

Theodoros Georgiadis<sup>1</sup>, Panagiotis Spiliopoulos<sup>1,2</sup>,  
Christos Rampotas<sup>1</sup> & George Rampotas<sup>1</sup>

<sup>1</sup> *Physical Education Teachers*

<sup>2</sup> *Journalist*

### **Abstract**

The present research tackles the topic of motives as they are developed by volunteers –who offer time-consuming services without expecting any material gains– and specifically the Olympic Volunteers of «Athens 2004». Four hundred-thirty (N = 430) volunteers completed the Scale of Motives, that was adapted in Greek from the functional approach of Omoto et al. (1993) and Chacon et al. (1998), aiming mainly at the testing of the hypothesis that the motives of volunteers who have previous volunteering experience, but also of those who wish (or continue) to volunteer after the completion the Olympic Games, will differ from the motives of those volunteers who have not volunteered in the past or who do not aim at providing voluntary work in the future. The results supported the hypothesis, while the modified Greek scale offered high internal consistencies and strong indications of validity. The future review and reapplication of the design of the adapted questionnaire of Motives will likely eliminate any potential weaknesses and will allow the scale to reach full applicability.

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**Key Words:** *Motives, Olympic Volunteers, Volunteering, Previous Volunteering Experience*

## **Volunteering**

Altruism is a topic that has been theorized and researched to a great extent during the last thirty years (Chacon, 1895; Pivlian & Charng, 1990). It comprises of three meanings: the first definition concerns unpredictable situations, where the help that is offered to strangers reflects the humanity or altruism of the one that offers it. This type of help is named «spontaneous» (Chacon, Menard, Sanz & Venica, 1998). The second definition involves a continuous and constant help which is planned in advance and is realized among individuals that are already known to each other. This type of altruism is termed «binding».

Thirdly, altruism also includes «volunteering». Volunteering is an exceptionally difficult meaning to define (Paull, 1999, Flick, Bittman and Doyle, 2002), and this is partly due to the fact that different people give different interpretations of the word. To some extent, this makes it a difficult factor to measure (Lyons, Wijkstrom and Clary, 1998). One definition refers to volunteering as «unsalaried work that is offered in organizations to which [the individual] is not bound by obligation of contract, or by family or friendly relationships» (Ellis and Noyes, 1990). It has also been defined as «work that is fulfilled by free will, which offers a service to the community and is realized without economic paybacks, with the exception of personal expenses that arise from it» (ACOSS, 1996). Volunteering has not been researched as much as other types of altruism (Chacon et al, 1998; Ziemek, 2002), especially if one takes into consideration its social reference.

## **Motives**

In the Penguin Dictionary of Psychology, the most common definition that is provided for motivation is «an internal process or a state of an organism that leads to activation» (Reber, p. 472, 1995). According to this definition, the motive is a state that activates the behavior. Nevertheless, motives are not used as an explanation of behavior. On the contrary, motives are created under the effect of a chain of factors that interact with each other. These include: needs (drives), the objectives of motives (incentives), ex-

pectations, the availability of suitable reactions or the learned behaviors, possible conflicting motives, and subconscious factors.

The theories that aim at explaining motives are diverse and cover a wide spectrum of interpretations. In general, they can be classified into four categories: theories of drives and the stress reduction, theories of incentives, cognitive theories and theories of self-actualization. Motives also constitute units of personality that explain the reasons for which people behave as they behave (Pervin, 1996). From the viewpoint of organizational psychology and the management of human resources, a motive has been defined as «the force that activates, directs and maintains a behavior» (Cascio, 1998). Although there have been many attempts to correlate employee motives with the motives of volunteers, the motivation of employees differs from that of the volunteers with respect to the existence of salary. The identification of good performance and the provision of motives for its further improvement are parallel in both categories; however, they are significantly different in quality (Lynch et al, 1999). Janoski, Musisk and Wilson (1998) claim that job-searching and volunteering searching are analogous to one another, as the initiation of social ties is an important motive for the volunteer.

