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Exploring the Motivations for Volunteerism Among Speed Freaks
Volunteer Coaches

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Abstract

Volunteers are vital to the operation of many organisations especially non-profit organisations. The Speed Freaks Charitable Trust is a non-profit organisation which relies on volunteers to provide support to individuals in recovery from substance and alcohol addictions. Speed Freaks volunteer coaches assist these individuals by supporting them during social running activities and events. Research suggests that an individuals' motivations to volunteer are linked to both their satisfaction with volunteer experience and to their future intentions to continue (or desist) volunteering. The aim of this study was to explore and understand the motivational factors which lead Speed Freaks coaches to volunteer for the Speed Freaks Programme. An online survey containing the VFI—a quantitative measure of volunteer motivations—and a series of (qualitative) open-ended questions was distributed to Speed Freaks coaches via their closed Facebook group page. Results indicated that the Values function was most important, and the Career function was the least important to the coaches. Some differences according to gender were observed, however, t-test results suggested that these were not significant. In addition, no significant relationship was found between motivations and time volunteering (volunteer experience). Implications for the recruitment and retention of Speed Freaks coaches are discussed along with suggestions for future research.

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Introduction

Every year individuals dedicate their time to volunteering in different domains, engaging in a range of different activities for various causes. Distinct from the act of volunteering itself, the term volunteerism describes a form of pro-social behaviour where individuals actively seek out opportunities to help others. Another facet of volunteerism is that involvement in volunteering is sustained over extended periods of time (Snyder, 2001). Some may choose to engage in formal volunteerism (i.e., volunteering through an organisation) while others assist more informally. In 2020, the value of formal volunteering in New Zealand was estimated to be \$4 billion per annum and at the time, there were 115,770 registered non-profit organisations which utilized volunteers (*Volunteering Statistics*, 2021). Volunteers are particularly vital to these non-profit organisations, as some rely solely on volunteers to operate successfully. Many volunteers also play a critical role in the delivery of health and social services in many countries, helping to improve their communities and civil society. Based on the many health benefits of volunteerism outlined in the literature, Yamashita et al. (2016) consider volunteering to be a positive public health behaviour alongside smoking cessation, good nutrition and regular exercise.

Past research on volunteerism has explored the factors that lead someone to volunteer, their experiences while volunteering and the impacts that volunteerism can have on the volunteer and the organisations they assist (Dávila, 2009; Omoto & Snyder, 1995). Research supports the notion that an individual's motivations to volunteer can predict an individual's engagement in volunteer activity and motivations have also been linked to satisfaction with volunteer experience and to the benefits an individual may gain from volunteering (Stukas et al., 2016). Research has also highlighted the relationship between satisfaction and retention suggesting that higher levels of satisfaction among volunteers can improve retention (Johnson et al., 2017).

The Speed Freaks Charitable Trust is an example of a non-profit, community organisation in New Zealand. The Speed Freaks work with individuals who are recovering from addiction and substance abuse disorders, to improve their health and well-being, facilitate civic engagement and provide support during the recovery process. This is achieved by engaging in social running/walking activities and events. Volunteer coaches are the backbone of the Speed Freaks support system, assisting the Speed Freaks runners during these activities and events. This study explored the motivational factors which lead the Speed Freaks coaches to volunteer for their role. Findings from this research could inform the development of future strategies for recruiting, training, retaining and supporting new and existing volunteers (Wilson, 2012). The following review of literature outlines research explaining the impacts of volunteerism, the fields in which individuals may volunteer and some of the reasons why individuals may choose to volunteer.

The Impacts of Volunteerism

The impacts of volunteerism have been explored in previous studies where researchers have identified key benefits for the volunteer, the wider communities in which they live, the recipients of voluntary service and the organizations that volunteers belong to. The following sections describe and highlight some of the potential impacts of volunteerism on volunteers, communities, recipients of voluntary services and organizations.

Impact on Volunteers

Volunteer organisations, many of which are non-profit (NGO), play an important role in the economy as employers and service providers thus, contributing to the overall economic output of a country. Economic and socio-economic benefits of volunteerism, such as free labour, community development, acquisition of social capital and easing transitions into the labour market have been highlighted in previous research (Harvey et al., 2007; Persaud & Chisolm, 2020; Wilson, 2012). That is, individuals who choose to volunteer may be

presented with opportunities to learn new skills or hone previously learned skills and knowledge, engage in and contribute to their communities in meaningful ways, build social capital and improve career prospects, all while assisting others and helping to improve their communities.

The importance of volunteers has become more significant in recent times, with volunteer rates increasing globally during the current COVID-19 pandemic (Mao et al., 2021; Miao et al., 2021). In the early stages of the pandemic, the government of England put out a call for volunteers and within 24 hours, 500,000 individuals had signed up for the National Health Services (NHS) 'volunteer army' (Tierney & Mahtani, 2020). Many of these volunteers reported a desire to 'give back' after having received services from the NHS for past injuries or illnesses. Some also reported that volunteering helped them to cope with the melancholic stories they heard every day in the news. (Tierney & Mahtani, 2020). This suggests that for some individuals, volunteering to some extent had moderated the experience of psychological distress and harm from seeing or hearing stories about troubling events.

Impact on Communities

Volunteers can raise awareness of social issues and improve social connections in the communities they volunteer in. Morrow-Howell et al. (2009) sought to explore the potential benefits of volunteering for older individuals aged 51 and over. The authors analyzed survey response data from a sample of 401 individuals who volunteer at one of 13 programs which aim to improve environmental or human affairs and who recruit older volunteers. A Majority (86%) of the participants in their study reported at least one benefit to the community, which they believed to be a result of their volunteer work. Most reported that the community benefitted because the recipients/beneficiaries they work with were better off. Other perceived benefits to the community included increased awareness of social issues and improved social cohesion.

Volunteers can make a positive impact on their communities by improving the environment and raising awareness of environmental issues that may negatively impact community members. Previous research has explored the impacts of environmental volunteerism on older adults, organizations and the environment (Bushway et al., 2011). Volunteers in this field can engage in tasks such as restoration work or educational workshops around conservation. Bushway et al. (2011) reviewed volunteerism literature to identify the benefits for older adults who had engaged in environmental volunteerism and, how this field of volunteering benefits the community and environment. They found that older adults who had engaged in environmental volunteerism improved their quality of life, life satisfaction and physical and mental health. These benefits were attributed to the outdoor nature of the environmental field and a “connection to nature” (Bushway et al., 2011, p. 194). Individuals who may be experiencing feelings of social isolation—a common challenge for older adults (Bushway et al., 2011)—have an opportunity for social interactions with a diverse range of people, while volunteering in this field.

Hernandez-Maskivker et al. (2018) explored the potential impacts of Volunteer tourism—referred to as ‘voluntourism’—and in their discussion, they highlight some of the positive impacts of this type of volunteer activity. Based on their findings the authors suggested that voluntourism can improve the economy and increase revenues, as voluntourists tend to spend their money in the communities in which they volunteer. Other positive impacts for communities included improving the quality of life of community members, generating employment opportunities, enhancing education and raising awareness of community issues. Although there are clear benefits to volunteering in this field, research has also identified some negative impacts of voluntourism on host communities (Hernandez-Maskivker et al., 2018; Zahra & McGehee, 2013). For example, some voluntours may require training for the role in which they volunteer. When they are only in host countries for a short

period, training can drain resources which would be better allocated to long-term voluntourists as they are more likely to utilize them (Hernandez-Maskivker et al., 2018). This is not to say that the training the volunteer receives will not be used in their home country however, their home countries may also have more resources than the countries they are visiting and volunteering in. Therefore, when a country is lacking the resources necessary for training volunteers, framing recruitment pitches to be directed at individuals living within the host community, could be one way to mitigate this issue.

Impact on Recipients of Voluntary Service

It is not only communities which benefit, but also the individuals in these communities who receive assistance from volunteers. Grönlund and Falk (2019) reviewed volunteerism literature to explore the impacts of volunteering on recipients (beneficiaries) of voluntary services. They analysed results from 22 studies which explored the impacts of volunteer/peer support on recipients. Most of the studies included in the review represented the health, psychology and psychiatry disciplines. However, only two of the studies represented the field of volunteering/non-profit sector, with one having only a partial focus on impacts for recipients. All studies included in their analysis focused on groups whose opportunities to participate or be involved in society were limited. Findings suggested two main groups of effects for recipients of voluntary support. These were (1) a reduction in feelings of loneliness and an increase in their sense of participation; (2) improved self-esteem and sense of agency. Volunteer assistance is considered distinct from professional help due to the reciprocal and often informal nature of the volunteer-recipient relationship. The benefits highlighted in the review were attributed to this relationship (Grönlund & Falk, 2019).

There seems to be a gap in the literature regarding the impacts of volunteerism on recipients. Grönlund & Falk (2019) suggest some reasons that may explain the dearth of research articles, focusing on the impacts for recipients, found in their literature search. Only

studies written in English were included in their analysis and they suggest that this could explain the lack of research focusing on recipients. They also highlight ethical concerns, noting that recipients of voluntary services are often individuals who are in vulnerable positions. Additionally, researchers may focus less on recipients because it is “easier and also ethically simpler” (Grönlund & Falk, 2019, p. 21) to focus on volunteers and organizations. While the current study focuses on volunteers, future studies which focus on the perspectives of recipients can provide a deeper understanding of the impacts of volunteerism on these individuals.

Impact on Organisations

One of the most obvious benefits for organisations is that volunteers provide aid without any expectation for financial gain however, volunteers add value to organizations in more ways than just free labour. A review of studies involving volunteers, working in the health and social services fields, highlights how they can improve organizational performance (Passetti et al., 2019). Volunteer support provided to adolescents with substance use disorders has in some cases, been shown to increase treatment-seeking and treatment retention (Passetti et al., 2019). In this case, volunteers also served as advocates, with the potential to increase engagement with organizational services and reach more beneficiaries by raising awareness of the services available. As volunteers often work directly with recipients, they also have the potential to identify issues that may be affecting the quality of the services an organization provides through their engagements.

Organizations may also benefit from encouraging their paid employees to volunteer, as it may improve employee engagement and facilitate more organizational citizenship behaviours (OCB). OCB are behaviours which benefit an organisation but are not necessarily tied to rewards—i.e., an employee going above and beyond the responsibilities and requirements of their role. A distinction is made between Interpersonal (OCB-I) and

organizational OCBs (OCB-O) (Erks et al., 2021; Organ, 2018). The former refers to OCBs which support fellow employees (e.g., helping colleagues or other individuals in the organization), while the latter refers to behaviours which support the organization itself. Erks et al. (2021) compared differences in work engagement and OCBs between full-time employees who volunteered and those who did not. They analysed survey response data from a sample comprised of full-time employees who volunteered (n= 158) and those who did not (n= 158). The results indicated that employees who volunteered were more engaged and performed more OCBs than those who did not volunteer. This suggests that encouraging employees to volunteer would be beneficial for organisations as it may help to improve organisational performance and facilitate more OCBs among employees.

What is Volunteerism: Formal vs Informal

The term volunteerism describes the use of, or participation in, voluntary service, particularly that which involves community service work. Volunteerism is a “thoughtful, deliberative behaviour” (Snyder & Maki, 2015, p. 269) in that, it requires individuals to actively seek opportunities to volunteer. Researchers seem to make a distinction between formal volunteerism and informal volunteerism. The former refers to volunteerism through or with an organization (Khasanzyanova, 2017)—for example, an accountant may volunteer to help an organization with auditing—while the latter includes any form of social helping outside of an organization (Whittaker et al., 2015), such as helping a neighbour, or a friend in distress. An appropriate definition of volunteerism is adopted by the International Labour Office in their *Manual on the Measurement of Volunteering* (2011). This definition considers both formal volunteerism (i.e., through an organisation) and informal volunteerism, such as an individual assisting someone outside of their household (Salamon et al., 2011).

It is important to note that a key difference between the two types of volunteerism is that formal volunteerism involves the sustained provision of voluntary service to an

organization, while informal volunteerism can be a one-off occasion such as helping in an emergency, (Synder & Maki, 2015; Wilson, 2012). Research suggests that individuals who participate in formal volunteerism can gain self-motivation from volunteering, while those who participate in informal volunteerism may gain a sense of self-satisfaction (Walton et al., 2017). These findings highlight the importance of acknowledging that people volunteer for different reasons and that the type of volunteering they engage in, is also linked to the types of benefits they may gain from volunteering. The current study focuses on exploring motivations to volunteer in a formal setting as this best captures the type of volunteering the Speed Freaks coaches engage in.

Why do People Volunteer?

