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МОТИВАЦИОННЫЕ ОСОБЕННОСТИ СПОРТИВНОГО ВОЛОНТЕРСТВА В СТУДЕНЧЕСКОЙ СРЕДЕ

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MOTIVATIONAL FEATURES OF SPORTS VOLUNTEERING IN THE STUDENT ENVIRONMENT

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Annotation. Volunteer activities are almost always relevant among university students, especially when the reasons for volunteering align with their prior experience in volunteer work. The purpose of this study was to explore motivational characteristics by gender and age among university students using the six Volunteer Functions Inventory (VFI) and a questionnaire survey related to sports volunteering. It was found that for students aged 16-19, the most important functions were Understanding and Values. Among female students, the key motivating factors were Values, Understanding, and Enhancement.

A significant number of students are most active over the month course of participating and helping with various mass sports events. However, at least half of all respondents are not part of volunteer groups focused on sports. This fragmentation among university students, due to the lack of a sports volunteer center, hampers the ability to optimize the engagement of all interested and undecided students in active volunteer work at sports tournaments, championships, and other mass sports events.

Key words: sports, motivation, volunteer, youth, volunteering

Аннотация.

Волонтерская деятельность практически всегда актуальна среди студенческой молодежи, особенно когда причины волонтерской работы согласуются с уже имеющимся опытом добровольчества. Цель данного исследования заключалась в изучении мотивационных особенностей по гендерному признаку и возрасту среди студентов вуза с использованием шести волонтерских функций (VFI) и анкетного опроса в отношении спортивной волонтерской деятельности. Установлено, что для студентов в возрасте 16-19 лет наиболее важными были такие функции как Понимание и Ценность. Девушки наиболее мотивированы на Ценность, Понимание и Совершенствование.

Большая масса студентов в течение месяца наиболее активна, участвуя и помогая на различных спортивно-массовых мероприятиях. Однако, не менее половину всех респондентов не состоят в волонтерских отрядах, ориентированных на работу в спорте. Таким образом, разобщенность студенческой молодежи, из-за отсутствия добровольческого спортивного центра, не позволяет оптимизировать включение всех желающих и колеблющихся студентов в активную добровольческую работу на спортивных турнирах, чемпионатах и других спортивно-массовых мероприятий.

Ключевые слова: спорт, мотивация, волонтер, молодежь, добровольчество.

Volunteering refers to identifying and organizing personal preferences, aligning individual skills and interests with the chosen activity, which often takes the form of both formal and informal collaboration (Clary, Snyder, 1999). Formal collaboration is understood as activities within a specific organization, whose main aim is to organize opportunities for volunteer work. This type of collaboration is considered to be the most common and primarily focused on voluntary participation in mass sports and sociocultural events, while informal activities involve work outside of organizational frameworks.

Volunteering is a way to express a desire to do something good for society. It depends on individual or collective socially beneficial activities and is carried out by people without compensation on the basis of goodwill and free choice for the benefit of third parties or society as a whole (Bodrenkova, 2013, Kolokoltsev, 2021).

According to L. A. Penner (2004), volunteering has four distinctive characteristics:

1. It is a conscious action, carefully considered by people before they decide to participate.
2. It involves long-term commitment, in which participants undertake to perform activities over an extended period of time.
3. Volunteering does not entail any obligations, meaning that those in need of support are not the direct responsibility of those who volunteer to help.
4. The activities predominantly take place within service or religious organizations.

In volunteering, determining the motivation for participation and the existing terms that explain motivation for socially beneficial behaviour are of great significance. The motivation for socially beneficial behaviour can be defined as a set of different variables that encourage the performance of work to help a person in need. The motivation of volunteering refers to the goals, motives, reasons and approaches to conducting and ensuring activities that rely on providing unpaid assistance. The study of the reasons behind volunteer activities is related to examining various possible answers to the question of what makes people start volunteering and continue it for many years, regardless of health limitations.

The decision to become a volunteer is based on a process through which people start considering volunteering from the perspective of their personal motivations, with a focus on compelling informational messages. The constant participation of people in volunteer practices largely depends on the person's compliance with the situation, thus, volunteers performing functions that meet their own motives will receive maximum satisfaction and interest from their work and are more likely to continue their meaningful activities.