### **Olympic Volunteers**

The meaning of «Olympic Volunteer» is fairly old. The Olympic Movement of Volunteering began its official existence in 1980 (Karlis, 2003). Volunteers are the people that constitute the «backbone» of the Olympic Games: they support and provide services to the athletes, the spectators and the administration for the biggest athletic organization of the planet. A big share of the success of the Olympic Games is owed to the 28.742 volunteers of Los Angeles, the 27.221 volunteers of Seoul, the 34.548 volunteers of Barcelona, the 60.422 volunteers of Atlanta, the 47.000 of Sidney and the unprecedented number of 160.000 volunteers for the games of Athens (Karlis, 2003). In the glossary of the *Official Report of the Games of the 25th Olympiad «Barcelona 1992»*, the Olympic volunteer is defined as «a person that makes a personal, altruistic commitment to

cooperate with all his/her abilities for the organization of the Olympic Games, performing the duties that have been assigned to him/her without obtaining wages or any other kind of payment» (p. 381).

## **Literature Review**

### **Athens 2004**

According to the nationwide survey of popular opinion, realized by a consortium of companies (MRB-Research International-VPRC) in collaboration with «Athens 2004», during the period 15/3/2004-15/4/2004 and in a sample of 2.000 individuals that had submitted applications as part of the Program of Olympic Volunteering of the Organizational Committee, the general conclusions that can be drawn are the following:

1. The attitudes of candidate volunteers toward the Olympic Games were especially positive, as they answered that the Games were of particular importance for Greece, and that their organizing concerned them directly.

2. Their feelings were particularly positive toward the institution of the Olympic Games but also the institution of the Paralympics Games, and they interestedly watched the news and developments with regard to the preparation for the Olympiad.

3. The candidate volunteers considered their attendance decisive for the success of the Games: one in three candidate volunteers declared that they had offered voluntary services in the past, while two in three volunteers expressed a will to volunteer for the first time in their lives, inspired by the organization of the Olympic Games in Greece.

4. Two in three candidate volunteers of «Athens 2004» answered that they were aspired to continue providing volunteering services in other types of social activity after the Olympic and Paralympics Games. This highlights –perhaps for first time in Greece– the existence of a ‘social current’ in favor of volunteering, a fact that constitutes an important heritage as well as promise for the Olympic Games.

5. The main reasons that led to voluntary offer for the Olympic Games were: a) providing for one’s country, b) the unique opportunity and experience of attendance, and c) the importance of the objective.

6. The candidate volunteers that came from Athens presented more positive attitudes than did candidate volunteers from the remainder Olympic Cities. They felt that the organization concerned them more, and evaluated the work that had been done for the Games more positively.

7. When asked «how decisive do you consider the attendance of volunteers to be for the successful organization of the Games», 92,4% answered «extremely decisive».

8. When they were asked «What are the reasons for your decision to become a volunteer», the reasons were as follows (in order of importance): a) «I will have a rare and unique experience of a world event», b) «I consider the objective important and I want to contribute to it» and c) «I will have the opportunity to offer something to my homeland».

9. The age group that was the most enthusiastic about the Games and more specifically Volunteering was the young, aged 18-19 years.

10. To the question «Have you ever offered volunteer services in the past», about 33% answered «yes».

11. Finally, to the question «Will you continue your social service in other types of volunteer activities after the Games?», 76,1% answered «definitely yes» or «probably yes». This percentage is higher among the women (78,2%) and the candidate volunteers outside from Athens (84%), the candidate volunteers of Volos (91,2%) and those of Heraklion Crete (88,1%). The wish for offering volunteer services after the end of the Olympic Games was maintained high in all age groups, although it should be pointed out that it exceeds the 80% barrier in the ages of 50 to 60 years of age (Press Office Bulletin, «Athens 2004», 6/5/2004).

### **Sydney 2000**

Furthermore, in a poll in Australia, prior to the Olympic Games of Sydney 2000 and with 4.000 participants, the main reasons that were reported to lead to volunteering were the following (in order of importance): 1) «the help for fellow people», 2) «the acquirement of satisfaction», 3) «acquaintances», 4) «the improvement of society», 5) «the increase of skills», 6) «in order to pass the time» and 7) «a higher chance of finding work» (Baum et al., p.16, 1999).

In an older, non-Olympic volunteer survey, the main motives that lead to volunteering were identified as: 1) «the help of people and of the community», 2) «personal activity», 3) «personal satisfaction», 4) «pastime with something important» and 5) «social contacts» (Australian Bureau of Statistics, 1996).

### **Motives and Olympic Volunteering**

It may not come as a surprise that in the Official Report of the games of the first modern Olympic Games in Athens in 1896, there was no mention of volunteering or motivation.

