

# Self-Efficacy and Motivation to Volunteer among Undergraduate Students

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## Abstract

Study shows that self-efficacy and motivation have emerged to be predictors of volunteering intention. This study aims to determine the relationship between self-efficacy and motivation to volunteer among undergraduate students. A total of 359 respondents were selected by using cluster sampling technique. The data for this study were collected by using a self-administered questionnaire. General Self-Efficacy Scale by Jerusalem & Schwarzer (1995) was used to measure students' level of self-efficacy, while the motivation to volunteer was measured with Volunteer Functions Inventory by Clary et.al (1998). The results indicated that self-efficacy correlates significantly with motivation to volunteer in all the dimensions (protective, values, career, social, understanding and enhancement). Findings emphasize the concept of boosting self-efficacy as measures in reducing the lack of participation in volunteerism among university students.

**Keywords:** Self-Efficacy, Motivation to Volunteer, Participation, Volunteerism, Undergraduate Students

## Introduction

Generally, volunteerism refers to an act of giving and sacrificing without wanting any in return (Sahri et al., 2013). It is considered as a general help that is proactive and committed in term of time and effort (Wilson, 2000). Moreover, Wilson (2000) also stated that volunteering action can happen regardless of formal or informal setting, and he further emphasized that informal type of helping behaviors should be categorized as volunteerism too. In addition, Law et al (2011) mentioned that volunteerism brings positive impact to the person who received help and to the individual who gives a helping hand. However, it is an activity performed without being forced, and having no desire for monetary gain (Farmer & Fedor, 1999).

Previous studies revealed that participation in volunteerism gives abundant positive impact to the participants (Kim & Morgul, 2017; Hustinx et al., 2015; Van Aken & Hart, 2014; Goethem et al., 2010; Sax et al., 1999; Hamileton & Fenzel, 1988). Wilson (2000) mentioned that students who volunteered have tendency to grab a better understanding of their role and responsibility as a citizen. They are politically more active as compared to those who did not volunteer. Participation in volunteerism benefits them as it builds or reinforces the compassion attitude towards those who are needy. Volunteering turn to be a platform in

helping people to reintegrate with the community, which results in yielding positive mental health effects. Thus, higher tendency for individuals to experience positive changes on behavior, self-perception, and interaction with others as they avail themselves for reflection, or self-examination after their volunteer work (Goethem et al., 2014).

With the benefits that an individual may gained in volunteerism, Sax et al (1999) reported that volunteering service was incorporated and integrated into curriculums or programs in general education since year 90s. To affirm that, huge number of studies have done on different countries regarding volunteerism. Handy et al (2014) conducted research on Belgium, Canada, Croatia, China, England, Netherlands, Finland, India, Japan, Israel, Korea, and United States and found that India and China had the highest rate of volunteer participation yet with the lowest intensity of volunteering in term of time, only 2 hours per month. Contrarily, the United State, Canada and Belgium had high rates of volunteer participation and high intensity of volunteering. It also sums up that, students participate in volunteer due to the altruistic personality and value driven instead of resume building. Contrarily, altruistic does not associated with extensive religious network or strong religious beliefs (Hustinx et al., 2015).

Besides, different scholars have studied the intensity of volunteer activity on different country, which allow us to have a better view of volunteer participation on the macro context. In this study, it shows that volunteer participation in Uruguay has increased about 18% in 3 years' time while Argentina, has grown up to 32% of volunteer participation from the total population (Nelson, 2005). Statistic in year 2010 has shown that about half of the Canadians' population with the aged 15 and above has dedicated their resources such as time, energy, and talents in volunteering (Volunteering in Canada, 2010). In year 2013, there are 28.4% of adults which make up about a quarter of a million from the population that volunteered in Ireland (Volunteer Ireland Statistic, 2015). As for the United States, 62.6 million of people volunteered once or more during September 2014 to September 2015. However, the volunteer rate has declined by 0.4% towards the end of the time frame (U.S. Bureau of Labor Statistic, 2016).

In the Malaysian context, Malaysians have strong awareness on volunteerism and high agreement on the positive impacts given in volunteering activities (Rabun et al., 2017). According to a survey conducted by Women, Family and Community Development Ministry, there are about 20.5 million Malaysians aged above 15 had registered as volunteers. In fact, university students are strongly required in volunteerism (Do something good - Malaysia's volunteering network, 2012). Nonetheless, their contributions and positive impacts to the society can be seen as they were the largest group of volunteers lending help with aid and relief work to the victim of the flood in Kelantan during year 2013 (The Sun Daily, 2015). There were 17,000 tertiary students in total that involved in relocating victims, distribute appropriate aid from family to family, cleaning houses and public, providing health check-ups, counselling, etc. Hence, spreading the volunteerism knowledge and awareness, and collaboration with school administrators to develop platform for students to participate in volunteerism is emphasized (Hussin & Arshad, 2012). Hence, it is important to understand the element that may lead individuals to seek and take part in volunteering activity, and to sustain their commitment in doing volunteering activity (Clary et al., 1998), which results in positive impact on individual's prosocial attitude (Hamilton & Fenzel, 1988) and nation's economy, social and political terms (Nelson, 2005).

