significant role in supporting people's health and communality and in growing competitive athletes.

Non-profit organizations are associations that operate solely for the public good, are accessible to all, and do not create any financial benefits for those participating or managing in their activities. Being a non-profit organization allows some tax reliefs and receiving certain tax-exempt incomes. To avoid taxability, non-profit organizations are not allowed to compete in the business sector. This means their tax-exempt incomes are limited to membership fees, donations, organizing occasional events, and fundraising campaigns. (Finnish Tax Administration, 2021.) As most non-profit organizations' operations are funded with different membership fees or events and campaigns run by the members of non-profit organizations, they have pressure to maintain the costs at the lowest possible level. This means there is a great demand for people willing to donate their time and competence for free to non-profit organizations. Volunteers often run non-profit organizations, all the way from those responsible for the operational tasks to the board of directors of the whole association. And as many sport events rely on volunteers running the arrangements and operations, volunteers not only make events and sport activities possible, but also often have a profound impact on the overall image that audience has of the whole field of sport.

At the same time as the global situation causes many economic challenges, and some people struggle with their finances, the lifestyle of those living in developed countries is changing. People are not that willing or able to spend time in volunteering activities, and many non-profit organizations have difficulties finding enough volunteers to keep processes running. (Turunen, Turpeinen, Inkinen & Lehtonen, 2020; Pauline & Pauline, 2009.) This has led to the pressure also for the non-profit sports organizations to employ personnel for some of the tasks that were earlier

done on a voluntary basis. In Finland sport organizations can get some financial support from Ministry of Education and Culture for these employment activities (Turunen et al., 2020), but this compensation is available only for certain funding period. And despite this financial support, personnel costs are an addition to the sports organization's budget, and as such they create pressure to increase fees collected from the members. Increasing fees might, if the overall economic situation weakens, disallow participation for example in sports activities, which then again, might be seen as a social and public health problem. This problem of sport, specially at youth sport level, polarizing due to financial issues was widely discussed in media in Finland during spring 2023 due to article by Lempinen, published in *Urheilulehti* in March 2023.

Even though some of the non-profit organizations are becoming more professional, volunteers are the key resource in any non-profit organization. As these organizations have limited possibilities to pay for those running their operations, there must be some other motivation than receiving financial compensation. This motivation of volunteers has been studied among various disciplines and from different perspectives. Most of the research has been concentrating on identifying, defining, and measuring elements of motivation impacting willingness to volunteer or retain volunteering in different contexts. There have also been studies about how, for example demographic factors, the cause itself, or perceived job satisfaction might affect motivation. Based on these studies we know that people are motivated by different things, and that motivation is not static even when considering one individual. As motivation varies from situation and individual to another, it is impossible to define the archetype of an ideal, motivated volunteer. Instead of trying to find out what motivates some generalized volunteers, one could form different volunteer profiles to help recruit and retain volunteers.

It is evident that volunteers are an extremely valuable asset for any sports organization, especially for those operating on a non-profit basis. Organizations should know their volunteers, so that they are more able to recruit and retain them. Understanding what motivates people helps organizations to communicate with potential and current volunteers with messages that match their initial motivations (Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene, 1998). It also helps to offer volunteers such tasks and experiences that meet their initial motivations and give them satisfaction. If volunteers feel satisfied with their experiences, and they feel that their needs are fulfilled, they are more likely to retain or return volunteering. (Hallman and Harms, 2012;

Stukas, 2009.) As volunteers are different, it would be impossible to try to tailor something for every individual. However, as in marketing, segmentation or profiling can be used to design communication and remunerations suitable for a group of volunteers. This study aims to provide profiles of sport organization volunteers based on their motivation to volunteer. These findings can then be used in sport organizations as a basis of planning various activities focusing on current or potential volunteers.

This study builds upon theories about volunteer motivation, especially Volunteer Function Inventory (Clary et al. 1998) and self-determination theory (Ryan & Deci, 2000). It also continues the discussion that has been presented previously by Gerrit J. M. Treuren (2014) about motivational profiles of event volunteers in general, and study by Alexander, Kim, and Kim (2015) about motivational profiles of sport mega event volunteers. These earlier studies expose the elements and factors contributing to motivated behavior. They also present the motivational profiles of event volunteers. The motivational profiles of continuous volunteers in sport organizations are not yet created, so this study is an attempt to fill that gap.

This study concentrates on motivation from the individual viewpoint, not on motivation as an organizational or societal phenomenon. The results can be applied for organizational purposes, but the interest of this study lies in the motivation and its' elements that are experienced by individual volunteering. The data for this study was collected within Finnish floorball and ice hockey volunteers through openly available online survey in 17. – 30.11.2023. Quantitative, statistical analysis was conducted for the collected data to find out the motivational profiles of sport organization volunteers amongst these two fields of sport.

2 Sport volunteers

When discussing volunteer motivation, it is useful to first define what volunteering means. There are various definitions of volunteering, and even though all of them have similar elements in them, the wording and emphasis might vary. The definition in Cambridge English Dictionary (n.d.) says that volunteer is a person, who is willingly doing something, without being forced or paid to do so. The Institute for Volunteering Research (in Paine, Hill & Rochester, 2010) has identified

three core elements of volunteering: it is something that is done by free will, it is not paid, and it is done to benefit individuals also beyond one's family or friends. These can manifest at distinct levels, and the action can still be classified as volunteering. Ziemek (2006) adds to the definition that volunteer work is something that is productive and has a market value – the work could be handed to third-party to be done of payment. These are all general volunteering definitions but have been adapted also to sport volunteering context. The Leisure Industries Research Centre in England (2003) has defined sport volunteering by stating that it is helping others in sport receiving either no remuneration or getting only own expenses covered. This is aligned with the other definitions, but it highlights that the actions are conducted in sports.

In literature there are some common divisions made concerning volunteerism. One division that can be made is studying volunteers based on the object of the volunteering activities. In sport volunteerism it is sport related activities, organizations, and causes. But people can also volunteer for other causes: community, health, environment, political or other similar movements and isms. Volunteering is most common in non-profit organizations, but it can also appear in other organizations that operate for public interest, such as educational institutions, healthcare, or institutions for criminal sanctions. Even though it is not so common, people could also choose to donate their time and other resources to benefit for-profit organizations as well. Volunteering can also be divided into continuous volunteering and event volunteering. When volunteering in an event, the researchers have been dividing smaller scale local events from upscale mega-events. A person might volunteer for just one event or continue volunteering for a certain period for multiple events.

There have been studies that aimed to describe volunteers based on demographic factors such as age or gender. Downward, Lumsdon and Ralston (2005), based on their literature review of volunteers, claim that it is more common that a sport volunteer is a male. This strong representation of male gender in sport volunteers might be a result of many sports clubs having more male members (Nichols and Shepherd, 2006). As some studies have shown, the gender balance of volunteers represents the gender balance of the participants (Coleman, 2002; Downward, Lumsdon and Ralston, 2005). If the studies would be made more from the female dominant fields of sports, one might find that it is equally common for female to participate in sport volunteering.

Downward et al. (2005) have said that a sport volunteer is typically a male from younger age groups, and the sport volunteers tend to be a bit younger on average than volunteers in general. This goes well aligned with Coleman's (2002) study, which claims that the most common age to volunteer in sport is between 35 and 59 years. Younger individuals might still be involved as sports participants, and therefore sport volunteering amongst those groups is rare. As individuals grow older, they gather such competences that are useful also in volunteering and managerial positions in sport events and organizations, which may increase the possibility to volunteer. As sports participants grow older, they might also face physical changes, and professional or parental duties, that affect their abilities to participate as athletes. Nichols and Shepherd (2006) say that volunteering might be one possibility for retiring athletes to keep participating in sport clubs' operations and that the individuals might change their status from member to volunteer as they gain age.

3 Volunteer motivation – what makes volunteers act

As volunteering means doing something without being paid, volunteers must have other motivations for their participation than receiving financial compensation. Motivation can be described as something that represents an individual's intention and activation. Motivation is the force that makes individuals act. (Ryan & Deci, 2000.) If some motivational factor is present, a person is willing to act. Sometimes motivation is presented as if it would be at least to some extent a singular construct. But instead, motivation is emerging based on combination of varied factors which all have different effect on the motivation that an individual may experience. (Ryan & Deci, 2000; Neely, Lengnick-Hall & Evans, 2022.)

The motivation of volunteers has been a topic for many studies, and researchers have been trying to find out what makes people want to dedicate their time and effort for the common good without receiving any tangible remuneration. This individual viewpoint of motivation is an important perspective, when considering volunteering and the satisfaction or well-being of individual participating in volunteering activities. However, this volunteer motivation is also a key factor from the non-profit organization's viewpoint, especially when considering the management of non-profit organizations. As Wilson and Pimm (1996) note, non-profit organizations are not able

to use same kind of control and direction to their volunteers as organizations usually have towards their employees. In some extent, control and direction exist, but they can be ignored or accepted depending on the volunteer's willingness. The volunteers need to be motivated to commit, engage, and act by the rules and goals of the non-profit organization.

This chapter presents the motivation theories commonly used in relation to research of (sport) volunteers' motivation. First, the early theories and ideas of motivation will be visited. After that, the process theories of motivation are looked upon to. These theories, as their name suggests, concentrate on how people become motivated to volunteer and to retain volunteering. Then the functional theories of motivation will be presented. These are widely used in sport volunteer literature, and they claim that the origin of motivation is the function that volunteering serves for an individual. Lastly, the self-determination theory of motivation, that concentrates on the locus, the internalization or externalization, of motivation, will be presented.

3.1 Content theories of motivation

So-called content theories of motivation suggest that motivation is a consequence of an individual getting certain needs fulfilled. Being motivated by getting certain needs fulfilled is related to the ideas of behaviorist and drive-theories from the first half of 1900's, that suggest that we are driven to behave and act on certain way to avoid pain or other unpleasant consequences. (Gagné & Deci 2014, 1.) But it is not only that people are motivated to perform certain actions to avoid negative effects. They also might be motivated if they assume that they will gain or benefit somehow from the action they are participating in.

One of the most well-known motivational theories is the hierarchy of needs which Abraham Maslow presented in 1954. Maslow claimed that we humans must fulfill certain basic needs before we are ready to pursue higher needs. Maslow organized the needs as follows: (a) *physiological needs*; (b) *safety needs*; (c) *needs of love and belongingness*; (d) *needs of esteem*; and (e) *need for self-actualization* (Gawel, 1996). According to this hierarchy of needs individuals are first motivated by pure survival and essential needs for living. If the basic needs are met, they do not serve as an origin of motivation anymore. Instead, one is motivated to engage in activities that would eventually fulfill higher needs. Maslow's hierarchy has been criticized because it assumes that people value the same things, so that everyone would choose, for example, friendship over

status. Even though we might with good reason agree with these critical voices, the idea of individuals getting motivated for aiming towards the things they value the most makes sense and is also confirmed in later studies about motivation. Also, it has been said that people usually need to have certain basic resources in hand before they can start considering volunteering. (Neely et al., 2022; Shye, 2009.) Lack of profound resources or aiming for the more basic necessities in life may hinder an individual from volunteering, even though he or she would like to. It might be that much of the research done about volunteer motivation concentrates on those who do well enough to volunteer, and the motivations and attitudes of those not so fortunate are missed.

Another early theory of motivation is Frederick Herzberg's motivation-hygiene -theory from 1959. This theory claims that two factors are impacting people's attitudes towards action, particularly towards work. According to this theory working conditions, salary and interpersonal relationships are so called hygiene factors, whereas achievement, recognition, work itself, responsibility, and possibilities for advancement are motivation factors. Deficiency of hygiene factors leads to job dissatisfaction, but their existence does not create job satisfaction. Motivation factors, on the other hand, are ones that create job satisfaction and the lack of them lessens motivation. (Gawel, 1996.) The underlying assumption here is that the more satisfied a person is, the more willing she or he is to participate and perform tasks in hand, and hereby organizations should enhance motivation by ensuring that all the hygiene factors are met and as many motivational factors as possible are promoted in the organization. These motivation factors should then be considered also in the sport organizations if they want to increase volunteers' willingness to keep participating in volunteering activities.

One can see that there are certain similarities between Maslow's and Herzberg's models, as both agree that there is a level of basic needs that needs to be fulfilled, whether it is the basic conditions for survival, or the salary received from working. When these basic needs are met, then people get motivated by the possibility to develop themselves or create new things. If considering the voluntary activities in non-profit organizations, a typical feature of them is that people do not get paid for participating in the organization's activities. This means that there are limited possibilities of how volunteering could be supporting those most profound motivations of survival and livelihood. However, for example, Wilson and Pimm (1996) note that these motivation models

are still applicable when considering volunteering. Volunteering can be seen as an effective way of aiming to reach those higher needs when the necessities of life are in order.

3.2 Process theories of volunteer motivation

Process theories of volunteer motivation describe how people get motivated, what kind of assessment individuals conduct during their volunteering, and what phases can be identified in it. These processes have been studied also in other contexts than in sports, but even though assessment and actions can be conducted from different starting points, the underlying idea of process of motivation can be applied for all volunteering.

3.2.1 Volunteer Process Model

Omoto and Snyder (2002) have studied the process of volunteerism for several years and conducted many studies concerning the topic. Based on their studies they have proposed the Volunteer Process Model (VMP). This model has been developed and used when studying individuals volunteering to help HIV-positive people and those with AIDS infection, but the model has been applied also in other contexts.

The Volunteer Process Model is a multidimensional model, allowing one to consider volunteerism from different perspectives: agency, individual volunteering, and the social system. Even though the model's name is The Volunteer Process Model, it does not describe the process of volunteering as such, but more like different viewpoints that can be taken concerning volunteering. (Omoto & Snyder, 2002.) The Volunteer Process Model from the individual volunteering point of view is shown in Figure 1.

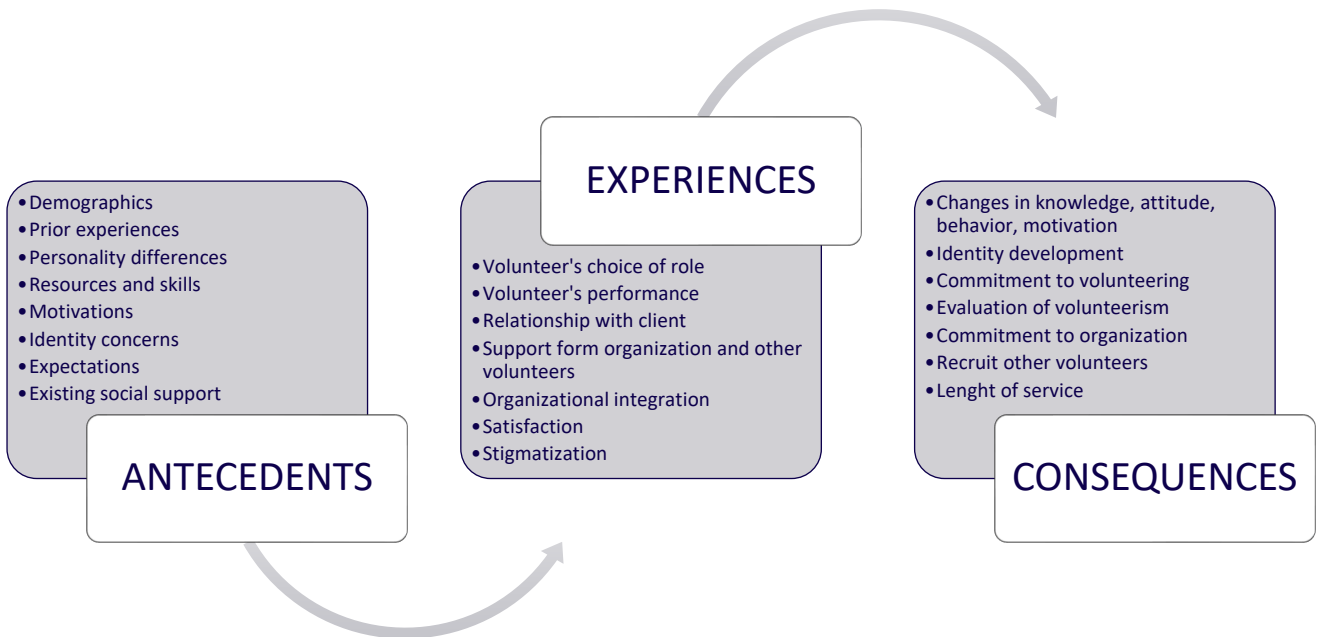


Figure 1. Individual view of the Volunteer Process Model (Omoto & Snyder, 2002)

The antecedents for volunteering include all things that support or limit individual's decision to volunteer. One should have the willingness and motivation to volunteer, and his or her resources and situation must allow taking part in volunteering activities. This goes aligned with the early motivational theories, suggesting that the basic needs should be fulfilled before a person can consider donating resources. The prior experiences of volunteering, expectations as well as existing or lacking social support have also affect on whether an individual is likely to take into act of volunteering. Omoto and Snyder (2002) also notice that people have different personalities and preferences, which affect for example how and where they choose to participate.

In Volunteer Process Model, the experiences concern everything occurring during volunteering. This includes volunteers' perception of their own performance, relationship with different interest groups, actions and performance of other volunteers, and overall satisfaction are of interest in this phase. If the experience is pleasing for the volunteer, they are more likely to continue volunteering. Positive or negative experiences also create antecedents for future volunteering options. One aspect of the experience is the effects volunteering has on a person's self-image or

on how others might perceive him or her because of volunteering. (Omoto & Snyder, 2002.)

Volunteering might be seen as a noble and desirable thing to do, or it might have negative associations. The organizations and causes also have different images within different reference groups, which then leads to glorification or stigmatization.

The last aspect in the Volunteer Process Model (Omoto & Snyder, 2002) is the consequences of volunteering. Here the main interest lies in the effects and results of volunteering activities.

Volunteering might increase volunteer's competence or have a positive effect on volunteer's self-image. This change in volunteers themselves is one aspect that can be studied concerning the consequences of volunteering. Volunteering might also be studied here from the viewpoint of organizational commitment and willingness to recommend and recruit new volunteers. The latter mentioned might be particularly interesting for organizations that rely strongly on volunteers in their operations.

3.2.2 Process Model of Volunteer Motivation

Neely, Lengnick-Hall, and Evans (2022) have presented a process model of volunteer motivation. Whereas the Volunteer Process Model by Omoto and Snyder (2002) was concentrating on the different viewpoints that can be taken towards volunteerism, the Process Model of Volunteer Motivation is suggesting the actual process of volunteering. This model answers to the question about how people decide whether to volunteer or not, how they decide on the activity they are volunteering for, how they assess the effort and resources they want to invest volunteering, and for how long a person wants to retain volunteering. (Neely et al., 2022.) The Process Model of Volunteer Motivation is presented in Figure 2.