However, a close examination of the Official Reports of the last three Olympic Games (Barcelona 1992, Atlas 1996, and Sydney 2000, prior to Athens 2004) reveals the fact that the Organisational Committees reward and motivate their volunteers. The awards mainly aim at the empowerment of the feeling of a volunteer of belonging to a team – common badges, clothing and photographs all contribute to this, while dinners, festive occasions and speeches constitute similar actions. With regard to rewards, these aim at the recognition of and the provision of motives to volunteers (Lynch et al, 1999). Examples include respect and equitable treatment, saying «thank you» where appropriate, the invitation of volunteers to meetings of the personnel, and personal contact with them. The motivation to become a volunteer is strengthened when the position that is offered is appropriate for his/her skills, when it leads to the growth of his/her skills, and when he/she receives some type of recognition for the work he/ she has provided (Noble and Rogers, 1998; Lucas and Williams, 2000).

In a similar vein, «*Athens 2004*» underlined the importance of the recognition of volunteers' work and offered them special cockades according to the services that they offered, Olympic cards, the same uniforms with the employees they worked for, coupons for lunch, collection pins, certifications for the type of work that they offered (position and duration) for use in their curriculum vitae. The volunteers took part in the test events prior to the Games in simulated games situations, in exercises with 90 possible scenarios (Manual of General Administrations Functions, 2004) and in educational seminars that were organized by the Administration

of Education and Training of «Athens 2004». A newspaper was issued that included the «internal» news of the Olympiad, and it was regularly distributed to the Olympic Facility of «Kaftatzoglion Stadium», in which volunteers could work as «journalists». Finally, special happenings took place in every athletic facility after the end of the contests for each sport and after the end of the Games, with the offering of gifts from the sponsor companies.

In December 2004, volunteers were rewarded for having participated in the Olympic Tournament of Football, which took place in the city of Volos. In November 2004, the Prefectoral Self-government of Chania, in collaboration with the Municipality of Chania and the Office of Olympic Education, honoured the prefecture's Volunteers for the Olympic and Paralympic Games. The municipality of Pallini (Attica), «in an effort to emphasize models of social contribution and to empower useful attitudes on life that replenish the local society», decided to award the effort and attendance of volunteer residents of Pallini in the Olympic and Paralympic Games, in a «display of honour and appreciation» that was organized by the Olympic office (<http://www.athens2004.com>).

### **Theoretical Approaches**

What are the reasons that lead volunteers to devote a great part of their time and energy to help other people who they don't even know? They are two main approaches for the measure of volunteer motives. Both are based on Functionalist theory (Clary & Snyder, 1993, 1999; Lucas & Williams, 2000). The functionalist approach suggests that people become volunteers in order to satisfy fundamental social and psychological objectives, while their original decision to become a volunteer stands in personal motives. The volunteers continue having motivation if they feel that the service that they offer will have worthy results (Clary et al, 1998; Lucas & Williams, 2000). Here voluntarism is explained by a variety of motives, which satisfy different objectives for different people.

The first approach is named Volunteer Function Inventory (Chacon et al., 1998), and it includes six categories of motives. These categories are: Values (the altruistic and

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humanitarian interest for others), Knowledge (acquisition of new knowledge and faculties), Development (personal growth and self-confidence), Career (the acquisition of leverage with regard to finding work), Sociability (the coexistence with friends and the good opinion of third parties for the service), and Protectiveness (the reduction of guilt of the advantageous leverage gained over others and the approach of personal problems). This scale has received criticism with regard to its reliability, and the degree of prediction of voluntary behaviour it offers (Clary, Snyder and Stukas, 1996). The second approach is that of Omoto, Snyder and Berghuis (1993) and Omoto and Snyder (1995), who were also based on Functional Theory in order to tackle the question of volunteer motives. Their scale includes five categories of motives that predict volunteer behaviour. Their model is resembled by that of Chacon et al.'s (1998) later effort: the subscales included are Values, Knowledge, Personal Growth, Elevation of Self-confidence and Interest for the Community. From those, the more «altruistic» motives are thought to be Values, Sociability and Interest for the Community, while the remaining subscales can be characterized as motives of «personal interest».