The Malaysia Education Blueprint 2015-2025 has stated the aspirations for individual students to be enhanced in term of ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills and knowledge (Ministry of Education Malaysia, 2015). Experiential learning is introduced to help student bridges the gap between theory and practical by enabling them to apply their theoretical knowledge to real situation. In line with that, different studies have proven (Hamilton & Fenzel, 1988; Sax et al., 1999; Goethem et al., 2010; Van Aken, & Hart, 2014; Van et al., 2015; Kim & Morgul, 2017) that community service or volunteering is the platform to build student and achieve the vision set by the Minister of Education.

In addition, The Student Volunteer Foundation i.e., *Yayasan Sukarelawan Siswa* (YSS) was introduced with the desires to encourage, educate, and guide the tertiary students to achieve the aspirations set by Ministry of Education. Co-Curriculum and Student Development Centre of UPM has adopted similar vision, which is to strengthen the character and ability of students in the aspect of being critical, creative thinking, communicate effectively in multiple language, problem solving, leadership skills and the list goes on. Participation in particular curriculum through *Bakti Siswa* is a prerequisite for graduation. However, question remains unclear whether the *Bakti Siswa* helps to encourage the students to participate and dedicate their time and strength in volunteerism. Hence, the study scope down the population to the students in UPM only. It is presumed that negative self-efficacy will lead to low motivation to volunteer among students in UPM. In sum, based on the previous studies reviewed, the present study focused to investigate the relationship between self-efficacy and motivation to volunteer among university students in University Putra Malaysia

## **Literature Reviews**

### **Self-Efficacy**

According to Bandura (1994), self-efficacy refers to an individual's perception and confidence about own capability to execute required activities or behaviors that give significant impact to their live. Moreover, scholars have defined it as the belief of self's ability in organizing and performing demanded behaviors to achieve a goal (Bosscher & Smit, 1998). With this, Bandura (1994) further added that a person's self-efficacy will shape their cognition, emotion, and behavior. Such beliefs affect an individual in many aspects. Different factors can shape an individual's self-efficacy. Based on previous studies, factors affecting a person's self-efficacy can be categorized into two main group, internal and external. Internal factor refers to a person's biological, emotional, or cognitive aspect that affect self-efficacy. For instance, an individual's health condition may contribute to low in general self-efficacy. A study was conducted by Endler, Kocovski and Macrodimitris (2001) to explore the illness coping strategies, self-efficacy, and beliefs in controlling over illness among 274 adults. It concludes patients that diagnosed with severe illness were generally having lower self-efficacy as compared to those diagnosed with acute illness. Besides, Bandura (1994) stated that people's well-being is affected by emotion, and it can affect an individual's judgement on their capability. Thus, positive mood enhances perceived self-efficacy, while negative mood demotes.

Next, external factors refer to any stressor that initiated from the surrounding and it influences individual's self-efficacy. Bandura (1994) declared that strong sense of efficacy can be obtained through mastery experiences, whereby the individual has experienced success and perceived that he has enough skills and strength in achieving this success again. This is consistent with

the study taken from (Yu et al., 2015). They studied on the effects of stress instilled from the stressors in workplace among 387 teachers, sample that obtained from two secondary school. The study reported that teachers who struggled in coping with the stress of work were generally low in self-efficacy. This is because the stress is overwhelmed and affected them to have inappropriate self-evaluation, which lead to low self-efficacy. Meanwhile, Bandura (1994) also mentioned that observing others with similar capability as self will affect the individual's self-efficacy. Looking at someone who succeeded in achieving something through continuous effort led the individual to believe that they can gain achievement through effort. On the other side of the token, observing at others' failure may discourage the individual, which also lead to lower his self-efficacy. Nevertheless, it is more persuasive to the individual when he identifies his own capability like the respective models. Furthermore, verbal persuasion that strengthen others' belief, believing that they are capable and good enough to succeed will further reinforce their self-efficacy. People who received such persuasion will buffer self-doubt and increase in tendency to put more effort in completing the task. Indeed, it gives learners significant information that helps them to interpret and affirm their capability, which yield a higher self-efficacy in them (Bandura, 1994; Margolis & McCabe, 2006).

