THE MOTIVATION BEHIND STUDENT VOLUNTEERING

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Preface

Throughout writing this master thesis I have received guidance, feedback, and support from many people around me. I would like to take the opportunity to thank them. First, I would like to thank my coach dr. Bas Koene, for giving feedback on my work and guiding me through the thesis process. Especially the help I received on the methodology was of great value to me and this work. In addition, I would like to thank my co-reader, Prof. dr. Lucas Meijs, for taking the time to meet with me and discuss the different insights on the topic of student volunteering. These meetings helped and inspired me to get to the results of this thesis.

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Thank you for everything!

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Executive summary

The continuation of volunteers is of more importance than some would think it is at first glance. One of the most crucial questions sports associations ask themselves is: how to effectively retain volunteers? Since half of all sports associations are looking for new volunteers (Mulier Instituut, 2019), the insights provided in my research are relevant for solving this problem. The current literature on volunteering focuses mainly on patterns found in common sports associations. Student associations are often overlooked when it comes to research on volunteering, while these organizations engage volunteers in a unique way. Yearly rotation of the boards and committees, short-term memberships (only during studies), and high commitment expectancies, aspects which are mostly seen as obstacles but in this context seem to facilitate engagement. Making it even more interesting how and especially why students decide to commit to these organizations and contribute a large amount of their time to volunteering.

Throughout this research, the research question is: *How are student volunteers motivated to continue volunteering for a student sports association?* This question was analyzed through a case study of the student tennis association R.S.T.V. Passing Shot. Through semi-structured interviews, data were collected and analyzed. Data were analyzed through the Gioia methodology resulting in five overarching dimensions leading to the continuation of volunteering. Namely: Motivation, Job Crafting, Organizational and Affective Commitment, Role Identity & Life Characteristics. The data structure in paragraph 3.8 shows how the data were categorized and analyzed. These dimensions connect to themes identified in the literature review, out of which a conceptual model was formed. The conceptual model was updated according to the findings from this research in the findings framework in paragraph 4.1.

This research points out the importance a social connection has to the continuation and intensity of volunteering. Social connection played a role in multiple ways. It was the feeling of a social connection to friends in the association that caused volunteers to feel motivated to continue. Second, being part of the in-group contributed to this social connection. Also, people being asked for volunteer functions through their social network at the association influenced the continuation of volunteering. Lastly, wanting to stay connected to the members and stay a part of the in-group was a social attribute contributing to the continuation of volunteering. Therefore, for sports associations, it is essential to facilitate the formation of a social connection for their members. The findings showed that the association's culture played a large role in the acceptance of members to the in-group, facilitating a social connection. By having a board that is focused on involving people in the association and making sure the association has an open

culture, the continuation of volunteering can be enhanced. Life characteristics of volunteers have also turned out to be a great indicator of the continuation and intensity of volunteering. Flexibility and spare time are the most prominent indicators, meaning that associations should focus on attracting members who have more time on their hands.

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1. Introduction

Volunteering. The first thing that comes to mind is selflessly helping others by donating time and care. Even though it is not common to assume, students volunteer a lot of their time to student associations. In addition, the intensity at which students volunteer is even higher than most common volunteers do. Students who are part of boards or committees spend 3 to even 40 hours of their time volunteering for their association every week. An average volunteer spends 4,5 hours per week volunteering, which is a large contrast with the aforementioned 40 hours of volunteer input by some students (Arends, 2020). Some volunteer functions such as boards or large committees even cause students to take a gap year or extend the length of their studies for a couple of months to a year. Making the sacrifice larger than an average volunteer position would require. Even though the time and input are large, this does not discourage students from volunteering for their association. On the contrary, actually, it even causes students to compete for a spot in a committee. I am also one of the students who has chosen to do a board year. As the chairwoman of the student tennis association R.S.T.V. Passing Shot, a lot of my time I could spend studying or working, I now spend running the association. This has gotten me to think about what motivated myself and my peers to take on such a large volunteer position?

I have chosen to select a topic for this research that is of great personal value and interest to me, namely: Student volunteerism. Around me, I see a lot of students who choose to volunteer a great deal of their time to a student association without getting a financial or another measurable gain in return. An obvious answer for students to volunteer would be career enhancement or resume building in order to stand out from the competition on the labor market, which is thought to be one of the main motivators for student volunteerism. Yet, Handy et al. (2010) have found that altruistic and social motivations are of larger influence for students to volunteer than resume building. Furthermore, many students do multiple committees or board years or continue to volunteer even when they have already landed the job they aspire. Also, after doing one committee, they are already able to put it on their CV. Wherefore, doing multiple committees does not make sense from a solely CV-focused stance. Suggesting there is something about student associations that engages their volunteers in a way that makes them go above and beyond to contribute to the association. Another relevant factor could be the life stage of students. This can influence motivators and the perception of opportunity, which in turn influences the intensity of volunteering. Also, affective and organizational commitment, job crafting, and role identity could play a role in the intensity and continuation of student

volunteering. Through this research, I try to uncover what influences students to continue volunteering.

1.1. Research objective

The continuation of volunteers is of more importance than some would think it is at first glance. One of the most crucial questions sports associations ask themselves is: how to effectively retain volunteers? Since half of all sports associations are looking for new volunteers (Mulier Instituut, 2019), the insights provided in my research are relevant for solving this problem. The current literature on volunteering focuses mainly on patterns found in common sports associations. Student associations are often overlooked when it comes to research on volunteering, while these organizations engage volunteers in a unique way. Yearly rotation of the boards and committees, short-term memberships (only during studies), and high commitment expectancies, aspects which are mostly seen as obstacles but in this context seem to facilitate engagement. Making it even more interesting how and especially why students decide to commit to these organizations and contribute a large amount of their time to volunteering.

Through a study of the student volunteers at the tennis association R.S.T.V. Passing Shot, I aim to identify which factors influence the continuation of student volunteering. I will do this through a case study of the student tennis association R.S.T.V. Passing Shot. The findings emerging from the case study analysis will be compared to general findings from the literature, which mainly focuses on general sports associations—resulting in insight into what motivates students to continue volunteering.

In general, this research will allow associations to be aware of what causes the continuation of volunteering, which can be utilized to retain volunteers and focus recruitment. It will also fill a gap in the literature that has not yet been analyzed in detail. Guided by the following research question, I try to fill in a part of this gap in the literature and hope to help (student) sports associations with their above-mentioned struggles.

How are student volunteers motivated to continue volunteering for a student sports association?

1.2. R.S.T.V. Passing Shot

The case study of the current research takes place in the student tennis association R.S.T.V. Passing Shot. This paragraph gives a concise case description and explains some key features of the association.

R.S.T.V. Passing Shot is the student tennis association of Rotterdam. With 700 members, it is the largest student sports association in Rotterdam and also the largest student tennis association of the Netherlands. The association has about 85 members a year who volunteer in the approximately 20 committees the association has. Next to that, there is a board that oversees all these committees and the day-to-day functioning of the association. This board exists out of 5 members. Volunteers rotate every year, including the board members. Many volunteers choose to continue volunteering for multiple years.

The tasks of volunteers in committees are mostly to organize events and activities. Per committee, the nature of the activity varies. About half of the committees organize social activities, and the other half organize different tennis-related activities. Some are more professional than others; for example, one of the tasks of the technical committee is to facilitate and organize the KNLTB (Koninklijke Nederlandse Lawn Tennis Bond) competition, which is an official event organized in collaboration with the national Dutch tennis bond. In contrast, the club championships are organized in a more internal and informal matter without outside collaborations. There are also a couple of committees that have a more advising role; examples are the finance committee and the advisory panel. The tasks of committees and the time committee members spend volunteering varies per committee. Most committee members volunteer about 3 hours of their time per week all year round.

The board members have a larger role within the association than committee members. The board exists out of 5 people who all have different functions. As mentioned, there are five board members: Chair, Secretary, Treasurer, Commissioner of technical affairs, and Commissioner of internal affairs. Tasks differ per function, and everyone has their own area of expertise. The Chair oversees the board, writes and makes sure the policy plan is executed, maintains contact with partners, and is responsible for the actions of the board. The Secretary is in charge of the member base, (de)registers members, is the first contact for new external parties and members, is in charge of the records, and of taking notes during meetings. The Treasurer is in charge of the financial affairs of the association. The Commissioner of technical affairs oversees all the tennis-related activities such as training, competition, and tournaments and makes sure technical materials are in stock. Lastly, the Commissioner of internal affairs oversees all internal social activities and is in charge of the weekly email in which members are updated about upcoming activities. A couple of overarching tasks for all board members are managing committees and supervising events. Board members volunteer about 30 hours per week of their time to their board tasks.

2. Literature review

There are multiple relevant theoretical themes for the current research, which will be discussed in this chapter. These explain what could cause the continuation of student volunteering in student sports associations. First, the main concepts: volunteering, types of volunteers, and student associations are defined and further explained. The choice for these concepts is as follows, the continuation of volunteering is at the center of this research. Wherefore, it is important to have a unified understanding of the concept of volunteering and how it relates to student volunteers before getting into the related literature. Furthermore, the unit of analysis for this research is student volunteers, making it important to have a clear, unified vision of what this concept means and what type of volunteers there are. Lastly, the context of this research is the student tennis association R.S.T.V. Passing Shot, wherefore it is important to define and grasp the concept of student associations.

After defining the main concepts, five different categories emerged from the literature as the most important influences on the continuation of volunteering. These categories are discussed in different paragraphs in detail. The five main variables are motivation, life characteristics, organizational and affective commitment, job crafting, and role identity. In short, motivation describes the motivational functions that motivate people to continue volunteering. Also, general motivations such as love of sport are discussed, which are relevant motivators in common sports associations. Life characteristics are found to play a role in the continuation and also intensity of volunteering for common volunteers. These characteristics are also thought to be important in the context of students because their life stage is so different from that of common volunteers. Since this research focuses on students, who are all in a similar life stage and context, it is relevant to take this aspect of life characteristics into consideration. Organizational and affective commitment is also found to be of importance when it comes to committing people to an organization. Through a commitment to an organization, the continuation of volunteering can be facilitated in common sports associations. The span of membership is mostly five years at a student association, making the time to volunteer shorter than at a common association. Therefore it is important to consider this variable in this research and see if the role of organizational and affective commitment is just as large here as in a common association. Job crafting is relevant because students are perceived to have a lot of freedom in how they fill in their volunteer functions. The student associations are run by students and benefit students, giving them a lot of freedom. Lastly, role identity is worth considering in this research. Continuation of volunteering is facilitated by the identification

people feel with their role. Especially in student associations, the board is seen as a prominent organ of the association, which could facilitate role identity even more. Therefore it is taken into consideration in this chapter. The insights discussed in the literature review are brought together in a conceptual model, which can be found at the end of this chapter (paragraph 2.9).

2.1. Volunteering

In the literature, volunteering is defined in multiple ways by scholars, the definition that highlights the most important aspects of volunteering is the definition found in the research by Penner (2002). Similar definitions of volunteerism are also found by Snyder & Omoto (2008) and Wilson (2000).

Penner (2002) mentions four notable attributes of volunteerism: longevity, planfulness, nonobligatory helping, and an organizational context. Longevity indicates that volunteering is often done on a regular basis instead of incidentally. This is applicable to student volunteering since participating in a board, or a committee requires volunteering on a regular basis. Planfulness refers to weighing the costs and benefits of volunteering and that volunteers consciously choose to volunteer within an organization. When students choose to volunteer, they need to consider how this will affect their studies, making the decision to become an active member planned. Nonobligatory helping refers to the personal obligation volunteers feel towards a particular person. This is relevant because the choice to volunteer is not based on an obligation. Lastly, organizational context refers to the fact that most volunteering is done within an organization. This is also relevant to student volunteerism since it is exclusively done within student associations, hence an organizational context. Since students who actively participate in student associations meet the aforementioned attributes, they can be seen as volunteers.

2.2. Types of volunteers

The distinction made here is based on the intensity of volunteering instead of personal characteristics, age, context, or other differences between volunteers. The intensity of volunteering plays a large role in this research due to intensity in the form of hours being a large difference between student volunteers. Therefore it is relevant to utilize this difference in the overall overview of types of volunteers.

There are two types of volunteers, core (regular) and peripheral (occasional) volunteers. Core volunteers can be seen as people who are leaders within the association (Ringuet-Riot et al., 2014). In this research, the type of volunteers that come closest to this description are the board members of the association. These members are the leaders within the association who oversee

the day-to-day functioning of the association. Also, the board members are at the core of volunteering since all the committees are under their supervision and they are engaged in all association issues. The duration of volunteering can also make someone a core volunteer. Yet, in a student association duration of volunteering is limited due to the time people are a student. Therefore it is most relevant to put more emphasis on the intensity of volunteering when defining the type of volunteer in the current research. Peripheral volunteers occasionally volunteer and commit less time to the organization than core volunteers. These volunteers are also less involved and committed to the organization than core volunteers (Ringuet-Riot et al., 2014). Peripheral participation is also characterized by being motivated through external factors and by personal interests (Selznick's, 1992). In this research, committee members are identified as peripheral volunteers due to their time commitment being less intense than that of board members. Also, due to committee members being involved in fewer issues and processes within the association than board members. In other words, board members have more responsibilities than committee members, making them core volunteers instead of peripheral volunteers.

Smith et al. (2010) also found that altruistic motives are more important to core volunteers than to peripheral volunteers. It is proven that students are more likely to be peripheral (occasional) volunteers than core (regular) volunteers (Smith et al., 2010), which makes sense since there are more committee positions available than board positions. Even though students are more likely to be peripheral volunteers, this does not resist them from volunteering at a higher intensity when they are motivated by altruistic motives. Handy et al. (2010) found that these types of students spend a larger amount of hours volunteering and volunteer more frequently. Supporting the notion that volunteers who volunteer at a higher intensity are mostly motivated by altruistic motives.

Interestingly there are no significant differences in the years these two types of volunteers continue to volunteer within sports associations (Ringuet-Riot et al., 2014). When this relationship is translated to student sports associations, board members are not the only group that can be expected to stay committed for a longer period of time. Therefore continuation of volunteering is not necessarily related to the intensity of volunteering.

2.3. Student associations

There are multiple types of student associations organized around different topics and themes. There are three main types of student associations: classic student associations, student sports associations, and study associations. Classic student associations are socially focused; an

example in Rotterdam is R.S.V. Laurentius. Student sports associations are focused around a sport; an example is R.S.T.V. Passing Shot which is the context of the case in this research. Lastly, there are study associations that are focused around a study; all members follow the same study or are at the same faculty. An example of a study association in Rotterdam is STAR.

One thing these different associations have in common is that their members meet regularly and aim to enhance personal learning on the topic of the association (Pittaway et al., 2015). Students view their student association as a good socializing environment, where socialization is encouraged, and new friendships are stimulated. The associations also assist personal development by expanding their interests and by developing passions and personal skills (Culic et al., 2016). Most student associations are organized around a three-year cycle since students leave university, and new members need to take over the responsibility of leading the organization. Without people leading the organizations, they cannot exist, making the role of the board crucial (Culic et al., 2016). Student volunteers are therefore not only an interesting group within student associations but also a fundamental group.