Reviewing the model of Omoto et al. (1993), Fuentes and Jimenez (2000) found that altruistic motives are significantly more important for volunteers with long-lasting previous experience than for volunteers with little previous experience. The writers concluded that the volunteers that present the largest altruistic interest are those who offer services for longer time periods. Furthermore, research by Chacon et al. (1998) has reported a statistically significant result that long-lasting volunteers recognize Values (or the altruistic and humanitarian interest for others) as the most important motive. The same result was also found by Fuentes et al. (2000). Piliavin and Callero (1991) argued that long-lasting volunteers progressively integrate the role of the volunteer into their personal identity, with the result of increased altruistic motives and reduced «selfish» motives. Still, other research concludes that altruism is only one of the various motives that lead to volunteering (Baldock, 1990; Noble et al, 1998; Warbuton and Mutch, 2000).

The present research was based on the above results, adopting the Functional Model as its theoretical base –



where motives are understood as psychosocial activities that are related to complex, learned and social human situations. Because of the encouraging prospects of the scale, but also due to availability, the present research made use of the Scale of Motives and adapted the version of Chacon et al. (1998). The objectives of the present research were the following:

1. The collection of demographic data
2. The confirmation of reliability of the Scale of Motives
3. The validity of the Motives Scale
4. The testing of the hypothesis that the motives of volunteers with prior volunteer experience but also those that wish to continue providing voluntary services after the completion of the Olympic Games, will differ in relation to the motives of those volunteers who have not volunteered in the past or don't aim at providing voluntary work in the future.

## Methodology

### Instrument

For the purposes of the present research, the following instrument was used. Firstly, a short feedback form was used for the gathering of the participants' demographic data. The variables included were the following: *Age* (1 = «16-25», 2 = «26-35», 3 = «36-45», 4 = «46-55», 5 = «56+»), *Gender* (1 = «male», 2 = «female»), *Family Status* (1 = «single», 2 = «married», 3 = «divorced», 4 = «widowed»), *Educational Level* (1 = «school», 2 = «high school», 3 = «lyceum», 4 = «university», 5 = «postgraduate»), *Work Status* (1 = «employed», 2 = «unemployed») and *Financial Status* (1 = «bad», 2 = «mediocre», 3 = «good», 4 = «very good»). Also, the following questions were put forth: «Have you had any previous experience in volunteering before your participation Athens 2004?» (0 = «No», 1 = «Yes» and «After Athens 2004, have you participated or are you planning to participate in other voluntary services?» (0 = «No», 1 = «Yes»).

Secondly, the Scale of Motives was utilised. As mentioned earlier, this scale was created by Omoto et al. (1995) and was further developed by Chacon et al. (1998). The scale was translated into the Greek language by a qualified

specialist translator. The scale was also modified from the purposes of the present research: while the prototype initially aimed at examining the motives of individuals that offer voluntary services to those suffering from AIDS, here the proposals were adapted so that they could be applied to the volunteers of «Athens 2004». The scale was comprised of 25 statements, in a 7-point Likert scale (1 = No meaning, to 7 = Maximum meaning). Each of the factors contains 5 sentences (e.g. «Values»: «Because I like to help the others», «Knowledge»: «To understand the claims for such an organization», «Personal Development»: «To test myself and to gain new qualifications», «Elevation of Self-confidence»: «To feel better for myself» and «Interest for the Community»: «to help my country»).

### **Participants**

In total four-hundred-and-thirty (430) volunteers of the Olympic Games «Athens 2004» took part in the research, aged from 16 to over 56 years.

### **Procedure**

The attendance of volunteers in the research was achieved via the personal contacts of the second writer who worked in the Service of Athletic Press facility Sector as an executive of the Press Center in the Olympic facility of the «Kaftanzoglion stadium» and was the director of cooperation and supervision for the volunteers. The sampling method that was used was opportunity sampling, in the various test events before the start of the Olympic Games, in five Olympic cities. The participation of 430 volunteers was insured for the games of the 28th modern Olympiad in Athens, Thessalonica, Volos, Patra and Iraklio. They were asked to fill the questions and the scales sincerely and they were ensured that their participation would be anonymous. Three pages through internet, or fax, or mail that contained a pre-paid envelop were given or sent to those that agreed to participate. The first page contained directions for the completion of the questionnaire; in the second page they were asked to fill-in their demographic characteristics, while the third page contained the adjusted

motive scale. The process was synchronic, taking into consideration answers that the participants gave in a specific moment. The research was carried out during the Olympic Games, with volunteers that took part in the Games.

From the moment that they received the directions and the questionnaire, they had at their disposal 15 days in order to complete and return it. The whole process, starting from the tracking of volunteers and culminating in the reception of the last completed questionnaire, took place from 1 March until 29 of August 2004.

