Examining outcomes when volunteer skill sets are matched to specific volunteer opportunities: a study of volunteering among older adults in South Korea

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EXAMINING OUTCOMES WHEN VOLUNTEER SKILL SETS ARE MATCHED TO SPECIFIC VOLUNTEER OPPORTUNITIES: A STUDY OF VOLUNTEERING AMONG OLDER ADULTS IN SOUTH KOREA

by

Jihyun Park

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Submitted to the University at Albany, State University of New York
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The Requirements for the Degree of
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Abstract

The older volunteers have unique characteristics and are vastly different from previous generations (Einolf, 2008; The Urban Institute, 2007). They have overlooked and undervalued skills that agencies can tap for service to their community. Volunteer agency should develop strategy to managing the match between skills and volunteering. An efficient matching system will use vast skills accumulated through volunteer’s history of employment. The purpose of this investigation is to determine whether planned “matching” of an older volunteer with an agency-based on the volunteer skill set results in greater volunteer satisfaction, commitment and role identity than when placement occurs without consideration of volunteer’s skill sets.

The sample consisted of 274 volunteers who engaged in volunteering at agencies in South Korea. Volunteer’s motivation, personality, satisfaction, commitment, role identification and well-being were collected using 5 point Likert scales. Well-being, satisfaction, commitment and role identification are outcome variables predicting meaningful volunteer engagement. The independent variables include motivation, personality, and matching skill sets.

Regression analyses found significant direct effects between volunteer’s subjective factors and volunteer engagement factors. Sobel test found indirect effects of motivation on satisfaction, and personality on satisfaction and role identification when mediated by the degree of matching skill sets, suggesting a significant mediator. Whereas, concerning the moderating effect of matching skill sets, only significant interaction effect of motivation on commitment were found, suggesting the relations differ commitment of volunteering when considering the status of “matched skill sets.” Overall, the analyses of the path model support the conceptual model, with the
final model producing fit indices well within the range of a good fit of the data to the model.

This investigation demonstrates how matching principle as a mediator between volunteer’s subjective factors and volunteer engagement factors affect well-being in later life. A key implication in the individual level is that understanding the transitional phase of retirement and creating volunteer opportunities that match not only the level of willingness to volunteer but the skills set brought to volunteer experience. Also, in the agency level, applying matching principle can enable agencies to decrease the turnover rate and increase the retention rate of volunteers.
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Dedication

I would like to dedicate this doctoral dissertation to my parents, Seung-Bong Park and Myung-Ja You, who always stood beside me in everything I did and gave never-ending support to me. Thank you father for being always loving and caring. Thank you mother for making me always strive for better. I love you so much dad and mom.
Acknowledgements

The successful completion of my doctoral degree involved the support of many individuals that included my committee members, professors, my colleagues, and my family.

I would first like to thank Dr. Anne E. (Ricky) Fortune, my advisor. Dr. Ricky Fortune has been the most wonderful chair and mentor who gives me endless support, advice, research guidance and keeps me on track. Her mentorship was paramount in providing as well rounded experience consistent my long-term academic goals. I acknowledge my remarkable committee members, Dr. Nancy Claiborne and Dr. Mary Gallant. Dr. Nancy Claiborne provided me with the knowledge of non-profit organization. Her practical perspectives on macro processes have moved me to new ways of thinking. Dr. Mary Gallant was always there when I need her. Her willingness to give continuous and quality feedback have surely added value to my dissertation.

I would also like to thank Dr. Carolyn Smith, Dr. Heather Larkin, Dr. Phillip McCallion, Dr. Eunju Lee and Linda Mertz who provided tremendous support in confirming the value of doctoral study. I greatly appreciate all of mentoring and unfailing encouragement through the MSW and Doctoral program. I also need to thank Dr. Chung-Rae Rho and Dr. Hong-Jik Lee who offered key advice to do the survey in South Korea.

I am so indebted to my wonderful and supportive colleagues and friends, especially Miseung Shim, Aely Park, Shiau-fang Chao, Jisung (Jay) Park, Jwakyum Kim, Jeehoon Kim, Binahayati Rysyidi (Titi), Wu Lei, and Jeesun Park. Their cheerful smiles, enormous encouragement, being with me in my sorrow of family loss shaped the unique bond we have shared during this treasured journey. Thanks!

My family also deserves special thanks for their continuing support. I am
especially grateful to my dad (Seoung-Bong Park), my mom (Myung-Ja You) and my younger brother (Jin-Seo Park) who made all of this possible for their endless encouragement and patience. Thank you so much!

Finally, I must also give thanks to my wonderful husband, In-Ho Kim, for always standing by me. Your love, devotion, and encouragement helped me to complete my dissertation. I am so blessed to have you in my life.
1-1. Introduction

Engaging older adults in volunteering is seen as a strategy to enhance role identity in the stage of retirement and improve the positive psychological well-being in their later life. Among older adults who are willing to continue to work past traditional retirement age, only 6 percent wanted full time employment, with many other older workers wanting only part-time work or volunteering in their community (The Urban Institute, 2007; Kim & Moen, 2002). The positive contributions of volunteering that plays central role substitution in their retired life influence on happiness and achieve some sense of psychological well-being (Mellor, Hayashi, Stoke, Firth, Lake, Staples, Chambers & Cummins, 2009; Morrow-Howell, Hinterlong, Rozario & Tang, 2003). To date, there have been very few studies that have examined the reasons older adults volunteer or the positive effects from volunteering on older adults who enter the retirement stage. With so many of the “Baby Boomers,” born during the period of 1946 to 1964, entering into retirement starting in 2006, this study provides insight into how to best utilize the retired boomers in meaningful service in community based organizations and how to effectively engage them in volunteering. This study explores older volunteer’s satisfaction and commitment to volunteer activity, role identity and psychological well-being in their later life, in order to inform the development of more effective volunteer management strategies by non-profit organizations. It is possible that consideration of these factors will provide insight into how non-profits might decrease the turnover rate and increase the retention rate of older adult volunteers.

Changing job status and involvement in the recruitment transition activities
such as part-time work or volunteering among older adults can lead to involvement in the volunteer force, essentially replacing the central role that employment played in older adults’ mid lives. Ruhm (1990) posits that the transition of boomers from work to retirement tends to involve substantial “bridge role-substituted activities” that generally include part-time employment or volunteering. In particular, baby boomers tend not to seek full retirement status, instead utilizing the time prior to retirement to work toward having a meaningful later life. However, as reported by the Urban Institute (2007), Current Population Survey (CPS) data (2002-2006) suggests that volunteer retention rates among the boomers decline when they leave the labor force or transfer to a part time job, with three out of ten boomer volunteers choosing not to continue volunteer activity in years following retirement (Volunteermatch, 2007). Thus, there is questionable support for assuming that changes in job status and involvement in retirement transition activities such as part-time work or volunteering lead to volunteer retention; or that entry into the “volunteer force” replaces the central role that career has in building positive self-identity, self-esteem and motivation to volunteer.

This study will target the older adults, including Baby Boom generation (young older adults), who are preparing for retirement and older adults who are retired, and will examine the phenomenon of “matching skill sets to specific volunteer opportunities” as it relates to improved volunteer satisfaction, plan to stay longer, enhancement of the retirees’ role, and feelings of positive well-being among older volunteers. In addition, this study will explore the unique differences of baby boomers’ (young older adults) profile of volunteering from other volunteers, and explore the factors that give rise to greater commitment, satisfaction, and maintaining role identity in the stage of retirement. Also, the study will determine if the
relationships in the literature hold true and if the proclivity of the older volunteers to work longer has an impact on their positive psychological well-being in their later life.

Question 1. What is the boomers’ (young older adults) profile of volunteering? How do they differ from other general volunteers?

Question 2. What factors impact on commitment, satisfaction, and role identity of volunteering?

Question 3. How do the relationships of commitment, satisfaction and role identification of volunteering impact on psychological well-being among older volunteers?

Question 4. What are the gaps in knowledge regarding older adults’ volunteering?

The author will do an overview of proposed conceptual model of “matching skill sets to organizational needs” to volunteer commitment, satisfaction, role identification that facilitate greater psychological well-being in older adults’ later life. The author will introduce the concept of longer transition into retirement, and discuss how “matching skill sets to specific volunteer opportunities” may need to change to address older volunteer’s proclivity to increase satisfaction and stay longer with stable role identity that presumably give rise to well-being in the stage of life transition.

1-2. Profile of volunteering among Baby Boomer Generation

What is the Baby Boomers’ profile of volunteering? How do Baby Boomers differ from other general volunteers?

The Baby Boomer generation will address a unique set of characteristics and seek to demonstrate that there are vastly different from any previous generation in terms of age, education, income, employment status, and marital status. It will begin
by defining the Baby Boom generation and then presenting an overview of the attributes of the cohort. It will explore how boomer volunteers differ from other volunteers.

**Definition of Baby Boom Generation**

The Baby Boom generation in the United States is made up of those who were born between 1946 and 1964; they have been moving into retirement since 2006. This age cohort consists of nearly 79 million people in the United States (Bureau of Labor Statistics, 2008). Numerically, it is a very large group compared to two previous generations: the “Silent” cohort born 1936 to 1945; and the “Long Civic Cohort” born 1926 to 1935 (Einolf, 2008, p.2). The oldest Baby Boomers (born 1946 to 1955) will reach the age of 65 and move into the “traditional age of retirement” officially in 2011. The Boomers will continue to reach retirement until approximately 2029 when it is projected they will comprise one-fourth of the U.S population (Bureau of Labor Statistics, 2008). At this time, the Baby Boom generation will surpass other age cohorts not only in numbers but across multiple demographic and socioeconomic indictors as well.

**Characteristics of the Baby Boom generation**

**Age: older Baby Boomers and younger Baby Boomers**

Volunteer activities among Baby Boomers vary between older and younger Baby Boomers. Volunteering tends to peak for younger Boomers in their late 40’s to mid 50’s; as expected, there is a sharp decline in the late 50s and early 60’s with the Older Boomers (Fischer and Schaffer, 1993). These distinct shifts are generally attributed to the ways involvement in work status and family structure can either serve as constraints or motivate Boomers to participate in volunteer work. Changes in job
status and beginning the transition to retirement can lead to changes in individual
decisions to either enter or not enter the volunteer force. Younger boomers who reside
with children under 18 years of age are more likely to volunteer than their older
counterparts who do not have at-home children (Corporation for National and

Education

The Baby Boom generation is more highly educated than any previous cohort.
One-third of all Baby Boomers have a college diploma, with 14 to 15 percent having
advanced degrees. This is much higher than the previous cohort in which only one-
fifth have degrees. Of those with college degrees, Baby Boomers are more likely to
engage in lifelong learning in order to increase their sense of self-fulfillment and self-
sufficiency compared with previous generations (Robert, M., Vanderburg, J., Leake,
R., & Prieto, A., 2007). The numbers of well-educated Boomers are increasing at a
continuous rate, with many seeking higher education even as they age into their
sixties (Russell, 2004). This may reflect a trend beginning in the 1960s when a higher
level of educational attainment was seen as a primary means of avoiding being drafted
during the Vietnam War (Russell, 2004). The Baby Boomer female is noted for being
much more educated than previous generations of women, with twenty eight percent
of female Baby Boomers achieving an undergraduate degree compared to thirteen
percent of women in the previous generation (Russell, 2004). The impact on
volunteerism can be significant since according to the U.S Census data in 2007,
individuals who achieved high level of educational attainment volunteer at a higher
rate than those with less education; furthermore, they are more likely to be involved in
volunteer activities in multiple organizations than are those with less education
Income

According to CPS data, the median household income of 56 to 63 years olds was $63,426 in 2006. The Rose Community Foundation (2007) projected that income early Boomers will be at around $90,000 per household in 2015; in 2025, late boomer’s median income will be $106,000.

While the average income of baby boomers appears substantially high, assuming it will be adequate to meet their needs is not assured. Researchers are somewhat divided on the issue of income security for Boomers. One reports that the Baby Boomer generation is more likely to be financially secured than any other past generation (Einolf, 2008). However, a MetLife survey has found that Boomers are more likely to carry higher debt loads into retirement (MetLife Mature Market Institute, 2005). The economic status of retired Baby Boomers has a significant impact on type and degree of volunteering done during early retirement. The Urban Institute (2007) found that individuals who were more worried about their economic situation are less likely to either volunteer activity or make charitable contributions to their community.

Health Status

Improved health and decline in the physical demands placed on workers may lead Boomers to be willing to engage in the labor force longer than previous generations. The 2001 AARP survey found that 27 percent of Boomers report their health as “excellent” and around 30 percent describe their health conditions as “fair” (AARP, 2001). With good health argues AARP (2001) come the potential for increased volunteer activities. However, National Center of Health Statistics of the Centers for Disease Control (2003) has shown that Boomers were more likely to be obese than previous generation at the same age due to unhealthy eating behaviors
(National Center of Health Statistics, 2003; Russell, 2004).

**Marriage status and Family structure**

Boomers vastly differ across measures of marriage status, family structure and family circumstances. According to the 2007 CPS data, nearly seventy percent of boomers are married, but they are more likely to be divorced or separated (17 percent) than the previous generation (14 percent). Furthermore, twelve percent of boomers have never been married, compared to only five percent of previous generation (1926-1945) (Bureau of Labor Statistics, 2008). Conversely, only around two percents of boomers were widowed than older generation (23 percent) (Bureau of Labor Statistics, 2008). However, this will undoubtedly change once Boomers enter their late sixties and seventies when more women than men are likely to lose spouses and live alone.

In terms of family structure, around seventy percent of Boomers, especially younger Boomers, are more likely to be residing with children under 18 years of age in one household (Bureau of Labor Statistics, 2008). These characteristics could have impact on their propensity to conduct volunteer activities. Somewhat counter intuitively, Baby Boomers whose children are under 18 years of age and still reside at home are more likely to volunteer than adults who do not reside with their children or who have no school-aged children at home (Corporation for National and Community Service, 2007, March).

**Volunteering Interests**

The Baby Boomers have different volunteer interests than previous generations, choosing volunteer opportunities in mentoring, tutoring, and coaching in educational and youth service organizations rather than labor, office help, and supply transportation (The Urban Institute, 2007). However, nearly forty-seven percent of older volunteers’ age over 65 is more likely to volunteer in religious organizations,
much higher than the thirty percent of their younger counterparts (Bureau of Labor Statistics, 2008). There is also a significant difference of interest of volunteer activity between the Baby Boomer generation and previous generations in that the current cohort of older adults are more likely to engage in volunteer activities having to do with civic engagement and community services.

*Internet use*

Almost half of Boomers regularly use the internet compared to only twenty percent of older Americans aged 65 or older (Bureau of Labor Statistics, 2006). Hilt and Lipschultz (2006) examined the relationship between social interaction and degree of utilization of the internet on the AARP website. They found that there were distinct differences in the level of internet skills between older and younger Baby Boomers. The younger Baby Boomers tend to be representative of internet savvy and are good at utilizing the web resources. In contrast, older Baby Boomers are less efficient and less accurate in searching for information and navigating web sources (Hilt and Lipschultz, 2006). In terms of recruiting Baby Boomers for volunteer positions this knowledge suggests that non-profit organizations could utilize the web to advertise their civic engagement projects. However, there were no previous studies that supported recruiting boomer volunteers through web resources.

*Employment status as a stage of retirement:*

Many Boomers want and will need to work past the traditional retirement age. In a recent study of Boomers who are willing to continue to work past traditional retirement age, only 6 percent wanted to remain employed full time (The Urban Institute, 2007). Baby boomers tend not to seek full retirement status, instead utilizing the time prior to retirement to work toward having a meaningful later life. Ruhm (1990) posits that the transition of boomers from work to retirement transition tends to
involve “bridge role-substituted activities” that generally include part-time employment or volunteering (Ruhm, 1990, p.484). A rationale for recruiting boomer volunteers is that retired boomers should have more time to engage in volunteering. Theoretically, older retirees would seem to be more likely to volunteer than older adults who are still working. However, there is little evidence to support the relationship between employment status and volunteering. Quite often, retirees stay at home and spend leisure time with their families and friends. Thus, the attributes of employment do not translate verbatim into retirement, with many retirees unwilling to seek substitutes for work status through volunteering. In fact, several research studies claim that employed people are more likely to volunteer than unemployed people, and highlighted that part time workers are the most likely to volunteer (Fischer & Schaffer, 1993; Chambre, 1984,Fischer et al., 1989, Hayghe, 1991). However, one studies found that unemployed persons are more likely to volunteer than employed people (Rosenkoetter, Garris, & Enghda, 2001). Furthermore, findings from this study suggest that unemployed and retired volunteers tended to spend more time volunteering than employed volunteers (Rosenkoetter et al., 2001). Brown (1999) reports that employed Boomers exposed to opportunities to volunteering and who remain employed are likely to have more willingness to engage in volunteer activities. Putnam (1996) indicated that there was no significant relationship between being out of the work force and engagement in various types of civic engagement. At best, findings are inconsistent when examining the association between employment/retirement status and volunteer activity. This tends to suggest that consideration needs to be given to understanding the transitional phases of Baby Boomer retirement and to creating volunteer opportunities that match the levels of willingness by Boomers to
volunteer. Examination of the retirement transition period could help in clarifying the connection between volunteering and employment.

In summary, the Baby Boomer generation has an unique characteristics compared to other general volunteers. Identifying the causes for Boomer volunteerism is as difficult as trying to define the Baby Boomer generation. However, several key themes appear to emerge out of the literature. First, it appears that “age” has a significant impact on volunteerism—with the classification of “younger” versus “older” Boomer perhaps being a good indicator for measuring “if” and “how much” one is committed to volunteer activities. Age differences suggests that a more sophisticated view of volunteerism, one that sees the transition to retirement as a factor in the degree to which Boomers will be involved on a long-term basis in volunteering. Second, gender is strong indicator of involvement in volunteer activities, with women’s involvement much higher than men’s. Third, well-educated Boomers tend to be more involved in volunteer activities. Fourth, the health and affluence of Boomers are not directly correlated with volunteering. Fifth, there is much variability in types of volunteering that Boomers are interested in and retaining the volunteer may depend upon their employment/retirement status and unfulfilled career goals. In summary, it appears that different demographic, personal and social characteristics may be associated with different types of volunteer work and favorable long-term involvement of volunteer opportunities. These demographic, personal and social characteristics may in turn be dependent on employment and/or retirement status.

1-3. Defining Volunteerism: How does older adults’ volunteerism define?

There will formulate multiple definitions for “volunteering,” with various organizations and researchers adding their unique take on what it means. Although
there is enormous variability in how it is defined and the activities that constitute 
volunteering, each tends to indicate the important role that volunteering plays for a 
society.

Term of volunteering

There are three approaches to defining volunteering that emphasize either the 
nonpayment of employment like service, the needs for community and society, or the 
pursuit of personal satisfaction and self-esteem of the individual.

focuses on a definition of volunteering as nonpaid work. Volunteers, defined by 
Bureau of Labor Statistics (2008), are individuals who perform “unpaid” and “formal” 
volunteer activities at certain point of duration before Current Population Survey is 
define volunteering as “any formal volunteering services to the community given 
without payment through a group or organization” (Warburton & Terry, 2000, p.245). 
This perspective of volunteering tends to suggests that non-profit organizations should 
see volunteers as a valuable resource pool, comprised of individuals who have the 
skills and experiences needed to meet the needs for organizations but who do not 
require any monetary reward.

Second Perspective: Meeting the Needs of Communities and Societies: 
Volunteer activities, as defined by the recent study of the Baby Boomer cohort in the 
Boomers Leaning Changes project in Denver (2007), refer to engagement in proactive 
activities and involvement in community services that are “an expression of civic 
engagement and commitment to one’s community and society”(p.110). Within this 
perspective, citizens address public concerns and unmet needs of see particular needs 
of the community and/or larger society (Wilson, Steele, Simson, & Halow-Rosentraub,
Volunteering is seen as civic engagement, public advocacy and citizenship that seeks to engagement in meaning opportunities—all toward the pursuit of meeting social needs (Wilson et al., 2006).

Third Perspective: Pursuit of Individual Satisfaction and Fulfillment:
Focusing on being individualized and self-serving, Musick and his colleagues (2000) claim that volunteering is no longer adequately defined within the context of altruism. Personal growth and achievement of self-actualization of the individual is a legitimate goal that can occur through volunteer activities. This somewhat new perspective of volunteer work can lead organizations to consider the provision of on-going training and education to volunteers as part of an effective coordination/management strategy to recruit and retain volunteers. The relationship among volunteers, organizations, and communities is seen as mutually beneficial, with each dependent upon the receipt of support from the others.

Although definitions of volunteering vary, nonetheless, there are common themes in use of terminology and activities that constitute volunteerism and how they benefit both the volunteer and organization. The United Nations (1990) identifies four characteristics of volunteers: 1) participation in volunteering is based on the exercise of free will; 2) no financial reward are provided except perhaps expense reimbursement for such items as travel; 3) activities are done for the joint benefit of community and the volunteer; and 4) there is personal growth and a reward of increased self-esteem through volunteering.
Formal/informal volunteering and long-term/episodic volunteering

Ilsley (1990) classifies volunteering into two categories: formal and informal volunteer activities. Formal volunteer work is defined as service that addresses a social, organizational, or community need and is performed in a coordinated way within an organizational context (Ilsley, 1990). Informal volunteer work consists of unstructured and impromptu activities in response to personally perceived needs that might be defined by individuals and performed freely without any involvement of groups or organizations (Ilsley, 1990). Typologies also exist that are based on the “mode” of volunteer activities, such as sustained versus episodic volunteering—and whether volunteering is structured to meet the needs of the individual or organization. According to the website of VolunteerMatch.com, long-term volunteer activities can be defined as the actions of individuals engaged in a regular, scheduled basis of volunteer activities, who continue to provide the volunteer services over many months and years (Volunteermatch.com, retrieved on March 26, 2009 from www.volunteermatch.com). Episodic volunteer work encompasses actions of individuals who engage in one-time or short-term volunteer opportunities (Volunteermatch.com, retrieved on March 26, 2009 from www.volunteermatch.com).