The multifactorial model for understanding volunteer motivation, developed by E. G. Clary and M. Snyder (1991), is based on the Volunteer Functions Inventory (VFI), which is derived from the functional theory of attitudes and motivations. The widespread use of VFI can be explained by a well-balanced theoretical framework and psychometric properties that are universally in demand in volunteer organizations, regardless of language attributes. In 1998, E. G. Clary and co-authors (1998) published psychometric data from a survey designed to study volunteer motivation, using six universal functions served by volunteerism:

- values: this function pertains to expressing values related to altruistic and humanitarian interests;

– understanding: this function includes motivations aimed at acquiring or improving knowledge, skills, experience, mental abilities, etc. Related to the knowledge and object appraisal functions in theories of attitudes and persuasion, this understanding function is most in demand by a large number of volunteers who willingly participate in support services and implement social projects;

– social: this function reflects motivations related to social adaptation and adjustment functions, as well as motives concerning relationships with other people. Volunteering can offer the opportunity to spend time with friends or engage in community activities that are positively perceived by beneficiaries;

– career: this function provides motivation for expanding knowledge in a specific sphere, related to professional and academic development;

– protective: motives focused on ego defensive concerns (a person's agenda for life, including personal goals, fears, and desires) or escaping from problems;

– enhancement: a sixth function derives from motivations centered on self-discovery, self-development, ultimately leading to an improved sense of well-being.

It is important to note that this model was developed by the authors based on a functional approach, suggesting that volunteers might share the same perspective and engage in the same activities, even if the psychological aspects underlying their work are notably different. The real actions of volunteers may be the same for everyone, while their motives may be completely various. Moreover, a volunteer can be immediately motivated by diverse factors that may change over time and due to age characteristics.

The analysis of sports volunteering in the Russian Federation has shown that without the assistance of volunteers, it is impossible to optimally organize and conduct mass sports events, meetings, accommodation of teams, interaction with fans and guests, preparation of sports grounds, as well as carrying out other related organizational tasks. The actual participation of volunteers in conducting competitions serves two purposes. The first one is to create a comfortable environment for spectators at the event, providing vibrant and memorable impressions, positive emotions, and active recreation. The second purpose is that the volunteers gain the practical experience necessary to help them determine their capabilities, skills, talents, motivation, and life priorities (Tikhonovskaya, 2016, Bocharin, 2023). At the same time, each volunteer should possess certain essential qualities, such as the ability to work, a desire to work in a team, responsibility, reliability, discipline, stress resistance, tolerance, and a readiness to help others.

In order to attract students to volunteer activities, it is necessary to develop sports volunteerism at every university, actively positioning itself at sports events. This is because without involving the country's residents in active recreation through physical exercise, which contributes to health preservation and strengthening, and motivates a healthy lifestyle, it is impossible to achieve success in socially significant projects aimed at improving the quality of life for citizens (Shinyayeva, 2017, Kolokoltsev, 2021).

Sports volunteering at Trans-Baikal State University is not widely developed due to the lack of a central organization that could unite all sports volunteers. Nevertheless, more than 100

students of colleges and universities in Chita are constantly invited to various national and regional championships, tournaments and other types of competitions.

To assess the measurement properties of VFI, we have conducted a study on the motivation of volunteers who participate in sports competitions focusing on both social and protective forms of motivation.

The main purpose of the experiment is to study a variety of factors contributing to motivation for participation in volunteer activities during sports competitions.

Research objectives:

1) Determination of VFI test indicators in the age categories of sports volunteering in comparison groups.

2) Identifying the group of factors most significant in motivation for volunteer activities based on gender in the studied groups.

Materials and Methods. The study was conducted at Transbaikal State University from November to December 2023 among university and college students from the city of Chita who actively participate as volunteers in sports events. All respondents voluntarily took part in an online survey. A questionnaire in Google Forms was sent to student chat groups. A total of 102 people submitted completed surveys, with 90 providing valid data, which formed the basis of our research. All students were categorized by age: group 1 – 16-18 years old, 35 people (38.9%); group 2 – 19-25 years old, 55 people (61.1%). The average age of the was $20,9 \pm 3,7$ years. In terms of gender distribution, the study group included 49 females (54.4%) and 41 males (45.6%).

The VFI questionnaire included 6 scales (30 points each) grouped according to the six main functions of volunteers. Each scale has 5 points for evaluation using the Likert scale based on the 7 – point coverage of the obtained indicators in the range from 1 "not important at all" to 7 "very important". The resulting value for each motive was a number between 5 and 35 points. Higher scores indicated that a particular motive was more important to the surveyed students.