### **Statistical Tests**

The statistical procedures that were used were the following. First, descriptive statistics were collected, that involved the frequencies and the percentages of the demographic characteristics, while the means of each individual answer as well as of the whole subscales of the Scale of Motives were calculated. Toward that end, the replies of the five statements of each motive were added and divided by their number (five), so that the mean value for each of the subscale motives «Values», «Knowledge», «Personal Development», «Elevation of Self-confidence» and «Interest for the Community». Next, a series of T-Test and ANOVA statistical tests of difference were carried out.

Previous writers have reported high internal stability for the scale: Omoto et al. (1995) found a Cronbach reliability of  $\alpha = .88$ , Chacon et al. (1998) found a reliability of  $\alpha = .9$  and Fuentes et al. (2000), in their own version of the Scale of Motives found a reliability of  $\alpha = .9$ . Finally, in order to investigate the validity of the scale, a number of Pearson correlations were carried out.

For the calculation of the statistical results the electronic Statistical Package for the Social Sciences (SPSS v.12 for Windows) was used.

## **Results**

### **Reliability**

With regard to the internal reliabilities of individual subscales of questionnaire, these were found to be as

follows: for subscale 1 (Values), the reliability was particularly high, with Cronbach alpha = 0.815 (*Table 1*). For subscale 2 (Knowledge), the reliability was found to be  $\alpha = 0.669$ . In subscale 3 (Personal Development), the internal reliability was  $\alpha = 0.662$ . For subscale 4 (Elevation of Self-confidence), the reliability was  $\alpha = 0.711$ . Finally, for subscale 5 (Interest for the Community), the reliability was found to be  $\alpha = 0.743$  (*Table 1*). The reliability of the Scale of Motives, as a whole, was  $\alpha = 0.724$ .

**Table 1.** *Reliability of scale and subscales.*

<b>Reliability Statistics</b>		
<b>Subscales</b>	<b>Cronbach Alpha</b>	<b>Statements (N)</b>
Values	0.815	5
Knowledge	0.669	5
Personal Development	0.662	5
Elevation of Self-confidence	0.711	5
Interest for the Community	0.743	5
Total Motive Scale	0.724	25

In general, the internal reliabilities were deemed to be sufficient, as all of them approximate or exceed the value of factor alpha = 0.70 (Howitt and Cramer, 2003). The same applies for the reliability of the scale as a whole.

### **Validity**

With regard to the validity of the questionnaire, a series of cross-correlations between the subscales suggests that subscales 1 to 5 constitute separate, distinct measures. The statistically important correlations that were observed were the following: «Values» and «Knowledge» ( $r = -0.563$ ), «Values» and «Interest for the Community» ( $r = 0.662$ ), «Personal Development» and «Elevation of Self-confidence» ( $r = 0.400$ ). In *Table 2* are presented the statistically

significant results [where (r) = value of correlation and (p) = statistical significance].

**Table 2.** *Correlations between the motives.*

Pearson Correlations						
Subscales		Values	Knowledge	Personal Development	Elevation of Self-confidence	Interest for Community
Values	(r)	1	<b>-0,563</b>	-0,038	-0,163	<b>0,662</b>
	(p)		<b>0,0005</b>	0,809	0,297	<b>0,0005</b>
Knowledge	(r)	<b>-0,563</b>	1	-0,175	0,121	-0,235
	(p)	<b>0,0005</b>		0,263	0,438	0,129
Personal Development	(r)	-0,038	-0,175	1	<b>0,400</b>	-0,119
	(p)	0,809	0,263		<b>0,008</b>	0,448
Elevation of Self-confidence	(r)	-0,163	0,121	<b>0,400</b>	1	-0,217
	(p)	0,297	0,438	<b>0,008</b>		0,162
Interest for the Community	(r)	<b>0,662</b>	-0,235	-0,119	-0,217	1
	(p)	<b>0,0005</b>	0,129	0,448	0,162	

\*\* The correlation is statistically significant at the level 0.01 (2-tailed).

### Demographics

With regard to in the descriptive statistics of the demographic data, the following were found: 53.49% of the sample were male (N = 230), while the women accounted for 46.51% (N = 200).

The age groups that participated were as follows: the largest age category was from 26 to 35 years (41,86%, N = 180). 20,93% were 16 to 25 years old (N = 90), 16,28% were from 36 to 45 years of age (N = 70), 13,95% were from 46 to 55 years old (N = 60), and finally thirty participants (6,98%, N = 30) were 56 years old and above.