Besides, boosting an individual's self-efficacy will benefits many people, including the individual and others due to its impact on individual's decision and action. Firstly, Bandura (1994), mentioned that people with high self-efficacy can cope better with stress and anxiety that they experienced from life demand. Finding has proven that self-efficacy functions as a buffer to stresses in life especially on mental health, and further prevent one from experiencing depression, anxiety, and stress (Schonfeld et al., 2016). This is consistent with the study carried out on teachers as stated above too (Yu et al., 2015). The scholars have analyzed that teachers with lower self-efficacy comes with higher tendency to avoid the problems which contribute to their success or failure in teaching. Subsequently, they experienced greater anxiety and ultimately job burnout because they perceived interaction with students as something emotionally draining. Thus, self-efficacy attributes to buffer an individual from job burnout.

Self-efficacy doesn't just buffer one from job burnout, it also enhances an individual's performance in different aspect of life. A longitudinal study is carried out on 47 employees that volunteered themselves to determine whether self-efficacy significantly associated with job performance (Tims et al., 2014). The scholars have proven self-efficacy attributed to be positively associated with daily performance and enjoyment of work. It further stated that self-efficacy enhances individuals work performance as high efficacious has triggered them to put sufficient effort and persistent in completing the task regardless of setbacks. Nevertheless, metanalysis on impact of self-efficacy and job performance has proven that performance of the employees and organizational behavior are positively correlate with individuals' confidence - self-efficacy (Cherian & Jacob, 2013). Besides, self-efficacy enhances students' performance in academic context, for example mathematical problem solving (Pajares & Miller, 1994). Study carried out on 102 students' participation has concluded that student's beliefs in their ability on self-regulated learning will affect their perceived self-efficacy on academic achievement, which positively influence them in setting academic goals and their academic results (Ross et al., 2016). In other words, people with low self-efficacy may perceives work or study tougher which demotivated them from completing the task assigned. Finally, Bandura (1994) explained that level of self-efficacy will determine the effort and time

spent of an individual in performing certain activity. This contribute to their motivation to initiate certain action and perseverance in doing it regardless of how tough the challenges are. Thus, high self-efficacy associated with high effort persistence and resilience in motivation to volunteer. This will be further explained in the subtopic of the relationship between self-efficacy and motivation to volunteer.

### **Motivation to Volunteer**

According to Farmer and Fedor (1999), volunteering is defined as activities that benefit the society in different form without monetary compensation. In addition, Law et al (2011) refer volunteer as an activity that happen not for financial gain, yet out of one's own free will. It could be an activity organized by formal agency that benefits third party as well as the volunteers. Similarly, another scholar has stated that volunteerism is a form of helping behaviour which turn up to be investment on people with their time and effort (Hussin & Arshad, 2012), without any financially gain in return (Hussin & Arshad, 2012; Sahri et al., 2013). Nevertheless, such behavior benefits the nation's economy and development too (Hussin & Arshad, 2012). Volunteering is also defined as action taken, which time is sacrificed for the benefits of other person, group, or organization (Wilson, 2000). He also agrees with the above scholars saying that volunteerism is considers as a general type of activities that is proactive, which requires commitment in time and effort. Besides, Wilson (2000) also stated that volunteering can take place in formal and informal setting. However, report taken from Bureau of Labor statistic in US (2016) did not include those who voluntarily help in informal setting.

Meanwhile, motivation means to spur someone to perform certain action continuously. Hence, a person that is motivated will continuously perform a particular action; a person without motivation will not be inspired to do that particular action (Ryan & Deci, 2000). Besides, scholars mentioned that motivation is considered as a key element for students' academic achievement and employees' performance. They summarized motivation as inner drive that led someone to behave and act in a particular manner (Jovanovic & Matejevic, 2014). To be more precise, individual's motivation is varied in term of level of motivation and the orientation of that motivation. Individual's commitment (level of motivation) and underlying desires Orientation of motivation bring rise to certain actions and perform it continuously (Ryan & Deci, 2000). Thus, motivation to volunteer can be defined as element that drives a person to initiate an activity and remain active (Gage III & Thapa, 2012) in investing their time doing good deeds for the sake of others (Wilson, 2000), without having any financial gain from it (Farmer & Fedor, 1999; Law et al., 2011; Hussin & Arshad, 2012; Sahri et al., 2013).