An array of factors that may explain why people engage in volunteerism have been highlighted in previous research. Sociological theories have tended to focus on the sociodemographic factors leading to engagement in volunteer activity, while some economists theorize that people engage in volunteerism for egoistic reasons (Steen, 2006; Ziemek, 2006). Psychological research has identified numerous motivational factors—such as personality traits, life experiences, personal values etc. (Synder & Maki, 2015)—that may lead an individual to engage in volunteerism. The following sections outline research explaining why people volunteer.

Sociological Theories

Sociologists view volunteering as a pro-social behaviour (Bergin, et al., 2003) and motivations are merely viewed as the rationale for these behaviours. A slight departure from psychological perspectives, sociologists tend to reject the notion that specific actions (e.g., engaging in volunteerism) are linked to internal drives or personal needs (Musick and Wilson, 2008). Instead, motivations are somewhat considered a tool, for explaining why we behave in certain ways or to justify our actions. Therefore, motives are not viewed by

sociologists as being inherent within the self, as in the psychological perspective of motivations, rather they frame or explain our actions and behaviours. From this perspective, individuals learn a vocabulary of motives through lived experience and socialization and apply these motives as rationale or justification for their behaviours. A somewhat morbid example is given by Musick and Wilson (2008) who state that acts of murder and suicide are only determined, when motives for the “deliberate killing” of oneself or others become apparent (p. 70).

Thoits and Hewitt (2001) discuss some of the sociodemographic characteristics of volunteers. Characteristics such as levels of education and income and marital status are commonly linked to engagement in volunteerism. That is, individuals with higher levels of education and income and married individuals are more likely to volunteer (Thoits & Hewitt, 2001). Houle et al. (2005) draw on empirical evidence positing that matching volunteer motivations to the benefits they receive from volunteering, leads to a more positive experience for the volunteer. In the role-identity model, volunteer service facilitates the development of an identity as a volunteer and through this identity, people come to recognize the importance of volunteerism and the work they are doing. This development of a volunteer role-identity then motivates future volunteerism within this role. One of the key issues with some previous studies is that sample populations are generally composed of volunteers only, prohibiting researchers to draw comparisons between volunteers and non-volunteers (Thoits & Hewitt, 2001). Without assessing non-volunteers, we cannot know for certain whether characteristics found in either volunteers or non-volunteers are specific to their respective groups.

Economic Theories

Ziemek (2006) outlines three microeconomic models, which he claims are the most widely accepted models by economists to explain volunteer labour supply. Ziemek (2006)

suggests that the differences between these models lay in “the assumption regarding what motivates volunteers to give and what is of value to the volunteer” (p. 532). The *Public Goods* model assumes that volunteer labour is a public good or service and that volunteers obtain utility from the total supply of these goods and services (Ziemek, 2006). For example, someone may choose to volunteer for an organization like Speed Freaks, which provides therapeutic support to individuals who are struggling with addiction and mental health, as a means to increase the availability of addiction and mental health services to the community. However, because the model assumes volunteers are only interested in the total supply of a public good (i.e., volunteer labour), it is also assumed that they will decrease their supply when other volunteers increase theirs (Emrich & Pierdzioch, 2015).

The *Investment* model assumes that volunteers are motivated by opportunities, such as the development of social capital and building career prospects, that can arise through engaging in volunteer activity. In contrast with the *Public Goods* model, the *Investment* model assumes that an increase in volunteer labour supply from others has a positive effect on an individual’s own labour supply (Emrich & Pierdzioch, 2015).

The *Private Consumption* model assumes that volunteers are motivated by the process of volunteering itself and the positive outcomes—such as social integration, improving or maintaining social status and satisfaction (Emrich & Pierdzioch, 2015; Ziemek, 2006)—associated with engaging in volunteer activity (Ziemek, 2006). Contrasting with both, the *Public Goods* and *Investment* models, the private consumption model assumes that one’s volunteer labour supply should not be influenced by the total supply. With this model, an individual’s engagement in volunteer activity is therefore driven by egoistic (self-oriented) motivations.

Psychological Theories

Psychologists have explored personality traits to explain the occurrence of volunteerism. For example, research has shown that those with more pro-social personality traits generally volunteer more than those who do not have these traits (Snyder & Maki, 2015). Snyder and Maki (2015) distinguish between two components of pro-social personality: other-oriented empathy and general helpfulness. The former has been linked to the number of volunteer activities one participates in within their respective organisation, while the latter is linked to the number of organisations that an individual may for (Snyder & Maki, 2015). Another factor said to predict an individual's participation in volunteerism is their past experiences. Research by Johnson et al. (1998) suggests that those in their teens who have family members who volunteer are more likely to volunteer themselves while, Omoto and Snyder (1995) suggest that regardless of age, those who have people within their social networks who volunteer are more likely to volunteer.

With many countries, including New Zealand, imposing social distancing measures to keep people safe during the COVID-19 pandemic, many volunteer organisations have had to seek other avenues for providing their services. Virtual volunteering (VV)—which is essentially online volunteering—allows organisations to continue providing services while maintaining respect for social distancing requirements. While VV offers a great way for volunteers to continue engaging in their desired work or activity, challenges may still arise regarding the management of these volunteers (Lachance, 2021). For example, VV's are considered more difficult to retain due to the short-term nature of their roles which are often project-based (Lachance, 2021). Silva et al. (2018) conducted interviews with twenty-four individuals who engaged in virtual volunteering. They found that altruistic motivations—such as the willingness to perform online activities to help others—and motivations relating to learning/career rewards—such as the opportunity to learn new skills and gain new

knowledge and understandings of a particular area they wish to work in—were the most common motivations for volunteering. Regarding the retention of volunteers, their research supports theories which suggest there is a link between an individual's satisfaction with volunteer experience, their initial motivations to volunteer, and their intentions to continue volunteering.

Other-oriented vs Self-oriented Motivations

A common distinction between other-oriented motivations and self-oriented motivations is made. The former describes altruistic motivations, denoting a desire to help others, while the latter describes egoistic motivations, often involving a focus on self-improvement (Lavelle, 2010). Research has shown that understanding the motivational factors which may lead individuals to engage in volunteerism, is important not only for the recruitment of volunteers but also retaining them. Stukas et al. (2016b) highlighted the association between these two types of motivations (other-oriented or self-oriented) and future intentions to continue volunteering. Although some studies have shown that self-oriented motivations can provide benefits when these motivations are satisfied through volunteering, these motivations may also be linked to reduced intentions to continue volunteering and lower levels of physical and mental well-being (Gebauer et al., 2008; Konrath et al., 2012; Stukas et al., 2016a—as cited in Stukas et al., 2016b). Findings suggested that participants' future intentions to continue volunteering were, associated with whether motivations were other-oriented or self-oriented (Stukas et al., 2016b) That is, self-oriented motivations were linked to reduced intentions to continue volunteering and participants whose motivations were other-oriented tended to report higher levels of wellbeing than volunteers whose motivations were self-oriented (Stukas et al., 2016b).

The Volunteer Process Model (VPM)

The Volunteer Process model was developed by psychologists Allen Omoto and Mark Snyder (1995) to explore the process of volunteerism. The model is not so much a theory of volunteerism rather, it is a model for organizing research exploring volunteerism. This approach to volunteerism research involves exploring the volunteer process: the factors that may predict engagement in volunteerism (antecedents), the experiences people have while volunteering and, the benefits or drawbacks of volunteering (consequences). Researchers exploring the antecedents of volunteerism can identify personality, motivational, and circumstantial characteristics of individuals that may predict engagement in volunteerism (Omoto & Snyder, 1995). At the experiences stage, researchers explore the relationships that develop among volunteers, between volunteers and other staff members in organisations, and between the volunteer and the recipients of the volunteer service. The focus at this stage is on determining the psychological and behavioural factors that may facilitate the retention of volunteers and the potential benefits gained from volunteering. The final stage explores the impacts—such as changes in attitudes, knowledge and behaviour—that volunteerism can have on the volunteer, the recipients of volunteer services and the wider community.

The VPM was originally developed to assess the volunteer process of AIDS volunteers and research suggests that this model may not be suitable for the assessment of volunteers in all contexts. Dávila (2009) sought to affirm the validity of the VPM in environmental volunteerism. A series of measures were used to assess each stage of the volunteer process among a sample of 140 volunteers—comprised mostly of men (73.6%)—aged between 17 and 67 ($m = 33$, $SD = 8.5$), who work for non-governmental environmental organisations. Their work involved tasks such as project management, clerical jobs, medical treatment, caring for animals in shelters, reforestation, and environmental education. The results suggested that the VPM does not sufficiently explain prolonged environmental

volunteerism. However, Dávila (2009) indicates that although the model does not explain environmental volunteerism, “the results found do not question the validity of the model for AIDS volunteerism” (p. 185)—the domain in which the VPM was originally developed to assess. When explaining the possible reasons for the discrepancies in results between their study and the study by Omoto and Snyder, the author points to methodological differences such as the selection of measurement instruments and the procedure in which data were gathered.

The VPM was used in the current study as a framework for developing the online survey which included the VFI and a series of open-ended questions that asked the Speed Freaks coaches about the following aspects of their volunteer process: motivations to volunteer, their volunteer experiences and the impacts volunteering has had on them.

The Functional Approach

The Volunteer Functions Inventory—a quantitative measure developed by Clary et al. (1998)—is a 30-item scale that measures motivations based on six functions that volunteering may serve: protective motives, values, career, social, understanding and enhancement. The VFI was developed using a functional approach and is a commonly used measure in psychology research on volunteerism (Clary et al., 1998; Houle et al., 2005; Snyder & Maki, 2015; Wilson, 2012). The idea of this approach is that for every individual, volunteerism serves different functions. For example, the *Values* function describes an individual’s motivations to volunteer which are underpinned by a desire to express their own altruistic/humanistic values. With the *Understanding* function, volunteerism serves as a means to learn and understand more about the world around us. Motivations aligning with the *Career* function reflect desires for professional development and building career prospects while motivations aligning with the *Enhancement* function, reflect desires for personal (psychological) growth and development. Motivations to volunteer which are underpinned by

desires to work through personal issues and to protect the ego from harm—e.g., an individual who volunteers to help others who are less fortunate than them, to increase positive feelings about themselves—reflect the *Protective* function of the VFI. Lastly, the assumption underpinning the *Social* function is that individuals volunteer as a means to develop and strengthen social relationships—e.g., an individual who volunteers because their friends also volunteer.

This approach to understanding motivations for volunteerism recognizes that motivations differ between individuals even when two (or more) individuals are volunteering for the same role/ service. (Houle et al., 2005; Snyder & Maki, 2015). The study by Houle et al. (2005) utilized this approach to explore whether certain volunteer tasks within a role, provide more satisfaction than others and whether people tend to prefer tasks that align with their motives for volunteering. Participants completed the VFI before ranking eight volunteer tasks, in order of personal preference to engaging with them. Participants then evaluated the extent to which each task would satisfy each of the six motives (functions) drawn from the VFI subscales. Their findings suggested that volunteers will differentiate tasks within a role, based on the volunteer motives that each task satisfies. The results also suggest that people prefer tasks that satisfy their motives for volunteering thus, further highlighting the importance of understanding individual motivations for engaging in volunteerism.

Angosto et al. (2021a) explored motivations for volunteerism and satisfaction among a sample of 128 university sports volunteers. They conducted t-tests to compare mean scores for each VFI subscale and scores on 3 measures of satisfaction, according to gender and volunteer experience (</> 1 year). Focusing on motivations, their findings indicated that on average, males tended to score higher on the Career, Enhancement and Understanding factors while the remaining three factors (Values, Social and Protective) were scored higher by females. A medium effect was observed for the Values factor and a small effect for the Social

factor however, a t-test found no significant differences when comparing results according to gender. Regarding differences according to volunteer experience, a small effect size was observed for the social factor yet, once again, p-values indicated that no significant differences could be found for any of the variables. It would be interesting to investigate whether a t-test in the current study, would yield similar results when comparing VFI data according to gender and volunteer experience.

Johnson et al. (2017) explored the links between motivation, satisfaction and retention among a sample of undergraduate university students who volunteer at sports management programs. The VFI was implemented to assess motivations to volunteer along with an additional motivational factor *Love of Sport*. This factor was included based on previous studies on sports volunteerism, which suggest that volunteers are drawn to volunteer in sport-related activities due to a general love for sport itself. Johnson et al. (2017) found that the most salient motivations leading undergraduates to volunteer in sports management programs were a *love of sports* and *Career* motivational factors. They note that *Career*, *Social*, *Understanding* and *Enhancement* motivations were shown to aid in predicting volunteer satisfaction. Additionally, the *Career* factor, in conjunction with satisfaction, was shown to positively predict the retention of volunteers.