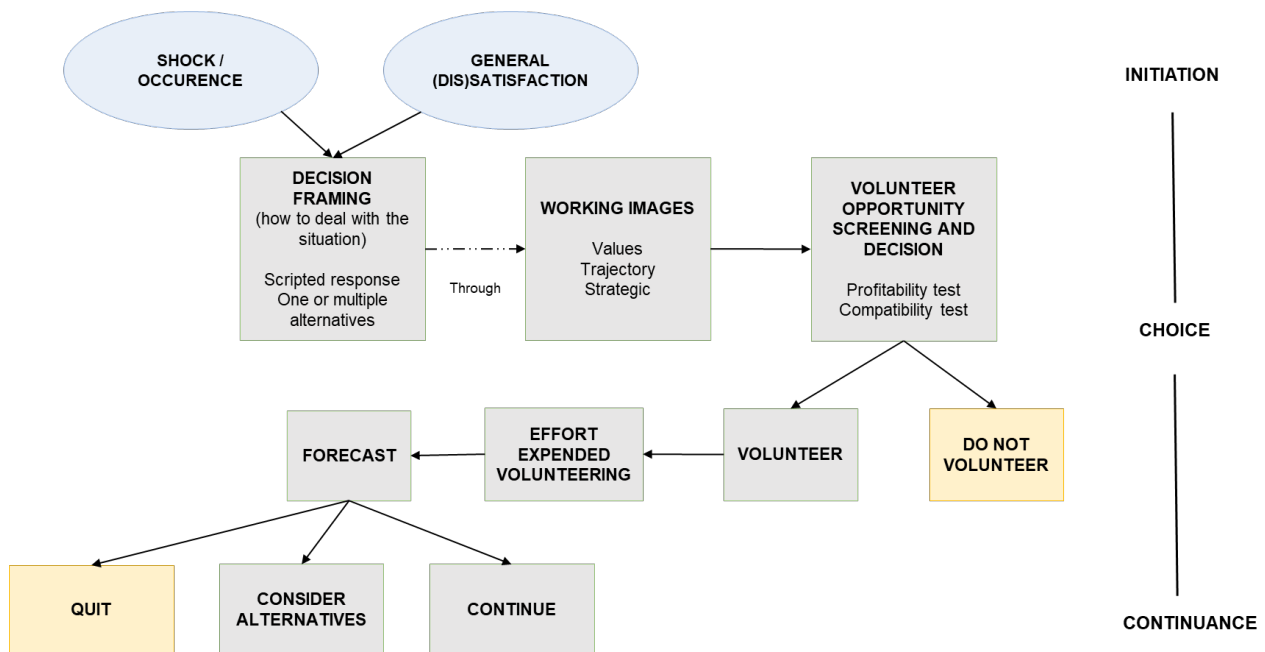


Figure 2. Process Model of Volunteer Motivation (adopted from Neely et al., 2022)

The Process of Volunteer Motivation can be divided into three phases: initiation, choice, and continuance. Volunteering starts when an individual faces a situation that makes them consider volunteering. It can be expected or unexpected, personal, or external occurrence or general satisfaction or dissatisfaction that leads an individual to screen for the alternatives to deal with the situation. After considering the available options an individual might see volunteering as a viable solution for the situation. However, this is not the only way that volunteering may be initiated to a person. An interesting possibility for volunteering might occur, which leads a person to choose volunteering, even though there is no incident or situation that would call for considering the possibility to volunteer. Interest in a particular volunteering activity can also emerge if an individual is personally asked to volunteer. Also, volunteering might be compulsory art of for example one's work or school assignment, in which the initiation phase of volunteering process is carried out on behalf of a person. (Neely et al., 2022.) One might argue if volunteering can be compulsory, as the definition claims volunteering to be done of free will. If we adapt the definition introduced by The Institute for Volunteering Research (in Paine, Hill & Rochester, 2010), we can assume that the elements of volunteering can represent themselves at distinct levels. This means that if other aspects of volunteering are present, the absence of absolute free will is not preventing us from considering something as volunteering.

Whereas Neely et al. (2022) start their process from an incident that makes person to consider volunteering as an option, Shye (2009) points out that in addition to triggers to volunteer, people need to have certain prerequisites in place so that they can choose to volunteer in the first place. People need certain demographic antecedents and resources to volunteer. They also need to have suitable circumstances in life and there must be available opportunities for volunteering. In this sense Shye (2009) brings back the idea from for example Maslow's hierarchy of needs, which states that one needs to have satisfied the most basic needs and conditions in life, before they can start pursuing the higher aims of self-expression or altruism. This was something Omoto and Snyder (2002) mentioned in the antecedents of volunteering in their Volunteer Process Model.

After the initial trigger to volunteer has occurred, an individual starts to assess the feasible options. Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998) have presented that volunteering involves actively seeking opportunities to volunteer, assessing whether to volunteer and with what conditions, and figuring out if the volunteering serves personal needs. In this Process Model of Volunteer Motivation Neely et al. (2022) build their motivation process on image theory that was developed by Beach and Michell in 1998. The idea of this image theory is that people build an image for themselves that they want their future to be like. The goals and actions are designed so that it would ensure the realization of this image. In this theory there are three different images: value images, trajectory images, and strategic images. Based on these images people are making decisions on adopting and progressing. Value images tell how things should be and what kind of behavior is preferable. Trajectory images represent the goals and preferred future. Strategic image is about how an individual sees that she or he can reach set goals. Viable options are then assessed through compatibility tests and profitability tests. Compatibility tests assess if the action, in this case volunteering, is compatible for reaching the preferred outcome. The profitability test in turn assesses if the expected results gained from participating in volunteering activities surpass the resources demanded.

Clary and Snyder (1999) say that the reason people start volunteering in certain organizations or causes is that there is enough match in their motivational functions and the volunteering environment. This so-called matching hypothesis can be used for example when designing communication towards potential volunteers. If the volunteers perceive that they can get their goals fulfilled through volunteering, they are more likely to start acting. (Clary & Snyder, 1999,

Stukas et al. 2009.) Lee and Brudney (2009) use rational choice theories while discussing the reasoning of volunteering, and they state that people assess the costs and benefits of certain actions and act upon this assessment. They base their idea on neo-classical utilitarian decision making, and state that people are volunteering if the utility received exceeds the resources invested. The underlying assumption in all the above mentioned is that when people have free will, they are assessing the benefits they will gain when taking part in certain activities. Giving your own resources away for free (as in volunteering) contradicts this basic assumption. Therefore, either people are altruistically feeling the urge to use their resources to benefit others, or they are receiving something out of volunteering. (Shye 2009.)

The final phase of volunteering process presented by Neely et al. (2022) is continuance, where volunteers decide whether they carry on with volunteering for the same cause, re-consider their volunteering options or quit volunteering. Also, Clary and Snyder (1999) have pointed out that there are two fundamental issues concerning volunteer motivation: why do people decide to volunteer in the first place, and why do they continue volunteering. Clary and Snyder (1999) state that the more satisfied people are with the experience, the more motivated they are to retain participating in the action at hand. Satisfaction is linked to the extent people feel that their motivations and needs are met through participating in volunteering and the extent that people feel that their testing of options supports their decision to volunteer. On the other hand, Stukas et al. (2009) note that motivations and their fulfillment are not the only thing predicting an individual's willingness to retain volunteering. Some organizations have more abilities to bind volunteers to participating as the organizations might have practices or features that make people more willing to participate even though their individual needs might not be fully met. It might be that they have some additional remuneration for volunteers, or their brand is so strong, that people want to be a part of that even though their individual inner motivations are not completely fulfilled.

Stukas et al. (2009) found out an interesting link between fulfillment of motivational factors and individual's willingness to retain volunteering. They agree that there is a correlation between willingness to continue volunteering and the experienced fulfillment of personal needs and values. However, they found out that those who are most motivated also have the highest expectations for their volunteering activities. This means that they are more vulnerable if their motivations and

needs are not met. As their motivation and expectations are high, they are more at risk of feeling disappointed, stressed and emotionally drained. Those who expect less are more likely to be satisfied with their experience.

3.2.3 Volunteer Life Cycle

Bussell and Forbes (2003) add to discussion by adapting marketing viewpoint to volunteering process. Volunteering can be divided into four phases that are similar to those presented in theory about the Customer Relationship Lifecycle. Bussell and Forbes (2003) call their model Volunteer Life Cycle (see Figure 3), where four separate phases of volunteering can be identified: determinants of volunteering, the decision to volunteer, volunteer activity, and the committed volunteer.



Figure 3. Volunteer Life Cycle (Bussell and Forbes, 2003)

Determinants of volunteering can be the benefits that potential volunteers are expecting. People are also assessing here if they have the needed resources for volunteering. They also might be affected by the actions, opinions, and traditions of their family or other important interest groups that they feel connected to. (Bussell and Forbes, 2003.) This means people are not acting only on their own values and situation, but also the images they want to represent or the groups they want to belong to. According to Bushell and Forbes (2003) the next phase is the decision phase, where people assess if volunteering is the right thing to do for them in general and what is the

cause or organization they want to volunteer for. In this model people in this phase are already very motivated to volunteer, and they are screening their options more than deciding if they want to volunteer or not. The volunteer activity phase is where the actual volunteering occurs. If the volunteer feels satisfied with their experience, they might continue volunteering and become committed volunteers, even showing willingness to recruit new volunteers and support the cause in their own reference group.

Even though the Volunteer Life Cycle (Bussell & Forbes, 2003) has similar elements and phases as previously discussed process models of volunteering, it is important to notice that this model highlights what an organization should do in each phase to attract and retain potential volunteers. For those who are considering volunteering, the organizations could emphasize the benefits of volunteering and build a positive image of those volunteering for their cause. And for example, those who are committed volunteers, an organization could give tangible or intangible rewards for long-lasting participation or recruiting new volunteers.

Taking this marketing viewpoint in volunteering makes sense as the volunteers can be seen as consumers of experiences. Usually, the non-profit organizations are not able to provide financial remuneration for their volunteers. On the contrary, volunteers pay with their time and other resources the opportunity to participate in non-profit organization's activities. This means there needs to be some value that volunteering in a non-profit organization can give to them, so they are willing to invest in volunteering. (Wymer & Samu, 2002; Ulusoy, 2016; Wilson & Pimm, 1996.) Randle and Dolnicar (2011) say that volunteering can be seen as any other form of consumption, where individuals seek opportunities that allow them to express the ideal image of themselves, their values, and their beliefs. They refer to the self-congruity theory, which claims that people get involved with products and services that they feel possessing similar characteristics that they want to see in themselves.

3.3 Functional theories of motivation

Functional theory of motivation is based on the idea that every action that people do must serve some function for people to feel satisfied. Satisfaction then again is important, because feeling satisfied links to people being willing to continue volunteering in the future, as presented also in the process theories of motivation. The functions people are giving to volunteering are different

for different individuals. They may also vary depending on the time or situation. Because of this people might participate in the same activities for different reasons. Also, people can perceive the received fulfillment of function in several ways. (Clary et al., 1998; Clary & Snyder, 1999; Ryan & Deci, 2000; Wilson & Pimm, 1996; Hallman & Harms, 2012.) These functional theories or motivation do not concern how people decide whether to participate or not. Instead, these theories aim to describe why do people volunteer and what is the ultimate purpose and reason that they want to support through participating in volunteering activities.

3.3.1 Different classifications of motivations

The typical feature of these functional theories of motivation is that they seek to categorize elements of motivation. The categorizations are fundamentally similar, even though some differences in terminology or emphasis may occur. In Table 1 (below) some categorizations of motivational factors are presented.

Table 1. Volunteer motivation classifications presented in literature.

Components of motivation by Paul Z. Wang (2004)	Categories of motivation by Neely et al. (2002)	Functions of volunteering by Paine, Hill, and Rochester (2010)	ABCE model of volunteer motivation by Butt, Hou, Soomro and Maran (2017)
<ul style="list-style-type: none"> • Altruistic value • Personal development • Community concern • Ego Enhancement • Social adjustment 	<ul style="list-style-type: none"> • Prosocial motivations • Solidarity and socialization motivations • Self-maximizing motivations • Affective motivations 	<ul style="list-style-type: none"> • Volunteering as work • Volunteering as recreation • Volunteering as philanthropy • Volunteering as activism • Volunteering as caring • Volunteering as participation • Volunteering as learning 	<ul style="list-style-type: none"> • Affiliation • Personal values and beliefs • Career development • Egoistic motivations

According to Paul Z. Wang (2004) motivation has five components: altruistic value, personal development, community concern, ego enhancement, and social adjustment. Altruistic values represent volunteers' willingness to do good for others for the sake of creating benefits for others. Personal development is about learning new skills, and getting a chance to test and challenge the competences one has achieved. Community concern manifests a person feeling obliged to help society and those in need. Ego enhancement functions make people feel good about themselves or provide them with positive emotions, for example through giving an opportunity to get "once in a lifetime" -experience. Social adjustment function is about volunteering to socialize with others or to get valuation from certain reference group.

Neely et al. (2022) in turn have identified four categories of motivation: prosocial motivations, solidarity and socialization motivations, self-maximizing motivations, and affective motivations. Prosocial motivations are like Wang's (2004) altruistic motivations, solidarity and socialization motivations to social adjustment motivations, and self-maximizing motivations includes both personal development and ego enhancement motivations. Wang (2004) does not include affective motivations to his categorization. According to Neely et al. (2022) these affective motivations include traditional, nostalgic, social, and emotional connections one might have with a non-profit organization or the cause. If we think of volunteering in sports, these affective motivations might also play a significant role when people are deciding whether to volunteer or not.

Paine, Hill, and Rochester (2010) have identified functions of volunteering as follows: volunteering as work, volunteering as recreation, volunteering as philanthropy, volunteering as caring (caring for person or cause), volunteering as activism, volunteering as participation, and volunteering as learning. This categorization concentrates on how the volunteer and society perceives volunteering activities. Volunteering might be considered as one possible work role for an individual and volunteers are considered as workforce for the organization. When taking volunteering as work, the questions about remunerations and if volunteering is valuable per se or just as an instrument for receiving something that a volunteer values rises. If volunteering is seen as philanthropy, the volunteer is to be seen donating their time and other resources to the cause they are volunteering for. Volunteering as activism means that volunteering is seen as a way to take part, demonstrate one's own values and ideas and support a cause. Participating in voluntary activities can also be a way of spending leisure time. Sometimes people just want to be a part of

something, and that makes them participate in volunteering. Volunteering might also have seen a form of caring for others. Also, volunteering might be seen as an opportunity to learn and acquire competencies.

Butt, Hou, Soomro and Maran (2017) have built on functional approach of volunteer motivation and presented an unfolding model of volunteer motivation. They call their model ABCE model of volunteer motivation. Here one can identify four directions that volunteer motivations can present and that may lead to volunteering activities: affiliation (A), personal values and beliefs (B), career development (C), and egoistic motivations (E). Affiliation motives link to motivations that are due to family members or friends or other people living close to an individual are volunteering. It also serves the needs for socializing through volunteering. Personal values and beliefs link to values of functional models. This category might also include religious and other such motivations. Why not also, for instance, support or being a fan of certain sports teams. Career development includes all motives that are linked to career development. Egoistic motivations include individuals' needs to enhance their ego, to be recognized, praised, and acknowledged.

Ziemek (2006) has taken an economic approach to volunteerism, and she approaches the question by identifying motivations based on the benefits that they serve. The public goods model serves altruistic benefits, and there the general motivation to volunteer is increasing the supply of public goods. Private consumption -model is based on self-benefit motive, and it means that the main source of general motivation is the feeling volunteering gives and the experienced opportunity to be in use. Last is the investment model, which is about exchange benefits. Here the general motivation is to gain skills, competence, experience, and contacts that can be useful. According to Ziemek the individuals' willingness to participate depends on the actions of others, including the level of public or organizational spending. Even though we are not concerned about retaining volunteers, it is good to acknowledge that these economic theories of supply and demand might play a role when people decide whether they keep volunteering or not.

On many occasions people mention the assumption that sport volunteers are volunteering mainly because they have a family member or someone in their close circle involved in that sport organization. However, Coleman (2002) and the results from the Leisure Industries Research Centre (2003) study indicate that volunteers are participating in volunteering activities most

commonly because it helps them to fulfill their own needs and interests. Even though participation because of family members or friends involved with certain sports organizations might be one important initial trigger for volunteering, it does not seem to have same importance when people describe the reasons for them volunteering. This might be embedded in one or more functions that get more mentions as key functions of motivation to volunteer, but it is not commonly mentioned as separate function. According to Downward et al. (2005) female sport volunteers tend to mention that they participate for social reasons, to redefine their identity and to get benefits in the labor market. Male participants say they are volunteering because of the associations of sport and existing sport identity. They also wanted more often to bring in their competence and receive status because of their knowledge and competence. This study by Downward et al. (2005) concerns those volunteering in sport events, so the results are not necessarily applicable to all sport volunteering.

3.3.2 Volunteer Function Inventory

One of the most cited theories of volunteer motivation is Volunteer Function Inventory or VFI by Clary et al. (1998). This model is based on the functional theorizing of attitudes by Katz (1960) and Smith (1956). In their Volunteer Function Inventory Clary et al. (1998) have identified six different volunteerism serving functions shown in Table 2:

Table 2. Volunteer Function Inventory (Clary & Snyder 1999; Stukas et al. 2009)

FUNCTION	CONCEPTUAL DEFINITION	EXAMPLE
Values	Volunteering to express or act on important values	It is important to help others.
Understanding	Volunteering to learn more or exercise skills, to better understand the world and its people	Volunteering allows learning through practical hands-on experience.
Enhancement	Volunteering helps to grow and develop psychologically, self-enhancement	Volunteering makes me feel good about myself.
Career	Volunteering is seen as gaining career-related experience, career opportunities	Volunteering can help me to reach my career related and professional goals.
Social	Volunteering to strengthen social relationships, to fit in one's social reference group	People I know share my interest in volunteering.
Protective	Volunteering reduces negative feelings (guilt, self-doubt) or helps to address personal problems	Volunteering is a good escape from my own troubles

This Volunteer Function Inventory has been widely studied and used by Clary and Snyder and other researchers. It is applicable in many different situations, groups, and regions. As Clary and Snyder (1999) say, the studies show that not all functions are equally important in volunteering in general. Also, the importance of certain functions varies between separate groups of volunteers, as certain groups get more motivated by certain functions than the others. In many cases people tend to have multiple motivators that they think are important.

Pauline and Pauline (2009) claim that volunteering in sports related activities might differ slightly from volunteering for other causes. Sport creates intense feelings, which adds something to the operations and experience. Studies show that sport volunteering functions also include the possibility to be a part of the sport team or event at some level and willingness to support the

athletes. When talking about volunteering in sports, one can also notice that the brand of the sport event or organization might also play a significant role when individuals seek whether to volunteer or not. They want to be a part of something, of which brand they feel positively about. They also want to be associated with the reference group that is involved with the certain brand. (Bang et al. 2014.)

Even though The Volunteer Function Inventory, among other functional motivation theories, has been widely studied, there is also room for critical voices. For example, Shye (2009) points out that even when commonly agreed, motivational research has a conceptual problem that it lacks the ability to grasp all the possible reasons why people volunteer. In addition to this, when asking people what motivates them, people might give answers that they would like to be true. This might happen unconsciously, or people deliberately want to represent themselves in the most positive light. Also, Wilson and Pimm (1996) note that people might not tell their true intentions or motivations when asked, for example when they volunteer to get respect, societal status, honor, or for the inner motivation of willingness to use power. Fisher and Ackerman (1998) note that many of the studies have been conducted amongst people who already are volunteering, and therefore the results may not grasp the true motivational functions or the lack of motivation that is connected to volunteering.

Mowen and Sujan (2005) respond to this criticism by saying that motivations to volunteer are justifications for their behavior. The true reasons for people volunteering are more inborn than those motivations that people can consciously argue. The basis of volunteering behavior lies in personality traits. Some traits are originated in genetics and individual's early learning history (such as openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, need for arousal, need for material resources, need to protect, and enhance body resources). When these elemental traits are combined with cultural and subcultural elements, they become compound traits (need for learning, need for activity, present time orientation, altruism). Compound traits affect situational traits, that represent an individual's willingness to behave according to the present situation, for example take part in volunteering activities. Surface-level motives are then the concrete dispositions of elemental, compound, and situational traits. All these aspects or levels of motivation hierarchy then lead to behavior, for example in this

case taking part in volunteering activities. This hierarchical model of motivation traits is presented in Figure 4:

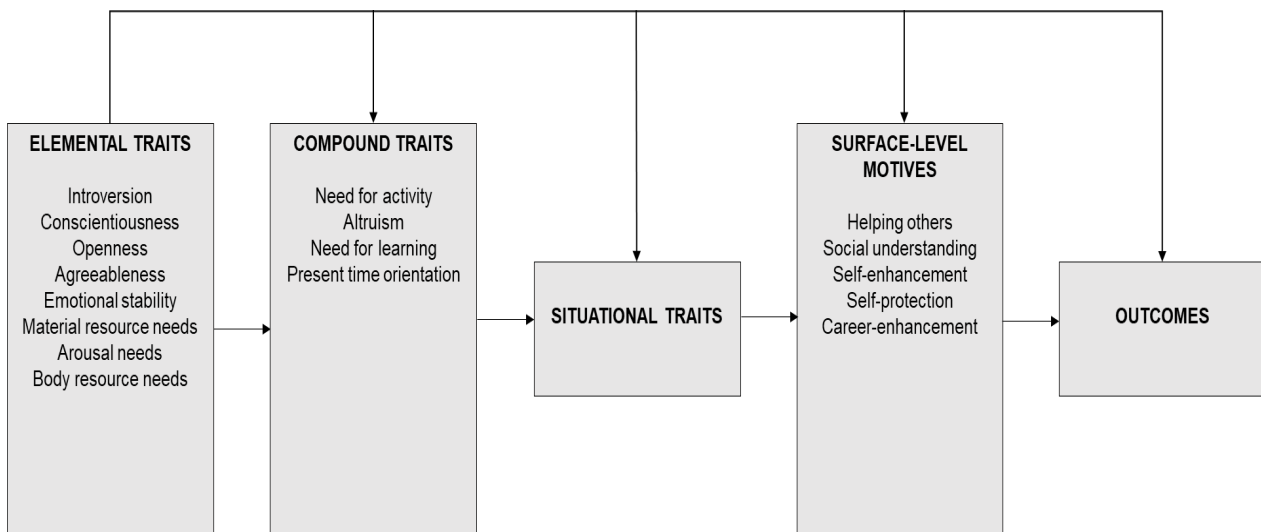


Figure 4. Hierarchical model of motivation traits (adopted from Mowen & Sujan, 2005)

3.3.3 SEVMS and VMS-ISE

Whereas Volunteer Function Inventory can be used for analyzing motivational functions of all kinds of volunteers, there are some scales that are designed particularly for sport context. Two well-known scales of motivational factors are Special Event Volunteer Motivation Scale (SEVMS) and Volunteer Motivations Scale for International Sporting Events (VMS-ISE). These are designed to assess motivational factors of sport events and not continuous volunteering in sport organizations.