Previous studies noticed that the trend of volunteerism in 90s' were (i) service learning - integrating community service to enhance learning of students, (ii) family volunteering - taking care of those who are needy in the family context, (iii) influence of corporations - rise in cooperation social responsibility, and (iv) welfare reform – putting effort in making positive changes to the society (Johnson-Coffey, 1997). Thus, service learning has become one of the curricula that empower students in different aspect. On top of that, family volunteering is another way of help given to different types of family such as single-parent families, blended families, stepparents, foster children, young to old or old to young. Contrarily, Law et al (2011) didn't agree that volunteerism benefits family members, friends, relatives or neighbors. Moving on, influence of corporation in volunteerism speaks about companies being positive

to volunteerism and offer paid time off for employee that volunteer. For the welfare reform, it is to empower individuals from receiving and depending on welfare to someone that is independent.

As for current trend of volunteerism, it has changed from frequent, putting high commitment volunteering roles to less frequent, irregular, occasional, or worst, it only happens once (Conroy & Williams, 2014). Graff (2002) has stated that the number of volunteers who are committed and dedicated in volunteering oneself to an organization over a long period of time (for years) is deteriorating. Moreover, Graff (2002) has named this pattern as "episodic volunteering". It is defined as volunteering that happen only for a short period of time with the duration not longer than 3 or 4 months. With these, it is important for organizations to take note of this changes and respond accordingly to this trend. Moreover, organizations that insist and emphasize on volunteer involvement in longer term will eventually meet the problem of lacking available volunteer labor to meet the requiring manpower for the designed volunteer work. Hence, Glasrud (2007), recommended that volunteer organizations should be prepared for this situation as volunteers nowadays come with the expectations that they will be given a wider range of activities to participate; they will be more mission minded instead of organization-minded; they have more opinions on how the organization operate and little tolerance and patient towards poor volunteer management.

Despite of the trends of volunteerism, what are the factors that affect one's motivation to volunteer? A study uses the statistical data from Social Capital Community Survey 2006 to understand how social capital, religious capital, and human capital affect one's motivation to volunteer (Forbes & Zampelli, 2014). The result in the study has proven social capital affects individual's motivation to volunteer. Individual's motivation to volunteer is higher when he owns diverse and bigger pool in friendship, which allows him to be exposed to formal or informal group of people that volunteer. Furthermore, religious capital also strongly associated with individual's motivation to volunteer as individual wanting to express the value of goodness and kindness through concern for others (Clary et al., 1998). This result is consistent with another study conducted among 454 Christian undergraduates who study in public university (see Johnson et al., 2016), which stated that Christians, being ambassadors of God are indirectly leading individuals to volunteerism as a way of expressing their compassion to others. This explanation is applicable to individuals with different religious too.

Additionally, study also shows that human capital is positively associated with motivation to volunteer (Forbes & Zampelli, 2014). Individuals with more human capital are more likely to seek for new learning experiences or gain new skills that enhance their job opportunities and be employed by the companies. However, this is inconsistent with Handy et al (2010) study as the scholars found no significant correlation between career enhancement and volunteering among undergraduate student population. The scholars further explained that it is insufficient to keep an individual motivated in volunteering if the individual's primary intention of volunteer is to enhance his career. In conclusion, the trend of volunteerism has changed over the time. It is important to understand the factors that affect individuals' motivation to volunteer so that related parties or policy makers can come out with effective approach to enhance the motivation to volunteer especially among university students.

### **Self-Efficacy and Motivation to Volunteer**

Study shows that self-efficacy and motivation have emerged to be predictors of volunteering intention (Wang et al., 2010). It short, self-efficacy affects an individual's motivation to volunteer. This is consistent with another research that has carried out to understand the reason for declination of blood donation among young donors (see Lemmens et al., 2005). It shows that only 7% participants among the sample of 311 were registered blood donors while 61.7% had never considered becoming donor. Lemmens et al (2005), concludes that self-efficacy regarding blood donation is one of the important correlates with the intention to become a blood donor (motivation to volunteer). Moreover, volunteer with higher community service self-efficacy were more likely to engage in volunteering work (Harp et al., 2017). On the other hand, if the individual does not perceive him or herself of being capable to help, the individuals are more likely to withdraw from volunteering (Wal & Social, 2015).

Lindenmeier (2008) stated that manipulations of an individual's self-efficacy perceptions is significantly correlated to individual's willingness to volunteer. The scholar also validated that the impact of "self-efficacy" and message framing can be persuasive in encouraging others to volunteer, especially male. Nevertheless, research is done among students in University of Malaya and identified that they had a moderate level of motivation towards volunteerism (Rabun et al., 2017). Hence, it is important to inquire and understand the element that will drive individual to take initiative in volunteering, commit in volunteering and sustain their participation in volunteering for longer periods of time (Clary et al., 1998). Again, having high self-efficacy is expected to lead an individual to a higher level of motivation to volunteer as it buffers against the volunteer job demands (Harp et al., 2017).