If the focus is on meeting the individual’s purpose and volunteer services are episodic,
Volunteer activities tend to be done by individuals with busy schedules who prefer a more flexible schedule of volunteer work (VolunteerMatch.com, retrieved on March 26, 2009 from www.volunteermatch.com). If done to meet an organizational purpose, episodic volunteering tends to reflect work that is based on events (i.e., a day event), special projects (i.e., Thanksgiving feast for homeless people), and programs (i.e., meals on wheel program every Mondays in winter season) (VolunteerMatch.com, retrieved on March 26, 2009 from www.volunteermatch.com).

A typology of volunteer work has been developed that specifically seeks to expand the concept of volunteerism to the field of artistic/cultural, educational, environmental, health, human service, international, community, and religious one. Activities, as defined by Bureau of Labor Statistics in 2008, are the specific tasks the volunteers did for the service organizations (Bureau of Labor Statistic, 2008). Kim and her colleagues (2007) offer the following six categories of volunteer activities; 1) community-related activities such as recycling or crime watching; 2) national or local formal activities, such as serving as a guide at a museum; 3) educational activities related to children; 4) volunteering in welfare agencies and hospitals; 5) disaster relief; and 6) blood donation or consulting.

Li’s (2007) study of elderly volunteerism also offers a classification system

<table>
<thead>
<tr>
<th>Formal</th>
<th>service that addresses a social, organizational, or community need and is performed in a coordinated way within an organizational context (Ilsley, 1990).</th>
</tr>
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<tbody>
<tr>
<td>Informal</td>
<td>unstructured and impromptu activities in response to personally perceived needs without any involvement of groups or organizations (Ilsley, 1990).</td>
</tr>
<tr>
<td>Long-term</td>
<td>actions of individuals engaged in a regular, scheduled basis of volunteer activities over many months and years (VolunteerMatch.com, 2009)</td>
</tr>
<tr>
<td>Episodic</td>
<td>actions of individuals engaging in one-time or short-term volunteer opportunities (VolunteerMatch.com, 2009)</td>
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A typology of volunteer work

A typology of volunteer work has been developed that specifically seeks to expand the concept of volunteerism to the field of artistic/cultural, educational, environmental, health, human service, international, community, and religious one. Activities, as defined by Bureau of Labor Statistics in 2008, are the specific tasks the volunteers did for the service organizations (Bureau of Labor Statistic, 2008). Kim and her colleagues (2007) offer the following six categories of volunteer activities; 1) community-related activities such as recycling or crime watching; 2) national or local formal activities, such as serving as a guide at a museum; 3) educational activities related to children; 4) volunteering in welfare agencies and hospitals; 5) disaster relief; and 6) blood donation or consulting.

Li’s (2007) study of elderly volunteerism also offers a classification system
based on five types of volunteer activities based on type of service organizations: 1) religious organization; 2) educational organization; 3) political groups or labor union; 4) senior citizen groups; and 5) other national or local organization.

<table>
<thead>
<tr>
<th>Bureau of Labor Statistic, 2008</th>
<th>specific tasks the volunteers do for the service organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim et al., 2007</td>
<td>1) community-related activities such as recycling or crime watching</td>
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<td></td>
<td>4) volunteering in welfare agencies and hospitals</td>
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<td></td>
<td>5) disaster relief</td>
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<td>6) blood donation or consulting</td>
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<td>Li, 2007</td>
<td>1) religious organization</td>
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<td>2) educational organization</td>
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<td>4) senior citizen groups</td>
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<td>5) other national or local organization</td>
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In summary, defining volunteerism and classifying volunteer activities as formal or informal, long-term or episodic, according to task and/or organizational type provide useful distinctions that can be helpful in creating volunteer programs that will speak to the interests of Baby Boomers. And, after observing previous scholars’ definitions and typology of volunteerism, the definition and range in volunteer programs appears to represent an expansion in volunteer opportunities for older adults, especially boomers—who are increasingly being recognized as valuable, reliable and experienced resources for non-profit organizations.

1-4. Subjective disposition and structural variables

What factors impact on commitment, satisfaction, and role identity of volunteering?

How do older volunteers differ?

Beyond socio-demographic characteristics among boomers, subjective disposition and structural factors will be considered as determinants of volunteerism and effects on volunteering, such as commitment, satisfaction and role identification.
The subjective disposition and structural factors that are consistently associated with improved satisfaction and plan to stay longer with stable role identity will be examined based on empirical literatures discussed below.

**Subjective Disposition Variables- Personal Traits, Motivation, Attitude**

Viewing motivation, positive personal traits and self-esteem in terms of subjective disposition factors will help in demonstrating how Baby Boomers determine length of service and time spent in volunteering with greater satisfaction and stable role identity.

**Motivation**

When examining volunteering in motivational terms, the following considerations are important: Why do people decide to volunteer? What motivations bring older adults to volunteer organizations? And how does volunteering meet older adults’ needs?

Volunteer activities are thought of in terms of the “purity” of individual motivation that results in pro-social acts without any expected rewards (Musick and Wilson, 2008, p.55; Cnnan et al., 1996, Midlarsky and Kahana, 1994). Clay and Snyder (1999) developed a “Volunteer Functions Inventory (VFI),” identifying six personal and social functions fulfilled by volunteering, such as values, enhancement, social, career, protective, and understanding. A functional approach to understanding volunteering helps to make concrete the psychological reasons on why people engage in volunteering. People do volunteering for different functional reasons. First, “values” refer to when people do volunteering for a cause that is important to them and they wish to act on important personal values such as helping those in need. Second, “understanding” is defined in volunteer activity terms as a means of personal growth and ego development. Volunteers seek to learn and use their skills he or she
possesses that are often unused. Third, “enhancement” is to utilize the volunteer experience to learn about different people, places, skills, or oneself. Fourth is “career,” where the volunteer has the goal of obtaining career-related benefits such as work skills. Fifth, “social function” allows the individual to use the volunteer experience to build or strengthen social relationships; a place of volunteering if often a good way to meet with like-minded people who share common interests and ideas. The final function is “protective,” that helps volunteers to reduce their inner conflicts or personal problems. Volunteering is a productive way to feel self-worth because it offers volunteers the opportunity to perform meaningful activities.

Clary and Snyder indicated that elderly volunteers were more likely to higher scores of functions of social interaction and values (Clay & Snyder, 1999; Omoto & Snyder, 1995). They tend to have stronger needs for social engagement and feel compelled to express their own personal values through volunteer activity. Okun (1994) also revealed in his exploration of motivation for volunteering among elderly volunteers, the need to help others in needs (value function, 83%), followed by a desire to be useful (protective function, 65%), companionship (social function, 28%), and learning new skills (14%). The similarities of these two empirical studies indicated that elderly volunteers emphasized the helpfulness and empathy, such as helping others in needs. Conversely, older adults who choose to engage in volunteer activities can be provided with exciting challenges and with opportunities for many new meaning experiences. However, no studies were found that supported the relation between older adults’ volunteering and functions of career (career related benefits), protective (reducing personal problems), and understanding (promoting ego development). Older adults, especially Baby Boomers, may have different motivational functions as they approach retirement as compared to populations in
previous studies. In terms of protective function, retired Baby Boomers tend to engage in volunteer activities to utilize their career skills and work-related knowledge for dealing with their inner conflicts and personal problems due to loss of social roles after retirement. And, in terms of career and understanding functions, if boomers are encouraged to retire or feel pressure to retire, they may feel vulnerable and not prepared for successful retirement.

**Personality**

Volunteers exhibit more positive personal traits and psychological attributes than non-volunteers. Several research studies indicate volunteers are more trusting, have more self-perceived control, are more extroverted and empathetic, have higher levels of self-confidence, exhibit higher levels of social responsibility, and have greater levels of altruism (Mellor et al., 2008; Cummins, Gullone, & Lau, 2002; Rossi, 2001; Amato, 1990).

A personal trait refers to a predisposition to act in certain ways that enable an observer to anticipate behavior patterns in how individuals will act to situations in different social settings and relationships. A personal trait helps to refine the volunteer propensity in terms of variation in volunteering due to individual’s personality. A national representative study of Americans using the Mid Life in the United States (MIDUS) data set, which examined the association between personal traits and volunteer activity, showed that the personal traits of “caring” and “generative” are important factors in defining one’s proclivity toward volunteering (Rossi, 2001). Other traits that volunteers are more likely to have higher scores on include self-confidence, forcefulness, assertiveness, being outspoken, and agreeableness. However, such personal traits do not show a direct effect on the total number of volunteer hours (Rossi, 2001). Another study illustrated the impact that certain types of personality
traits have on “formal planned helping”—such personality traits include accepted norms of social responsibility, empathy, interpersonal trust, mastery, efficacy, and altruistic responsibility for problems they faced (Amato, 1990, p.33). Mellor and his colleagues demonstrate an association between volunteering and well-being in their study of 1,289 adults in Australia. Although the direct relationship between volunteering, well-being, and personal traits could not be determined from this research, the influence of personality factors on volunteering is supported by high level of extroversion, self-perceived control, and optimism among those who do volunteer (Mellor, 2008).

**Structural factors - recruitment, orientation, management, training, staff support, and recognition**

Positive organizational factors will be considered to make volunteering attractive and retain volunteering longer, mobilize volunteers boost the quality of services. Effective structural attributes will lead to short and long–term reciprocal effects on volunteer individuals as well as volunteer service agencies.

Many non-profit organizations and social services agencies use volunteers, and these volunteers play a critical role in their operations. Because they are highly skilled, Baby Boomers could be potential resources for helping the community. Jamison (2003) cited that 40 percent of elderly volunteer report dissatisfaction with agencies’ management style, and 35 percent of those 65 years or older discontinue their volunteering service within one year (Jamison, 2003; Young, 1989; Stevens, 1991). (Corporation for National and Community Service (2007) argued that the capacity of service organization and availability of service opportunities to these Baby Boomer volunteers did not reflect their characteristics and their needs through volunteering. The adoption of effective management practices along with “matching
skills set to specific volunteer opportunities”, including recruitment, training, orientation, task assignment, meeting, and supervision and recognition are correlated to the retention rate of volunteers and level of performance of volunteering (Urban Institute, 2004).

Matching skills set to specific volunteer opportunities

Matching a volunteer with an agency successfully enables non-profit organizations to improve both recruitment and retention of older volunteers (Stukas, Worth, Clary, & Snyder, 2009; Stukas et al., 2005; Snyder et al., 2004; Stukas, Daly & Clary, 2006). Stukas and his colleagues found volunteers who had high levels of motivation to volunteer were more likely to feel satisfied and had plans to remain in their volunteer position (Stukas et al., 2005). Matching principle and initial screening facilitate successful placement of volunteers by ensuring they personal interests and qualifications are congruent with task requirements and how the organization will utilize the individual’s skill in the workplace (Dailey, 1992). Even among Baby Boomers who do volunteer, a pattern of short-term or discontinued service has emerged (Corporation for National and Community Service, 2007, March). The organizational “matching principle” to engage Boomer volunteers effectively appears to be limited. In addition, previous literatures rarely showed that examined the appropriate and efficient matching systems of the Baby Boomer volunteer activities by utilizing vast skills, knowledge, and experiences accumulated through the history of their employment.

Recruitment

Based on a review of the literature, most volunteer coordinators appear to have limited recruitment strategies at their disposal to attract volunteers in their organizations, generally using word of mouth, brochures, announcement, and/or a
campaign. Ilsley (1990) divides recruitment strategies into two categories: impersonal techniques and personal techniques. Impersonal techniques, such as brochures and announcement, deliver an accurate and complete portrayal of the organization’s mission, presentation of program details, and types of volunteer experiences that may be needed (Ilsley, 1990). However, some volunteer coordinators reported that brochures are less likely to work in recruiting volunteers if the materials are not accurate or offer enough substantial information. Personal communication techniques such as word-of-mouth and one-to-one recruitment efforts are most likely to succeed in recruiting volunteers.

In a very limited literature review of effective organizational attributes for boomer volunteers, Non-profit organization rarely enhance their capacity and availability how organizations could tailor volunteer recruitment strategies to meet the needs and interests of Baby Boomers who are just retired and want to find attractive things to substitute their roles of employment. Volunteer management procedures generally consist of a direct appeal to the volunteer, calling on their goodwill and call for help.

It was surprising that one critical study (the Urban Institute, 2004) conducted research about volunteer management capacity in America’s, examining 2,993 charities and 1,003 congregations that worked with volunteers in 2003, even though it did not target boomer volunteers in volunteer agencies. The most common challenges were recruiting volunteers during the work day: 25% of charities and 34% of congregational social service agencies reported this as a “big” problem and 35% of charities and 39% of congregations indicated it was a “small” problem. Thus, most charities and congregations were likely to be lack of capacity to devote a substantial portion of their work time to volunteer recruitment as well as lack of full-time
volunteer coordinators in the agencies. Thus, the capacity of volunteer agencies was unable to explore the characteristics of potential volunteers and capture their attention drawing into volunteering in the agencies with limited recruiting methods while they are too busy to spend volunteer administration during their work days and do not have enough staff to recruit during their work day period.

Screening and Matching

Matching a volunteer with an agency successfully enables non-profit organizations to improve both recruitment and retention of Boomer volunteers (Stukas, Worth, Clary, & Snyder, 2009; Stukas et al., 2005; Snyder et al., 2004; Stukas, Daly & Clary, 2006). Stukas and his colleagues found volunteers who had high levels of motivation to volunteer were more likely to feel satisfied and had plans to remain in their volunteer position (Stukas et al., 2005). Matching and initial screening facilitate successful placement of volunteers by ensuring they personal interests and qualifications are congruent with task requirements and how the organization will utilize the individual’s skill in the work place (Dailey, 1992). Even among Baby Boomers who do volunteer, a pattern of short-term or discontinued service has emerged (Corporation for National and Community Service, 2007, March). The organizational “matching principle” to engage Boomer volunteers effectively appears to be limited. In addition, previous literatures rarely showed that examined the appropriate and efficient matching systems of the Baby Boomer volunteer activities by utilizing vast skills, knowledge, and experiences accumulated through the history of their employment.

Orientation and Training

Orientation helps volunteers to become aware of agency’s mission and functions so they know how to achieve their functions working with volunteers
(Jamison, 2003; Vineyard & McCurley, 1995). Experienced volunteers can facilitate and support the orientation of new volunteers by sharing their experiences in the organizations, thereby helping the recruit integrate into the agency’s social and organizational system. In addition, the orientation can help in allaying fears (Ilsley, 1990, p.96).

Training involves both pre-service and on-the-job training (Dailey, 1992; Ilsley, 1990). Pre-service training serves to assess the volunteer’s ability to perform the assigned tasks. On-the-job training provides an ongoing opportunity to improve the volunteer’s ability to perform and to learn new skills needed for the different roles they may perform in the organization (Dailey, 1992; Ilsley, 1990). Ilsley (1990) and Dailey (1992) noted that effectiveness of training is determined by organizations and volunteers by themselves. Volunteer agencies value the additional resources of social capital provided by volunteers and volunteers see the chance of self-development through pre-service and on-the-job training. Also, most studies revealed that volunteer agencies was not properly aware of training for staff on how to work with volunteers addressing a range of challenges and including recruiting and training volunteers during workday (Urban Institute, 2004).

Task assignment

Task assignment and achievement though effective matching principle for boomer volunteers is connected with what organizations utilize their skills into work for needs. Fischer and Schaffer (1993) claimed that a major reason for turnover of volunteers was their frustration at being underutilized. The Corporation for National and Community Service (2007) reports that it is the tendency of Boomer volunteers to leave when they are given job assignments and chances for achievement that are not challenging to them. In addition, Boomer volunteers are more likely to emphasize the
organizational and social rewards as their reason for volunteering, such as helping the community, contributing something of worth to their society, and finding individual satisfaction in terms of how much they contribute to the achievement of the organizational mission (Goss, 1999; Smith, 1994).

*Regular meeting and supervision*

Regular meetings and supervisions are needed for boomer volunteers in terms of process evaluation of their volunteering, maintaining the mission of organizations, and communication with agencies effectively. Wanderson and Alderman (1993) indicate that only 33% of volunteer agencies perform an evaluation of their volunteers. Kelly and her colleagues (2005) found the lack of supervision was the one of the primary reasons for volunteer turnover. Regular meetings and supervision with ongoing support are an essential part of the relationship between volunteers and volunteer coordinators at the agency level. Volunteers expect to be kept well informed on the issues relevant to the volunteer agencies (Jamison, 2003). Volunteers are more likely to feel involvement with and committed to their volunteer agencies when they feels they are being effectively utilized (Ilsley, 1990).

*Recognition and reward*

Recognition and reward is an important tool for managing volunteers effectively The Urban Institute (2004b) examined the differences among agencies in their adoption of management practices and use of recognition activities. Service agencies who adopt the practice of hosting recognition events and providing no monetary rewards for volunteers are more likely to have a higher rate of retention (Urban Institute, 2004b). Service agencies interested in increasing their volunteer retention rate should be aware of the need to invest in recognizing volunteer achievements and be willing to reward their efforts and contribution to the
organization.

Previous studies have revealed that non-profit organizations utilized very limited method to enhance their volunteer management capacity and their ability to retain volunteers, excluding effective recruitment, screening and matching, training, orientation, task assignment, meeting, and supervision and recognition. No studies supported that these structural factors led to short and long-term effects on individual boomer volunteers as well as volunteer agencies by themselves that aim to promote and maximize the mutual beneficiary between boomer volunteers and non-profit organizations.

In summary, based on reviews of empirical literatures of general volunteer studies, subjective disposition factors, such as positive personal traits, motivation and self-esteem, and the structural factors with matching skill sets to organizational needs have devoted to substantial roles that have positive impact on commitment, satisfaction, and role identity in the stage of retirement. Viewing a very limited research of boomers’ volunteerism, there was disconnection between subjective dispositions/organizational attributes and boomers’ volunteering without few empirical findings supported that led to an increased sense of positive impact on individuals’ benefits.

1-5. Dependent variable- Well-being in later life

How do the relationships of commitment, satisfaction and role identification of volunteering impact on psychological well-being among boomer volunteers?

Given unique socio-demographic characteristics among boomers, disposition and structural factors that were consistently associated with improved satisfaction and plan to stay longer with stable role identity were examined based on empirical
literatures discussed above. And, these contributions of volunteering, such as greater
commitment, satisfaction and volunteer role, will be explored that may influence on
positive psychological well-being among boomer volunteers. The overview of well-
being will be explained by relationship with each of contributions (commitment,
satisfaction and volunteer role). And, psychological well-being will be captured by the
association between contributions of volunteering and personal, subjective
dispositions and situational attributes. Also, the author will seek to find empirical
finding targeted for boomers’ volunteering relevant to psychological well-being.

Older adults, especially retired Baby Boomers, look forward to becoming
involved in volunteering, seeing it as being productively rewarding as they provide a
valuable service to the community and helping them achieve some sense of
psychological well-being (Mellor, Hayashi, Stokes, Firth, Lake, Staples, Chambers, &
Cummins, 2009). Previous research on volunteering has attempted to investigate the
benefits and impacts of volunteering, specifically aimed at exploring the possible
consequences of volunteering on an individual’s physical and/or psychological well-
being. Volunteering has been show to be positively correlated to physical function and
longevity (Morrow-Howell, Hinterlong, Rozario, & Tang, 2003), increased life
satisfaction (Van Willigen, 2000), fewer depressive symptoms and negative mental
health (Musick & Willison, 2003), and lower rates of mortality (Musick et al., 1999).
As reflected in this line of research, volunteerism and psychological well-being
appear to be protective factors that facilitate higher functional levels among older
adults (Greenfield & Marks, 2004).

Satisfaction, Commitment and Role identification/enhancement for Volunteering on
Well-being

<Relationship between satisfaction and volunteering>
The relationship between satisfaction and personal, dispositional and structural factors will be reviewed that will be contributed to greater psychological well-being in volunteers’ later life.

**Relationship between satisfaction and well-being:** No studies were found offering direct evidence that suggests satisfaction in volunteering among older adults is positively related to psychological well-being in volunteer’s later life. Windsor and his colleagues (2001) studied the relationship between volunteer activity and psychological well-being among 2,136 young-old adult volunteers relative to non-volunteers from the PATH Through Life Project. This study treated satisfaction for volunteering in “positive and negative affects” and treated them as mediating variables in predicting psychological well-being. Young-old volunteers (aged 64 to 68) who are more likely to express positive effects from their volunteering also indicate higher well-being scores regardless of gender differences, socio-economic status, and level of income and education. This result may indicate that young-old volunteers (i.e., Boomer volunteers) with high levels of satisfaction from their volunteering are more likely to see their retirement years as productive.

**Demographic factors and satisfaction:** Many studies indicate that demographic factors play a modest predictive role in determining the level of satisfaction and turnover in volunteering positions (Dailey, 1992; Miller, Powell, & Seltzer, 1990; Penner & Finkelstein, 1998). Age plays a critical role in determining level of satisfaction and volunteer turnover. Older volunteers tend to be more satisfied than younger volunteers (Smith, 1998). Furthermore, the link between satisfaction/volunteer turnover and strong belief in civic engagement, giving back to the community, feeling useful in the organization appears to be less pronounced than for the young-old. Gender differences influence the level of satisfaction with
volunteering and turnover. Smith reports (1998) that males tend to be more critical of
volunteer work, more pessimistic about the non-profit organizations’ achievement,
less likely to feel appreciated for what they were doing for the organization, and feel
less responsibility female volunteers (Smith, 1998).

Several researchers have attempted to illustrate the pursuit of Baby Boomers
in seeking out community service and civic engagement projects. In respect to the
characteristics of Baby Boomers, Boomers are less likely to consider individual
satisfaction important, emphasizing instead the aggregate good that community
services and civic engagement brings. This is unlike any previous generations who
stressed the pursuit of individual satisfaction of volunteering (Goss, 1999; Smith,
1994).