Special Event Volunteer Motivation Scale (SEVMS) is a model introduced by Farrell, Johnston and Twynam (1998). While they were studying participants volunteering in two special sport events, they tested their assumption that key factors of sport volunteers in these special sport events are purposive factor, solidary factor, factor related to external traditions and commitment related factor. The purposive factor is related to willingness to do be useful and contribute. Solidary factors are related to networking, social interaction, and relatedness to the group. External traditions concern family traditions and the extent that volunteering can be seen benefiting one's

career. Commitment is about volunteer feeling that their competences were needed and that they were expected to volunteer.

Volunteer Motivations Scale for International Sporting Events (VMS-ISE) was developed by Bang and Chelladurai in 2003 when they were studying volunteers in FIFA World Cup. They suggest that there are six factors affecting volunteer motivation: expression of values, patriotism, interpersonal contacts, personal growth, career orientation, and extrinsic rewards. Expression of values represents willingness to benefit others and society. Patriotism means the extent that a volunteer is participating because they feel pride, love and alliance towards their country. Interpersonal contacts are about meeting new people, building networks, and socializing with others. Personal growth is not about learning new competencies as such, but more of widening one's own perspective and feeling needed and important. Career orientation is about gaining experience and building relationships that can be useful considering the career of a volunteer. And finally, the extrinsic rewards are all the tangible rewards that a volunteer might receive when participating. (Bang, Alexandris & Ross, 2008.)

3.3.4 Systemic Quality of Life Model and motivation to volunteer

The Systemic Quality of Life Model studies the extent motivations can lead to certain social behavior, in this case volunteering. The same approach could be used to study motivation to any possible human behavior, which makes it possible to compare volunteering in other activities, that might also bring positive outcomes to a person's life. In theory, using this approach would call for asking respondents to assess every imaginable human motivation, and its' importance to the behavior at hand. This approach gives an opportunity to also see those motivations that are not important instead of just focusing on those motivations that have been previously considered as important. (Shye, 2009.)

This systemic approach calls for dividing behavior and reasons into categories, which then again give the structure for the analysis. In the Systemic Quality of Life Model presented by Shye (2009), the human functions can be categorized in four subsystems: Personality, Physical, Social and Cultural. These all have four functioning modes: Integrative (emerging inside, actualizing inside), Expressive (emerging inside, actualizing outside), Conservative (emerging outside, actualizing inside), and Adaptive (emerging outside, actualizing outside). This categorization into 16 different

modes gives a framework for studying the motivation behind any behavior, in this case volunteering. Examples of interpretations of the mentioned modes are shown in Table 3.

Table 3. The 16 human functioning modes (Shye, 2009)

	Personality	Physical	Social	Cultural
Integrative	Peace of mind	Health, feeling fit	Intimate friendships	Agreement among various values and beliefs
Expressive	Self-actualization	Manifesting material power and control	Social status	Cultural-value activity, educational influence
Conservative	Stable identity, self confidence	Stable body structure, safe from bodily harm	Stable social network, belonging to society	Suitability of belief structure
Adaptive	Resources for recreation	Biological compatibility	Role-fulfillment	Value-compatibility

Modes represented in Table 3 can then be formed into statements, and one can measure how important each statement is when concerning certain behavior. When studying volunteering in Israel, Shye (2009) found out that integrative social mode and conservative social mode were important functions that volunteering supports. Also, expressive personality mode and adaptive social mode were quite important motivations to volunteer for the respondents.

3.4 Self-determination theory of motivation

Finkelstien (2009) suggests that taking internal and external origins of motivation into consideration gives deeper understanding of the reasons for individuals to volunteer and to keep volunteering. The locus of motivation affects on the experienced satisfaction and rewards that the volunteers are getting from their volunteering activities. This gives more information about the phenomenon than to just listing the functions.

One commonly utilized framework for discussing from where the motivation originates is self-determination theory. Self-determination theory suggests that self-regulation, well-being, and

intrinsic motivation are built on three basic psychological needs: competence, autonomy, and relatedness. If these are satisfied, people feel motivated, whereas lacking one or many of these leads to unmotivated behavior and diminished well-being. (Ryan & Deci, 2000.) Whereas according to functional theories of motivation there were distinct functions that people are willing and motivated to fulfill, the self-determination theory concentrates on the origin of motivation. Self-determination theory does not compete with functional theories, but it adds one dimension to the review of the matter. A person can volunteer because it serves the function of understanding and adopting new competences. For some the learning can be something that they do for themselves for their own satisfaction, without seeking any external rewards, so their motivation is intrinsic. Others might want to gain new competencies because they want to achieve something with that, which sifts the locus of motivation from internal regulation to external, extrinsic motivation.

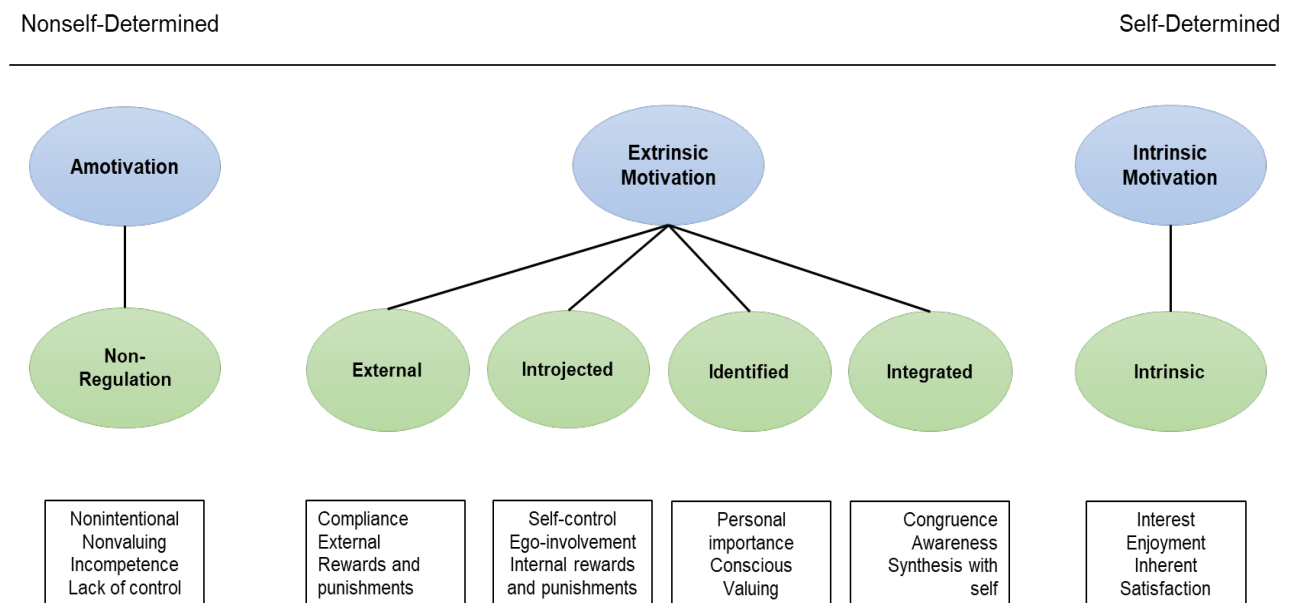


Figure 5. Self-determination theory (adapted from Ryan & Deci, 2000)

Intrinsic motivation can be described as an embodiment of positive human potential in its purest form. It is about a person's inherent tendency to act and perform without any specific rewards from some outside actor. The opposite of this intrinsic motivation is extrinsic motivation when an individual is acting solely because they are seeking outside reward or want to avoid outside

punishment, that being their only source of motivation. These outside factors can then be internalized so that even though the act is connected to outside reward or punishment, the motivation is still self-determined. Introjected motivation means that a person acts because she or he wants to avoid punishment or guilt or wants to feel pride. The willingness to avoid negative consequences or get positive feedback from outside actors is internally created. Identified motivation is when an individual accepts the regulations and decides to act upon them. When someone has integrated motivation, they have a goal that they want to achieve, and they see the action in hand to reach that goal. The motivation for acting comes from a person's self. But the difference between intrinsic motivation and integrated motivation is that intrinsic motivation is seen when a person does something just for its' own sake, without any purpose or reward. In integrated motivation there is always some goal that we would like to achieve through acting in a certain way. (Ryan & Deci, 2000.)

Stukas, Snyder, and Clary (2016) say that from the non-profit organization point of view it does not matter that much if the volunteers have extrinsic or intrinsic motivation. Intrinsic motivation might lead to more committed volunteering than extrinsic. The reason for this is that intrinsically motivated volunteers may gain more positive psychological experiences due to their volunteering, which then again increases likelihood of retaining. Those who are extrinsically motivated are just volunteering to get a reward or avoid punishment. This goes aligned with Güntert, Strubel, Kals and Wehner (2016) who note that the locus of motivation does not matter as such, but it might have effect on how individuals experience their volunteering. Finkelstien (2009) proposes that people who are intrinsically motivated will volunteer, if they find the reward being in the action per se. Extrinsically motivated volunteers on the other hand perform cost-benefit analysis and are also interested in rewards that may be received as a result of volunteering, even though the reward is separable of the actual action of volunteering. Kim, Kim, and Lee (2019) presented that internalization of organization values positively impacts volunteer attendance and retention. The motivations of the volunteers can be altruistic or egoistic by nature, but if they see that they can relate to the organizational values, the effect of these motivational factors is stronger. They also noticed that if the motivations of the volunteer are egoistic by nature, they build a basis for stronger commitment and retention even if the values of the non-profit organization are not internalized.

Even though self-determination theory is more interested in locus of motivation than the function that a person wants to achieve through certain action, there are attempts to connect self-determination theory with functional theories of motivation. Güntert, Strubel, Kals and Wehner (2016) have combined volunteer function inventory and self-determination theory in their article. They suggest that functions can be classified into self-determined and controlled. Self-determined functions are the motive to express one's values and the understanding motive. Controlled motives are enhancement, protective, social, and career. This means that if a person wants to fulfill his or her need to express one's values or to learn new skills, they are more likely to be intrinsically motivated. On the other hand, if the motivations arise more from willingness to feel respected or approved, gain social contacts, or find a next career step, the motivation is extrinsic by nature.

3.5 Motivational profiles of the volunteers

There are studies that build upon the motivational theories and categorizations of motivational functions by creating motivational profiles. These profiles could then be used when trying to recruit new volunteers, retaining existing volunteers, and designing suitable reward or remuneration systems for those volunteering. (Treuren, 2014.) This profiling and creating personas are used in marketing when organizations want to know their target audience better to create more meaningful and impactful messages and offerings to their important stakeholders. It is impossible and too resource intensive to reach each individual separately, and trying to address everyone with the same message is not a meaningful or effective approach. Creating a few generalized profiles that represent different subgroups within the audience is seen as a solution to this problem.

Treuren (2014) has used his own categorization of motivational functions when studying the motivation of event volunteers. The motivational functions presented in Treuren's model are similar to those presented in other theories of motivational functions. In his study, he collected data about volunteer motivation from five events and conducted a cluster analysis to create motivational profiles. The events were not specified in this study. This study identified six profiles:

- *The instrumentalist volunteer* who is participating for the rewards and benefits (free tickets, apparel, etc.).

- *The obligated volunteer* who has to participate for social reasons or because of other commitments.
- *The very keen enthusiast* who loves and enjoys the event itself and everything about it.
- *The semi-keen enthusiast* who supports the event or the cause and wants to participate because it feels good, or they want to give back to society.
- *The associative and supportive enthusiast* who supports the cause or the event.
- *The habitual and not so keen volunteer* who just volunteers out of the habit of participating.

Alexander et al. (2015) segmented the mega-sport event volunteers in 2012 London Olympic Games. This study utilized the Volunteer Function Inventory by Clary et al. (1998), but it also had some elements that the research group had conducted specially for this event. The segmentation was made based on the strength of the motivation in general, not based on which motivational factor reached the most emphasis in each segment. Therefore, these results are not concerning the elements of motivation as much as the existence or lack of motivation per se. In this study three different segments of volunteers were identified:

- *The obligated volunteers*, who are not that interested in the event or volunteering in general, but they feel obliged to participate.
- *The enthusiasts*, who are highly motivated and interested in the event.
- *The semi-enthusiasts*, who represent the middle ground between the two other segments.

4 Methodology

4.1 Aim of the study

According to the report by Finnish Ministry of Education and Culture the top three sports in Finland based on the number of redeemed player licenses were soccer, ice hockey and floorball. (Lehtonen, Oja & Hakamäki, 2022). The change in costs of ice hockey and floorball has been bigger than of soccer, so one might assume that the organizations in ice hockey and floorball have more pressure to consider their budgets so that they can maintain the costs of participation in a reasonable level. From 2015 to 2023 the increase in costs of ice hockey has been approximately

30%, floorball 102%, and soccer 22%. (Lempinen 15.3.2023.) Based on both popularity as sport and increase on level of costs for participants these two fields of sport were chosen to this study.

In this study I will use quantitative methods to describe the characteristics of volunteers in Finnish sport organizations. This study does not seek to understand or identify the motives of sport volunteers. Instead, the aim is to find out how those motivational factors proposed in literature manifested in context of volunteering in sport organizations. In addition to that, this study aims to describe the characteristics of sport volunteers in chosen fields of sport. This is done by generalizing and using statistical methods, which are common for quantitative research. (Vilkka 2007, 14; Kale & Jayanth 2019, 8-9.)

This study aims to profile volunteers in Finnish floorball and ice hockey organizations. Volunteers in both fields of sport will be described with demographic, sport-related, and motivation-related factors. Also, similarities and differences between volunteers of two sports are identified. The profiling will be conducted adapting from the Treuren (2014) study of event volunteer profiles. The hypothesis supporting profiling of sport organization volunteers can be seen in Table 4 (below):

Table 4. Coverage matrix of the study (hypotheses adapting from Treuren, 2014).

H1: The average volunteer in ice hockey and floorball sports organization in Finland has more than one dominant motivation.	3.3, 6.1
H2: There is no difference between motivational functions of floorball and ice hockey volunteers.	3.3, 6.2
H3: It is possible to identify the locus (intrinsic or extrinsic) of motivation of floorball and ice hockey volunteers.	3.4, 6.5
H4: The volunteers in ice hockey and floorball sports organization in Finland can be classified into distinct motivational types based on volunteer functions.	3.5, 6.6

4.2 Research process

A general picture of this study's course is presented in Figure 6. Different phases of the research are discussed in more detail in later chapters.

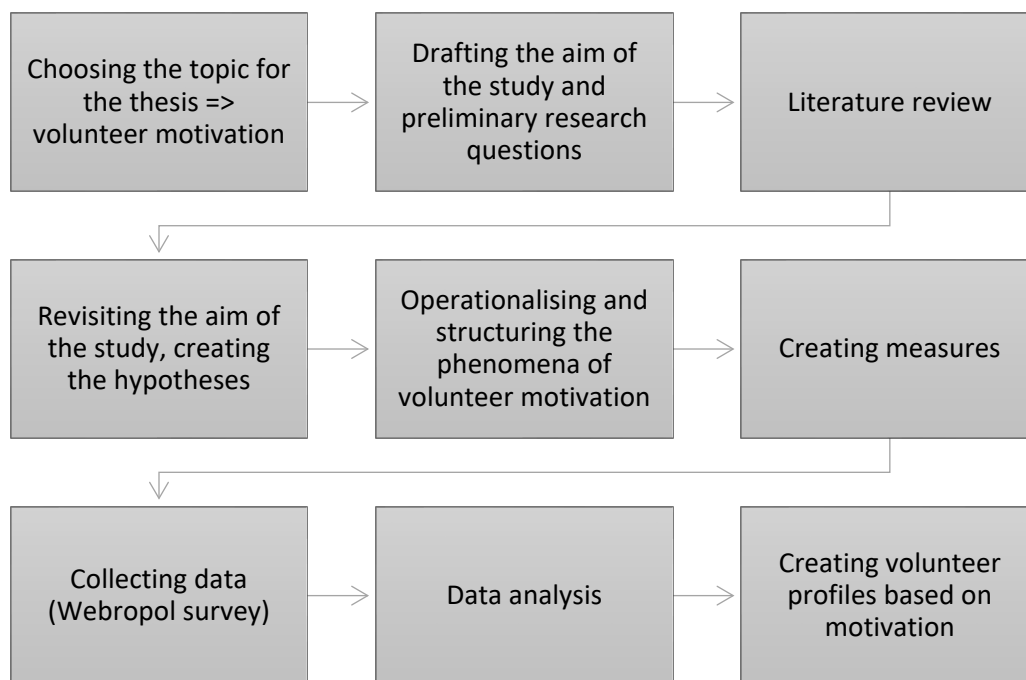


Figure 6. The process of this research

After setting the aim and preliminary research questions to the study, the literature review was conducted. It is based on published scientific articles about volunteer motivation. Most of the used articles have been found from EBSCOhost, Elsevier ScienceDirect Freedom Collection and ProQuest One Business databases. The search was made by using keywords “volunteer motivation” and “sport volunteers” and limited to those articles that were peer reviewed, published in English and available as full text either with JAMK or Haaga-Helia university of applied science credentials. The results were then assessed to decide which articles to include in the literature review of this study. The first assessment was made based on the topic of the article.

Articles that were not handling actual volunteer motivation were excluded from the study. Also, such studies that were about volunteering in healthcare or similar communal activities were not included in the literature review of this study. Next round of assessment was made based on the abstracts of the studies. Two types of articles were chosen to be included: those describing the sport volunteers in general and those that were about volunteer motivational factors in the context of sport. Here all sport volunteering was considered whether it was for sport event or sport organization. In addition to these articles, literature review has been supplemented with other published material like books, additional articles, and reports. Also, occasionally papers concerning general volunteer motivation were later added to literature review if they gave more insight to the topic at hand.

4.3 Operationalizing and structuring the variables of volunteer motivation

To conduct a survey, the things presented in theory should be operationalized and structured. When operationalized, the abstract concepts and theories get such a form that is understandable also for those who are not necessarily familiar with the theoretical background. Structuring means standardizing the things that one wants to research based on the theory. (Vilkka 2007, 14-15.) This leads to creating so called variables in the study. Variables are those that can be measured and therefore are the measurable representations of the things that help us to test our hypotheses and answer our research questions (Williams, Wiggins & Vogt, 2021b). Based on the literature review, the key motivational functions can be identified, operationalized, and structured as shown in Table 5 (below).