Of the sample, 53,49% (N = 230) were «single», and 39,5% were «married» (N = 170). Another 20 participants were «divorced» (4,65%) and ten participants answered that they were «widowed» (2,33%, N-10).

With respect to their educational background, 37,21% had had a university education (N = 160), 25,58% had had postgraduate education (N = 110), 30,23% had received education at the level of Lyceum (N = 130), while another 30 participants (6,98%) had received education at the level of high school.

Of the participants, 65,12% participating answered that they were working at that period (N = 280), while the remaining 34,88% (N = 150) answered that they were unemployed at the same period.

A large percentage declared that they had «good» financial status (39,53%, N = 170). 18,61% answered that their financial situation was «very good» (N = 80), 25,58% answered that their status was «medium» (N = 110), and finally 70 participants (16,28%) replied that their financial status was «bad».

### **Motives**

Regarding the motives, «Values» had a mean of 5.07 (Std. Dev. = 0.966), «Knowledge» had a mean of 5.19 (Std. Dev. = 0.826), the mean of «Personal Development» was 5.67 (Std. Dev. = 0.765), «Elevation of Self-confidence» fared at 4.36 (Std. Dev. = 0.877) and «Interest for Community» received a mean of 4.65 (Std. Dev. = 0.819). In *Table 3* are found the minimum and maximum prices, the means and the formal divergences more.

### **Main Analysis**

Finally, a series of T-test and ANOVA statistical tests were realized, so that potential differences in the motives of those asked, depending on their demographic characteristics, might be traced. Thus, the following results were arrived at.

With regard to Age of participant, the only statistically significant difference that was found was related to the statement «Interest for Community (4), I became a volunteer... In order to help fellow-citizens that are different from me».

**Table 3.** *Descriptive statistics of motives.*

Descriptive Statistics					
Motives	N	Minimum	Maximum	Mean	Standard Deviation
Values	430	3,4	7,0	5,07	,9668
Knowledge	430	3,4	7,0	5,19	,8262
Personal Development	430	4,4	7,0	5,67	,7655
Elevation of Self-confidence	430	2,6	6,2	4,36	,8778
Interest for the Community	430	3,4	7,0	4,65	,8198
Valid	430				

**Table 4.** *Motives and age, sex, family and work status.*

Demographics	Motives	Results
Age	«Interest for Community (4), I became a volunteer... In order to help fellow-citizens that differ from me»	F = -3.302, df = 428, p = 0,02 (ANOVA)
Gender	«Values (1), I became a volunteer... Because of my humanitarian obligation to help others»	t = -2.606, df = 428, p = 0,013 (T-TEST)
	«Self-confidence (4), I became a volunteer... In order to feel more useful»	t = 2.036, df = 428, p = 0,048 (T-TEST)
Family Status	«Interest for Community (4), I became a volunteer... In order to help fellow-citizens that are different from me»	F = 3.107, df = 3, p = 0,037 (ANOVA)
Work Status	«Personal Development (5), I became a volunteer... In order to learn myself better, my strong and my weak points»	t = -2.025, df = 428, p = 0,049 (T-TEST)

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With regard to Gender of participant, the following questions were found to differ considerably. These were: «Values (1), I became a volunteer... Because of my humanitarian obligation to help others», and «Self-confidence (4), I became a volunteer... In order to feel more useful».

With regard to Family Status, the only question that differed was «Interest for Community (4), I became a volunteer... In order to help fellow-citizens that are different from me».

With reference to Work Status, the question that was found to differ in a statistically significant manner was «Personal Development (5), I became a volunteer... In order to learn myself better, my strong and my weak points».

The above results are presented in *Table 4*.

However, the most important differences that were found concern mainly the experience of having volunteered before the attendance at the «Athens 2004», and secondly the current or aspiring attendance in other voluntary services after the Olympic Games. Thus, the answers in the question «Have you had previous volunteer experience prior to your participation in Athens 2004?», were found to differ statistically significantly when tested against four out of five total subscales (*Table 5*, «Values», «Knowledge», «Self-confidence», «Interest for the community»). The only subscale that was not found to differ significantly was «Personal Development».

Also, with regard to the individual questions of each subscale, a difference was found in all the «Values» questions (1 to 5), in questions 1 and 4 of «Knowledge», in question 4 of «Self-confidence», as well as in questions 1, 3 and 4 of «Interest for the Community» (*Table 6*).