Hendricks and Cutler (2004) reported that volunteer rates were more likely to
peak for adults in their mid 30s to mid 50s and then decline for older adults in their
late 50s. The reasons, as indicated by the Corporation for National and Community
Services (2007, March), are that Baby Boomers who have children under 18 years
of age residing with them are more likely to volunteer than adults who do not have
young children at home. After retiring from the labor force one sees a drop in the rate
of volunteering for two years for persons in their late 50s. This leads to the
introduction of other factors impacting life satisfaction that are not directly related to
volunteer satisfaction within organizations (Corporation for National and Community
Services, 2007b).

Subjective dispositional factors and satisfaction: Volunteer satisfaction
depends partly on the volunteer’s expectations, personal traits, motivation, and
attitudes (self-esteem) prior to joining the organization. But it is also related to the
extent to which these values and motivation are accommodated within service
agencies through the conduct of volunteer activities (Clary et al., 1998). Penner and Finkelstein (1998) evaluated the volunteer process model using AIDS volunteers. They found that self-oriented/ high levels of self-esteem and possession of altruistic motivations are significantly related to greater volunteer satisfaction (Penner & Finkelstein, 1998). However, Omoto and Snyder (1995) found that none of these same attributes and motives had an effect on volunteer satisfaction. Davis, Hall and Meyer (2003) tested the modified volunteer process model developed by Omoto and Snyder (1995) using 238 community volunteers from 9 volunteer agencies. The volunteer process model examines the subjective dispositional experience, such as emotional response (feeling sympathy, distress), and motive fulfillment (altruistic and self-orientated), that are considered essential to overall satisfaction. They found that feelings of distress during volunteer activity are strongly and negatively associated with overall satisfaction; however, feelings of sympathy are unrelated to satisfaction (David, Hall & Meyer, 2003). Fulfillment of altruistic and self-orientated motives are significantly and positively associated with satisfaction. Personal traits, motivation, and attitudes appear to be separate dimensions reflecting distinct aspect of various volunteer experiences that lead to have a different relation with satisfaction.

*Structural factors and satisfaction:* Previous research lacks an emphasis on identifying the impact of structural factors such as effective management of volunteers on levels of satisfaction. Several studies report findings passive and reactive strategies that focus on the utilization of volunteers rather than the willingness of volunteers participate in the service organization as a factor leading to maximization of satisfaction levels. Miller and his colleagues (1990) conducted a satisfaction survey with 165 hospital volunteers to determine their level of satisfaction with their assigned tasks. Their findings indicate neither the level of satisfaction nor
the specific tasks had any effect on turnover of volunteering. However, their research was limited to an examination of the direct association between the volunteer task and their level of satisfaction; it did not include management processes and the organization’s capacity in seeking higher levels of volunteer achievement or the extent to which the organization provided on-going support, supervision, recognition, and rewards. Snyder et al (1999) also failed to examine structural factors when studying burnout and dissatisfaction among AIDS volunteers. They found that psychological factors, such as stigma issues working with AID clients, tended to resulted in burnout of volunteering; however, they did not seek to examine how management and coordination factors (i.e., inadequate on-going support) might influence the level of volunteer dissatisfaction. Musick and Wilson (2008) did address a limited number of structural reasons for dissatisfaction, such as insufficient on-going support and role ambiguity, noting volunteers do not expect to get paid for their labor but do expect their valuable time contributed to service agencies to be “recognized” (Musick & Wilson, 2008, p. 380).

Based on reviews of previous empirical findings, personal characteristics, the personal disposition antecedents, and organizational attributes have very different association with overall volunteer satisfaction. And, it was surprising that there are no studies found offering direct evidence that suggested satisfaction in volunteering among older adults was positively related to psychological well-being in volunteer’s later life. However, based on the literature, it appears that the maximization of volunteer satisfaction among Boomers will be dependent upon a dynamic process of tapping into personal traits and dispositions. However, there is a dramatic need to examine the impact that structural factors have on the volunteer satisfaction. Demographic background factors (i.e., age, education, retirement status, health
condition, family function) influence Boomers’ values and enthusiasm to engage in volunteer activity and determine to some degree how well their volunteer experience fulfills their needs at any given point in their life cycle. Both personal dispositional factors (i.e., personal traits, self-esteem, and motivation) interacting with personal background, such as age, good health condition, and positive family functions, appear to be catalysts in convincing individual volunteers to retain their volunteering positions for reasonably long-periods of time. Effective management of volunteers seems to a critical component, with a need existing to tailor Boomer volunteers’ activities to meet the needs and interests of Baby Boomers.

*The relationship between commitment and well-being*

The relationship of commitment will be investigated that appears to be positive associated with psychological well-being among general volunteers. And, these significant associations will be stronger facilitated by each volunteers’ characteristics, subjective dispositions and organizational factors.

*Relationships between commitment and well-being*: There are few studies investigating the impact on volunteerism on well-being as measured by quality and quantity of volunteer work; rather they tend to focus on whether the individual volunteers or does not volunteer (Thoits & Hewitt, 2001). Nonetheless, there is some research supporting the claim that commitment to volunteering is positively associated with psychological well-being. Thoits and Hewitt (2001) report that in their study of 2,681 volunteer respondents using Americans’ Changing Lives (ACL) data, those who invested more hours in their volunteer activities reported greater positive well-being. Li and Ferraro (2006) show a direct correlation between intense voluntary participation and psychological well-being predicted using the ACL panel data. However, several studies temper these findings, noting that there was not a “dose-
response” relationship between amount of volunteer activity and psychological well-being (Windsor, Anstey, & Rodgers, 2008, p.60). Windsor et al. (2008) found a non-linear relationship between hours spent volunteering and psychological well-being, characterized by a U shaped distribution. Volunteers with high level of well-being engage in modest level of hours in volunteer work. Volunteers who feel overwhelmed by their volunteering responsibilities are less likely to achieve life satisfaction regardless of their background and the effectiveness of the site’s volunteer coordination efforts (Windsor et al., 2008; Musick et al., 1999). Also, Musick et al. (1999) indicates findings supporting a view that the “protective” impact of volunteering on mortality is only observable for those individuals participating in modest levels of volunteering (less than 40 hours in past year).

Demographic factors and commitment: Feng (2005) and Sundeen (1992) have found that scoring higher on Social Economic Status (SES) indicators, such as education, financial security, and employment, tends to increase the likelihood of volunteering. The Bureau of Labor Statistics (2008) report trends in length of volunteering placement by age differences in which well-educated Boomers, especially females, Boomer who achieve higher levels of educational attainment are more likely to stay longer in their volunteering positions than are those with less education (Bureau of Labor Statistics, 2008).

Subjective deposition factors and commitment: Personal traits, particularly pro-social personalities (empathy and helpfulness), appear to be correlated with volunteer length of service placement (Penner & Finkelstein, 1998). Lockstone and his colleagues (2002) cite from a Benfile’s study (1986) that found altruistic personalities are associated with increasing levels of involvement in volunteering (Lockstone et al., 2002). In terms of motivation, motivation and commitment to
volunteer tend to co-vary based on prior research showing that significant involvement in volunteering is associated with one’s motivational predisposition toward volunteering and the function that volunteering serves for the individual (i.e., values, understanding, social, career, and enhancement) (Omoto and Snyder, 1995; Clary, 1998; Clay & Snyder, 1999, Bales, 1996). In terms of self-esteem, Smith (1994) and Dailey (1986) indicate findings suggesting a relationship between attitudinal factors and commitment to volunteering, with greater propensity to volunteering higher for volunteer individuals with greater levels of self-esteem. Chambre (1987) found that higher levels of positive attitudes toward community involvement are associated with time spent of volunteer activity and result in higher levels of reported life satisfaction among older volunteers. It posited the actual involvement of volunteering (behavioral commitment) among volunteer who tended to have volunteer’s positive evaluation toward by themselves through volunteer activities (attitudinal factors).

*Structural factors and commitment:* Structural factors have been addressed often in the prior research, particularly as it relates to the impact that management and coordination have on volunteer retention. Ilsley (1990) and Omoto and Snyder (1993) emphasize in their works the need for ongoing training if volunteers are to be effective in their placement. Dailey (1986) notes the need for effective management of volunteers, and argues that with increased knowledge and understanding of the agency are likely to be more committed to their volunteering duties. Jamison (2003) found in his research that 40 percent of elderly volunteers report dissatisfaction with their agency’s management style, and 35 percent of those who are 65 years or older discontinue their placement within one year (Jamison, 2003; Young, 1989; Stevens, 1991).
In summary, there was some research supporting the claim that commitment to volunteering was positively associated with psychological well-being. And, demographic, personal dispositions, organizational attributes have been facilitated to likelihood of volunteering, and positive experiences and feelings of well-being among volunteers in prior literatures. However, there is no empirical research supporting these relationships for boomer volunteers yet.

<Relationship between role identification/enhancement and well-being>

Volunteering will define the one of the activities that older adults often perform in their late life, and will appear to facilitate the maintenance of one’s identity and well-being after retirement. Involvement in organizations after retirement facilitated by personal and structural attributes will be substantially valued by volunteers, and they will continue to answer their needs and achieve their greater well-being beyond retirement through role identification, expansion and enhancement as volunteers.

Relationship between role identification/enhancement and well-being: As studies on employment status indicate, the absence in any one of the major roles tends to be associated with negative physical and/or psychological outcomes (Kim & Moen, 2002; Thoits, 1992; Moen et al., 1992; Wright, 1990). Greenfield and Marks (2004) investigated the effects of lack of role-identity due to changes one’s marital, parental, employment, and volunteer status on the psychological well-being of 373 participants in the 1995 National Survey of MIDUS. Survey participants who suffered from major role absences exhibited greater negative psychological effects and less positive well-being; being a volunteer proved to be a moderated variable that increased the likelihood of positive outcomes (Greenfield & Marks, 2004). Formal volunteering has been found to have greater positive psychological well-being in the
lives of older volunteers than younger volunteers (Van Willigen, 2000). In addition, Adelmann (1994) investigated positive psychological well-being as predicted by multiple role involvement in later life using the 1986 ACL national survey data. The study reports that older adults who continued to occupy multiple roles in later life (with an average of three or four roles) were more likely to experience a greater sense of psychological and/or physical well-being (Adelmann, 1994).

Demographic factors and role identification: There are only a limited number of studies examining the relationship between socio-demographic factors and volunteer roles in organization. Smith (1998) examined the differences of developing volunteer roles controlling for gender. Men tend to be more critical than women about their assigned volunteer work and are more pessimistic about redefining and maintaining roles in the organization (Smith, 1998). The study also indicates age may play a part in the ability of the individual to adjust to the organization context in which they are asked to volunteer (Smith, 1998). Younger volunteers were more likely to experience dissatisfaction in volunteering due to role ambiguity than are older volunteers (Smith, 1998). However, Miller et al. (1990) claimed that neither the level of satisfaction nor defining volunteer role and specific task assigned had any effect on turnover when controlling for socio demographic attributes. It is unclear which specific demographic characteristics affect role definition and how it impacts Boomers across the life cycle.

Subjective disposition factors and role identification: In volunteering, role identification is positively related with subjective dispositions such as motivation and prosocial behaviors. Piliavin, Grube and Callero (2002), Grube and Piliavin (2000), Marta and Pozzi (2008), Finkelstein, Penner, and Brannick (2005) have all focused on subjective dispositional attributes (i.e., motivation, pro-social behaviors, and self-
Piliavin et al. (2002) indicate that personal predisposition variables influence one’s ability to maintain roles. In a sample of nursing staff, those nurses having higher levels of self-esteem and self-efficacy had a stronger sense of role identity as professional nurses as other employees in their health care organization (Piliavin et al., 2002).

Grube and Piliavin (2000) conducted a volunteer study at the American Cancer Society using a sample of 1,725 volunteers. They report that volunteer role identity in the long term is positively affected by higher level of self-esteem and enhancement of self-efficacy (Grube & Piliavin, 2000). These factors are presumed to lead to volunteer retention and higher levels of commitment. Marta and Pozzi (2008) conducted a study of volunteerism among 158 young volunteers, and found that role identity was the most robust predictor. Their study found that dispositional variables are positively correlated with determining long term volunteerism among young people ($r=.22$ with $p<.001$) and it confirmed that role identity had an important mediating effect on retention ($r=.31$ with $p<.001$). Finkelstein et al. (2005) analyzed the role identity model of volunteerism utilizing functional concepts (i.e., VFI) to predict activity and commitment to volunteering among hospice volunteers. They too suggests that role identify is a mediating variable needing to be considered. They found that the “value” motive was the strongest correlated of role identity among hospice volunteers ($r=.31$ with $p<.001$). Surprisingly, and somewhat unexplained, was the finding that the “career” motive was negatively correlated with role identity ($r=-.17$) in this sample.

*Structural factors and role identification:* Piliavin et al. (2002) attempted to explain “role identify” as a resource to be utilized by non-profit organizations. In the
sample of nursing employees in the health care organization, the organization could use the concept of “nurse” as a “role” to foster self-identification to a membership playing distinctive health care functions within the organization, many of which could be utilized in meeting health care organizational goals (Piliavin et al., 2002). Marta and Pozzi (2008) examined the relationship between the structural variables (i.e., interpersonal relationship, social support, and integration with organizations) and volunteer role identity using a scale of role identity developed by Callero et al. (1987). Volunteer integration within organization (r=.27 p<.05) and support of their efforts (.10, p<.05) had moderate but positive associations with volunteer role identity. The research of Marta and Pozzi (2008) supports the claim that volunteer motivation and appropriate organizational attributes are significant to the integration of one’s own role identity and that this can have an effect on their length of volunteering.

Grube and Piliavin (2000) speculated that conflict might arise for volunteers in both general role identity in organization as ”a member” and specific role identity as a “task achiever” when volunteer coordinators exert pressure on volunteers to engage in volunteer activities and expect them to achieve desired results too quickly (Grube & Piliavin, 2000). This may be a contributing factor to decisions to leave a volunteer position.

There were no studies found that examined the effects of structural factors and role identification on volunteer activities in later life among older volunteers. Nor were any studies identified that examined social context and its impact on Baby Boomers and their ability to maintain roles during various stages of the life cycle.

Previous studies investigated negative and positive psychological well-being as predicted by role absences and multiple role involvement in later life. These findings suggested that older adults who continued to occupy multiple roles in later
life (with an average of three or four roles) were more likely to experience a greater psychological well-being. However, findings of personal, dispositional and organizational attributes were inconsistent as to whether one factor would be related to enhance volunteer role or not. Furthermore, there were no studies found that examined the effects of factors and role identification on volunteer activities among boomer volunteers.

Summary

It is evident that satisfaction, psychological well-being, and commitment are contingent upon stable role identification/enhancement for older adults. Whereas, there are inconsistent findings supporting the claims that the relationship of personal, dispositional and structural factors as internal factors contributed to greater psychological well-being in volunteers’ later life.

However, because psychological well-being has been treated as an antecedent and consequences of volunteering, it difficult to determine the causal direction of the relationships between the factors identified above or to gain any insight into the reciprocal relationship between volunteering and well-being (Li & Ferraro, 2005; Thoits & Hewitt, 2001). There were no studies that examined boomers’ well-being relevant to volunteering. A study is needed that examines the factors driving Boomer decisions to volunteer. Based on prior research, these should include at minimum demographic factors (i.e., education, income, and gender differences) and subjective disposition attributes (values, norms, self-esteem, and motivation) to measure psychological well-being adequately.
1-6. Cultural aspects

As a rapid growing proportion of the aging population, there are raising concerns relating to a range of challenges to economic and social structure in western and eastern cultures. In Korea, aging become important issues with increasing life expectancy. Korea is projected to have the fastest increase in the older population in the world (from 7% in 2000 to 14% in 2020; Kinsella, 2000). With dramatic increasing in aging population, there have paid attention to how to best keep aging population active and healthy. This recognition comes at the same time that nonprofit organizations and government agencies have been taking an intense interest in utilizing older adult’s resources timely in Korean culture.

First, Korean elderly volunteers participated in volunteering, which is a much lower percentage than other age groups in Korea and that of Americans aged 65 and older. 26.9 percent of volunteers aged 16 and older involved in volunteer activities, on the other hand around 6 percent of elderly participated in volunteer work in 2003 (Kim, J., Kang, J., Lee, M., & Lee, Y., 2007). Also, while volunteering is less prevalent among Korea’s aging population (around 6% in 2003) than found in western cultures (23.7% of those aged 65 and older in 2003, U.S.A), volunteering is becoming gradually more important to older people in the Korean society (Kim et al., 2007). In sum, Korean older adults are truly undermobilized for volunteering comparing with any other age group in Korea and with American aging population.

Second, other religious values are not better developed in Korea than Confucian concept (Kim et al., 2007). Confucian coexists other religions such as Buddhism, Protestantism and Catholicism in the historical and social context of Korea. However, the survival and growth of other religion were shaped by Korean social and historical contexts (Kim, 2002). It cannot assume that the ideas of generosity and love
toward others from these newer religions will serve as a resource to support resource
generalized formal volunteering (Kim, 2000; Park, 2000).

Third, most of volunteering is more likely to be informal volunteering by
which older adults contribute to their communities by participating in more informal
civic engagement than through organizational volunteering (Kim & Jung, 2003). In
addition, the scope of volunteering, as premised in Confucianism, tends to place
primary focus on the extended family and relevant to the family (Lee, 1999). Thus,
older adults may therefore prefer to contribute their time and their skills to the family
as they are accustomed to strong family ties (Lee, 1999). They tended to contribute
their energy to others within their family and their neighborhood which extended
beyond their immediate family (Kim & Jung, 2003). It is assumed that strict limitation
on the scope of volunteering might impede defining and establishing concept of
formal volunteering in the past of Korea.

Fourth, Older Korean adults tend at retirement to experience reduced self-
worth, marginalization and feelings of irrelevance (both to their families and within
Korean society), a loss of identity, networks, and a lack of certainty that the younger
folks may honor and obey their request (Lee, D., 1999). Above all, older men
experienced reduced well-being due to an absence of roles in the economic crisis in
1999 and coming earlier to the retirement stage than did the previous cohort (Lee, D.,
1999). Several scholars in Korea believed that the growth of interest in volunteering
can probably by seen as the result of erosion of traditional cultural roles, in particular
older men as breadwinners, due to such social changes as living alone outside the
family structure and coming earlier mandatory retirement age-somewhat similar to
what western cultures have been already enacted (Kim & Jung, 2003). However,
reviews of Korean literatures largely have not been examined the experience of role
loss as a result of early retirement and cultural changes that have inhibited an individual’s redefining of a new role for themselves. Furthermore, there were very limited studies that have examined the reasons for volunteering and psycho-social benefits to be gained from volunteering in later life. Nor have earlier studies on volunteering in Korea has attempted to investigate the status of retired boomer volunteering and benefits of volunteering that they accrue from their involvement in non-profit agencies relating to a result of boomers’ unique demographic profile, motivation, and reasons for volunteering. Also, no identified study specially addressed volunteer role identification, enhancement, or psychological well-being from a Boomer perspective. And finally, no empirical Korean volunteer studies addresses that how organizations could tailor volunteering recruitment and management effectively to meet the needs and interests of Boomer volunteers, how to increase retention rate, and how to prevent turnover.

1-7. Gap Analysis

What are the gaps in knowledge regarding Baby Boomer’s volunteering?

Reviews of literatures largely explored the satisfaction and commitment of volunteer activity, role identification/enhancement and later life well-being as a foundation for enhancing the participation of volunteers in non-profit organizations. Furthermore, it was evident that these effects also enable non-profit organizations to decrease the turnover rate and increase the retention rate of volunteers. However, there were very limited studies that have examined the reasons for volunteering and impacts of volunteering from boomer’s perspectives.

The proposed study will come at the same time when nonprofit organizations and government agencies are taking an interest in utilizing Boomer as a volunteer
labor pool. As noted in the literature review, there is some evidence that volunteerism may be particularly rewarding and valuable for retirees. By expanding one’s role in the community, involvement in volunteer organizations essentially replaces the central role that career can play in building positive self-identity, self-esteem and motivation to perform in community service. It is thought that enhanced role identification as a volunteer can lead to greater satisfaction with the volunteering experience and result in higher levels of commitment and retention of volunteers.

There have been a very limited number of previous studies that have examined the impact of personal factors/subjective dispositions on Boomer retirees and their choices to engage in volunteering, what benefits they accrue from their involvement in non-profit agencies as volunteers. Nor have earlier studies taken into account the different expectations that Boomers have relating to volunteering as a result of their unique demographic profile, motivations, attitudes, and reasons for volunteering. And finally, no identified study specifically addressed volunteer role identification and enhancement, or psychological well-being, from a Boomer perspective. In addition, role in social context and volunteer forces has not been fully explained to investigate baby boomers’ role maintained or modified for optimal adjustment in their late life in conjunction with retirement transition. Furthermore, retired boomers’ volunteering effect on psychological well-being has not been tested empirically in previous studies.

It is believed by the author that the organizational infrastructure needed to adequately engage Baby Boomers is limited. There appears to be a disconnection between the way service organizations utilize Boomer volunteers and the eagerness of Boomer volunteers to participate in meaningful service in community based organizations providing public service. While the Baby Boomers are potentially great resources for building the capacity of the community to address societal needs, their
matured skills and experiences make them somewhat challenging for organizations not used to this cohort of volunteers.

Literature on Boomer volunteering rarely addresses “matching” of this highly skilled cohort and volunteer activities. Non-profit organizations maybe inadequately equipped to recruit and manage this cohort of volunteers. There are limited number of studies on how organizations could tailor volunteer recruitment and management effectively to meet the needs and interests of Baby Boomers, how to keep them involved, and how to prevent turnover.

1-8. Theoretical Framework-Role theory

As aforementioned, there were very limited studies that have examined the reasons for volunteering and impacts of volunteering from boomer’s perspectives. Previous empirical findings targeted for elderly volunteers supported that enhanced role identification led to increase a sense of satisfaction with the volunteering experience and result in higher levels of commitment and retention of volunteers in long-term manner. Role theory will be reviewed to explore boomers’ role absences in their life transitions (retirement) could be substituted for work status through volunteering.