Culic et al. (2016) have analyzed the group of students who join student associations. They found that mainly students who have been involved in previous volunteering and who have a high community involvement are members of student associations. Also, these students are curious and looking to learn new things and meet new people. Their motivation was mainly intrinsic, but contextual events in the form of rewards or feedback also positively influenced their motivation.

In classic student associations, there are more obligated meetings, meaning that simply being a member already involves you in the association. These associations have committees and boards as well, making it possible for people to become even more involved and to volunteer for the association. Most of the functions within these associations are full-time instead of part-time. Study associations also work with multiple full-time positions. Student sports associations focus solely on part-time volunteer positions, making them different from the other types of organizations. This also makes the time commitment of students even more interesting since it is their own choice to intensify volunteering instead of it being part of their volunteer function.

To become active within a student sport or study association, it is necessary to do a committee or become part of the board. Therefore students who want to actively build on their social and professional network are very willing and motivated to become student volunteers for the association they are interested in. A study comparing student associations to common

associations confirms this assumption, finding that 71% of students identify building a network as an important reason to become active within an association. In common associations, only 39% of the volunteers find building a network important (Nationaal Verenigings onderzoek, 2020).

2.4. Motivation

Volunteers are motivated by other incentives than people who have a paid job. Motivation can be seen as an umbrella variable to which many variables are (in)directly connected. There are multiple ways to categorize the motivation of student volunteers. In the literature, there are two main categories that broadly describe motivations to volunteer: altruistic motives and self-oriented motivations (Davis et al., 2003). The functional analysis by Clary et al. (1998) gives a more detailed insight, describing six main motivational functions that determine the motivation of volunteers. They identify the following functions; *Values*, the expression of one's values, and how this relates to altruistic and humanitarian concerns for others. *Understanding*, an opportunity for new learning experiences and a way to use knowledge, skills, and abilities that could otherwise go unpracticed. *Social*, the relationships one has with others. *Career*, benefits that might further one's career. *Protective*, relates to one's ego and protecting it from negative features one might have, for example, reducing guilt by volunteering. Lastly, they mention *Enhancement*, which relates to enhancing positive affect through personal growth and a higher level of self-esteem. These six functions give an overview of the different motivational functions for volunteers. Whereby the following five categories are labeled as self-oriented: Understanding, Social, Career, Protective, and Enhancement are self-oriented categories. It is common that personal reasons motivate people to volunteer. It is even likely that these motivations lead to the continuation of volunteering (Snyder & Omoto, 2008).

The functional analysis shows that there are multiple reasons for people to volunteer and that these motives do not have to be the same for everyone. Also, multiple functions can simultaneously motivate people to start and continue volunteering. Satisfaction and intention to continue volunteering are determined by the degree to which motives to volunteer are satisfied (Finklestien, 2009). The social exchange theory supports this claim. It suggests that there is an exchange relationship between the input of volunteers and the rewards they receive for this input (Bang et al., 2013). Meaning that the fulfillment of motivational functions can be seen as the return on the input of volunteers, resulting in the continuation of volunteering.

Bang & Ross (2009) confirm that the motivators relating to the expression of values and career orientation are the best predictors of volunteer satisfaction. Volunteer satisfaction contributes to the continuation of volunteering, as just mentioned. Bang & Ross (2009) also mention the love of sport as a key motivator in predicting volunteer satisfaction. It will be interesting to see if this relationship translates from common sports associations to student sports associations since many volunteer positions and activities in student sports associations are not related to the sport.

2.5. Life characteristics

The life stage of students is very different from that of common sport volunteers and can therefore play a large role in potential differences in continuation and intensity of volunteering between the two groups. There are different aspects that will be discussed in this paragraph to give an all-round overview of relevant life-stage factors. The following factors seem most important for this research: Age, Flexibility & Spare time, Children & Marital status, Gender, Education, and Social Resources. Age has been chosen because it is an objective way to categorize the life stages of volunteers. Flexibility & Spare time are important differences in the life stage of students and common volunteers. Students are perceived to have much more spare time and flexibility than people who have a family or work full-time. Children & Marital status are taken into consideration because it influences the continuation of volunteering for common volunteers, and students mostly do not have to take this into consideration, clearly showing the difference this makes. Gender is an influential variable when it comes to the intensity of volunteering people. Education influences the previous volunteering others have done, which influences the continuation of volunteering. Lastly, social resources and especially a large social network result in a higher intensity of volunteering. Wherefore these variables are important to consider.

2.5.1. Age

The most obvious way to categorize life stages is by age groups. In the Netherlands young people (15 -25 years old) are the most active members of sports associations. Most of them participate weekly in activities (45,9%), which is higher than the weekly participation of other age groups. This is only partly represented in the degree of volunteering. 20% of 15-25 years old's volunteer for a sports association, which is comparable to the degree of volunteering in the age categories 35-45 and 45-55 (CBS, 2020). The motivation to volunteer differs per age group when it comes to the motivational functions: Career, Understanding, and Protective. Young people in the age category 18-24 years old are more likely to find these functions

important than older people (Clary et al., 1996). The findings of Smith et al. (2010) also relate to the categories Career and Understanding being more important for younger volunteers than older volunteers. For the other motivational functions (Values, Social, and Enhancement), there seemed to be a similar allocation of importance across all age groups (Clary et al., 1996). Also, for younger people, the benefit of gaining work experience and developing skills plays a larger role in the reason to volunteer than for older volunteers (Smith et al., 2010). Which complies with the functions: Understanding and Career, making all motivational functions relevant for student volunteers.

2.5.2. Student

Specific to students, two motivational functions are found to be extremely relevant. Handy et al. (2010) identify altruistic and social motives as main motivators for students, which shows that the functions: Values and Social are both highly relevant for student volunteers. Also, as mentioned in paragraph 2.3, expanding one's social network is also an important motivator for students to start volunteering, which relates to the motivational function of Social.

2.5.3. Flexibility & Spare time

Students have a flexible schedule and more time on their hands than people who work full-time, making flexibility and time an interesting life characteristic to consider. Wilson (2000) found that people who are self-employed and who have flexible work schedules have the greatest likelihood of volunteering. Oesterle (2004) found a similar connection, namely that when young adults work full-time, they are less likely to volunteer. Furthermore, the workload students experience during their studies has been found to play a role in the degree to which they volunteer (Kraaykamp & Vullings, 2003), which means that when a person has more spare time, they are more likely to volunteer. A decreased amount of spare time can therefore lead to people cutting back on volunteering or quitting. Which negatively influences the continuation of volunteering.

2.5.4. External obligations

Also, the external obligations someone has influence the motivation to continue volunteering. Volunteers in sports associations often identify changes in work or family responsibilities as their reason to leave (Cuskelly & Boag, 2001). Wherefore external obligations have a negative influence on the continuation of volunteering. The reasons for common volunteers to stay or leave an association are more open to being influenced by external factors. Students, on the other hand, do not have large work and family responsibilities. Also, the time spent on studying can be planned flexibly. This gives them more freedom to determine how they spend their time.

Students are, therefore, to a lesser extent influenced by external factors which could disrupt their reason to continue volunteering due to flexibility and spare time.

2.5.5. Children & Marital status

Family relations also influence volunteering; single people without children are found to volunteer the highest amount of hours (Wilson, 2000). Having young children (preschool-age) limits participation in volunteer work. This effect did not differ per gender, as well women as men were influenced equally by having young children (Oesterle, 2004). Children can also be an opportunity to start volunteering, yet there are multiple factors that play a role in this opportunity. Such as the age of parents and children, the number of children, marital and employment status (Wilson, 2000), which means that the intensity of volunteering is influenced by having children and being married.

2.5.6. Gender

Gender differences are not applicable to volunteering in the context of family relations, but it does play a role when looking at other aspects. CBS (2020) statistics show that within sports associations, more men volunteer than women, which is interesting since the gender division is about equally divided between men and women over other volunteer activities. Women do volunteer more in the sectors related to school and care. In general, men are also less likely to volunteer (Oesterle, 2004), making the above-mentioned statistic even more intriguing.

When factoring in age, there is a different nuance between the hours both genders volunteer. Women are still more likely to volunteer more hours than men at a young age, but when people get older, this turns around, and men volunteer more hours than women (Wilson, 2000). Gender can therefore influence the intensity of volunteering.

The desired volunteer position also differs depending on gender. Men are more likely to take on leadership positions than women (Wilson, 2000). Another difference is found in the motivation to volunteer. Men volunteer to make friends, and that women let their volunteer involvement rely on existing friendships with other women (Wilson, 2000). Clary et al. (1996) show that women assign significantly more importance to all of the functional motivators except for career than men do. The order of the motivators' importance is the same for men as well as women. The sequence of importance was: Values, Enhancement, Social, Understanding, Protective, and Career.

2.5.7. Education

Statistics show that volunteers in Dutch sports associations are most likely to have an academic background (HBO or University) (CBS, 2020). According to Wilson (2000), education is the most consistent predictor of volunteering. Due to higher educated people being more aware of problems, they have increased empathy and are more likely to be asked to volunteer. Oesterle (2004) identifies three types of resources that are promoted by education, which support the former constatations, namely: civic skills, social connections, and civic values. Clary et al. (1996) found that when someone attained a higher level of education, they are more likely to have volunteered in the previous year. Since having volunteered previously increases the chance of volunteering again (Wilson, 2000; Oesterle, 2004), it is good to consider the influence of this variable.

2.5.8. Large social network

Social resources have been found to play a role in the degree of volunteering someone does. The chances of volunteering are increased when someone has an extensive social network. The social ties of this network generate trust, which makes it easier for people to donate time (Wilson, 2000). In line with this finding, research has shown that when people are asked for a volunteer function, they are four times as likely to take it (Oesterle, 2004). Joining more organizations leads to having an extensive social network and can help explain why people of higher socioeconomic status are more likely to volunteer (Wilson, 2000). Having a higher social status implies having greater social skills, which make someone more attractive to an organization resulting in them being asked to volunteer and increasing their volunteer participation (Oesterle, 2004). Yet, volunteers with a large social network are more likely to stop volunteering earlier; this could be caused by the desire to spend more time with other people in their network (Snyder & Omoto, 2008). Therefore, having a large social network negatively influences the continuation of volunteering but facilitates the start of volunteering.

2.6. Organizational & Affective commitment

The affective commitment of volunteers can be described as: “individuals’ emotional or psychological attachment to, identification with, and participation in the organization” (Bang et al., 2013, p. 99). This commitment refers to the identification with an organization and to what degree a volunteer is emotionally and psychologically involved with the organization (Ringuet-Riot et al., 2014). Affective commitment is a dimension of organizational commitment and focuses on the emotional aspect of it. Organizational commitment is broader

and refers to the degree of identification a volunteer has with the goals and values of an organization (Robbins et al., 2010).

Cuskelly & Boag (2001) found that organizational commitment is a strong predictor of the continuation of volunteering. Altruism has also been shown to be a predictor of organizational commitment in sport organizations (Cuskelly et al., 1998). The motivational function: values best describes altruistic motivations and is therefore linked to organizational commitment. Organizational commitment is predicted by perceived committee functioning. Resulting in higher levels of organizational commitment, leading to a smaller likelihood of volunteers leaving their committee. The better committees are perceived to function, the higher the organizational commitment of volunteers will be (Cuskelly & Boag, 2001). Supporting the assumption that organizational commitment is a key variable in determining the continuation of volunteering.

Bang et al. (2013) have shown that the values of a sports volunteer have a significant impact on the affective commitment a volunteer has toward an organization. A partially mediating variable in this relationship is job satisfaction. Meaning that if an altruistically motivated person is more satisfied with their volunteer role, they are more likely to affectively commit to the organization. Ringuet-Riot et al. (2014) mention that affective commitment can be brought upon by affective incentives; examples of these incentives are interpersonal relationships and group identification. These affective incentives motivate sport volunteers, which leads to the involvement and retention of these volunteers. Meaning that a higher affective commitment could lead to a higher continuation of student volunteering.

Being part of the in-group also seems to be a reason for volunteers to continue helping. People are more likely to help in-group members since they identify with the members of this group. Also, the concern for the collective welfare of the group plays a role when helping in-group members. People help out-group members mostly for reasons aligned with the motivational function: Protective (Snyder & Omoto, 2008). Concluding that being part of the in-group influences the continuation of volunteering.

One of the reasons given by common volunteers for leaving a committee function is that they have the feeling they have taken their turn as a volunteer (Cuskelly & Boag, 2001). In other words, they have fulfilled their obligation. Resulting in the perception of obligation instead of opportunity, influencing the continuation of volunteering. Meaning common volunteers are less

likely to perceive volunteering as an opportunity. It will be interesting to uncover if the same applies to student volunteers.

2.7. Job crafting

Within the volunteer positions at student associations, there is a large opportunity for job crafting. In many student associations, active members go above and beyond in doing their tasks. The roles are defined, but within each role, students are free to fill in their job as they see fit. A lot of the events and tasks are made much larger than necessary, bringing along a lot of inefficiencies and making them more time-consuming. An inefficiency is seen as the time spent on the details that aren't inherent to the survival of the association. For example, the general members' meetings of student associations. These can last 8 to 10 hours and are visited by many members, while in a common sports association, these meetings are much shorter, and fewer attendees are present. These inefficiencies are created by the student volunteers and could be part of what makes volunteering attractive for students. This paragraph discusses the effect job crafting has on students' intensity and continuation of volunteering.

Job crafting can be described as: "The physical and cognitive changes individuals make in the task or relational boundaries of their work" (Wrzesniewski & Dutton, 2001 p. 179). There are three forms of job crafting: altering the boundaries of the job, changing relational boundaries, and changing cognitive task boundaries. The boundaries of the tasks can be altered by changing the number of activities (Wrzesniewski & Dutton, 2001). An example is the time spent on collecting content for the weekly update mail. This e-mail is meant to draw the attention of members towards the events that will take place in the coming week. Yet, this mail has become a phenomenon that members look forward to. Resulting in a shift in the content from 80 % updates toward 80% stories, gossip, fun facts, pictures, and other content that has little to do with informing members of upcoming events. Also, the length and attention to detail have become larger when writing this e-mail. The boundaries of this task have been enlarged by expanding the small task of writing a weekly update towards writing a story.

Another form of job crafting is altering the boundaries of relationships, which can be influenced by choosing when and with whom somebody interacts at work (Wrzesniewski & Dutton, 2001). An example is the relationships student volunteers form with fellow board and committee members and with other members of the association. Within student associations, it is customary that boards go on a vacation together and spend much of their free time together. The initial training for board members is even accustomed to promote this bond by going on a

weekend trip on which plans for the upcoming year are discussed. These relationships influence the way student volunteers perceive their jobs and are open for crafting by choosing the degree of socializing and whom to socialize with.

Cognitive boundaries can be altered by changing the way someone perceives the job (Wrzesniewski & Dutton, 2001). The perception of the committee and board jobs is influenced greatly by the members of student associations but also by the individuals partaking in these jobs. For example, participating in the activity committee is seen as doing a miniature board year by the committee members as well as the regular members. Even though the committee organizes monthly and sometimes bi-weekly events, they choose to meet almost as often as the board of the association and are expected and willing to be present at many activities, even those they do not organize.

