



**FACTORS INFLUENCING STUDENTS VOLUNTEER  
SATISFACTION IN VOLUNTEERING ACTIVITIES IN RURAL  
AREA OF SABAH.**

**By**

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## LIST OF SYMBOLS AND ABBREVIATIONS

### Symbols

$\alpha$	Alpha
$\geq$	Equal and more than
n	frequency
<	Less than
(-)	Negative
r	Pearson Correlation Coefficient
%	percent
F	Percentage of Variance
N	Population

## **Abbreviations**

<b>PGK</b>	Poverty Line Income
<b>TPB</b>	Planned Behavior Theory
<b>STPM</b>	Sijil Tinggi Pelajaran Malaysia
<b>IPTA</b>	Institut Pengajian Tinggi Awam
<b>IPTS</b>	Institut Pengajian Tinggi Swasta





## ABSTRACT

This study focuses on understanding Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah. This study examines the relationship between personal values that influenced volunteer satisfaction among students in volunteering activities at rural area in Sabah, the relationship between factors of behavioural intention that influenced volunteer satisfaction among students in volunteering activities at the rural area, Sabah, and aims to analyse the relationship between factors of social needs that influenced volunteer satisfaction among students in volunteering activities at the rural area, Sabah. In order to obtain the results of this study, quantitative methodologies were employed to organise data gathering and analysis. Purposive sampling was used and answers from 384 respondents of public and private institutions students were collected. All of the data was analysed using descriptive analysis, reliability testing, and Pearson correlation. The result supports all variables. In the results of this result found that the average university student understands about the motivational factors that influence satisfaction towards voluntary activities. This research and data can be used as reference material for industry stakeholders to ensure that students from public and private institutions are more motivated in volunteering.

Keywords: Student volunteering, Volunteering satisfaction, Volunteer tourism, Rural Sabah, Volunteering activity

## ABSTRAK

Kajian ini memfokuskan kepada pemahaman Faktor-faktor yang Mempengaruhi Kepuasan Sukarelawan Pelajar dalam Aktiviti Sukarelawan di Kawasan Luar Bandar Sabah. Kajian ini mengkaji hubungan antara nilai peribadi yang mempengaruhi kepuasan sukarelawan di kalangan pelajar dalam aktiviti sukarela di kawasan luar bandar di Sabah, hubungan antara faktor niat tingkah laku yang mempengaruhi kepuasan sukarelawan di kalangan pelajar dalam aktiviti sukarela di kawasan luar bandar, Sabah, dan bertujuan untuk menganalisis hubungan antara faktor keperluan sosial yang mempengaruhi kepuasan sukarelawan di kalangan pelajar dalam aktiviti sukarela di kawasan luar bandar, Sabah. Untuk mendapatkan hasil kajian ini, metodologi kuantitatif digunakan untuk mengatur pengumpulan dan analisis data. Persampelan bertujuan digunakan dan jawapan daripada 384 responden pelajar institusi awam dan swasta dikumpulkan. Semua data dianalisis menggunakan analisis deskriptif, ujian kebolehpercayaan, dan korelasi Pearson. Hasilnya menyokong semua pemboleh ubah. Dalam hasil kajian ini mendapati bahawa rata-rata pelajar universiti memahami tentang faktor motivasi yang mempengaruhi kepuasan terhadap aktiviti sukarela. Penyelidikan dan data ini dapat digunakan sebagai bahan rujukan bagi pihak berkepentingan industri untuk memastikan pelajar dari institusi awam dan swasta lebih terdorong untuk menjadi sukarelawan.

Kata kunci: Sukarelawan pelajar, Kepuasan sukarela, Pelancongan sukarelawan, Luar Bandar Sabah, Aktiviti sukarelawan

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND OF STUDY

The research objectives is to examine the relationship between factors of personal values that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah, to identify the relationship between factors of behavioural intention that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah and to analyse the relationship between social factors that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah.

Volunteer tourism mixes travel with volunteer labour, attracting people who are looking for a mutually beneficial tourist experience that will benefit not only their personal growth but also the social, natural, and/or economic surroundings in which they engage (Wearing, 2001:1). Those who participate in volunteer tourism seek a vacation with a difference, one that allows them to experience personal growth, self-discovery, and the opportunity to re-evaluate personal values, as well as to make a difference in the world and contribute to the natural or social environment (Henderson,1981; Weiler and Richins,1995; Ellis. Galley and Clifton,2005; Wearing, 2004). Furthermore, the advantages of involving tourists in conservation programmes appear obvious; the conservation organisation can recruit volunteers who are willing to volunteer their time, and the tourists may develop more environmentally conscious

attitudes, which could lead to long-term support of the conservation programme. They want to contribute to community interests, interact with individuals and cultures, learn and develop themselves, better their skills and job possibilities, and achieve a sense of self-satisfaction by participating in volunteer tourism travel (Weaver 2015). Volunteer tourism has been hailed as a phenomena that contributes to an individual's personal growth and cultural knowledge, as well as communal well-being (McGehee 2014). Nonetheless, volunteer tourism has been extensively attacked for being of American or European ancestry, as well as types of neocolonialism that do not value the host community and only have a superficial impact on tourists (Henry 2018). (Conran 2011). Furthermore, it has been stated that tourism volunteers allow societal conceptions of poverty and economic injustice to be adapted as aesthetic experiences (Mostafanezhad2013), undermining or possibly leading to oppression and liberation initiatives (McGehee 2012). Volunteer travellers can blend multiple experiences and motives in the same voyage by adopting a postmodern perspective and rejecting conventional categories and worldviews.

Needs, motives, and motivations are formed when a person has an urge that leads to a need, which then leads to a feeling of dissatisfaction until the need is met, according to William James (1842-1910). Volunteer satisfaction is one of the most commonly discussed characteristics. In the volunteer experience, satisfaction functions as a forerunner to affective commitment, which fosters continuous involvement (Chacón et al., 2007). Jiménez et al.,2010; Cady et al.,2018) found that satisfied volunteers are more likely to become more devoted over time. Farrel et al. (1998) defined such positive benefits on people's volunteer behaviour in terms of volunteer motivation, which is a sense of satisfaction obtained from previous volunteer experiences that can serve as a motivating force for future volunteer actions.

Students' happiness is influenced by personal beliefs that will drive their lives as well as behavioral intentions that are tied to one's views. One of the elements that influences students' willingness to volunteer is meeting their personal value such as students want to develop some new skills. Volunteer satisfaction is an important thing because it stops asking questions and aligns you to work towards your goals. In order to achieve your goals, you need motivation to keep you satisfied and chugging along towards them. The reason why we chose the Factors that Influence Student Volunteer Satisfaction in Volunteer Activities in Sabah Rural Areas as our main focus topic is because we want to know why students feel satisfied when doing volunteering.

## **1.2 PROBLEM STATEMENT**

Rural area refers to a region of open country and small villages, but in both political and scholarly literature, the definition of 'rural areas' is either taken for granted or left unclear, in a process of definition that is often fraught with difficulties (IFAD, 2010). Ultimately, the rural is characterized as the inverse or residual of the urban in both developing countries and developed countries (Lerner and Eakin, 2010). There is currently a long spectrum of human settlements from 'rural' to 'urban' with 'big villages,' 'small towns,' and 'small urban centres' that do not fit clearly into one or the other.

In many nations, rural tourism has received significant support, sponsorship, and, in some cases, direct financial help from both the public and corporate sectors (Fleischer & Pizam, 1997). Such interference and assistance are unsurprising, according to Hall and Jenkins (1998). Many rural economies have experienced a significant downturn over the past three decades, with declining levels of employment and income in conventional

agrarian industries leading to a vicious cycle of economic decline and socio-economic problems.

Poverty, illiteracy, unemployment, homelessness and crime and abuse have been described as the key problems that often occur in rural areas. Poverty is a situation when people face a lack of resources that are required to adequately maintain their living conditions. Illiteracy is when the basic literacy skills of reading, writing and numeracy are not accessible to individuals. They definitely face difficulties in the execution of tasks and events due to a lack of literacy skills. Unemployment is when people do not have a job or jobs at all. If they do not have adequate living accommodation, homelessness is a disease. In rural groups, it is tragic that it is women and girls who are the ones who witness illegal and violent acts in most cases. This include verbal assault, physical abuse, sexual harassment, negligence, and care that is discriminatory.

Sabah is a state in Malaysia that occupies the northern part of Borneo Island. It's renowned as the highest peak in the world, crowned with distinctive granite spires. Sabah is also renowned for its beaches, rainforests, coral reefs and plentiful wildlife, most of it in parks and reserves. Compared to the peninsula, Sabah is still far behind in terms of infrastructure growth since independence 63 years ago, with many of our indigenous people still living in poverty (Local News Borneo Today- Sep 16, 2017). Many rural areas in Sabah are still not under construction, which means that all the facilities and technology are still lacking compared to urban areas. As described above, that is therefore the key issue, so we would like to highlight and find the Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah.

### **1.3 RESEARCH QUESTIONS**

- 1) What is the connection between factors of personal values that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah?
- 2) What is the relationship between factors of behavioural intention that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah?
- 3) What is the relationship between factors of social needs that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah?

### **1.4 RESEARCH OBJECTIVES**

- 1) To examine the relationship between factors of personal values that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah.
- 2) To identify the relationship between factors of behavioural intention that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah.
- 3) To analyse the relationship between social factors that influenced student volunteer satisfaction in volunteering activities at rural area in Sabah.

## 1.5 SCOPE OF STUDY

Sabah is located on the north of the island of Borneo and bounded between the South China Sea in the north, east and west. In 2020, it was estimated that 84 per cent of the population in Sabah were Bumiputera and followed by Chinese, Indian and Non-Bumiputera at 16 per cent. According to the 2019 Poverty Line Income (PGK) estimate, Sabah has the highest poverty rate of 19.5 percent, with 99,869 households affected.” (Datuk Seri Mustapa Mohamed, Minister in the Prime Minister's Department of Economy). The majority of the locations in Sabah with the highest poverty line income are in the rural areas.

With the total height of the poverty line in Sabah, volunteer activities need to be done in order to decrease the poverty line in Sabah. In view of this situation, what are the theories of volunteer satisfaction that will attract the students to be involved in this volunteer tourism. To this end, the study will also cover the relationship with the factors influencing student volunteer satisfaction in volunteering activities at rural area of sabah. The scope of the study is selected in rural areas in Sabah. The empirical study in this research is restricted to students where we conducted a questionnaire for them to answer. Therefore, the study also involved an analysis of the student's perspective on the role of a student involved in volunteer tourism.

The reason for the researchers choosing rural areas in Sabah is because of several factors, which is that Sabah is the state that has the most rural areas other than Sarawak. Rural areas in Sabah are mostly still not exposed to the outside world and the wages rate of people in rural areas still cannot afford them to buy or learn regarding advancement of technology and any latest information. By doing these volunteer activities in rural Sabah, the volunteering can help them to introduce them to the outside world.



## **1.6 SIGNIFICANCE OF STUDY**

The purpose of this study is to give a quick overview about the rural areas in Sabah that have been used as volunteer tourism locations for students because they want to find out what are the factors that influence the satisfaction of student volunteers in volunteer activities in rural areas in Sabah. Volunteer tourism is a sort of tourism in which a person travels to a site that is deemed a development to provide assistance and support to those in need. The term "those in need" refers to those who grow up in poverty, lack access to healthcare, have a poor education, and have inadequate construction infrastructure.

This study helps researchers understand more about previous studies and put them into practice. In addition, it also helps researchers to improve their writing and communication skills between people. The study also knows what kind of motivational theories that affected the students involved in volunteer tourism. Also, it can be a great benefit to the university as it can guide students on how to volunteer and what things that will motivate them to be involved in this volunteering.