Role theory focuses that individuals perform social roles through occupying social positions and holding expectations for their own and other’s behaviors; expectations could be norms, beliefs, preferences, or attitudes (Biddle, 1986). Roles consist of activities and behaviors that characterize a person in a given social context and may be fundamental in understanding adjustment to change (George, 1990). Role theory provides the useful explanations of adjustment to retirement. It can predict how older people negotiate age-related life transition; especially phase of retirement that
results from role change and redefinition (Carter et al., 1995). Role theory contributes
the key concept of role salience when investigating how people adjust to a role
transition such as retirement and how they determine what other roles will be
maintained or modified. The continuing salience of roles held before retirement, such
as volunteer, may facilitate maintaining one’s identity and well-being after retirement
(Thoits, 1992). There are two theoretical perspectives (i.e., role strain and role
enhancement) concerning the number of social roles and their effects on elderly role
performers. Role strain (Goode, 1960) states that role demands, role relationships, and
role activities may occur job stress and burden. Conversely, volunteering is one of the
activities for older adults to perform role enhancement. Volunteer activity may create
the alternative roles central to self-identity and self-esteem. And involvement in the
organizations after the retirement is substantially valued by individual retirees, and
retirees continue to perform their roles beyond retirement through exercising their role
changes, redefinition, expansion and enhancement. Research consistently reveals a
positive relationship between memberships in voluntary associations and feeling of
usefulness and satisfaction through volunteer activity and these activities are related
to actual and anticipated retirement satisfaction and well-being (Thoits, 1992). A third
theoretical perspective, role context, refers to personal circumstances of one’s life
including age, education, marital status, and family size (Moen et al., 1992).
Particularly, age may reflect historical, cultural, and environmental circumstances
along with cohort changes (Moen et al., 1992). Older volunteers, who were employed
and/or married, reported higher level of perceived health and life satisfaction from
their volunteer experience than their non-employed and/or non-married counterparts
(Van Willigen, 2000).

In summary, leaving the labor force may involve role redefinition, or
expansion. The success of role redefinition may be determined by retiree’s existing roles from work and society needed to negotiate role changes in retirement transition period. And, role strain and role enhancement perspectives help to understand the appropriate volunteering workload in relationship with older volunteers’ satisfaction in their late life. Role context perspective contributes to have a positive influence of the social environment on older volunteers’ psychosocial well-being in certain social contexts.

The author concludes that role theoretical framework is useful for examining the retirement adjustment through volunteer activity in retirees’ late life. Role theory suggests that certain socially and personally relevant roles can be maintained or modified through exercising role expansion, redefinition and changes. Volunteer activity in retirees’ late life may create the alternative roles central to self-identity and self-esteem. And involvement in the organizations after the retirement is substantially valued by boomer volunteers and continues to perform their roles beyond retirement through exercising their role expansion and enhancement.


The author will suggest an overview of proposed conceptual model of “matching skill sets to organizational needs” to volunteer commitment, satisfaction, role identification that facilitate greater psychological well-being in boomers’ later life. In conceptual model, the author will capture boomers’ unique characteristics. And, personal disposition factors, largely shaped as internal factors, will be captured with structural attributes (matching skill sets and effective management practice). Commitment, satisfaction, role identification will be paid attention considerably as
intermediate external factors to capture psychological well-being in boomer volunteers’ later life.

Retired Boomers have unique characteristics and are vastly different from previous generations (Einolf, 2008; Robert, M., Vanderburg, J., Leake, R., & Prieto, A., 2007; The Urban Institute, 2007). Based on prior findings, it is likely that their skills will be overlooked and undervalued by non-profit organizations used to less highly trained and demanding older volunteers. An appropriate and efficient matching system could help in successful placement of these volunteers, one that recognizes their vast skills, knowledge, and experiences accumulated through a rich history of employment. Building on the literature review, a hypothesized conceptual model of volunteerism among the Baby Boom generation will be developed. The conceptual model will be tested on a sample of Baby Boomer volunteers. A control group of volunteers, without benefit of matching services, will be also surveyed. This research can lay the groundwork for the development and dissemination of a prototype “skilled and professional volunteer” model for community. It will explore the satisfaction and commitment of volunteer activity and later life well-being among Boomers and potentially identify strategies for decreasing volunteer turnover.
Figure 1.1 Hypothesized conceptual model: “Matching skill sets to volunteer opportunities”

**PHASE 1**

**Independent Variables**
- Subjective Dispositional Volunteering

**MOTIVATION**

**PERSONALITY**

**Degree of Matching Skill Sets to Volunteer Activity**

- Situational Factors in Volunteer Agencies

**PHASE 2 Meaningful Volunteer Engagement Increases**

**Intermediate Dependent Variables**
- Satisfaction
- Commitment
- Role Identification

**Dependent Variable**
- Well-Being in Later Life
- High
- Low

**Time and duration of volunteering**
1-10. Summary

Baby Boom Generation, demographic characteristics, and volunteerism

The Baby Boomer generation has quite different set of characteristics compared to other previous cohorts such as the “silent” and “long civic” generations. They are more likely to be healthier, better educated, and more financially secure than any other previous generation. It is a cohort in transition from “active participation in the work force” to “retirement.” Despite similarities, however, it is a cohort aging and will experience many of the same health, financial, and family issues as other generations.

One of the defining characteristics of the Boomer generation is its connection to technological advances such as the internet—especially the younger Boomers. And finally, Boomers are more likely to participate actively in the labor force longer than its predecessor cohort. It appears that different demographic, personal and social characteristics may be associated with different types of volunteer work and the degree to which involvement of volunteer opportunities are favorable. Age and the stage at which the individual Boomer finds him or herself, may have a moderating effect on the level of commitment to volunteering and the degree to which the Boomer finds satisfaction with identifies with the volunteer role.

Although definitions of volunteering vary, there are the common themes in the terminology, activities and the main organizational characteristics associated with volunteerism. Volunteers, as defined by the United Nations (1990), possess four characteristics: they provide services of their own free will; they do for no financial reward, except expense reimbursement; there is, benefit for both the community and volunteer; and they seek personal growth and self-esteem through volunteering. These
distinctions are useful and provide insight in the design of effective volunteer programs for Baby Boomers.

**Stage of retirement**

In the stage of retirement, the so called “the third age of life”, Boomer retirees leaving the world of paid work represent a potential pool of valuable volunteers for non-profit organizations. The life perspective theoretically provides a backdrop against which to understand Boomer retirees and volunteering. Examining the stages of transition into retirement can facilitate the development of a “matching principle” that can improve the success rate in volunteer placement. In turn, this can help to achieve optimal use of volunteers by non-for-profits.

**Subjective disposition factors and structural factors**

It is critically important to review the volunteer’s subjective disposition variables, such as personal traits, motivation and attitudes (self-esteem) prior to involvement in volunteering. Volunteers tend to be empathic and emotionally stable, are more likely to have strong internal moral and strong motivation, positive psychological attitudes and positive self-esteem. Volunteers were more like to exhibit strong self-efficacy, and self-evaluated as being more pleasant than others.

The model being presented assumes that Boomer volunteering will be influenced by more positive personal traits, positive motivation for volunteering and perceived high level of self-esteem. However, structural factors can be used to moderate the impact of personal traits, helping to ensure short and long-term effects on Boomer volunteers and the agencies in which they will serve. They can be used to promote and maximize the benefit realized by the organization and volunteer.
Commitment, satisfaction, role identification/enhancement for volunteering and later life well-being

The literature review suggests that subjective disposition factors and structural factors impact commitment, satisfaction and role identification/enhancement for volunteers. Demographic factors play a modest predictive role regarding determining the level of commitment and satisfaction and result in different role expectations of the volunteers of their role assignments by the organizations. It was found that there are significant relationships between subjective disposition factors and commitment (length of services)—and satisfaction for volunteering and role identity and enhancement in long term volunteer behaviors. Effective management and coordination in non-profit organizations is seen as helping to tailor Boomer volunteer activities in order to meet their demands for satisfying roles. The literature review, however, found that researchers have failed to take into account of the effect of the identification and formation of roles as an older volunteer. Furthermore, while it is evident that satisfaction, commitment and role identification/enhancement facilitate greater psychological well-being in older adult volunteers’ later life, the causal direction between volunteering and well-being is unclear.

Role theory and a hypothesized conceptual model

In terms of a theoretical framework for Boomers’ volunteering, role theory helps to predict how Baby Boomer might negotiate age-related changes such as retirement transition and how successful they may be in negotiating and managing the necessary shifts in activities as they go through the phases of retirement transition. And, as overlooked and undervalued skills that non-profit organizations could tap for boomers’ volunteering to their community and for civic engagement along with role theoretical
framework driven, the hypothesized conceptual model of a prototype “skilled and professional volunteer” was developed.

It is essential that the conceptual model helps to not only increase the satisfaction, commitment, role enhancement for volunteering and later life well-being in an individual level, but also enable volunteer service agencies to decrease the turnover rate and increase the retention rate of volunteers.
CHAPTER 2. METHODOLOGY

2-1. The Problem Statement

The purpose of this investigation is to determine whether planned “matching” of an older volunteer with an agency—based on the volunteer’s skill set and the organization’s need—results in greater volunteer commitment, role identification, and satisfaction with the volunteering experience than when placement occurs without consideration of the volunteer’s skill set and/or organization’s need. To date, there have been very few studies done that examined the reasons why older adults volunteer or the impact of volunteering on an older adult entering retirement. In a recent study of older adults who are willing to continue to work past traditional retirement age, only 6 percent wanted to remain employed full time; the remainder sought either part time employment and/or a volunteering position in the community (The Urban Institute, 2007; Kim & Moen, 2002). With so many of the “Baby Boomer” cohort about to enter retirement, this study would provide insight into how to effectively engage them in the volunteer experience and how to best utilize their rich set of skills, knowledge, and experience in building the capacity of the organizations where they serve to address ever increasing societal needs.

Matching requires both an understanding of the individual volunteer, as well as how the organization seeks to utilize them in furthering their mission. There have been very limited studies that address “matching” of volunteer skill sets and volunteer activities; even fewer were identified that examined how organizations tailor their volunteer retention and management to meet the interests of older adults in retirement. As noted by the Urban Institute (2004), additional organizational infrastructure is needed
if agencies are to adequately manage older adult volunteers. This is true even for those organizations who have acted on their desire to utilize the skills of the Baby Boomers in building the capacity of their organization to meet its mission and goals (The Urban Institute, 2004). As reported by the Corporation for National and Community Service (2007, March) the volunteer retention rate among older adults actually declines when new retirees leave the labor force, with three out of ten volunteers choosing not to continue volunteering in years following full retirement. This phenomenon is somewhat counterintuitive given our knowledge that older adults volunteers want to participate in meaningful service in community based organizations providing public services (Cnaan & Cascio, 1999).

2-2. Study Rationale/Justification

This research study focused primarily on the exploration of volunteer satisfaction and commitment to volunteer activity, role identification and psychological well-being—utilizing the knowledge gained from a study of these factors to inform the development of more effective volunteer management strategies by non-profit organizations. It was believed by the author that consideration of these factors provided insight into how non-profits might decrease the turnover rate and increase the retention rate of older adult volunteers.

Adopting a “life-cycle” perspective of the retirement process, Ruhm (1990) posits that successful transition into retirement involves “substantial bridge role-substituted activity” that generally includes part-time employment or volunteer activity (p.484). Changes in job status and involvement in the retirement transition activities such as part-
time work or volunteering can lead to involvement in the “volunteer force,” essentially replacing the central role that employment played in older adults’ mid-life. By expanding one’s role in the community through volunteerism, the individual replaces the central role that career played, utilizing the act of volunteering to build positive self-identity and commitment to social service. This creates a cyclical process, with enhanced role identification through volunteer activity leading to greater satisfaction, which in turn results in higher levels of commitment, lower turnover rate and higher retention rate, and higher levels of psychological well-being among older adult volunteers. This study seeks to better inform and facilitate this process, rendering the volunteering experience both optimal for the individual and non-profit where they volunteer.

2-3. Conceptual Framework

As discussed in the literature review, the research questions, hypotheses, and their findings were examined from the perspective of role theory. According to role theory, roles come with expectations and help to define acceptable behaviors through the institutionalization of norms, beliefs, or attitudes (Biddle, 1986). Roles consist of activities and behaviors that characterize a person in a given social context and may be fundamental in understanding adjustment to change (George, 1990). Leaving the labor force may lead to a redefinition, lose, or expansion of one’s role. Successful role redefinition may be determined by the retiree’s established roles as defined by work and society, or they may need to be renegotiated (role change) as the individuals phase into the retirement transition. It was believed by author that role theory provides a useful framework for understanding how volunteering can serve as a mechanism facilitating
one’s adjustment to retirement through engagement in role-substitution/maintenance activities. Role theory suggests that certain social and personal roles can be maintained or modified through exercising role expansion, redefinition and changes in a volunteer setting. Because involvement in organizations and their causes is substantially valued by the older adult, volunteering in retirement opens up the potential for alternative roles central to maintaining self-identity and self-esteem.

Matching skill sets to organizational need can nurture successful volunteering experiences which hypothetically can lead to improved volunteers’ satisfaction, commitment, role expansion/enhancement, and feeling of positive well-being. Furthermore, it can lead to decreased turnover rate and increased retention of volunteers by service agencies.

Testing these assumptions was done using a sample of older adult volunteers. Another group of volunteers, who have not had the benefit of pre-volunteer matching services, was also surveyed.

*Conceptual Model* (See Appendix A) lays out the hypothesized impact of “skill matching” (i.e., “the matching principle”) on satisfaction, commitment, and role identification as intermediate dependent variables (proximal variables)—and psychological well-being in a volunteer’s late life stage as the final impact outcome (distal variable). The line of causality flows left to right, with “matching skill sets to volunteer activities” serving as an “intervention” that influences how the exogenous variables of motivation and personality influences the degree to which volunteers experience satisfaction, commitment, and role identification/enhancement in their volunteer role. Through the lens of role theory, phase 1 presents the conceptualization of
how well one engages in the volunteering experience; phase 2 depicts how greater meaningful volunteer engagement (satisfaction, commitment and role identification) results in greater psychological well-being receipt or non-receipt of matching skill sets to volunteer activities. This conceptual model can lay the groundwork for the development and dissemination of a prototype “skilled and professional volunteers” model for the community that identifies potential strategies for decreasing volunteer turnover and increasing volunteer retention rate.
2-4. Research Design

Six hypotheses are presented below that can be best tested through a causal-comparative/ex post facto design. As a causal-comparative study, the analysis was able to investigate possible cause and effect relationships by observing existing consequence (satisfaction, commitment, and role identification) and searching back through the data for plausible causal factors (motivation, and personal traits). As an ex post facto design, data from volunteers was collected after the independent variable(s) have hypothetically exerted their influence (Fortune & Reid, 1999). Specially, older volunteers was be given the General Information, Volunteer Function Inventory (VFI), and Big-Five Inventory-10 (BFI-10) to elicit volunteer’s personal background information, volunteer experience, thoughts/feelings about engagement of volunteering, and personal traits. They also completed the Volunteer Satisfaction Index (VSI), Role Identity Index (RII), and Index of Well-Being (IWB) to measure their volunteers’ satisfaction, commitment, role expansion/enhancement, and feeling of positive well-being. The investigator examined possible cause and effect relationships by observing existing consequence (satisfaction, commitment, role identification and well-being) and searching back through the data for plausible causal factors (motivation, and personal traits). The instruments of evaluation were discussed in the section of “Instruments: reliability and validity.”

This dissertation research had three continuous independent variables. The three continuous independent variables included; 1) volunteer motivation (i.e., rating on the Volunteer Function Inventory-VFI), 2) personal traits (i.e., short version of Big Five Inventory–BFI-10), and 3) self-ratings on matching skill sets to volunteering. The one variable included 1) frequency of contact with volunteer coordinator. This dissertation
research had a set of dependent variables; three intermediate dependent variables and one dependent variable. The three intermediate dependent variables included 1) Volunteer Satisfaction (i.e., ratings on the Volunteer Satisfaction Index, 2) Volunteer Commitment (i.e., hours of current volunteering), and 3) Role identification and enhancement (i.e., ratings on Role Identification Index). The dependent variable was the positive well-being/happiness in older volunteer’s late life (i.e., ratings on Index of Well-being).

Research Questions and Hypotheses

Research questions fall into two sets. The first two questions explore the causal association between matching skill sets to volunteering and meaningful volunteer engagement, and between meaningful volunteer engagement and well-being in late life. The second two questions compare the group of older volunteers who self-report a high level of matching of their skill sets to volunteer activities to the group of older volunteers who self-report a low level of matching their skill sets to volunteer activities (MATCHED) in terms of subjective depositional factors (MOTIVATION and PERSONALITY).

Research Questions

**Research Question I: Causal Association through matching skill sets**

*Causal Association I.A- Motivation*

*What are the relationships between motivation (MOTIVATION) and satisfaction (SATISFACTION), commitment (COMMITMENT), and role identification (ROLEID) when considering the degree to which volunteer skill sets (MATCHED2) are matched to volunteer job requirement (mediating effect) and controlling for the level of contact with volunteer coordinator (CONTACT)??*
Causal Association I.B - Personality

What are the relationships between personality (PERSONALITY) and satisfaction (SATISFACTION), commitment (COMMITMENT), and role identification (ROLEID) when considering the degree to which volunteer skill sets (MATCHED2) are matched to volunteer job requirement (mediating effect) and controlling for the level of contact with volunteer coordinator (CONTACT)?

Research Question II: Comparison between older volunteers who matched skill sets and did not match skill sets

Comparison II.A - Motivation

To what degree does ‘matching skill sets’ status (MATCHED1) moderate the relationships 2-a) between level of motivation (MOTIVATION) and level of satisfaction (SATISFACTION), 2-b) between level of motivation (MOTIVATION) and length of commitment (COMMITMENT), and 2-c) between level of motivation (MOTIVATION) and level of role identification (ROLEID), when adjusted for contact with volunteer staff (CONTACT)?

Comparison II.B - Personality

To what degree does ‘matching skill sets’ status (MATCHED1) moderate the relationships 2-a) between level of personality (PERSONALITY) and level of satisfaction (SATISFACTION), 2-b) between level of personality (PERSONALITY) and length of commitment (COMMITMENT), and 2-c) between level of personality (PERSONALITY) and level of role identification (ROLEID), when adjusted for contact with volunteer staff (CONTACT)?
Hypotheses

Causal Associations through matching skill sets

Hypothesis I-A: MOTIVATION

Satisfaction: Older volunteers who achieve higher level of motivation and exhibit higher level of matched skill sets to volunteer activity \((\text{MATCHED2})\) will be associated with a higher level of satisfaction \((\text{SATISFACTION})\), when controlling for the level of contact with volunteer coordinator \((\text{CONTACT})\).

Commitment: Older volunteers who achieve higher level of motivation and exhibit higher level of matched skill sets to volunteer activity \((\text{MATCHED2})\) will be more committed to volunteering \((\text{COMMITMENT})\), when controlling for the level of contact with volunteer coordinator \((\text{CONTACT})\).

Role identification: Older volunteers who achieve higher level of motivation and exhibit higher level of matched skill sets to volunteer activity \((\text{MATCHED2})\) will be associated with a higher level of role identification \((\text{ROLEID})\), when controlling for the level of contact with volunteer coordinator \((\text{CONTACT})\).

Hypothesis I-B: PERSONALITY

Satisfaction: Older volunteers who report higher level of extroversion and exhibit higher level of matched skill sets to volunteer activity \((\text{MATCHED2})\) will achieve a higher level of satisfaction \((\text{SATISFACTION})\), when controlling for the level of contact with volunteer coordinator \((\text{CONTACT})\).

Commitment: Older volunteers who report higher level of extroversion and exhibit higher level of matched skill sets to volunteer activity \((\text{MATCHED2})\) will be more committed to volunteering \((\text{COMMITMENT})\), when controlling for the
level of contact with volunteer coordinator (CONTACT).

Role identification: Older volunteers who report higher level of extroversion and exhibit higher level of matched skill sets to volunteer activity (MATCHED2) will be associated with a higher level of role identification (ROLEID), when controlling for the level of contact with volunteer coordinator (CONTACT).

Comparison between older volunteers who matched skill sets and did not match skill sets

Hypothesis II-A: Motivation

Satisfaction: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of motivation (MOTIVATION), will achieve a higher level of satisfaction (SATISFACTION) than older volunteers who do not match skill sets and exhibit a lower level of motivation, adjusted for contact with volunteer staff (CONTACT).

Commitment: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of motivation (MOTIVATION), will be seen as more committed to current volunteering (COMMITMENT) than older volunteers who do not match skill sets and exhibit a lower level of motivation, adjusted for contact with volunteer staff (CONTACT).

Role identification: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of motivation (MOTIVATION”), will be seen as having a more enhanced volunteer role in their current volunteering position (ROLEID) than older volunteers who do not match skill sets and exhibit a lower level of motivation, adjusted for contact with volunteer staff (CONTACT).
Hypothesis II-B: Personality

Satisfaction: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of extroversion (PERSONALITY), will achieve a higher level of satisfaction (SATISFACTION) than older volunteers who do not match skill sets and exhibit a lower level of extroversion, adjusted for contact with volunteer staff (CONTACT).

Commitment: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of extroversion (PERSONALITY) will be seen as more committed to current volunteering (COMMITMENT) than older volunteers who do not match skill sets and exhibit a lower level of extroversion, adjusted for contact with volunteer staff (CONTACT).