The answers to the question «After Athens 2004, are you participating or planning to participate in other voluntary services?» were found to differ statistically significantly when tested against three out of five subscales. These were «Values», «Knowledge» and «Interest for the Community». *Table 7* presents the subscales and their statistical values.

As for the individual questions of each motive subscale, differences were found with respect to statements 2, 4 and 5 of «Values», questions 1, 4 and 5 of «Knowledge» and the first question of «Interest for the community» (*Table 8*).

Finally, the financial status and the educational level, did not cause any influence to the motives of volunteers.



**Table 5.** *Motives and Volunteering Before Athens 2004 (subscales).*

<b>Volunteering Before Athens 2004</b>	
<b>Motives</b>	<b>Results</b>
Values	t = -6.373, df = 428, p = 0,0005
Knowledge	t = 2.808, df = 428, p = 0,008
Self-confidence	t = -2.278, df = 428, p = 0,028
Interest for the Community	t = -3.733, df = 428, p = 0,001

**Table 6.** *Motives and Volunteering Before Athens 2004 (Statements).*

<b>Volunteering Before Athens 2004</b>	
<b>Motives</b>	<b>Results</b>
«Values (1), I became a volunteer... Because of my humanitarian obligation to help others»	t = -3.147, df = 428, p = 0,003
«Values (2), I became a volunteer... Because I like to help others»	t = -6.939, df = 428, p = 0,0005
«Values (3), I became a volunteer... Because I consider myself a sensitive individual»	t = -3.240, df = 428, p = 0,002
«Values (4), I became a volunteer... Because people should do something for topics that they believe are important»	t = -3.240, df = 428, p = 0,002
«Values (5), I became a volunteer... Because of my personal values, convictions and faiths»	t = -4.652, df = 428, p = 0,0005
«Knowledge (1), I became a volunteer... In order to learn more about the Olympic Games»	t = 4.447, df = 428, p = 0,0005
«Knowledge (4), I became a volunteer... In order to learn things about the life of athletes»	t = 3.408, df = 428, p = 0,001
«Self-confidence (4), I became a volunteer... In order to feel more useful»	t = 2.738, df = 428, p = 0,009
«Interest for Community (1), I became a volunteer... Because of my feeling of obligation to the society»	t = -2.473, df = 428, p = 0,018
«Interest for Community (3), I became a volunteer... Because I worried that volunteers will not be enough»	t = -3.758, df = 428, p = 0,001
«Interest for Community (4), I became a volunteer... In order to help fellow-citizens that are different from me»	t = -3.030, df = 428, p = 0,04

**Table 7.** *Motives and Volunteering After Athens 2004 (Subscales).*

<b>Volunteering After Athens 2004</b>	
<b>Motives</b>	<b>Results</b>
«Values»	t = -4.225, df = 428, p = 0,0005
«Knowledge»	t = 3.236, df = 428, p = 0,002
«Interest for the Community»	t = -2.054, df = 428, p = 0,046

**Table 8.** *Motives and Volunteering After Athens 2004 (Statements).*

<b>Volunteering After Athens 2004</b>	
<b>Motives</b>	<b>Results</b>
«Values (1), I became a volunteer... Because of my humanitarian obligation to help the other»	t = -3.132, df = 428, p = 0,003
«Values (2), I became a volunteer... Because I like to help others»	t = -4.012, df = 428, p = 0,0005
«Values (4), I became a volunteer... Because people should do something for topics that they believe are important»	t = -3.242, df = 428, p = 0,002
«Values (5), I became a volunteer... Because of my personal values, convictions and faiths»	t = -3.431, df = 428, p = 0,001
«Knowledge (1), I became a volunteer... In order to learn more about the Olympic Games»	t = -3.431, df = 428, p = 0,001
«Knowledge (4), I became a volunteer... In order to learn things about the life of athletes»	t = 2.914, df = 428, p = 0,006
«Knowledge (5), I became a volunteer... In order to understand why the Olympic Games are important»	t = 2.486, df = 428, p = 0,017
«Interest for Community (1), I became a volunteer... Because of my feeling of obligation to the society»	t = -2.049, df = 428, p = 0,047

## Conclusions

With regard to the internal reliabilities of the subscales in use, these were found to be adequate for each of the subscales «Values» (0.765), «Knowledge» (0.669), «Personal Development» (0.662), «Elevation of Self-confidence» (0.711) and «Interest for Environment» (0.743). The reliability of the whole construct (all five subscales) was  $\alpha = 0.724$ .