Besides, about a thousand of research regarding volunteerism has subscribed Clary's Volunteer Functions Inventory and the instrument proposed by Clary is suitable for this study too. According to Clary et al (1992), individuals are more likely to volunteer if they perceived volunteering is fulfilling either one or more on the motivational functions. There were six dimensions in Clary's instrument which are protective, values, career, social, understanding and enhancement (Clary et al., 1998). However, it is important to understand how self-efficacy correlates with six of the functions.

The first dimension in Volunteer Functions Inventory is protective. It refers to an individual being motivated to volunteer with the desires to eliminate the negative feelings such as guilt for having a better life as compared to those less fortunate, or to address one's own personal problem (Clary et al., 1998; Clary & Synder, 1999). Meanwhile, a study carried out with the expectation to find shame and guilt to be correlated with self-efficacy. Unfortunately, the scholars have found guilt to be no significant correlation with self-efficacy. However, in the study itself stated that higher score of shame comes with lower score of self-efficacies (Baldwin et al., 2006). Next, the second dimension is values. It is understood as individual volunteers to express altruistic values and show concern for others (Clary et al., 1998; Clary & Synder, 1999). Caprara & Steca (2005) has attempted to understand whether self-efficacy beliefs correlated with prosocial behavior. They found out that self-efficacy is positively associated with prosocial behavior among 512 participants in their research.

Moving on to the third dimension in volunteer functions inventory – career. Clary et al (1998) belief that certain individuals participate in volunteerism to gain career related benefits. There

is positive and significant relationship between self-efficacy and career aspiration work among tertiary students (Gbadamosi et al., 2015). Thus, we can logically deduce that the higher a students' self-efficacy, the higher the tendency for them to seek for different activities that may benefit them in terms of employability and career.

Fourth dimension is social. It refers to individuals that volunteer due to the influence of friends, family, or society (Clary et al., 1998; Clary & Synder, 1999). Winter Stephan (2008) has proposed that a person with high self-efficacy will feel competent and confidence in presenting themselves informally or even referring to themselves more frequent in social network setting. He further added that the increase of individual's self-efficacy increases the number of friends the individual has. Subsequently, it also increases the chance of exposure to volunteerism due to the large network that an individual has.

As for the fifth dimension in volunteer functions inventory is understanding. Clary and Synder (1999) refer it as an individual having the desire to have new learning experience, knowledge and even putting unused skills into practice. This can be seen as general confidence (self-efficacy) in older students who resume to study after work, were found to have lower self-efficacy compared to the younger students. Their low in general confidence positively correlate with their confidence for learning using computers (Garland and Noyes, 2005). Finally, enhancement. It is being defined by Clary & Snyder (1999) as an individual wanting to develop themselves psychologically through volunteering activities. Scholars mentioned that combining general self-efficacy and self-esteem is predicted to improve overall job performance (Chen et al., 2004), and both components are positively related to task performance (Judge & Bono, 2001). This infer that self-efficacy is strongly associated to self-esteem.

In conclusion, self-efficacy is expected to be positively correlate with a person's motivation to volunteer. Having high self-efficacy will lead a person to have high tendency in expressing humanitarian concern (values), wanting to enhance their employability and career (career), having more friends (social), seeking for new experience and learning (understanding), wanting to feel better (enhancement) which can be obtain through volunteerism. However, having shame (protective) will cause someone to be low in self-efficacy.

## **Methodology**

### **Research Design and Sampling**

This study employed a quantitative survey methodology to gather information regarding the relationship between self-efficacy and motivation to volunteer. The study was naturally correlational designed as it determined the relationship between self-efficacy and motivation to volunteer of respondents. Via the correlational design, the direction and strength of the relationship was identified too. A total of 359 undergraduate students in Universiti Putra Malaysia (UPM) were recruited for this study using the cluster random sampling technique. Four faculties out of 16 faculties in UPM were randomly selected through a lottery method. There were 270 female students and 89 male students. Among 359 respondents, Malay has the highest total number of respondents followed by other races.

**Instrumentation**

The General Self-Efficacy Scale (GSE) developed by Jerusalem and Schwarzer (1995) was used to measure the respondent’s level of self-efficacy for this study. It consists of 10-items scale in relation with themes of self-efficacy and identified respondent’s level of belief on their ability in performing certain behavior to achieve certain desired outcome. Respondents were asked to indicate the extent to each statement applies to them. All items were answered in form of four choice response from 1 score to 4 score (1 = not at all true, 2 = hardly true, 3 = moderately true, 4 = exactly true). The scores for each of the ten items were summed to obtain a total score. The scale ranged between 10 (lowest) and 40 (highest). Thus, the higher the score, the greater is the respondent’s generalized sense of self-efficacy. Overall, the Cronbach’s alphas values for GSE were 0.76 and 0.90. Examples of items in GSE are:

- i) Thanks to my resourcefulness, I know how to handle unforeseen situations.
- ii) I can solve most problems if I invest the necessary effort.
- iii) I can remain calm when facing difficulties because I can rely on my coping abilities.