Additionally, a quick survey was conducted among 44 sports volunteers with an average age of $SD 21 \pm 1.5$ years, who actively assisted in the organization of regional competitions.

The comparative analysis of quantitative variables was carried out by calculating the mean, standard deviation, median, and quartiles. The Mann-Whitney U test was used to compare the values of quantitative variables between two groups. The significance level for all statistical tests was set at $p < 0.05$. Statistical analysis was performed using licensed software (Statistica 10.0, MS Excel 2010).

Results. The conducted test studies revealed that the most significant motives for sports volunteering across the age groups (see Table 1) were: for Group 1, the Understanding motive was statistically significantly different from Group 2 ($p = 0.017$). Similarly, there were significant differences between the groups in the Values motive, with higher scores in Group 1 ($p = 0.009$). The other factors studied – Social Motivation, Enhancement, Career, and Protective Motivation – were less significant in the comparison groups. The test results did not reveal any significant differences for these factors.

Table 1

VFI test scores in two groups (*p<0,05)

VFI		Group 1	Group 2	p
		16-19 years old (N=35)	20-25 years old (N=55)	
Values	Mean ± SD	31,3±2,4	27,63±4,12	p=0,009*
	Median	30	29	
	Quartiles	29,11-31,7	26-31	
Understanding	Mean ± SD	29,17±5,07	26,68±6,16	p=0,017*
	Median	31	26	
	Quartiles	26,4-32,8	23,5-30,90	
Social	Mean ± SD	17,31±7,12	16,73±8,91	p=0,90
	Median	17	15	
	Quartiles	12-20	13-21	
Enhancement	Mean ± SD	29,6±3,73	26,88±7,13	p=0,061
	Median	27,5	26	
	Quartiles	24,50-30	22-31	
Career	Mean ± SD	24,17±7,71	25,32±5,15	p=0,217
	Median	25	27,5	
	Quartiles	20-27	21-29	
Protective	Mean ± SD	21,42±5,13	22,8±7,6	p=0,186
	Median	20,5	21	
	Quartiles	17,5-26,5	20-26	

It was important to determine the preferred VFI factors based on gender differences (see Table 2).

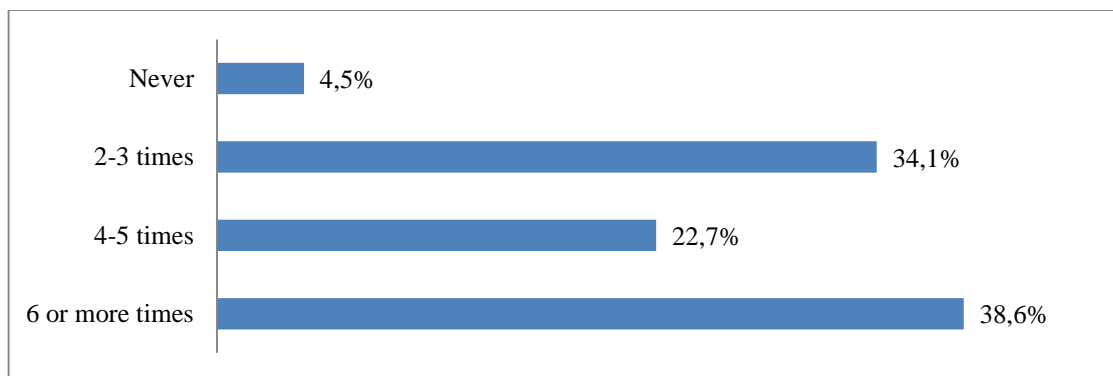
Table 2

VFI test scores among girls and boys (*p<0,05)

VFI		Girls (N=49)	Boys (N=41)	p
Values	Mean ± SD	30,1±4,04	26,6±3,91	p=0,003*
	Median	30	27	
	Quartiles	27,39-32,91	26,2-30,3	
Understanding	Mean ± SD	29,02±4,76	25,13±4,97	p=0,001*
	Median	29	25	
	Quartiles	26,1-32,9	24-29,8	
Social	Mean ± SD	17,2±6,35	16,83±7,01	p=0,86
	Median	17,4	16,2	
	Quartiles	12,3-20	12,6-20,14	
Enhancement	Mean ± SD	28,21±5,99	25,03±5,12	p=0,017*
	Median	27	24	
	Quartiles	24-31	19-29	
Career	Mean ± SD	26,17±6,95	22,91±6,72	p=0,041*
	Median	26	22	
	Quartiles	22-32,5	21-29	
Protective	Mean ± SD	23,96±6,87	21,11±6,97	p=0,182
	Median	22	20	
	Quartiles	20,1-29,4	18-27	