While the VFI has been shown to be an effective and valid measure of volunteer motivations, a review of VFI studies suggests that some quantitative measures such as the VFI, do not allow volunteers to accurately express their underlying motivations for volunteering (Chacon et al., 2017). When discussing the limitations of their study, Angosto et al. (2021a) also suggested that the VFI may have underestimated other motivational factors, such as a *Love of Sports*. Open-ended questions about motivations can ameliorate this issue by allowing individuals to articulate their motivations in ways that the VFI does not.

In a recent study, researchers conducted a thematic analysis of data, transcribed from interviews with ten Parkrun volunteers, to assess what motivated these individuals to donate their time (Hallett et al., 2021). Parkrun is a weekly 5km social running/walking event that takes place at over 2000 locations around the world. Thematic analysis refers to a method of qualitative analysis that ensures researchers systematically engage with qualitative data. Researchers suggest that this process allows the development of a “robust and defensible” (Terry et al., 2017, p. 34) analysis. The key themes (motivations) that were discovered in their data were becoming *hooked* on Parkrun events, an *obligation to give back* by volunteering and a *reluctance to miss a run*. Their findings suggest that not only are Parkrun volunteers motivated by their love of running, but it is the satiation of this motivation that facilitates a desire to continue volunteering and to give back (Hallett et al., 2021).

Domains of Volunteerism

A key factor in the types of benefits gained from volunteering is the domain in which the volunteer is serving, for example, the positive impacts of environmental volunteerism on the quality of life of older adults mentioned above. The voluntary sector is made up of various domains (sub-sectors) in which individuals can volunteer. For example, in the US, the domains which had the most volunteers in 2016 were the religious (34.1%), educational (26%), social/community service (14.9%), and health (7.3%) sectors (*Volunteering Statistics and trends for nonprofits*, n.d).

Many of the organisations within the voluntary sector are non-profit organisations and in New Zealand, the largest cluster (domain) of non-profit volunteer-involving organisations (VIO) comes from what is deemed the *Culture, Sport and Recreation* domain (*Volunteering Statistics*, 2022). Volunteers from this domain make up almost 45% of all VIOs in New Zealand. The second largest cluster, making up 22.4% of all VIOs is comprised of the *Housing, Health and Social Services* domains. From these broader domains, we can draw two

sub-domains of volunteerism; *sports volunteerism*—volunteer activity within the sports sector—and *community-based therapy/support Programmes*—e.g., volunteer activity involving community-based support for individuals in vulnerable positions—within which, we can explore the motivations of volunteers. In New Zealand, almost 90% of all VIOs do not have any paid employees i.e., rely solely on volunteers. This further highlights the importance of understanding volunteer motivations as they can help to identify the best ways to recruit and retain volunteers within these two sub-domains.

Sports Volunteerism

Past research has explored what motivates individuals to engage in sports volunteerism. Volunteers in the sports domain assist in a multitude of ways such as managing school sports programmes, coaching, sport and exercise-related education and working at international sports events. Angosto et al. (2021a) utilized the VFI to explore motivations for sports volunteerism among a sample of 128 university sports volunteers (51 males and 77 females) who assist at sports-related events. Results suggested that the motivations of sports volunteers in their sample, aligned most with the Understanding function of the VFI, followed by the Values and Enhancement functions respectively. Volunteers were least motivated for reasons aligning with the protective function. Similar results can be found in other VFI studies where results showed the highest scores for the Values and Understanding subscales (Clary et al., 1998; Omoto & Snyder, 1995) highlighting the salience of these two functional motivations for volunteering in multiple domains. The results also showed that male participants scored higher than females on the items from the Career, Understanding and Enhancement subscales, while the female participants tended to score higher on the Protective, Social and Values subscales (Angosto et al., 2021a). Although differences according to gender were observed in their dataset, t-test results indicated these were not statistically significant.

Volunteer coaches are considered one of the most important groups of individuals involved in youth sports, as many youth sports organizations rely on these individuals for assistance with sports activities. Busser and Carruthers (2010) explored motivations to volunteer among a sample of 141 youth sports coaches using the VFI, with minor adaptations made to some of the items to fit the context of youth sports. As with many other VFI studies, participants in this study scored highest on the values sub-scale, citing a desire to make a positive contribution to the lives of young people. Reflecting findings from the study by Angosto et al. (2021a), self-serving (protective sub-scale) motives were scored lowest by volunteers in this sample. The authors also explored differences between novice coaches—those who have been in the role for less than a year—and experienced coaches—those who have been in the role for one or more years. Female coaches were more likely than males to be in the first year of volunteering. They also found that novice volunteers were more likely than experienced volunteers, to volunteer for self-development reasons and to increase good feelings about themselves (Enhancement). Significant differences were found between novice coaches and experienced coaches in personal growth (understanding sub-scale) and self-serving (protective sub-scale) motives. However, there were no significant differences found in values and career motives between the two groups.

Wang (2004) suggests that motivation for sports volunteerism is a multidimensional construct comprised of five components: *Altruistic Value, Personal Development, Community Concern, Ego Enhancement and Social Adjustment*. The six functional motivations outlined by Clary et al. (1998) are similar to the factors in Wang's five-factor model. For example, the *Protective*—volunteering serves to protect the ego from difficulties in life—and *Enhancement*—volunteerism serves as a means to self-enhancement—functions can be likened to Wang's *ego enhancement* factor in his measure. The *Values* function—volunteerism serves as a way to express one's altruistic values—can be likened to Wang's

altruistic value and *community concern* factors. The *Career*—volunteerism serves to develop and improve career opportunities—and *Understanding*—volunteerism serves as a way to gain new knowledge, skills and abilities—functions can be likened to Wangs’ *personal development* factor and the *Social* function—volunteerism serves as a way to develop and strengthen social ties—can be likened to Wang’s *social adjustment* factor. The five-factor model was developed specifically to assess volunteers in sports-related roles. However, volunteers in the current study are involved in roles and activities that fall into both the Sports context and community-based therapy/support contexts. For this reason, the VFI, as opposed to Wangs’ measure, was used in the current study to assess the motivations of Speed Freaks Coaches.

Community-based therapy/support Programmes

Before the early 1980s, the use of volunteers in drug and alcohol recovery programmes was celebrated however, participation within this domain declined in the 1980s and 1990s as the field of addiction and recovery became increasingly professionalised (Passetti et al., 2019). Research has shown how volunteers can play a role in enhancing the treatment and recovery of those with substance use disorders (Dai et al., 2020; Passetti et al., 2019). Dai et al. (2020) explored participants’ perceptions of attending a walking/running programme while participating in a substance use disorder (SUD) recovery programme. Their study affirms the positive impact of volunteers on treatment retention and treatment outcomes, as it shows how the “encouragement and company” (p. 5) provided by volunteers during exercise/training programmes motivated some participants, to continue participation in their respective SUD recovery programme.

Various groups around the world use fitness as a way to improve mental and physical health, such as the Ascension running community, formed through Ascension Church in Southampton, UK. The group utilizes running activities, e.g., the “#RunAndTalk” sessions

(Ascension Running Community, n.d), as somewhat of a platform for members to become aware of mental health issues and share their experiences with the group. These Social running activities also allow group leaders (appropriately named Mental Health Champions) to provide support and guidance to members who are struggling with mental health issues. The Phoenix, who consider themselves to be a “sober active” community (*Building a sober active community - who we are*, 2022) is a similar community-based program focused on recovery from substance abuse. They aim to develop and grow social connections among people in recovery to help build resilience and improve mental and physical health. However, the two groups differ in the fitness activities they utilize. The phoenix includes additional activities to running such as hikes, indoor rock climbing, biking, etc. They also provide online services to further support members and help keep them engaged. Both of these running communities rely on volunteers as event leaders/organisers and to provide support to community members both during and after events.

Speed Freaks Recovery Programme

The Speed Freaks Charitable Trust is an organisation that falls under both, the sports and community-based support domains. In 2017 a group of men from Odyssey House Trust in Christchurch, New Zealand—an organization which provides therapeutic support and educational services for individuals who are struggling with substance and alcohol addictions—had signed up for the City to Surf race held in the Bay of Plenty. To prepare for the running component of the race, the men had requested running training and with support from Anna Christophorou and Stephanie Schnoor, the group of men ran twice a week leading up to the race. The experience at this race had made such a positive impact on the men that they decided they wanted to run more regularly as a form of recovery from drug/alcohol addiction. After a call for support went out to the wider running community, Jamie Hawker from the Port Hills running club offered to share his knowledge and experience and

considered providing support to these men to be an opportunity to give back (Speed Freaks impact report, 2019). Thus, the Speed Freaks welcomed Jamie as their first Coach.

Social stigma plagues many who suffer from mental health issues and the World Health Organization considers drug addiction to be the most stigmatizing mental health condition. Research has shown how these negative perceptions can impact how we view ourselves—i.e., stigmatization from others may lead to the development of self-stigmatization (Matthews et al., 2017). The Speed Freaks Charitable Trust was initially developed to improve social connections between individuals in recovery and their wider communities, helping to reduce the stigma around drug addiction. Speed Freaks coaches are considered a mechanism for facilitating this change in societal narratives about addiction (Speed Freaks Impact Report, 2019). Speed Freaks has since grown to become a community-based programme that utilizes running as a form of recovery. The number of coaches volunteer coaches has also grown from having only one coach in 2017, to having a total of 56 coaches in 2022. The Speed Freaks coaches volunteer their time and service to help support individuals in the Speed Freaks programme. Coaches provide support by participating in running events and activities alongside the Speed Freaks runners. The Speed Freaks runners and coaches have participated in several running events every year, since the establishment of the organization including events such as City to Surf, Run to Remember and the Christchurch City Marathon.

Research has shown that support from volunteers can increase treatment-seeking and retention (Dai et al., 2020) thus, recruiting more volunteers would be beneficial for the Speed Freaks organisation. As the literature suggests that there is a link between the satisfaction of volunteer motivations and retention, understanding what motivated the Speed Freaks coaches to volunteer could inform the development of the organizations' future recruitment and retention strategies. Investigating what motivated this group of individuals to volunteer for

the programme, also provides an opportunity to explore motivations for volunteerism in both the sports and community-based therapy/support domains.

Research Aims

The number of Speed Freaks volunteer coaches has grown since the establishment of the organisation and the literature suggests that an individual's initial motivations to volunteer are linked to their intentions to continue volunteering (retention). This study aimed to explore and identify the motivational factors which lead the Speed Freaks coaches to volunteer for the programme. Considering the reviewed literature, Speed Freaks coaches in this study were expected to have volunteered for reasons aligning with the Values function of the VFI more than any other function. Coaches were least expected, to have volunteered for reasons aligning with the Career and Protective functions of the VFI. Considering the findings from the study by Angosto et al., (2021a) male Speed Freaks coaches were expected to be more likely than female coaches, to have volunteered for reasons aligning with the Career, Enhancement and Understanding functions of the VFI. Additionally, female coaches more than male coaches were expected to volunteer for reasons aligning with the Values, Social and Protective functions of the VFI. The amount of time the coaches have been volunteering in their role was not expected to significantly correlate with the coaches' scores on any of the VFI subscales. Lastly, observed differences (if any) in VFI scores according to gender will not be statistically significant.

RQ1: What factors motivated Speed Freaks coaches to volunteer for the Speed Freaks programme?

H1: Speed Freaks volunteer coaches will be more likely to have volunteered for reasons aligning with the Values and Understanding functions of the VFI.

H2: Speed Freaks volunteer coaches will be least likely to have volunteered for reasons aligning with the Protective and Career functions of the VFI.

H3: Male coaches will be more likely than female coaches to have volunteered for reasons aligning with the Career Enhancement and Understanding Functions

H4: Female coaches will be more likely than male coaches to have volunteered for reasons aligning with the Values, Social and Protective functions.

H5: No significant relationships will be found between time volunteering and mean scores for any VFI subscale

H6: A t-test comparing mean scores for each VFI subscale, between male and female Speed Freaks coaches, will not find any significant differences between the two groups.

Method

Ethics Considerations

The key ethical issue identified in this project was ensuring the safety, anonymity and data confidentiality of the coaches, their whanau, those whom they work with within the programme and those in services linked to the programme. To mitigate this issue, participation was completely voluntary and anonymized online surveys were delivered via the Speed Freaks charity CEO utilizing existing community connections and networks. No incentives were provided for the completion of the survey. Data analyses were conducted and summarized by the Massey researchers at the aggregate level (i.e., individuals could not and were not identified in data collection, analysis or results). Any potentially identifiable information inadvertently provided through open-ended questions was removed by the researchers prior to further analysis. Findings from this research will be shared with all volunteer coaches in the Speed Freaks charity.