On top of that, motivation to volunteer was measured using the Volunteer Functions Inventory (VFI). It is a 30-item scale that identify respondent’s intention to volunteer and measure respondent’s level of motivation to volunteer. The VFI measures 6 dimensions of motives for volunteering, namely (1) Value, (2) Understanding, (3) Enhancement, (4) Career, (5) Social, and (6) Protective. The conceptual definition and sample items for each motive are shown as below (Clary & Snyder, 1999).

Table 1  
*Volunteer Functions Inventory’s Conceptual Definition and Sample*

<b>Function</b>	<b>Conceptual Definition</b>	<b>Sample VFI item</b>
<b>Values</b>	The individual volunteers to express values related to altruistic beliefs.	<i>I feel it is important to help others.</i>
<b>Understanding</b>	The individual volunteers to discover own potential and learn new skills.	<i>Volunteering lets me learn through direct, hands-on experience.</i>
<b>Enhancement</b>	The individual volunteers to enhance personal development with enriching experience.	<i>Volunteering makes me feel better about myself.</i>
<b>Career</b>	The individual volunteers for the sake of gaining career related experience.	<i>Volunteering can help me to get my foot on the door at a place where I would like to work.</i>
<b>Social</b>	The individual volunteers with the desires to strengthen one’s social relationship.	<i>People I know share an interest in community service.</i>

Function	Conceptual Definition	Sample VFI item
Protective	The individual treats volunteering activity as a platform to reduce guilt or to address personal problems.	<i>Volunteering is a good escape from my own trouble.</i>

All items were measured using the 7-point Likert-type scale from not at all important (1) to extremely important (7). Higher total item scores on respective function indicates higher motivation in volunteering. In general, the 30-item version of VFI is a valid measurement with coefficient alphas above .80.

**Data Analysis**

In evaluating the data, Statistical Package for Social Science for Windows (SPSS) was used to analyze the data. In this study, reliability analysis, univariate and bivariate analysis were done. Univariate analyses were generated to provide information about personal characteristics (age, sex, race, types of participation), paternal characteristics (age, education level, occupation), self-efficacy and motivation to volunteer among the students in UPM. Bivariate analyses were also computed to determine the relationships between two variables of interest in relation with the specific objectives accordingly. Two types of bivariate analysis used in data analysis were ANOVA and Pearson Correlation. ANOVA was used to compare differences in self-efficacy (independent variable) and motivation to volunteer (dependent variable) among the types of participation. Meanwhile, Pearson Correlation was used to determine the relationship between self- efficacy and motivation to volunteer (protective, values, career, social understanding, and enhancement).

**Results**

**Descriptive Analysis**

As shown in **Table 2** a total of 359 respondents were recruited in this study. The respondents involved in the study were mostly female, with total number of 270 (75.2%), while the remaining of it were male, with total number of 89 (24.8%). This result obtained imply that the ratio between male and female in the population were 1 to 3. Subsequently, there were 231 (64.3%) of Malay and 128 (35.7%) of non-Malay in this study. From this study, there were 91 (25.3%) of new intake respondents who had study for less than 1 year. Meanwhile, a total of 172 (47.9%) of respondents were the students that enroll in 2nd and 3rd year and a total of 96 (26.7%) of respondents from 4th year and above. The age of the respondents ranged from 18 years as the minimum age to the maximum age of 26 years. In this study, results indicated that 219 (61.0%) of the respondent’s age were below 22 years old. There were only 140 (39.0%) respondents that fell in the category of 22 years old and above. Finally, regarding the types of participation in volunteer work that respondents were involve in, only 66 (18.4%) of respondents that participated in voluntary activity that held out of campus. A significant amount which made up of 151 (42.1%) respondents participated *Bakti Siswa* UPM, a community work falls under the umbrella of curriculum in UPM. Nonetheless, there were 142 (39.6%) of respondents that participated both voluntary activity and *Bakti Siswa* UPM. Additionally, the mean age of the respondents were 22.08 years with a standard deviation of 1.486 years.