Role identification: Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of personality (PERSONALITY), will be seen as having a more enhanced volunteer role in their current volunteering position (ROLEID) than older volunteers who do not match skill sets and exhibit a lower level of extroversion, adjusted for contact with volunteer staff (CONTACT).
Table 2-1: Summary of Methods: An analysis of matching skill sets to volunteer activity among older volunteers

<table>
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<td>Ratings on volunteer motivations (using 5-point Likert scale, with 1 being 'extremely inaccurate' through to 7 being 'extremely accurate')</td>
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<td>Role Identification (ROLEID)</td>
<td>Role Identity Index (Grube &amp; Piliavin, 2000)- 7 items (3 volunteer identity items &amp; 4 expectations of others items);</td>
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<tr>
<td></td>
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<td>7) Examine the moderating effect of “matching skill sets” (MATCHED 1)</td>
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<tr>
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<td></td>
<td>Satisfaction (SATISFACTION) - Intermediate dependent variable</td>
<td>Volunteer Satisfaction Index (VSI) (Payne &amp; Bull, 1974) &amp; Volunteer Satisfaction in the Volunteer Role (National Council on the Aging, 1975)-30 items</td>
<td>Ratings on volunteer satisfaction (using 5-point Likert scale, with 1 being ‘very dissatisfied’ through to 5 being ‘very satisfied’) &amp;</td>
<td>8) Test a hypothesized structural model (MODEL1) in an application of SEM using by AMOS</td>
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<td></td>
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<td>Commitment (COMMITMENT) - Intermediate dependent variable</td>
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<td>Recording on monthly hours of current volunteer job</td>
<td>9) Respecify the structural model (MODEL 2 &amp; MODEL 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role Identification (ROLEID) - Intermediate dependent variable</td>
<td>Role Identity Index (Grube &amp; Piliavin, 2000)- 7 items (3 volunteer identity items &amp; 4 expectations of others items);</td>
<td>Ratings on volunteer role identification (using 5-point Likert scale, with 1 being 'strongly disagree' through to 5 being 'strongly agree')</td>
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</table>
2-5. Establishing Causality

Fortune and Reid (1999) cite four general principles in establishing causality in a study. First, one must show that two variables are associated. My study utilized inferential statistics, including a multiple series of regression analyses and path analysis to help identify associations between the independent and dependent variables. Second, one must establish time priority by determining whether the independent variable(s) occurred before the dependent variables(s). One way the literature determines time priority is by utilizing logic.

Logically one can assume that by the time a volunteer who is asked to complete the forms has already been influenced by the volunteer experience and have defined motivational and personality straits that influence their responses.

Third, one must rule out alternative explanations or other factors that explain the association between the independent and dependent variables. According to Fortune and Reid (1999), the type of research design, repeated data collection points, and/or statistical techniques can be used to rule out alternative explanations for association. Influential factors beyond the current experience can help to explain findings. For example, previous volunteer experiences and one’s level of satisfaction toward previous volunteering experiences are related to structural factors (i.e., volunteer management and coordination) have been shown to be associated with the satisfaction and commitment of elderly volunteerism (The Urban Institute, 2007). In fact, compared to other variables associated with satisfaction and well-being study in volunteerism, previous volunteer experience is one of the strongest predictors of the volunteer’s satisfaction and commitment levels (Clary et al., 1998). For example, studies have found findings of volunteer satisfaction to be influenced beyond individual’s personal experiences and previous volunteer experiences before and/or...
during current volunteer activities (Cnaan & Cascio, 1999). Retention strategies and volunteer management involving contact between a volunteer coordinator and older volunteers is a second variable that has been shown to be associated with satisfaction and commitment (The Urban Institute, 2007). These variables may be alternative explanations that explain some of the association between volunteer motivation to volunteering and satisfaction, commitment, role enhancement, and later life well-being through performing volunteering activities. Because frequency of contact volunteer coordinator/staff has been shown as predictors of meaningful volunteer engagement (i.e., satisfaction, commitment and role identification), this investigation will collect data for these variables and then use statistical techniques to help rule out retention strategies as potential alternative explanations. Specifically, the author will create and utilize partial correlations (or partial covariances) to statistically partial out the effects of number of orientation/training and frequency of contact volunteer coordinator/staff.

The fourth and final principle to establishing causality is theoretical explanation or linking results back to theory. Fortune and Reid (1999) indicate that one can be more confident with an association between an independent and dependent variable if it can be explained by a theory. According to role theory, highly motivated and highly flexible volunteers who bring career skills and work-related knowledge to current volunteer jobs, tend to achieve greater levels of satisfaction and commitment when volunteering. Meaningful volunteer engagement facilitates better identification and enhancement of retirees’ role, and helps in increasing a sense of general well-being among older volunteers.
2-6. Power Analysis

Bollen (1989) and Bentler and Chou (1987) suggest calculating sample sizes for structural equation modeling by utilizing the ratio of free parameters to sample size. That is, sample size is sufficient if the ratio of total sample size to the number of free parameters estimated range between 5:1 and 10:1. This calculation takes into account any indirect paths, latent constructs, or measurement error in the structural model. Looking at the hypothesized path diagram (see Figure B), there are 14 free parameters in the structural model. Therefore, this study needed a sample size of 10 x 14 = 140. Based on the tentative list of participating facilities (see Appendix D) and the anticipated yield at each, it was estimated that a sample of 200 older volunteers will be generated, which is considerably greater than the 140 required utilizing the method by Bollen (1989), Bentler and Chou (1987), and Kline (2004).

2-7. Sampling Plan

The volunteer population includes older volunteers who currently engage in volunteer activities at service organizations. The sampling frame includes volunteer service organizations in Seoul (a capital of South Korea), Gyeonggi Province (surrounds Seoul), South Korea. The search for appropriate senior volunteer service agencies was conducted following guidelines provided by expert informants such as a local Retired Senior Volunteer Program (RSVP) director, executive directors from local volunteer service agencies, faculty who has been worked with local community agencies, and by aging experts attending a Korean aging conference (Korean Gerontological Society). The study potentially recruited two types of older volunteers to compare: volunteers who performed activities using pre-existing skill sets and volunteers who did volunteer activities where no matching of skill sets with activities
occurred. Fit of individuals to group criteria was be done using self-administered evaluation survey with questions related to pre-retirement skills and volunteer position skill requirements, ranging from “no match” to “very good match.”

The author recruited 10 volunteer agencies which utilized older volunteers to their service programs or offered volunteer opportunities to local non-profit organizations (See list of volunteer agencies- Appendix D)

Sampling criteria included:

Participants who were 45 years and older, male and female;

a) Current active volunteers in volunteer service organizations

b) Volunteers who were fully retired or partially retired

c) Volunteers who engaged in volunteer activities more than six months

The sampling plan used a non-probability, convenience sample. In the first stage, the sampling frame of volunteer agencies in Seoul and Gyeonggi province, South Korea that provided volunteer programs was be completed (state and county level). In the second stage, a sample of willing agencies was produced after initial contact and agreements from executive and volunteer program directors/ volunteer coordinator have been secured (agency level). The third stage was a convenience sample of all older volunteers who were 45 years and older, fully retired or partially retired at the time of data collection, engaged in volunteer activities more than six months, and provide direct, support and leadership services to their clients and/ or service organizations (volunteer level). The process of recruiting the samples was discussed in the section of sampling plan.
2-8. Measurement

Variable Definitions

Dependent variable: There is one dependent variable, Well-being in late life (WELLBEING), and three intermediate variables—meaningful volunteer engagement (ENGAGE), satisfaction (SATISFACTION), commitment (COMMITMENT), and role identification (ROLEID).

Final dependent variable

Well-being (WELLBEING): Although there is no single definition of psychological well-being, well-being has been utilized as a precursor to and predictor of life satisfaction and happiness associated with positive and negative physical and/or psychological outcomes in a holistic approach from many previous research (Thoits & Hewitt, 2001; Windsor et al., 2008; Musick et al., 1999; Kim & Moen, 2002; Thoits, 1992; Moen et al., 1992; Wright, 1990; Adelmann, 1994). For this dissertation, WELLBEING in late life was operationalized by two dimensions of self-reported psychological well-being with life as currently experienced: general affects and life satisfaction. The Index of Well-being is a two-part measure of self-reported well-being with life, developed by Campbell et al. (1976). The 9-item Index of Well-being is composed of an Index of General Affect (8 items) and Life Satisfaction (1 items).

Intermediate dependent variables

a) Satisfaction (SATISFACTION): Satisfaction with volunteer activity is primarily influenced by one’s experience in the volunteer setting, and determined by whether the volunteer experience meets with psychological benefits desired by the volunteer (Clary et al., 1998; Copeland et al., 1998). Volunteer satisfaction referred to the emotional experiences volunteers were likely to have during such encounters and
determine the degree of satisfaction to volunteer activity and service organizations (Clary et al., 1998.; Davis et al., 1999; Davis el al., 2003, Stevens, 1991). Volunteer satisfaction was operationally defined as “older volunteer’s degree of satisfaction with the following qualities in the volunteer role: sense of belonging training, sense of self-worth, appreciation, responsibility, contact with people, and recognition in the volunteer role” (Stevens, 1991). Participants was to be asked to rate their satisfaction with current volunteer jobs on a Likert-type scale ranging from 1 being ‘very dissatisfied’ through to 5 being ‘very satisfied.’

b) Commitment (COMMITMENT): Volunteer commitment was defined as identification and involvement with a specific volunteer service organization, and assumed strong belief in and acceptance of, its goals and value and made considerable efforts as a member of volunteer service organizations (Chacon, Vecina, & Davila, 2007; Mowday, Setters, & Poter, 1979). For this dissertation research, volunteer commitment was measured as: 1) how many hours in each month had the volunteers been volunteering and 2) the record started date for current volunteer position (i.e., over 6 months in the long term commitment).

c) Role identification (ROLEID): Role identification refered to one’s self-concept within social context in which volunteering occurred, and whether the volunteer role had been internalized and incorporated into one’s self-concept (Callero, Howard, & Piliavin, 1987; Grube & Piliavin, 2000; Piliavin, Grube, & Callero, 2002). Role identity was measured with a Role Identity Index (Grube & Piliavin, 2000) that was modified by Callero and his colleagues (1987). The Role Identity Index (RII) is 5-item self-administered instrument that uses two subscales (i.e., volunteer role identity items and expectations of others).

**Independent variables:** Independent variables consist of three continuous variables,
such as personal traits, motivation and matching skill sets.

a) Motivation (Motivation): Volunteer activities are thought of in terms of the “purity” of individual motivation that results in pro-social acts without any expected rewards (Musick and Wilson, 2008, p.55; Cnnan et al., 1996, Midlarsky and Kahana, 1994). Volunteer motivation was operationally defined as ratings on Volunteer Functions Inventory developed by Clary and his colleagues (1992) that included 30 items utilizing 5-point Likert scale, with 1 being ‘extremely inaccurate’ through to 5 being ‘extremely accurate.’ The VFI consisted of six motivations for volunteering: values, social, career, understanding, enhancement, and protective.

b) Personal traits (Personality): A personal trait refered to a predisposition to act in certain ways that enabled an observer to anticipate behavior patterns in how that individual will act to situations in different social settings and relationships give (Rossi, 2001). Personal traits associated with volunteering include the level of extroversion, self-perceived control, and optimism among those who do volunteer (Amato, 1990). Personal trait was operationalized as extroversion and flexibility to prosocial behavior, and rates on Big Five Inventory-10 using 5-point Likert scale, with 1 being ‘strongly disagree’ through to 5 being ‘strongly agree.’

c) Matching skill sets to volunteer activity (MATCHED): Matching and initial screening facilitate successful placement of volunteers by ensuring their personal interests and qualifications are congruent with task requirements (Stukas, Worth, Clary, & Snyder, 2009; Stukas et al., 2005; Snyder et al., 2004; Stukas, Daly & Clary, 2006). For this dissertation research, a matched skill set to volunteering was operationalized as a continuous variable (MATCHED2) and a categorical variable (MATCHED1). In terms of treating a continuous variable (MATCHED2), it was measured using a self-evaluative approach in which participants were asked to
designate the degree to which their skill sets match the volunteer work they are doing. Ranges included “no match” to “very good match.” Additional questions were asked regarding their opinion of whether their current volunteer activity utilizes their pre-retirement skills regarding examination of two groups (MATCHED1): “group of matching skill set” and “no matching skill sets.” If a respondent answers from 1 to 2, the response was treated as no matching and received a code of “0.” If respondent answers from 3 to 6, it was treated as matching and received a code as “1.”

Control Variables: One control variable was included; frequency of contact with staff (CONTACT).

a) Frequency of contact with staff (CONTACT): The frequency of contact between volunteer coordinator and volunteer was defined as the degree to which regular communication and supervision with ongoing support takes place (Jamison, 2003). The frequency of contact with staff was measured by a self-evaluation question: How frequently do you normally contact volunteer coordinator or staff, with response ranging from “1” being with rarely through to “5” being with often.

2-9. Instruments: Reliability and Validity

General Information

The General Information Questionnaire (See Appendix B), developed by the principal investigator, was designed to elicit information about basic demographics of the volunteer, including their level of education, current retirement status, partner status, annual household income, and number of adults and children in the household.

Your Volunteer Experience

The Volunteer Experience Questionnaire(See Appendix B), developed by the
principal investigator, was designed to elicit information about frequency of contact with volunteer coordinator at volunteer site, lengths of volunteer activity, and types of volunteering roles played in current position.

**Volunteer Functions Inventory**

The Volunteer Functions Inventory (VFI) (See Appendix B) developed by Clary and his colleagues (1992) is a 30 item survey that seeks to measure “motivation” in volunteerism. Respondents were asked to circle the appropriate number they actually believe is closest to their response to statements, with options on the 5-point Likert scale ranging from 1 (“extremely inaccurate”) through to 5 (“extremely accurate”). Clary and Snyder (1990) identified six motivations for volunteering: values, social, career, understanding, enhancement, and protective.

In psychometric testing of the survey, Clary and his colleagues (1992) found internal consistency reliability to be above .80 in the sample of older volunteers and college students (Clary Snyder, & Ridge, 1992). In a subsequent test, Clary and his colleagues (1998) reported test-retest reliability ranged from .64 (for “protective” motivations) to .78 (for “value” based motivations) over 1-month period for a sample of college students. Allison and her colleagues (2002) found that a coefficient alpha for the VFI scales ranged from .75 for the “protective” motivation scale- to .87 for the “career” motivation scales (Allison, Okun, & Dutridge, 2002).

Overall, factor analysis of the VFI provided support for the construct validity of VFI. In an exploratory factor analysis of college students and middle-aged volunteers, construct validity was confirmed for the VFI, with the study finding that items did indeed load on their pre-identified six factorial motivations delineated in the volunteering model proposed by Clary and associates (Clary et al., 1998). And, Okun, Barr, and Herzog (1998) tested a six factor model of volunteer motivation across two
samples of older adults, and found that the six factor model (value, social, career, understanding, enhancement and protective) provided an optimal fit to the data. In terms of the convergent validity of the VFI, Finkelstein (2006) found supporting evidence using the Work Preference Inventory (WPI)—another motivational measurement tool developed by Amabilie and his colleagues (1994) that assessed intrinsic and extrinsic motivation toward their work among college student. Intrinsic motivation from WPI showed a significant association with internal motives from VFI ($r = .39, p < .001$), and extrinsic orientation from WPI showed a stronger relationship with external motives from VFI ($r = .26, p < .001$) ($r = .13, p < .05; t(284) = 2.30, p < .05$). Given these confirmatory tests, the VFI is viewed as a psychometrically sound instrument in assessing motives underlying volunteerism, and the VFI instrument is suited for this volunteer study in the sample of older volunteers.

Volunteer Satisfaction Index (VSI)

The Volunteer Satisfaction Index (See Appendix B) developed by Payne and Bull (1974) is a 25 item survey used to measure the satisfaction of the volunteering experience. The VSI taps into dimensions dealing with training, remuneration, responsibility, contact with people, and recognition in the volunteer role. The original VSI used a five-point Likert scale of “very satisfied” to “very dissatisfied.” However, to maintain consistency with other instruments in this research, the VSI response pattern has been modified from a 5 point Likert scale to a 5 point Likert scale with 1 being ‘very dissatisfied’ and 5 being ‘very satisfied’ in this dissertation study. Payne and Bull (1974) used the VSI in a longitudinal study of volunteers to investigate the correlations of volunteer satisfaction among elderly volunteers in Kansas City and Atlanta. However, no identified study could be found that specifically subjected the Volunteer Satisfaction Index to a test for reliability and validity. Certainly there has
not been an empirical examination of the standardized satisfaction instrument that has recognized the important issues of reliability and validity of the Volunteer Satisfaction Index (Payne & Bull, 1974). There is one study of the process underlying the development of the Volunteer Satisfaction Index (Galindo-Kuhn & Guzley, 2000); however, there have been only been a very limited number of studies that have examined the test-retest reliability issues and/or validity issues utilizing the VSI (Galindo-Kuhn & Guzley, 2000) for older volunteers. As mentioned earlier, the Volunteer Satisfaction Index developed by Payne and Bull (1974) has been found to predict elderly volunteer’s satisfaction as it relates to agency support of the volunteer, participation efficacy achieved as a result of volunteering, and recognition in the volunteer role recognition received as a result of the volunteer role among RSVP elderly volunteers in one longitudinal study (Payne & Bull, 1974). Because elderly volunteers are to be the targeted population and the VSI has been used for the population, the researcher will proceed with the VSI developed by Payne and Bull (1974) even though there is a lack of existence of reliability and validity. The author will use this opportunity to test for reliability and validity of the instrument.

**Role Identity Index**

Role identity was measured with the Role Identity Index (See Appendix B), created by Grube and Piliavin (2000) that was modified by Callero et al., (1987). The Role Identity Index (RII) is a 7-item self-administered instrument that uses two subscales (i.e., volunteer role identity items and expectations of others) to assess how consistent volunteer behavior is across a multiplicity of social roles among older volunteers (Grube & Piliavin, 2000; Finkelstein, Penner, & Brannick, 2005). Each item was rated on a 5-point Likert scale, with 1 being “extremely inaccurate” and 5 being “extremely accurate.” Each subscale has items that are summed to derive the
scale score: volunteer role identity items (3 items), expectations of others (4 items).

Finkelstein (2008) found the test-retest reliability of the RII instrument ranged from .69 to .71 over 6-month period for a sample of long-term hospice volunteers. And, the internal consistency reliability ranged from .57 to .81 in the sample of 559 volunteers (Grube & Piliavin, 2000, r = .57), 300 volunteers (Chacon, Vecina & Davila, 2007; r = .70) and 139 college students (Finkelstein & Brannick, 2007; r = .81).

Marta and Pozzi (2008) performed a factor analysis of Role Identity Index using a sample of 156 young adults volunteers and found the three volunteer role identity items and four expectations of others items appear to be measuring separate factors. The two factors (volunteer identity and expectation of others) provide evidence of the construct validity of the RII, .70 and .81 respectively. Grube and Piliavin (2000) reported a construct validity of above .50 with factor analysis examining “personal importance” and “perceived expectation of others” in a sample of 559 volunteers. Also, Finkelstein & Brannick (2007) found evidence supporting the convergent validity of the Role Identity Index and another measures of volunteer identity and expectations of others (i.e., other-orientated empathy and helpfulness), .32 to .55 respectively.

Index of Well-being

The Index of Well-being (See Appendix B) is a two-part measure of self-reported well-being with life, developed by Campbell et al. (1976). The 9-item Index of Well-being is composed of an Index of General Affect (8 items) and Life Satisfaction (1 item). Much research exists that supports the claim that the Index of Well-being has adequate reliability. The eight items in the Index of General Affect had internal consistency of .89 in the sample of 1977 employees, and correlated .55 with the life satisfaction item. And, test-retest reliability correlations for 285 respondents
about eight months later were .43, especially .56 only for reliability of the Index of General Affect (Near, Smith, Rice & Hunt, 1984).

Research also supports the convergent and discriminant validity of the Index of Well-being. London, Crandall, and Seals (1977) found evidence supporting the convergent validity of the Index of Well-being, with measure of fears and worries ranging from .20 to .26. And, it also correlated .35 with a measure of personal competence. Especially, the Index of Affect was correlated .52 with a measure of happiness (London et al., 1977). Rice, Near, and Hunt (1980) found support for the discriminate validity of the Index of Well-being with the Crown-Marlowe Social Desirability Scale, being higher for the Deny Bad subscale (.29) than with the Assert Good subscale (.12) that corresponded to the Index of Well-being.

Thoit and Hewitt (2001) found the major domains of life that correlated with the Index of Well-being were non-work activities, such as unpaid volunteer activity, along with family life, standard of living, work and marriage. The researcher concludes that the Index of Well-being is appropriate instrument to measure the association between volunteer work and personal positive well-being in late life among older volunteers.

*Big Five Inventory-10*

The Big Five Inventory (See Appendix B) developed by John and his colleagues (1991) is a 44 item tool to measure the most prototypical traits associated with each of the following identified personal traits; extroversion, agreeableness, conscientiousness, neuroticism, and openness. An abbreviated 10-item short version of Big Five Inventory (BFI-10) was utilized in this dissertation research due to its ease in administration and short 3-minutes completion time. And, the optional flexibility item was added to assess the degree of flexibility toward prosocial behavior, such as
volunteer activity: i.e., *I see myself as someone who is flexible about how things go.* Respondents circle the appropriate number they actually believe is closest to their agreement level to each statement, using a 5-point Likert scale with 1 being “strongly disagree” and 5 being “strongly agree.”

Test and retest reliability of the full BFI version was found to range from .80 to .90 over three months period in a Canadian and U.S. sample. Hampson and Goldberg (2006) found a test-retest stability rate of .74 overall, with .79 for Extroversion and Openness, and .70 for Agreeableness, Conscientiousness, and Neuroticism in a middle-age sample. Also, Rammstedt and John (2007) found the scale to have high test-retest reliability (ranging from $r = .72$ to $r = .78$) and high internal consistency (alphas = 0.84), as well as achieving respectable stability over six to eight weeks in the sample of 726 college students using BFI-10.