This study was evaluated by peer review and judged to be low-risk (Application ID: 4000026234). Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.

Participants

The participants in our study were Speed Freaks volunteer coaches. These individuals have an important role in their communities, supporting Speed Freaks runners during running events and activities. All participants were recruited via a closed Facebook group of all the Speed Freaks coaches. A brief message containing a description of the study was posted on the group page, accompanied by a link to the survey itself (see appendix A). Participation in the study was voluntary and no incentives or rewards were offered to the coaches for their participation. The survey was live online for approximately one month before closing. In the third week of the survey being live online, a brief message informing the coaches that the survey would be closing soon was posted to the Speed Freaks coaches' group page (see appendix A). At the closing of the survey, 31 Speed Freaks coaches had responded to the survey. Before conducting analyses, response data was assessed to ensure it was suitable for analysis (i.e., no data missing). Five exclusions were made as they were missing large amounts of data. Therefore, only data from 26 participants were analysed.

Twenty participants responded to the demographic questions (See Table 1). The majority were male and aged between 25 to 63 years old. Half of the coaches had been volunteering in their role for less than a year and more than half of the coaches, who provided the location in which they volunteer, were from Christchurch.

Table 1
Demographic Characteristics of the Participants

Variable	Total Frequency (%) or mean (<i>SD</i>) (<i>n</i> =26)
Gender	
Male	12 (46.15%)
Female	7 (26.92%)
Cis Male	1 (3.84%)
Not Specified	6 (23.07%)
Age (Range 25-63)	43.80 (10.18)
Time Volunteering	
< 1 Year	13 (50.00%)
> 1 Year	7 (26.92%)
Not Specified	6 (23.07%)
Branch/Location	
Christchurch	12 (37.38%)
Auckland	8 (22.42%)
Not Specified	6 (12.61%)

Measures

The Speed Freaks coaches' motivations to volunteer were measured using both quantitative and qualitative measures. An online survey (see appendix B) containing the VFI and a series of open-ended questions, was developed using Qualtrics (Provo, UT, 2022) an online survey tool. This survey was distributed to the Speed Freaks Coaches via the closed Facebook Group. After providing consent to participate in our study, the coaches were tasked with completing the VFI and responding to the open-ended questions. Following these two sections of the survey, participants were asked to provide some demographic information: age, gender, location, and length of service with the Speed Freaks. Finally, participants were asked to describe how they perceived the value of Speed Freaks and their vision for how the organisation should evolve in the future. The Survey ended by thanking the coaches for their participation in the study.

Volunteer Functions Inventory

The Volunteer Functions Inventory (VFI) (Clary et al., 1998) provided a measure of general motivations and was used to assess the motivations that may have led the Speed

Speed Freaks coaches to volunteer for the programme. The VFI is a 30-item, seven-point Likert scale which measures the six functions (essentially motivations) that volunteerism serves: i) protective; ii) values; iii) career; iv) social, v) understanding; and vi) enhancement. An example item is “I feel it is important to help others” (see Appendix C for the full measure). Participants would respond to this question on a scale ranging from one (not at all important/accurate) to seven (extremely important/accurate). A systematic review of 48 VFI studies showed support for the reliability of the scale, with coefficients reported within each study ranging from $\alpha = .78$ to $\alpha = .84$ (Chacón et al., 2017). Items on the scale correspond with one of the six functions resulting in five items per subscale. For example, the items *I am concerned about those less fortunate than myself* and *I am genuinely concerned about the particular group I am serving*, correspond with the values function. Participants’ scores for each item on a subscale are summed, providing an overall subscale score and the subscale with the highest score, indicates the most important function.

Reliability was also measured in the current study using Cronbach’s alpha. Scales with alpha values above .70 are considered satisfactory although some argue that “universal minimally acceptable reliability value” does not exist (Bonett & Wright, 2017) The overall VFI scale yielded an alpha value of .91 with subscale values ranging from .64 to .90. Although the Values subscale fell short of what is considered satisfactory, the remaining subscales yielded alpha values above with the career subscale yielding the highest (See table 2). The alpha values reported in the current study reflect those in Chacón et al. (2017) who also found the Values subscale tended to yield the lowest reliability coefficient while Career yielded the highest.

Open-ended Questions

Because the VFI may underestimate other motivations (Angosto et al., 2021a)—for example, Speed Freaks coaches may volunteer purely for a love of running or for other

reasons that cannot be expressed well through the scale—qualitative measures can help to fill in gaps by allowing participants to accurately express their reasons for volunteering, in ways the VFI does not allow. To explore the antecedents to volunteering as an Speed Freaks coach, the survey included a set of open-ended questions asking about their motivations to volunteer, expectations they had about volunteering in their role and some demographic information was also collected. To explore the second stage of the volunteer process model; experiences, a set of open-ended questions asked participants to describe their experiences within their role as volunteer coach. This set also included questions regarding support the participants have received from the Speed Freaks organisation and their social circles and asked them about ways they feel the organisation and their social circles could support them better. Participants were also asked to rate their overall satisfaction with their volunteer experience on a 7-point scale ranging from 1 =very unsatisfied to 7 = very satisfied. An additional open-ended question about their satisfaction was also included to allow participants to elaborate on their satisfaction rating. The set of open-ended questions used to assess the third stage of the VPM; consequences, asked participants about how volunteering as a Speed Freaks coach has impacted their personal life and whether volunteering has changed their own ideas of addiction and the people who struggle with addiction. A question asking about the relationship between the coaches and the individuals they work with and whether this relationship has evolved over the time they have been volunteering for the programme. To gauge the consequences of volunteering on volunteer outcomes, a question asking whether volunteering for the Speed Freaks has led to future intentions to work or study in the same or similar field of addiction, mental health or social work was included in the survey.

Procedure

This study used a cross-sectional mixed methods approach to explore the motivations of the Speed Freaks Coaches. Coaches were invited to participate in the study via a closed

Facebook group page of all Speed Freaks coaches. Those who agreed to participate were instructed to click on the survey link provided. The survey began with an information sheet which provided a brief description of the study and outlined the risks and benefits of participation. Following the info sheet, the VFI was presented in three blocks, with 10 items presented in each block. After completing the VFI, coaches were presented with open-ended questions which asked about the antecedents to their volunteering, their experiences while volunteering as a Speed Freaks coach and the impacts that volunteering in their role has had on their lives. Some of the questions in the survey were conditional and only appeared when certain responses were provided. For example, if the coaches responded “*Yes, WORKED in a similar role*” to the question “*Before joining Speed Freaks had you worked or volunteered in a similar coaching role,*” another question, asking the coaches to provide a brief description of their previous role was presented. After responding to the open-ended questions, a set of demographic questions was presented to the coaches, followed by two questions which asked about how they perceived the value of the Speed Freaks organisation and, the future of the organisation. The survey concluded by thanking the coaches for their participation.

Data Analysis

Quantitative data analysis

Quantitative analysis of the data collected from the VFI was conducted using Jamovi (2.2.5). After descriptive statistics were calculated (see table 2, *Results*), mean subscale scores were analysed to assess which function was most important among the group.

Correlation analyses were also conducted on the following variables: mean scores for each subscale; participants’ age, the amount of time they have been volunteering for the

organization, and satisfaction. Angosto et al. (2021a) conducted comparative analyses (t-tests) to explore differences according to gender and volunteer experience (time

volunteering). In the current study, a t-test was conducted to assess the possible presence of

differences according to gender (male vs female). A t-test was also conducted to explore differences between coaches from one of two Speed Freaks branches (Christchurch and Auckland).

Qualitative data analysis

In the study by Hallett et al. (2021), they found key themes (motivations) such as becoming *hooked* on Parkrun events, an *obligation to give back* by volunteering and a *reluctance to miss a run*. Becoming hooked on Parkrun events and reluctance to miss runs are motivational factors that the VFI cannot measure. This suggests that the VFI may underestimate other motivational factors outside of the six functions. A thematic analysis of responses to open-ended questions about volunteer motivations was also conducted on qualitative data retrieved in the current study. This allowed the exploration of motivations that may otherwise have been overlooked by using the VFI alone.

Thematic analysis was conducted using a six-stage process, based on the framework set out by Clarke et al. (2015). The first stage involves familiarisation with the data. Responses will be read and organised in preparation for further analysis. The next stage involves interpreting the responses and generating initial codes by highlighting relevant sentences and phrases that describe coaches' motivations to volunteer. The next step in this process is to identify patterns among the codes and generate initial themes. With this step, codes that are similar are combined into a single theme and some codes alone may serve well as themes. The next step in this process is to review the initial themes to ensure they are accurate representations of the data. This may involve discarding themes that do not fit the data, combining themes into one if appropriate or creating new themes which more accurately represent the data. The fifth step in this process involves defining and labelling (naming) the themes. Theme definitions describe the "essence... scope and coverage, and boundaries" of the themes that have been generated and theme labels should accurately represent the essence

of the themes (Clarke et al., 2015, p. 240) The final step in this process is to report the analysis of the data (*see Results*).

Thematic Analysis Process

The following section provides an account of the analysis process, which is organised following the step-by-step guide to thematic analysis by Clarke et al. (2015), before presenting the findings.

1. Familiarising with the data

Before conducting the thematic analysis, all data were downloaded into a .csv file and opened in excel. All quantitative data were removed to ensure the file only contained the responses to the open-ended questions. Responses to five open-ended questions were put into tables in a Microsoft Word document with the corresponding questions as the header for each table. These were then printed in preparation for reading. After a first reading to get familiar with the data, responses were then re-read and annotations were made regarding initial code ideas.

2. Initial coding

After reading and re-reading the responses and noting down code ideas, relevant phrases and comments pertaining to motivations for volunteering were marked down as initial codes. Another column was then added to the tables containing participants' responses, and the initial codes were added.

3. Searching for themes

Codes were generated for all responses to each of the five open-ended questions. Using a deductive approach to thematic analysis, the six VFI functions—*Values, Understanding, Protective, Career, Enhancement* and *Social*—served as the initial “candidate themes” (Clarke et al., 2015, p.91). Another Column was added to the

initial table so that the codes could be assigned to the appropriate/corresponding themes. For example, codes corresponding to the Values theme which reference a desire to help others. Because the analysis was open to generating new themes (i.e. *non-VFI* themes), codes which did not fit into one of the six candidate themes were assigned to a new, inductively generated theme named "*non-VFI*."

4. Reviewing themes

The reviewing phase began after all codes had been assigned to an initial theme. After reviewing the codes and corresponding themes, it was noted that the *non-VFI* responses to the first question "What first drew you to volunteer for the Speed Freaks," had mentioned a love of running as a motivating factor which lead them to volunteer for the Speed Freaks. Therefore, the theme "*Love of Running*" was inductively generated as a theme in the qualitative data. A review of all of the *non-VFI* themed codes was then conducted to assess whether any more codes corresponded with the "*Love of Running*" theme.

5. Defining and naming themes

The themes generated from the data provide a representation of the Speed Freaks coaches motivations to volunteer. The six candidate themes which were based on the VFI, were named after the measures' six subscales. Thematic analysis found that of these six themes, only four were present in the dataset. These were the *Values*, *Understanding*, *Enhancement*, and *Social* themes. The inductively generated "*Love of Running*" theme was also prevalent among the dataset. The name of this theme was generated based on previous studies which found a *Love of Sport* to be a motivating factor in sports volunteerism (Bang & Ross, 2009; Johnson et al., 2017).

Results

This section presents results from the analysis of both the quantitative and qualitative data. Mean scores on each VFI subscale are presented first followed by results from a correlation analysis and results from the independent samples t-tests. Lastly, results from the thematic analysis of the Qualitative data are then presented.

Quantitative Analyses

Motivation (VFI subscales) Scores

Mean scores for each of the VFI subscales were calculated to assess which motivational functions were most salient among the sample. As shown in table 2, the *Values* subscale yielded the highest mean scores, while the *Career* subscale yielded the lowest scores. The *Understanding* Sub-scale yielded the second-highest mean scores followed by the *Enhancement*, *Social*, and *Protective* subscales respectively. Reliability of the VFI and its corresponding subscales was measured using Cronbach's alpha (see Table 2). Overall the VFI yielded an alpha value of .91 with subscale values ranging from .64 to .90. Although the Values subscale fell short of what is considered satisfactory, the remaining subscales yielded alpha values above .74. with the career subscale yielding the highest value at .90.