## **1.7 DEFINITION OF TERMS**

The following are the major terminology and their operational definitions utilised in this study:

### **1.7.1 Activity**

According to the New Oxford Dictionary second edition, activity (activities) a situation in which there is a lot of action or movement. Activity is the situation in which a lot of things are happening or people are moving around by Cambridge Dictionary. Activity in volunteer tourism can be done in many areas. Any activity, volunteering can start by following your own passion. Doing the activities volunteer that you are good at. Once you know what you want to do, let your skills and strength guide you. The best age suited for activity volunteering are all stages of age and can take part in childcare, teaching, medical and healthcare, animal care, environment, constructions, arts and music and sports. Different types of activities can be done and better suited to different types of people.

#### 1.7.2 Volunteer Tourism

Volunteer tourism was defined as “those tourists who, for numerous reasons, volunteer in an organised way to undertake holidays that could involve assisting or relieving the material poverty of some segments of society, the recovery of certain environments, or research into aspects of people and the environment” as a result of that research (Wearing, 2001). Other definitions of volunteer tourism are stated by Brown (2005) defines volunteer tourism as a “type of tourist experience where a travel agent offers visitors the opportunity to take part in an extra trip that includes a volunteer component, as well as a people - to - people with local people” from the standpoint of a tour operator. As the current situation of world pandemic, volunteer tourism or voluntourism is not very well established since most countries have closed their regional border and it is difficult for volunteers to perform volunteering. As in Malaysia, travel can still be done with a verified legal letter by police in order to perform volunteer activity.

### 1.7.3 Behavioral Intention

One of the factors that influences a person's behaviour is their attitude. Individuals' attitudes are founded on their views about the features of behavioural beliefs and the values they give to those attributes, according to Ajzen (1991). Hence, a good or negative attitude toward the outcome will be established based on ideas about the conduct and a positive or negative judgement of the outcome. Volunteers were able to address and change attitudes using messages and interventions suited to various motivational functions, assuming that the theory of planned behaviour (TPB) supports a link between attitudes and behavioural intentions. The degree to which people make conscious preparations to conduct or not execute particular specific future behaviours is referred to as behavioural intention (Warshaw & Davis, 1985).

### 1.7.4 Volunteer Satisfaction

"A feeling of joy and well-being coming from the fulfilment of an objective" is how volunteer satisfaction is defined (Williams, 1998). Volunteer satisfaction, in contrast to motivational considerations, is quite significant. Achievement, appreciation for achievement, hard work, more responsibility, development, and progress are all motivators (Wilson, 1976). Wilson also talked about Frederick Herzberg's Motivation-Hygiene Theory (1966), in which cleanliness factors including policies, administration, monitoring, office environment, personal relationships, status, security, and money may all affect motivation.

## 1.8 SUMMARY

The purpose of this chapter was to elaborate about the definition of volunteer tourism, identify the factors that can persuade students to participate in volunteering and determine the scope of study for this research. Aside from that, three factors have been constructed to meet the study's objectives: personal values, volunteer thinking, and volunteer demographics. In conclusion, volunteer tourism can be affected by various factors that can relate with their emotions and will be determined by methodology and data collection in the next chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This research looks into the Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah. This chapter consists of an introduction, conceptual discussions of the study variables, previous related research and theoretical underpinning were identified. This chapter reviews the literature related to the factors that influence student's satisfaction on volunteering activity in rural areas of Sabah and research models and hypotheses also presented.

#### **2.2 Personal Values**

Values can be embodied in the motivation of volunteer service, but they are more general and can be seen as guidelines in people's lives, rather than clear behavioral guides. Individuals are inspired mostly by their desires and self-interest, but also through certain interests, traditions, and systems of belief. Values are deep-seated dispositions that lead people to act and behave in particular ways (Halman & de Moor, 1994). Furthermore, according to Kearney (2001), people who do volunteer work seem to depend largely on values. The result of previous studies on personal values was to

investigate personal values in their preferred learning approach and in turn influence how a person's academic achievement. It also explores the importance of developing one's personal values as part of their broader study, while aligning them with graduate attributes and balancing them with knowledge and skills, to produce successful graduates in a society. Therefore, our study examines the Factors Influencing Student Volunteer Satisfaction in Volunteer Activities in Sabah Rural Areas.

### **2.3 Behavioural Intention**

The degree to which people make conscious preparations to conduct or not execute particular specific future behaviours is referred to as behavioural intention (Warshaw & Davis, 1985). Attitude is one of the things that is related with behavioural intention. According to Ajzen (1991), attitude is based on the belief that individuals have about the attributes of behavioural beliefs and the values that the individuals ascribe to those attributes. Therefore, based on the belief in behavior and the positive or negative evaluation of the result, a positive or negative attitude towards the result will be formed. Assuming that the planned behavior theory (TPB) proposes a connection between attitude and behavioral intention, volunteers may activate messages and interventions tailored to specific motivational functions to address and manipulate attitudes.

## **2.4 Social Needs**

Throughout the existence of financial rewards, volunteering could in fact offer certain incentives or required advantages to volunteers, such as personal, social, or secondary financial benefits (Saksida, Alfes, & Shantz, 2016). Furthermore, as stated by Newton, Becker, & Bell (2014), external and internal reasons for community service or beyond mere altruism can also include other causes, such as job growth, enjoyment of games/activities, and social benefits. Based on previous studies, that social needs have been conceptualized and, in essence, viewed from a positivist perspective as having a measurable purpose. Conceptual studies further produce alternative formulations, in which the focus is on the action of determining social needs.

## **2.3 VOLUNTEER SATISFACTION**

Volunteer satisfaction can be defined as "a feeling of pleasure and well-being resulting from the accomplishment of an objective" (Williams, 1998). In contrast to motivational considerations, volunteer satisfaction is quite important. Achievement, praise for accomplishment, tough work, more responsibility, development and growth are all defined as motivators (Wilson, 1976). Wilson also discussed Frederick Hertzberg's Motivation-Hygiene Theory (1966), in which cleanliness elements such as policies, administration, monitoring, workplace environment, personal relationships, status, security, and money may all influence motivation. Furthermore, Hertzberg's theory suggests that volunteer managers must structure the volunteer activities so that they are able to feel a sense of achievement and recognition for what they do.

Abraham Maslow (1954) proposed that behaviour emerges to meet the basic needs, and that people give when their physiological and safety are met. Volunteering is viewed as one means to meet the higher levels of emotional, self-esteem, and personality demands. Individuals' psychological needs determine how they approach each work or activity inside the volunteer group.

**2.4 RESEARCH FRAMEWORK**

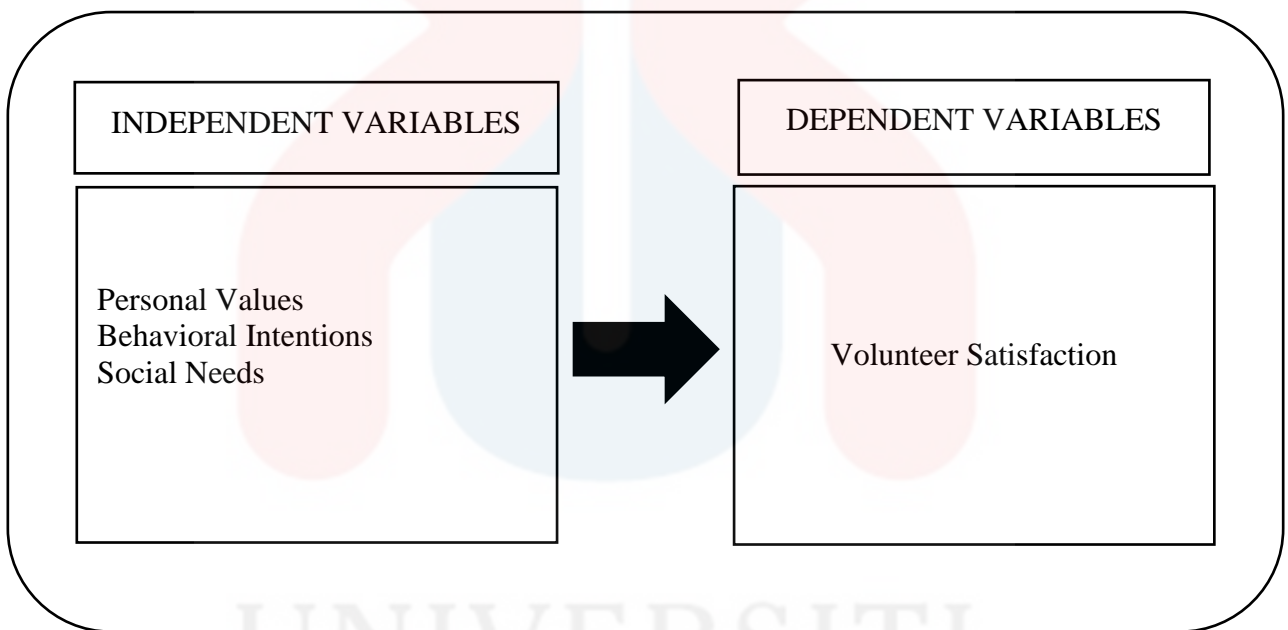


Figure 2.1 shows the conceptual framework of this study adopted from Lee, C., Reisinger, Y., Kim, M. J., & Yoon, S. (2014)

This study has further research on the Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah. The factors that influence student's satisfaction are based on personal values that will be guidelines to their life and also behavioural intention that is related with someone's attitude. Fulfilling their social needs is one of the factors that is related to student satisfaction to volunteer. Volunteer satisfaction is referring to doing something because it is naturally interesting



or pleasant, and doing something because it leads to results that can satisfy psychological needs.

## **2.5 HYPOTHESES STATEMENT**

### **2.5.1 The relationship between personal value and volunteer satisfaction**

Personal wants and preferences are crucial sources of voluntary satisfaction, as evidenced by the fact that an individual's decision to volunteer is always preceded by extensive preparation and discussion. Clary and Snyder (1991) established a functionalist approach to the study of volunteerism, which is concerned with the motivational grounds underpinning the strategies that people devise and act on in pursuit of certain goals. Individuals should volunteer in order to achieve diverse goals, which is a basic concept of this strategy. When one person volunteers to develop job skills, another may volunteer to make himself feel better or to get away from personal problems. Volunteering behaviours that appear similar on the surface may reveal distinct motivations for different persons. Clary et al. (1998) identified six major roles that volunteers could theoretically fulfil and that can be accurately and validly assessed using a Volunteer Functions Inventory: communicating compassionate values, finding understanding, receiving job benefits, and obtaining protection from feelings of shame for being better off than others, fitting in with significant social groups, as well as boosting emotions of self-esteem or self-worth. The proportional importance of each of these activities varies from person to person. Some people consider each of these six

jobs to be their most important reason for volunteering, while others consider them to be their least important reason, with significant individual variation in ratings throughout each motive spectrum (Snyder, Omoto, and Lindsay 2004).

Moreover, the functionalist approach proposes that the degree through which a volunteer's experiences matches an individual's fundamental motivations, or "matches," has an impact on voluntary results (Clary et al. 1998). People who volunteer to advance their professions, for example, will be happy with their employment and more willing to continue if they feel that volunteering has provided them with new business connections. People who volunteer, on the other hand, will be more satisfied with their job and more likely to engage if they believe that volunteering has provided them with opportunities to learn new skills and obtain global experience in order to obtain a better understanding of the world. It's also been discovered that pleas that are motivationally aligned (rather than mismatched) are more effective in attracting new volunteers (Clary, Snyder, Ridge, Mien, and Haugen 1994).