John, Naumann, and Soto (2008) findings support the convergent validity of the BFI based on similar findings with Goldberg’s Trait Descriptive Adjectives (TDA)(1992) and McCrae’s Neuroticism-Extroversion-Openness Inventory (NEO) (1992). BFI and TDA showed the strongest overall convergence ($r=.80$), followed by BFI and NEO ($r=.77$) for a sample of college students. Especially the dimension of extroversion in BFI-10 showed adequate convergent validity correlations with NEO, ranging from .33 to .72 and averaging .52 (Rammstedt & John, 2007). Benet-Martinez and John (1998) also reported the high convergent validity of the BFI with Goldberg’s TDA (1992) and McCrae’s NEO questionnaires (1992), at .75 and .80, respectively. However, the discriminant validity of BFI with Goldberg’s TDA (1992) and McCrae’s NEO questionnaires (1992) found low correlations with an average of .19 overall (.16 for TDA and .20 for NEO) (John, Naumann, and Soto, 2008). The investigators found evidence supporting the discriminant validity of the BFI with sub-items of
agreeableness, conscientiousness and extroversion found to be negatively correlated with the Neuroticism sub-item scale (ranging from -.25 to -.26) across pairs of instruments (John, Naumann, and Soto, 2008). Based on the earlier findings, however, it appears that the BFI-10 is easy to administer and takes only a few minutes to complete, with the literature generally supporting test-retest reliability and convergent validity. As a result, this investigation will utilize a short-version of the BFI-10 that possesses acceptable psychometric properties.

The author demonstrated how instruments could form a foundation for international research by improving valid instrument. The author translated the questionnaires to Hangul (language of Korean) based on findings similar validated instruments in Korean. To test terminology, applicability, and comprehension of quantitative questionnaires in order to develop a valid survey instrument for Korean older volunteers; 1) 10 MSW level students from department of Social Work, Kangnam University, and 2) 15 older volunteers aged 55 and older from Seoul Volunteer Center.

2-10. Procedures

The principle investigator surveyed organizations in Seoul and Gyeonggi province, South Korea to determine the level to which they “match” older volunteers to selected service organizations where their skills sets were employed.

The PI had the executive directors and volunteer coordinators in each service organizations read and sign a documentation of permission that allowed for data collectors to survey volunteers. Executive directors or volunteer coordinators from each volunteer service organizations introduced this research project to potential participants briefly and announced the plan for next monthly meeting agenda to do the
voluntary survey. Volunteer service organizations sponsored by Seoul Volunteer Center had regular monthly meetings for monthly reports, trainings, educations, or recognition events. Volunteers were recruited through the 4 data collect research assistants at the volunteer service organization. Four data collect research assistants received specific human subject training from the researcher in order to help the researcher to recruit potential participants. The data collectors explained the study in detail to volunteers, emphasizing that the volunteer coordinator or any staff from the volunteer service organization did not know if the volunteer is participating in the study and that a decision not to participate impacted on their volunteering.

Thus, the potential participants was approached by data collectors in the area meeting held by having executive director’s permission, and informed consent and survey was conducted in the area meeting held or in a private place of their choice without involvement of volunteer service agency. The survey was a paper-based and self-administered survey that was collected on approximately 200 volunteer individuals. The survey was anonymous so that the data collectors collected volunteer’s name, address or phone numbers. The data collectors informed that participants might decide to leave the study at any time without penalty or loss of benefits to which you might otherwise had been entitled. And, no respondent was identified to the executive directors and volunteer coordinators in the service organizations. Having the older volunteers completed the questionnaires by themselves when executive director or volunteer coordinators were not present potentially increased the comfort level and the validity of participants’ responses to the questionnaires. The survey was then conducted with participants after consent was given.

Participants was given a informed consent form (see Appendix E) and then
asked to complete a 20 minute questionnaire asking questions about: 1) personal background information.; 2) volunteer experience; 3) Volunteer Function Inventory; 4) Volunteer Satisfaction Index; 5) Role Identity Index; 6) Index of Well-being, and 7) Big-Five Inventory-10 (BFI-10). Specifically, 200 older volunteers were asked to complete:

1) Demographic questionnaires about age, race, educational background, marital status, retirement status, income, and family background;

2) Volunteer Experience includes; retirement status, number of orientation/ trainings, frequency of contact with staff (i.e., control variable for the analyses), and field that respondents were currently engaged in;

3) The BFI-10 and the VFI to measure volunteer's subjective dispositional factors that have a direct impact on satisfaction, commitment and role identification through volunteer activities; and

4) The VSI, Role Identity Index, and Index of Well-being to measure volunteer engagement, i.e., their satisfaction with their volunteer experience and commitment to volunteering as a means of role enhancement and later life well-being beyond their retirement.

Seven instruments may lead to fatigue effects that potentially decrease older volunteer respondents’ attention and accuracy of responses to the questionnaires (Fortune & Reid, 1999). However, each is a standardized scale that volunteers can complete quickly, requiring only that they mark the number they perceive as being closest to their response to each statement. In terms of incentives, upon completion of the questionnaires this researcher offered two tubes of toothpastes (around $5), a daily necessity as an incentive for every participant to complete the survey. It is a common
2-11. Statistical Procedures

The principal investigator explores possible cause and effect relationships between how organization’s “match” effective in their volunteers and placement sites and the degree to which their older volunteers express satisfaction with their volunteering experience, commitment to the volunteering activity, role identification with being a volunteer, and well-being as a result of their volunteer experience.

To test the conceptual model, the statistical methodology of choice is path analysis. This analytic approach allows for testing the strength and statistical significance of hypothesized relationships between the set of independent variables and dependent variables as specified above. Path analysis is done by employing a series of multiple regression analyses in which endogenous variables (i.e., dependent variables) are regressed upon exogenous variables (i.e., independent variables) to determine how well the predicted model adheres to data. This dissertation research has three continuous independent variables. The three continuous independent variables include 1) volunteer motivation (MOTIVATION) (i.e., rating on the Volunteer Function Inventory-VFI), 2) personal traits (PERSONALITY) (i.e., short version of Big Five Inventory–BFI-10), and 3) self-ratings on matching skill sets to volunteering (MATCHED). Frequency of contact with volunteer coordinator (CONTACT) is a control variable in this analysis. This dissertation research employed 4 dependent variables: three intermediate dependent variables and one dependent variable. The three intermediate dependent variables will include: ratings on Volunteer Satisfaction (SATISFACTION); hours of current volunteering in a month (COMMITMENT); and ratings on Role Identification (ROLEID). The dependent
variable includes ratings on Index of Well-being (WELLBEING).

The conceptual model of “matching skill sets to volunteering experience” depicts the hypothesized path diagram describing the causal connection among retirement status, volunteer experience, motivation of volunteering, personal traits, status of matching skills to volunteering, volunteer’s satisfaction, commitment, role expansion/enhancement, and feeling of positive well-being. Independent variables are included; volunteer’s level of motivation, level of extroversion, degree of matching pre-retirement skill sets. The intermediate dependent variables are composed of volunteer’s satisfaction, commitment toward current volunteering, and role. Final dependent variable is older volunteer’s positive well-being in late life. The control variable can be seen at the bottom of the path diagram that illustrates frequency of contact with volunteer coordinator at a current volunteer position that has occurred between volunteers and volunteer coordinator.

The hypothesized path diagram (Appendix A) examined a set of paths (i.e., Path I, Path II, Path III, and Path IV).

1) Path I

- Path Ia linked motivation to volunteering with matching skill sets to volunteer activity

- Path Ib linked motivation to volunteering with satisfaction,

- Path Ic linked motivation to commitment

- Path Id linked motivation to volunteering with role identification/enhancement.

2) Path II

- Path IIa linked personal traits with matching skill sets to volunteering
- *Path IIb* linked personal traits to satisfaction
- *Path IIc* linked personality to commitment
- *Path IIId* linked personality to role identification/enhancement.

3) *Path III*
- *Path IIIa* linked matching volunteer’s skill sets to volunteer’s satisfaction
- *Path IIIb* linked matching volunteer’s skill sets to commitment
- *Path IIIc* linked matching skill sets to volunteer’s role identification.

4) *Path IV*
- *Path IVa* linked volunteer’s satisfaction to well-being in later life
- *Path IVb* linked volunteer’s commitment to well-being in volunteer’s later life
- *Path IVc* linked volunteer’s role identification/enhancement to well-being in later life.

The analysis included the followings:

1) Examined respondent’s demographic characteristics using descriptive analysis.

2) Examined reliabilities of six standardized instruments used to measure the variables by Cronbach’s alpha

3) Constructed the correlation matrix among the eleven variables in the path model

4) Comparison between older volunteers who matched skill set and those who did not "matching skill sets” in terms of demographic information (i.e., age, gender, marital status, education, retirement status, number of household, annual income) by Chi-Square test
5) Comparison the mean differences of variables (mean of WELL-BEING, SATISFACTION, COMMITMENT, ROLEID, MOTIVATION, PERSONALITY, and CONTACT) between older volunteers who matched skill set and those who did not "matching skill sets" in terms of demographic information by independent t-test with significant level.

6) Examined direct effects, indirect effects, and mediating effect of one of independent variable (i.e., degree of matching skill sets) to assess the hypothesized path models describing the causal connections among independent variables (i.e., motivation, personality) and dependent variables (i.e., satisfaction, commitment, and role identification) through degree of matching skill sets

- **Direct Effects:** Six series of multiple regression analyses was conducted to determine the coefficients for the paths; a) satisfaction on motivation and matched skill sets, b) commitment on motivation and matched skill sets, c) role identification on motivation and matched skill sets, d) satisfaction on personality and matched skill sets, e) commitment on motivation and matched skill sets, f) commitment on motivation and matched skill sets.

- **Indirect Effect:** Six mediated models was analyzed using series of multiple regression procedures; a) degree of matched skill sets to predict level of motivation on the level of satisfaction, b) degree of matched skill sets to predict level of motivation on the length of volunteering-commitment, c) degree of matched skill sets to predict level of motivation on the level of role identification, d) degree of matched skill sets to predict level of extroversion on the level of satisfaction, e) degree of matched skill sets to predict level of
extroversion on commitment, and f) degree of matched skill sets to predict level of extroversion on the level of role identification.

- **Mediating Effect (degree of matching skill sets):** Sobel test analyses in each path equation was conducted to assess the variable of “degree of matching skill sets (MATCHED 2)” to play a mediating role in each path model.

7) Examined the moderating effect of “matching skill sets (MATCHED1); each interaction term (motivation x ‘matched skill sets yes/no’; personality x ‘matched skill sets yes/no) were entered into each single regression model to predict the moderating association.

8) Tested a hypothesized structural model (MODEL1) in an application of SEM using by Analysis of Moment Structure (AMOS) software program

9) Respecified the structural model (MODEL 2 and MODEL 3) - model modification approach was utilized to improve fit of the structural model, suggesting that a) adding or remove paths among variables depending on significance level and/ or b) adding covariances among residuals in the structural model, to confirm the measurement model and to achieve parsimony (Keith, 2005; Byrne, 2001; Ullman, 1996).

These analyses were done using the Statistical Package for the Social Sciences (SPSS) and Analysis of Moment Structure (AMOS) software.

2-12. **Human Subject Protections**

Prior to initiating the survey of this study, the author submitted an application to conduct the study to the Institutional Review Board at the State University of New York, University at Albany. Survey instruments, consent forms, confidentiality
consideration was assessed, with the author not initiating the study until approval of all forms and protocols was received. For example, the test was self-administered by participants themselves, not the principle investigator or the volunteer program staff, and answers did not contain personal identifying information, minimizing the risk for respondent’s potential discomfort and volunteer agencies staff to obtain access to them. The participants completed the test individually without putting their names on the answer sheets.

Prior to being surveyed, research participants was asked to read an informed consent form that details the objectives of the study and provided contact information for both the principal investigator and the dissertation committee chair. Participants was not asked to reveal their name and/or any personal information in the survey forms in which was filed according to coding a unique ID number as well as in data set. Consent forms clearly specified that participation in this study was completely voluntary and that the participants were able to leave the study at any point without loss of current volunteer position.

Even though the principle investigator tried to minimize the risk to participation, the consent form discussed potential risks to participants. For instance, older volunteers might feel somewhat embarrassed or distressed when answering questions about themselves, their volunteer experiences, and their satisfaction toward volunteer activities in volunteer service organizations. And, older volunteers might feel somewhat embarrassed or distressed when answering questions about their educational background, their retirement status, and their life satisfaction beyond retirement. Upon collection, consent forms was detached from the survey and kept in a locked file cabinet on the University at Albany downtown campus. All information regarding actual survey forms and code sheets of data were kept in a confidential
computer file which was password protected.

2-13. Limitation

Threats to internal validity

This causal-comparative/ex post facto study cannot control for some rival hypotheses or alternate explanations (threats to internal validity) that might explain participant’s response to questionnaires. It is possible that older volunteers may respond to the questionnaires in a way that makes their volunteer agencies looks better in terms of higher satisfaction with current volunteer job (nonspecific effects). It is also possible that the volunteers may be involved in several volunteer jobs at the same time that may have an effect on how to measure (nonspecific effects). Previous volunteer experiences that possibly produce the positive or negative effects on current volunteering may have to do with something other than the volunteer experience itself, such as previous job satisfaction (history). And, there is a possibility that older volunteer participant’s response to the questionnaires will be influenced by other older volunteers at volunteer agencies perceived volunteering (leakage/diffusion), and not necessarily their own thoughts and feelings regarding current volunteer activities. To minimize the impact of these factors, participants were informed that neither the volunteer coordinator/staff nor other volunteers was told of their individual response.

Rival Hypothesis/Alternative explanations

This study also cannot control for some rival hypothesis or alternative explanations that have been shown in the literature to affect the relationship between volunteering and well-being. For instance, studies have shown that peer relations (Cheng & Kwan, 2006), adequate supervision and relationship between paid staff and volunteers (The Urban Institute, 2007; Netting, Nelson, Borders, & Huber, 2004),
citizenship behaviors (Wilson & Musick, 2000), religious congregations (Musick & Wilson, 2003), level of physical activity (Thoit & Hewitt, 2001), level of depression (Van Willigen, 1998) and gender differences (Windsor, Anstey, & Rodgers, 2008) can affect meaningful volunteer engagement and well-being in late life. As mentioned earlier, this study examined variables and looking at hypotheses exclusively based on conceptual frame work with role theory. For this reason, these potential rival hypotheses or alternative explanations were not incorporated into this study.

Generalizability

It is expected the proposed study was also open to criticism of ungeneralizability. As mentioned, this study utilized nonprobability sampling (convenience sampling). Nonprobability sampling makes it difficult to generalize the findings to younger volunteers in volunteer agencies not sampled. The author collected demographic information on older volunteers and then compared these sample averages to the population averages reported in the study of volunteerism. If the sample and population averages are similar, the generalizability of the findings could be enhanced. Lastly, in the aspect of cultural diversity, the data collection of this dissertation study was conducted by a sample of Korean older volunteers. It may make it difficult to generalize the findings to other ethnic groups. The proposed study may be open to criticism because matching skill sets to volunteer activity does not incorporate concepts relevant to cultural diversity into the hypothesized theoretical framework that will be in the future cross-sectional study.
CHAPTER 3. FINDINGS

3-1. Introduction

This study explores possible cause and effect relationships between how well an organization’s effectively “match” their volunteers at placement sites and the degree to which their older volunteers express satisfaction with their volunteering experience, commitment to the volunteering activity, role identification with being a volunteer, and well-being as a result of their volunteer experience. To date, there have been very few studies that have examined the impact of the planned “matching” of an older volunteer with an agency—utilizing the volunteer’s skill set and the organization’s needs to direct placement of older adult volunteers—or the impact of that volunteering experience on an older adult entering retirement. There have been very limited studies that address “matching” of volunteer skill sets and volunteer activities; even fewer could be identified that examined how organizations tailor their retention and management of volunteers to meet the interests and needs of older adults in retirement.

The conceptual model created by the author of this dissertation has incorporated the ideas of Biddle’s role theory and Ruhm’s view of the “substantial bridge role-substituted activity” as an example of proactive volunteer placement among older adults entering retirement. Path analysis was used to test the conceptual model. This analytic approach allowed for the testing of hypothesized relationships and the strength and statistical significance between the set of independent variables and dependent variables. This chapter is organized into four section: 1) introduction, 2) descriptive analysis, 3) instrument reliability in this sample, and 4) analysis of research questions.
3-2. Descriptive Statistics

Table 3-1. Descriptive Statistics

<table>
<thead>
<tr>
<th>Age (n= 267 )&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-54</td>
<td>114</td>
<td>41.6</td>
</tr>
<tr>
<td>55-64</td>
<td>91</td>
<td>36.1</td>
</tr>
<tr>
<td>65-74</td>
<td>41</td>
<td>15</td>
</tr>
<tr>
<td>75+</td>
<td>13</td>
<td>4.7</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Gender (n= 274 )</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>236</td>
<td>86.1</td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>13.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital status (n=273 )</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>228</td>
<td>83.2</td>
</tr>
<tr>
<td>Widowed/Separated/Divorced</td>
<td>36</td>
<td>13.2</td>
</tr>
<tr>
<td>Single</td>
<td>9</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education (n= 244)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>12</td>
<td>4.4</td>
</tr>
<tr>
<td>Middle school</td>
<td>18</td>
<td>6.6</td>
</tr>
<tr>
<td>High school</td>
<td>72</td>
<td>26.3</td>
</tr>
<tr>
<td>2-year college</td>
<td>68</td>
<td>24.8</td>
</tr>
<tr>
<td>4-year college</td>
<td>50</td>
<td>18.2</td>
</tr>
<tr>
<td>Graduate school</td>
<td>24</td>
<td>8.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retirement status (n=200)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully retired</td>
<td>123</td>
<td>44.9</td>
</tr>
<tr>
<td>Partially retired</td>
<td>77</td>
<td>28.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of household (n=215)&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>54</td>
<td>19.7</td>
</tr>
<tr>
<td>3-5</td>
<td>154</td>
<td>56.2</td>
</tr>
<tr>
<td>4+</td>
<td>7</td>
<td>2.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual income (n=94)&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 25,000</td>
<td>47</td>
<td>17.2</td>
</tr>
<tr>
<td>25,001-30,000</td>
<td>9</td>
<td>3.3</td>
</tr>
<tr>
<td>30,001-35,000</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>35,001-40,000</td>
<td>12</td>
<td>4.4</td>
</tr>
<tr>
<td>more than 40,000</td>
<td>24</td>
<td>8.8</td>
</tr>
</tbody>
</table>

<sup>A</sup> M=56.77 (SD=8.89)  
<sup>B</sup> M=3.45 (SD=1.29)  
<sup>C</sup> M=37.848(SD=36.203)
Sample: The sample for this study consisted of 274 volunteers who currently engage in volunteer activities at service organizations in the City of Seoul and Gyeonggi Province, South Korea. Ages ranged from 45 years old to 84 years old, with the mean age being 56.77 years of age and the median age being 56. The gender composition of the participants was 86.1% female (n=236) and 13.9% male (n=38). The large majority of total respondents in this study were married (83.5%, n=228), with widows and singles composing another 13.1% (n=36) and 3.3% (n=9) respectively of the sample. Of the total respondents, 26.3% held the high school degree (n=72); 24.8% obtained a 2-year college degree (n=68); 18.2% held a 4-year undergraduate degree (n=50); 9.8% had graduate degree (n=24); 6.6% held the middle school (n=18); and 4.4% had an elementary school degree (n=12). About 45% (n=123) of total respondents was fully retired and another 28% (n=77) were partially retired. The average number of household members was 3.45 and median was 4 people in total respondents’ household, ranging from 0 to 7 people. The average annual income of household was $37,848 in American currency (equivalent to 3,154,000 won) and median was $33,000 dollars (equivalent to 2,750,000 won), with annual income ranging from $0 to $200,000 dollars (Korean dollars, 1 dollar=1200 won).

In terms of volunteer experience among respondents in this survey by an in Table 2, the average length of total volunteering in respondent’s entire life was approximately 7 years/2 months and median length was 5 years, with volunteer experience ranging from as little as 4 months to as much as 44 years/6 months. The hours of volunteering in a month averaged 21.86 hours. This contrasts with the median of 12 hours, much lower than average value.
The average length of total volunteering in respondent’s entire life had high skewness (1.761) and kurtosis scores (4.130). The hours of volunteering in a month also were excessively skewed (3.062) with high kurtosis scores (12.656). Non-normality distribution was addressed for those two variables. This huge range was probably due to the proclivity of older volunteers to place on extensive volunteering whether retirement was fully perceived or not, as a welcomed break from exhaustive role as an employee.

The reason of choosing hours of volunteering in a month (ranges from 1 hour to 200 hours) was less distributed than the average length of total volunteering in their entire life (ranges from 4 months to 45 years) in order to measure ‘commitment to current

Table 3-2. Volunteer Information

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>St.Deviation</th>
<th>Range</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of total volunteering (month)</strong> (N=262)</td>
<td>86.82</td>
<td>60</td>
<td>85.408</td>
<td>4-540</td>
<td>18</td>
</tr>
<tr>
<td><strong>Hours of volunteering in a month</strong> (N=247)</td>
<td>21.86</td>
<td>12</td>
<td>26.485</td>
<td>1-200</td>
<td>6</td>
</tr>
<tr>
<td><strong>Number receiving an orientation</strong> (N=166)</td>
<td>4.62</td>
<td>3</td>
<td>4.545</td>
<td>0-30</td>
<td>2</td>
</tr>
<tr>
<td><strong>Number receiving training</strong> (N=163)</td>
<td>6.19</td>
<td>3</td>
<td>7.847</td>
<td>0-50</td>
<td>2</td>
</tr>
</tbody>
</table>

**Contact with volunteer coordinator**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>12</td>
<td>4.4</td>
</tr>
<tr>
<td>Occasionally</td>
<td>13</td>
<td>4.7</td>
</tr>
<tr>
<td>Periodically</td>
<td>97</td>
<td>35.4</td>
</tr>
<tr>
<td>Frequently</td>
<td>51</td>
<td>18.6</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>7.3</td>
</tr>
</tbody>
</table>

\[\text{Mean} = 3.27 \ (SD = .99)\]
volunteering.’ Still, as the variable of volunteering hours in a month was non-normality distributed and highly skewed. Four extreme outliers (more than 100 hours a month (120, 130 140 and 200 hours a month) were considered to be omitted (Warner, 2007). The skewness score of remaining value dropped from 3.062 to 1.653, and the kurtosis score dropped from 12.656 to 3.212, as fitting marginal criteria for test of distribution.