Table 2

Range, Means, Standard Deviations (SD), and Cronbach's Alphas (α) for the VFI

Measure	Range	Mean (SD)	α
Volunteer Functions Inventory (VFI)	67-192	4.35 (1.07)	.91
Values Subscale	4.6-7	6.09 (0.79)	.64
Understanding	1.8-7	5.28 (1.34)	.84
Enhancement	2.2-6.8	4.33 (1.45)	.87
Career	1-6.6	2.75 (1.70)	.90
Social	1.2-6.6	4.01 (1.32)	.82
Protective	1-6.2	3.61 (1.39)	.76

Note: All participants (N=26) had responded to every item on the VFI.

Correlation Analysis

Due to outliers, data was skewed as opposed to being normally distributed therefore the data did not meet the assumptions for using Pearson's r to find correlations. Instead, Spearman's Rho was calculated to explore relationships between the following variables: mean scores on each of the VFI subscales, age of the participants, time spent volunteering (in years) as a Speed Freaks coach and satisfaction ratings (see Table 3).

A weak negative correlation was found between age and mean scores for the *Protective* subscale. Weak positive correlations were also found between age and mean scores for the *Understanding* and *Social* subscales however, p-values indicated that none of these correlations were statistically significant.

Very weak positive correlations were found between time volunteering and the *Career* and *Enhancement* subscales however, p-values indicated that these were not statistically significant. A positive weak-moderate correlation was found between time volunteering and mean scores for the *Social* subscale however this correlation was also not significant. Although not statistically significant, a positive weak correlation was also found between time-volunteering and age.

Mean scores for the *Enhancement* subscale were the only variable to significantly correlate with satisfaction. Weak-moderate positive correlations were found between Satisfaction and mean scores for both the *Protective* and *Values* subscales however, these relationships were not significant.

VFI Group Comparisons

Table 4 presents results from an independent samples t-test, which was conducted to explore differences between male Speed Freaks Coaches and Female Speed Freaks coaches. When completing the demographic section of the survey, the coaches were asked to provide

the location (branch) in which they volunteer for the Speed Freaks Programme. Out of interest, a t-test was also conducted to measure differences between coaches located in Christchurch and those located in Auckland (see Table 5). Cohen's d was calculated to measure the difference between the group means and p -values indicated whether any differences were significant.

Table 3*Correlations Between Mean (M) VFI Subscale Scores, Age, Time volunteering and Satisfaction Scores*

	M Protective	M Values	M Enhancement	M Understanding	M Social	M Career	Age	T.V	Satisfaction
M Protective	----								
M Values	0.284	----							
M Enhancement	0.838*	0.243	----						
M Understanding	0.392*	0.513*	0.492*	----					
M Social	0.575*	0.515*	0.607*	0.518*	----				
M Career	0.669*	0.250	0.667*	0.626*	0.654*	----			
Age	-0.227	-0.033	-0.06	0.202	0.111	0.097	----		
T.V (months)	-0.038	0.022	0.171	-0.025	0.305	0.175	0.142	----	
Satisfaction	0.336	0.340	0.485*	0.157	0.197	-0.055	-0.128	0.012	----

Note. * = $p < .05$

Differences Between Male and Female Coaches

Only twenty coaches had specified their preferred gender identity when responding to demographic questions. Seven coaches indicated that they were female while the remaining 13 coaches indicated that they were male. The *t*-test measuring differences between male and female Speed Freaks coaches yielded *p*-values above .05 for all of the subscales (see table 4). This indicated that no significant differences were found between these two gender groups on mean scores for any of the VFI subscales. Although no significant differences were observed, the Cohen's *d* value for the Understanding subscale indicated a moderate negative effect occurred. Smaller effect sizes were observed for the Social, Enhancement and career subscales while Cohen's *d* for the Protective and Understanding subscales were below (+/-) 0.054.

Table 4

Results from Independent Samples t-test: IV = Gender (Male or Female), DV = Mean Scores on VFI Subscales

	Group	Mean	t value	df	p	Cohen's d
Protective	Male	3.66	-0.1165	18.0	0.909	-0.0546
	Female	3.74				
Values	Male	5.91	-1.4134	18.0	0.175	-0.6626
	Female	6.43				
Enhancement	Male	4.74	0.5166	18.0	0.612	0.2422
	Female	4.40				
Understanding	Male	5.34	0.0342	18.0	0.973	0.0160
	Female	5.31				
Social	Male	4.28	0.7390	18.0	0.469	0.3465
	Female	3.77				
Career	Male	3.03	0.4889	18.0	0.631	0.2292
	Female	2.60				

Differences Between Christchurch Coaches and Auckland Coaches

One of the demographic questions on the survey asked the coaches if they could provide the location of the Speed Freaks branch they volunteer at. Eight coaches had indicated they were based in Auckland, and the remaining 12 coaches were based in Christchurch. Out of interest, a *t*-test was conducted to compare VFI data between Christchurch and Auckland coaches. Cohen's *d* for the understanding subscale indicated a moderate-large effect, while the remaining five subscales all had smaller effect sizes ranging from .242 to .432. No significant differences were found between the two groups' mean scores for any of the VFI subscales (see table 5).

Table 5

Results from Independent samples t-test: IV = Location (Christchurch or Auckland), DV = Mean Scores on VFI Subscales

	Group	Mean	t value	df	p	Cohen's d
Protective	Christchurch	3.83	0.531	18.0	0.602	0.242
	Auckland	3.48				
Values	Christchurch	6.22	0.854	18.0	0.404	0.390
	Auckland	5.90				
Enhancement	Christchurch	4.82	0.778	18.0	0.447	0.355
	Auckland	4.40				
Understanding	Christchurch	5.34	1.709	18.0	0.105	0.780
	Auckland	5.31				
Social	Christchurch	4.28	0.947	18.0	0.356	0.432
	Auckland	3.77				
Career	Christchurch	3.03	0.644	18.0	0.528	0.294
	Auckland	2.60				

Qualitative Analysis

A thematic analysis was conducted on responses to five of the open-ended questions presented to participants in the online survey, three of which pertain to the antecedents' stage of the Volunteer Process Model. The remaining two questions reflect the experiences and consequences stages (see Table 6).

Table 6

Open-ended Questions for Thematic Analysis

Open-ended Questions
Antecedents
<ol style="list-style-type: none"> 1. What first drew you to volunteer for the Speed Freaks? 2. Describe some of the expectations you had volunteering as a Speed Freaks Coach. Have these expectations been met? 3. Before joining Speed Freaks had you worked or volunteered in a similar coaching role? Please describe the previous role?
Experiences
<ol style="list-style-type: none"> 4. Describe positive experiences you have had as a Speed Freaks coach.
Consequences
<ol style="list-style-type: none"> 5. How has your personal life been impacted by volunteering with the Speed Freaks?

Analysis of the qualitative data was conducted using the framework for thematic analysis set out by Clarke et al. (2015). The analysis was conducted both deductively—in that, the six subscales of the VFI served as themes—and inductively—where analysis was also open to generating other relevant themes. Coded responses for each question were categorized according to which theme they corresponded with the most. Some of the participants gave larger responses and therefore, had more coded responses to categorize into themes than other participants.

Themes Underpinning Coaches' Explanations of Volunteerism

The following sections describe the themes reflected in the coaches' qualitative feedback with key quotations from the coaches themselves, illustrating the nuanced nature of these themes. The Values

Values Theme

One of the most prominent themes underpinning the participants' explanations for volunteering as a Speed Freaks coach was the influence of their altruistic values, such as the desire to provide help or make a difference to others. Many of the following quotes, made in response to the first question concerning their motivation to volunteer for the Speed Freaks programme, clearly reflect this underlying mechanism of values:

“Making a difference for others” (Participant 3)

“...wanted to make my running about more than just me.” (Participant 8)

“A recognition of what running has given me and that through SF I had the ability to pass that on” (Participant 10)

“...I felt I could genuinely make a difference to people.” (Participant 14)

“Giving back to the community through one of my passions” (Participant 22).

“...It's (Speed Freaks) a community of its own with likeminded people with same vision of supporting an organisation that gives back so much...”
(Participant 2)

While the coaches' motivations were strongly underpinned by altruistic values, there were clear response sub-themes that distinguished between general altruistic tendencies and

more specific altruistic motivations. Specifically, while some coaches' motivations for volunteering spoke to a general altruistic tendency to help others or the community at large, other coaches indicated that the idea of supporting those specifically with addiction issues or in their addiction recovery journey was what drew them to volunteer for Speed Freaks. The following statements highlight these more focused values motivations:

“... helping those in recovery which is a cause close to my heart” (Participant 11).

“Helping others in Recovery” (Participant 12)

“Group discussion with other running individuals. Found that there is a need to help those in recovery...” (Participant 16)

“Learning about addiction and the flow on effects in a wide range of people in the community” (Participant 5)

Volunteering for Speed Freaks as a means to giving back to a specific community which coaches are passionate about, is most apparent in the feedback from coaches who were themselves, previous Speed Freaks members and used this programme for their own recovery journey:

“Speed freaks are an important part of my recovery and the time our coaches give to help others drew me to give back and share in what I have to offer” (Participant 25)

The branching of altruistic values seen in this cohort of coaches reflects that seen in prior research into the motivations of sports coaches. Exploring motivations for volunteering in a sample of youth sport coaches, Teye and Peaslee (2020) found that while the motivations

of some coaches reflected *community/civic responsibility* (i.e., a general prosocial sentiment) the motivations of other coaches reflected more *values functional motivations* (i.e., volunteering for a cause that has special meaning to an individual). This is a strong indication that in addition to general altruistic tendencies as a coaching motivation, a primary driver for volunteering in Speed Freaks coaches is that it can provide some of them an opportunity to support someone's recovery journey, something that many of them may personally relate to either through family or personal experience.

Enhancement

Open-ended responses from the coaches, concerning the underpinning motivation for their volunteering, reflected the theme of *Enhancement* as strongly as it did the theme of *Values*. As a theme *Enhancement* reflected participants' responses expressing a desire for personal (psychological) growth and development (i.e., improve self-esteem) and to experience good feelings (about themselves) through the initiation of friendships and by contributing something meaningful. Some of the coaches expressed a desire to develop friendships and connect with like-minded individuals:

"... I can develop new friendships..." (Participant 21)

"Love to run and love to connect, it seemed like the perfect combination"
(Participant 9).

Some coaches were more specific with their responses in that, they identified the types of people they had wished to connect with:

"...great place to socialise with other runners/walkers and just connect."
(Participant 2).

“I know more people in running circles. It has helped me connect into my community better.” (Participant 6)

“I have built some friendships with other coaches and community members that I really appreciate.” (Participant 14)

“Connecting with other coaches as well as runners.” (Participant 19)

When asked about positive experiences while volunteering, some of the coaches described cognitive changes such as increased compassion and improved mood as a result of volunteering for the Speed Freaks Programme:

“... Increased my compassion for others and makes me want to advocate more for those recovering from addiction” (Participant 9).

“I’m in a slightly better mood when I come home from work on Thursdays.” (Participant 8).

In contrast to the theme of *Values* which reflected more altruistic motivations or volunteering, these results suggest that a desire for personal ‘enhancement’ is just as strong a motivation for Speed Freaks coaches to volunteer their time for the programme.

Understanding

The third theme reflected in participants’ responses concerning their motivations to volunteer was a desire to understand more about addiction and mental health. The understanding function of the VFI purports that individuals are motivated to volunteer as a

means to learn and understand more about the world. The following responses reference participants' desires to learn or understand more and have new experiences:

"...a way to take a more outward view of the community in which I live..."

(Participant 10)

"I want to learn more about addiction (and recovery) to be in a better position to help my children if there is a need in the future" (Participant 23).

"I can develop new friendships and have new rewarding experiences at the same time." (Participant 21).

A subset of responses also indicated that some coaches were motivated to volunteer by a desire to exercise their own knowledge and skills or familiarity with the field of work. This fits within the wider notion of *Understanding* in that, it reflects not only the acquisition of knowledge but also the application of this knowledge in ways that may help coaches to integrate within the organisation and its activities. The following quotes reflect this desire:

"... I love running and I know the sector so it was a no brainer" (Participant 4).

"I used to work in the addictions field then changes(d) roles. I didn't miss my old job but i missed the people." (Participant 6).

"My partner works in addiction, so he's supportive and we're both coaches" (Participant 2).

In summary, *Understanding* was not only a component of the VFI but also clearly identified as a theme underpinning the coaches' own motivations for volunteering with the Speed Freaks. However, unlike the manner in which it is

expressed in the VFI, coaches' responses identify *Understanding* as a more nuanced function, reflecting both the acquisition of new knowledge and the application of existing knowledge in a manner that enhances attempts to volunteer.