The motivation to share one's humanitarian values is likely the most easily expressed of the six responsibilities outlined, across a range of philanthropic actions and circumstances. Volunteering is an opportunity to promote humanitarian values and altruistic concerns by devoting one's time and money to help others, perhaps by necessity. As a result, an individual's view of volunteer work can be more likely to meet, or "match," the motivation of ideals across a variety of situations and circumstances. However, the extent to which volunteering provides resources for other roles will be determined by the setting in which volunteering occurs and the specific duties involved. As a result of this line of reasoning, it follows that:

**Hypothesis 1. (H1)** *Over and above all other personal value, volunteering to express personal values predicts volunteer pleasure.*

**Hypothesis 2. (H2)** *Over and above all other personal value, volunteering to convey personal value will predict volunteer participation.*

### **2.5.2 The relationship between behavioral intention and volunteer satisfaction**

Knowledge of volunteer tourism motivation is needed to help tourism marketers to understand the volunteer motives as well as determining their intention to engage in volunteer opportunities and recommend the opportunity to others (Andereck, McGehee, Lee & Clemmons, 2012). Behavioral intention is an appraisal of people's interest in a product or service, and the assessment of the likelihood of actual purchase behavior (Oliver, 1980). Behavioral intention for volunteer tourism could be operationally defined as planning to continue being a volunteering member and planning to be involved in subsequent volunteer tourism activities (Blau & Holladay, 2006). Scholars believe that the behavioral intention for volunteer tourism is one of the best indexes of future behaviors (Han, 2013; Hwang & Choi, 2018; Lee et al., 2013; Lyu & Hwang, 2017; Meng & Han, 2018).

An examination of the intention formation of volunteers to continue would be beneficial for volunteer tourism organizations and managers. Since trust can reduce tourists' uncertainty about the new environment and make them comfortable, higher trust in volunteer organizations and its program would allow them to form the intention to get involved in volunteer tourism in the future. Accordingly, as tourists develop satisfaction

toward volunteer tourism, they would be more positive toward adopting volunteer tourism. Empirical studies supported the relationship that satisfaction could induce behavioral intention (Wang, Ngamsiriudom, & Hsieh, 2015). Singh and Sirdeshmukh (2000) revealed that satisfaction was an important antecedent of consumer loyalty (e.g., repeated purchase intention). Bonn, Cronin, and Cho (2016) indicated that trust in organic wine retailers would cause tourists to more likely engage in behavioral intentions.

In addition, Abubakar and Ilkan (2016) demonstrated that destination satisfaction was a significant influential factor on the intention to travel. Han and Hyun (2015) confirmed that med-tourists were more likely to visit a clinic or country when they trust medical tourism. Overall, past empirical studies revealed that tourists' satisfaction would positively influence behavioral intention in tourism.

**Hypothesis 3. (H3)** *Volunteer satisfaction positively influences behavioral intention.*

### **2.5.3 The relationship between social needs and volunteer satisfaction.**

The happiness of volunteers is one of the most researched factors in volunteerism. It has, in general, the motives of volunteers were considered to be strong predictors of their happiness, and that in essence, fulfilment clarifies the desire to stay and the devotion to the assignment. Finkelstein measured the effect of the motivations of volunteers and the fulfilling of those motivations on happiness. Beliefs, awareness, self-esteem enhancement, and social aspects, particularly the fulfilment of such duties, are the best predictors of happiness, according to her research. According to Okun and

Schultz's research, younger volunteers had lower levels of social needs, maybe because they already spend heavily in their own social families.

Other studies looked into the relationship between volunteerism and volunteer satisfaction in greater depth. For instance, the number of hours committed to the mission and possible intentions to stay and occupational networks, whereas older volunteers who are concerned about losing their networks when they retire try to compensate by volunteering.

Furthermore, as previously stated, growth goals influence job happiness and the decision to stay with the company for younger but not for older employees, whereas social needs predict work satisfaction for older but not for younger employees, according to Westerman and Yamamura. Even if the direction of the gap cannot be predicted, age appears to play a moderating effect in the links between social needs and happiness, despite the lack of previous evidence. Accordingly, the following theories are proposed:

**Hypothesis 4. (H4)** *Volunteer's age moderate the relation among social needs and volunteer satisfaction.*

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## 2.6 CONCLUSIONS

This study aims to examine the Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah. This chapter also covers the research framework. In the following chapter, we'll go over the methods we followed.



## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

Polit and Beck (2004) define methodology as the process of obtaining, categorizing, and analyzing the data. It defines methodologies as a group of methods that work together to provide data and findings that are relevant to the research questions and the researcher's objectives. A complete research project structure, according to Bowling (2002), contains a sample size and method, data gathering procedures and tools, and data analysis methods.

#### **3.2 RESEARCH DESIGN**

The overall strategy for integrating the many components of the study in a coherent and logical manner is referred to as the research design. The blueprint or plan for data gathering, measurement, and analysis is known as research design. Research design, according to Kothari (2004), is a plan, a guide, and a blueprint method of analysis devised to gain information for the study (Kothari,2004). It is the heart of any study.

According to Creswell (2002), Quantitative research is described as systematic phenomena investigation involving the collection of factual information and the

application of statistical, analytical, or computer methods. Quantitative analysis involves sampling methods to gather information from current and potential clients and sends surveys, online surveys, questionnaires, and other forms of quantitative studies. The outcome can be expressed numerically.

This study examines the relationship between personal value, behavioural intention and social needs influenced student volunteer satisfaction in volunteering activities at the rural area, Sabah.

### **3.3 POPULATION**

According to Parahoo (2006), population refers to "the total number of units from which data is collected," such as people, artefacts, events, or organisations. According to Burns and Grove (2003), population refers to all of the factors that meet the study's inclusion criteria. They go on to say that the researcher must recognise a set of traits that must be present in order to be considered a member of the sample population. The population of this study refers to the capacity of the quantity that can be collected by using the suitable population which is individuals that are involved in voluntourism directly or indirectly especially students from throughout Malaysia either from public or private institutions.



### 3.4 SAMPLE SIZE

Sample refers to a selection of items from the population. This study looked at the motivational elements that influence students' happiness with volunteering in rural areas of Sabah, Malaysia, from both public and private institutions. In most cases, the sample size is decided by the population. A sample size of 384 is required for a population of more than 1 million people, according to Krejcie and Morgan (1970). This is because as the population grows, so does the sample size. The sample size will gradually decrease until it reaches a maximum of 380 samples or slightly more.

$$s = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P)$$

Where:

s = required sample size

$X^2$  = the table value of chi square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = population proportion (.50 in this table)

d = the degree of accuracy expressed as a proportion (.05)

$N$	$S$	$N$	$S$	$N$	$S$
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.— $N$  is population size.  $S$  is sample size.

Source: Krejcie & Morgan, 1970

Table 3.1: Table for Determining Sample Size from a Given Population

### 3.5 SAMPLING METHOD

The whole number of people in a country is a population. A population is a total number of persons occupying an area or constituting a whole. For this research, the total population of students from public and private institutions was used to determine the motivational factors that influence students from public and private institutions satisfaction on volunteering activity in rural areas of Sabah, Malaysia. Sampling methods broadly fall into two categories namely probabilistic and non-probabilistic sampling. While probabilistic sampling method includes simple random sampling, stratified random sampling and cluster sampling, non-probabilistic sampling method includes quota sampling (Sapsford & Jupp, 2006).

In “non-probability” sampling, purposive sampling is used. It's named that because the researcher uses their own criteria such as a particular theme, concept, or phenomenon and also to define their sample, which means that in layman's terms, the researcher picks their own people to participate in their research. For a more formal definition, see the sampling methodology is defined by Ritchie et al., (2003) as a technique in which “Members of a sample are picked with the intention of representing a place or type in respect to the criterion.” The researchers select specific individuals from a sample population. This differs from random research, in which components of your sample are known and several characteristics, such as gender, ethnicity, and culture, are included on purpose.

Typical case sampling is used in purposive sampling. When researchers seek to study a problem or trend that involves what is considered a "typical" or "average" member of the affected group, special case sampling is a sort of purposeful sampling

that is useful. For example, if a researcher wishes to look at how different types of educational curricula affect the average student, they can narrow their emphasis just to students.

The fixed criterion in selecting the respondent in this study is whether they must be a student from public or private institutions and aged between under 20 years to 30 years only. To compare differences for strata, selecting the same sample from each layer will be more efficient even though the strata will be different in size.

### **3.6 DATA COLLECTION**

In order to gain trustworthy data, data collection is an important method of gathering data and measuring information from many sources. Primary data can be categorized as one of the groups and another as secondary data. For example, primary data involves questionnaires, surveys and observations, while secondary data involves already existing data, such as articles, and so on.

Quantitative research techniques will be used for the primary data collection. Quantitative research produces statistics through large-scale research study using methods such as survey questionnaires. The questionnaire relating to the research purpose will be distributed to students from public and private institutions. The questionnaire was chosen because it was the fastest way of gathering data from the respondents. There are 31 related questions to dependent variables and independent variables. The answer will be documented for study purposes.

### 3.7 RESEARCH INSTRUMENT

Three sections were constructed in response to the research objectives: Section A, B, and C. Table 3.2 lists all of the components, with additional explanations for each part.

Sections	Types	Number of questions	References)
A	Demographic Data of Respondents	6	Ratanchandani (2015)
B	Motivational Factors	15	Ratanchandani (2015)
C	Satisfaction of Volunteer	10	Heart Foundation (2019) Segal & Robinson (2020)

Table 3.2: Composition of questionnaire sections

#### 3.7.1 Questions from the Questionnaire's Section A

Section A was developed to collect information on the demographic profile of responders. Gender, age, race, educational level, and institutional types, as well as year of study, are all factors. Table 3.3 shows the items on the list.

Types	References	Possible Question
Demographic Data of Respondents	Ratanchandani (2015)	<ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Age</li> <li>3. Race</li> <li>4. Education level</li> <li>5. Types of Institutional</li> <li>6. Year of study</li> </ol>

Table 3.3: Section A

### 3.7.2 Questions from the Questionnaire's Section B

Section B is designed to perceive among students from public and private institutions for the types of factors towards volunteering. A total number of 10 items were developed in the aspects of personal value, behavioral intention, and social needs in order to measure the statements on each dimension. Adaption from the referred research article, Ratanchandani (2015). Respondents were asked to rate their level of agreement on a five-point Likert scale in this survey. Table 3.5 lists all of the items.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

Table 3.4: Five-point Likert Scale

Types	References	Possible Question
Personal Values	Ratanchandani (2015)	<ol style="list-style-type: none"> <li>1. I am involved in volunteering because I wanted to produce a quality and productive lifestyle</li> <li>2. I am involved in volunteering because wanted to develop some new skills</li> <li>3. I am involved in volunteering because wanted to feel more connected to others</li> <li>4. I am involved in volunteering because wanted to prevent depression and stress</li> <li>5. I am involved in volunteering because wanted to improve the college experience</li> </ol>

Types	References	Possible Question
Behavioral Intention	Ratanchandani (2015)	<ol style="list-style-type: none"> <li>1. I am involved in volunteering because I have been influenced by family and friend that involved in volunteering</li> <li>2. I am involved in volunteering because I have a good spirit of volunteerism</li> <li>3. I am involved in volunteering because it will give huge satisfaction to myself</li> <li>4. I am involved in volunteering because I love to help others in order to make them feel good and happy</li> <li>5. I am involved in volunteering because I have been exposed to volunteerism by social media platform</li> </ol>

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Types	References	Possible Question
Social Needs	Ratanchandani (2015)	<ol style="list-style-type: none"> <li>1. I am involved in volunteering because I love doing social works</li> <li>2. I am involved in volunteering because I intend to help and communicate with people in needs</li> <li>3. I am involved in volunteering because wanted to have a better society</li> <li>4. I am involved in volunteering because wanted to increase the skills in socializing with people</li> <li>5. I am involved in volunteering because I feel it is important for society</li> </ol>

Table 3.5 Section B

### 3.7.3 Questions from the Questionnaire's Section C

In Section C, respondents must circle their agreement level on a five-point satisfaction scale ranging from one (1) “strongly dissatisfied” to five (5) “strongly satisfied” in order to evaluate the satisfaction of volunteering towards students from public and private institutions. Table 3.7 described the items for this section.