As far as validity is concerned, the statistically significant negative and positive correlations that were found can be analyzed as follows: the largest value found was the positive correlation between «Values» and «Interest for the Community» ( $r = .662$ ). When the mean that the volunteers contribute to the altruistic «Values» subscale is increased, the same occurs for the equally altruistic «Interest for the Community». Another positive, although lower, correlation was observed between the 'selfish' motives of «Personal Development» and «Elevation of Self-confidence» ( $r = .4$ ). On the other hand, the relationship of «Values» and «Knowledge» demonstrated a strong negative correlation ( $r = - .563$ ). This means that the two motives represent opposing categories: when the average of the «Values» motives subscale rises, the average of the «Knowledge» motives subscale is proportionally decreased. The remainder correlations were not statistically significant. The lack of statistical significance between some of the above correlations, however, may be interpreted as a potential weakness.

As an examination of the means in the motive subscales reveals, the scores in the «altruistic» motive subscales «Values» and «Interest for the Community» were not distinguished from the more «selfish» motives (Chacon et al., 1998). The subscale «Interest for the Community» had the second lowest mean, while the «Values» subscale had the third lowest mean. The average of the responses for «Elevation of Self-confidence» was lowest of all. The largest means were observed in the «Personal Development» and «Knowledge» subscales – first and second most important motive, respectively. This finding is in agreement with the results of Fuentes and Jimenez (2000), who reported that volunteers with little previous experience assign less importance in altruistic motives. This finding also complies with Chacon et al. (1998) and Fuentes et al.'s (2000)

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research, in which long-lasting volunteers recognized as most important the motive of Values or the altruistic and humanitarian interest for others. As Piliavin and Callero (1991) argue, it is likely that an increase in altruistic motives and a reduction of «selfish» motives takes place progressively, depending on the incorporation of the role of volunteer into the personal identity of the person.

As we have seen, the demographics of Age, Gender, Family Status and Work Status played a small part in the development of participants' motives. Indicative of this is the fact that the above demographic data were each found to differ only with respect to one of 25 available questions (with the exception of gender, where two statistical differences existed), while none of the demographics played a significant role in the shaping of the results from the full subscales. Furthermore, Financial Status and Educational Level were found to bear no relationship to any of the statements or subscales of volunteer motivation.

On the contrary, significant statistical differences of motive scores were found in connection to the experience of volunteering prior to the attendance in «Athens 2004», but also to later (current or aspiring) attendance in other voluntary service. When checked against the question «Did you have previous volunteer experience before your participation at Athens 2004?», the replies in subscales «Values», «Knowledge», «Self-confidence», and «Interest for the community» differed significantly. Also, there were many individual questions for which a difference was found («Values» statements 1 to 5, «Knowledge» statements 1 and 4, «Self-confidence» statement 4, and «Interest for Community» statements 1, 3 and 4).

Furthermore, there were significant statistical differences found in the motivation scores with respect to the current or aspiring volunteer work after the completion of the Olympic Games. The answers in three out of five subscales were found to be influenced by replies on this statement («Values», «Knowledge» and «Interest for the Community»). As for the individual questions of motives, the differences that were found regarded questions 2, 4 and 5 of subscale «Values», questions 1, 4 and 5 of subscale «Knowledge», and question 1 of subscale «Interest for the community».

The translation of the original scale (Omoto et al., 1993; Chacon et al., 1998) into the Greek language appears not to have been attempted in the past. In reality, the application of the modified translated Scale of Motives presented the researchers with significant and encouraging effects; on the other hand, the construction of the scale may include certain disadvantages. In future research, it is advisable that the modified scale be assessed in order to determine (verify or falsify) the good quality of the content meaning of the statements that are included in the questionnaire.

Finally, in the design of the research there was not included a detailed account of the specific venues where the participants-volunteers of «Athens 2004» offered their services, as was the case for the precise role that was assigned to them. Future research should take the above issues into consideration, as their improvement will aid the Greek version into attaining full functionality.

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*Address for correspondence:*

Spiliopoulos Panagiotis M.Sc.

Tataoulon 2 Str.

551 33 Kalamaria,

Thessalonica,

Greece

e-mail: [pspiliop@sch.gr](mailto:pspiliop@sch.gr)