Love of Running

Almost half of the coaches that responded referred specifically to a love of running as a primary factor motivating their volunteering as a Speed Freaks coach. The following quotes from some of the participants described a general love of running:

“...I love running...” (Participant 4)

“I am a keen runner and wanted to make my running about more than just me...” (Participant 8)

“I can help less fortunate people through doing something that I love - running.” (Participant 21)

“They just want to go out for a run or walk as do I.” (Participant 1)

In addition to a general love of running as a primary motivator for volunteering, there was a clear indication that volunteering for the Speed Freaks also facilitated their own running-related goals. For example, reflecting on the positives associated with their volunteering, participants mentioned the following components of their voluntary work with Speed Freaks as a running-related benefit for themselves:

“I have a personal expectation of running further this a goal still working on it” (Participant 3).

“... Having a calendar event every week where I take time out of my workday to go for a run...” (Participant 8).

“... know more people in running circles” (Participant 6).

“...engage with the wider running community (Participant 9)

Although considered a non-VFI theme in the initial coding process, *Love of Running* was clearly a significant factor underpinning coaches’ volunteering that it warranted being inductively generated as a theme. The centrality of a general love for a specific activity is clearly evident in wider research as a motivator for coaches to volunteer their time for exercise-related activities such as those involved in sports volunteerism (Bang & Ross, 2009; Johnson et al., 2017).

Social Theme

The least prominent theme underpinning coaches’ reasons for volunteering for the Speed Freaks reflected the influence of *social connection* or the operation of a *social network*. More specifically, many of the coaches described social connections either with the Speed Freaks community, the running community or their peers, as an influencing factor in their decision to volunteer for their role. To an extent, this ‘social connections’ theme reflects the ‘Social’ function identified in the VFI, but in the current study, the coaches’ explanations provided more nuance to the term and appeared to specify sub-components of social connection that acted either as an internal pull or as an external push toward volunteering.

Some of the coaches specifically highlight their social connection facilitating as an intrinsic motivation (i.e., an internal pull toward volunteering). For example, the following two quotes highlight how connecting with the coaching staff or with other runners operated as an incentive for volunteering:

“Connection with original coach” (Participant 5)

“Group discussion with other running individuals. Found that there is a need to help those in recovery” (Participant 16)

In addition, some coaches clearly highlighted that the influence of a social connection or network can serve as an extrinsic motivation to volunteer. This could be in the form of peer influence or even to a degree the pressure of some in the community to participate. These two quotes that follow provide good examples of such extrinsic influence:

“Friends suggested I come along to see if I liked it” (Participant 17).

“... (CEO of Speed Freaks) pressured me into it. Kinda kidding, kinda not. But I don't regret it” (Participant 14).

What is clear is that the influence of a social connection or network can operate both to facilitate intrinsic feelings toward volunteering as a coach or can provide impetus in a more directed and extrinsic manner. However, the two are not mutually exclusive. The following quote clearly indicates that the coaches' explanations can include aspects both of intrinsic motivation and the external motivation provided by connection with Speed Freaks staff:

“I am a keen runner and wanted to make my running about more than just me. I was considering getting involved with Speed Freaks or Achilles. I messaged Anna and she was quite responsive, so it all happened rather fast, so I figured I'd go with it” (Participant 8).

Potential Barriers to Volunteering

While identifying motivations to volunteer can provide insight into the best strategies for recruiting and retaining volunteers, understanding the factors which prevent or deter individuals from engaging in volunteerism is also important.

Level of Commitment

Many volunteers also engage in other work and social activities outside of their volunteer role that can at times, make it difficult to commit time to volunteer. Some Speed Freaks coaches described the flexibility of their role in their responses. It is clear that at times, some of their prior life commitments made it difficult to engage/work as a Speed Freaks coach:

“... committed initially as a "as often as I can make it" coach, but when the lead coach withdrew for personal reasons I was asked to step into that role... But this creates an uncomfortable commitment level that I would prefer not to maintain as more coaches come on board.” (Participant 14)

“Less flexibility in child free/work free day” (Participant 23)

One participant stated that the role is a “fairly large time commitment” and that they “feel the pressure that a run may not go ahead” if they are unable to turn up (Participant 11). In this case, the participant seemed more concerned that the Speed Freaks runners may miss out on a run as they also stated:

“I find myself making speed Freaks a priority over work and family life...”
(Participant 11).

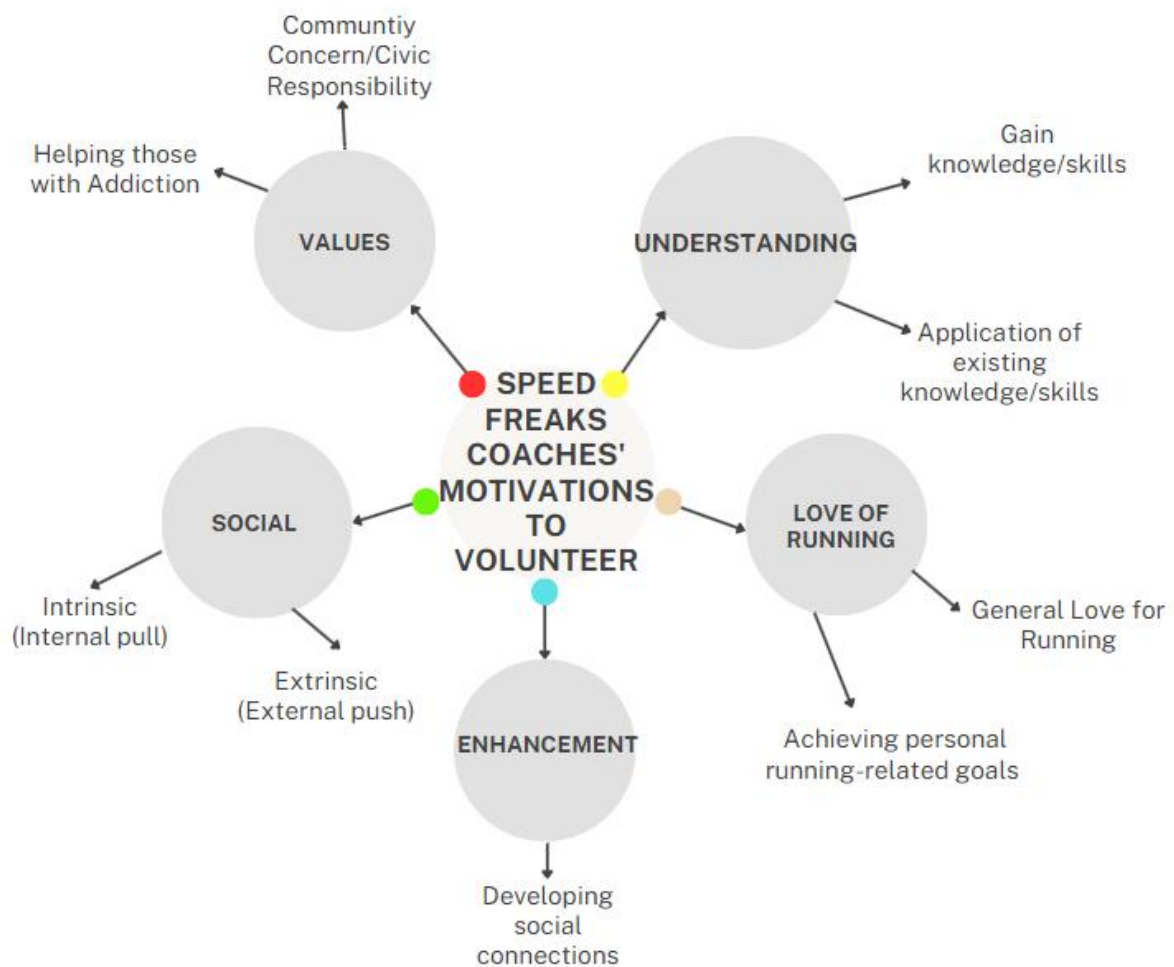
Although the *level of commitment* involved in the role did not affect decisions to join the Speed Freaks as a coach, this is a factor worth considering in future as it evidently impacted the coaches' personal lives.

Thematic Map

In line with the process for thematic analysis (Clarke et al., 2015), the themes and sub-themes generated from the qualitative data are presented in a thematic map (see Figure 1).

Figure 1

Thematic Map Depicting Themes and Sub-themes Found in Thematic Analysis of the Qualitative Data.



Discussion

The purpose of the current study was to explore and identify motivations for volunteerism among a sample of volunteer coaches, who work to improve the well-being of individuals in recovery from addiction, for the Speed Freaks organisation based in New Zealand. The results are discussed below beginning with whether the findings supported (or did not support) the research hypotheses. Subsequent sections discuss the motivations of the Speed Freaks coaches, followed by a brief discussion of how the data obtained from qualitative measures reflected the VPM and a description of limitations and future research ideas before concluding.

Values and *Understanding* were expected to be the most important functions served by volunteering as a Speed Freaks Coach (Hypothesis 1). Results from the current study supported this hypothesis as the Values and Understanding subscales respectively, yielded the highest mean scores. Findings also supported Hypothesis 2 as the Protective and Career subscales yielded the lowest mean scores. These findings reflect those found in previous VFI studies, which have explored motivations in a range of contexts, suggesting that the expression of altruistic values is a key motivating factor for engagement in volunteerism.

Male Speed Freaks coaches were expected to be more likely than female coaches, to have volunteered for reasons aligning with the Career, Enhancement and Understanding functions (H3). Findings supported this hypothesis as mean scores for male coaches on the Career Enhancement and Understanding subscales were higher than mean scores for female coaches. Female coaches, more than male coaches, were expected to have volunteered for reasons aligning with the Values, Social and Protective functions (H4). Mean scores for the Values and Protective subscales were higher for females however, mean scores for the Social subscale were higher for male coaches thus, the results only partially support H4. Although differences in mean scores according to gender were observed in the quantitative data, a t-test

comparing mean subscale scores, between male coaches and female coaches, did not find any significant differences between the two groups, thus supporting H5. As expected, results from the correlation analysis indicated that time volunteering was not significantly related to any of the other variables, thus the results also support H6.

Motivations of Speed Freaks Coaches

Results from quantitative analysis of the VFI data indicated that the coaches' reasons for volunteering with the programme aligned most with the Values function. No significant correlations were found between subscale scores and time volunteering. Also, age was not significantly correlated with any other variables. The only variable to correlate significantly with satisfaction was mean scores for the Enhancement subscale. Results from qualitative analyses provided a deeper understanding of why the coaches initially decided to volunteer. Qualitative data also provided insight into the coaches' experiences while volunteering for the programme and the impacts this has had on their lives. The thematic analysis of responses to the open-ended questions on the survey identified a Love of Running—a motivational factor that cannot be measured by the VFI—as a key factor underpinning the Speed Freaks coaches' decisions to volunteer for the programme. The following section describes the Speed Freaks coaches' motivations to volunteer based on findings from both quantitative and qualitative analyses in the current study.

Based on the quantitative findings, the Speed Freaks coaches' motivations to volunteer for the programme aligned most with the Values function of the VFI, followed by the Understanding and Enhancement functions. The salience of the Values function is a finding that is commonly reported in the literature (Angosto et al., 2021a; Busser & Carruthers 2010). To some extent, findings from the current study support Clary and Snyders' (1999) claim that Values and Understanding are the most important functions, as these two functions were found to be most important for the Speed Freaks coaches (i.e.

highest mean scores). However, findings from thematic analysis suggested that coaches' motivations which aligned with the Enhancement function of the VFI were just as salient as motivations aligning with the Values function—i.e., both Values and Enhancement themes had the same number of coded responses. It was evident that the coaches were less inclined to volunteer for reasons aligning with the Protective and *Career* functions. The Career function was found to be the least important function for the Speed Freaks coaches however, previous studies involving volunteer coaches found the *Protective* function to be the least important (Angosto et al, 2021a; Busser & Carruthers 2010). On the other hand, Johnson et al. (2017) found the Career function along with the Love of running factor to be most important for the coaches in their study. The qualitative findings also suggested that the *Career* and *Protective* functions were not important, as no themes relating to the career function were generated from thematic analysis and only a very small number of coded responses aligning with the protective function were found.