Furthermore, the opportunity to craft one's job is crucial in the job crafting process. One needs to perceive a sense of freedom to determine how to fill in their job. Two aspects that increase the opportunity for job crafting are Task Independence and Autonomy (Wrzesniewski & Dutton, 2001). Task independence is applicable to board members since everyone has their own area of expertise, but in committees, the task interdependence is larger. Meaning that in committee functions, there could be less room for job crafting. The autonomy student volunteers have in student volunteer positions is very large; when someone comes up with a good idea, there are few factors that will hinder the volunteer from executing their idea. Also, the small amount of monitoring systems at student associations enlarge the freedom to partake in job crafting.

Berg et al. (2007) identify possible outcomes job crafting could have, namely; job satisfaction, engagement, resilience & thriving at work. Job, or in this case volunteer satisfaction, has been found to mediate the continuation of volunteering (paragraph 2.6) and is a result of different motivations being fulfilled. Engagement refers to the degree to which employees feel involved and enthusiastic for their job (Robbins et al., 2010), making it job-specific and therefore different from organizational commitment. This is not proven to have an influence on the continuation or intensity of volunteering, wherefore it is not mentioned in the conceptual model. Thriving & Resilience aligns with the continuation of volunteering, wherefore similar effects from job crafting on volunteering could be expected as the effects from paid jobs.

2.8. Role identity

Within student sports associations, there are multiple roles student volunteers can take on, also as mentioned before, there is a lot of room to fill in the volunteer role as students wish. This makes it easier for students to identify with their role as a volunteer. Like organizational commitment, the identification someone has with their role influences the commitment they experience toward volunteering. This paragraph discusses the role identity theory and the effect a role has on volunteers' continuation and intensity of volunteering.

People can be influenced by ongoing social interactions and expectations of others when creating an identity for their role as a volunteer (Finkelstien 2009). A role can become part of a volunteers' personal identity according to the role identity theory, influencing the way someone sees themselves and how someone is perceived by others. This could increase the commitment someone has to their volunteer position (Ringuet-Riot et al., 2014). According to Grube & Piliavin (2000), role identity can predict the number of hours volunteered and the degree at which someone intends to remain a volunteer. Therefore role identity can be a predictor of the continuation and intensity of student volunteering.

Role ambiguity also influences the job satisfaction and organizational commitment a sport volunteer experiences. In volunteer sports organizations, it is likely that role ambiguity occurs since the volunteers are often both the ones who consume and provide the services, which blurs the lines between roles. Within role ambiguity, there are three dimensions, namely, the scope of responsibilities, means-ends knowledge, and performance outcome. The scope of responsibilities is determined by volunteers' understanding of what is expected from them in their role. This dimension is most relevant for the current research because it influences the enjoyment and satisfaction a volunteer experiences in their role. Furthermore, a clear understanding of the scope of responsibilities causes a volunteer to feel more attachment to the organization, or in other words, organizational commitment (Sakires et al., 2009). Meaning that when clearer roles are defined for sports volunteers, they are more likely to experience job satisfaction and organizational commitment. This complements the job crafting literature by stating that the scope of responsibilities and the corresponding expectations of the job need to be clearly defined, but within the job, there must be room for own interpretations.

2.9. Conceptual model

Below the conceptual model resulting from the literature is presented. The main variables are presented in the yellow hexagons. These variables are also used as the leading themes in this chapter. The arrows represent relationships between variables, elaboration on these connections can be found in the literature review above. The continuation of volunteering is the main construct of the research question and is presented in a blue square. Most variables have a connection to the continuation of volunteering since it is at the center of this research. Another important variable is the intensity of volunteering; many main variables lead to this variable showing it plays a large role. Multiple variables belong to motivational functions and life characteristics, making these two variables overarching categories with multiple sub-variables. These sub-variables have their own effect on other variables as expressed in the model.

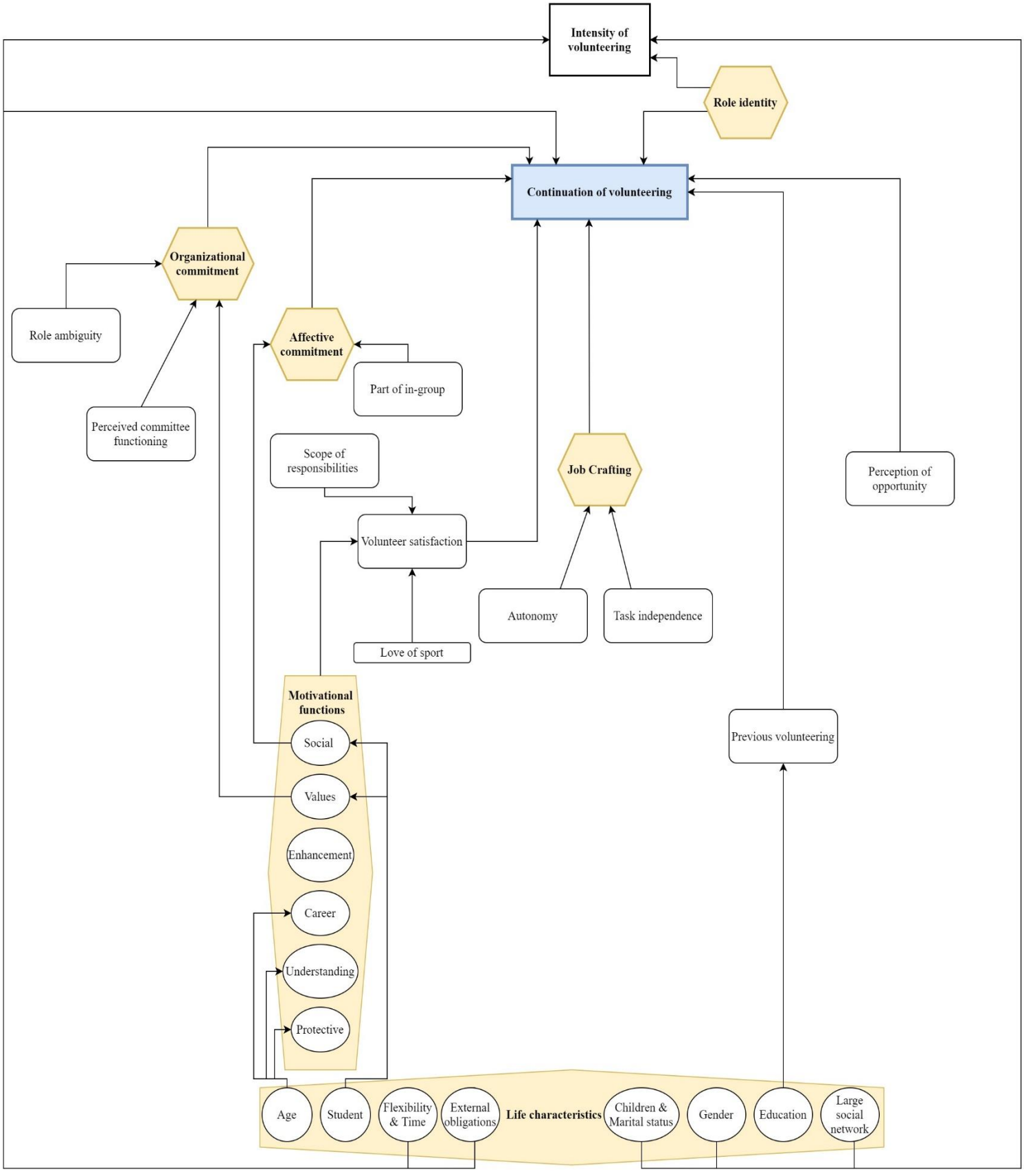


Figure 1: Conceptual model

3. Research Methodology

In this chapter, the process through which this research was done is explained. By looking at the research approach, philosophy, and design, I identify a case study through the constructivist approach as the most relevant research methodology for the current research. Whereafter I explain the considerations made for data sources, collection, and analysis. The unit of analysis is the volunteers of R.S.T.V. Passing Shot. The association is the context of the research. Furthermore, the collection of data was done through semi-structured interviews. The participants were selected through theoretical sampling. For the data analysis, the Gioia method was applied, resulting in the data structure presented at the end of this chapter. Lastly, my role as a researcher is described, which ethical considerations were made and how the quality of the research and data have been guaranteed.

3.1. Research approach

Before getting into the details of the research philosophy and design, I will discuss the research approach. There are two types of research between which one can distinguish, namely qualitative and quantitative research. In some situations, these types of research can be combined. The main difference between qualitative and quantitative research is the deductive and inductive approach. The deductive approach is distinctive for quantitative research. This entails starting with theory by forming hypotheses on theory, whereafter testing the significance of these hypotheses on the observations and findings of the research. Research questions are often very specific and narrow to ensure the ability to test for significance. Qualitative research uses the inductive approach in which theory is formed on the basis of observations and findings. Therefore the research question in qualitative research is more general instead of specific (Rishani, 2021). According to Cooper & Schindler (2011), qualitative research refers to meaning, and quantitative research already assumes a meaning and refers to a measure of it.

The qualitative approach is most applicable to my research because of the inductive approach it has. Student volunteerism is a relatively new phenomenon about which little theory is developed, wherefore it is best to let the observations and findings of my research lead the development of the theory. Also, in the literature review, many concepts have been identified which could explain the continuation of student volunteering. Due to a qualitative approach, a rich conceptual model can be used, introducing a large array of concepts that could emerge from the data. This leads to a better understanding of the meaning of factors influencing the intensity and continuation of student volunteering, corresponding with the aim of my research.

3.2. Research design

The research methodology is formed on the basis of the ontological and epistemological views of the researcher. Ontology concerns the question of what reality is and epistemology how we learn about this reality (Rishani, 2021). In this paragraph, the ontological and epistemological choices made for the current research are explained.

Constructivism is the most relevant methodology for this research. The constructivist approach assumes reality is subjective and depends on the perception of individuals (Rishani, 2021). The main aim of this research is to understand what motivates students to continue volunteering by analyzing how students perceive and make sense of their volunteering. By looking for patterns in their reasoning on the continuation of their volunteering, a theory can be built. When comparing the findings from this research to the findings from the literature, the effect a student sports association has on the continuation of volunteering can be measured. The literature is mostly about common sports associations, and the data from this research is purely about a student sports association due to the case study design. By comparing the two, the potential 'student effect' can be found.

Two positions can be taken within ontology: realism and idealism. Realism entails that there is an external reality that exists aside from our beliefs and understanding. Idealism takes a different perspective and does not recognize that there is an external reality; instead, the basis of reality is mind-dependent (human beliefs and understanding). Reality is made up of socially constructed meanings and can only be uncovered through the mind (Ritchie et al., 2013). Idealism is most relevant for this research since the developed theory is based on semi-structured interviews, which are directed toward the beliefs and understanding of participants on what drives their continuation of volunteering.

Within idealism, there are two nuances: radical idealism and collective idealism. Radical idealism focuses on the individual and states that there are only a series of individual constructions instead of a shared social reality. Collective idealism does recognize this shared social reality. It represents a world that exists of representations that are constructed and shared by those in particular contexts (Ritchie et al., 2013). This nuance is in line with the current research. The data was collected from a sample that shares the same context, and the developed theory in this research only holds for the belief that people share a social reality that influences them.

Furthermore, the epistemological approach relating to constructivism is that interaction between researcher and participant creates knowledge. Therefore the researcher is often closely involved or even intertwined with the observed. Due to my position as Chairwoman, I am intertwined with the case, which suits the constructivist approach.

The research approach most suitable for the current research is qualitative theory-building research done through a case study analyzed through the grounded theory approach. The Gioia methodology was used as a basis to build a data structure, through which the eventual theory was formed. This approach allowed me to build a theory through the interpretation of data. My research can also be characterized as social research. I looked at a socially influenced phenomenon, of which I wanted to give a general explanation, which is also most suitable for the grounded theory approach. Furthermore, the openness and responsiveness of this research approach suits the current research (Rishani, 2021). A new theory was built, wherefore it was important for the research design to be able to adjust to new insights formed by collected data.

The choice to do a case study had multiple reasons. "Yin defines a case study as 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used'"(Cooper & Schindler, 2011, p. 256). This definition exists out of 3 aspects that are relevant to the current research. First, the contemporary phenomenon within its real-life context, the research collected data in a real-life context, and as mentioned before, this data is about a phenomenon in which people share the same social reality. Second, the boundaries between context and phenomenon are mentioned as relevant for a case study. The context of the current research was the student sports association in which people volunteer. The phenomenon was the continuation of volunteering by students. It is not yet clear how this context influences the phenomenon; uncovering this is the main focus of this research. Lastly, multiple sources of evidence are mentioned as being important. The main source of data collection for the findings was semi-structured interviews. Observations also were a source of data on which the case is built. The current research, therefore, fits the formal definition of a case study.

There are multiple ways to conduct a case study, namely by choosing between a single or multiple case study design and between a holistic and an embedded approach. In a holistic approach, there is a single unit of analysis, and in an embedded approach, there are multiple units of analysis (Baxter & Jack, 2008). In a single case study, there is one case, and in a multiple case study, there are multiple cases; the name of these designs gives that away as well.

In this research, a single case design with a holistic analysis has been chosen. The unit of analysis was student volunteers at the student tennis association R.S.T.V. Passing Shot. Which is a single unit. Furthermore, there was one case because there is a single context that is analyzed, namely the student tennis association R.S.T.V. Passing Shot. The choice for a single case study instead of multiple can also be justified because, as the Chairwoman, I have more access to information that is not accessible to outsiders (Cooper & Schindler, 2011)—making the insights resulting from this single case study sufficient because they are unknown to outsiders through their rare accessibility.

By choosing a single case study, it was possible to gather in-depth knowledge on the unit of analysis in a very specific context. There is more attention for details when a single case study is used instead of a multiple case study because when analyzing multiple cases, the context differs per case. Meaning that when forming the data structure and forming patterns between the collected data, details are disregarded more easily since analysis takes place on a higher level. For example, the culture of student sports associations differs per association due to the number of members, the type of people, the number of activities, the opportunities to volunteer et cetera. This means that the collected data is more open to being influenced by other variables. This risk is taken out of the equation in this research by doing a single case study on a homogenous population. Making the findings richer than when a multiple case study would have been chosen.

3.3. Information sources

Different information sources have been used in this research. The primary data is collected through semi-structured interviews with student volunteers of the student tennis association R.S.T.V. Passing Shot. Which also forms the case for this research. The research question is answered by analyzing the primary data resulting from the conducted interviews. Another form of data were observations, which were used to describe the case in paragraph 1.2.

The case has specifically been chosen because a student sports association is a good sample group to investigate the association-specific effects since it is a homogenous group, which filters out a great deal of factors that could influence the continuation of volunteering.

Through theoretical sampling, different participants were chosen. Theoretical sampling is most relevant because it provides the opportunity to select cases that are suitable for finding and potentially extending relationships between constructs (Eisenhardt & Graebner, 2007). The relationships between the variables in the conceptual model, paragraph 2.9, were considered

when selecting the cases. When choosing these participants, it was important that a representative sample was taken of the population, and all variables where participants could differ were represented. Different aspects were taken into consideration when selecting the participants, below these differences are explained.