The average number of orientations that respondents participated in current volunteer position was around 5, and the average number of trainings was around 6. Contact with a volunteer coordinator was measured with a 5-point scale, ranging from 1 (“rarely”) to 5 (“often”). The average contact with volunteer coordinators or staff in current volunteer position was 3.27, indicating volunteers tended to meet periodically with their volunteer coordinator in their current position. Examining the disaggregated finding, 35.4 percent of respondents report having periodically contact with the volunteer coordinator (n=97), and another 18.6 percent having frequent contact (n=51).

Figure 3-1. Areas of volunteering
Respondents participated in a wide range of volunteer positions as indicated by an in Figure 1. Those categories most often included were: health and safety services, childcare services, leadership services, youth services, elderly services, financial development services, nutrition services, blood donation services, international relief services, educational services, general administration support services, and community development services. Approximately half of respondents were involved in community development services (51.1 percent), and elderly services (48.9 percent). About 30 percent of respondents participated in health and safety services (33.9 percent), nutrition services (29.2 percent), and youth services (25.9%). Less than 10 percent of respondents participated in the remaining volunteer categories.

3-3. Instrument Reliability

The reliabilities for the various scales used to measure the variables were analyzed using a Cronbach’s alpha methodology. The six scales used in this dissertation survey to measure the conceptual model included 1) Volunteer Functions Inventory (Clary, G. & Snyder, M., 1992); 2) Big Five Inventory-10(BFI-10) (John, O.P. & Benet-Martinez, V, 1998); 3) Volunteer Satisfaction Index (Payne & Bull, 1974-1977); 4) Volunteer Satisfaction in the Volunteer Role (National Council on the Aging, 1975); 5) Role Identity Index (Grube, J.A. & Piliavin, J.A., 2000); and 6) Index of Well-being (Campbell et al., 1976).
For all surveys, respondents were asked to indicate the degree to which they agreed with a series of statements. Measurement was done using a 5-point Likert scale ranging from 1 (“strongly disagree/ very dissatisfied”) through to 7 (“strongly agree/ very satisfied”). Cronbach’s alpha scores for the Volunteer Satisfaction Index, Motivation Functions Inventory, and Index of Well-being were .945, .909 and .906 respectively, indicating strong internal consistency when using the sample of 274 volunteers for testing. The Big Five Inventory-10, Volunteer Satisfaction in the Volunteer role, and Role Identity Index were less strong, producing moderate reliabilities of $\alpha = .687$, $\alpha = .648$, and $\alpha = .645$ respectively utilizing the same sample. All six standardized scales for 274 volunteers were reliable.

This study checked non-normality in variables by examining univariate skewness and kurtosis. Response were approximately normally distributed, with skewness ranging from -.316 to 1.653 and kurtosis ranging from -1.712 to 3.212. These levels are judged to be acceptable (Tabachnick and Fidell, 2007).

<table>
<thead>
<tr>
<th>Index of Well-Being (9)</th>
<th>0.906</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Satisfaction Index (25)</td>
<td>0.945</td>
</tr>
<tr>
<td>Volunteer Satisfaction in the Volunteer Role(5)</td>
<td>0.648</td>
</tr>
<tr>
<td>Role Identity Index (7)</td>
<td>0.645</td>
</tr>
<tr>
<td>Volunteer Function Inventory(30)</td>
<td>0.909</td>
</tr>
<tr>
<td>Big Five Inventory-10 (11)</td>
<td>0.687</td>
</tr>
</tbody>
</table>
3-4. Comparative Statistics

Table 3-4 presents the correlation matrix for the eleven variables in the path model. Independent variables included MATCHED, MOTIVATION and PERSONALITY. Dependent variables included WELL-BEING, SATISFACTION, COMMITMENT, and ROLE IDENTIFICATION. There was one control variable (CONTACT).

Table 3-4. Correlation Matrix among variables

<table>
<thead>
<tr>
<th></th>
<th>WELL-BEING</th>
<th>SATISFACTION</th>
<th>COMMITMENT</th>
<th>ROLE IDENTIFICATION</th>
<th>MOTIVATION</th>
<th>PERSONALITY</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATCHED</td>
<td>0.478**</td>
<td>0.444**</td>
<td>0.069</td>
<td>0.298**</td>
<td>0.483**</td>
<td>0.39**</td>
<td>0.187**</td>
</tr>
<tr>
<td>Well-BEING</td>
<td>0.423**</td>
<td>-0.074</td>
<td>0.243**</td>
<td>0.455**</td>
<td>0.388**</td>
<td>0.052</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION</td>
<td>-0.066</td>
<td>0.548**</td>
<td></td>
<td>0.693**</td>
<td>0.525**</td>
<td>0.264</td>
<td></td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>0.021</td>
<td>-0.089</td>
<td>-0.088</td>
<td>0.188**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE IDENTIFICATION</td>
<td>0.448**</td>
<td>0.310**</td>
<td></td>
<td></td>
<td>0.498**</td>
<td>0.263**</td>
<td></td>
</tr>
<tr>
<td>MOTIVATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.114**</td>
</tr>
<tr>
<td>PERSONALITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001**, *p < .05* (2-tailed)

One of the independent variables, MATCHED, that plays a role as a mediating variable in the path model is significantly correlated with the main dependent variables WELL-BEING, SATISFACTION, ROLEID, as well as with the independent variables MOTIVATION and PERSONALITY, and control variable CONTACT. Significant positive correlations were found between MATCHED and WELL-BEING (r =.478, p <.001), suggesting that volunteers who self-reported a higher degree of match between their skill sets and the volunteering activities they are performing then to have higher scores of older volunteer’s well-being. Also from Table 3-4, one can see the significant positive correlations between MATCHED and MOTIVATION (r =.487, p <.001), suggesting that older volunteers who self-reported a higher degree of matched skill sets to volunteering
were more likely to exhibit the higher score of motivation of volunteering. The control variable CONTACT ($r = .187$, $p < .001$) is significantly correlated with MATCHED, suggesting that older volunteers who have higher scores on the degree to which their skills are utilized in the current volunteer work are more likely to contact with volunteer coordinators or staff. However, MATCHED is not significantly correlated with COMMITMENT as a dependent variable.

The total respondents of 265 were classified into two groups, with 9 cases eliminated from the 274 sample due to missing data. The two groups consisted of those who answered “No” (108 respondents, 39.4 percent) or “Yes” (157 respondents, 57.4 percent) to the question of whether their skill set matched their current volunteer position. Characteristics of these groups are presented in Table 3-5. It is interesting to note the significant difference in the volunteer’s level of education between those who answered “matched to skill sets” and those answered “no matched to skill sets” in their current volunteer position. The majority of those who are successfully matched had a college degree, whereas a majority in the other group who were not matched had only a high school degree. Controlling for education level, the group holding a graduate degree (23 out of 242 respondents) contained 17 respondents with matched skills and only 6 respondents indicating they were in volunteer positions that were not matched to their skill sets. Near 34% of respondents (72 respondents) who had a college degree (two or four year) thought their skills sets were matched to volunteering activities, while only 18.6 percent of respondents (45 respondents) in the same group did not think their skills were matched (Chi-square test: 11.389 with $p < .05$).
Table 3-5. Comparison between respondents who matched skill sets and those who did not "no matching (Chi-Square test)

<table>
<thead>
<tr>
<th>Age (n= 255 ) A</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
<th>Chi-square (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage(%)</td>
<td>Frequency</td>
</tr>
<tr>
<td>45-54</td>
<td>63</td>
<td>24.70%</td>
<td>44</td>
</tr>
<tr>
<td>55-64</td>
<td>53</td>
<td>20.80%</td>
<td>43</td>
</tr>
<tr>
<td>65-74</td>
<td>27</td>
<td>10.60%</td>
<td>12</td>
</tr>
<tr>
<td>75+</td>
<td>10</td>
<td>3.90%</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender(n= 265)</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
<th>Chi-square (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>137</td>
<td>51.70%</td>
<td>91</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>7.50%</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital status (n=264)</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
<th>Chi-square (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>127</td>
<td>48.70%</td>
<td>92</td>
</tr>
<tr>
<td>Widowed/Separated/Divorced</td>
<td>23</td>
<td>8.70%</td>
<td>13</td>
</tr>
<tr>
<td>Single</td>
<td>6</td>
<td>2.30%</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education (n= 242)</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>1</td>
<td>0.40%</td>
</tr>
<tr>
<td>Middle school</td>
<td>9</td>
<td>3.70%</td>
</tr>
<tr>
<td>High school</td>
<td>36</td>
<td>14.90%</td>
</tr>
<tr>
<td>2-year college</td>
<td>46</td>
<td>19.00%</td>
</tr>
<tr>
<td>4-year college</td>
<td>36</td>
<td>14.90%</td>
</tr>
<tr>
<td>Graduate school</td>
<td>17</td>
<td>7.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retirement status(n=192)</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
<th>Chi-square (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully retired</td>
<td>76</td>
<td>39.60%</td>
<td>39</td>
</tr>
<tr>
<td>Partially retired</td>
<td>38</td>
<td>19.80%</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of household (n=207) B</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
<th>Chi-square (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>30</td>
<td>14.50%</td>
<td>21</td>
</tr>
<tr>
<td>3-5</td>
<td>93</td>
<td>44.90%</td>
<td>56</td>
</tr>
<tr>
<td>4+</td>
<td>3</td>
<td>1.40%</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual income (n=94) C</th>
<th>Matching skill sets</th>
<th>No matching skill sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 25,000</td>
<td>25</td>
<td>27.80%</td>
</tr>
<tr>
<td>25,001-30,000</td>
<td>4</td>
<td>4.40%</td>
</tr>
<tr>
<td>30,001-35,000</td>
<td>1</td>
<td>1.10%</td>
</tr>
<tr>
<td>35,001-40,000</td>
<td>8</td>
<td>8.90%</td>
</tr>
<tr>
<td>more than 40,000</td>
<td>13</td>
<td>14.40%</td>
</tr>
</tbody>
</table>

A M=56.64 (SD=9.181)  B M=3.45 (SD=1.288)  C M=25,426(SD=17,515)
In addition, significant differences were found when considering retirement status. Approximately 40 percents of respondents (76 respondents) of those indicating they were *matched* were fully retired, which is about twice as many as those who were in partially retired status (39 respondents, 20.3%) (Chi-square test: 5.356 with p< .05).

Figure 3-2. Comparison of level of education and retirement status between two groups

An independent T-test was conducted to compare the difference between two groups: “matched skill set to volunteering” versus “no matched skill sets to volunteering” in terms of dependent variables, independent variables and control variables. As table 3-6 presents, there were significant differences in the variables between two groups. Those who answered “matched skill sets to volunteering” tend to report higher levels of well-being (*WELL-BEING*), volunteer satisfaction (*SATISFACTION*), commitment to volunteering (*COMMITMENT*), volunteer’s motivation (*MOTIVATION*), and contact with volunteer coordinator or staff (*CONTACT*).
Table 3-6. Comparison between respondents who "matched skill sets" and those who did not "matched skill sets" (Independent t-test)

<table>
<thead>
<tr>
<th></th>
<th>Matching skill sets(A)</th>
<th>No matching skill sets(B)</th>
<th>Mean Difference test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (Std. Deviation)</td>
<td>Mean (Std. Deviation)</td>
<td>(A)-(B) (Significance Level)</td>
</tr>
<tr>
<td>WELL-BEING</td>
<td>4.1387 (0.57593)</td>
<td>3.5576 (0.63103)</td>
<td>0.58112 (0.001**)</td>
</tr>
<tr>
<td>SATISFACTION</td>
<td>3.7478 (0.52609)</td>
<td>3.2374 (0.49981)</td>
<td>0.51038 (0.001**)</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>22.81 (26.901)</td>
<td>19.06 (23.337)</td>
<td>3.744 (.241)</td>
</tr>
<tr>
<td>ROLE IDENTIFICATION</td>
<td>3.2948 (0.53297)</td>
<td>2.8908 (0.58253)</td>
<td>0.40397 (0.001**)</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td>3.8459 (0.44968)</td>
<td>3.3271 (0.50689)</td>
<td>0.51873 (0.001**)</td>
</tr>
<tr>
<td>PERSONALITY</td>
<td>3.3411 (0.44805)</td>
<td>2.968 (0.46888)</td>
<td>0.37313 (0.001**)</td>
</tr>
<tr>
<td>CONTACT</td>
<td>3.4 (0.929)</td>
<td>3.07 (0.969)</td>
<td>0.332 (.020*)</td>
</tr>
</tbody>
</table>

\( p <.001 **, p <.05 * \) (2-tailed)

In terms of the dependent variables (WELL-BEING, SATISFACTION, and COMMITMENT), there were statistically significant differences between the two groups as well. Those who answered “matched skill sets” show a higher average level of well-being \((\mu =4.1387, \text{S.D.} = .57593)\) than those who answered “no matched skill sets” \((\mu =3.5576, \text{S.D.} = .63103)\). As presented in Figure 3-3, those who answered “matched skill sets” show the higher average level of volunteer satisfaction \((\mu =3.7478, \text{S.D.} = .52609)\) than those who answered “no matched skill sets” \((\mu =3.2374, \text{S.D.} = .49981)\). For independent variables (MOTIVATION and PERSONALITY), only MOTIVATION shows a statically significant difference between the two groups. As presented in Figure 3-3, respondents who answered “matched skill sets” reported a higher average of motivation.
than those who reported “no matched skill sets” (µ =2.9680, S.D.=.46888). As presented in Figure 2, those who answered “matched skill sets” show a higher average level of contact with volunteer coordinator (µ =3.40, S.D.=.929) than those who answered “no matched skill sets” (µ =3.07, S.D.=.969). It is interesting that the control variable (CONTACT) suggests that volunteers who have matched skill sets to their volunteering experience have more frequent contacts with volunteer coordinators than volunteers who are not matched.

Figure 3-3. Comparison of variables between two groups

However, there were no significant differences in COMMITMENT when examining the two groups. These findings suggest both groups present a similar level of commitment when participating in the volunteering experience.
3-5. Analysis of Research Questions

Data for this study were compiled from a survey administered by the four researchers with older volunteers. Numerous statistical tests were conducted to analyze the information that included testing for mediating and moderating effects using a path analysis approach. This analysis was conducted to answer research questions proposed in chapter 3. The “matching skill sets” variable is specified as a mediator and a moderator in this conceptual hypothesized model that can be explained by a series of multiple regressions that are discussed below.

**Mediating effect- Direct effects and indirect effects for degree of matching skill sets**

(MATCHED2)

When mediation is hypothesized, an independent variable is expected to affect an intervening variable, which, in turn, is expected to affect a dependent variable (Ryu, West, & Sousa, 2009). As noted previously, the variable of ‘matching skill set’ (MATCHED2) ranged from “no match” to “very good match,” utilizing a scale of 1-6. If a respondent answered ‘no matched skill set’ to the question of whether their current volunteer activity utilizes their pre-retirement skills (yes/no; MATCHED1) but did not answer the question that asked them to measure the degree to which their skills sets were matched (MATCHED2), a value of “0” was applied to the continuous variable of ‘matched skill sets’ (MATCHED2). The degree of matched skill set (MATCHED2) was depicted as fully or partially accounting for the causal relationships between the sets of independent variables (motivation and extroversion) and set of dependent variables (satisfaction, commitment and role identification). And finally, a single path analysis was done to
assess the potential causal effects between each of the independent and dependent variable relationships.

Figure 3-4 and 3-5 depict the hypothesized path model describing the causal connections among motivation, personality, degree of matched skill sets, satisfaction, commitment, and role identification. Looking at the path diagrams one can see that these models examine a number of paths.

Figure 3-4. Mediating effect: Matched skill sets between motivation and dependent variables

* controlling for the level of contact with volunteer coordinator
Direct effects

Six series of multiple regression analyses were conducted to determine the coefficients for the paths and the direct effects as shown in Table 6: 1) SATISFACTION on MOTIVATION and MATCHED2; 2) COMMITMENT on MOTIVATION and MATCHED2; 3) ROLEID on MOTIVATION and MATCHED2; 4) SATISFACTION on PERSONALITY and MATCHED2; 5) COMMITMENT on PERSONALITY and MATCHED2; and 6) ROLEID on PERSONALITY and MATCHED2. The regression analyses established the relative contribution of the independent and mediating variables. Results of the regression analyses were provided in Table 3-7.

* adjusted for the level of contact with volunteer coordinator
Research Question I:

*Causal Association 1A- Motivation*

What are the relationships between motivation (MOTIVATION) and satisfaction (SATISFACTION), commitment (COMMITMENT), and role identification (ROLEID) when considering the degree to which volunteer skills sets (MATCHED2) are matched to volunteer job requirements (mediating effect) and controlling for the level of contact with volunteer coordinator (CONTACT)?

Volunteer Satisfaction-Path 1a

Path 1a links the level of motivation with degree of matched skill sets and degree of matched skill sets with volunteer’s satisfaction.

\[ SATISFACTION = 0.986 + 0.043 \times MATCHED2 + 0.665 \times MOTIVATION + 0.043 \times CONTACT + e \]

As presented in Table 3-7, the t-test for the motivation (Path Model 1a) predicting volunteer’s satisfaction is statistically significant, $X^2 (df=2, n=264)=128.964, p<.001$. Each of the predictors—the degree to which skills sets are matched, the level of motivation, and the level of contact were each statistically significant. The effect of a change of one standardized unit of level of motivation would expect to increase the level of satisfaction by 0.665 controlling for degree of matched skill sets and level of contact with staff ($t=12.464, p<.001$). This suggests that volunteers with higher motivation are more likely to satisfy with volunteering than volunteers with lower motivation.
Volunteer Commitment-Path 1b

Path 1b links the level of motivation with degree of matched skill sets and degree of matched skill sets with volunteer’s commitment.

\[-\text{COMMITMENT} = 42.618 + (1.947)(\text{MATCHED2}) + (-7.581)(\text{MOTIVATION}) + (6.380)(\text{CONTACT}) + \epsilon\]

The chi-square test for this motivation model (Path 1b) predicting the volunteer’s commitment is also significant, \(X^2(\text{df}=2, n=264)=2.251, p<.001\). The predictors—degree of matched skill sets, level of motivation and level of contact—are each statistically significant. The slope of this regression is -7.518, meaning that the effect of change of one standardized unit of level of motivation would expect to predict a decrease of approximately seven and a half hours of volunteering per month, controlling for degree of

<table>
<thead>
<tr>
<th>Table 3-7. Unstandardized and standardized regression weights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coeff.</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
</tr>
<tr>
<td>Satisfaction on Motivation</td>
</tr>
<tr>
<td>Satisfaction on Matched skill sets</td>
</tr>
<tr>
<td>Commitment on Motivation</td>
</tr>
<tr>
<td>Commitment on Matched skill sets</td>
</tr>
<tr>
<td>Role identification on Motivation</td>
</tr>
<tr>
<td>Role identification on Matched skill sets</td>
</tr>
<tr>
<td>Matched skill sets on Motivation</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
</tr>
<tr>
<td>Satisfaction on Personality</td>
</tr>
<tr>
<td>Satisfaction on Matched skill sets</td>
</tr>
<tr>
<td>Commitment on Personality</td>
</tr>
<tr>
<td>Commitment on Matched skill sets</td>
</tr>
<tr>
<td>Role identification on Personality</td>
</tr>
<tr>
<td>Role identification on Matched skill sets</td>
</tr>
<tr>
<td>Matched skill sets on Personality</td>
</tr>
</tbody>
</table>

\(p <.001^{**}, p <.05^*, \text{adjusted for level of contact with volunteer coordinator}\)
matched skill sets and level of contact with staff \( (t=-2.289, p<.05) \). This suggests that volunteers with higher motivation tend to be less committed to volunteering than volunteers with lower motivation. However, this result did not support the hypothesis of commitment; volunteer with higher motivation tend to be more committed to volunteering than volunteer with lower motivation.

**Volunteer Role Identification-Path 1c**

Path 1c links the level of motivation with degree of matched skill sets and degree of matched skill sets with volunteer’s role identification.

\[
-ROLE IDENTIFICATION = 1.448 + (.032)(MATCHED2) + (.435)(MOTIVATION) + (.084)(CONTACT) + e
\]

The Chi-square test for the motivation model (Path Model 1c) is statistically significant, \( X^2(\text{df}=2, n=264) = 34.702, p<.001 \). The predictors—level of motivation and level of contact with staff—are statistically significant. However, the degree of matched skill set is only marginally significant \( p<.094 \) using a \( p<.10 \) probability level. More specifically, the regression weight is .435, indicating that with each one standardized unit increase in level of motivation would expect to increase the level of role identification by .435, adjusted for the degree of matched skill sets and level of contact with staff \( (t=6.339, p<.001) \). This suggests that volunteers with higher motivation are perceived as having a higher level of role identification than volunteers with lower motivation.

**Causal Association 1B- Personality**

*What are the relationships between personality(\text{PERSONALITY}) and satisfaction(\text{SATISFACTION}), commitment(\text{COMMITMENT}), and role identification(\text{ROLEID}) when considering the degree to which volunteer skills sets*
are matched to volunteer job requirements (mediating effect) and controlling for the level of contact with volunteer coordinator (CONTACT)?

Volunteer Satisfaction-2a

Path 2a links the level of extroversion (PERSONALITY) with degree of matched skill sets and degree of matched skill sets with volunteer’s satisfaction.

\[-SATISFACTION= 1.723 + (.084)(MATCHED2) + (.485)(PERSONALITY) + (.098)(CONTACT) + e\]

As presented in Table 3-7, the Chi-square test for the personality model (Path Model 2a) predicting volunteer’s satisfaction is statistically significant, $X^2(\text{df}=2, n=264)=68.753, p<.001$. The predictors—the degree to which skills sets are matched to the current volunteer job requirements, level of personality (introverted versus extroverted), and level of contact—are each statistically significant. The effect of a change of one standardized unit of level of PERSONALITY would expect to increase the level of satisfaction by .485, adjusted for degree of matched skill sets and level of contact with staff ($t=7.660, p<.001$). This suggests that volunteers who are more extroverted are more likely to be satisfied with volunteering than volunteers who are more introverted.