<i>Strongly Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neither Satisfied nor Dissatisfied</i>	<i>Satisfied</i>	<i>Strongly Satisfied</i>
1	2	3	4	5

Table 3.6: Five-point Satisfaction Scale

<b>Types</b>	<b>References</b>	<b>Possible Question</b>
Volunteer Satisfaction	Heart Foundation (2019) Segal & Robinson (2020)	<ol style="list-style-type: none"> <li>1. Volunteering helps myself to stay healthy (mental &amp; physical)</li> <li>2. Volunteering helps myself to have a better time management</li> <li>3. Volunteering helps myself to produce great lifestyle</li> <li>4. Volunteering helps myself to gain valuable experience</li> <li>5. Volunteering helps myself to improve social skills</li> <li>6. Volunteering helps myself to increase self-esteem and confidence</li> <li>7. Volunteering helps myself to learn new skills and knowledge</li> <li>8. Volunteering helps myself to</li> </ol>

		<p>prevent depression and stress</p> <p>9. Volunteering is fun and enjoyable</p> <p>10. Overall, can volunteering satisfy your life in every aspect?</p>
--	--	--

Table 3.7: Section C

### 3.8 DATA ANALYSIS

The practise of systematically applying statistical and/or logical approaches to explain and demonstrate, condense and recap, and assess data is known as data analysis. Various analytic processes 'provide a technique of generating inductive inferences from data and distinguishing the signal (the event of interest) from the noise (statistical fluctuations) inherent in data,' according to Shamo and Resnik (2003).

We are expected to use rational and critical thinking to turn raw statistics into relevant data in quantitative data analysis. The quantitative technique is typically related to locating data to support or refute ideas we developed earlier in the research process. In quantitative approaches, descriptive analysis is the most commonly employed method.

### **3.8.1 Descriptive analysis**

According to Kaur P (2018), descriptive analysis is a technique for analysing and representing previously obtained data. Frequency counts, ranges (high and low scores or values), means, medians, and standard deviations are all included. A common value in asset values is mode and percentages are normally used to express how a group of respondents are related to the data. These data analysis should be guided by the study's collected data and research plan.

Before descriptive methods are applied, researchers need to have a clear mind on research questions and what to show. For example, gender distribution of respondents is best to show in percentage. Descriptive analysis is the best in a limited sample research and when larger populations are not needed since descriptive analysis is mostly used for analysing single variables.

### **3.8.2 Reliability Analysis**

Reliability analysis is a method of determining the accuracy of the data collection procedure employed in a study or thesis. The result generally provided by reliability is a consistent result of equal value (Blumberg et al., 2015). The measurement process must be dependable before the study's results may be regarded as valid. Consistency, or how close the question used in a survey is to the same kind of information each time the respondent is questioned, is what reliability is concerned

with. This is critical when it comes to tracking and comparing findings to previous internal surveys and external benchmarks.

Cronbach's Alpha are used in testing the consistency of internal and measuring the scale of reliability in this research. According to Nunally and Bernstein (1994), the acceptance range for alpha value estimates from between 0.7 to 0.8. Table 3.8 below is the rule of thumb of Cronbach's Alpha on testing reliability.

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High-stakes testing)
$0.7 \leq \alpha < 0.9$	Good (High-stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Table 3.8: Rule of Thumb Cronbach's Alpha Source: Stephanie (2014)

### 3.8.3 Pearson Correlation

Pearson Correlation analysis is When a researcher has two quantitative variables and wishes to see if they have a linear relationship. The research hypothesis would reflect this by claiming that one point has a positive impact on the other. Pearson correlation is applied when data is thought to have a linear relationship; for example, as the quality of volunteer tourism improves, so will their pleasure.

In this study, Pearson Correlation analysis was utilised to establish the relationship between personal values, behavioral intention, and social needs that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah. The correlation coefficient is a statistic that ranges from 0 to  $>0.90$ , with 0 indicating a complete negative connection between the two variables and 1 indicating a perfect positive correlation between the two variables. If there is no linear relationship between the two variables, the outcome will be 0. The rule of thumb for Correlation Coefficient Size is shown in Table 3.9.

Coefficient Range (r)	Strength of Correlation
0	Non-Correlation
0.01 - 0.09	Non-Significant Correlation
0.10 - 0.29	Weak Correlation
0.30 - 0.49	Moderate Correlation
0.50 - 0.69	Strong Correlation
0.70 - 0.89	Very Strong Correlation
$> 0.90$	Almost Perfect

Table 3.9: Rule of Thumb of Correlation Coefficient Size Source: Hinkle, Wiersma and Jurs (2003)

### 3.8.4 Pilot Study

A pilot test is usually the first step in the data collection procedure for a study. A pilot test is undertaken, to expose faults in questionnaire design and apparatus, as well as to provide proxy data from the selection of probability samples, according to Cooper and Schindler (2003). The pilot test included subjects from the target population, and it was conducted in the same manner as the final questionnaire. The respondent for the pilot research does not need to be randomly chosen.

A pilot study is a must step to do, whenever the questionnaire is involved in the study. This is because, with the help of the pilot study, the error of the questionnaire gets deducted (Singh, 2007). According to Czaja (1998), through a pilot study, reliability and validity of the questionnaire have improved.

A total of 30 questionnaires were delivered to respondents who met the predetermined requirements for student volunteers. The reason for only 30 sets of questionnaires were distributed as it is the minimum requirement for a pilot study (Johanson and Brooks, 2009). By carrying out a pilot test first, the researcher gets to test the level of understanding of respondents towards the questionnaire before distributing it to the study sample. Mistakes and misleading info and questions were fixed once after the questionnaires returned by these 30 respondents.

### 3.9 SUMMARY

This chapter describes the research methodologies used to collect and analyse the data needed to answer research questions and assess the hypothesis developed in this study. This chapter begins with a review of the study approach before moving on to the population from which data will be collected and the sampling method used. The design of the questionnaire, data measurement, and scaling are all described later in the chapter. The talk then shifts to data collection methods, with a particular focus on the Google form. Finally, the method of data analysis that should be used is addressed.



## CHAPTER 4

### DATA ANALYSIS

#### 4.1 INTRODUCTION

The results of the analysis data collected from the 384 respondents on the survey administered is discussed in this chapter. Demographic analysis, descriptive analysis, reliability testing, and Pearson's correlation analysis were used to make a conclusion.

#### 4.2 RELIABILITY ANALYSIS

Reliability analysis is a method of determining the accuracy of the data collection procedure employed in a study or thesis. The result generally provided by reliability is a consistent result of equal value (Blumberg et al., 2015).

Table 4.1: Rules of Thumb of Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9	Excellent

Source: Rule of Thumb Cronbach's Alpha Source: Stephanie (2014)

Table 4.1 illustrates the overall consistency (pilot test) for the dependent and independent variable. The pilot test was conducted with 30 people before being circulated to 384 people via an online poll.

Table 4.2 presents the results of Cronbach's Alpha for the variables.

Variable	Number of Items	Cronbach's Alpha	Strength of Association
Personal Values	5	0.912	Very Good
Behavioral Intentions	5	0.825	Good
Social Needs	5	0.944	Very Good
Volunteer Satisfaction	10	0.919	Very Good
Overall Variables	25	0.966	Very Good

Table 4.2 shows the total value of Cronbach's Alpha Coefficient for the independent and dependent variables in this study. From the table, we can conclude all the variables were above the value of 0.8 and overall variables were 0.966. Therefore, the result shown is reliable and it can be accepted in this study.

There were five questions that were used in measuring the factors of personal values that influenced volunteer satisfaction among students in volunteering activities at the rural area, Sabah. Cronbach's Alpha for this section's question was 0.912, which is considered extremely good, according to Table 4.2. As a result, the coefficients for the questions in the personal variable were trustworthy.

Next, there were five questions in measuring the behavioral intentions that influenced volunteer satisfaction among students in volunteering activities at the rural

area, Sabah a result, the coefficients produced for the social variable questions were trustworthy. Cronbach's Alpha coefficient, as shown in this section, is 0.825, which is considered good.

Furthermore, there were five questions in measuring the social needs that influenced volunteer satisfaction among students in volunteering activities at the rural area, Sabah. The Cronbach's Alpha coefficient in this section is 0.944, which indicates that it is extremely good. As a result, the coefficients produced for the social variable questions were trustworthy.

Lastly, in measuring the students volunteer satisfaction in volunteering activities at rural area of Sabah. The Cronbach's Alpha result for this section's question was 0.966, which indicated that it was extremely good. As a result, the coefficient derived for this question in gauging students volunteer satisfaction in volunteer activities at the rural area of, Sabah was also trustworthy.

Since the Cronbach's Alpha charge for the variables had exceeded 0.8, It demonstrates that questionnaires are quite dependable and that the study may proceed. The reliability of the questionnaires has shown that the respondent comprehended the questions effectively, implying that the questionnaires have been acceptable for this study.

### 4.3 DEMOGRAPHIC ANALYSIS

Demographic analysis was conducted based on the data collected from the 384 respondents on section A for background information summaries in respondents' demographic profile.

#### 4.3.1 Gender

Table 4.3 presents the gender distribution of a total of 384 respondents collected from the data collection.

Table 4.3 the gender of respondent

Gender	Frequency (n)	Percent (%)
Male	152	39.6
Female	232	60.4
Total	384	100.0

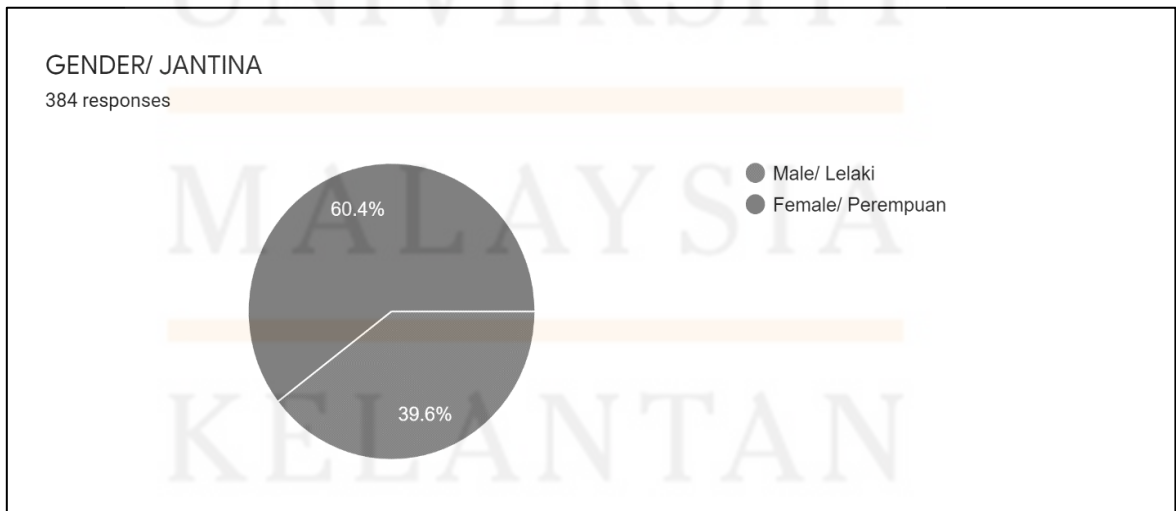


Figure 4.1: The Age of Respondent

The chart depicts the gender distribution of 384 respondents, as seen in figure 4.3. The pie chart above clearly shows that female respondents were 60.4 % (n=232) more than male respondents' 39.6 % (n=152). Females are more likely than male to answer the survey, hence female respondents outnumbered male respondents. During data collection, females were more approachable and eager to spend time filling out the questionnaire as compared to male respondents.

#### 4.3.2 Age

Table 4.4 presents the age distribution of a total of 384 respondents collected from the data collection.