Considerations theoretical sampling participants:

- Variation in the continuation of volunteering. This variation was sought in the duration of years someone had volunteered; this gives an insight into different perspectives on the continuation of volunteering. Also, diversity in the number of years they have been a member of the association was important. The association changes over the years, and only interviewing people who have been a member for a very long time would not have given an all-round perspective of the situation.
- Variation in the intensity of volunteering. This variation came from the type of volunteering the participants did over the years. A mix of people who have done an exceptional amount of committees (5 or more) and a board year, compared to others who have done a couple of committees. This variety gives a good insight into what potential role intensity plays in the continuation of volunteering. People who considered doing a board year but decided not to were also included since this gives a good insight into what people consider when choosing the intensity of volunteering.
- Life stage aspects were also taken into consideration. Variation in the participants' study phase was taken into consideration. Resulting in a mix of people who are studying for their bachelor's degree, others who are studying for their (pre) master's degree, and people who started working this past year. I also sought out a good mix of social connections; I tried to take people from different social groups of the association to form a complete picture. Participants who are members of other student associations were also included in the case. Offering insight into why people chose to volunteer at R.S.T.V. Passing Shot and what aspect attracts them to this association instead of another student association.

A full overview of the characteristics of the participants can be found in appendix 1.

3.4. Data collection

There are multiple ways to collect data in a qualitative manner, such as through focus groups, interviews, observation, or surveys. In this research, data collection through semi-structured interviews was chosen because the main objectives of this type of data collection stroke with

the aims of this research. Through conducting semi-structured interviews, a researcher aims to uncover the perception of the interviewee on issues but also wants to confirm existing insights on the topic (Cooper & Schindler, 2011). Therefore data has been collected through semi-structured interviews with people who have volunteered or still volunteer in the form of a board year or a committee. The questions were based on the conceptual model but were kept open enough so participants are not forced into giving certain answers, which could influence my data and results. There were six main themes that came up during the literature review (types of volunteers, motivation, life stage, organizational commitment, job crafting, and role identity). These themes were taken into consideration in the formulation of the interview questions, the questions can be found in appendix 2.

The participants were approached through my personal network. When approaching interviewees, I gave a short description of the research so participants knew what they were contributing to. Approaching participants personally gave me inside knowledge on the background of the participants, wherefore knowing where to dig deeper and ask more questions. Making the data more valuable than if these participants would have been strangers to me. Being able to dig deeper is also an important quality for a researcher to have when looking for the confirmation of existing insights on issues (Cooper & Schindler, 2011).

At first, eight different participants were approached for interviews; these participants seemed to give an overall overview of the case and ticked all the boxes mentioned in the considerations taken into account for theoretical sampling, mentioned in paragraph 3.3. Below some key background information about participants is summed up; the general information on all interviewees can be found in appendix 1.

- Has volunteered for three years, volunteers in the largest committee (activity committee) of R.S.T.V. Passing Shot, and has considered doing a board year upcoming academic year.
- Has done one committee, chose not to do another committee after. Was active at another association during their bachelor's and is working now.
- Has been a member for seven years and has volunteered for four years, is working but still manages to volunteer in committees.
- Has done a board year a couple of years ago but still volunteers in committees.

- Has volunteered for two years, past year in the largest two committees (technical committee and activity committee), and is going to do a board year coming academic year.
- The first year of volunteering, volunteers in the largest committee and has been a member for two years. Member and involved at study association at the same time. Has considered doing a board year coming academic year.
- Has volunteered for three years and is going to do a board year coming academic year. Also a member of and involved in a student association.
- Has chosen to do a board year without having volunteered before, making the board year the first volunteer function fulfilled at R.S.T.V. Passing Shot.

As is common with data analysis through grounded theory, the start of data analysis was during the interview phase, before all interviews were conducted. During the analysis, it became evident that theoretical saturation was not reached on all aspects with these eight interviews. For further analysis on the role tennis played in the motivation to volunteer, how values influenced continuation and the gains experienced, the role CV and the association played in the motivation to volunteer, and lastly, the degree to which role identity was applicable to student volunteering. To get more clarity on these themes, extra participants were approached. These 3 participants were picked with caution. One of the participants has done two nonconsecutive board years. Another participant has done a board year four years ago, but is still extremely involved in volunteering for the association. The third participant has volunteered for three years leading up to doing a board year and has applied to do a board year two years ago but did not get chosen; even though this setback, they chose to apply for a board year again. From these participants it was interesting to uncover their motivations to continue volunteering which offered many insights on the aforementioned themes needing further analysis. After gathering three extra participants there still were a couple themes on which I could not form a firm conclusion. Namely the role tennis played in the motivation to volunteer. Therefore two extra participants were approached, one of the volunteers in the technical committee and a non-tennis related committee, and has played tennis all their life and considered doing a board year but chose not to. The other participant who was approached started playing tennis this year and volunteers in a non-tennis-related committee. This participant has done a board year at a different student sports association and is going to do a board year next academic year at R.S.T.V. Passing Shot. The contrast between these two participants is mainly found in the sport, wherefore offering a good insight into what role tennis

plays in the continuation of volunteering. With the data gathered from their interviews theoretical saturation was accomplished for so far possible with the time left in the research.

In total, 13 interviews were conducted, of which nine were face-to-face, and four were online. The duration of the interviews was between 20 - 45 minutes and was in the form of a conversation in which some main questions were asked when the interviewee went off-topic too much. These questions were also necessary to cover all areas of interest and were crucial in the data analysis. Due to the main questions, responses on similar topics could be compared in the data analysis. The interview questions can be found in the appendix 2.

Due to the qualitative nature of the current research it was not possible to collect data on all of the variables mentioned in the conceptual model. Measuring the effect of gender and education needs to be done through quantitative research. Also, due to the case existing out of a homogeneous group, it was not possible to collect data on the effect children and marital status had on volunteering.

3.5 Role of the researcher

As mentioned, constructivism encourages researches to be entangled with the observed. This was applicable to the current research since I am the Chairwoman R.S.T.V. Passing Shot. Meaning that I had the ability to gather relevant inside information and have a good understanding of the main concepts within the case, and am trusted by the participants. Resulting in a more valuable data collection than when an outsider would have done it. Furthermore, I knew where to dive deeper into a topic and when to ask certain questions. An example is the consideration some participants made about doing a board year; due to knowing the participants I knew some of them had thought about doing a board year but eventually decided not to do it. As an outsider I would have never been able to know this about participants who often did not mention this in their interviews until I specifically asked about it. It is important to consider a devils' advocate perspective from time to time to make sure nothing will be missed or prematurely assumed. Having extra access to information was also the reason that a single case study was sufficient since the research still offers unknown insights (Cooper & Schindler, 2011).

3.6 Data analysis method

The data analysis has been done through a grounded constructivist approach, as mentioned in paragraph 3.2. I have recorded the interviews and transcribed them, whereafter I analyzed them in ATLAS.ti. The two-order data analysis approach by Gioia et al. (2012) was the approach of

analysis. First, all the data was coded to very specific codes, which were in the language the participant used. Resulting in 668 coded quotations. After this the codes were grouped into categories. These categories were based on the themes of the codes and grouped these codes together. Whereafter networks could be built around these themes, these networks were also built in ATLAS.ti to get an idea of how the variables relate to each other. The networks really showed how quotes related to codes and to the categories. After that another round of coding was done to sift out the errors; some quotations were wrongly interpreted which came forward when placing them into networks. To make sure all codes were correctly categorized and errors were found timely, all categories and quotations were checked again. Quotations that were wrongly categorized were placed into the right categories and categories which meant the same were merged. When this first analysis was complete the data structure could be formed by starting with the categorization of the first-order concepts. These flowed from the categories that were formed in the analysis. After that the connection between the 1st order concepts were mapped out, this resulted in the formation of the 2nd order themes. The process followed here was most comparable to trying to solve a puzzle through trial and error. A lot of different connections were made, and after thinking about the categorization and rethinking it multiple times, the setup was made for the 2nd order themes. The overarching themes of the data structure were in line with the theoretical themes identified in the literature. The interview was semi-structured to these theoretical themes, wherefore the data eventually related to it. The difficulty was especially found in identifying the 1st order concepts and 2nd order themes and how these related to each other in the data structure. The final data structure is presented in paragraph 3.8.

3.7 Research quality

3.7.1 Credibility and authenticity

The checklist identified by Kuckartz (2014) on the internal quality of the study has been followed to check for internal quality of the study. To guarantee the internal quality of the study the data needs to be collected with caution. By conducting, recording and transcribing the interviews myself, I guaranteed that the collection and transcription of the interviews was done correctly. The transcription process was done without the help of transcription software but done by listening to the recording and typing word for word what participants said. To make sure every word was correctly transcribed, I paused and replayed the recording when I missed a sentence. The final check of the transcripts entailed listening to the recordings and rereading the transcripts to make sure they matched.

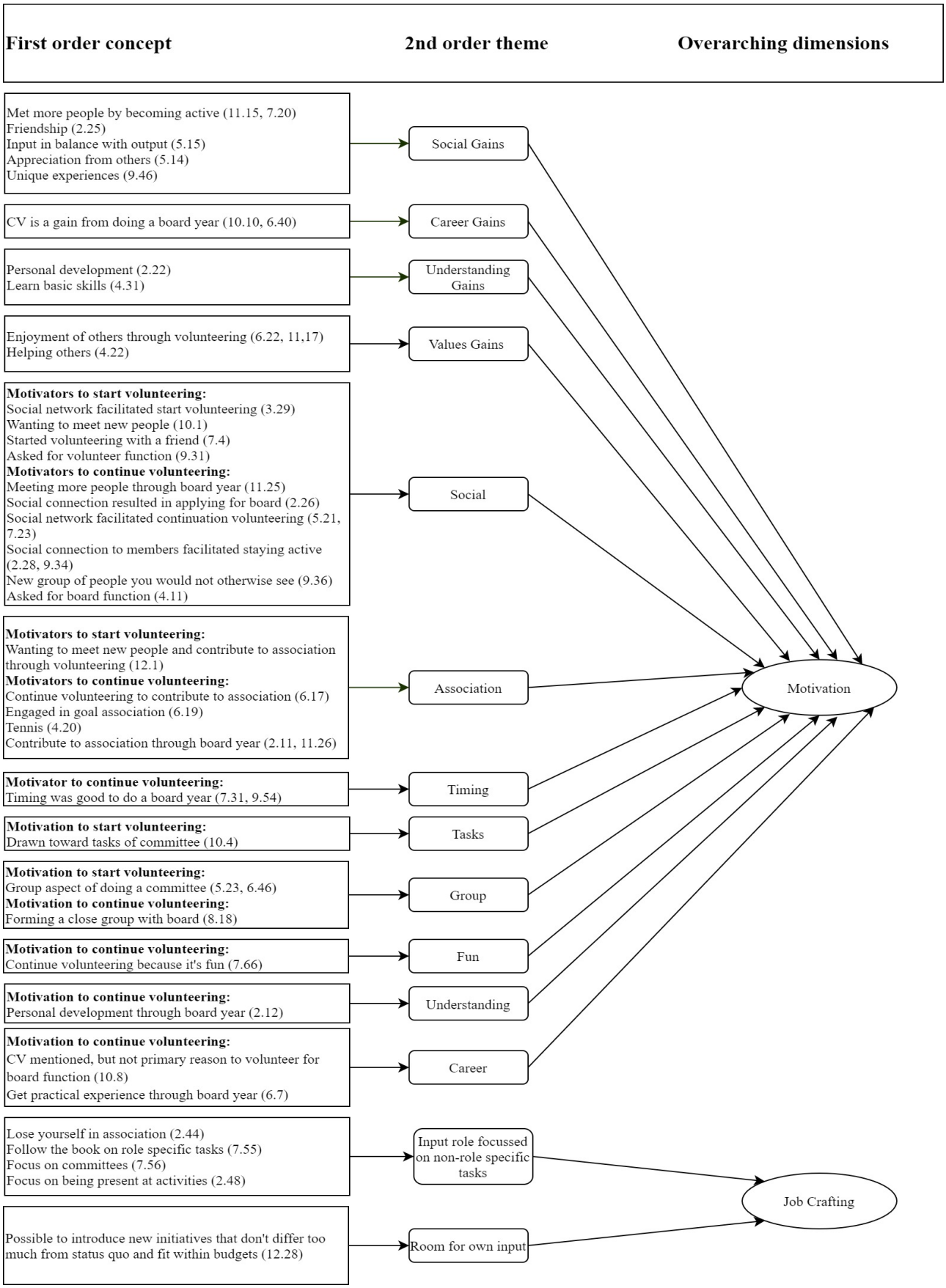
3.7.2 Generalizability of results

The generalizability of results is always a challenge when it comes to case studies with a small number of respondents. A couple measures were taken into consideration to maximize generalizability for the current type of research. First, the participants were selected through theoretical sampling, this offers a selection of participants who can offer insightful contributions on the topic of research. Further, the number of interviews was not determined upfront, but was reached at the point that theoretical saturation was achieved. Meaning that the phenomenon of student volunteering in this case of R.S.T.V. Passing Shot was fully investigated. Kuckartz (2014) mentions that one strategy to generalize empirical results is through peer debriefing. This entails organizing regular meetings with competent individuals who are not a part of the research team. These individuals can point out phenomena or facts that are overlooked or which need to be investigated. This strategy is applicable to the current research, because over the course of this research I have met multiple times with Prof. dr. Meijs who is specialized in volunteering to discuss the initial results and course of the research. Also, with my coach dr. Koene, I have met multiple times to discuss the research approach best suitable for the current research. Wherefore an outside perspective has been taken into account during the research process.

3.7.3 Ethical procedures

The ethical procedures as described by Cooper & Schindler (2011) were followed. Participants were informed about the research when asked to participate and at the start of the interview the research objective was explained to participants. They were also ensured that their data would be processed anonymously at the start of the interview to guarantee their privacy and giving them the ability to speak freely. Participants were also told that their participation is voluntary and that they can choose not to answer questions if they do not feel comfortable answering them. Lastly, every participant was asked for their consent to record the interview and process the data for this research.