Table 5. Variables presenting motivational functions from literature

MOTIVATIONAL FUNCTION	DESCRIPTION	QUESTIONS/THESES IN THE SURVEY	SOURCE
Values	Volunteering helps to express and live by certain values and beliefs.	It is important to help others when I have the opportunity. I consider myself as a person who is willing to participate and help others. I value and appreciate the things that our sports organization is doing.	VFI (Clary & Snyder 1999; Stukas et al. 2009) ABCE model of volunteer motivation (Butt, Hou, Soomro and Maran 2017) VMS-ISE SQLM (Shye 2009)
Understanding Personal development	Volunteering to learn more or exercise skills, to better understand the world and its people	Volunteering is an opportunity to learn new skills and competences. Volunteering gives me an opportunity to use my competence in practice. Volunteering gives me perspective and better understanding of the sport organization and its operations.	VFI (Clary & Snyder 1999; Stukas et al. 2009) Paul Z. Wang (2004) VMS-ISE SQLM (Shye 2009)
Enhancement Ego enhancement Self-maximizing motivations	Volunteering helps to grow and develop psychologically, self-enhancement, feeling good about oneself	Volunteering makes me feel that I am useful. I feel good about myself that I am participating in our sport organizations operations. I enjoy volunteering. Volunteering makes me feel important.	VFI (Clary & Snyder 1999; Stukas et al. 2009) Paul Z. Wang (2004) Neely et al. (2022) ABCE model of volunteer motivation (Butt, Hou, Soomro and Maran 2017) SEVMS SQLM (Shye 2009)
Career	Volunteering is seen as gaining career-related experience, career opportunities	Volunteering will help me to build a career that I am aiming for. Volunteering looks good in my resume. I have the possibility to establish an important professional network through volunteering.	VFI (Clary & Snyder 1999; Stukas et al. 2009) ABCE model of volunteer motivation (Butt, Hou, Soomro and Maran 2017)
Social	Volunteering to create or strengthen social relationships, to fit in	Many of those closest to me volunteer.	VFI (Clary & Snyder 1999; Stukas et al. 2009)

	one's social reference group	My family has always participated in voluntary activities. Volunteering is a great way to meet new people and socialize.	ABCE model of volunteer motivation (Butt, Hou, Soomro and Maran 2017) Paul Z. Wang (2004) SEVMS VMS-ISE SQLM (Shye 2009)
Protective	Volunteering reduces negative feelings (guilt, self-doubt) or helps to address personal problems	Volunteering gives me something positive to think about. I would feel guilty if I would not participate in any way. Volunteering reduces my guilt of being more fortunate than others.	VFI (Clary & Snyder 1999; Stukas et al. 2009) SQLM (Shye 2009)
Sports	Supporting the cause and/or organization and wanting to be a part of certain organization and participate in sport related activities through volunteering	I love the sport I am volunteering for in general. Being a part of this organization is important and valuable for me. I want to help our organization to succeed.	Neely et al. (2022) Pauline and Pauline (2009) Bang et al. (2014)
Altruistic	Volunteering solely for willingness to do good, help others and create benefits to others	I want to help others. Volunteering makes me feel good. I want to see others succeed and have opportunities.	Paul Z. Wang (2004) Neely et al. (2022)

When discussing motivation, some researchers point out the altruistic motivations to volunteer (for example Wang 2004). The Volunteer Function Inventory (Clary & Snyder 1999, Stukas et al. 2009) on the other hand does not mention altruism as a motivational function as such. If altruism is defined as doing something purely because it benefits others, it might well have its basis on the values of an individual and it is representing what an individual believes in. The reason for volunteering from altruistic motives is very internalized, a person volunteers for the sake of volunteering and for benefiting others. Values, as described in the Volunteer Function Inventory, can be such that they create willingness to volunteer per se. But values can also be a representation of how a person would like to act and to be seen by others. In that case values

have external value. Because of their slightly different orientation, Values and Altruism are here presented as separate motivational functions, even when acknowledging that they are close to each other.

In addition to motivational functions, the motivation can be reviewed to find out if the motivation of volunteers is intrinsic or extrinsic. For this the self-determination theory of motivation will be used. The operationalization and structuring the self-determination theory can be done as shown in Table 6 below:

Table 6. Structuring motivation based on self-determination theory

TYPE OF MOTIVATION	SENTENCES DESCRIBING THE TYPE OF MOTIVATION
<p>Internal motivation</p> <p><i>I volunteer because I enjoy volunteering and it brings me joy – I do it for me.</i></p>	<p>I feel good when I am helping others.</p> <p>It is interesting to be participating in sports organizations' activities.</p> <p>I enjoy it when I can use my competencies for problem solving and operations.</p>
<p>Integrated motivation</p> <p><i>I volunteer because it is a big part of my life and who I am – I volunteer because of who I am.</i></p>	<p>Volunteering has become an important part of my life.</p> <p>Volunteering in a sports organization is part of my identity, who I am.</p> <p>I enjoy volunteering in a sports organization.</p>
<p>Identified motivation</p> <p><i>I volunteer because it helps me to achieve certain goals that I have in my life – I volunteer because what I want to be.</i></p>	<p>I volunteer because it gives me the opportunity to learn something new.</p> <p>Volunteering is a great way to participate in organizations' operations.</p> <p>My volunteering helps our sports organization's operations and finances.</p>
<p>Introjected motivation</p> <p><i>I volunteer to avoid negative consequences – I volunteer because I want to avoid something</i></p>	<p>I volunteer because I would feel guilty not to.</p> <p>I fear that I would miss out if I would not volunteer.</p> <p>I'm appreciated when I am volunteering.</p>
<p>External motivation</p> <p><i>I volunteer because of the external rewards – I volunteer because it gives me rewards, benefits, and remunerations.</i></p>	<p>I volunteer because I do not dare to do otherwise.</p> <p>Others would think badly of me if I would not participate.</p> <p>I get rewards and remunerations for my participation.</p>
<p>Amotivation</p> <p><i>I do not know why I am volunteering – to be honest I do not feel motivated to be a part of this organization.</i></p>	<p>I do not know why I volunteer; it feels that I am wasting my time, and I am not particularly helping.</p>

Though many questions about locus of motivation are the same or similar as those of motivational functions, it is useful to ask them separately. It is possible that for example for some volunteers helping others is purely an altruistic motive, whereas for others it may serve a purpose for them to feel good about themselves.

As suggested in process models of volunteer motivation (for example Neely et al. 2022) and the volunteer life-cycle model (Bussell & Forbes 2003), volunteering has some prerequisites. Individuals should have such a situation in their life that they can donate their resources. Also, some people have more tendencies to volunteer, as claimed in hierarchical model of motivation traits by Mowen and Sujan (2005). In addition to that there is always an occurrence that launches the assessment whether an individual see volunteering as an option and if a person thinks that the benefits of volunteering will exceed the resources needed to volunteer. In this study the aim is not to identify the personal traits behind volunteering. However, acknowledging that the situation and background of an individual might affect a person's willingness to volunteer, a set of questions concerning demographics and background in the fields of sport studied have been included in the survey. These will provide another dimension that can be used when describing the volunteers in focused sport organizations.

This structuring and operationalization serve as the basis of a Webropol survey. The questions and sentences were translated into Finnish, as mainly Finnish speaking respondents were targeted. Swedish (other official language of Finland) as well as English versions of the survey were not provided to the respondents. Professional translators were not used to translate the structured theses and questions from English to Finnish.

4.4 Measures used in the research

To gather data that is suitable for statistical analysis, the structured propositions should be given some kind of numerical values that can be measured and calculated with (Vilkkä 2007, 15-16; Tähtinen, Laakkonen & Broberg 2020, 31). Therefore, each statement or question in the survey was formed into measures.

Nominal and ratio measures were used at background questions describing the qualities of the respondents of the survey. Nominal and ratio measures were used at background questions

describing the survey respondents' qualities. Examples of nominal measures in the survey are for example gender, region, and the field of sport that the respondent is representing. Ratio measures are used when one has a matter that is possible to be somehow ranked, and the scale has a true zero or a starting and ending points of the scale. Here, for example years participated in volunteering is studied with ratio measures. (Williams, Wiggins & Vogt 2021a; Tähtinen et al. 2020, 31-32.)

For the questions concerning motivational functions or locus of motivation, the 4-point Likert scale was used. The options given in the Likert scale were: *“Does not apply”* (1), *“Applies only a bit”* (2), *“Applies in some extent”* (3) and *“Applies”* (4). These motivation related measures are treated in this study as ratio measures. Tähtinen et al. (2020, 32-33) point out that it is not unambiguous if scaled measures, like opinions measured with Likert-scale, can be treated as numerical, ratio related variables or are they ordinal measures. It is questionable if there is something that can be treated as zero and if the distance between measures in the scale is equidistant. However, in social sciences, these kinds of measures have traditionally been possible to consider and process as numerical, ratio measures, allowing statistical analysis and calculations.

4.5 Data collection

After the variables and measures were decided, an online survey for data collection was created. The survey was conducted with Webropol. Online survey was chosen, as it allows to effectively try to reach as many ice hockey and floorball volunteers as possible, from different sport organizations and regions in Finland.

In this research the population is the of volunteers in Finnish ice hockey and floorball organization. Each person who is volunteering in the organizations mentioned is unit of observation. In season 2022-2023 there were 354 ice hockey clubs (Suomen Jääkiekkoliitto s.a.) and 710 floorball clubs in Finland (Suomen Salibandyliitto ry s.a.). In each club there are several volunteers who have a designated position in the club's organization and operations (for example team leaders, coaches, treasurers etc.). In addition to that there are many others who donate their time without receiving any remuneration. These can be parents participating in organizing tournaments, running café, or participating in other fundraising activities. Even acknowledging that most respondents will be

those who have designated positions, it is impossible to reach the entire population. Therefore, sampling of some kind is needed.

Sampling means choosing a smaller number of people or things to represent the population. Sampling can be divided into two approaches: probability and non-probability sampling. In probability sampling each individual has a chance to be selected in the study. When done with careful planning, probability sampling might help avoid biases caused by the selection of the respondents. However, this approach requires that the population and its' members are known, and one might choose respondents systematically with certain known and calculable probability. (Williams, Wiggins & Vogt 2021c.) Non-probability sampling is more vulnerable when it comes to biases in the research data. This kind of sampling can be done through quota or haphazard sampling. Quota sampling means that the data is collected from those who represent certain clusters that can be seen meaningful concerning the population and the research questions. Even though there are some elements of choosing representatives randomly, there is still some level of control of who or what will be targeted when collecting data. Haphazard sampling means the data is collected randomly, and for example, whoever may answer the survey. This has lots of weaknesses, for example there is no control if the data collected will reflect the population. (Sapsford 2007.)

When studying all volunteers in certain sports in Finland, the members of the population are not known. Because of this, probability sampling is not a realistic option taking available resources into consideration. From the options of non-probability sampling, the quota sampling could have been a viable option. Respondents could have been chosen for example from different regions of residence, different genders, and different age groups. However, since there were no prior information or categorization of the volunteers in ice hockey and floorball in Finland, this kind of quota sampling would have not been meaningful. Here the responses were collected so that both sports were represented and so that the geographical coverage in Finland was as good as possible. Otherwise, the data was collected with haphazard or discretionary sampling.

The survey was distributed freely through social media channels and contacts. It was also posted in a few floorball and ice hockey related social media groups. The link to the survey was also sent via email directly to floorball and ice hockey organizations from regions, that seemed to be

underrepresented in the responses during the time data was collected. The survey can be seen in Appendix 1. The data was collected during 17.-30.11.2023. In total 255 responses were received.

4.6 Statistical analysis

The data collected was analyzed using IBM's SPSS for Windows and Webropol Analysis for Professional Statistics. For creating visualizations for this report, Microsoft Excel was also used when considered meaningful.

For the demographic factors, basic statistical descriptive analysis was made. Commonly frequencies, means, medians and modes are presented, when such figures are applicable and give a meaningful representation of the situation and the object. Variation of nominal variables have been assessed with variation ratio. Variation ratio can be calculated $VR = 1 - (\text{frequency of the mode} / \text{total number of cases})$. The larger the variation ratio is, the more differentiated the data is.

To analyze the difference between the motivational functions observed amongst floorball and ice hockey volunteers, the Mann-Whitney U -test is used. This tool of statistical analysis can be used when one wishes to analyze the difference of the independent variables of two groups. In addition to the difference between the groups, this analysis provides p-value, which shows the statistical significance of the difference. (Taanila 2020, 18.) If the p-value is smaller than significance level, the observed difference can be interpreted as statistically significant. Here the significance level has set to be $p=0.05$, which means that if there is difference, it is 5% or less change that the difference is incidental. Another test that is used for comparing two groups in this study is Chi²- or χ^2 -test. This test can also be used to assess the significance of differences observed between two groups, when the variables are nominal or ordinal.

The motivational functions (Clary & Snyder 1999) were operationalized in the survey as statements representing different volunteering functions. In the analysis phase it was assessed if the statements were reliably measuring the functions they were intended to measure. For this the Cronbach's Alpha was used. It is a measure that represents the possibility that the statements are measuring the same underlying thing.

The motivational profiles of the volunteers were created by using hierarchical cluster analysis and K-mean cluster analysis. Cluster analysis can be used when one wants to explore if there are distinctive groups among observations (Tähtinen et al. 2020, 227). As Metsämuuronen (2011, 877) says, cluster analysis is suitable for exploring the material to describe it, not that much for confirming theory. Hierarchical clustering is a method, where each individual observation is grouped or clustered with the closest one, forming a new item. Then these items are again grouped with the closest ones, and the process goes on until there is only one cluster. K-means clustering iterates the clusters creating groups based on the closest means.

5 Background of the volunteers in floorball and ice hockey

In total 255 responses were received during 17.11.-30.11.2023. Out of all responses 98 (38,4%) were from those who identify as floorball volunteers, 157 (61,6%) from those identifying as ice hockey volunteers. Next the background of respondents will be described in more detail.

5.1 Demographics of the respondents

First, the demographics of all respondents will be described. The respondents' age, gender, and region of residence will be presented. Demographic factors are studied in total and floorball and ice hockey separately. This will allow to get the overall picture of the respondents as well as see if floorball and ice hockey are similar or different when it comes to the demographic factors of the volunteers. These demographic factors will later be used when conducting further statistical analysis.

The first demographic question was the age of the respondent. The respondents were asked to choose a suitable age group from the options given. As seen in Table 6 below, the majority of the respondents represent the age group 41–50 years (56,1% of all responses). Another large age group among the respondents was 31–40 years (27,5% of all responses). These two equals 83,6 % of all of those who responded to the survey.

Table 7. Age of the respondents

		Age of the respondents						Total	
		Floorball			Ice hockey				
		Count	%, field of sport	% of Total	Count	%, field of sport	% of Total	Count	% of Total
	20 years and under	1	1,0%	0,4%	0	0,0%	0,0%	1	0,4%
	21 - 30 years	7	7,1%	2,7%	6	3,8%	2,4%	13	5,1%
	31 - 40 years	24	24,5%	9,4%	46	29,3%	18,0%	70	27,5%
	41 - 50 years	53	54,1%	20,8%	90	57,3%	35,3%	143	56,1%
	51 - 60 years	12	12,2%	4,7%	15	9,6%	5,9%	27	10,6%
	Over 60 years	1	1,0%	0,4%	0	0,0%	0,0%	1	0,4%
	Total	98	100,0%	38,4%	157	100,0%	61,6%	255	100,0%

The age distribution of respondents of different sports is similar to the overall age distribution. The mode of the data concerning the age of respondents is 41–50 years, in floorball, ice hockey and in total. Most volunteers belong to the age group 41–50 years (floorball 54,1% and ice hockey 57,3%). The second largest age group in both sports is the group 31–40 years (floorball 24,5% and ice hockey 29,3%). Here the variation rate for all cases is 0,44 whereas in floorball it is 0,46 and in ice hockey 0,46.

Even though the sample in this study does not represent the entire population of volunteers, it is interesting to see that in floorball there is one respondent both in youngest age group and in the oldest age group, whereas there were no respondents in these age groups in ice hockey volunteers. Here, this finding is quite random, and does not necessarily represent the situation in the entire population of volunteers in floorball and ice hockey.

The gender distribution of the respondents is quite even, male 57,6% and female 41,2%. Two answered that they prefer not to say, and one respondent did not answer this question. This question was intentionally left voluntary, as this might be considered as sensitive issue for some individuals, so the opportunity to opt out from answering was given.

Table 8 Gender of the respondents

		Gender of the respondents						Total	
		Floorball			Ice hockey				
		Count	% field of sport	% of Total	Count	% field of sport	% of Total	Count	% of Total
	Female	56	57,1%	22,0%	49	31,4%	19,3%	105	41,3%
	Male	42	42,9%	16,5%	105	67,3%	41,3%	147	57,9%
	Prefer not to say	0	0,0%	0,0%	2	1,3%	0,8%	2	0,8%
Total		98	100,0%	38,6%	156	100,0%	61,4%	254	100,0%

Floorball volunteers are more equally male and female, with majority being female (male 42,9% and female 57,1%). Ice hockey volunteers however are clearly more commonly male than female (male 67,3% and female 31,4%).

The question about region of residence of the respondents has two purposes. First, it allows us to see the geographical coverage of the results. The aim of this research was to study volunteers in Finland, and therefore it would be important to receive data from distinct parts of the country. The second purpose is that region might be one aspect when analyzing the results. Table 8 shows how the respondents were distributed in counties in Finland.

Table 9. Region of residence of the respondents

		Number of respondents, by county in Finland		
		Floorball	Ice hockey	Total
		Count	Count	Count
County	Capital region	22	36	58
	Southern Finland, other	21	84	105
	Western Finland	35	8	43
	Oulu area	11	27	38
	Eastern Finland	9	2	11
	Åland	0	0	0
	Lapland	0	0	0

The most responses from floorball volunteers were from Western Finland (n = 35). For ice hockey volunteers, the most responses was received from Southern Finland, excluding Capital region (n =

84). The last mentioned region was most common region of the respondents also when considering all the respondents in total ($n = 105$).

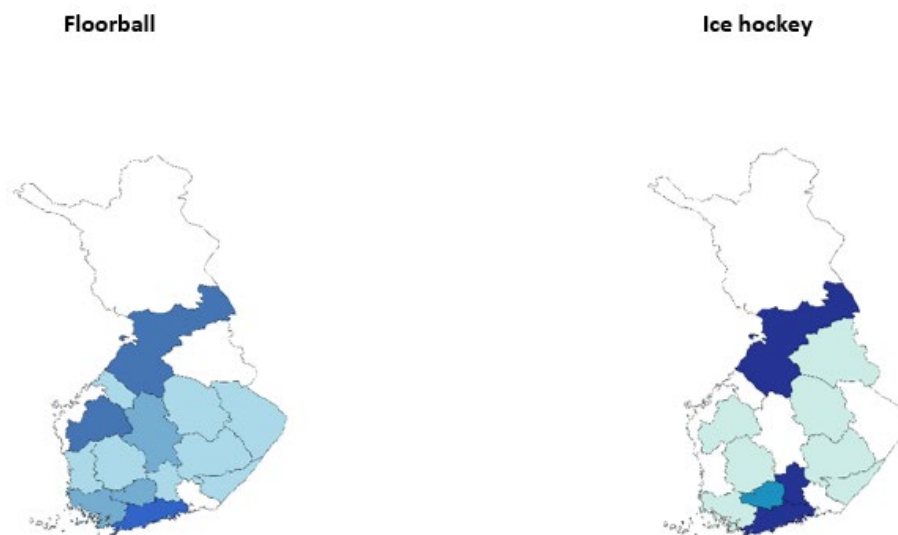


Figure 7 Respondents by region on the map, floorball and ice hockey

In Figure 7 (above) the frequency of the responses is presented by mapping number of responses to the different regions. As seen in Figure 7, there is more variation in the region that the respondents represent concerning floorball. The variation ratios was in floorball 0,64 and in ice hockey 0,46 which also shows that in ice hockey the data is more similar, whereas respondents from the field of floorball are more distributed in different regions.

5.2 Characteristics of the sport organizations volunteered in

When the respondents were asked to choose if they are volunteering in adult sports or junior sports, the results were clear: most of the survey respondents are volunteering in junior sports (Table 9, below). In total 85,5% of the respondents were volunteering in junior sports. Of all the respondents from the field of floorball 68,4% stated that they are volunteering in junior teams, and from the field of ice hockey the corresponding percentage was 96,2%.

Table 10. Volunteering in adult or junior sports

Do you volunteer mainly in adult or junior sport?