Table 4.4: The Age of Respondent

Age	Frequency (n)	Percent (%)
Below 20 Years Old	27	7.0
21-25 Years Old	346	90.1
26-30 Years Old	11	2.9
Total	384	100.0

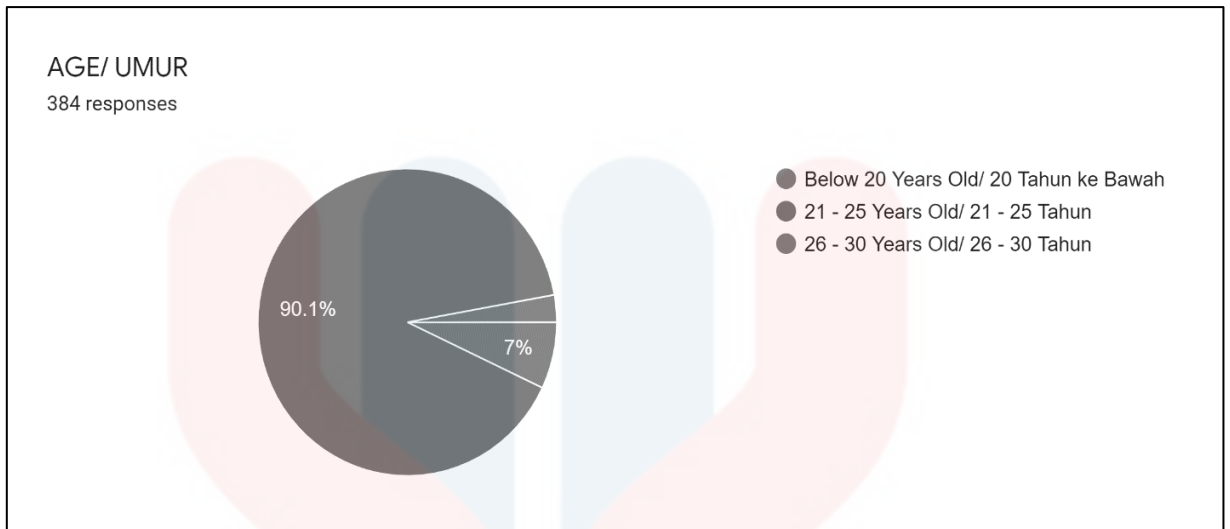


Figure 4.2: The Age of Respondent

The age distribution of 384 respondents is depicted in Figure 4.2. The age group of 21 to 25 years old had the largest percentage of respondents 90.1% (n=346) across these four age groups. The age of the second highest respondent was below 20 years with 7.0 % (n = 27). Followed by 2.9 % (n = 11) of respondents between the ages of 26 and 30. The reason why respondents aged 21 to 25 years have the highest number is because many people in this age range go on to study at university. Meanwhile, respondents between the ages of 26 and 30 had the lowest number of respondents because people in this age group were not many who went on to study at university because on average they had worked.

#### 4.3.3 Race

Table 4.5 presents the race distribution of a total of 384 respondents collected from the data collection.

Table 4.5: The Race of Respondent

Race	Frequency (n)	Percent (%)
Malay	265	69.0
Chinese	78	20.3
Indian	38	9.9
Orang Asli	1	0.3
Bugis	1	0.3
Bumiputra Sabah	1	0.3
Total	384	100.0

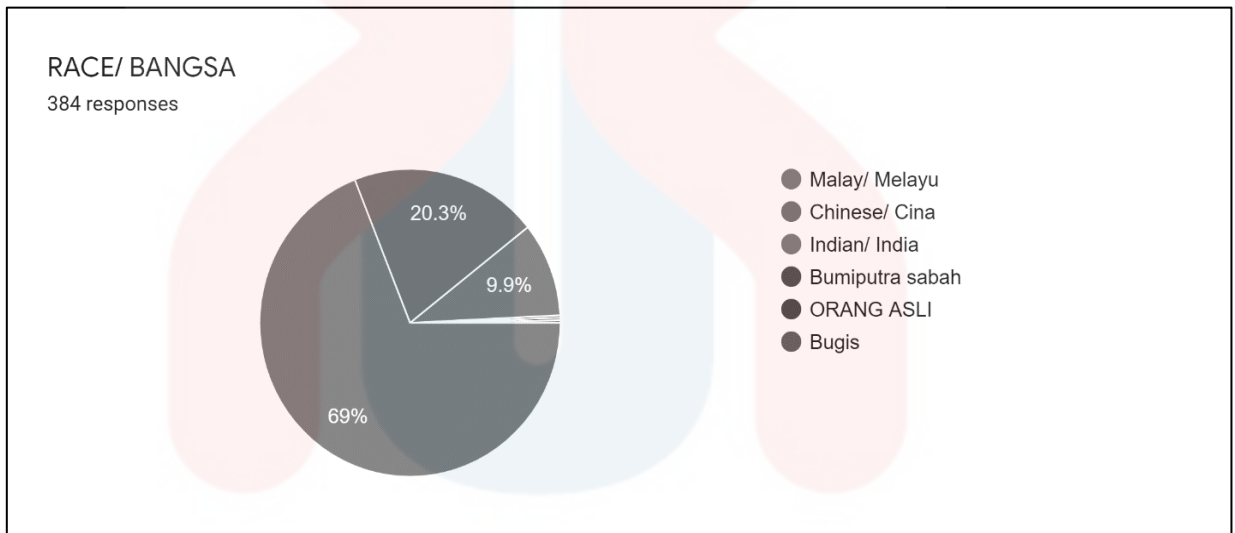


Figure 4.3: The Race of Respondent

Figure 4.3 depicts the race distribution among 384 respondents. Among the six groups of the race, the highest number of respondents are of the Malay race with 69.0 % (n = 265). The second highest respondent race fell to the Chinese race with 20.3 % (n = 78). Followed by 9.9 % (n = 38) respondents from India. Meanwhile, respondents from Bugis, Orang Asli and Bumiputra Sabah were the lowest with 0.3 % (n = 1) each. The reason why Malays have the highest number is due mostly because Malays have the majority of students at the university. Meanwhile, respondents who are Bugis, Orang

Asli, and Bumiputra Sabah have the lowest number of respondents because people in this race group are not many because it is not easy to find their race at the university.

#### 4.3.4 Education Level

Table 4.6 presents the educational level distribution of a total of 384 respondents collected from the data collection.

Table 4.6: Respondent's Educational Level

Education Level	Frequency (n)	Percent (%)
STPM/Matriculation/Asasi	26	6.8
Diploma	26	6.8
Bachelor's Degree	326	84.9
Master's Degree	6	1.6
Total	384	100

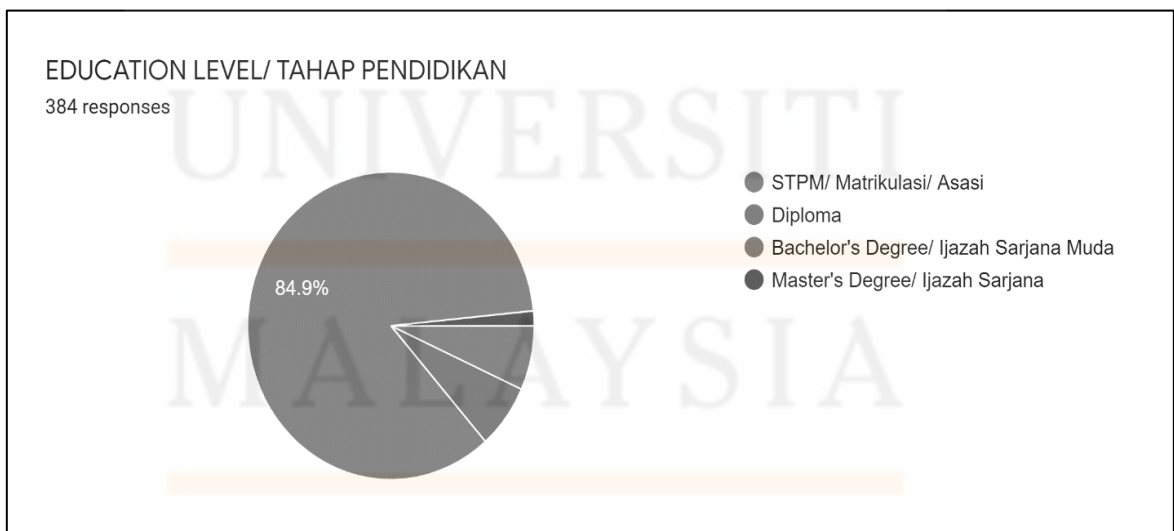


Figure 4.4: The Educational Level of Respondent



Figure 4.4 depicts the educational level distribution of 384 respondents. Among the four groups of education level, the highest number of respondents was Bachelor's Degree with 84.9 % (n = 326). The second highest respondent race fell to Diploma, STPM, Matriculation and Foundation with 6.8 % each (n = 26). Followed by 1.6 % (n = 6) of respondents who continued their studies to Master's level. The reason why the respondents who have a Bachelor's Degree education have the highest number is because the average Bachelor's Degree students are easy to approach because the researcher is also among the Bachelor's Degree students. Meanwhile, respondents with a Master's Degree level of education had the lowest number of respondents because people in this group were often not easy to approach.

#### 4.3.5 Type of Institutional

Table 4.7 presents the type of institutional distribution of a total of 384 respondents collected from the data collection.

Table 4.7: The Type of Institutional of Respondent

Type of Institutional	Frequency (n)	Percent (%)
IPTA Students	320	83.3
IPTS Students	58	15.1
Community College	2	0.5
Polytechnic	4	1.0
Total	384	100.0

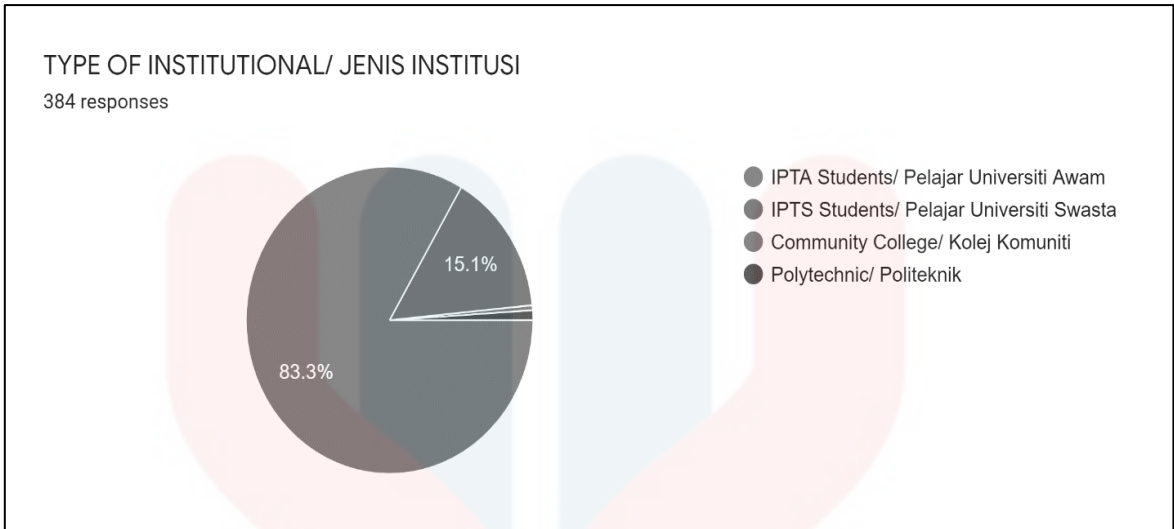


Figure 4.5: The Type of Institutional of Respondent

The distribution of institution types among 384 respondents is depicted in Figure 4.5. Among the four groups of institution types, the highest number of respondents were IPTA students with 83.3 % (n = 320). The second highest respondent race fell to IPTS students with 15.1 % (n = 58). Followed by 1.0 % (n = 4) of respondents who continued their studies at the Polytechnic and 0.5 % (n = 2) who have a type of education that is Community College. The reason why the respondents who are IPTA students have the highest number is because the researcher is also an IPTA student and this is pleasant for the researcher to approach the IPTA students themselves. Meanwhile, respondents who are Community College students have the lowest number of respondents because people in this group do not always carry out volunteer activities in rural areas.