3.8 Data structure



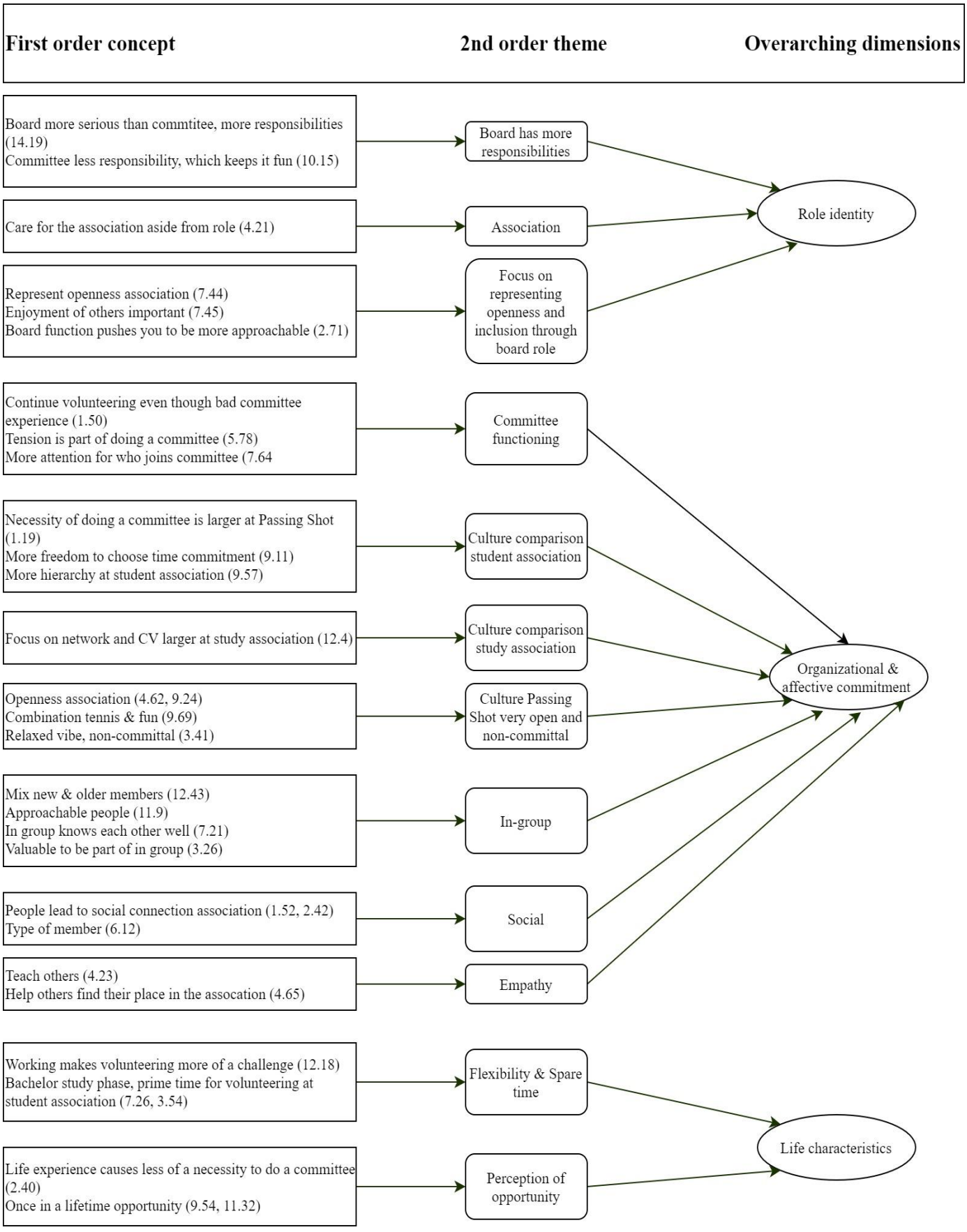


Figure 2: Data structure

4. Findings

In this chapter the findings that emerged from the conducted interviews are presented. The process of this research started with a literature review, in which five main categories were identified. Namely: Motivation, Life Stage, Organizational & Affective Commitment, Job Crafting, and Role Identity. Based on the literature, the interview protocol was designed which was used to gather all necessary data from the case. The process of the data analysis is discussed in paragraph 3.6 and the findings resulting from this analysis are presented in this chapter. The paragraphs are named after the overarching dimensions that emerged from the data. Relevant 2nd order themes are mentioned in the subparagraphs. The entire data structure is presented in paragraph 3.8. At the start of this chapter the updated conceptual model is presented, which shows how the findings of the current research relate to each other.

4.1 Framework findings

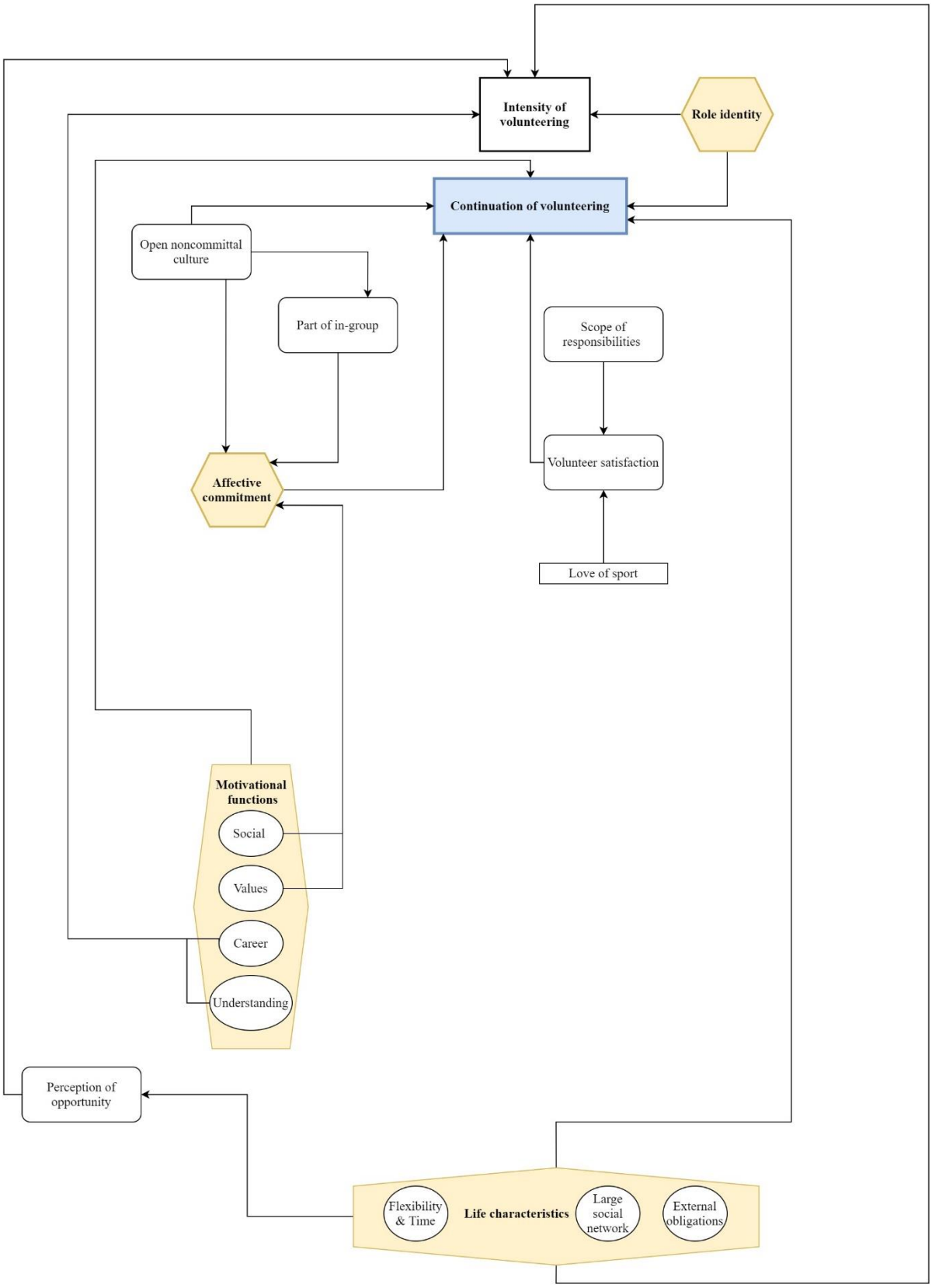


Figure 3: Framework findings

4.2 Motivation

As shown in the literature review the fulfillment of motives is an important part of the continuation of volunteering. This paragraph describes the different motivators that are of influence during the cycle of volunteering, meaning from the start of volunteering to the end. The data offered insights on motivations at three points in the process. The start, what motivated students to start volunteering. Thereafter by looking at the considerations to continue volunteering and considerations to do a board year, the continuation and increase of intensity were analyzed. Thirdly, insights are offered on the end of volunteering by looking at what participants perceive to have gained from volunteering. By comparing the initial motivators to the gains people perceive from volunteering this fulfillment of motives will become evident. The consideration to do a board year will offer insights on what has motivated participants during their volunteering to continue and in some cases go for a board year and increase their intensity of volunteering. The findings on motivation will be of importance to finding out what triggers the continuation of volunteering.

4.2.1 Start volunteering

The start of volunteering is about which motivations participants gave for becoming involved as volunteers at the association. This category gives a good insight into which motives play an initial role in the consideration to start volunteering. The motivations found in the collected data relate to the following 2nd order themes: Social, Group, Association and Tasks. The related 1st order themes and quotes can be found in the data structure paragraph 3.8 and the full quotes can be found in the appendix 4.

Multiple socially related reasons are found for volunteers to start volunteering. Motivators that catch the eye in particular are that participants' social network facilitated becoming active, participants who were asked for a volunteer function and the attraction the group aspect of doing a committee had. Participants' social network facilitates them to start volunteering at the association, by knowing people who already volunteer the obstacle to also start volunteering is lower. They are able to collect some information on how it is to volunteer through the stories they hear through their network. Therefore it seems to be easier for people to start volunteering when they have a social connection to someone who already volunteers at the association. Furthermore being asked to do a committee also plays a role in why people start volunteering, this can also be seen as a facilitation to become active through one's social network. The difference is that in these situations people were explicitly asked to join a committee. While in the other situations the participants came up with the idea to join a committee by themselves

through what they observed through their network. Furthermore, wanting to meet new people is a common reason given to start volunteering. Many participants see volunteering as a good way to meet new people.

The group aspect of doing a committee also seems to be an important motivator. This motivator really shows the importance of social connection through having an own group. For many, being part of a group was a main reason to start volunteering. Without having a group, many mention missing a connection to the association and do not feel confident enough to go to activities alone. Joining a committee is an easy way to get a new group of friends without having to go out and look for them themselves. Besides having a group to go to activities with, it is also a way to keep seeing friends and to have a new group of people they would not ordinarily see together.

Attraction toward the task of a committee is also seen as a reason to start volunteering, this did not seem to be a main motivator. Contributing to the association was also mentioned as a reason to start volunteering. This motivation also did not seem to be of large importance in the consideration to start volunteering.

4.2.2 Continuation of volunteering

This category gives an insight into the intention participants have to volunteer in the future and looks back at what has motivated them over time to continue volunteering. When participants were asked why they chose to continue volunteering at R.S.T.V. Passing Shot, the following main reasons were mentioned: social, for the association, love of sport, values-related reasons, and fun.

The social connection participants experienced was a big reason for people to continue volunteering. For many volunteering is seen as a way to stay involved with the association and keep seeing friends on a regular basis. Losing connection to the people in the association is seen as a reason to move on and a cause for people to be less present at the activities. Through social connections people roll into doing another committee easily, friends invite them to do another committee or they choose to do a committee together with friends. Next to social reasons the engagement in association issues was brought up. Participants mentioned that after being intensely involved with the association during a board year it is hard to lose interest in some issues. Resulting in the continuation of volunteering for some. Continuing because they have a love for the sport relates to the connection people feel toward the association and its goals. The love of the sport was mentioned as a reason to continue volunteering, and for many, the sport

is also reason to start their membership. It did not seem to play a big role for everyone in the reasoning to continue, but it was mentioned as a motivation for some.

Values-related reasons related to empathy are also mentioned in one's motivation to continue volunteering. Wanting to organize events for friends that are in other committees is seen as a motivator, participants find it nice to contribute something when others do so as well. Next to that the classic values motivations in the form of the enjoyment volunteering brings to others in the association is seen as a reason to continue volunteering.

Lastly, participants mentioned fun as a reason to continue. They simply have fun volunteering. "I would only continue volunteering because I have fun doing it, not because I need it for something else" [7.66]. This quote from one of the participants shows that external factors are discarded. Often the cause of this fun is related to one of the above-mentioned categories, such as fun with friends or enjoyment through the love of sport.

4.2.3 Consideration board year

Many participants are very involved with the association due to volunteering, causing them to have at least considered doing a board year. Most of them have chosen to do one but some decided not to do a board year after careful consideration. The consideration of doing a board year really shows what motivates someone to volunteer at a high intensity. The consideration to start volunteering and to do a board year differ due to different intensities of the volunteer functions. When volunteering through a board function about 30 hours a week is spent volunteering, while volunteering through a committee function costs about 3 hours a week. Therefore the initial motivators for both functions are different. The data describing the consideration to do a board year is used to analyze the continuation of volunteering and the reason people increase their intensity of volunteering. Six 2nd order themes connected to the motivation to do a board year, namely: Timing, Group, Association, Career, Understanding and Social.

What really stands out here is that the timing of a board year is crucial in the decision to choose for a board year or not. Many participants mention that they were looking for a way to fill in their coming academic year or that they waited for the right timing in their studies. For volunteers in committee functions timing was not mentioned as a consideration for choosing when to start a committee. The commitment for a committee is of course lower as well than for a board year. This could explain why timing is not as much of an issue. Timing was also one of the main reasons given by participants not to choose for a board year. The long-term dedication

and the intensity of volunteering stood in the way for many. This had multiple causes, them being active at another association, them being content with the amount of volunteering they already do, or not willing to carry the large responsibilities that come with a board year.

Aside from timing, the group aspect of volunteering played a role, but in a different way than with the initial motivation for committee functions. Here it was more about forming a close group with whom one works together closely, instead of the search for social connection through a group. Which was the case for participants who mentioned it as a reason to start doing a committee.

Also, the ability to contribute to the association through a board year motivated people to take the extra step, many wanted to do something for the association since they had experienced many fun times there. The fun people had volunteering motivated them to take an extra step and go for a board year. It was seen as more serious than a committee, wherefore they had the idea that they could really do something for the association.

The value of a board year for one's CV was mentioned by some participants; CV was not mentioned when asked about the motivation to start volunteering in a committee. It did turn out not to be the primary reason for many to volunteer, but did give an extra push for some. The opportunity for personal development was seen as a more important reason to volunteer for a board function. Many saw it as an opportunity to develop themselves aside from their studies, and as an easy low key way to gain practical experience.

Similar to the motivation to start a committee, the motivation to start a board year was related to social reasons. Meeting more people was an important motivator, but also being asked to join the board motivated people to volunteer. This shows that peripheral and core volunteers' initial social motivations to volunteer are equal regardless of the intensity of the function.

4.2.4 Gains volunteering

The gains of volunteering describe what participants perceive to gain from volunteering. When comparing these gains to the initial motivators it becomes evident how the motivation of volunteers is satisfied. The degree to which motivations are satisfied determines the continuation of volunteering. These gains therefore indicate what motivates volunteers to continue volunteering. The gains mentioned by participants connect to the following 2nd order themes: Social gains, Career gains, Understanding gains, and Values gains. These four themes directly relate to the four same-named motivational functions identified by Clary et al. (1998).

Social gains encompass what people perceived to gain from volunteering socially. The most important social gain for participants was having, have met more people and creating friendships as a result of volunteering. The social gain of volunteering is also mentioned as a motivator by every type of volunteer, so as well core as peripheral volunteers value the social aspect of volunteering. This also means that social motivation is met through volunteering.