Table 2  
*Students Background*

Variables	Frequency (n)	Percentage (%)	Mean	Sd.	Min.	Max.
<b>Age (Years)</b>			22.08	1.486	18	26
<22	219	61.0				
22 and above	140	39.0				
<b>Sex</b>						
Male	89	24.8				
Female	270	75.2				
<b>Race</b>						
Malay	231	64.3	35.7			
Non-Malay Chinese	128	27.6				
Indian	99	3.3				
Others	12	4.7				
<b>Academic Year</b>						
<b>New Intake</b>	<b>91</b>					
1 <sup>st</sup> Years	91					
<b>Enrolling</b>	<b>172</b>					
2 <sup>nd</sup> Years	103					
3 <sup>rd</sup> Years	69	25.3	25.3			
<b>Graduating</b> 4 <sup>th</sup>	<b>96</b>	<b>47.9</b>	28.7			
Years	94	19.2	<b>26.8</b>			
4 <sup>th</sup> Years +	2	26.2	.6			
<b>Participation</b>						
Participate in voluntary activity	66	18.4				
Participate in Bakti Siswa	151	42.1				
Participate in both activity	142	39.6				

Note. Sd. = Standard deviation, Min. = Minimum, Max. = Maximum

Respondents' self-efficacy was measured using the General Self-Efficacy Scale (GSE) by (Schwarzer and Jerusalem, 1995). It was used to perceived general sense of perceived self-efficacy across 10 items rated on a 4-point scale with the range of 1 (not at all true) to 4 (exactly true). The total score was calculated by summing up all the items which ranges between 10 (minimum) to 40 (maximum). It is further being categorized to low and high self-efficacy using

mean as cut off point. For the variable of self-efficacy, a total of 357 respondents' self-assessment for self-efficacy were taken into consideration. About 45.7% ( $n = 164$ ) of the respondents were scored lower than 31. It was revealed that most of them (193 respondents or 53.8%) scored 31 or higher. Overall, the mean score for self-efficacy among the respondents of this study was 31.11 with the standard deviation of 3.872, also reporting a minimum score of 21 and maximum of 86. In comparison, the mean score was found to be slightly lower when compared to that among the sample taken from German population ( $M = 14.82$ ,  $SD = 2.88$ ) in the study by (Schonfeld et al., 2016). Higher general self-efficacy in this study may attributed to respondents' environment.

The variable of motivation to volunteer was measured using the Volunteer Functions Inventory Scale (VFI), which was divided into six subscales, which are protective, values, career, social, understanding and enhancement respectively, and the scoring are done separately for each subscale. For this sample, the mean score for following subscale: protective ( $M = 4.94$ ,  $SD = 1.13$ ), values ( $M = 5.63$ ,  $SD = 0.87$ ), career ( $M = 5.42$ ,  $SD = 1.05$ ), social ( $M = 4.96$ ,  $SD = 1.20$ ), understanding ( $M = 5.70$ ,  $SD = 0.91$ ), and enhancement ( $M = 5.64$ ,  $SD = 1.06$ ).

Meanwhile, the total score for motivation to volunteer was measured. The mean for total score for motivation in volunteer was 32.31, with the standard deviation of 5.16, also reporting that a minimum score of 14.60 and maximum of 42.00. The minimum score for each subscale was 1.00 for protective, social and enhancement, 1.60 for Career, 2.40 for Understanding and 2.60 for Values. As for the maximum score, all the subscale was 7. In comparing the mean score from the study carried out by the founder (Clary et al., 1998), the mean scores for each scale were reported as follow. Protective ( $M = 3.25$ ,  $SD = 1.36$ ), values ( $M = 5.37$ ,  $SD = 1.17$ ), career ( $M = 4.54$ ,  $SD = 1.50$ ), social ( $M = 2.95$ ,  $SD = 1.28$ ), understanding ( $M = 5.13$ ,  $SD = 1.20$ ), enhancement ( $M = 4.64$ ,  $SD = 1.36$ ). The mean for total scored was not measured. Generally, the mean scores of all the subscale were lower as compared to this current study. This can be inferred that the respondents in this study are generally more certain with the surrounding and motivated to lend help towards the poor and needy.

### **Correlation Between Self-Efficacy and Motivation to Volunteer**

The relationship between self-efficacy and motivation to volunteer among respondents was analyzed by using Pearson's correlation. There are 6 dimensions for motivation to volunteer namely protective, values, career, social, understanding and enhancement. A two-tailed test of significance indicated that there was a significant positive relationship between self-efficacy and protective ( $r = .316$ ,  $p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the higher the tendency for the individual to eliminate guilty conscious for being more fortunate than others. Subsequently, higher motivation was experienced by the individual to volunteer. Therefore, this hypothesis is rejected. This finding is inconsistent with the previous finding that self-efficacy has no significant correlation with guilt (Baldwin et al., 2006).