Count

				Total
		Floorball	Ice hockey	
	Adult sport	19	2	21
	Junior sport	67	151	218
	Both, can't define priority	12	4	16
Total		98	157	255

The respondents were also asked to write which organization they are representing while answering this survey. This was a non-compulsory open question. The answers given were classified based on the highest serial level that the organization has a team in. It should be noted that many of the highest-level teams are organizationally separated from the junior and hobby activities. Sometimes the highest-level teams are incorporated, while other activities are run as an association. Here, the named organization has been considered to have team at the highest level if they operate with the same name and the connection between these two is therefore existing and the brand is similar. In this classification team at highest level means that organization has representing team in men's or women's F-liiga (floorball) or Liiga (ice hockey). The second highest level is Inssi-Divari (floorball), Women's Divari (floorball) or Mestis (ice hockey). The third highest level is men's or women's Suomisarja (floorball) or Suomi-sarja (ice hockey). The results can be seen in Table 10 (below):

Table 11. What is the highest series level that the respondent's organization has a team in

						Total	
		Floorball		Ice hockey			
		Count	%	Count	%	Count	%
	Team at highest level	31	33,7%	52	35,1%	83	34,6%
	Team at second highest level	11	12,0%	24	16,2%	35	14,6%
	Team at third highest level	17	18,5%	12	8,1%	29	12,1%
	Other	33	35,9%	60	40,5%	93	38,8%
Total		92	100,0%	148	100,0%	240	100,0%

The total number of responses to the survey was 255, of which 240 chose to give the name of the organization they are volunteering for. Out of all responses given to this question, 38,3% concerned floorball, and 61,7% ice hockey. This is aligned with the overall division of the answers between these two fields of sport. In floorball the mode of the data is Other (n = 33) but having team at the F-liiga appears almost as often (n = 31). In ice hockey the findings are similar: the mode of the data is Other (n = 60) and having team at the Liiga is the second most common observation (n = 52). The variation ratio in the floorball is 0,64 and in ice hockey 0,59. This means that the distribution of the data is quite similar in both, and the data is quite distributed.

5.3 More in detail about the volunteering

Based on the data collected, respondents are volunteering only in one sport organization at a time. About as many answered, they have been only volunteering in this organization and have been previously volunteering in another but not anymore. About 20 % of the respondents were volunteering in more than one sport organization (see Table 11 below).

Table 12. Respondents' involvement in volunteering in sport organizations

						Total	
		Floorball		Ice hockey			
		Count	%	Count	%	Count	%
	I have previously been a volunteer for another sport organization, but not anymore	38	39,6%	60	38,5%	98	38,9%
	I am currently volunteer in several sport organizations	20	20,8%	34	21,8%	54	21,4%
	I have been volunteering only in one sport organization	38	39,6%	62	39,7%	100	39,7%
Total		96	100,0%	156	100,0%	252	100,0%

The respondents have been volunteering in sport organizations on average for 9 years and the median of the responses is 7 years (see Table 12 below). The majority (75% of all observations) of all respondents have been volunteering for at the most for 12 years.

Table 13. How long the respondents have been volunteering in sport organization

Years volunteering, sport organization

N	Valid	253
	Missing	2
Mean		9,1
Median		7,0
Std. Deviation		6,9
Variance		47,3
Percentiles	25	4,0
	50	7,0
	75	12,0

About half of the respondents are or have been participating as athletes in the sport that they are volunteering for (see Table 13). In total 45,7% of all respondents said that they have never played the sport (floorball or ice hockey) they are now volunteering for. According to observations in this survey it is slightly more common in floorball that the volunteers have no experience in the sport themselves (47,4%). When asked if the respondents have participated as athletes before, but not

now, this was more common in ice hockey (floorball 21,6% of respondents, ice hockey 38,9%) respondents. But it seems that the volunteers in the field of floorball are more commonly participating also as an athlete (floorball 30,9% and ice hockey 16,6%). The response distribution was more even in floorball than ice hockey. In general, one could assume that the threshold for playing floorball at an amateur level is lower, and that might result that it is more common free time activity.

Table 14 Respondents' participation in the sport they are volunteering for

						Total	
		Floorball		Ice hockey			
		Count	%	Count	%	Count	%
	I have played the sport I'm currently volunteering in, but not anymore.	21	21,6%	61	38,9%	82	32,3%
	I play the sport I'm also volunteering in.	30	30,9%	26	16,6%	56	22,0%
	I have never played the sport I'm currently volunteering in.	46	47,4%	70	44,6%	116	45,7%
Total		97	100,0%	157	100,0%	254	100,0%

Clear majority of the respondents have a designated role for their volunteering activities: 88,1% (n = 223) said that they have a role in the team, whereas 11,9% (n = 30) said that they do not have designated role in the team, but they are volunteering in other ways. Most mentioned roles were team leader (n = 84), coach (n = 80), equipment manager (n = 52) and treasurer (n = 25). Also, board members (n = 12) and social media manager (n = 9) were observed. In addition to this, few observations were from game team leaders and fundraising managers. As most respondents have a certain role in the organization they are volunteering for, they spend some time volunteering weekly. According to the observations, the average number of hours spent volunteering is a little over 8 hours. The median is 7 hours, and the mode is 5 hours (see Table 14 below).

Table 15. Hours respondents spend volunteering in a week

N	Valid	252
	Missing	3
Mean		8,1
Median		7,0
Mode		5,0
Std. Deviation		5,4
Variance		29,1
Percentiles	25	4,0
	50	7,0
	75	12,0

Looking at the amount of time the volunteers spend participating in sport organizations' operations, it is clear that volunteers are a great resource for the sport organizations in Finland. For a few volunteering is like a second job, as they spend over 15 hours a week volunteering for a sports organization. And overall, volunteering equals 329 to 378 hours (about 2 and a half weeks) of free work per volunteer each year.

6 Motivation of the volunteers in Finnish floorball and ice hockey organizations

Now that we understand the demographic and general factors of the volunteers that responded to the survey, we can review the respondents' motivational functions. In the end, the aim is to identify if there are certain profiles of volunteers when it comes to motivational functions. To reach this conclusion, the dominant motivational functions of volunteers will be first identified. After that the externality or interiority of the motivation of volunteers is observed. Finally, the motivational profiles will be created through analysis.

6.1 Dominant motivational functions of the volunteers

The respondents were asked how well statements representing different motivational functions are true when they think of their volunteering. The division of applicability of each statement can be seen in Figure 8 below. The statements that the respondents felt that applied most to their volunteering were:

- *It is important to help others when I have the opportunity. (applies to 72,1%, representing value related functions)*
- *I want to help others. (applies to 69,0%, representing altruistic functions)*
- *I want to see others succeed and have opportunities. (applies to 67,5%, representing altruistic functions)*
- *Volunteering gives me an opportunity to use my competence in practice. (applies to 65,9%, representing understanding related functions)*
- *I enjoy volunteering. (applies to 62,0%, representing enhancement functions)*
- *Volunteering is a great way to meet new people and socialize. (applies to 62,0%, representing social functions)*
- *Volunteering makes me feel good. (applies to 61,2%, representing altruistic functions)*
- *I consider myself as a person who is willing to participate and help others. (applies to 60,0%, representing value related functions)*
- *I value and appreciate the things that our sports organization is doing. (applies to 60,0%, representing value related functions)*
- *Volunteering makes me feel that I am useful. (applies to 59,6%, representing enhancement functions)*
- *I love the sport I am volunteering for in general. (applies to 56,1%, representing sport related functions)*
- *Volunteering is an opportunity to learn new skills and competences. (applies 55,3%, representing understanding related functions)*
- *Enhancement: I feel good about myself because I am participating in our sport organizations operations. (applies to 51,0%, representing enhancement related functions)*

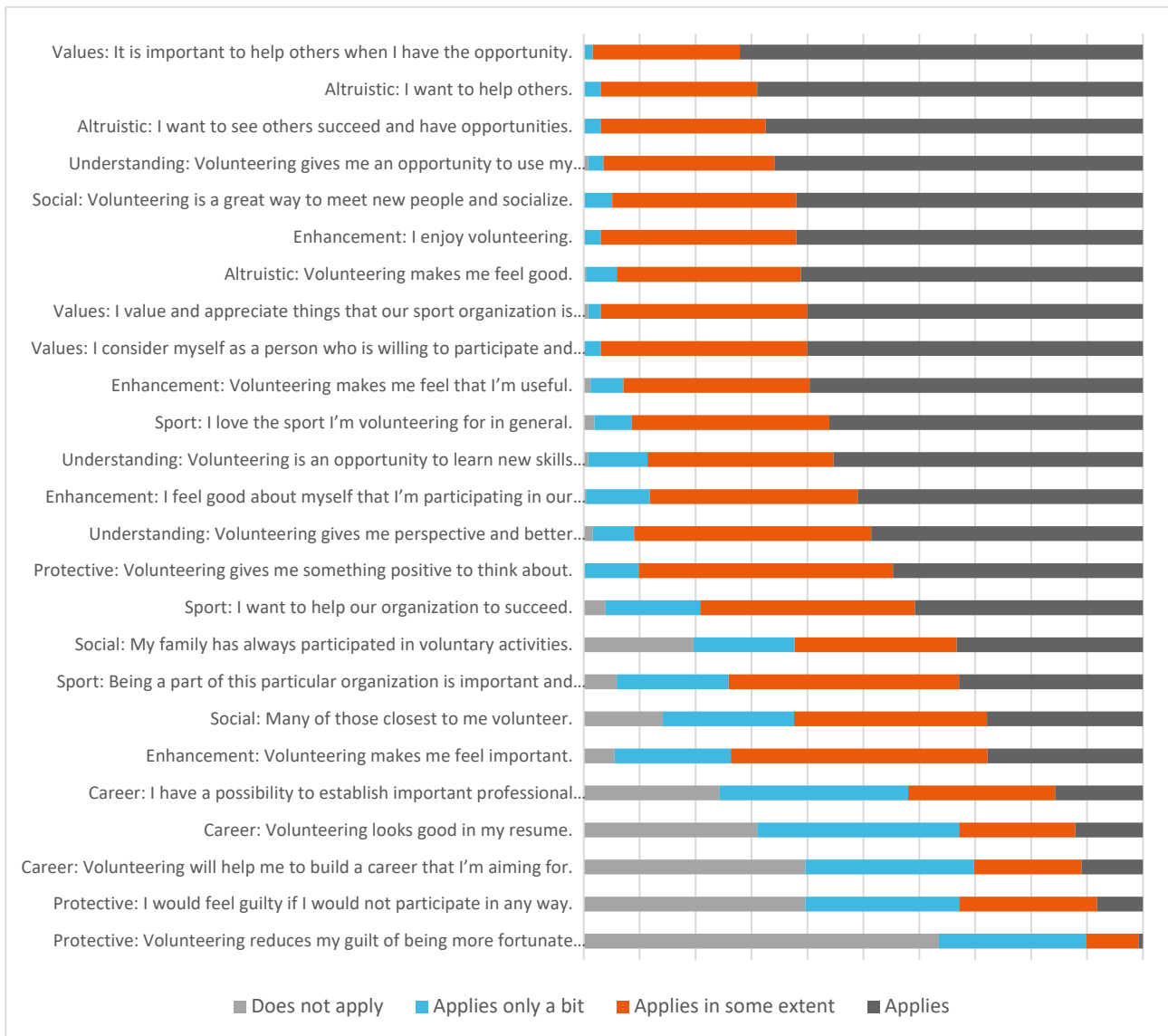


Figure 8. How do the statements concerning motivational functions apply to volunteers.

Out of 13 most commonly applicable statements three were representing value related functions, three altruistic functions, three enhancement related functions, two understanding related functions, one social function and one sport related function. Value-related function, altruistic function and enhancement-related functions are the dominant motivational functions of the volunteers in this study. This means that the H1 hypothesis of this study can be confirmed: the average volunteer in ice hockey and floorball sports organization in Finland has more than one dominant motivation.

6.2 Difference in motivational functions between floorball and ice hockey volunteers

Next, the difference in the dominant motivational functions between floorball and ice hockey volunteers is analyzed. The hypothesis to test here is H2: There is no difference between motivational functions of floorball and ice hockey volunteers. For this the observations of those volunteering in floorball and those volunteering in ice hockey gave to each statement concerning motivation functions have been compared. The table presenting the difference between motivational functions of floorball and ice hockey volunteers by Mann-Whitney U-test is shown in Appendix 2.

When analyzing the differences between the two groups, it can be seen that there is statistically significant difference in following statements:

- Values: I consider myself as a person who is willing to participate and help others.
- Enhancement: Volunteering makes me feel important.
- Protective: Volunteering reduces my guilt of being more fortunate than others.
- Sport: Being a part of this organization is important and valuable for me.

These statements all represent different motivational functions, so it can be interpreted that there is no significant difference concerning any motivational function as whole, instead the significant differences seem to lie more in detail.

As previously was found out, the career related motivational functions were not that important to respondents. However, it seems that those volunteering in floorball tend to see statements concerning career related functions to be more applicable to them, than those volunteering for ice hockey. But it is important to notice, that even this seems to be the case based on this study, the statements concerning career related motivational functions still receive low scores when asked how well the respondents think that the statements are applicable to them.

6.3 The statements' ability to measure intended motivational functions

The statements are meant to represent the different motivational functions. After the data has been collected, it is possible to assess if the statements can be considered reliably measuring the same phenomena. For this, Cronbach's Alpha can be used (for the results, see Appendix 3).

Cronbach's Alpha for statements concerning motivational function "Values" (0,575) and "Protective" (0,391) are low. The reliability of the given statements measuring those functions is not that strong. For others, Cronbach's Alpha and so forth also the reliability is higher.

It is also possible to assess, if the reliability would be stronger, whether certain statements would be left out from the analysis. In Appendix 3 this is measured by "Cronbach's Alpha if Item Deleted". This measure shows what Cronbach's Alpha would be if that one statement were eliminated from the analysis. Deleting "*Values: I value and appreciate things that our sport organization is doing.*" from the statements representing value related motivational functions would increase the Cronbach's Alpha of that motivational function to 0,713. Deleting "*Protective: Volunteering gives me something positive to think about.*" from the statements representing protective motivational functions would increase Cronbach's Alpha of that motivational function to 0,495 which is not that high even then. For the sport related motivational functions, deleting statement "*Sport: I love the sport I'm volunteering for in general.*" would increase Cronbach's Alpha from 0,673 to 0,745. For a few other motivational functions deleting one statement could increase the reliability, but only slightly.

After assessing the reliability of the statements, the sum variables representing each motivational function were created. The statements mentioned before were deleted to create more reliable measures for each motivational function. However, the statement concerning sport as a motivational factor was not deleted, as this is the essence of the motivational function Sport. Each sum variable was coded into categories "Not important," "Low importance," "Some importance" and "Important" to represent the importance or applicability of each motivational function for each respondent. These new variables were used in later analysis.

6.4 The most important motivational functions for different groups of volunteers

In Appendix 4 one can find cross tables that show the importance of motivational functions for differently grouped volunteers.

For those under 30 years old the most important motivational functions are enhancement related functions. Also, Values, Understanding, Sport and Altruistic functions have some importance, and in many cases the percentage of those regarding these functions having some importance is like

those who think these are important functions. For the older age groups (from 31 upwards) the most important motivational functions are those related to Values, Understanding, Enhancement and Altruistic motivation.

In this study both female and male respondents see motivational functions related to Values, Understanding, Enhancement and Altruistic motives the most important. The relative importance of all mentioned motivational function is smaller in a group consisting of male respondents. It can also be seen that the social motivational functions are less important to male respondents than they are for female respondents.

When looking at the most important motivational functions from the perspective of the area that respondents are from, one can see that the most important motivational functions are Value related, Enhancement and Altruistic. However, there are some interesting areal differences in the represented importance of the motivational functions. Understanding related functions seem to be less applicable and important amongst respondents from Eastern Finland. In other regions Understanding has been mentioned as "important" function by half of the respondents, while in Eastern Finland only 36 % of the respondents think that it is important or applicable to them. There is similar difference also concerning Social motivational functions, which are considered as more applicable in Eastern Finland than in other areas. Finally, Eastern Finland differs from other parts of Finland, as the Altruistic motives are not as important there as they are in other parts of Finland. In Western Finland Career related motivational functions are received as important or with some importance by 48,8% of respondents, while in other regions the perceived importance of this function is lesser. Also, in Western Finland small majority of respondents think that Sport related motivational functions are important or applicable to them. This is the only region where Sport is applicable to most respondents.

When looking at the most important motivational functions from the perspective of the level at which the organization has a representative team, the results are like previously mentioned. The most important motivational functions seem to be those related to Values, Enhancement and Altruistic. Understanding was perceived more important within volunteers that volunteer for organizations that have representative teams at the second highest level or no representative team at all at higher leagues. Social motivational functions were more important for those who

volunteer for teams that have representative teams at second highest league. Sport-related functions seem more important to those volunteering for organizations that have representative teams in the highest or second highest league. Even though there are some differences between the volunteers, it is not necessarily due to the representative team.

6.5 The locus (intrinsic or extrinsic) of the motivation

After the dominant motivational functions have been identified, we can study the self-determination aspect of the respondents' motivation. The self-determination theories of motivation (Ryan & Deci, 2000) suggest that the motivation to act arises either from inside a person's mind or it can be externally created. Intrinsic motivation in its' purest form means that a person does something just for the sake of acting and from pure internal willingness to do something. Extrinsic motivation, however, is something a person does because they are forced to do so. Between these two extremes, there have been identified types of motivation that are self-determined.

The respondents were asked how well statements representing self-determination of motivation are true when they think of their volunteering. The division of applicability of each statement can be seen in Figure 9 below.

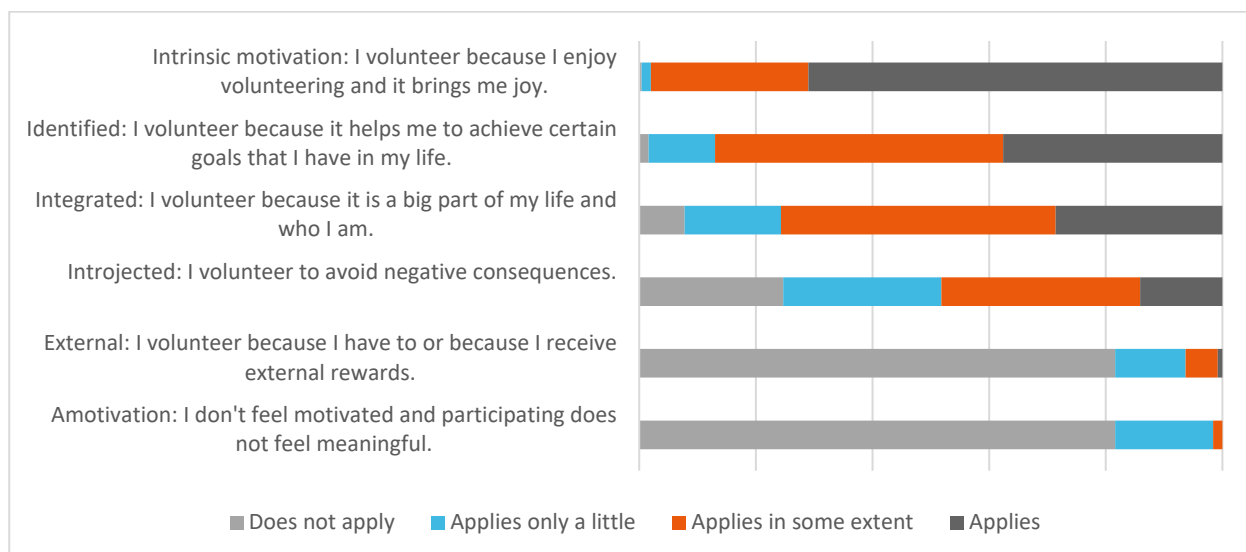


Figure 9. Statements concernign self-dertermination of motivation

Most of the respondents (71%) feel that the statement representing intrinsic motivation applies to them. And if we add those stating that the statement applies, the cumulative percentage rises to 98% of the respondents. When looking at the cumulative percentages, identified (87%) and Integrated (76%) motivation can be identified from the data, even though the percentage of respondents that say that those apply to their situation are clearly smaller than that concerning internal motivation. Almost half (48%) of the respondents recognize a statement representing an introjected motivation to be applicable to their volunteering. But when it comes to External motivation and Amotivation, a clear majority feel that those statements do not apply to them. Even though Internal motivation is the most common type of self-determined motivation, it is not possible to state that it would be the only type of motivation.