There were two types of understanding gains that stood out from the interviews: personal development and learning basic skills. Personal development was seen as a large gain from doing a board year, people feel like they were able to develop themselves more than by just studying. Also learning basic skills such as planning, setting priorities and following a to-do list. Simply put becoming an adult, were seen as a valuable gain of volunteering at a high intensity. Learning from doing a board year and developing oneself personally was mentioned as an initial motivator to do a board year and also as a gain from doing a board year. Meaning the understanding motivation is met through volunteering.

When it comes to the experienced career gains it turned out it was seen as a nice advantage to be able to mention a board year on one's CV. According to participants doing a committee shows having social skills. Doing a small committee is not thought of as an important gain on their CV. Doing a board year is seen as more of a gain for their CV, but not a primary gain or reason to volunteer, more of a nice extra. Both development and CV were mentioned as initial motivators for doing a board year and were seen as gains after doing a board year, meaning these motivations were fulfilled.

Lastly, values gains were mentioned by participants as gains from volunteering. These types of gains are seen as altruistically motivated. The data shows that people mention the enjoyment of others and being able to help others as a gain from volunteering. It is also mentioned as one of the reasons to continue volunteering. Yet, altruistic reasons are not mentioned as a reason to start volunteering, meaning that the motivational function values only come into play after someone has already volunteered. Therefore the gains do not satisfy initial motivations, but do satisfy motivations that arise over time.

4.2.5 Key findings: Motivations

When comparing the gains to the initial motivators some things stand out. Forming a group was one of the most mentioned reasons to start volunteering and also to start doing a board year. Yet, having a group was not once mentioned when people were asked about what they gained

from volunteering. The gains people did mention were that they met a lot of people because of volunteering. This shows that the idea of having a group plays an important role in the initial motivation to volunteer, but after people are "in" the need to have a group decreases and is not even mentioned as one of the perceived gains. The same applied to motivations concerning the motivational function values, people mentioned values gains from volunteering, but did this did not seem to be an initial motivator. It did play a role in the motivation to continue volunteering through the affective commitment people felt through the social connection they had towards the association.

Social motivations were mentioned as a reason to start and as a gain. Meaning these social aspects are of big influence on the motivation to continue volunteering. The motivational function understanding was also of importance. This was found to be a key motivator to choose for a higher intensity of volunteering and perceived as one of the largest gains from volunteering at a high intensity. Furthermore CV was mentioned as a rather unimportant motivator, but was still worth mentioning, when considering to volunteer at a higher intensity. CV was also seen as a gain from volunteering at a higher intensity, meaning that the motivational function career was fulfilled. Lastly, peripheral and core volunteers' initial social motivations to volunteer were found to be equal regardless of the intensity of the function.

4.3 Life characteristics

Life characteristics have been found to influence the continuation and intensity of volunteering. In the interviews, participants were asked how volunteering at R.S.T.V. Passing Shot fits into their current life stage. The case encompassed a homogeneous group of people, namely students who live and study in Rotterdam and play tennis and volunteer at the same student tennis association. This gives a good insight into what aspects play a role in this specific context. Some participants who already started working were interviewed to grasp the difference this life characteristic has on the continuation of volunteering. The 2nd order themes relevant to this dimension are Flexibility & Spare time and Perception of Opportunity.

These findings are based on people who have gone to the next life stage (working). Two participants still volunteer and one has stopped volunteering when starting their job. Working has been found to make volunteering more of a challenge. Responsibility towards work and being less flexible causes participants to decrease the amount of volunteering or to quit volunteering. Two participants still manage to volunteer, but mention that it is harder to fit volunteering into their work schedule. Participants also mentioned that they have had their

experiences volunteering and wish to leave it to new people. They said that there is less of a necessity to do a committee at this point in their life, due to already having experienced the committee dynamic multiple times.

Besides, the bachelor study phase seemed to be the prime time for volunteering. Many participants are or were in that stage when volunteering and mention that the flexibility and spare time make it easy to fit in volunteering next to their studies. In the consideration for a board year timing also played a role, volunteers carefully considered how other aspects of their life would be affected by increasing the intensity of volunteering. It shows that life characteristics such as flexibility and spare time play a great role in the consideration to volunteer at an intense level. The priorities set by participants related to the perception of opportunity they perceive a board year to be. Due to the small gap of time that this board year fits into one's study plan, many see it as a once-in-a-lifetime opportunity. Trying to get everything out of a board year, in the sense of being able to fully commit to it and put the association in the first place, is seen as important. The association is their number one priority during their board year. Contributing to it being a once-in-a-lifetime opportunity.

4.3.1 Key findings: Life stage

The bachelor study phase is the prime time for volunteering in a student association. When people start working they find it harder to stay involved and do not feel the necessity to continue doing committees. Furthermore doing a board year is seen as a once-in-a-lifetime opportunity for which participants wait until they have reached the right timing in their life. Concluding flexibility and spare time seems to be most influential aspects of one's life stage for the continuation and intensity of volunteering.

4.4 Organizational & affective commitment

The organizational and affective commitment was analyzed by analyzing what committed volunteers to the association emotionally and how they identified with the association. Also perceived committee functioning was analyzed and its potential relationship toward organizational commitment and continuation of volunteering. Furthermore the effect the being in the in-group has on the continuation of volunteering was analyzed. Wherefore the variables influencing organizational and affective commitment can be found which in turn influence intensity and continuation of volunteering. The culture of R.S.T.V. Passing Shot was found to be important for the degree to which participants felt an affective and organizational commitment. To put this into context a comparison was made to the culture of other student

associations participants were a member at. In the interviews participants were asked about these other student associations and what committed them to R.S.T.V. Passing Shot. The connection toward R.S.T.V. Passing Shot was found to connect to the following 2nd order themes: Culture, In-group and Social.

The culture at R.S.T.V. Passing Shot was described to be very open and many participants mentioned that it was easy to become involved. Members try to involve others in activities, making it easy to make friends which influences the degree of volunteering. Also the relaxed and non-committal character of the association was mentioned, which aligns with the perceived openness of the association. In previous paragraphs it became evident that having a social connection to the association is found to be a reason to continue volunteering. The open, non-committal, relaxed character of the association seems to play a role in the ease of making a social connection and therefore could contribute to the continuation of volunteering. Lastly, the combination between tennis and fun was mentioned as one of the important aspects of the culture at R.S.T.V. Passing Shot. Showing that the sport does play a role in how people perceive the association.

Some participants were active at other student associations while being active at R.S.T.V. Passing Shot. It was interesting to see what attracted them to R.S.T.V. Passing Shot next to their other association. Most of them chose volunteering at R.S.T.V. Passing Shot above volunteering elsewhere. When looking at the comparison of R.S.T.V. Passing Shot to a classic student association the culture was named as one of the major differences. Hierarchy is more important at classic student associations than at R.S.T.V. Passing Shot. Volunteering there a committee there is seen as very prestigious, while at R.S.T.V. Passing Shot it is more lowkey. The time commitment is also mentioned as one of the differences. This is freer at R.S.T.V. Passing Shot than at classic student associations where committees are often full-time for a part of the year. Also only the first year at classic student associations was seen as an intense and fun year, after that it kind of faded.

An interesting part about volunteering is that it is necessary to do a committee at R.S.T.V. Passing Shot to become involved because there are less standard evenings everyone meets than at a classic student association, where there are multiple nights a week people come together. Making it more of a necessity to volunteer if you are willing to become involved at R.S.T.V. Passing Shot.

A comparison was also made to study associations. Two participants were active there and mentioned that the focus at study associations was more on networking and career than was the case at R.S.T.V. Passing Shot. Furthermore, there was a comparable culture that balances fun and seriousness, but there is less contact with non-active members due to the associations being so large that only active members come to activities.

Poor committee functioning seems to play a small role in de desire to continue doing committees. Multiple participants have been part of committees that functioned poorly because the board member was not enthusiastic, or the committee members had different priorities, or due to committee members not taking enough initiative. When asking about plans for future volunteering and if they had already continued volunteering why they had made this choice, the answer was that some tension is part of doing a committee. Participants saw it as acceptable that some committees did not work out. They also mentioned that in the future when doing a committee they placed more importance on who else was planning on volunteering in that same committee. After doing multiple committees and getting to know the other volunteers, people are more careful in choosing whom they want to do a committee with. Aside from that, participants were still very positive and proud of what they had achieved with their poor functioning committee. Showing that when the outcome is positive the frustrations caused by the committee seem insignificant when looking back and do not tarnish the organizational commitment of volunteers.

At R.S.T.V. Passing Shot there is a group of people who volunteer a lot and this group is seen as the “actives” or as the literature describes it, the in-group. This group is seen as a group that knows each other well and is present a lot of the time at activities, also because many of them organize these activities. Participants perceive it as valuable to be part of this group, because being part of the group results in more involvement with the association and other members. The in-group is seen as an approachable group of people, some mention that before they were part of the in-group they were a bit scared off by it, because everyone already knew each other and they did not know if they would fit in. Yet, once they made an effort to join, through joining a committee or by attending activities, they noticed that people were very open and approachable and really tried to involve them in the association. A cultural aspect that seems to facilitate the involvement of people in the in-group is the openness of the association. The mix between new and older members is very lowkey, which makes it easy to form one big group. It also makes it easy for newer members to join this group.

4.4.1 Key findings: Affective and Organizational commitment

The open and noncommittal culture seems to facilitate the affective commitment to the association through the social connection people find. These culture characteristics translate to the formation of the in-group, making it easy for people to become part of the group and feel involved with the association. Translating in affective and organizational commitment. Committee functioning did not play a negative role in the organizational commitment people experienced and did not lead to a discontinuation of volunteering. The culture comparison to other types of student associations confirmed the perception of the culture at R.S.T.V. Passing Shot being very open and noncommittal. The type of people that choose to volunteer at R.S.T.V. Passing Shot seem to find these aspects important reasons to choose volunteering there over volunteering elsewhere.

4.5 Job crafting

Job crafting could play a role in the continuation of volunteering according to the literature. To analyze this effect the function volunteers fulfill was analyzed, more importantly the perception they have of their volunteer function and how they fill it in. The room participants perceived for their own input was analyzed, this gave an indication of the autonomy participants perceived to have in their volunteer function. Also the way participants filled in their role was analyzed. By simply asking how they filled in their volunteer function it became evident to what degree this was done with basic function specific tasks and where participants went above and beyond. This gave an indication of task independence, since the way someone fills in their function is largely dependent on the task independence they have. The 2nd order themes connecting to job crafting are: Input role focused on non-role specific tasks and Room for own input.

When analyzing what people added to their role the board roles were most interesting, due to them having more autonomy and task independence wherefore being more open to job crafting opportunities. When volunteers in committees were asked about how they filled in their role they did not mention other things than the basic function-specific tasks. The task interdependence is higher in committees, making them more dependent on each other. This also resulted in frustration and in some cases poor committee functioning. Due to the stakes and responsibilities being lower in committees, it did not seem to matter much for continuation and volunteer satisfaction. Participants did mention that these frictions brought down the amount of fun for an instance, but that these frustrations were part of doing a committee and that the input in the end was in line with the output. While when asking how former board members filled in their function they put the emphasis on non-function specific tasks. Many participants made the

association their number one priority during their board year, even though they did not especially enjoy their specific board task and did not spend a large amount of time on the basic tasks. Participants mentioned that they followed the books and stayed between the lines when it came to the function-specific board tasks. Most of the time was spent on being present at activities, which was also characterized as the most important task during the board year. Furthermore, focus on the committees was important, which is also socially related just as being present at activities. When looking back at the gains participants mentioned in paragraph 4.2.4, none of them were task related wherefore the relationship from job crafting to continuation of volunteering cannot be proven through the current case study.

Participants perceived there to be room to introduce new initiatives, but did mention that there are limitations to it. The acceptance of initiatives depends on how much they differ from the status quo and if these ideas fit within the predetermined budgets. When an idea was practical and fitted into the budget, there was room to introduce a new initiative. Again this room to introduce own initiatives was not mentioned in the gains participants perceive from volunteering mentioned in paragraph 4.2.4, wherefore the relationship to job crafting is hard to prove.

4.5.1 Key findings: Job crafting

Most of the time board members spent volunteering was socially related, through spending time on committee supervision and being present at many activities. Some participants mentioned that they put the association first and lost themselves in the association. Participants saw enough room to introduce new initiatives. Overall job crafting did not seem to lead to the continuation of volunteering, gains were also not focused on the job-specific characteristics. Task independence and autonomy were detected but were not mentioned as a reason to continue volunteering or as a gain. Further the relationship between job satisfaction and job crafting was also not proven through the collected data. Since none of the gains related to job crafting.

4.6 Role identity

According to the literature role identity could influence the continuation and intensity of volunteering. Role identity was analyzed by asking participants how they perceived the different types of volunteers and how they perceived their own role within the association. Responsibilities and time commitment were mentioned as large differentiators between the volunteer positions. This generated insight into how participants view the different volunteer

roles. The 2nd order themes connecting to role identity were: Board has more responsibilities, Association and Focus on representing openness and inclusion through board role.

From all the interviews a similar perception on the type of volunteers emerged, namely that the board functions are more serious and have more responsibilities than the committee functions. Participants mention that the committees being less serious is what keeps them fun and lowkey to do. As mentioned before in paragraph 4.4 the people who volunteer are part of the in-group, which has an open and approachable character.

Participants name the enjoyment of others as an important part of their volunteer role. The board is expected to be very open and involve others in the association, this is also seen as a large part of the role identity. Making sure others enjoyed themselves was an important part of the role, and many made sure to involve others as much as they could when fulfilling their board function. They feel that showing others the way is part of their role. Representing the openness of the association connects to this part of the role identity. Being approachable seems to be a large part of the board function.

Caring for the association in general was mentioned in the context of the board role. One participant worded it very well, they said: “For me it wasn’t I care because I’m part of the board, I was part of the board because I cared.” [4.21] This shows the intrinsic motivation someone has for their board function and that they really identify with the role. They truly care and not only because they feel obligated to care.

4.6.1 Key findings: Role identity

The difference between volunteer functions was identified as board functions having more responsibilities and being more serious than committee functions. Being approachable and involving others was seen as part of the role identity of board members. Also intrinsic motivation to fulfill a board function was mentioned, people continued to volunteer at a high intensity because they cared and identified with the association. Wherefore role identity influences the intensity and continuation of volunteering.

5 Conclusion

Throughout this research the research question is *How are student volunteers motivated to continue volunteering for a student sports association?* This question was analyzed through a case study of the student tennis association R.S.T.V. Passing Shot. Through semi-structured interviews data was collected and analyzed. Data was analyzed through the Gioia methodology resulting in five overarching dimensions leading to the continuation of volunteering. The data structure in paragraph 3.8 shows how the data was categorized and analyzed. These dimensions connect to themes identified in the literature review, out of which a conceptual model was formed. The conceptual model was updated according to the findings from this research in the findings framework in paragraph 4.1 In this chapter the conclusion to the research question is presented. Also the findings from this research are put into context by comparing them to insights found in the literature review. Theoretical implications result from this comparison. Lastly, the practical implications of this research are described.