### 4.3.6 Year of study

Table 4.8 presents the race distribution of a total of 384 respondents collected from the data collection.

Table 4.8: The Year of Study of Respondent

Year of Study	Frequency (n)	Percent (%)
Year 1	19	4.9
Year 2	100	26.0
Year 3	223	58.1
Year 4	36	9.4
Year 5	6	1.6
Total	384	100.0

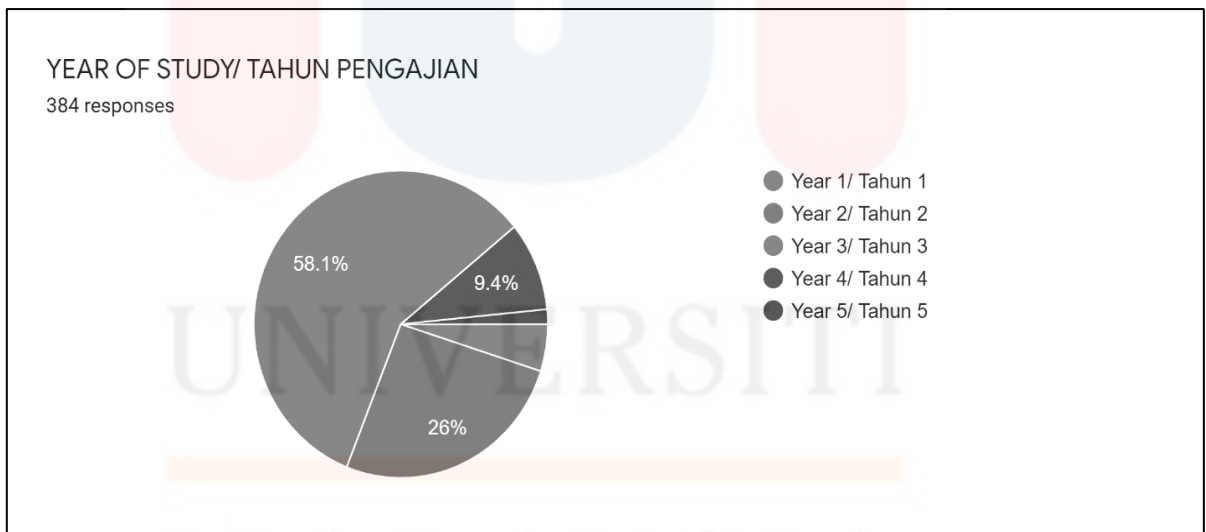


Figure 4.6: The Year of Study of Respondent

Figure 4.6 shows the distribution of years of study to 384 respondents. Among the five groups of academic years, the highest number of respondents were students from year 3 with 58.1% (n = 223). The second highest respondent race fell to year 2

students with 26.0% (n = 100). Followed by 9.4% (n = 36) respondents who are students from year 4 and 4.9% (n = 19) who are students from year 1. While students from year 5 got 1.6% (n = 6) only. The reason why respondents who are year 3 students have the highest number is because most students from year 3 are active in engaging in volunteer programs. Meanwhile, respondents who are year 5 students have the lowest number of respondents as they may be final year students who need to complete industrial training.

#### 4.4 DESCRIPTIVE ANALYSIS

##### 4.4.1 independent Variable and Dependent Variable

Table 4.9: Descriptive Statistics

Variables	N	Mean	Standard Deviation
Personal Value	384	4.3349	0.52790
Behavioral Intentions	384	4.2875	0.55398
Social Needs	384	4.3609	0.54980
Volunteer Satisfaction	384	4.4245	0.47504

The number of respondents, as well as the mean and standard deviation of independent and dependent variables, are shown in Table 4.9. Social requirements had the highest mean of 4.3609, followed by personal value at 4.3349, and behavioural goals at 4.2875 for the independent variables. The dependent variable's mean was 4.4245.

#### 4.4.2 Univariate Analysis

This section displays the results of the univariate analysis on the items as a frequency distribution, mean, and standard deviation for each variable. All of the Independent Variables were rated on a five-point Likert scale, with the following values: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA). Meanwhile, the Dependent Variables were assessed using the same five (5) Likert scale, but with different values: Very Dissatisfied (VD), Dissatisfied (Ds), Neither Satisfied nor Dissatisfied (Ns), Satisfied (S), and Very Satisfied (VS).

##### 4.4.2.1 Personal Value

Table 4.10 presents the descriptive statistics for the personal value from section B which are motivational factors that were collected from 384 respondents.

Table 4.10: Descriptive Statistics for personal value.

	Item	Frequency					Mean	S.D.
		SD	D	N	A	SA		
PV1	I am involved in volunteering because I wanted to produce a quality and productive lifestyle	0	3	39	116	226	4.47	0.7
			0.8%	10.2%	30.2%	58.9%		07

PV2	I am involved in volunteering because wanted to develop some new skills	0	1	42	203	138	4.24	0.6
			0.3	10.9	52.9%	35.9%		48
			%	%				
PV3	I am involved in volunteering because wanted to feel more connected to others	0	1	34	180	169	4.35	0.6
			0.3	8.9%	46.9%	44%		48
			%					
PV4	I am involved in volunteering because wanted to prevent depression and stress	1	9	47	154	173	4.27	0.7
		0.3	2.3	12.2	40.1%	45.1%		85
		%	%	%				
PV5	I am involved in volunteering because wanted to improve the college experience	0	3	36	173	172	4.34	0.6
			0.8	9.4%	45.1%	44.8%		78
			%					

The frequency, mean, and standard deviation for the items used to measure personal value are shown in Table 4.10. There were five things in all, with one (1) having the highest mean of 4.47 for item PV1 on the statement ‘I am involved in volunteering because I wanted to produce a quality and productive lifestyle’. There were a total number of 342 respondents (89.1%) strongly agreed and agreed on the item PV1 ‘I am involved in volunteering because I wanted to produce a quality and productive lifestyle’. Meanwhile, PV2 was the item with the lowest mean 4.24 on the statement of ‘I am involved in volunteering because I wanted to develop some new skills. There were a total number of 1 respondent (0.3%) who disagreed on the item PV2 ‘I am involved in volunteering because I wanted to develop some new skills. The mean values for PV3, PV4 and PV5 were 4.35, 4.27 and 4.34 respectively.

**4.4.2.2 Behavioral Intention**

Table 4.10 shows the descriptive statistics for the behavioural intention received from 384 respondents in section B, which are motivation variables.

Table 4.11: Descriptive Statistics for behavioral intention.

	Item	Frequency					Mean	S.D.
		SD	D	N	A	SA		
BI1	I am involved in volunteering because I have been influenced by family and friend that involved in volunteering	3 0.8%	12 3.1 %	46 12%	106 43.2%	157 40.9%	4.20	0.8 27
BI2	I am involved in volunteering because I have a good spirit of volunteerism	0	2 0.5 %	48 12.5 %	162 42.2%	172 44.8%	4.31	0.7 05
BI3	I am involved in volunteering because it will give huge satisfaction to myself	0	2 0.5 %	39 10.2 %	167 43.5%	176 45.8%	4.35	0.6 80
BI4	I am involved in volunteering because I love to help others in order to make them feel good and happy	0	2 0.5 %	45 11.7 %	144 37.5%	193 50.3%	4.38	0.7 08

BI5	I am involved in volunteering because I have been exposed to volunteerism by social media platform	2	6	53	175	148	4.20	0.7
		0.5	1.6	13.8	45.6%	38.5%		71
		%	%	%				

Table 4.11 showed the frequency, mean and standard deviation analysis of respondents on the independent variable which was behavioral intention. There were five (5) questions measured and item BI4 scored the highest mean value which was 4.38 on the statement ‘I am involved in volunteering because I love to help others in order to make them feel good and happy’. Out of 384 respondents, 337 respondents (87.8%) strongly agreed and agreed on item BI4. However, BI1 and BI5 items were measured with the lowest mean 4.20. There were ‘I am involved in volunteering because I have been influenced by family and friends that were involved in volunteering’ and ‘I am involved in volunteering because I have been exposed to volunteerism by social media platform’ statements. There was a total of 15 respondents (3.9%) who strongly disagreed and disagreed for item BI1 and eight (8) respondents (2.1%) for item BI5. For BI2 and BI3, the mean values for the other two components were 4.31 and 4.35, respectively.

#### 4.4.2.3 Social Needs

Table 4.11 shows the descriptive statistics for the social needs obtained from 384 respondents in section B, which are motivational factors.



Table 4.12: Descriptive Statistics for social needs.

	Item	Frequency					Mean	S.D.
		SD	D	N	A	SA		
SN1	I am involved in volunteering because I love doing social works	1 0.3%	4 1%	43 11.2 %	150 39.1%	186 48.4%	4.34	0.7 38
SN2	I am involved in volunteering because I intend to help and communicate with people in needs	2 0.5%	0	48 12.5 %	162 42.2%	172 44.8%	4.31	0.7 26
SN3	I am involved in volunteering because wanted to have a better society	1 0.3%	0	28 7.3%	156 40.6%	199 51.8%	4.44	0.6 51
SN4	I am involved in volunteering because wanted to increase the skills in socializing with people	1 0.3 %	0	39 10.2 %	159 41.4%	185 48.2%	4.37	0.6 85
SN5	I am involved in volunteering because I feel it is important for society	1 0.3%	1 0.3 %	35 9.1%	175 45.6%	172 44.8%	4.34	0.6 75

Table 4.12 showed the frequency, mean and standard deviation analysis of respondents on the independent variable which was social needs. There were five (5) questions, the highest mean of which was 4.44 for the item SN3 on the statement ‘I am involved in volunteering because I wanted to have a better society’. A total of 355 people took part in this part (92.4%) who strongly agreed and agreed on the item SN3.

In the meantime, the lowest average is SN2 with 4.31 on the statement ‘I am involved in volunteering because I intend to help and communicate with people in need’. A total number of 2 respondents (0.5%) who strongly disagreed on item SN2. The mean values for three (3) remaining items which SN1, SN4 and SN5 were 4.34, 4.37 and 4.34 respectively.

#### 4.4.2.4 Volunteer Satisfaction

Table 4.12 shows the descriptive statistics for the volunteer satisfaction from section c, which includes 384 respondents' motivational variables.

Table 4.13: Descriptive Statistics for volunteer satisfaction.

Item	Frequency					Mean	S.D.
	VD	Ds	Ns	S	VS		
VS1 Volunteering helps myself to stay healthy (mental & physical)	0	2 0.5%	21 5.5%	105 27.3%	256 66.7%	4.60	0.6 17
VS2 Volunteering helps myself to have a better time management	0	2 0.5%	39 10.2%	185 48.2%	158 41.1%	4.30	0.6 67
VS3 Volunteering helps myself to produce great lifestyle	0	0	34 8.9%	150 41.4%	191 49.7%	4.41	0.6 48
VS4 Volunteering helps myself to gain valuable experience	0	1 0.3%	33 8.6%	131 34.1%	219 57%	4.48	0.6 62

VS5	Volunteering helps myself to improve social skills	0	2 0.5%	24 6.3%	163 42.4%	195 50.8%	4.43	0.6
VS6	Volunteering helps myself to increase self-esteem and confidence	0	1 0.3%	33 8.6%	152 39.6%	198 51.6%	4.42	0.6
VS7	Volunteering helps myself to learn new skills and knowledge	0	1 0.3%	27 7%	152 39.8%	203 52.9%	4.45	0.6
VS8	Volunteering helps myself to prevent depression and stress	0	3 0.8%	48 12.5%	158 40.6%	176 45.8%	4.31	0.7
VS9	Volunteering is fun and enjoyable	0	0	28 7.3%	151 39.3%	204 53.1%	4.45	0.6
VS10	Overall, can volunteering satisfy your life in every aspect?	0	0	48 12.5%	141 36.7%	195 50.8%	4.38	0.6

Table 4.13 showed the frequency, mean and standard deviation analysis of respondents on the dependent variable which was volunteer satisfaction. There were 10 questions measured with the highest mean of 4.60 for the item VS1 on the statement ‘volunteering helps me to stay healthy (mental & physical)’. There was a total of 361 respondents (94%) who were very satisfied and satisfied with the item VS1. Meanwhile, the lowest mean 4.30 was on item VS2 with the statement ‘volunteering helps me to have better time management’. There were a total number of 2 respondents (0.5%) who disagreed with VS2. The mean values for the other eight (8) items VS3,

VS4, VS5, VS6, VS7, VS8, VS9, VS10 were 4.41, 4.48, 4.43, 4.42, 4.45, 4.31, 4.45, and 4.38 respectively.