Collected data shows that there are some differences between the locus of motivation of floorball volunteers and ice hockey volunteers. The means in both fields of sport are quite similar. Ice hockey volunteers seem to have found all statements a bit less applicable to themselves than the floorball volunteers. The biggest difference in mean values concerns integrated motivation. However, there is no statistically significant difference between the two groups. It is possible to say that the self-determination of motivation of volunteers in this study does not depend on the field of sport, and any shown difference is coinciding.

Table 16. Differences between self-determination of floorball and ice hockey volunteers

	Means		Chi ²
	Floorball	Ice hockey	
Internal motivation: I volunteer because I enjoy volunteering and it brings me joy.	3,684	3,688	1,93 (p=0,587)
Integrated: I volunteer because it is a big part of my life and who I am.	3,133	2,860	6,64 (p=0,084)
Identified: I volunteer because it helps me to achieve certain goals that I have in my life.	3,286	3,197	5,24 (p=0,155)
Introjected: I volunteer to avoid negative consequences.	2,439	2,338	5,59 (p=0,134)
External: I volunteer because I have to or because I receive external rewards.	1,306	1,223	6,37 (p=0,095)
Amotivation: I don't feel motivated and participating does not feel meaningful.	1,224	1,185	1,67 (p=0,435)

6.6 The motivational profiles of the volunteers

6.6.1 Creating groups by using hierarchical cluster analysis

First, the hierarchical clustering will be conducted by clustering variables of motivational functions. There were 255 observations in the analysis. The hierarchical clusters were formed based on the variables of volunteer motivation functions (Figure 10 below).

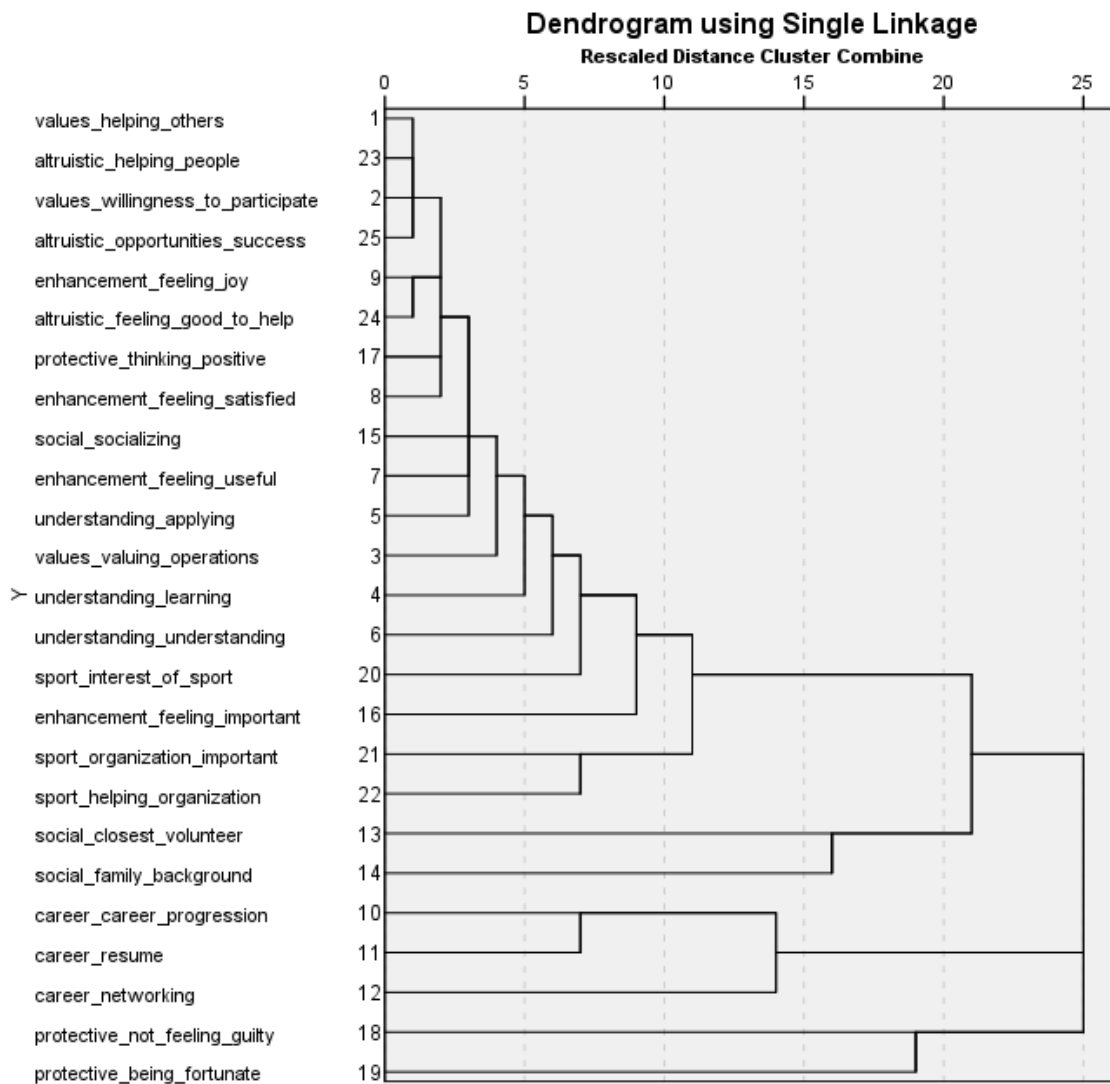


Figure 10 Hierarchical clusters based on volunteer motivation functions

In this analysis we can identify six different types of volunteers based on their motivational functions:

Table 17 Volunteer profiles based on hierarchical clustering

VOLUNTEER PROFILE	DESCRIPTION
Altruistic and value oriented	Volunteer, who wants to participate because volunteer values volunteering and helping others. Being able to help and volunteer brings intrinsic joy and enjoyment to this volunteer.
Useful socializer	Volunteer, who enjoys working with others and meeting new people. Enjoys when can use own competencies to benefit the organization.
Sport enthusiastic	Volunteer, who values sport and organization. Volunteering is a way to learn new things and to understand the operations better. Helping the organization and being a part of a certain sport makes this volunteer feel important.
Socialized to volunteer	Volunteer, who has a strong background and history in volunteering. Everyone closest to this person volunteers, so it feels like a natural option.
Career oriented	Volunteer, who sees volunteering and being a part of sport organizations' operations as an effective way to progress own career and get new opportunities.
Protective	Volunteer, who wants to give something back to society by volunteering. The motivation for volunteering is avoiding guilt of not participating or of being more fortunate than some.

6.6.2 Creating groups by using K-means cluster analysis

This clustering started with standardizing the variables representing the motivational functions as whole. These variables were earlier conducted by summing up the values individual statements representing that motivational function received. After standardizing the variables, forming clusters was tested by making 4, 5 and 6 clusters to see how the cases would fall into categories.

The option of four clusters was dismissed, as it would have increased the number of cases in one cluster excessively in proportion to other clusters. With six clusters the distribution of the cases would have been more even, but the number of cases in each cluster was quite small. Therefore, the analysis was continued with five clusters.

Table 18 Number of cases in each cluster

Number of Cases in each Cluster		
Cluster	1	52,000
	2	41,000
	3	82,000
	4	38,000
	5	42,000
Valid		255,000
Missing		,000

After the clusters have been created, it is possible to analyze which of the motivational functions is the one that receives the most different results. An ANOVA analysis concerning this can be seen in Table 18. The motivational functions that have the largest F-values, have the largest differences in the observed material. It seems evident that the largest differences are in Altruistic motivational functions. Also Values related motivational function seems to have quite a lot of differences in the results.

Table 19 ANOVA, K-means clustering

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
Zscore: Values (motivational factor)	37,341	4	,419	250	89,217	<,001
Zscore: Understanding (motivational factor)	33,767	4	,476	250	70,981	<,001
Zscore: Enhancement (motivational factor)	32,115	4	,502	250	63,955	<,001
Zscore: Career (motivational factor)	21,303	4	,675	250	31,554	<,001
Zscore: Social (motivational factor)	20,305	4	,691	250	29,380	<,001
Zscore: Protective (motivational factor)	30,271	4	,532	250	56,936	<,001
Zscore: Sport (motivational factor)	21,200	4	,677	250	31,324	<,001
Zscore: Altruistic (motivational factor)	40,491	4	,368	250	109,985	<,001

The F tests should be used only for descriptive purposes because the clusters have been chosen to maximize the differences among cases in different clusters. The observed significance levels are not corrected for this and thus cannot be interpreted as tests of the hypothesis that the cluster means are equal.

The clusters can be assessed substantially to see the potential differences between the formed clusters. Cluster 1 receives higher scores in Values and Altruistic motives, and lower than other clusters in Career related motives. Cluster 2 gets higher scores in all motivational functions, but particularly Protective motivational functions seem to stand out receiving significantly higher scores than other clusters. Cluster 3 gets higher scores in all motivational functions, but Protective motivational functions receive smaller scores in relation to other clusters. Cluster 4 gets lower scores than other clusters in all motivational functions. Cluster 5 receives higher scores in Understanding and Career related motivational functions, otherwise the scores are lower than other clusters (Table 19).

Table 20 Final cluster centers, K-mean cluster analysis

	Cluster				
	1	2	3	4	5
Zscore: Values (motivational factor)	,47306	,46849	,56089	-1,29412	-,96722
Zscore: Understanding (motivational factor)	-,36317	,55905	,62209	-1,48343	,03149
Zscore: Enhancement (motivational factor)	-,28745	,63487	,62925	-1,38353	-,24063
Zscore: Career (motivational factor)	-,83127	,61374	,45771	-,64919	,12381
Zscore: Social (motivational factor)	-,51804	,45550	,62355	-,76813	-,32570
Zscore: Protective (motivational factor)	-,24125	1,53776	-,34285	-,01184	-,52237
Zscore: Sport (motivational factor)	-,12818	,60863	,48633	-1,03964	-,44431
Zscore: Altruistic (motivational factor)	,30606	,55525	,61772	-1,54706	-,72726

Based on above mentioned analysis, it is possible to create profiles and describe their distinctive features. The motivational profiles can be seen in Table 20.

Table 21 Motivational profiles, K-mean analysis

VOLUNTEER PROFILE	DESCRIPTION
Altruistic and value oriented	Volunteering is motivated by values and willingness to help others. Helping others for the sake of it is something this volunteer is willing to do. Volunteer also sees value in helping others and participating in common activities.
Protective	Volunteer who volunteers mostly because it helps person to avoid guilt and other negative feelings that would arise from not participating. This volunteer also sees other values in volunteering, so it is not, however, unpleasant for the volunteer.
Enthusiastic volunteer	Volunteer, who participates for all the other reasons than guilt. Volunteering makes them feel good, and they have many motivations to volunteer.
Amotivated participant	Volunteer, who does not feel strong motivation to volunteer through any of the motivational functions. They feel that they have or are supposed to participate, but they do not find any motivation to do so.
Career oriented	Volunteer, who sees volunteering and being a part of sport organizations' operations as an effective way to progress own career and get new opportunities.

H4 in this research is that the volunteers in ice hockey and floorball sports organization in Finland can be classified into distinct motivational types. Based on the cluster analysis we can say that this is confirmed, and classification based on motivational types can be done.

In figure 11 the motivational profiles of both cluster analyses are combined. Both clustering methods were able to identify volunteers that are Altruistic and value oriented (driven by enjoying and valuing ability to help others and do good through volunteering), Career oriented (seeing volunteering as a benefit in their desirable future career) and with Protective orientation (volunteering in order to avoid negative consequences and feeling guilty of not participating). In addition to this there are volunteers who are motivated by Sport and organization or ability to Use competence and socialize. There are also volunteers who volunteer mainly because they are socialized to do it: people in their close circle volunteer and/or their families have always participated in volunteering activities. Also, one group can be identified who is just participating and doing what they must do, without any motivation to participate.

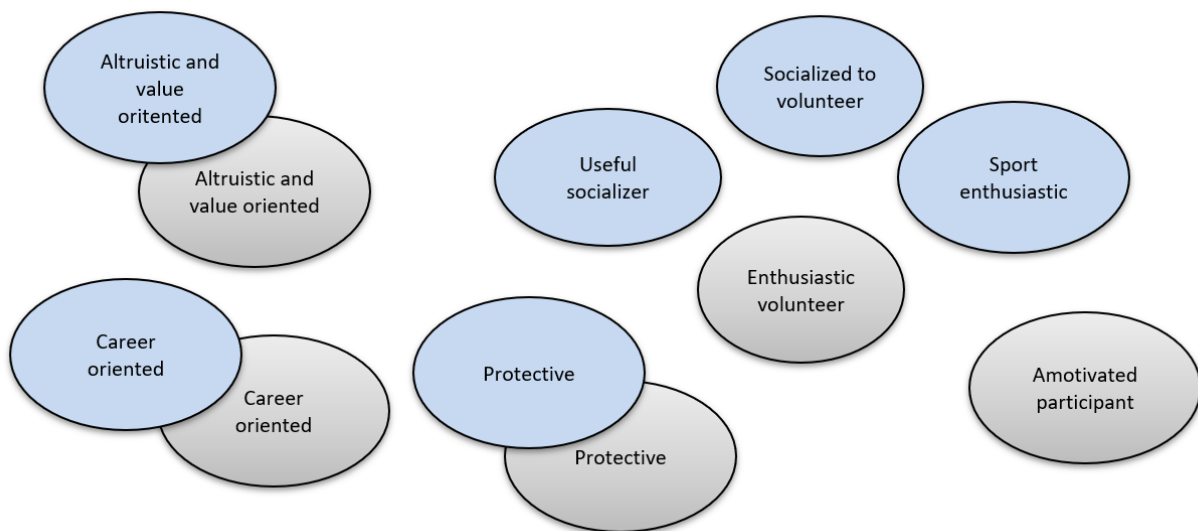


Figure 11 Profiles based on both clustering methods

7 Discussion

7.1 Sport volunteers

The respondents in this survey consist of volunteers from the age group 31 – 50 years old, equaling about 84% of all respondents. This result is similar to the most common age group of volunteers in the study by Coleman (2002) concerning volunteers in the field of cricket in the UK. That this age group was so well presented here might be due to most respondents volunteering in youth sport organizations. It might be that volunteering in sport organizations is more common amongst those who have or could have children of junior sport age. This age group has children who participate in sports, they might start having more resources to volunteer and, as Nichols and Shepherd (2006) said, volunteering in sport is an option to continue being part of the sport organization, even though not participating as active athlete anymore. But one factor affecting the results is that the survey was distributed through social media channels and networks consisting of participants of age from 30 to 50.

Some previous studies have shown that volunteering in sport is more common for men (Downward et al. 2005; Nichols & Shepherd 2006), and this was confirmed only at some level in this study. Coleman (2002) and Downward et al. (2005) have shown in their studies that gender balance of volunteers tends to represent the gender balance of the sport participants. According to Lehtonen, Oja and Hakamäki (2022) the in 2020 from all the players having license 8 % were girls and women in ice hockey and 17 % in floorball in Finland. Both in floorball and in ice hockey majority of the participants is male. This theory of gender balance of the sport participation can be seen in ice hockey, but according to that you would assume seeing more male volunteers also in floorball. However, we can again state that this data does not represent the entire population, and random selection of respondents may have affect on the results in this study.

A clear majority of the respondents (208 out of 250 responses) stated that they are volunteering in the organization that their child or children belong to. Again, this might be due to how the survey was distributed also through own network, which consists of parents of junior athletes. But it might also show some indications of volunteering in Finnish floorball and ice hockey organizations in general. The parents of participants form most of the volunteers. If so, this is something to consider, because it means that there is a constant need for recruiting and training new volunteers

to run the operations of the sports organizations. As the junior athletes grow older, they might leave the organization, and they take the volunteers with them. Getting parents involved is of course valuable and important. But sport organizations should also find means to retain and recruit volunteers even when their children might not be actively involved in the sport activities. However, it seems that those who are volunteering retain volunteering for several years, so it is plausible that there are many volunteers who have always been involved in organization's operations. The question is then how to pass the intrinsic and explicit knowledge from experienced volunteers to those who are just at the beginning of being volunteer.

Volunteering in organizations that have representative team in highest league in Finland was more common amongst the floorball volunteers than ice hockey volunteers in this study. One reason for this difference might be due to the distribution of the survey: the survey was posted in floorball themed social media group, whereas the ice hockey respondents were sought through email requests and own networks. Posting in social media groups might provide a more diverse group of respondents, and therefore it might represent the population better. Because the networks utilized are from junior sport, this could lead to overrepresentation of this group of volunteers in ice hockey. Another reason for this difference might also be that volunteering could be more common in non-professional sport teams. There are no professional athletes in Finnish floorball, even though few might receive some kind of financial income from playing in a team. Also operating in association status is more common in at the highest level of floorball is common, whereas in ice hockey the top-level teams are operating under separate companies.

In this research the average volunteer was 41 – 50 years old and volunteering for junior sport. They have been volunteering for 9 years and spend about 8 hours a week on voluntary activities. Only about one fifth of the respondents volunteer in more than one sport organization currently. About half of the respondents do not have personal experience as athlete in the field of the sport that they are currently volunteering in. It has been said that many of the youth sport organizations' volunteers initially participate in sport organization's operations because of their children playing. However, there is and should be something beyond that, what makes people want to donate on average one whole workday on top of their normal work life duties.

7.2 Motivation of volunteers

Early content theories suggested that a person should have their basic needs fulfilled, before they are able and willing to help others, develop themselves and create something new (Gawel, 1996; Neely et al., 2022; Shye, 2009). This notion has and can be used when discussing if the research about volunteering and volunteers reaches only those who are in good enough position in their life to have possibility to consider volunteering as an option. That may be true, and it is something to consider when, for example, applying the results of research. One could on the other hand state that volunteering is not the only social phenomenon, which tends to be more common amongst certain social groups. And even though those who have material necessities in place, might struggle with other resources needed for volunteering, like for example time and competence. As Wilson and Pimm (1996) state, volunteering can be seen as a tool for aiming to reach those needs higher in hierarchy, it is not need itself. Shye (2009) points out that volunteering does not go aligned with the idea of people seeking to maximize their own benefit, whenever they have free will and opportunity to do so. Understanding the concept of volunteering from this perspective requires that we assume that people are altruistic by nature, and egoistic self-interest is not the only force driving us to act or that we assume that volunteering is supporting a person's own needs and aspirations, and is in fact, a tool to gain benefits.

In this study the Volunteer Function Inventory (Clary & Snyder, 1999) was used as a basis of studying motivation of volunteers. In literature review also, other classifications of motivational functions were presented. However, when analyzing the different models, it was possible to see similarities in different models. Those were adapted under the classification presented in VFI. These models, as presented in literature review in this study, add to the classification of volunteer functions and give a deeper understanding of the motivational elements behind volunteering.

One question in this study was to study if the average volunteer in floorball and ice hockey in Finland has more than one dominant motivation. Based on the data collected, it was possible to confirm this. Values, altruistic motives, and enhancement functions are the most important motivational functions. People are volunteering for sport organizations because volunteering goes aligned with what they value in life, because they want to help others and do good, and because it makes them feel good about themselves. The results were similar for both fields of sport, even

though there were some minor differences in how applicable certain statements concerning motivational functions were experienced.

According to collected data, it can be assumed that protective and career-oriented motivational functions do not have significant importance to people volunteering in these organizations. This means that the respondents do not see volunteering as a means to avoid negative feelings or to support their career aspirations. Considering the age of the respondents in this survey, the finding that career-related functions do not have that significant importance can be understood as many of the volunteers might already be in the career they have wanted. There might also be an incapability to acknowledge volunteering to promote career aspirations. The low scores of protective functions might be due to the low importance of them or that they are not as important compared to other functions. People also might tend to answer like they would like to see themselves, and therefore the statements that support positive self-image are more attractive than those that would claim the respondent to participate to avoid negative feeling for themselves.

The most important motivational functions were also analyzed according to different background groups: age, gender, region, and the highest level of the representative team. The most dominant motivational functions for each subgroup were like those observed in the material in total. One could assume, that for example for younger groups the Career function would be more important, but this was not confirmed in this study. Also, as some claim that volunteers are volunteering mainly because of their child participating as an athlete, it would lead to assume that Protective functions (avoiding guilt, avoiding negative attention) would have more importance. In this study this was however not supported. It might of course be that people do not consciously identify these kinds of reasons but are tending more towards explaining their volunteering with altruistic or other functions, that have a more positive undertone. Only difference that could be mentioned was created when analyzing most important motivational functions in different counties or regions in Finland. According to this study volunteers in Eastern-Finland are representing more Social functions, whereas importance of Understanding functions has less importance. And in Western-Finland the Career functions are more important than in other parts of Finland. This may be coinciding, but it might also tell something about the cultural differences

between the regions or the availability of sport-related career options or suitable educational institutions in the region.