When it came to the motivational functions, Values, Understanding, Social and Career are mentioned by student volunteers as motivators to continue volunteering. Enhancement and protective did not seem to play a role in the motivation for students to volunteer. The motivational function Social was most mentioned by participants as a reason to start and continue volunteering. It was also one of the largest perceived gains. Understanding and Career also played a role in as well the initial motivators as the gains from volunteering. Values were not a reason to start volunteering, they were mentioned as a reason to continue and as a gain from volunteering. The Love of sport is mentioned by some volunteers as a reason to continue volunteering, but is never mentioned as one of the gains of volunteering. This seems to play a smaller role in student sport associations than it does in common sport associations. CV was found to play the same role as expected, namely that it had a small influence on the motivation for students to volunteer. It was mentioned by participants as a motivator, but one that is not of big influence.

An important initial motivator to volunteer was the desire to form a group, this was not mentioned as one of the gains of volunteering. The motivation to intensify volunteering was also related to forming a close group, but also not mentioned as one of the gains. Therefore it does not seem to be relevant when it comes to the continuation of volunteering. It does engage people in the volunteer process. The gain that was mentioned was a social connection and network, this was also a reason to continue volunteering. Therefore gaining a group only seems to play a role in the initial stages of volunteering and once people find social connections this

group aspect fades to the background. Being part of the in-group did give people a reason to continue volunteering through affective commitment. Participants mentioned altruistic reasons, which relate to empathy for the in-group, as a reason to continue volunteering.

Being asked for a volunteer function was a reason for people to start volunteering. When people were asked for a volunteer function they were more tempted to take it. Student volunteers were found to roll into new volunteer functions because of their social network. Therefore students' social network plays a role in the continuation of volunteering. Other life characteristics of students were also found to be of large importance to the continuation and intensity of volunteering. When people start working they find it harder to combine volunteering with their full-time job. Priorities shift from the association to work. Resulting in the discontinuation of volunteering. The most popular time to volunteer at a high intensity was found to be the bachelor study phase, because it is most flexible and people have the most spare time.

The perception of volunteering for a student association being a once in a lifetime opportunity mostly influenced the intensity of volunteering. A board year in particular is seen as a once-in-a-lifetime opportunity. Participants mentioned they waited for the right timing in their life to do a board year. The association was made their number one priority during this board year, causing a large intensity.

When it came to committee functioning the literature described a poor committee functioning as a reason to discontinue volunteering. The findings of the current research contradict this. Participants who were part of multiple poor functioning committees did not let it affect their organizational commitment or their continuation of volunteering. This finding therefore shows an opposite effect from what is mentioned in the literature, wherefore poor committee functioning does not have an effect on the continuation of volunteering.

The culture of the association engaged people to start volunteering and is what connected them to volunteering for the association, resulting in the continuation of volunteering. An open and noncommittal culture facilitates affective commitment to the association through the social connections people make. Which is expressed through the continuation of volunteering.

Job crafting did not seem to lead to the continuation of volunteering, gains were also not focused on the job specific characteristics. Task independence and autonomy were detected in the data, but were not mentioned as a reason to continue volunteering or as a gain. Further the relationship between job satisfaction and job crafting was also not proven through the collected data. When volunteers in committees were asked about how they filled in their role, they did

not mention other things than the basic function-specific tasks. While when asking how former board members filled in their function they put the emphasis on non-function specific tasks. Showing that there is more job crafting within board functions than committee functions, confirming the expectations. Even though there is the opportunity for job crafting, a direct link between job crafting and continuation of volunteering cannot be proven through the collected data.

The research data showed that being approachable and involving others in the association was part of the role identity of board members. The data also showed that people who felt part of the in-group and were asked for committees felt like it contributed to them continuing to volunteer or intensify their volunteering by choosing to do a board year. Therefore role identity does play a role in the continuation and intensity of volunteering of others.

Role ambiguity did not seem to be an issue that negatively influenced organizational commitment or volunteer satisfaction in this specific case. Wherefore the relationship between role ambiguity and organizational commitment and volunteer satisfaction was not found in the current research.

5.1 Theoretical implications

Literature	**Findings**
Motivation	
Motivation of volunteers can be determined by the functions identified by Clary et al., (1998). Values, understanding, social, career, protective and enhancement. Satisfaction of the initial motives causes people to continue volunteering (Finklestien, 2009). Handy et al. (2010) define altruistic and social motives as main motivators for students. Smith et al. (2010) Gaining work experience and developing skills large role in motivation to volunteer for younger volunteers.	Values, understanding, social and career are mentioned by student volunteers as motivators. Enhancement and protective do not seem to play a role in the motivation for students to volunteer. Social motivational function was most mentioned by participants as a reason to start and continue volunteering. It was also one of the largest perceived gains. Understanding and career also played a role in as well the initial motivators as the gains from volunteering. Values were not a reason to start volunteering. They were mentioned as a reason to continue and as a gain from volunteering. Fulfillment of motivations lead to continuation when it comes to the motivational functions: Social, Understanding, Career and Values.
CV small influence on motivation for students to volunteer (Handy et al.)	Found the same in my data, it is mentioned as a nice extra but not as a large motivator.
Love of sport is seen as a key motivator in predicting volunteer satisfaction (Bang & Ross, 2009).	Love of sport is mentioned by some volunteers as a reason to continue volunteering, but is never mentioned as one of the gains of volunteering. This seems to play a smaller role in student sport associations than in common sport associations.

Life characteristics	
Having more spare time and flexibility makes it more likely people volunteer (Wilson, 2000; Oesterle, 2004) The intensity of volunteering is influenced by the time and flexibility students have (Kraaykamp & Vullings, 2003), external obligations cause people to discontinue volunteering because they decrease the amount of spare time and flexibility someone has (Cuskelly & Boag, 2001).	Bachelor study phase is most flexible and most spare time, therefore popular time to volunteer at a high intensity. When people start working they find it harder to combine volunteering with their full time job. Priorities shift from association to work.
When asked for a volunteer function people are four times more likely to take it (Oesterle, 2004).	Being asked for a volunteer function was a reason for people to start volunteering.
People discontinue volunteering because they have the feeling they have taken their turn as a volunteer (Cuskelly & Boag 2001). Wherefore volunteering is seen as an obligation instead of an opportunity	A board year in particular is seen as a once in a lifetime opportunity. Participants mention to have waited for the right timing in their life to do a board year. The association was made their number one priority during this board year.
Organizational and affective commitment	
When a committee is perceived to function well, a volunteer has a higher organizational commitment. In turn organizational commitment is found to influence the continuation of volunteering (Cuskelly & Boag, 2001).	Participants who were part of multiple poor functioning committees did not let it affect their organizational commitment or continuation of volunteering. This finding therefore shows an opposite effect from what is mentioned in the literature
People are more likely to help in-group members since they identify with the members of this group. Empathy plays a role in the continuation of volunteering when volunteer and recipient of volunteering are from the same group (Snyder & Omoto, 2008)	Being part of the in-group gave people a reason to continue volunteering, they mention altruistic reasons which relate to empathy for the in-group as a reason to continue volunteering.

Job crafting	
Job crafting leads to job satisfaction and resilience & thriving through task independence and autonomy of a job (Berg et al., 2007).	Job crafting did not seem to lead to the continuation of volunteering, gains were also not focused on the job-specific characteristics. Task independence and autonomy were detected but were not mentioned as a reason to continue volunteer or as a gain. Further the relationship between job satisfaction and job crafting was also not proven through the collected data. None of the gains related to job crafting, as mentioned.
Task independence leads to job crafting (Wrzesniewski & Dutton, 2001). In board functions this task independence is very applicable and in committees the task interdependence is larger meaning that the ability for job crafting is smaller.	When volunteers in committees were asked about how they fill in their role they did not mention other things than the basic function-specific tasks. While when asking how former board members filled in their function they put the emphasis on non-function specific tasks.
Role identity	
Role identity can be a predictor of the continuation and intensity of student volunteering (Grube & Piliavin, 2000).	The research data did not show a direct connection between the continuation of volunteering and role identity. It did show that being approachable and involving others in the association was part of the role identity of board members. The data also shows that people who felt part of the in-group and were asked for committees felt like it contributed to them continuing to volunteer and intensify their volunteering by choosing to do a board year. Therefore role identity does play a role in the continuation and intensity of volunteering of others.

The scope of responsibilities is determined by volunteers' understanding of what is expected from them in their role. This dimension is most relevant for the current research because it influences the enjoyment and satisfaction a volunteer experiences in their role. Furthermore, a clear understanding of the scope of responsibilities causes a volunteer to feel more attachment to the organization, or in other words organizational commitment (Sakires et al., 2009). Meaning that when clearer roles are defined for sport volunteers, they are more likely to experience job satisfaction and organizational commitment.	Role ambiguity did not seem to be an issue, wherefore the relationship between role ambiguity and organizational commitment and volunteer satisfaction was not found.

Figure 4: Comparison of literature review and findings

5.2 Practical implications

This research points out the importance a social connection to has to the continuation and intensity of volunteering. Social connection played a role in multiple ways. It was the feeling of a social connection to friends in the association that volunteers felt motivated to continue. Being part of the in-group contributed to this social connection. Also people being asked for volunteer functions through their social network at the association influenced the continuation of volunteering. Lastly, wanting to stay connected to the members and stay a part of the in-group was a social attribute contributing to the continuation of volunteering. For sports associations it is therefore important to facilitate the formation of a social connection for their members. The findings showed that the culture of the association played a large role in the acceptance of members to the in-group facilitating a social connection. By having a board that is focused on involving people in the association and making sure the association has an open culture, the continuation of volunteering can be enhanced. Life characteristics of volunteers have also turned out to be a great indicator of the continuation and intensity of volunteering. Flexibility and spare time are the largest indicators, meaning that associations should focus on attracting members who have more time on their hands.

6 Discussion

In this chapter some the most intriguing findings are discussed and put into context. The findings highlighted in this chapter lead to possibilities for future research. Also, the limitations of this research are discussed, since these are partly connected to the areas for future research.

First, the findings on altruistic motives are interesting to discuss. Some participants showed a focus on others, hence altruistic motivations, in their motivation to volunteer. In the literature it is shown that empathy that comes from a connection with the in-group leads to a continuation of volunteering. Supporting the connection between affective commitment and being part of the in-group mentioned in the literature review (Snyder & Omoto, 2008; Ringuet-Riot et al., 2014). Participants saw the enjoyment of others and being able to help others as a gain of volunteering. Meaning that this finding corresponds with the literature. What was interesting in the findings of the current research is that altruistic motives were never mentioned as an initial motivator, but were mentioned as a motivation to continue and seen as a gain from volunteering. Indicating that student volunteers are less likely to see altruistic motivators as an initial reason to start volunteering, but that these do play a role in the continuation of volunteering. Future research could focus on why altruistic motives are not considered to be an initial motivator for student volunteers.

Partly connecting to the previous finding on affective commitment, wanting to form a group was found to be a reason to start and also to continue volunteering at a higher intensity. Yet, having gained a group is not mentioned by participants as one of the gains of volunteering. Having have met more people through volunteering was mentioned, but not the specific aspect of gaining a group. This is interesting since it did come across as an important motivator when considering to start or intensify volunteering. It is interesting to see that people are motivated by the idea of getting a group, only after they have met a lot of people through volunteering it is not seen as a gain that they have formed a group. The current literature only mentions being part of the in-group as a motivation to continue volunteering (Snyder & Omoto, 2008; Ringuet-Riot et al., 2014), but does not mention it being an initial motivator. Wherefore this is a new finding generated from the current research and future research could test this finding by enlarging the context in which the research is done and by specifically testing the relationship between forming a group and continuation of volunteering through quantitative research.

The culture of the association turned out to be more important than initially thought. It really committed people to the in-group and therefore to the association. Being part of the in-group played a role in the continuation of volunteering, one's social network within the association clearly facilitated the continuation of volunteering. The degree to which someone was part of the in-group influenced the continuation of volunteering. The openness of the association seemed to be an important aspect of this. Everyone felt welcome and included in the in-group rapidly. Which also relates back to the role identity of board members, they are expected and also perceived themselves as people who were in charge of including others and representing the openness of the association. Through this perceived role identity it is easy for people to be included and it keeps the association open. Future research could focus on the different cultural aspects of associations through a multiple case study, and find out what role the culture plays in the inclusion in the in-group. Also the difference between student and common sport associations on this aspect can be analyzed in a multiple case study. Student sport associations are focused on inclusion through the created role identity for board members, but in common associations this role identity could be different resulting in a different continuation of volunteering.

When it comes to the intensity of volunteering, timing is the most important factor for participants. Every participant has mentioned timing in their studies and life as an important consideration when choosing to do a board year. The bachelor study phase was the most popular time to choose for a more intense volunteer position. Also for the continuation of volunteering timing played a large role. Life stage reasons were found to be the only reason for people to stop volunteering. In student associations this role plays an obvious role since they are built around the same life stage. For future research it could be interesting to specifically look at the group of student volunteers who chose to take on an intense volunteer function during a different phase of their study or when they have already started working.

The scope of responsibilities was found to influence the volunteer satisfaction. Having more responsibilities was seen as a burden at times, while this burden was not experienced by volunteers who have less responsibilities. The satisfaction of volunteers was mentioned to decrease through having more responsibilities. The literature review stated that the clarity of the scope of responsibilities is most important in determining the volunteer satisfaction (Sakires et al., 2009). This clarity did not seem to be an issue in the findings of the current research. The satisfaction decreased through the large scope of responsibilities not the clarity.

6.1 Limitations

When it comes to the limitations of this research a couple factors stand out. First the generalizability of the research is limited due to it being a single case study in a very specific context. Secondly, due to the qualitative nature of the research not all potential relationships influencing the continuation of volunteering could be found.

The current research focuses on a single case, that of the student sports association R.S.T.V. Passing Shot. The choice for a single case study was carefully considered as described in the methodology chapter. In future research a multiple case study can be done, the current findings give a good insight into detailed motivators of the continuation of student volunteering. Taking it a step higher and comparing different student sports associations with each other could lead to new insights and would be a good way to further explore current findings, as mentioned above. It will also contribute to the generalizability of the findings, due to more contexts being taken into consideration. Many outside influences were taken out of the equation in this research due to it being a single case study, which was also the aim of the research. Now the model is created considering these details it can be used as a basis in which details of the single case study are taken into account. Wherefore multiple cases would enrich the current model.

Secondly, the qualitative nature of the current research prohibited all relationships from being uncovered. The influence gender, children & marital status and age have on the continuation of volunteering were not suitable to be tested in a qualitative matter, but were mentioned as important indicators of the continuation of volunteering in the literature. Future research within a quantitative perspective could contribute to testing the model resulting from current findings. Due to this research being qualitative with the aim to understand how student volunteers of student sports associations are motivated and build a theory. The aim was not to test relationships between variables, this is a second step which can be taken as a follow-up on the theory created. Gioia et al. (2012) also mentioned the propositions resulting from qualitative research to be a bridge between qualitative to quantitative research through creating measurable constructs for quantitative research. By conducting a quantitative research the found relationships in this research can be tested. This also contributes to the generalizability of the current findings, because a larger population can be taken into consideration and specific relationships can be tested for significance.