Overall, the quantitative and qualitative findings suggest that the most important motivations are those aligning with the Values and Enhancement functions and the least important, are motivations aligning with the Protective and Career functions. There were some inconsistencies between the quantitative and qualitative findings. The VFI data suggested that Values and Understanding respectively, were the two most salient functions for the Speed Freaks Coaches. However, thematic analysis findings suggested that motivations aligning with the Values and Enhancement themes were equally salient. Additionally, the thematic analysis rarely found motivations aligning with the protective function and motivations aligning with the career function were not found at all. These findings (Chacón et al., 2017; Vecina & Marzana, 2019). Vecina and Marzana (2019) explain how the VFI “overestimates the presence of all six motivations” (p. 583) as volunteers are generally asked to respond to all items on the scale. Open-ended questions, on the other hand,

lead participants to describe only those motivations which they believe are important or accurately explain their reasons for engaging in volunteerism. In this study, several coaches had described a love of running as a motivating factor in their decisions to volunteer for the programme however, the VFI does not contain items which measure a love of running. This suggests that without qualitative open-ended questions, this study would not have been able to accurately identify the coaches' initial motivations for volunteering. Thus, this study also supports the utility of using both quantitative and qualitative measures to assess motivations of volunteers.

Thematic analysis of the open-ended responses highlighted motivations that were somewhat contrary to quantitative findings. Although both analyses found that *Values* was the most important function, the salience of the *Enhancement* and *Understanding* functions differed between quantitative and qualitative findings. That is, *Understanding* was more salient when analysing VFI data whereas, the qualitative results suggested that the *Enhancement* function was more salient than understanding. It should be noted that most of the coded responses in the thematic analysis which were placed under the *Enhancement* theme, aligned most with the initiation of friendships aspect of the Enhancement function. Item 29 of the VFI scale "Volunteering is a way to make new friends" is the only item that measures this aspect. However, researchers have found that this item does not accurately reflect the Enhancement function and findings from Niebuur et al. (2019) suggest the item more accurately reflects the Understanding theme. When placing coded responses aligning with the initiation of new friendships into the understanding theme, the qualitative findings become more reflective of the quantitative findings, as Understanding becomes the second-most salient theme.

Previous research exploring the motivations of sports volunteers had identified *a love of sport* as a key motivational factor for engagement with sports volunteerism (Bang & Ross,

2009; Johnson et al., 2017). The love of running theme in the current study was generated based on findings from this research. When analyzing the results from thematic analysis in the current study, the presence of the *Love of running* theme fell short of the *Values*, *Enhancement* and *Understanding* themes. Bang and Ross (2009) found *Values* and a *Love of sport* respectively, to be the most important factors influencing volunteers' decisions however, the authors had also developed items to measure a love of sport, due to the presence of this motivational factor found in previous volunteerism studies. A general love of running is clearly a key motivating factor for volunteering as a Speed Freaks coach. If items were developed to measure a love of running in this study, it is plausible that findings would reflect the previous study as the love of running factor could have been more salient.

Speed Freaks Coaches' Volunteer Process

The Volunteer Process Model provided a useful framework for organising the current research and guiding the development of the qualitative measures. Open-ended survey questions were designed to assess aspects of the three main stages of the model: antecedents, experiences and consequences, with a focus on the motivation aspect of the antecedents' stage. To some extent, the relationship between the stages of the VPM could be observed when analysing responses to questions about the coaches' experiences while volunteering and the impacts that volunteering has had on their lives. Figure 2 presents responses from one participant to questions 1, 2 and 4. Responses in red correspond with Values, those in blue correspond with Enhancement and those in yellow correspond with Understanding. These responses reflect the assumption of the Volunteer Process Model that the antecedents to volunteerism (individual's motivations and expectations for engaging in volunteerism) are also linked to volunteer experiences.

Figure 2

Responses From One Participant Which Reflect the relationship between the Antecedents and Experiences Stages of the VPM.

Q1. What first drew you to volunteer for the Speed Freaks?	Q2. Describe some of the expectations you had volunteering as a Speed Freaks coach	Q4. Describe positive experiences you have had as a Speed Freaks Coach.
P21: "I can help less fortunate people through doing something that I love - running. I can develop new friendships and have new rewarding experiences at the same time."	P21: " Friendships, good experiences , sharing knowledge."	P21: " Good friendships, seeing people grow in skills, confidence and succeed. "

Figure 3 presents responses from one participant which, to some extent, reflects the assumption of the VPM that motivations for volunteerism (antecedents' stage) are also linked to volunteer outcomes (consequences stage). While the consequences stage of the VPM is generally concerned with volunteer outcomes, such as future intentions for continued volunteer service, the impacts of volunteerism on the individual are also considered in this stage. In this case, the participant was partly motivated by a desire to change their own perspectives about the community. Their response to Q5 also speaks to this desire where they attribute changes in their perspectives and the facilitation of discussions around addiction, to volunteering for the Speed Freaks.

Figure 3

Responses From One Participant Which Reflect the Relationship Between All Three stages of the VPM: Antecedents, Experiences and Consequences

Q1. What first drew you to volunteer for the Speed Freaks?	Q4. Describe positive experiences you have had as a Speed Freaks Coach	Q5. How has your personal life been impacted by volunteering with the Speed Freaks?
<p>P10: “A recognition of what running has given me and that through SF I had the ability to pass that on. It was a way to take a more outward view of the community in which I live and engage in ways I might not otherwise and therefore expand my horizon a little.”</p>	<p>P10: “Engaging with people who have different life experiences to me. Seeing the determination and progress made by participants. Helping people to achieve goals. Feeling supported by the other coaches.”</p>	<p>P10: “Only positively by broadening my horizons and opening up discussions with family and friends about addiction.”</p>

Satisfaction

On average, Speed Freaks coaches rated satisfaction with their volunteer experience fairly high, with the exception of two participants who indicated they were “*very unsatisfied*”. However, these two coaches also responded to the survey question, asking them to elaborate on their satisfaction rating and the responses were positive:

“Love being part of Speed Freaks” (Participant 3)

“There is great comradery amongst the coaches, and I have learned a lot already from coaches and participants” (Participant 10).

These statements indicated that the coaches may have unintentionally rated their satisfaction low, where they had intended to rate satisfaction highly, as no negative statements about their experiences were provided. That is, unless the participants considered loving being a part of Speed Freaks, witnessing comradery and gaining knowledge from the other coaches and participants, to be dissatisfying experiences of their coaching role.

Previous studies exploring the relationship between motivation and satisfaction of sports volunteers had found that Career and social functional motivations were the best predictors of satisfaction (Pierce et al., 2014; Johnson et al., 2017). Interestingly, mean scores for the Enhancement subscale were the only variable found to significantly correlate with satisfaction, suggesting that individuals with motivations for self-enhancement were significantly related to satisfaction. Only nine participants elaborated on their satisfaction rating however, most of these responses included statements which fit into the enhancement theme. Examples include:

“Love being part of Speed Freaks” (Participant 3)

“I’m incredibly proud to be a Speed Freaks coach. When I look at the other coaches, I look at the type of people I want in my life...” (Participant 11)

“Enjoy the positive culture of the organisation” (Participant, 18)

Although these responses do not validate the quantitative findings, the congruence between the quantitative and qualitative data suggests that volunteering as a means to self-development and growth (Enhancement function) may be related to higher levels of satisfaction with the coaches’ experiences while volunteering for the programme.

Recruitment and Retention

Findings from this study have implications for organisations regarding the recruitment and retention of volunteers. As with most VFI studies, the current study found value-expression particularly, desires to help those in recovery from addiction, was the key driver in most of the coaches’ decisions to volunteer. Motivations reflecting the Understanding and Enhancement functions of the VFI were also prevalent. As running is a key component of the coaching role in the Speed Freaks programme it was not surprising that “love of running”

was also found to be a key motivational factor. These findings suggest that organisations such as Speed Freaks, could benefit from tailoring recruitment pitches to appeal to these motivations. However, the results also indicated that coaches' initial motivations to volunteer which were underpinned by desires for self-development and growth (*Enhancement* function), were linked to their satisfaction with their volunteer experiences. To some extent, these results reflect those found in Johnson et al. (2017) however, they also found that the *Career, Social and Understanding* functions were also related to satisfaction. As previous research has highlighted, satisfaction with volunteer experiences is linked to the retention of volunteers. Therefore, organisations like the Speed Freaks Charitable Trust, which wish to retain current and new recruits, should work to ensure that their coaches' experiences within their role, satisfy their initial motivations particularly, those which reflect the Enhancement function.

The focus of this research was exploring the factors which lead the Speed Freaks coaches to volunteer for their role. However, a potential barrier was also identified in the analysis of the qualitative data. Although not necessarily a barrier to volunteering as a Speed Freaks coach, the level of commitment involved in the role could potentially impact the coaches' future intentions to continue volunteering. One coach described how they have less flexibility on days when they do not have to work. The coaches' roles within the organisation are clearly important to them therefore, providing more opportunities to coach (e.g., additional days and times for social runs and activities) might be one way to mitigate this barrier.

Application of the VFI

Findings from the current study suggest that the VFI is a useful tool for measuring the general motivations of volunteers. However, there is no way the VFI could have identified a love of running as a motivational factor. Qualitative findings suggested that *Love of running*

was a key motivational factor influencing some of the coaches' decisions to volunteer. These results reflect those from previous studies where a general love for an activity (i.e., running or sports) was found to be a key motivational factor underpinning coaches' motivations to volunteer (Angosto et al., 2021a; Johnson et al., 2017). However, the previous studies also measured the *Love of Running/Love of Sport* factors whereas, the *Love of Running* theme in this study was found through analysis of the qualitative data. Thus, the findings in this study affirm claims by Angosto et al. (2021a) that the VFI, as a standalone measure, can underestimate other motivations which may be important to an individual.

The findings also support the claim that the VFI can overestimate the presence of some motivations (Vecina & Marzana, 2019). The VFI scale will always result in each participant having a minimum total score of 5 points for each subscale. However, the qualitative data analysis in the current study suggested that not all VFI factors were present. While mean scores for the *Career* subscale were the lowest, thematic analysis did not find any responses corresponding to the *Career* theme (function). On the other hand, results from quantitative and qualitative analyses were somewhat congruent in that, *Values* was considered the most important function (and theme) and with the exception of the *Career* function, the *Protective* function was the least important among the sample. These findings not only reflect those from previous VFI studies, but they also support the utility of using qualitative measures of volunteer motivations, alongside quantitative measures such as the VFI.

Limitations and Future Research

This study was not bereft of limitations. The current study used the standard version of the VFI to measure the coaches' motivations. While the VFI is commonly used in volunteerism research, recent studies had adapted the VFI to assess motivations within specific contexts and to assess additional motivational factors (Angosto et al., 2021a;

Angosto et al., 2021b; Johnson et al., 2017). Had the current study adapted the VFI and included a measure to assess *Love of Running* we may have found similar results to those found in Johnson et al. (2017), who identified a *Love of Sport* as one of the most prominent motivations.

Although growing steadily, the Speed Freaks organisation is still a fairly new organisation and even if all volunteer coaches working in the organisation had responded to the survey, the sample size would still be relatively small (N=56). This small number of volunteers and the fact that these volunteers work in a specific context affects the generalisability of our results. For the generalisability of study findings, future research should consider assessing volunteer motivations in organisations that have a much larger pool of volunteers, from various roles and who engage in different volunteer tasks within the organisation.

However, this is not to say that the findings from our study are impractical or nugatory, as they can be used to inform the development of the Speed Freaks organisations' recruitment and retention strategies. Based on the results from quantitative analyses in this study, the Speed Freaks should consider tailoring recruitment pitches to target individuals whose motivations to volunteer reflect the *Values, Understanding* and *Enhancement* functions. Based on the qualitative findings and the fact that running is central to the role of Speed Freaks volunteer coach, recruitment pitches should also be framed to target individuals who enjoy running. For retention of current and future volunteer coaches, the Speed Freaks organisation should aim to ensure that the coaches' experiences in their role, satisfies their initial motives for volunteering. The findings in this study suggest that coaches' motivations which reflected the *Enhancement* function, were linked to satisfaction. Therefore, ensuring that coaches have opportunities for self-development while volunteering in their role, could improve their satisfaction and in turn, improve their retention.

It is evident that there is a gap in the research literature regarding the impacts of volunteering for recipients/beneficiaries of voluntary services. Grönlund and Falk (2019) discuss a number of reasons to explain this lack of research. They suggest that research which focuses on the viewpoints of recipients may be subjected to ethical issues as many recipients of voluntary services are in vulnerable situations and are in need of others' support. For example, the Speed Freaks coaches work with individuals who are recovering from addiction. While it may be "easier and also ethically simpler" (Grönlund & Falk, 2019, p. 21) to focus on the impacts on volunteers, recipients of voluntary services can also inform research. Responses from one of the Speed Freaks coaches to the question asking about their experiences, provided some insight into how they perceived the structure of the organization, identifying issues such as poor planning of events and inconsistencies between paid and volunteer staff:

"I can sometimes feel the planning isn't always done for the smaller events or is done for the larger events but not communicated to people until the very last second. I also think there is a mismatch between the boundaries expected of me as a coach versus the paid staff, who I can see do not always abide by the same rules." (Participant 4)

Future studies which explore volunteerism from the viewpoints of recipients could identify and highlight other potential flaws in organizational structure, which could be affecting both the delivery of organisational services and, engagement from recipients with these services.