Process theories of motivation do not talk directly about the motivation of volunteers, but instead these processes are the ones that the motivation is represented and has effect. In the Volunteer Process Model by Omoto and Snyder (2002) they concentrate on the prerequisites of volunteering, the experience of volunteering and the consequences of volunteering. The prerequisites link this model to content theories of motivation, as it claims that a person must have certain antecedents before they are able to choose to volunteer. The experience, including the satisfaction to the volunteering experience, links this process model to volunteer functions. Clary and Snyder (1999) and Stukas et al. (2009) claim that people are satisfied with the experience if they feel their needs are met and can reach their goals through volunteering. That is why it is important to know what motivates people, so that organizations have more knowledge of how to provide volunteers with such elements that meet their needs and aspirations. However, as Stukas et al. (2009) also point out, those who are the most motivated have the highest expectations and therefore are more at risk of getting disappointed. One could say that it is good to be motivated and feel strongly about volunteering, but for an organization these kinds of volunteers are a challenge, because they need to consider more carefully how to communicate and what to offer to their volunteers.

In this study motivation was also reviewed from the locus of motivation point of view. Here the self-determination theory of motivation (Ryan & Deci 2000) was used. It seems most of the volunteers that participated in this survey have intrinsic motivation. This means that most of the respondents volunteer because they want to do so, and out of pure willingness to volunteer. Volunteering because it helps to reach something valuable, or the set goal (Identified motivation) was the second most common locus of motivation. Volunteering because it is part of a person's identity, and it is internalized as something that is done (integrated motivation) was the third. Intrinsic motivation goes well aligned with the Altruistic functions of volunteering – volunteering something that a person does out of pure joy and willingness to help others and participate. For some volunteering might serve to fulfill their integrated values, and it is something that is done because it makes the self-image coherent. Volunteering is also seen as a means to reach certain goals. If linked to the most dominant motivational functions, this goal might be the possibility to live according to your own values and beliefs or to feel good and appreciated.

7.3 Motivational profiles

The motivational profiles of volunteers of floorball and ice hockey organizations in Finland were made using two methods of clustering: hierarchical clustering and K-mean analysis. The clusters were made based on the motivational functions that were found in previous research.

Hierarchical clustering provided six volunteer profiles:

- *Altruistic and value oriented*: one who is volunteering because person values volunteering and helping others, and volunteering brings them joy.
- *Useful socializer*: one who enjoys the social aspects of volunteering and wants to make use of their own competencies to benefit others.
- *Sport enthusiastic*: one who likes the sport in question and wants to be a part of the organization they are volunteering in.
- *Socialized to volunteer*: one who has everyone in their closest network volunteering and volunteering is something that runs in the family.
- *Career oriented*: one who sees volunteering as a means to benefit one's own career goals.
- *Protective*: one who is volunteering because they want to give back to society and because they want to avoid the guilt of not participating.

K-mean cluster analysis was iterated with five volunteer profiles:

- *Altruistic and value oriented*: one who is volunteering because person values volunteering and helping others, and volunteering brings them joy.
- *Protective*: one who is volunteering because they want to avoid negative feelings and guilt of not participating.
- *Enthusiastic volunteer*: one who is volunteering because of many reasons, volunteering means only positive things to them.
- *Amotivated participant*: one who is participating without any motivation, just because they feel that they are obliged to volunteer.
- *Career oriented*: one who sees volunteering as a means to benefit one's own career goals.

Three profiles are emerging through both analysis: Altruistic and value-oriented, Protective and Career oriented. As this kind of profiles are supported in two analyses, one could assume that they represent the profiles that can be found amongst volunteers in floorball and ice hockey organizations in Finland.

Alexander et al. (2015) presented three motivational segments, which are not comparable with these presented in this study. The interest of profiling was different, as Alexander et al. (2015) assessed the intensity of motivation, whereas here the functions of motivation were at interest. When it comes to six motivational profiles that Treuren (2014) proposed, there are not that many profiles that would be similar in this study. The only clear similarity is between the Treuren's "Very keen enthusiast" and here presented "Enthusiastic volunteer." This does not necessarily mean that one or the other of segmentations would be incorrect. We must note that the data was collected from different populations. Treuren (2014) studied event volunteers in general, whereas here the interest lies in continuous volunteers of sport organization.

7.4 Validity

Validity of the study tells how well the intended things are measured (Vilkka 2007, 150). The assessment of validity consists of reflecting how well the operationalization of theories into research questions has succeeded and if the measures are right for the planned research.

The questions of the survey were written in Finnish based on prior studies conducted in English. The respondents were provided with Finnish survey. When analyzing the results, the translation from Finnish to English was again made. All the translations were made by native Finnish speaker with professional level of English. Multiple translations might have caused some minor changes in meanings and loss of linguistic nuances. To avoid this the translations should have been verified by someone who is both familiar with the theory and has advanced level of English skills. The effect of translation errors on the results of the study could be looked on as minor, as the understanding of the theory behind the survey was clear both when doing the translations and analyzing the results. Few more rounds of iteration when translating the statements in Finnish could have been however beneficial for overall clarity of the survey.

In addition to that, there were statements that were unclear or repetitive. Adding similar questions might have benefits if one wants to check the similarity of the responses. However, in this case similar questions might have felt unnecessary for the respondent. Also, in regarding some statements, it is possible that the respondents have understood it differently. The statements in this study should have been clearer and more carefully planned. Misunderstandings

or different interpretations are not such that would make the study not reliable, but it would have improved its' quality if the statements had been clearer.

Volunteer motivation models and functions have been criticized. For example, Shye (2009) points out that theories about motivational functions are self-fulfilling, as in many cases the volunteers are asked to answer why do they volunteer with a predefined set of questions. The same findings are repeated, and new items challenging the existing lists of motivational functions rarely rise. Also, asking volunteers if they volunteer because they want to help others or do good, is just confirming the definition of volunteering, as volunteering is doing something for others without any rewards or remunerations. As such, this study is at the same biased path as criticized. It is questionable if the survey truly can capture the essence of volunteer motivation in sport organizations or is it just certifying that the theories about volunteer motivation functions apply also in that context. Allowing people to freely describe their volunteering or observing them as they volunteer might give new perspective to volunteer motivation, and such research could be done to complement existing research.

7.5 Reliability

Reliability of the study means how constant or random the results of the research are. If the results are reliable, the results would be the same, even if the research were repeated. (Vilkka 2007, 149.)

In this study there was strong emphasis on junior sports. This may be due to my own network consisting of those participating in junior sport. However, this might have an effect to the results, and they might not be representing the entire population of floorball and ice hockey volunteers in Finland. Also, even though the data was collected from many regions in Finland, there are some areas that provided no or very few answers. To get a better understanding of the volunteering in sport organizations in the mentioned fields of sport, it would be good to receive data also from those underrepresented areas.

The data was collected with an online survey that was open for anyone to answer. This allows to reach respondents from different parts of Finland resource effectively. But at the same time, it is

impossible to know who has answered the survey. Even though the risk of made-up responses or the same person giving multiple responses is quite small, it cannot be overlooked.

When people are asked to assess themselves, there is always a possibility that they answer based on the image that they have of themselves or what is the ideal they would like to achieve. This might be done unconsciously, without even thinking of it. Shye (2009) suggests that volunteer motivation could be studied by asking respondents to answer why do they think that anyone would volunteer, which creates certain distance between the person answering and the volunteering activities and would as such allow greater objectivity.

Shye (2009) also points out that volunteers are not always aware of their motivations. When given the options, they then start to assess their volunteering through the given statements or questions. This strengthens the findings that previously suggested motivational theories are valid. At the same time researchers might miss an element of motivation that would turn out to be important, but it stays hidden as the respondents do not consciously think of it and therefore are not able to bring it up when asked about motivations to volunteer.

7.6 Ethics of the research

Whenever there are human participants in the research, it is important to ensure that they have informed consent to participate. This means that people are free to decide if they want to participate or not. They can discontinue participating at any time and withdraw their participation. They must be given the information about the research topic and the process, so that participants have a clear understanding of what they are participating in and how the data they are given will be processed. They should be aware of what data is collected, how it is treated and how long and how it will be stored. People should also be given information about the possible risks of participating. If possible, the information concerning the research should be given in the language of the participant. (Finnish National Board on Research Integrity TENK 2019, 9-10.)

The information about the study and its' purpose was given to the potential respondents in the social media posts and the messages that were sent to the sport organizations. The information about study and its' purpose was repeated in the beginning of the online survey. The respondents were also provided with contact information if they had any questions concerning the study. The

first question in the survey was about consent, and only those willing to participate were forwarded to the study's questionnaire. Respondents could quit the survey at any point, and in such cases no data was recorded. Unfortunately, because all the gathered responses are anonymous and collected without any identification information, it is not possible for individual respondent to ask removal of their data once it has been saved to the Webropol.

No personal data was collected during this research. All the data is anonymous. It could be possible to combine data in such a manner that it would lead to identifying one individual. This data is however only processed by the researcher. Everything published is combined and processed so that it is impossible to identify anyone from the research.

All collected data is stored in Webropol-service and as backup file in researchers personal cloud storage. The data and all its copies will be deleted after the date informed to the participants before they decide if they want to answer the survey. The researcher has kept the right to utilize the gathered data for Master's thesis and for further studies and publications until given date. The same anonymity of respondents will be ensured also concerning potential future studies and publications.

There are no conflicting interests or financial attachments concerning this research. The process has not been commissioned, and the research has not received any funding. The findings of this research will be openly available for anyone interested in publication of the thesis reporting the results of the research.

8 Conclusion

This study was originated because in Finland the basis of the sport in general is formed on the sport organizations that are operating as public utility associations run by volunteers. In many cases, volunteers are responsible for the operative actions and the whole association administration. It has been noted that it is becoming harder to recruit and retain volunteers, as the lifestyle of today's people does not necessarily promote volunteering. This challenges the sports organizations' ability to operate. It also burdens those volunteering, as there are only a few to whom the tasks could be allocated.

One solution to the above-mentioned problem would be hiring people for the sports organizations. This would, however, lead to increasing operational costs in the organizations. By law, the possibilities for public utility association to generate income and profit are limited, most operating costs are covered by participation fees from the organization's members. As the general economic situation has become more difficult, it might be hard for some people to handle the payment obligations as they are, let alone if the amount to be paid will be increased. There has been discussion about the increasing fees of junior sports. There is a threat that fewer children will be able to participate in sport if the costs keep increasing. This will create inequality and might have negative consequences in both mental and physical health of the youth. Missing large population of youth athletes might also have impact on the Finnish sport in general, as the possibility to make progress in sport is more determined by the financial situation than the talent.

It is evident that volunteers are an extremely valuable asset for any sports organization. Therefore, recruiting and retaining volunteers is important for sport organizations. To being able to create incentives for increasing individuals' willingness to volunteer, organizations need to understand who their volunteers are or might be. This study provides one perspective to this question through looking at the motivation of sport organization volunteers. The aim was to identify what kind of volunteer profiles can be found amongst volunteers in Finnish sport organizations in the field of ice hockey and floorball.

The motivation of the respondents is intrinsic in nature. Most of the respondents enjoy volunteering and they do it because participating brings them joy and makes them feel good. It might be that they have come to think that volunteering is something they are – it might not be a

source of endless joy for them, but volunteering is a part of their identity. For example, someone might have an identity of being a junior ice hockey coach. Some see volunteering to achieve some goals in life. This means that the locus of their motivation is shifting a bit from the intrinsic to extrinsic, and volunteering is more an instrument for reaching something that is intrinsically valuable for the volunteer. Even though this finding does not help sport organizations to recruit or retain volunteers, it still has some value. Intrinsically motivated volunteers may be more likely to retain volunteering (Kim et al. 2019) as they are not dependent on external remuneration or rewards, but they see the volunteering as rewarding. Sport organizations should foster the forming of intrinsic motivation.

Volunteering serves a function, like altruistic willingness to do good or opportunity to learn new things, and that is the key reason for a person to be motivated in participating. The dominant functions were Values, Altruistic and Enhancement. This means that people volunteer because it supports what they think is valuable, they enjoy being able to help others, and volunteering makes them feel good about themselves. Socializing and networking seems important (Social function), as well as learning new things and being able to utilize acquired competencies (Understanding function).

Based on the volunteer functions profiles of volunteers were created. The two conducted cluster analysis produced three similar profiles: Altruistic and value oriented, Protective and Career oriented. Altruistic and value-oriented volunteers volunteer because it is something that brings them joy and is “the right thing to do.” Protective volunteers volunteer because they want to avoid feeling guilty of not participating. Career oriented volunteers see volunteering as a way to achieve some sport related professional goals. Each group could be targeted with different messages. For example, emphasizing volunteering as a means for doing valuable work for children and highlighting the good vibes one can get from participating might be something that could address Altruistic and value-oriented volunteers. For Protective emphasizing the importance of everyone participating might be the key to recruiting and retaining them as volunteers. Showing the costs and what can or cannot be done might be an efficient way for this group. And for those who are Career oriented providing possibilities to educate themselves and displaying success stories and supporting career paths for sport officials can be motivating.

It seems that even though volunteers might start volunteering because of their children starting a hobby, the motivation to do so lies somewhere deeper.

This study creates interest for some topics of future study. Profiling of continuous volunteers in sport organizations could be done for other fields of sport. It would be interesting to see whether the volunteers for individual sport are different than the volunteers in team sport. Now floorball and ice hockey were chosen because they are popular, but the volunteer motivation profiles could also be studied in more marginal fields of sport. Also, repeating the study in another country and comparing the results could be an option for future study. Another line of future study would be considering these results as a starting point for creating communication or management systems for volunteers in sport organizations. This would also be one suitable way to apply these results in practice.

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Appendices

Appendix 1: Survey



TUTKIMUS VAPAAEHTOISTEN MOTIVAATIOON LIITTYEN JAMK - Sport Business Management (yamk), opinnäytetyö

Tutkimuksessa vapaaehtoinen = kuka tahansa, joka ilman erillistä korvausta ja omasta tahdostaan toimii toisten hyväksi

SPORT BUSINESS MANAGEMENT (yamk) - OPINNAYTETYÖ

Tämä kysely liittyy Jyväskylän ammattikorkeakoulun Sport Business Management (yamk) -tutkintoon suoritettavaan opinnäytetyöhön, jossa tutkitaan urheiluseuroissa toimivien vapaaehtoisten motivaatiota. Tässä tutkimuksessa vapaaehtoisilla tarkoitetaan kaikkia niitä henkilöitä, jotka ilman erillistä korvausta ja omasta tahdostaan toimivat toisten hyväksi.

Kysely toteutetaan Webropol-lomakkeikyselyinä, johon on mahdollista vastata 30.11.2023 saakka.

Kyselyyn saatuja vastauksia käytetään ensisijaisesti mainitussa opinnäytetyössä, mutta kyselyn laatija voi käyttää niitä myös aincistora omassa muussa ammatti- tai akateemisessa julkaisemisessa vuosien 2023 ja 2024 aikana. Tietoja ei luovuteta muihin tarkoituksiin tai muille toimijoille. Kyselyn vastaukset säilytetään oppilaitoksen Webropol-ympäristössä, ja niitä voidaan väliaikaisesti siirtää käsiteltäväksi esimerkiksi tilastollisen analyysin mahdollistamaan sovellukseen.

Kyselyn vastaajista ei kerätä henkilötietoja tai muita tunnistetietoja, eikä yksittäistä vastaajaa ole mahdollista tunnistaa aineistosta tai julkaitavista tiedoista. Vastaajien yksityisyyden suojaamiseksi julkaisuvaiheessa voidaan yhdistää tietoja, jolloin varmistetaan, ettei yksittäisiä vastaajia ole mahdollista tunnistaa aineistosta.

Kyselyyn vastaaminen on täysin vapaaehtoista. Vastaajalla on mahdollisuus koska tahansa halutessaan keskeyttää kyselyyn vastaaminen.

Lisätietoja kyselyyn liittyen antaa:

Anna Sivonen

1. Olen lukenut kyselyn kuvauksen ja ymmärrän, mihin ja miten antamiani vastauksia tullaan hyödyntämään. Suostumuksellani annan luvan käsitellä ja hyödyntää kyselyyn antamiani vastauksia kuvatulla tavalla. *

-
- Kyllä, annan suostumukseni vastauksieni käsittelyyn ja hyödyntämiseen kuvatulla tavalla.
- Ei, en anna suostumustani vastauksieni käsittelyyn ja hyödyntämiseen (kysely päättyy)

2. Vastaajan ikä

- Alle 20 vuotta
- 21 - 30 vuotta
- 31 - 40 vuotta
- 41 - 50 vuotta
- 51 - 60 vuotta
- yli 60 vuotta
- En halua vastata

3. Vastaajan sukupuoli

- Nainen
- Mies
- Muu
- En halua vastata

4. Valitse maakunta, jonka alueella asut *

- Pääkaupunkiseutu
- Muu Uusimaa
- Varsinais-Suomi
- Kanta-Häme
- Päijät-Häme
- Kymenlaakso
- Etelä-Karjala
- Pohjois-Karjala
- Etelä-Savo
- Pohjois-Savo
- Keski-Suomi
- Pirkanmaa
- Satakunta
- Etelä-Pohjanmaa
- Pohjanmaa

- Pohjois-Pohjanmaa
- Keski-Pohjanmaa
- Kainuu
- Lappi
- Ahvenanmaa

5. Valitse se laji, johon liittyvää vapaaehtoistoimintaa vastauksesi koskevat (valitse vain yksi) *

- Salibandy
- Jääkiekko

6. Toimitko vapaaehtoisena ensisijaisesti

- Aikuisten toiminnassa
- Junioritoiminnassa
- Molemmissa, ensisijaisuutta ei voi määrittää

7. Seura, jossa toimit vapaaehtoisena (jos useita, valitse se, jota koskien ensisijaisesti vastaat kyselyyn)

8. Oletko ollut mukana vapaaehtoisena useamman urheiluseuran toiminnassa (mikä tahansa laji)?

- Kyllä, olen aikaisemmin ollut mukana vapaaehtoisena toisessa(kin) seurassa, mutta en enää.
- Kyllä, olen tälläkin hetkellä mukana vapaaehtoisena useamman urheiluseuran toiminnassa.
- En, olen toiminut vapaaehtoisena vain tässä yhdessä seurassa.

9. Kuinka kauan olet ollut mukana vapaaehtoisena urheiluseuran (tämä ja/tai muut seurat) toiminnassa? Jos yli 30 vuotta, merkitse 30 vuotta.



10. Onko sinulla nimetty rooli nykyisessä urheiluseurassasi (vastaa sen seuran osalta, jossa vapaaehtoisena toimimista vastauksesi ensisijaisesti käsittelevät)?

- Kyllä
 Ei

12. Kuinka paljon aikaa viikossa käytät keskimäärin vapaaehtoistoimintaan ensisijaisessa seurassasi? Jos yli 20 tuntia, merkitse 20 tuntia.



13. Harrastaako joku läheisesi tai sinä itse siinä seurassa, jonka toiminnassa olet mukana vapaaehtoisena (voit valita useita)?

- Ei
 Lapsi/lapset
 Puoliso tai kumppani
 Muu sukulainen
 Muu lähipiiriin kuuluva

14. Oma tausta lajin parissa

- Olen harrastanut itse aikaisemmin lajia, jonka parissa toimin vapaaehtoisena, mutta en harrasta enää.
 Harrastan itse edelleen lajia, jonka parissa toimin myös vapaaehtoisena.
 Minulla ei ole omakohtaista kokemusta sen lajin harrastamisesta, jossa nyt toimin vapaaehtoisena.