#### 4.5 PEARSON CORRELATION COEFFICIENT

One of the most important analyses that examined the straight relationship between variables is Pearson's correlation analysis. Pearson correlation coefficient (PCC) is one of the most commonly used coefficients to measure the relationship of two variables, according to Wang J. (2013). The goal of this study was to see if the dependent variable and the independent variables had any associations between personal value, behavioural intents, and social requirements and volunteer satisfaction. Researchers must assess whether the level of strength of the link is acceptable if the relationship is substantial, according to Anesthesia & Analgesia (2018).

Table 4.14: Strength Interval of Correlation Coefficient

Size of Correlation	Interpretation
0.90 to 1.0 (-0.90 to 1.0)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
-0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (-0.00 to -0.30)	Negligible correlation

Source: Hinkle, Wiersma and Jurs (2003)

Table 4.14 displays the results of a correlation study of the factors influencing student volunteer satisfaction in volunteering activities at rural area of, Sabah.

**Hypothesis 1: Personal Value**

H<sub>1</sub>: Over and above all other personal motives, volunteering to express personal values predicts students' volunteer satisfaction.

Table 4.15: Correlation coefficient for personal value that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

		Volunteer satisfaction	personal value
Volunteer satisfaction	Pearson correlation	1	0.696**
	Sig. (2-tailed)		0.000
	N	384	384
Personal value	Pearson correlation	0.696**	1
	Sig. (2-tailed)	0.000	
	N	384	384

The Pearson Correlation Coefficient, significant value, and number of cases (384) are shown in Table 4.15. The p-value was 0.000, which was less than the 0.01 threshold for significance. The correlation coefficient of 0.696 indicated a moderated positive link between that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

**Hypothesis 2: Behavioral Intentions**

H<sub>2</sub>: Over and above all other personal incentives, volunteering to convey personal value will predict students' volunteer participation.

Table 4.16: Correlation coefficient for behavioral intentions that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

		Volunteer satisfaction	behavioral intentions
Volunteer satisfaction	Pearson correlation	1	0.671**
	Sig. (2-tailed)		0.000
	N	384	384
Behavioral Intention	Pearson correlation	0.671**	1
	Sig. (2-tailed)	0.000	
	N	384	384

The Pearson Correlation Coefficient, significant value, and number of cases (384) are shown in Table 4.16. The p-value was 0.000, which was less than the 0.01 threshold for significance. The correlation coefficient suggested 0.671 a moderated positive correlation between behavioral intentions that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

### Hypothesis 3: Social Needs

H<sub>3</sub>: Volunteer's age moderated the relation among social needs and students volunteer satisfaction.

Table 4.17: Correlation coefficient for behavioral intentions that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

		Volunteer satisfaction	social Needs
Volunteer satisfaction	Pearson correlation	1	0.772**
	Sig. (2-tailed)		0.000
	N	384	384
Social Needs	Pearson correlation	0.772**	1
	Sig. (2-tailed)	0.000	
	N	384	384

The Pearson Correlation Coefficient, significant value, and number of cases (384) are shown in Table 4.17. The p-value was 0.000, which was less than the 0.01 threshold for significance. The correlation coefficient suggested 0.772 a moderated positive correlation between social needs that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah.

## 4.6 FRAMEWORK ANALYSIS

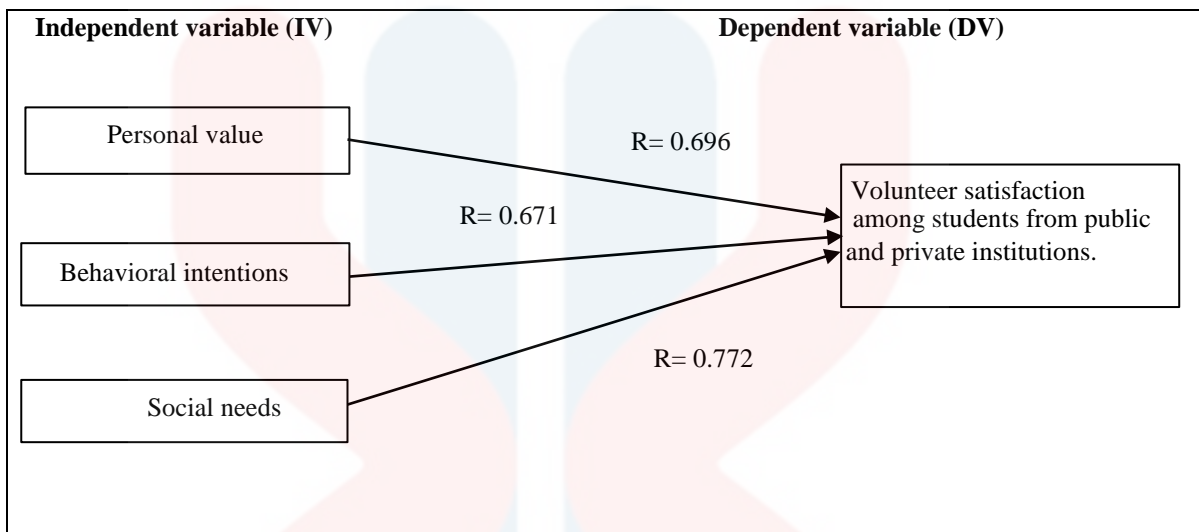


Figure 4.7: Correlation between Personal value, Behavioral intention, social needs and Volunteer satisfaction

The figure 4.7 above showed the framework with data value for significant independent variables to the dependent variables. For independent variables (personal value, behavioral intentions and social need) had a significant relationship to the dependent variable (volunteer satisfaction). The highest Pearson correlation value is between personal value and volunteer satisfaction which is 0.696. Meanwhile the lowest Pearson correlation 0.671 with relationship between behavioral intentions and volunteer satisfaction. The Pearson correlation between social need and volunteer satisfaction is 0.772. Therefore, there were three variables independently included personal value, behavioral intentions and social needs that had a significant relationship to the that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah



#### 4.7 SUMMARY

In a word, all of the correlations between variables revealed in this study support the three hypotheses. All of the independent variables have various correlation coefficients with the personal value, which is 0.696. Behavioral goals have 0.771 correlation coefficients, whereas social requirements have 0.772. It also solves the study question of whether independent and dependent variables have any correlations. To summarise, there is a strong link between volunteer happiness and personal value, behavioural objectives, and social requirements.

## CHAPTER 5

### 5.1 INTRODUCTION

The findings and discussion of the relationship between variables of personal value, behavioural intention, and social requirements that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah will be discussed in this chapter. In particular, this chapter will discuss the study's limitations as well as provide many recommendations for further research.

### 5.2 RECAPITULATION OF STUDY

The goal of the study was to see if there was a link between the factors that influenced student volunteer satisfaction in volunteering activities at rural area of Sabah. The goal of this study is to see if there's a relation between personal value, behavioural intention, and societal needs and volunteer satisfaction among students participating in volunteer activities in Sabah's rural areas. In this case, primary data was gathered using a series of questionnaires that were used to request responses from respondents.

Dependent variables of this research are decisive to determine the level of satisfaction with volunteering among students participating in volunteer activities in rural Sabah, where they are linked to three independent variables that include motivational aspects such as personal values, behavioural intention, and social requirements.

Motivation is the process of starting, maintaining, and guiding goal-oriented behaviours. Because volunteer satisfaction is described as "a state of pleasantness and well-being as a result of having achieved a goal," motivation includes biological, emotional, social, and cognitive elements that trigger behaviour (Williams, 1998). Value defines the collective conceptions of what is considered good, desirable and proper or bad, undesirable and improper. According to Zaleznik and David, values are the ideas in the mind of men compared to norms in that they specify how people should behave. values also attach degrees of goodness to activities and relationships. According to I.J Lehner and N.J Kube, values are an integral part of the personal philosophy of life which generally mean the system of values by which we live. The philosophy of life includes our aims, ideals and manner of thinking and the principles by which we guide our behavior. As for social needs, according to a study by Ferreira (2012), there are four types of motivation. One is belonging and protection, which includes motives relating to social interaction, companionship, affection, and love (Latham, 2007).

This study's sample included students from both public and private Malaysian institutions. The information was gathered from all throughout the nation. A total of 384 questionnaires were circulated, and all of them were subjected to reliability, descriptive, and Pearson's correlation coefficient analysis. A reliability test was performed on the independent variables to confirm that the measuring device was consistent. Cronbach's Alpha for all variables ranges from the amount of 0.825 to 0.966. The result shown is above the reliability agreeable amount where it is reliable to be used in the study. Among all of the variables, social need is regarded as solid with Cronbach's Alpha is 0.944. It was discovered that the most important variable in this study was social need. Personal values and behavioural intention factors were likewise deemed reliable, with Cronbach's Alpha scores of 0.912. The findings on this category confirm that personal

values and volunteer satisfaction have a positive and significant association 0.825, respectively. All of the data used was saved for future investigation.

Pearson's correlation coefficient was applied in this research to connect the correlation between two variables; independent and dependent variables in terms of vitality of relationship. As the study, table 4.14 illustrates a moderately positive correlation exists between personal values factor ( $r=0.696$ ,  $n=384$ ,  $p<0.01$ ) and volunteer satisfaction among students from public and private institutions. The behavioral intention factor ( $r=0.671$ ,  $n=384$ ,  $p<0.01$ ) which can be referred to table 4.15 also suggested a moderate positive correlation between behavioral intention and volunteer satisfaction. Also, on table 4.16, social needs ( $r=0.772$ ,  $n=384$ ,  $p<0.01$ ) was suggested as a high positive correlation between social needs and volunteer satisfaction.

**5.2.1 Research Question 1 - 1) 1) What is the connection between factors of personal values that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah?**

Based on the analysis that has been conducted, the level of strength between personal values and volunteer satisfaction is at a moderate level of correlation ( $r=0.696$ ,  $n=384$ ,  $p<0.01$ ). The findings in this factor acknowledge that there was a positive and significant relationship between personal values and volunteer satisfaction. Therefore, it shows that personal factors play an important role but are less significant compared to other variables.

**5.2.2 Research Question 2 - 1) 1) What is the connection between factors of behavioral intention that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah?**

For the purposes of this study, the strength of the association between behavioral intention and volunteer satisfaction is also at moderate level of correlation ( $r=0.671$ ,  $n=384$ ,  $p<0.01$ ). There was a positive and substantial association between behavioural intention and volunteer satisfaction, according to the data in this category. Therefore, it portrays that behavioral intention is at the same level with personal values which is less significant but still plays an important role in the research.

**5.2.3 Research Question 3 - 1) 1) What is the connection between factors of social needs that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah?**

As for this study, it indicates that the strength of the relationship between social needs and volunteer satisfaction is at a high level of correlation ( $r=0.772$ ,  $n=384$ ,  $p<0.01$ ). There was a positive and substantial association between social needs and volunteer satisfaction, according to the data in this category. Therefore, it implied that social needs are the most important factors that portray the satisfaction in volunteering.