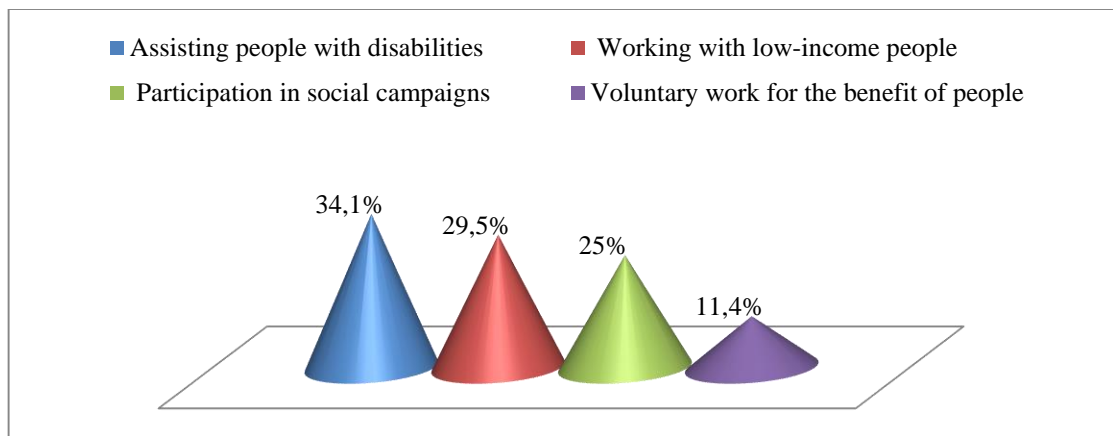
For females focused on sports volunteering, the following motives were more significant: Values ($p = 0.003$), Understanding ($p = 0.001$), Enhancement ($p = 0.017$), and Career ($p = 0.041$). Social and Protective motivations did not show statistically significant differences between females and males. These factors were less significant to the respondents.

It was crucial to understand the attitude of university students to the volunteer movement and their personal motivation for this type of activity. The response to the question "How many times a month do you engage in volunteer work?" is presented in Graph 1.



Graph 1. The frequency of volunteer's participation in sports events %

The obtained responses to the question "What is volunteering?" indicate the right decision of the student youth, who in most cases are correctly oriented (Graph 2).



Graph 2. Answer choices to the question "What is volunteering?"

To the question "Are you part of a volunteer group?", 36.4% of students answered positively, 50% responded negatively, and 13.6% indicated that they had not yet decided whether volunteering was necessary for them. For those who answered negatively, an additional question offered response options: 54.5% said they did not have time, 18.2% were not ready to work voluntarily, 13.6% were not ready to work in a team, and 13.7% had already had a negative volunteering experience.

It was also important to determine how many friends of the respondents work as volunteers. Only 29.5% said their friends participated in volunteer work, 25% stated that they did not, and 45.5% responded that they simply did not know if their friends engaged in this type of activity.

Conclusions. The research results on motivational factors showed that Understanding and Values were significantly more important for sports volunteers aged 16-19 years. The test differences for other factors studied showed no significant differences between the two age groups. The study of the motivational model based on gender differences revealed that female participants had a preference for the following motives: Values, Understanding, and Enhancement. Protective and Social factors showed no statistically important differences between females and males, indicating they were less significant.

It was found that 61.3% of students indicated that they actively engaged in volunteer activities four or more times a month. It is important to note that this work, in their opinion, brings a sense of satisfaction from the gained experience and personal growth. The results of defining what volunteering is showed that respondents are focused on various areas of activity, including helping people with disabilities, assisting low-income families, and participating in social campaigns. However, only a few volunteers indicated that volunteering is unpaid work.

Approximately half of the students are not officially part of a volunteer group, and they engage in volunteer work in their free time when opportunities arise. The lack of a sports volunteer center at the university, which could bring together students who want to work in this area, indicates that the management of the university's physical education and sports department needs to address the issue of student involvement in mass sports events that are held in the region.

Creating a sports volunteer center would expand the opportunities for organizing various forms of leisure activities, offering internships for students majoring in sports-related fields, and fostering a system of life values, personal qualities, a sense of responsibility, and respect for others.

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