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8 Appendices

Appendix 1: Information participants

Interviewee	**Age**	**Number of years active**	**Number of years member**	**Current and previous role in association**	**Study/job**	**Active at other association**
D1 K7	24	1	3	Previously chair of on tour committee	Working	Before membership active at student association
D2 K10	24	6	6	5+ committees previously done 1,5 board year; 1 Year treasurer 0,5 year chair	Master	No
D3 K12	21	1,5	2	4 committees	Bachelor medicine	No
D4 K8	24	4,5	5	5+ committees and previous board year technical commissioner	Master	No, former member of student association.
D5 K1	22	2	3	3 committees 1x AC	Premaster	No
D6 K6	22	1	2	Board year current technical commissioner	Master	No

D8 K9	22	1	1	1 committee, future board member secretary	Bachelor	Yes, another student sport association
D9 K5	20	3	3	5 committees, future board member chair	Bachelor	Yes, another student association
D10 K11	22	4	5	5+ committees, current board member secretary	Bachelor	No
D11 K4	21	2	2	3 committees, future board member technical commissioner	Bachelor	No
D12 K13	25	4	7	5 + committees	Working	Yes, former active member study association
D14 K3	20	1	2	Activity committee	Bachelor	Yes active member study association
D7 K2	21	3	3	5+ committees, board year treasurer	Bachelor	No

Appendix 2: Interview questions. The interviews were conducted in Dutch, the questions are translated to English to guarantee that everyone is able to understand what was asked during the interviews.

Main information Can you tell me something about yourself?	○ Age ○ Study ○ Number of years member at Passing Shot ○ Number of years volunteering at Passing Shot ○ Active at other associations ○ Current and previous volunteer roles at Passing Shot
Motivation Why did you start volunteering at Passing Shot? Why did you choose to continue volunteering at Passing Shot?	○ Reason to start volunteering ○ Potential connection to motivational functions (values, understanding, social, career, protective, enhancement, love of sport)
Job Crafting How do you fill in this volunteer position?	○ Autonomy role ○ Perceived committee functioning ○ Perception of room for own input ○ Input in line with output?
Role identity How do you perceive your volunteer position within the association? How do you think others see you?	○ Scope of responsibility ○ Connection to role ○ Clarity role tasks ○ Perception of volunteering (degree of job satisfaction)
Organizational & affective commitment What connects you to Passing Shot? Which contribution did volunteering at Passing Shot have for you?	○ Perception association ○ Connection association ○ Influence on connection volunteering

<u>Life stage</u> How does volunteering at Passing Shot fit into your life phase?	○ Life stage factors that influence volunteering ○ Priorities ○ Social resources (social network, other associations)

Appendix 3: Extra information on participants

Details participant	**Number of participants**
More than 5 committees	6
Board member (including future, current and former board members)	8
Working	3
Bachelor	7
(pre)Master	3

Appendix 4: Data structure with quotes. These quotes are translated from Dutch to English to guarantee that everyone reading this thesis is able to understand the data. The original Dutch transcripts and quotes can be found in the data set.

Quotes Motivation
Social
<u>Motivators to start volunteering</u> 3.29: There were a lot of people who said you should just join a committee, than you will roll into it automatically. So than it became clear how that [becoming active] kind of works. 10.1: Because I came to Rotterdam alone and I didn't know anyone, and I wanted to have a nice point of connection where I could meet people and I already played tennis, so 1 and 1 is 2. 7.4: I became a member with … and she was like let's go to the members weekend and sign up for a committee. We ended up joining the first year committee together. So I became active with someone, I do not know if I would have done it by myself so full on from the start.

9.31: I was drawn toward the on-tour committee and it really helped that I was asked to join the committee, I thought it was nice that they also wanted me. After that I just joined.

Motivators to continue volunteering

11.25: The social contact with even more people, since as the board you are the main contact person and are responsible for the association, seems really fun to me.

2.26 Especially in my first board year I felt like I really needed to do it in that year, because all of my friends would take a step back from the association after that. I found it most fun that if I did a board year they would still come to activities, because it is nice to share this with your friends.

5.21: It's easy to roll into it [doing another committee], you hear from someone that they are going to do a committee. I think about it already, heard from others that the on-tour committee will be fun next year and then you start thinking hmm that could be fun. The people play a role in that. I'm more likely to sign up for another committee knowing which people will be in it.

7.23: My friends are active [volunteers], they are going to organize events that I want to go to, than I find if nice to organize events they can join as well.

2.28: I think that if you do not find a connection or loose this connection that you are more likely not to become active [volunteer] or would quit sooner. It is really because of the people and how much I enjoy the association and the members that I have been active [volunteered] all these years and still go to activities. Because without the people it isn't worth it.

9.34: In my second year I wanted to force myself to keep doing something [a committee], because I joined Lauri and I wanted to have something to come back for.

9.36: For example the almanak committee, I find every individual super fun but I would have never expected in advance to go drinking with this random group. So that is also something I enjoy [about volunteering], that you are able to keep that going.

4:11: I was thinking, I want to do something different, something with tennis is fun but going on exchange is also fun. Than … asked me, which was the trigger for me not to go on exchange.

Association

Motivators to start volunteering

12.1: I thought I want to get to know more people and I became more enthusiastic about the association and felt like I wanted to organize something and contribute. So it was mostly getting to know people what I found important and contributing [to the association].

Motivators to continue volunteering

6.17: The contribution toward the association, I find it very nice that the many people get enjoyment from the association and I find it fulfilling to contribute to this.

6.19: In the end I'm also very involved and committed to the goal, you walk along the courts and see that people are having a good time, and that is ultimately the goal for which I do it [volunteering]. That motivates me.

4.20: Since past year I am the chairman of the technical committee, which is involved with everything that has to do with tennis. I find that important, it doesn't matter if I'm the one on the board or …, it's the same tennis court and the same people that are playing tennis.

2.11: I wanted to do something for the association, something serious, so not only committees. Committees are a bit more noncommittal, it is more about just organizing activities, which is also important but is not the core of the association.

11.26: Also doing something back for the tennis association. It has brought me a lot and I enjoy being a member and everything that has been organized up to now, and being able to do something in return in through a board year and being able to put in as much as possible for the association, I find really great.

Timing

7.31 I knew I did not want to finish my bachelor degree in three years and do a master right after and be done with it. So I was looking for something next to my studies. I was in two minds about it for a while, but came to the conclusion that it [board year] is a nice opportunity to develop myself outside of my studies.

9.54: At some point, in a couple years, I want to start working or do a master than I will have to put this [volunteering at Passing Shot] on a lower fire. So this is the moment to fully go for it.

Group

Motivation to continue volunteering

5.23: I know that an activity committee gives you a social bubble, every Thursday you come together and do fun things. I found it fun to get and create a fun group like that, that was the most important reason for me [to join the AC, which is the most intensive committee].

6.46: The second reason is that you are really occupied with the people and I find it very fun that you have intensive contact with people and that you form a team together who are committed to the helping the association.

Motivation to start volunteering 8.18: I thought I can keep on doing committees, but by being part of the board I will be closer to the association and am closer with a group of people than when I would do a committee.
Fun
Motivation to continue volunteering 7.66: I would only continue volunteering because I have fun doing it, not because I need it for something else.
Understanding
2.12: I found it important to develop myself during my studies. I had the idea that a board year would contribute to that.
Career
10.8: Also with the start of my law study in the back of my mind something extra for on my CV is always good. Because it shows that I did something extra. 6.7: At this point in life you're looking for practical experience and this is a low key way to get that, and that is something I really like about it. In an unforced way you are able to experience having responsibilities and practice with situations you will encounter later in life as well.
Social Gains
11.15: The biggest advantage for me is that you get to know a lot of people [through volunteering]. 7.20: The biggest advantage was the social network here in Rotterdam, I have met a lot of people through this [volunteering]. 2.25: What is also is, is that you make friends for life which is very nice. For example with my first board we are planning to meet sometime soon, we try to do that once in a while. So that is also something nice that you gain from it [volunteering]. Also many of my current friends I have met at Passing Shot, which is great. 5.15: It gives a lot back, it does not cost much and you get a lot of social contacts back for it, which makes it more than worth it to do something like this. 5.14: Self-satisfaction and appreciation of others are something you need and that is something that I gained from doing committees. 9.46: By going to the different activities, I think that I have experienced unique things at Passing Shot I otherwise would not have experienced, such as crazy nights out.

Career Gains
10.10: Now I have friends, and I have done a board year in which I have learned a lot and wat is valuable for my CV. So it brought me pretty much, being active [volunteering]. 6.40: In the beginning I did not care about it [CV], it was a nice gain to have next to the other gains, but now I do notice that it has a lot of advantages. Looking back it [board year] was a good choice.
Understanding gains
2.22: I think in the first place that I have developed as a person. Before I was a bit shy, more timid and waited longer before acting. I can still have that a bit sometimes, but I am much more open now. I find it easier to walk up to people I do not know to start a conversation. That is something that has really changed by becoming active [volunteering], and mostly because of my board year, because than you are almost forced to go up to people and talk to them. 4.31: Being active [volunteering] taught me the basic things as checking off a to do list, learning how to plan, knowing what is important, it creates responsibility. It simply helps you grow up and teaches you how to work.
Values gains
6.22: When you see that it [your plan] works and that people enjoy it, that gives back a lot. 11.17: I really like that by organizing the activities, which I once participated in and really enjoyed, I can now make sure that others enjoy themselves. 4.22: It is nice to train them [friends] and in the first instance see how they start liking the sport and in the second instance become better at it.

Quotes Job Crafting
Input role focused on non-role specific tasks
2.44: I think the intensity depends on how much you are invested, in my board year I completely went for it. I could sometimes loose myself in it, because I didn't like my study that much it disappeared to the background, I fully invested my time into my board which made it intense. 7.55: I really followed the books. I think that I did a fine job as treasurer, but it was not something that came natural to me. I was also only a second year student, so I didn't know a lot about accounting.

7.56: I mostly focused on the committees, more than the former Treasurer did. I have guided multiple committees and focused on the events. I made sure my role specific tasks went well, but didn't do any special things with it. 2.48: I think that I spent most time on the people and going to activities, also going to clubmoments [tennis moment] when I didn't have to be there. Trying to always stay until late, never skip an event and when I went to a clubmoment I really went for it.
Room for own input
12.28: I think that if you have a good idea and can defend why you want to do it and it doesn't cost too much money, because you need to stay practical, than it is always possible.

Quotes Role identity
Board more responsibilities
14.19: Board is more intense and costs more time, they're a bit more part of the club and work on it continuously. 10.15: Committee members find it [volunteering] much lighter, there is less pressure and responsibility for them, which often makes it fun to do.
Association
4.21: For me it wasn't I care because I'm part of the board, I was part of the board because I cared.
Focus on representing openness and inclusion through board role
7.44: I wanted to come across very open, everyone is welcome. 7.45: That people felt comfortable, that everyone had someone to talk to and would hopefully return to the drinks soon. So not just letting people stand alone in a corner. 2.71: I find it easier to walk up to people I do not know to start a conversation. That is something that has really changed by becoming active [volunteering], and mostly because of my board year, because than you are almost forced to go up to people and talk to them.

Quotes Organizational and affective commitment
Committee functioning
1.50: No I don't think that [bad committee functioning] played a role, I think that if I would have studied another year I would have done another committee. 5.78: That [tension in committee] brings down the fun a bit, because it becomes more of a burden. But It doesn't mean that I would never join another committee again, it is part of it. 7.64: It depends a bit on who would join the committee. Where I didn't find that important before I start to find it more important now. Especially because I know how some people are in committees and that plays a role. You want it to go smooth, because otherwise you'll have a year full of frustrations and I don't find that worth it.
Culture comparison student association
1.19: There [student association] without doing a committee I was there multiple days a week. At Passing Shot I'm present more because I did a committee. Here it is more of a reason that I became active [started volunteering], while at SSR it was more of an extra. 9.11: At Passing Shot it's more how much time you put in, the less time you have to do other things, but you are able to choose for yourself how much time you put in. At Lauri when it is fulltime you don't have that choice. 9.57: I see the cultures as very different. I see Passing Shot more as a sport association, Lauri is more for fun but regardless I find Passing Shot more fun. It's about the combination of sport and fun at Passing Shot and at Lauri is more about drinking and showing off how cool the committee is that you do.
Culture comparison study association
12.4: The approach was very different at Passing Shot, I noticed that fun was more important and meetings weren't on campus but in the evening, while having dinner together and drinking some beers. While at FSR the meetings were on campus in between class at the office. The social aspect was much smaller there, there it was more about getting to know companies, it was more of a network thing.
Culture Passing Shot very open and non-committal
4.62: At the drinks you can talk to anyone, everyone is chill. We have an unofficial dispute which is fun, but that doesn't mean that we don't like other people and don't do anything with them. After my training I can be drinking with a couple guys from my tennis level and everyone is welcome to join. It doesn't matter what your tennis level is or how old you are. 9.24: At my first club moment at Passing Shot I was in my first year and didn't know anybody but stayed as one of the last ones with all the older members and I was only 17. It really shows how easy it is to get involved.

9.69: It is about the fun at Passing Shot but also about the sport, it's about the combination. 3.41: There are so many activities and biweekly there are drinks so can always join and if you are in a busy period than it's not a problem if you aren't able to join.
In-group
12.43: Especially at Passing Shot there isn't a selection [between members], maybe first come for serve for events where it otherwise wouldn't fit, but it isn't the case that people who have been a member for a longer period of time are favored. It is stimulated to mix as much as possible between the different years. 11.9: Nobody I knew was there so I found that a bit scary in the beginning, but the people are so open and nice that it was fun from the start. 7.21: Especially the group of people who are very active isn't very large, but those people are very close and everyone knows each other well. 3.26: At first I thought I will be dropped into a group where everyone knows each other, but when I got in I found everyone super nice and outgoing, everyone tries to involve you in everything. So I think that it is an advantage to belong to the active group [volunteers].
Social
1.52: The people [connect them to association], all my friends here I have thanks to the association. 2.42: The people is what makes it fun. Sometimes an activity does not have to be a great activity as long as it is fun. That is most important than. 6.12: The people are my kind of people. In general I really connect to the stereotype Passing Shotter. So the social connection.
Empathy
4.23: I train people who were a 7 [tennis rating] two years ago and now they are a 5.5. It is really fun when training someone for 2.5 years to help them get better. 4.65: … I think everyone is busy with their own place, but it's also nice to help people find their place in the association.

Quotes Life characteristics
Flexibility & Spare time
12.18: During the week I notice that at night I sometimes still need to do something for Passing Shot, but after working all day I don't really feel like it. So you want to do it but it doesn't fit that good anymore. 7.26: When studying your planning is flexible, at least it is with my study. I rarely have obligated lectures so I can plan my day flexibly. Because of this I have time in the evening for meetings, drinks or events and in busy periods it's easy to take a step back from Passing Shot. People don't force you to go to events. 3.54: During my bachelor I combined it [volunteering] and it was fine.
Perception of opportunity
2.40: It's time to leave it to new people. I have had my time to do that [committees], now it's up to others, that time is behind me. 9.54: At some point, in a couple years, I want to start working or do a master than I will have to put this [volunteering at Passing Shot] on a lower fire. So this is the moment to fully go for it. 11.32: That will be tough I think, if you want to be present all the time and also try to pass some courses, I think that it will be tough but also very fun. Since I'm going to do a board year anyway, I want to make sure to get everything out of it. So being present all the time.