## 5.3 FINDINGS

In this chapter, the study's main findings will be discussed. The study's findings were discussed in the preceding chapter. This is the product of the outcome that we could formulate based on the study's purpose. Based on the study objectives, the following is a summary of the findings:

### 5.3.1 Discussion on Objective 1

The first goal of this report, as described in Chapter 1 to examine the relationship between factors of personal values that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. Based on the data obtained and output in Chapter 4, it appears that there is a substantial relationship between personal importance and volunteer satisfaction, with a strong positive relationship as the highest correlation of  $r=0.696$ , With a Cornbrash's Alpha value of 0.912, the relationship is significant and positive, as well as having strong dependability.

The consequences of the link between independent and dependent variables support Hypothesis 1. With the highest mean 4.47 for item PV1, the majority of the respondents agree with the assertion "I am interested in volunteering because I want to produce a good quality and positive lifestyle. According to Willems (2013), youth and adolescents between 17 and 23 about one out of five will volunteer as a youth leader. Given the fact that volunteering

at a young age predicts volunteering in later life (Brown, 2000; Hooghe & Stolle, 2003), this group of potential respondents will moreover be a part of future volunteers that managers of various nonprofit organizations are hoping to recruit. Youth who volunteer will build volunteering value after they start volunteering rather than before. Since they are familiar with them and their associated beliefs, these youth may be just as likely to behave as adults. This will pique their interest and encourage them to participate in potential volunteer events.

### **5.3.2 Discussion on Objective 2**

The second objective focuses on the relationship between factors of behavioural intention that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. The data analysis in Chapter 4 reveals that there is a clear positive association between behavioural purpose and volunteer happiness, with a value correlation of  $r=0.671$ , indicating that the association is substantial and favourable. There is also good reliability analysis with a Cornbrash's Alpha value of 0.825, indicating a significant and positive relationship.

Hypothesis 2 is supported by the findings of the link between independent and dependent variables, which show a strong association between the two variables. On the argument “I am interested in volunteering because I want to support people in order to make them feel good and happy,” the majority has the highest mean value of 4.38. Item B14 was highly decided on by 337 respondents (87.8%) out of 384 respondents. One's attitude toward a particular

activity is a function of one's core convictions that the action would result in specific positive or negative outcomes, as well as an assessment of the significance of those outcomes (Cuskelly et al., 2004).

### **5.3.3 Discussion on Objective 3**

The study's third objective is to analyse the relationship between social factors that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. According to the findings in Chapter 4, there is a clear positive association between social needs and volunteer satisfaction, with a value correlation of 0.772, indicating a strong and favourable link. There is also good reliability analysis with a Cornbrash's Alpha value of 0.919, indicating a significant and positive relationship. The conclusion claimed that the two variables had a substantial relationship.

Hypothesis 3 reflects the link between the independent and dependent variables. The majority respondents tend to say, "I volunteer because I want to see a better world." (Latham 2005) Inspiration for social contact, friendship, affection, and love, making new friends, and meeting new people are all examples of social needs (Anderson & Shaw 1999) and relationship networks (Edwards 2005).



## 5.4 LIMITATION

The study looked at the connection between personal values and volunteer satisfaction, as well as the connection between behavioural intention and volunteer fulfilment and the connection between social needs and volunteer fulfilment. This study was conducted utilising a quantitative research method, with data obtained from present and future clients via sampling methods and online surveys, surveys, and questionnaires.

This study, like any other, had limitations that made it difficult for the researchers to finish. The first is that respondents are less cooperative in terms of answering questions. Some respondents did not want to answer the questions because they were too lazy to read one by one the questions given. There are also respondents who when we send a question that needs to be answered, they take a long time to start answering the question. This causes the process of analysing the data to be slow.

Besides, the data collection method is also one of the limitations of this study. In this study, the researcher only used online surveys for data collection methods. This is as Malaysia is now hit by the covid-19 pandemic, Malaysians only need to be at home to reduce the spread of the epidemic. So, it is impossible for researchers to collect data through interviews.

Lastly, the researcher was considered a scammer when distributing the questionnaire to the respondents. A number of respondents blocked the researcher's contact after the researcher sent a questionnaire to the respondent.

## 5.5 RECOMMENDATION

This researcher proposed that further studies can be carried out on the volunteer satisfaction students since this study had only focus among students from public and private institutions to see whether there are any similarities in the findings. This study is applied to students from both public and private Malaysian institutions, different findings may be obtained.

Following that, the current study solely looks at three factors that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. However, this study might ignore other significant factors which also play an important role in that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. Therefore, for the future researchers can recommend other variables like participation efficacy factor to carry out new findings in their study.

The study was also confined to 384 samples, which may be considered a small market. A sample size of 384 is required, according to Krejcie and Morgan (1970) for populations greater than 1,000,000. This is due to the fact that as the population grows, so does the sample size. As a result, future researchers should increase their sample sizes to improve the study's accuracy and reliability.

Finally, instead of respondents answering a scaling questionnaire online, use an interview method or construct some open-ended questions for them. Researchers can receive a high response rate using the interview method, and ambiguities can be explained and incomplete answers can be followed up on right away. As a result, this method can help to avoid misunderstandings and improve study findings.

## 5.6 CONCLUSION

The conclusion of this chapter, the researcher should convey the purpose of this study in relation to the problems in this study. The association between these two variables is investigated in this study which is personal values, behavioral intentions and social needs variables that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. A literature review was used to create the research framework.

A total of 384 people took part in this study utilising an online survey method. SPSS version 26 software was used to gather and analyse data using descriptive statistics, reliability analysis, and correlation analysis. According to the reliability analysis results, the total variable is 0.966.

This study is to find out the relationship between personal values, behavioral intentions and social needs that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah. The results of the objective of the study which examined the relationship between factors of personal values, behavioral intentions and social needs that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah were accepted. Meanwhile, the results can be predicted on personal value, behavioral intentions and social needs that influenced student volunteer satisfaction in volunteering activities at rural area of, Sabah.

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## APPENDIX

### QUESTIONNAIRE

<https://forms.gle/2PkDxt3P9EUMkoXSA>



### **FACTOR THAT INFLUENCING VOLUNTEER SATISFACTION ON STUDENTS IN VOLUNTEERING ACTIVITIES AT THE RURAL AREA OF SABAH.**

Dear respondents,

We are students from the Faculty of Hospitality, Tourism & Wellness, Universiti Malaysia Kelantan (UMK), and are in Bachelor of Entrepreneurship (Tourism) with Honours. We are conducting a survey about volunteer tourism regarding the topic 'Factors Influencing Student Volunteer Satisfaction in Volunteering Activities at Rural Area of Sabah'. for our final year research project (PPTA). We would like to invite you to participate in this study by answering the following questions set. We appreciate your time and we promise that it won't take long. All information provided shall be strictly confidential. Your involvement would be very beneficial in obtaining the findings of our study. Thank you.

Your Sincerely,

MOHAMAD AMIRUL BIN ZULMAJDI (H18B0216)

NUR SAJIDA BINTI PEDUKA (H18A0408)

NUR SHAKIRAH BINTI AB RAHIM (H18A0414)

NURUL NADIA BINTI JUHAREI (H18A0493)



Responden yang dihormati,

Kami adalah pelajar dari Fakulti Perhotelan, Pelancongan & Kesejahteraan, Universiti Malaysia Kelantan (UMK), yang mengikuti Sarjana Muda Keusahawanan (Pelancongan) dengan Kepujian. Kami sedang melakukan tinjauan mengenai pelancongan sukarelawan mengenai topik Faktor yang Mempengaruhi Kepuasan Sukarelawan Pelajar dalam Aktiviti Sukarelawan di Kawasan Luar Bandar Sabah. untuk projek penyelidikan tahun akhir (PPTA) kami. Kami ingin menjemput anda untuk mengambil bahagian dalam kajian ini dengan menjawab set soalan berikut. Kami menghargai masa anda dan kami berjanji bahawa ia tidak akan lama. Semua maklumat yang diberikan hendaklah dirahsiakan. Penglibatan anda akan sangat bermanfaat dalam memperoleh hasil kajian kami. Terima kasih.

Yang ikhlas,

MOHAMAD AMIRUL BIN ZULMAJDI (H18B0216)

NUR SAJIDA BINTI PEDUKA (H18A0408)

NUR SHAKIRAH BINTI AB RAHIM (H18A0414)

NURUL NADIA BINTI JUHAREI (H18A0493)

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**SECTION A – DEMOGRAPHIC (Please mark “v”)**

1. Gender

- Male  Female

2. Age

- 20 years old and below  
 21 – 25 years old  
 26 – 30 years old

3. Race

- Malay  
 Chinese  
 Indian  Others

4. Education Level

- STPM/Matriculation/asasi  Master’s Degree  
 Diploma  
 Bachelor’s Degree

5. Types of Institutional

- IPTA Student  Polytechnic  
 IPTS Student  Others  
 Community College

6. Years of Study

- Years 1  Years 4  
 Years 2  Years 5  
 Years 3

## SECTION B – MOTIVATIONAL FACTORS

In this section, 3 parts have been divided where respondent is asked to tick their agreement level of volunteering by using a Likert five-point scale ranging from:

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

<b>Personal Values</b>					
I am involved in volunteering because I wanted to produce a quality and productive lifestyle	1	2	3	4	5
I am involved in volunteering because wanted to develop some new skills	1	2	3	4	5
I am involved in volunteering because wanted to feel more connected to others	1	2	3	4	5
I am involved in volunteering because wanted to prevent depression and stress	1	2	3	4	5
I am involved in volunteering because wanted to improve the college experience	1	2	3	4	5

<b>Behavioural Intention</b>					
I am involved in volunteering because I have been influenced by family and friend that involved in volunteering	1	2	3	4	5
I am involved in volunteering because I have a good spirit of	1	2	3	4	5

volunteerism					
I am involved in volunteering because it will give huge satisfaction to myself	1	2	3	4	5
I am involved in volunteering because I love to help others in order to make them feel good and happy	1	2	3	4	5
I am involved in volunteering because I have been exposed to volunteerism by social media platform	1	2	3	4	5

<b>Social Needs</b>					
I am involved in volunteering because I love doing social works	1	2	3	4	5
I am involved in volunteering because I intend to help and communicate with people in needs	1	2	3	4	5
I am involved in volunteering because wanted to have a better society	1	2	3	4	5
I am involved in volunteering because wanted to increase the skills in socializing with people	1	2	3	4	5
I am involved in volunteering because I feel it is important for society	1	2	3	4	5

### SECTION C – VOLUNTEER SATISFACTION

In this section, respondent is asked to tick their satisfied level on volunteering by using a Likert five-point scale ranging from:

- 1- Very Dissatisfied
- 2- Dissatisfied

3- Neither Satisfied nor Dissatisfied

4- Satisfied

5- Very Satisfied

1	2	3	4	5
<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>

<b>Volunteer Satisfaction</b>					
Volunteering helps myself to stay healthy (mental & physical)	1	2	3	4	5
Volunteering helps myself to have a better time management/	1	2	3	4	5
Volunteering helps myself to produce great lifestyle	1	2	3	4	5
Volunteering helps myself to gain valuable experience	1	2	3	4	5
Volunteering helps myself to improve social skills	1	2	3	4	5
Volunteering helps myself to increase self-esteem and confidence	1	2	3	4	5
Produce quality lifestyle Volunteering helps myself to learn new skills and knowledge	1	2	3	4	5
Volunteering helps myself to prevent depression and stress	1	2	3	4	5
Volunteering is fun and enjoyable	1	2	3	4	5
Overall, can volunteering satisfy your life in every aspect?	1	2	3	4	5

*END OF SURVEY*  
*THANK YOU FOR YOUR COOPERATION*



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