Furthermore, that there was a significant positive relationship between self-efficacy and values ( $r = .317$ ,  $p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the higher the desire of the individual to express altruistic value and show concern to people around (Clary et al., 1998; Clary & Synder, 1999), which enables the individual to be motivated in taking part in volunteerism. Therefore, this hypothesis is rejected. This finding is also supportive of the suggestion of the study done by Caprara & Steca (2005) which suggested that high self-efficacy leads to high prosocial behaviours.

Again, result showed that there was a significant positive relationship between self-efficacy and career ( $r = .349, p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the more the individual longing to participate for different activities such as volunteerism to sharpen their skills and enhance their employability. Therefore, this hypothesis is rejected. This is consistent with the study reported that there is significant relationship between self-efficacy and career aspiration work among the tertiary students (Gbadamosi et al., 2015).

Besides, there was a significant positive relationship between self-efficacy with social ( $r = .293, p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the higher the tendency for the individual to participate in volunteerism due to the influence of people around. Therefore, this hypothesis is rejected. Similar result was elicited in the study by Winter (2008) which proposed that individual with high self-efficacy is likely to extent his social network, which indirectly we can conclude that the individual have higher chance to be exposed to volunteerism due to large network that he has.

Additionally, the finding revealed that there was a significant positive relationship between self-efficacy with understanding ( $r = .291, p < 0.01$ ). This result indicated that the higher the self-efficacy, the higher the desire of the individual must learn new knowledge and practice skills through volunteerism. Therefore, the hypothesis is rejected. This finding is also supportive of the suggestion of the study done by Garland and Noyes (2005) saying that older students with low self-efficacy, have less confident to learn new things. Hence, we can conclude that high self-efficacy leads to high confidence in an individual to learn and practice the knowledge, which can be happen through volunteerism.

Still, there was a significant positive relationship between self-efficacy and enhancement ( $r = .319, p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the higher the desires for the individual to develop themselves. Development of self can be obtained through volunteerism. In short, high self-efficacy motivates an individual to volunteer with the intention to develop themselves psychologically. Therefore, the hypothesis is rejected. This finding is consistent with the study conducted by Judge and Borneo (2001) indicated that self-efficacy is strongly associated to self-esteem.

The finding revealed there was a significant positive relationship between self-efficacy and motivation to volunteer ( $r = .375, p < 0.01$ ). This result indicated that the higher the level of self-efficacy, the higher the motivation experienced by the individual to volunteer. Therefore, the hypothesis is rejected. Similar result was elicited in the study by Lemmens et al., (2005) which concluded that the declination of blood donation (motivation to volunteer) among young donors correlates significantly with low self-efficacy.

### **Conclusion**

Self-efficacy was found to correlate significantly with motivation to volunteer, with protective, values, career, social, understanding, and enhancement as the dimensions of it. In addition, self-efficacy was found to positively correlate with motivation to volunteer at the significance level of 0.00 in all the subscale. This study can give a brief overview towards the current scenario of the motivation to be involved in volunteer work among tertiary students in the Malaysian context in general.

The research findings have showed that individuals' self-efficacy correlate significantly with their motivation to volunteer. In other words, enhancing individuals' self-efficacy will also enhance individuals in experiencing motivation to volunteer. Additionally, reflection can be done after an activity is carried out. Reflection is a reliable way of building self-efficacy as participants get to reflect their accomplishment. It helps participants attempt to recall past experiences that fostered their current skill set and explore which of the skills that would be relevant to sharpen for greater purpose, which is to help the poor and needy.

This study provides few recommendations for the future studies. The first and most crucial recommendation would be for similar studies to maximize random assignment during data collection, to ensure the generalization of results to the general population of university students. Findings of this study assist the policy makers, governmental organizations, and non-governmental organizations in designing or including specific elements into voluntary programmed to shape and boost self-efficacy among university students. Example of elements that can be included are building and guiding students along the voluntary program. Besides, credible communication and feedback throughout the program will enhance their self-efficacy and subsequently more motivated to volunteer. It is also crucial to note that having voluntary programmed alone is not enough. Family members or friends should be encouraged to participate too. Hence, the authorities ought to specifically design the programmed to be family friendly so that more people get to involved and be mindful that every work are appreciated even though it may seem little.

Finally, the result of this study may be beneficial for local researchers, social workers, or human service providers. Deeper investigation can be made towards the variable of self-efficacy as it has provided relatively high predictive value towards motivation to volunteer as concluded in this study. Nonetheless, more studies can be conducted to include other factors or variables. To sum up, findings may serve as potential use of reference in the future designation of policies and program to promote volunteerism in Malaysia.

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