15. Miten hyvin seuraavat väittämät pitävät kohdallasi paikkansa urheiluseuroissa vapaaehtoisena toimimisen osalta? *

	Ei pidä paikkaansa	Ei täysin pidä paikkaansa	Pitää jossain määrin paikkansa	Pitää paikkansa
Toimin vapaaehtoisena koska pidän siitä ja se tuottaa minulle iloa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheiluseurassa vapaaehtoisena toimiminen on osa identiteettiäni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheiluseurassa vapaaehtoisena toimiminen auttaa ymmärtämään ja saavuttamaan tärkeinä pitämiäni asioita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minulla olisi huono omatunto, jos en osallistuisi urheiluseuran toimintaan vapaaehtoisena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toimin vapaaehtoisena urheiluseurassa pakon sanelemana tai koska minua palkitaan siitä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheiluseurassa vapaaehtoisena toimiminen ei tunnu minusta lainkaan merkitykselliseltä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Kuinka hyvin seuraavat vaihtoehdot pitävät kohdallasi paikkansa *

	Ei pidä paikkaansa	Pitää paikkansa vain vähän	Pitää jossain määrin paikkansa	Pitää paikkansa
Minusta on tärkeää auttaa muita, jos minulla on siihen mahdollisuus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen ihminen, joka haluaa osallistua yhteiseen tekemiseen ja auttaa muita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheiluseurassamme tehdään asioita, joita pidän arvokkaina.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiessani minulla on mahdollisuus oppia uutta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voin käyttää osaamistani toimiessani vapaaehtoisena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen auttaa minua ymmärtämään paremmin urheiluseuran toimintaa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiessani tunnen itseni hyödylliseksi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen tyytyväinen itseni, kun toimin vapaaehtoisena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen tuottaa minulle iloa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uskon, että vapaaehtoisena toimiminen auttaa minua eteenpäin urallani.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheiluseurassa vapaaehtoisena toimiminen on hyvä lisä ansioluettelooni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ei pidä paikkaansa	Pitää paikkansa vain vähän	Pitää jossain määrin paikkansa	Pitää paikkansa
Vapaaehtoistoiminnan myötä minun on mahdollista muodostaa verkosto, josta voi olla hyötyä myös ammatillisesti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lähipiirissäni on paljon muitakin, jotka toimivat aktiivisesti vapaaehtoisina.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perheessäni on aina osallistuttu vapaaehtoistoimintaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiessani tutustun uusiin ihmisiin ja saan olla muiden kanssa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen saa minut tuntemaan itseni tärkeäksi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen antaa minulle positiivista ajateltavaa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuntisin syyllisyyttä, jos en toimisi vapaaehtoisena urheiluseurassamme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen vähentää hyväosaisuudesta tuntemaani huonoa omaatuntoa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen erittäin kiinnostunut lajista, jonka parissa toimin vapaaehtoisena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minulle on arvokasta olla osana nimenomaan tätä seuraa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minulle on tärkeää auttaa seuraamme menestymään.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haluan auttaa muita ihmisiä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vapaaehtoisena toimiminen tuottaa minulle hyvän mielen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haluan nähdä muiden saavan mahdollisuuksia ja menestyvän.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Millaisia ajatuksia ja tunteita vapaaehtoisena toimiminen sinussa herättää? Mikä saa sinut jatkamaan vapaaehtoistoimintaa urheiluseurassa? Mikä saisi sinut harkitsemaan urheiluseurassa toimimisen lopettamista (tai mikä on saanut sinut harkitsemaan sitä)?

Appendix 2: Difference between motivational functions of floorball and ice hockey volunteers, Mann-Whitney U-test

	Mann-Whitney
Values: It is important to help others when I have the opportunity	-0.69 (p=0.493)
Values: I consider myself as a person who is willing to participate and help others.	-2.38 (p=0.017)
Values: I value and appreciate things that our sport organization is doing.	-0.7 (p=0.485)
Understanding: Volunteering is an opportunity to learn new skills and competences.	-0.63 (p=0.529)
Understanding: Volunteering gives me an opportunity to use my competence in practice.	-1.19 (p=0.234)
Understanding: Volunteering gives me perspective and better understanding of the sport organization and its operations.	-0.91 (p=0.362)
Enhancement: Volunteering makes me feel that I'm useful.	-1.77 (p=0.077)
Enhancement: I feel good about myself that I'm participating in our sport organizations operations.	-1.63 (p=0.103)
Enhancement: I enjoy volunteering.	-0.98 (p=0.325)
Enhancement: Volunteering makes me feel important.	-2.66 (p=0.008)
Career: Volunteering will help me to build a career that I'm aiming for.	-1.53 (p=0.127)
Career: Volunteering looks good in my resume.	-1.57 (p=0.116)
Career: I have a possibility to establish important professional network through volunteering.	-0.65 (p=0.518)
Social: Many of those closest to me volunteer.	-0.58 (p=0.561)
Social: My family has always participated in voluntary activities.	-0.99 (p=0.324)
Social: Volunteering is a great way to meet new people and socialize.	-1.17 (p=0.242)
Protective: Volunteering gives me something positive to think about.	-0.52 (p=0.604)
Protective: I would feel guilty if I would not participate in any way.	-0.77 (p=0.440)
Protective: Volunteering reduces my guilt of being more fortunate than others.	-2.2 (p=0.028)
Sport: I love the sport I'm volunteering for in general.	-1.4 (p=0.162)
Sport: Being a part of this particular organization is important and valuable for me.	-1.97 (p=0.049)
Sport: I want to help our organization to succeed.	-0.25 (p=0.806)
Altruistic: I want to help others.	-1.53 (p=0.127)
Altruistic: Volunteering makes me feel good.	-1.64 (p=0.100)
Altruistic: I want to see others succeed and have opportunities.	-0.77 (p=0.441)

Appendix 3. Reliability of measuring the motivational functions

Statements concerning “Values”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,575	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Values: It is important to help others when I have the opportunity	7,1294	,775	,500	,319
Values: I consider myself as a person who is willing to participate and help others	7,2667	,708	,457	,357
Values: I value and appreciate things that our sport organization is doing	7,2745	,853	,231	,713

Statements concerning “Understanding”

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,669	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Understanding: Volunteering is an opportunity to learn new skills and competences.	6,9961	1,067	,560	,462
Understanding: Volunteering gives me an opportunity to use my competence in practice.	6,8118	1,437	,443	,626
Understanding: Volunteering gives me perspective and better understanding of the sport organization and its operations.	7,0471	1,218	,455	,611

Statements concerning “Enhancement”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,784	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Enhancement: Volunteering makes me feel that I'm useful.	9,9373	2,965	,573	,739
Enhancement: I feel good about myself that I'm participating in our sport organizations operations.	10,0627	2,618	,708	,667
Enhancement: I enjoy volunteering.	9,8627	3,292	,555	,754
Enhancement: Volunteering makes me feel important.	10,4902	2,495	,569	,757

Statements concerning “Career”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,813	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Career: Volunteering will help me to build a career that I'm aiming for.	4,4745	3,069	,717	,688
Career: Volunteering looks good in my resume.	4,3490	3,204	,691	,716
Career: I have a possibility to establish important professional network through volunteering.	4,1569	3,424	,587	,821

Statements concerning “Social”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,613	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Social: Many of those closest to me volunteer.	6,3294	1,923	,527	,341
Social: My family has always participated in voluntary activities.	6,3294	1,686	,516	,371
Social: Volunteering is a great way to meet new people and socialize.	5,5216	3,439	,293	,679

Statements concerning “Protective”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,391	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Protective: Volunteering gives me something positive to think about.	3,4902	1,944	,101	,495
Protective: I would feel guilty if I would not participate in any way.	4,8235	1,020	,279	,213
Protective: Volunteering reduces my guilt of being more fortunate than others.	5,3647	1,477	,348	,102

Statements concerning “Sport”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,673	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sport: I love the sport I'm volunteering for in general.	6,1725	2,356	,337	,745
Sport: Being a part of this particular organization is important and valuable for me.	6,6157	1,545	,586	,432
Sport: I want to help our organization to succeed.	6,4667	1,667	,557	,478

Statements concerning “Altruistic”:

Case Processing Summary

		N	%
Cases	Valid	255	100,0
	Excluded ^a	0	,0
	Total	255	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,725	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Altruistic: I want to help others.	7,1922	,983	,560	,624
Altruistic: Volunteering makes me feel good.	7,3020	,873	,530	,667
Altruistic: I want to see others succeed and have opportunities.	7,2078	,976	,558	,625

Appendix 4. Crosstables of different descriptive variables and motivational functions

		Age													
		Under 20 years		21 - 30 years		31 - 40 years		41 - 50 years		51 - 60 years		over 60 years		Prefer not to say	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Values_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	0	0,0%	1	1,4%	1	0,7%	0	0,0%	0	0,0%	0	0,0%
	Some importance	1	100,0%	6	46,2%	13	18,6%	28	19,6%	7	25,9%	0	0,0%	0	0,0%
	Important	0	0,0%	7	53,8%	56	80,0%	114	79,7%	20	74,1%	1	100,0%	0	0,0%
Understanding_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	2	15,4%	4	5,7%	6	4,2%	0	0,0%	0	0,0%	0	0,0%
	Some importance	1	100,0%	5	38,5%	19	27,1%	63	44,1%	10	37,0%	1	100,0%	0	0,0%
	Important	0	0,0%	6	46,2%	47	67,1%	74	51,7%	17	63,0%	0	0,0%	0	0,0%
Enhancement_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	0	0,0%	0	0,0%	1	0,7%	0	0,0%	0	0,0%	0	0,0%
	Some importance	0	0,0%	3	23,1%	5	7,1%	16	11,2%	3	11,1%	0	0,0%	0	0,0%
	Important	1	100,0%	10	76,9%	65	92,9%	126	88,1%	24	88,9%	1	100,0%	0	0,0%
Career_cl	Not important	0	0,0%	1	7,7%	14	20,0%	45	31,5%	9	33,3%	0	0,0%	0	0,0%
	Low importance	0	0,0%	3	23,1%	32	45,7%	59	41,3%	12	44,4%	1	100,0%	0	0,0%
	Some importance	1	100,0%	5	38,5%	15	21,4%	30	21,0%	5	18,5%	0	0,0%	0	0,0%
	Important	0	0,0%	4	30,8%	9	12,9%	9	6,3%	1	3,7%	0	0,0%	0	0,0%
Social_cl	Not important	0	0,0%	0	0,0%	0	0,0%	2	1,4%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	6	46,2%	15	21,4%	36	25,2%	3	11,1%	0	0,0%	0	0,0%
	Some importance	1	100,0%	7	53,8%	34	48,6%	58	40,6%	12	44,4%	1	100,0%	0	0,0%
	Important	0	0,0%	0	0,0%	21	30,0%	47	32,9%	12	44,4%	0	0,0%	0	0,0%
Protective_cl	Not important	0	0,0%	4	30,8%	25	35,7%	48	33,6%	8	29,6%	0	0,0%	0	0,0%
	Low importance	0	0,0%	6	46,2%	29	41,4%	62	43,4%	13	48,1%	1	100,0%	0	0,0%
	Some importance	1	100,0%	3	23,1%	13	18,6%	30	21,0%	5	18,5%	0	0,0%	0	0,0%
	Important	0	0,0%	0	0,0%	3	4,3%	3	2,1%	1	3,7%	0	0,0%	0	0,0%
Sport_cl	Not important	0	0,0%	0	0,0%	0	0,0%	1	0,7%	1	3,7%	0	0,0%	0	0,0%
	Low importance	0	0,0%	1	7,7%	7	10,0%	21	14,7%	1	3,7%	0	0,0%	0	0,0%
	Some importance	1	100,0%	6	46,2%	35	50,0%	68	47,6%	18	66,7%	1	100,0%	0	0,0%
	Important	0	0,0%	6	46,2%	28	40,0%	53	37,1%	7	25,9%	0	0,0%	0	0,0%
Altruistic_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	0	0,0%	1	1,4%	4	2,8%	0	0,0%	0	0,0%	0	0,0%
	Some importance	1	100,0%	6	46,2%	20	28,6%	42	29,4%	9	33,3%	1	100,0%	0	0,0%
	Important	0	0,0%	7	53,8%	49	70,0%	97	67,8%	18	66,7%	0	0,0%	0	0,0%

		Gender							
		Female		Male		Other		Prefer not to say	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Values_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	2	1,4%	0	0,0%	0	0,0%
	Some importance	13	12,4%	39	26,5%	0	0,0%	2	100,0%
	Important	92	87,6%	106	72,1%	0	0,0%	0	0,0%
Understanding_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	4	3,8%	7	4,8%	0	0,0%	0	0,0%
	Some importance	36	34,3%	61	41,5%	0	0,0%	2	100,0%
	Important	65	61,9%	79	53,7%	0	0,0%	0	0,0%
Enhancement_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	1	1,0%	0	0,0%	0	0,0%	0	0,0%
	Some importance	9	8,6%	16	10,9%	0	0,0%	1	50,0%
	Important	95	90,5%	131	89,1%	0	0,0%	1	50,0%
Career_cl	Not important	33	31,4%	35	23,8%	0	0,0%	1	50,0%
	Low importance	46	43,8%	60	40,8%	0	0,0%	1	50,0%
	Some importance	20	19,0%	35	23,8%	0	0,0%	0	0,0%
	Important	6	5,7%	17	11,6%	0	0,0%	0	0,0%
Social_cl	Not important	1	1,0%	1	0,7%	0	0,0%	0	0,0%
	Low importance	22	21,0%	38	25,9%	0	0,0%	0	0,0%
	Some importance	39	37,1%	72	49,0%	0	0,0%	1	50,0%
	Important	43	41,0%	36	24,5%	0	0,0%	1	50,0%
Protective_cl	Not important	30	28,6%	54	36,7%	0	0,0%	1	50,0%
	Low importance	44	41,9%	65	44,2%	0	0,0%	1	50,0%
	Some importance	25	23,8%	27	18,4%	0	0,0%	0	0,0%
	Important	6	5,7%	1	0,7%	0	0,0%	0	0,0%
Sport_cl	Not important	1	1,0%	1	0,7%	0	0,0%	0	0,0%
	Low importance	10	9,5%	18	12,2%	0	0,0%	2	100,0%
	Some importance	56	53,3%	72	49,0%	0	0,0%	0	0,0%
	Important	38	36,2%	56	38,1%	0	0,0%	0	0,0%
Altruistic_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	3	2,9%	2	1,4%	0	0,0%	0	0,0%
	Some importance	24	22,9%	53	36,1%	0	0,0%	1	50,0%
	Important	78	74,3%	92	62,6%	0	0,0%	1	50,0%

		County													
		Capital region		Southern Finland, other		Western Finland		Oulu area		Eastern Finland		Åland		Lapland	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Values_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	1	1,7%	0	0,0%	0	0,0%	1	2,6%	0	0,0%	0	0,0%	0	0,0%
	Some importance	17	29,3%	25	23,8%	5	11,6%	5	13,2%	3	27,3%	0	0,0%	0	0,0%
	Important	40	69,0%	80	76,2%	38	88,4%	32	84,2%	8	72,7%	0	0,0%	0	0,0%
Understanding_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	3	5,2%	7	6,7%	0	0,0%	2	5,3%	0	0,0%	0	0,0%	0	0,0%
	Some importance	17	29,3%	42	40,0%	17	39,5%	16	42,1%	7	63,6%	0	0,0%	0	0,0%
	Important	38	65,5%	56	53,3%	26	60,5%	20	52,6%	4	36,4%	0	0,0%	0	0,0%
Enhancement_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	1	1,7%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Some importance	6	10,3%	16	15,2%	3	7,0%	2	5,3%	0	0,0%	0	0,0%	0	0,0%
	Important	51	87,9%	89	84,8%	40	93,0%	36	94,7%	11	100,0%	0	0,0%	0	0,0%
Career_cl	Not important	15	25,9%	27	25,7%	11	25,6%	12	31,6%	4	36,4%	0	0,0%	0	0,0%
	Low importance	27	46,6%	52	49,5%	11	25,6%	13	34,2%	4	36,4%	0	0,0%	0	0,0%
	Some importance	12	20,7%	20	19,0%	14	32,6%	8	21,1%	2	18,2%	0	0,0%	0	0,0%
	Important	4	6,9%	6	5,7%	7	16,3%	5	13,2%	1	9,1%	0	0,0%	0	0,0%
Social_cl	Not important	0	0,0%	1	1,0%	1	2,3%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	18	31,0%	23	21,9%	7	16,3%	11	28,9%	1	9,1%	0	0,0%	0	0,0%
	Some importance	21	36,2%	52	49,5%	16	37,2%	16	42,1%	8	72,7%	0	0,0%	0	0,0%
	Important	19	32,8%	29	27,6%	19	44,2%	11	28,9%	2	18,2%	0	0,0%	0	0,0%
Protective_cl	Not important	16	27,6%	42	40,0%	9	20,9%	17	44,7%	1	9,1%	0	0,0%	0	0,0%
	Low importance	27	46,6%	45	42,9%	19	44,2%	14	36,8%	6	54,5%	0	0,0%	0	0,0%
	Some importance	13	22,4%	15	14,3%	13	30,2%	7	18,4%	4	36,4%	0	0,0%	0	0,0%
	Important	2	3,4%	3	2,9%	2	4,7%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
Sport_cl	Not important	0	0,0%	1	1,0%	0	0,0%	0	0,0%	1	9,1%	0	0,0%	0	0,0%
	Low importance	6	10,3%	15	14,3%	4	9,3%	5	13,2%	0	0,0%	0	0,0%	0	0,0%
	Some importance	30	51,7%	53	50,5%	17	39,5%	23	60,5%	6	54,5%	0	0,0%	0	0,0%
	Important	22	37,9%	36	34,3%	22	51,2%	10	26,3%	4	36,4%	0	0,0%	0	0,0%
Altruistic_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	1	1,7%	3	2,9%	0	0,0%	1	2,6%	0	0,0%	0	0,0%	0	0,0%
	Some importance	22	37,9%	33	31,4%	10	23,3%	9	23,7%	5	45,5%	0	0,0%	0	0,0%
	Important	35	60,3%	69	65,7%	33	76,7%	28	73,7%	6	54,5%	0	0,0%	0	0,0%

		Representative team							
		Team at highest level		Team at second highest level		Team at third highest level		Other	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Values_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	0	0,0%	0	0,0%	2	2,2%
	Some importance	20	24,1%	10	28,6%	8	27,6%	13	14,0%
	Important	63	75,9%	25	71,4%	21	72,4%	78	83,9%
Understanding_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	4	4,8%	2	5,7%	3	10,3%	3	3,2%
	Some importance	36	43,4%	12	34,3%	12	41,4%	32	34,4%
	Important	43	51,8%	21	60,0%	14	48,3%	58	62,4%
Enhancement_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	0	0,0%	1	2,9%	0	0,0%	0	0,0%
	Some importance	11	13,3%	4	11,4%	5	17,2%	5	5,4%
	Important	72	86,7%	30	85,7%	24	82,8%	88	94,6%
Career_cl	Not important	23	27,7%	9	25,7%	10	34,5%	25	26,9%
	Low importance	32	38,6%	21	60,0%	14	48,3%	37	39,8%
	Some importance	20	24,1%	3	8,6%	3	10,3%	23	24,7%
	Important	8	9,6%	2	5,7%	2	6,9%	8	8,6%
Social_cl	Not important	1	1,2%	0	0,0%	0	0,0%	1	1,1%
	Low importance	19	22,9%	9	25,7%	10	34,5%	21	22,6%
	Some importance	44	53,0%	12	34,3%	13	44,8%	40	43,0%
	Important	19	22,9%	14	40,0%	6	20,7%	31	33,3%
Protective_cl	Not important	28	33,7%	13	37,1%	8	27,6%	29	31,2%
	Low importance	37	44,6%	14	40,0%	12	41,4%	43	46,2%
	Some importance	17	20,5%	7	20,0%	9	31,0%	17	18,3%
	Important	1	1,2%	1	2,9%	0	0,0%	4	4,3%
Sport_cl	Not important	1	1,2%	0	0,0%	0	0,0%	1	1,1%
	Low importance	8	9,6%	2	5,7%	4	13,8%	14	15,1%
	Some importance	38	45,8%	17	48,6%	21	72,4%	44	47,3%
	Important	36	43,4%	16	45,7%	4	13,8%	34	36,6%
Altruistic_cl	Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	Low importance	2	2,4%	1	2,9%	0	0,0%	2	2,2%
	Some importance	24	28,9%	14	40,0%	12	41,4%	27	29,0%
	Important	57	68,7%	20	57,1%	17	58,6%	64	68,8%