Conclusion

This study explored the motivational factors which lead the Speed Freaks coaches to volunteer. Findings from quantitative analyses supported all hypotheses and the qualitative

data provided a more nuanced understanding of the coaches' initial motivations to volunteer for their roles. The results indicated that the most important reasons underlying the coaches' initial decisions to volunteer were the expression of altruistic values, self-development, a desire to understand more about addiction and recovery, and a love of running. Regardless of whether being motivated by a desire to develop new friendships was considered to fit the Understanding function or the Enhancement function, the quantitative data still reflected the three most salient themes from the qualitative data: *Values*, *Understanding* and *Enhancement*. These results also reflected previous volunteerism research involving the VFI as a measure of volunteer motivations. However, the results indicated that coaches were more likely to be satisfied when their experiences while volunteering, satisfied motives aligning with the Enhancement function. This suggests that the motivations considered most important to an individual, are not necessarily the motivations that predict satisfaction with their volunteer experience.

Based on the findings in this study, the Speed Freaks organization could improve retention by working towards ensuring that the coaches' experiences while volunteering in their role, satisfy their initial motives, relating to the expression of altruistic values (*Values*), desires to learn and understand more about the world (*Understanding*), a passion for running (*Love of Running*), and (psychological) self-development (*Enhancement*). For example, ensuring volunteers have opportunities to learn new skills, whether relevant to their role or not, could lead to the satisfaction of *Understanding* motives. Having opportunities to express one's altruistic values (i.e., the chance to work for a cause they deem important) could also garner satisfaction for volunteers whose initial motivations reflect the *Values* function. Findings in this study, particularly the findings from analysis of the qualitative data, suggest that volunteers not only have the potential to make a difference for others but also want to make a difference. Given that volunteers keep many of societies' non-profit organisations

operating, this study highlights the value of understanding what leads people to donate their time and efforts to an organisation, and how these factors impact volunteers' satisfaction and retention.

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Appendices

Appendix A: Coaches Survey Advertisements

July 1st 2022

Kia ora coaches!

My name is Joseph Pamata and I am a student at Massey working towards completing a Master's Degree in Psychology. This is an invitation to [participate in a survey of Speed Freaks coaches](#). Your participation will contribute to better understanding the community of coaches that volunteer with Speed Freaks.

This survey is conducted in collaboration with the Speed Freaks charity to better understand the factors that lead people (like you!) to volunteer as Speed Freaks coaches. **The survey should take around 15 minutes depending on how much you care to share.** It asks about what lead you to volunteer as a coach for the Speed Freaks, your experiences while volunteering as a coach, and how volunteering has impacted on your life

If you are keen to share your experiences, **please do so by July 12th.**

Findings from this study will help the Speed Freaks Organisation better understand the impacts of volunteering for the coaches, the Speed Freaks runners, and the wider Speed Freaks charity. Some of the survey data will also be analysed in my research project for my Masters Degree. A little later this year I will get back in touch to invite you to hear about my research findings.

You can read more about what the survey entails [at this link](#) —or just copy and paste the URL below: https://massey.au1.qualtrics.com/jfe/form/SV_1Nyp4dPGzliPp8G

If you have any questions about participating in the survey, feel free to contact me or Anna Christophorou at Speed Freaks. Contact details for my Massey supervisors can be found at the information page linked above.

July 21st 2022

Good Afternoon Coaches

I want to say a huge thanks to those of you who have already completed the survey. I know school holidays can be a bit of a busy time for many of you and that's without throwing COVID into the mix. Just a heads up that the survey will remain open until **next Monday 25th July 2022 at 4pm**. So if you haven't had a chance to complete it you still have a few days to do so. Thanks again, your time is very much appreciated.

Appendix B: Coaches Survey



Information about the Speed Freaks Coaches Survey

This survey examines the experiences and motivations of people who volunteer as Speed Freaks coaches. Your participation will help the Speed Freaks organisation better understand the impacts of volunteering for the coaches, the Speed Freaks runners, and the wider Speed Freaks charity.

Some of the data you provide will also be analysed in a research project conducted by Joseph Pamata as part of his Masters Degree in Psychology at Massey University. Joseph is studying the factors that contribute to people becoming volunteers with organisations like Speed Freaks.

This survey is conducted by Anna Christophorou (Programme Director of the Speed Freaks charity) in collaboration with Joseph Pamata (Masters student), Dr Michael Philipp (supervisor), and Dr Andy Towers from Massey University.

You are invited to participate in this 15 to 20-minute survey about your experiences coaching with Speed Freaks. Your participation is voluntary. If you choose to participate, we will not seek to collect detailed information that identifies you. You may skip any questions you do not wish to answer, and you may stop the survey at any time. In the event you do provide details that may identify you, these details will remain confidential and will not be disclosed outside the research team named below.

By participating in the survey you consent to have your anonymised responses used for the purposes below:

(1). Analysis and publication of research being conducted by Joseph Pamata (Masters student) from Massey University. Joseph is conducting this research under the supervision of Dr Michael Philipp who is a Senior Lecturer in Psychology at Massey University.

(2). The Speed Freaks charity will use the information you provide to better understand the experiences of coaches, and to convey the importance of coaches for the charity to external agencies.

Risks and Benefits of participating

There are no foreseeable risks to participating in this survey—if you encounter a question that you feel poses a risk to you, or asks for sensitive information, please skip the question or stop your participation. If you feel there is harm caused by the survey or significant risks we have not considered, please use the contact information below to let us know.

There are no explicit benefits to you for participating. However, findings from this research will be shared with coaches and the wider Speed Freaks organisation later in 2022. So by participating, you help us better represent the community of coaches within the Speed Freaks organisation.

If you have any questions or concerns about this survey, you may contact our research team at the addresses below:

Anna Christophorou — anna@speedfreaks.org.nz

Michael Philipp — M.Philipp@massey.ac.nz

Andy Towers — A.J.Towers@massey.ac.nz

If you would like to participate in this survey, please continue on to the next screen.

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research. If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director (Research Ethics), email humanethics@massey.ac.nz.

continue →

On the following pages are 30 statements describing people's values and motivations for volunteering with an organisation.

For each statement, please rate how accurately it describes your reasons for volunteering as a Speed Freaks coach from 1 (Not at all accurate) to 7 (Very accurate).

	1: Not at all accurate	2	3	4	5	6	7: Very accurate
No matter how bad I've been feeling, volunteering helps me to forget about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By volunteering I feel less lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering makes me feel important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People I know share an interest in community service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering can help me to get my foot in the door at a place I would like to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make new contacts that might help my business or career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am genuinely concerned about the particular group I am serving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about those less fortunate than myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People I'm close to want me to volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Rate how accurately each statement describes your reasons for volunteering as a Speed Freaks coach.

	1: Not at all accurate	2	3	4	5	6	7: Very accurate
I feel compassion toward people in need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering lets me learn things through direct, hands-on experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering allows me to explore different career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering allows me to gain a new perspective on things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering increases my self-esteem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering helps me work through my own personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel it is important to help others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn more about the cause for which I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others with whom I am close place a high value on community service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



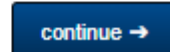
Rate how accurately each statement describes your reasons for volunteering as a Speed Freaks coach.

	1: Not at all accurate	2	3	4	5	6	7: Very accurate
I can learn how to deal with a variety of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explore my own strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is a good escape from my own troubles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is a way to make new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do something for a cause that is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering will help me to succeed in my chosen profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering experience will look good on my resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is an important activity to the people I know best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering makes me feel needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering makes me feel better about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

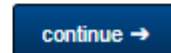


continue →

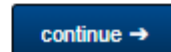
The set of questions ask about how you came to volunteer as a running coach with Speed Freaks.



What drew you to volunteer with Speed Freaks?



Describe some of the expectations you had volunteering as a Speed Freaks coach. Have these expectations been met?



Before joining Speed Freaks had you worked or volunteered in a similar coaching role?

No

Yes, WORKED in a similar role

Yes, VOLUNTEERED in a similar role



continue →

Please briefly describe the previous role



continue →



The questions in the next block will ask about your experiences while volunteering for the Speed Freaks.

Space is provided for you to write answers to each question, but you do not need to write lengthy answers. If a question does not pertain to you, feel free to skip it.



continue →

Describe positive experiences you have had as a Speed Freaks coach.

Are there any negative experiences you can share?



continue →

How are you supported by the Speed Freaks organisation?

How could Speed Freaks support you better?



continue →

How do your whānau and friends support you in your role as a Speed Freaks coach?

Are there ways your whānau and friends could support you better in this role?



continue →

Overall, are you satisfied with your experience as a Speed Freaks coach?

	Very unsatisfied	Unsatisfied	Somewhat unsatisfied	Neutral	Somewhat satisfied	Satisfied	Very Satisfied
Satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You may optionally use the space below to further explain your satisfaction rating.



continue →



The next section asks about the impacts that volunteering has had on your personal life.

Remember, you do not need to write lengthy answers. If a question does not pertain to you, feel free to skip it.



continue →

How has your personal life been impacted by volunteering with the Speed Freaks?



continue →

How has your personal life been impacted by volunteering with the Speed Freaks?



continue →

Describe the relationship between a Speed Freaks coach and the runner(s).



continue →

Has this coach-runner relationship evolved over time for you?

No

Yes



continue →

Please give an example or two, describing how the relationship has evolved.



continue →

Has volunteering with Speed Freaks caused you to consider studying or working in other mental health or social work or addiction fields?

If yes, please briefly explain.



continue →

Have you, a member of your whānau, or a close friend ever had experience with addiction?

(You may select multiple responses)

No

I have

A whānau member has

A close friend has

Other



continue →

If you are comfortable doing so, please briefly describe this experience.



continue →

Finally, please tell us a bit about you . . .

What is your gender identity?

What is your age in years?

When did you join Speed Freaks as a volunteer coach?

Month

Year

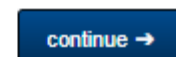
In which region are you located?

Auckland

Taranaki

Christchurch

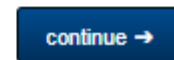
other



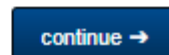
Just two more questions before you go . . .

How do you perceive the value of Speed Freaks charity?

What is your vision for how the Speed Freaks charity should evolve in the future?



Thank you for your participation and feedback!



Appendix C: Volunteer Functions Inventory (VFI)



Volunteer Functions Inventory

PsycTESTS Citation:

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Volunteer Functions Inventory [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/104582-000>

Instrument Type:

Inventory/Questionnaire

Test Format:

Items are rated on a 7-point response scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate).

Source:

Clary, E. Gil, Snyder, Mark, Ridge, Robert D., Copeland, John, Stukas, Arthur A., Haugen, Julie, & Miene, Peter (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*, Vol 74(6), 1516-1530. doi: <https://dx.doi.org/10.1037/0022-3514.74.6.1516>

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Volunteer Functions Inventory
VFI

Items

Protective

- 7. No matter how bad I've been feeling, volunteering helps me to forget about it.
- 9. By volunteering I feel less lonely.
- 11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
- 20. Volunteering helps me work through my own personal problems.
- 24. Volunteering is a good escape from my own troubles.

Values

- 3. I am concerned about those less fortunate than myself.
- 8. I am genuinely concerned about the particular group I am serving.
- 16. I feel compassion toward people in need.
- 19. I feel it is important to help others.
- 22. I can do something for a cause that is important to me.

Career

- 1. Volunteering can help me to get my foot in the door at a place where I would like to work.
- 10. I can make new contacts that might help my business or career.
- 15. Volunteering allows me to explore different career options.
- 21. Volunteering will help me to succeed in my chosen profession.
- 28. Volunteering experience will look good on my resume.

Social

- 2. My friends volunteer.
- 4. People I'm close to want me to volunteer.
- 6. People I know share an interest in community service.
- 17. Others with whom I am close place a high value on community service.
- 23. Volunteering is an important activity to the people I know best.

Understanding

- 12. I can learn more about the cause for which I am working.
- 14. Volunteering allows me to gain a new perspective on things.
- 18. Volunteering lets me learn things through direct, hands on experience.
- 25. I can learn how to deal with a variety of people.
- 30. I can explore my own strengths.

Enhancement

- 5. Volunteering makes me feel important.
- 13. Volunteering increases my self-esteem.
- 26. Volunteering makes me feel needed.
- 27. Volunteering makes me feel better about myself.
- 29. Volunteering is a way to make new friends.