Volunteer Commitment-2b

Path 2b links the level of extroversion (PERSONALITY) with the degree of matched skill sets and degree of matched skill sets with volunteer’s commitment.

\[-COMMITMENT= 38.505 + (1.623)(MATCHED2) + (-7.025)(PERSONALITY) + (5.386)(CONTACT) + e\]
As shown in Table 3-7, the Chi-square test for this personality model (Path Model 2b) predicting the volunteer’s commitment is at best marginally significant, \(X^2(df=2, n=264)=2.699, p=0.069\). The predictors—the degree to which skill sets are matched to volunteer job requirements, level of personality, and level of contact with staff—are each statistically significant at the \(p<.05\) level. The slope of this regression line is -7.025, meaning that the effect of change one standardized unit of level of extroversion \((PERSONALITY)\) would expect to result in a decrease of about seven hours of volunteering a month, controlling for degree of matched skill sets and level of contact with staff \((t=-2.035, p<.05)\). Volunteers who reported being more extroverted tended to be less committed to volunteering than volunteers who were introverted. It means that this negative effect did not support the hypothesis in regard with the positive relationship of commitment on personality; older volunteers who were extroverted tended to be more committed to volunteering than volunteering who were introverted.

*Volunteer Role Identification-2c*

Path 2c links the level of extroversion \((PERSONALITY)\) with the degree of matched skill sets and degree of matched skill sets with volunteer’s role identification.

\[
-ROLE\ IDENTIFICATION = 2.053 + (.064)(MATCHED2) + (.274)(PERSONALITY) + (-.046)(CONTACT) +e
\]

As it appears in Table 6, the chi-square test for the motivation model (Path Model 2c) was statistically significant, \(X^2(df=2, n=264) =20.029, p<.001\). The predictors—level of personality and degree of matched skill sets—are statistically significant. However, the level of contact with volunteer coordinator is not significant at a probability level of \(p<.001\). More specifically, the regression weight is .274, indicating that with each one
standardized unit increase in level of extroversion would expect to increase the level of role identification by .435, adjusted for degree of matched skill sets and level of contact with staff (t=3.664, p<.001). This suggests that volunteers who have higher level of extroversion are perceived as having enhanced greater level of role identification than volunteers who are more introverted.

Indirect effects – Degree of matching skill sets (MATCHED2)

As expected in each predictive regression line model, there were several significant mediated relationships found between variables. To test for indirect effects, these mediated models were analyzed using series of multiple regression procedures presented by Baron and Kenny (1986). These authors described several conditions that must be met in order for a variable to be considered as a mediator: 1) the independent variable must significantly predict the mediating variable; 2) the independent variable must significantly predict the dependent variable; 3) the mediating variable must significantly predict the dependent variable; and 4) including the mediator in the regression model must significantly reduce the previous relationship between the independent and dependent variables (Baron & Kenny, 1986; Hayes, 2009). Table 3-8 presents the direct, indirect and total effects of each independent and dependent variables. The path coefficients from the regression analyses and the Sobel tests of indirect effects frame the discussion of the major results for each dependent variable in Table 3-9.
Causal Association 1A- Motivation

Volunteer satisfaction

Standard regression analyses were conducted to assess the ability of the degree of matched skill sets (MATCHED2) to predict level of motivation on the level of satisfaction, after controlling for the level of contact with volunteer staff. As shown in Table 3-8, the indirect effect of level of motivation on satisfaction is .073 (p=.005), with an increase of one standardized deviation in level of motivation representing a .073 standard deviation increase in level of satisfaction.

Table 3-8. Unstandardized direct, indirect and total effects

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
<th>Satisfaction</th>
<th>Commitment</th>
<th>Role Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct</td>
<td>0.665</td>
<td>.001**</td>
<td>-7.581</td>
<td>.022*</td>
</tr>
<tr>
<td>Indirect</td>
<td>0.073</td>
<td>.005*</td>
<td>3.344</td>
<td>.036*</td>
</tr>
<tr>
<td>Total</td>
<td>0.739</td>
<td>.001**</td>
<td>-4.236</td>
<td>0.148</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct</td>
<td>0.485</td>
<td>.001**</td>
<td>-7.025</td>
<td>.041*</td>
</tr>
<tr>
<td>Indirect</td>
<td>0.127</td>
<td>.001**</td>
<td>2.466</td>
<td>.067</td>
</tr>
<tr>
<td>Total</td>
<td>0.613</td>
<td>.001**</td>
<td>-4.518</td>
<td>0.154</td>
</tr>
</tbody>
</table>

*p<.001**, *p<.05*, adjusted for level of contact with volunteer coordinator

The following finding indicates that all conditions mentioned above are met. First, the level of motivation (MOTIVATION) significantly predicts the degree of matching skill sets (MATCHED2) (β=1.718, p<.001). Second, the level of motivation (MOTIVATION) significantly predicts the level of satisfaction (SATISFACTION) (β=.665,
Third, the degree of matching skill sets (MATCHED2) significantly predicts the level of satisfaction (SATISFACTION) (β=.043, p=.005). And fourth, the Sobel test found that the reduction of .074 (.739-.665) in the path coefficients was statistically significant, which suggests that the degree of matching skill set is a statistically significant mediator of the effect of level of motivation on level of satisfaction (t=2.729, p <.05).

Table 3-9. Mediating effect- Sobel tests

<table>
<thead>
<tr>
<th></th>
<th>Coeff.</th>
<th>Std.Error</th>
<th>t</th>
<th>SOBEL test</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCHED2 and MOTIVATION</td>
<td>1.718</td>
<td>0.192</td>
<td>8.955**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCHED2 and SATISFACTION</td>
<td>0.043</td>
<td>0.015</td>
<td>2.843*</td>
<td>2.729</td>
<td>0.006*</td>
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<td>MATCHED2 and ROLE IDENTIFICATION</td>
<td>0.032</td>
<td>0.019</td>
<td>1.668</td>
<td>1.655</td>
<td>0.097</td>
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<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCHED2 and PERSONALITY</td>
<td>1.52</td>
<td>0.221</td>
<td>6.89**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCHED2 and SATISFACTION</td>
<td>0.084</td>
<td>0.016</td>
<td>5.176*</td>
<td>4.173</td>
<td>0.001**</td>
</tr>
<tr>
<td>MATCHED2 and ROLE IDENTIFICATION</td>
<td>0.064</td>
<td>0.019</td>
<td>3.317**</td>
<td>3.025</td>
<td>0.002*</td>
</tr>
</tbody>
</table>

*p<.001**, **p<.05*  

Volunteer’s role identification

Standard regressions were conducted to assess the ability of degree of matched skill sets (MATCHED2) to predict level of motivation on the level of role identification, after controlling for the level of contact with volunteer staff. As shown in Table 3-8, the indirect effect of level of motivation (MOTIVATION) on role identification (ROLEID) is .054 (p=.094), a non-significant finding.
Although two of the mediating conditions were fulfilled in this subset of the regression analysis series (i.e., significant relationships were found between motivation (MOTIVATION) and degree of matching skill sets (MATCHED2) ($\beta=1.718$, p<.001) and between motivation (MOTIVATION) and role identification (ROLEID) ($\beta=.435$, p<.001)), the remaining two conditions were not supported by this analysis. The degree of matching skill sets (MATCHED2) does not serve as a mediating variable when predicting level of role identification (ROLEID) ($\beta=.032$, p>.05). Furthermore, the Sobel test also found that the reduction of .054 in the path coefficient was not statistically significant (t=1.655, p=.097).

**Causal Association 1B- Personality (extroversion)**

**Volunteer satisfaction**

Standard regressions were conducted to assess the ability of degree of matched skill sets (MATCHED2) to predict level of extroversion (PERSONALITY) on the level of satisfaction (SATISFACTION), after controlling for the level of contact with volunteer staff (CONTACT). As shown in Table 3-8, the indirect effect of level of extroversion (PERSONALITY) on satisfaction (SATISFACTION) is .127 (p <.001), with an increase of one standardized deviation in level of extroversion representing a .127 standard deviation increase in level of volunteer satisfaction.

First, the level of extroversion (PERSONALITY) significantly predicts the degree of matching skill sets ($\beta=1.52$, p<.001). Second, the level of PERSONALITY significantly predicts the level of satisfaction (SATISFACTION) ($\beta=.485$, p<.001). Third, degree of matching skill sets (MATCHED2) significantly predicts the level of satisfaction
And fourth, the Sobel test found that the reduction of .127 in the path coefficients was statistically significant, suggesting that the degree of matching skill set (MATCHED2) is statistically significant mediator of the effect of level of extroversion (PERSONALITY) on level of satisfaction (SATISFACTION) (t=4.173, p <.001).

Volunteer’s role identification

Linear regression analyses were conducted to assess the ability of degree of matched skill sets (MATCHED2) to predict level of personality (PERSONALITY) on the level of role identification (ROLEID), after controlling for the level of contact with volunteer staff (CONTACT). As shown in Table 3-8, the indirect effect of level of personality (PERSONALITY) on role identification (ROLEID) was .097 (p<.001), with an increase of one standardized deviation in level of extroversion representing a .097 standard deviation increase in level of role identification.

The following findings support the degree of matching skill set (MATCHED2) as a mediating variable: 1) level of personality (PERSONALITY) has a significant effect on the degree of matching skill sets (MATCHED2) (β=1.52, p<.001); 2) level of personality (PERSONALITY) has a significant effect on volunteer’s enhanced role identification (ROLEID)(β=.274, p<.001); 3) degree of matching skill sets (MATCHED2) has a significant effect on level of role identification (ROLEID) (β=.064, p<.001); and 4) the Sobel test predicts that a reduction of .097 in the path coefficients is statistically significant, meaning level of personality (PERSONALITY) has a significant effect on
volunteer’s role identification (ROLEID) when mediated by the degree of matching skill sets (MATCHED2) (t=3.025, p<.05).

**Moderating effect - Matching skill sets**

A moderator variable alters the relationship between independent variable and the dependent variable (Baron & Kenny, 1989). Research questions lead to testing of hypothesized models that indicate the effect of satisfaction, commitment and enhanced role identification on volunteer’s motivation and extroversion differ by volunteer’s ‘matched skill sets.’ Initially, comparison is done utilizing two groups: older volunteers who self-reported ‘matching skill sets’ and older volunteers who self-reported ‘no matching skill sets to volunteering.’ Each single linear regression is done to examine the predictability of moderator that is expected to moderate the associations between sets of independent variables (i.e., MOTIVATION and PERSONALITY) and set of dependent variables (i.e., SATISFACTION, COMMITMENT and ROLE IDENTIFICATION).

**Research Question II:**

*To what degree does ‘matching skill sets’ status (MATCHED1) moderate the relationships 1-a) between level of motivation (MOTIVATION) and level of satisfaction (SATISFACTION), 1-b) between level of motivation (MOTIVATION) and length of commitment (COMMITMENT), 1-c) between level of motivation (MOTIVATION) and level of role identification (ROLEID), 2-a) between level of personality (PERSONALITY) and level of satisfaction (SATISFACTION), 2-b) between level of personality (PERSONALITY) and length of*
commitment (COMMITMENT), and 2-c) between level of personality (PERSONALITY) and level of role identification (ROLEID), when adjusted for contact with volunteer staff (CONTACT)?

**Figure 3-6. Moderating effect**

\[ COMMITMENT = 23.969 + (-.503)(MOTIVATION) + (45.396)(MATCHED1) + (14.556)(MOTIVATION \times MATCHED1) + (6.088)(CONTACT) + e \]

* Each interaction term [motivation (MOTIVATION) \times ‘matched skill sets yes/no’ (MATCHED1); personality (PERSONALITY) \times ‘matched skill sets yes/no’ (MATCHED1)] were entered into each single regression model to predict the moderating association. Only the interaction effect between (MOTIVATION) and (COMMITMENT) was found to be significant at the \( p < .05 \) level, suggesting the association between level of motivation and length of commitment differed by matching skill sets. Older volunteers who indicated their skills sets were matched with their
volunteer experience (MATCHED1) exhibited a higher level of motivation (MOTIVATION) than volunteers who did not match their skill sets (β=14.556). A higher level of motivation is defined as providing 14 hours or more of volunteer work a month. However, no significant interaction effects were found (p>.05) for either regression paths, suggesting the relationships did not differ by the status of ‘matched skill sets’ between: 1-a) level of motivation (MOTIVATION) and level of satisfaction (SATISFACTION); 1-c) level of motivation (MOTIVATION) and level of role identification (ROLEID); 2-a) level of personality (PERSONALITY) and level of satisfaction (SATISFACTION); 2-b) level of personality (PERSONALITY) and length of commitment (COMMITMENT); and 2-c) level of personality (PERSONALITY) and level of role identification (ROLEID).

Table 3-10. Interaction effects

<table>
<thead>
<tr>
<th></th>
<th>Coeff.</th>
<th>Std.Error</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation x</td>
<td>0.44</td>
<td>0.104</td>
<td>0.421</td>
<td>0.674</td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation x</td>
<td>14.556</td>
<td>7.06</td>
<td>2.062</td>
<td>0.04*</td>
</tr>
<tr>
<td>Commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation x Role Identification</td>
<td>0.031</td>
<td>0.137</td>
<td>0.228</td>
<td>0.82</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality x</td>
<td>0.193</td>
<td>0.133</td>
<td>1.45</td>
<td>0.148</td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality x</td>
<td>6.354</td>
<td>8.23</td>
<td>0.772</td>
<td>0.441</td>
</tr>
<tr>
<td>Commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality x Role Identification</td>
<td>0.26</td>
<td>0.152</td>
<td>1.712</td>
<td>0.088</td>
</tr>
</tbody>
</table>

p <.05 *, adjusted for level of contact with volunteer coordinator
It is interesting to note that the only significant interaction effect that was found was between motivation and commitment (\(p<.05\)) when examining the moderating effect of matching skill sets to volunteer job requirements (\(MATCHED1\)). This suggests the positive association between level of motivation and length of commitment differed by matching skill sets, meaning older volunteers who had been matched to a volunteer position based on their skill sets and who exhibited a higher level of motivation participated at higher rates in their volunteer experience (i.e., 14 hours or more per month of volunteering) than volunteers who did not have matched their skill sets (\(\beta=14.556\)). Correspondingly, ‘matching skill sets’ as a moderator altered the relationship between level of motivation and length of commitment.

In contrast, in this regression analysis, the results of testing the relationship between personality and commitment appear to be going in the opposite direction. The effect of change one standardized unit of level of motivation would expect to result in a decrease of approximately seven hours of volunteering a month, when controlling for degree of matched skill sets and level of contact with staff. The Sobel test was used to assess whether this opposite direction was significant by testing the significance of indirect association as a mediating effect. The results of Sobel test analysis were provided (\(t=2.034\) with \(p<.05^*\)). Hence, the relationship between level of personality and length of commitment was not statistically significant when factoring in the degree to which skills sets were matched to the volunteer position (\(t=1.766\) with \(p<.077\)). From a measurement perspective, it is possible that that the number of volunteering hours in a month may not adequately capture the volunteer’s commitment to their host organization among older volunteer population. Or, the failure to find significance could be due to the lack of value
older adults might place on extensive volunteering when retirement is perceived as a welcomed break from exhaustive role as an employee. For this group, the goal may be to achieve personal satisfaction and/or to role identification in the volunteer experience.
3-6. Findings of Hypothesized Structural Model

In this analysis a structural model was used to represent the causal hypotheses of the researcher (Kline, 1998) and a reduced model or an over identified model was used to depict the outcome of the analysis (Ingram, Cope, Harju, & Wuensch, 2000). The analysis will be presented in three parts: the description of the structural model and the results of the AMOS analysis depicted by a reduced model, and the model fit summary for each model.

Using AMOS, hypothesized relationships were examined between 3 independent variables (MOTIVATION, PERSONALITY and MATCHED2) and 4 dependent variables (SATISFACTION, COMMITMENT, ROLEID, and WELL-BEING).

Hypothesized Structural Model (Model 1)

Saturated model 1 as shown in Figure 6, depicts the hypotheses that each independent variable (MOTIVATION and PERSONALITY) has both a direct effect on satisfaction(SATISFACTION), commitment(COMMITMENT), role identification (ROLEID) and late life well-being (WELLBEING) as well as indirect effects through ‘degree of matching skill sets’(MATCHED2). This hypothesized conceptual model is based on the assumptions that there is a positive relationship of “skill matching” (i.e., “the matching principle”) on volunteer engagement variables (i.e., satisfaction, commitment, and role identification) as intermediate independent variables (proximal variables)—and psychological well-being in a volunteer’s late life stage as the final impact outcome (distal variable). The line of causality flows left to right, with “matching skill sets to volunteer activities” serving as an “intervention” that influences how the
independent variables of motivation and personality influences the degree to which
intermediate dependent variable (i.e., satisfaction, commitment, and role identification/ enhacement) in their volunteer role. Through the lens of role theory, Phase 1 presents
the conceptualization of how well one engages in the volunteering experience; Phase 2
depicts how greater meaningful volunteer engagement results in greater psychological well-being receipt or non-receipt of matching skill sets to volunteer activities. Because
this model is nearly a saturated model, the author expected to achieve good fit findings
(see Model 1: Full Model)

Adding Figure- Full model

- **Chi-square (X²):** At 158.123 with p <.001, which was estimated and found not to
  fit the data well. It suggests that the hypothesized model is not adequate and is not
  consistent with the observed data. In contrast to traditional statistical procedures, Chi-square should be presented non-significantly to hold the hypothesized model in the population (not rejecting the null hypothesis) (Byrne, 2000).

- **Relative chi-square (CMIN/DF):** at 22.589 with p <.001, also called normal chi-
  square, is the chi-square fit index divided by degrees of freedom, in an attempt to
  make it less dependent on sample size. AMOS lists relative chi-square as CMIN/DF (Chi-square/degree of freedom ratio). It also suggests that this hypothesized model is not adequate to the observed data.

- **Incremental Fit Indices (NFI):** At.720, the normed fit index (NFI), which
  evaluates the estimated model by “comparing the chi-square value of the model to
  the chi-square value
Figure 3-7. Full Model: Model 1

**FULL MODEL (MODEL 1)**

Motivation

- Degree of Matching Skill
  - PERSONALITY
  - WELL-BEING

Satisfaction

- ROLE IDENTIFICATION

Commitment

RMR = 0.488, RMSEA = 0.286

NFI = 0.720, GFI = 0.860, CFI = 0.722

$X^2$ = 158.123, df = 7, $p < .001$,

$CMIN/DF = 22.589$ with $p < .001$
of the independence model” (i.e., a model with all unrelated indicators), is above the required .90 that found not to fit the data well (Ullman, 1996,p.750).

- **Absolute Fit Indices (GFI):** The goodness of fit index is an index of what proportion of the variance in the sample variance-covariance matrix is accounted for by the model (Byrne, 2000). At .860, lower than .90, suggesting that the hypothesized model is not adequate.

- **Comparative Fit Index (CFI):** CFI is .722, lower than the .90 found not an adequate fit to the data (Keith, 2005). CFI is a good index for use even with small samples (Keith, 2005).

- **Residual Based Index (RMR):** the root mean square residual (RMR) is an index of the amount by which the estimated variances and covariances differ from the observed variances and covariances (Ullman, 1996). At .488, much higher than .05 indicated there were large difference between the sample variances and covariances and the estimated population variances and covariances.

- **Root Mean Square Error of Approximation (RMSEA):** The root mean square error of approximation (RMSEA) estimates lack of fit compared to the saturated model and less than .05 indicates a good fit. At .286, much higher than .05, found not a “close fit” to the hypothesized model (Keith, 2005).

In summary, the results of testing for the fit between the estimated population matrix produced by a hypothesized structural model and sample covariance matrix were found not to fit well. This hypothesized conceptual model was created by the author and explicitly leaves open the possibility that there are relationships among unexpected
related variables in the causal path model. The next section examines the potential for structural modification.

Based on the result of testing for the fit, modification was crucially needed to improve fit of the structural model. Utilizing a model modification approach, the author added and/or removed paths between variables and covariances between residuals to achieve an adequately specified and parsimonious measurement model. First, the author eliminated the direct effect lines producing non-significant standardized regression weights (i.e., path coefficients between commitment and late life well-being and between role identification and well-being). Second, covariance lines were added that allowed error terms to co-vary for: a) satisfaction ($e_2$) and well-being ($e_5$); b) satisfaction ($e_2$) and role identification ($e_4$); and c) matching skill set variable ($e_1$) and well-being ($e_5$). Third, the additional covariance line will be added between two independent variables ($MOTIVATION$ and $PERSONALITY$) based on theoretical reasoning. These suggestions were based on findings from the modification indices (MI) in the AMOS program, that allows for modifying the measurement model in a post hoc procedure (Byrne, 2001). The MI can be helpful for improving model fit that hypothetically relaxes fixed parameters or error terms to determine how much additional estimation is needed (Keith, 2005; Ullman, 1996). Theoretical justification will be addressed in $Model 2$ and $Model 3$.

$Model 2$- Additional covariance lines among error terms

The elimination of direct effect lines producing non-significant standardized regression weights (i.e., path coefficients between commitment and late life well-being ($\beta=-.001$, $p=.403$) and between role identification and well-being ($\beta=.20$, $p=.767$).
Adding covariance lines were included between: a) satisfaction \((e2)\) and well-being \((e5)\); b) between satisfaction \((e2)\) and role identification \((e4)\); and c) between matching skill set variable \((e1)\) and well-being \((e5)\) in order to respecify the measurement model. A correlated errors often could lead to a significant inflation of standard errors as well as a primary parameters influenced in the model (Byrne, 2001; Wheaton, 1987). In social science research, this incorporation of correlated errors into the model is the way of achieving a better fitting model (Byrne, 2001, p.93).
Figure 3-8. Restricted Model: Model 2

**RESTRICTED MODEL (MODEL 2)**

- **MOTIVATION**
- **PERSONALITY**
- **DEGREE OF MATCHING SKILL**
- **SATISFACTION**
- **COMMITMENT**
- **ROLE IDENTIFICATION**
- **WELL-BEING**

Mathematical expressions:

- $X^2 = 85.119, \ df = 6, p < .001$
- $CMIN/DF = 14.187, p < .001$
- $NFI = .849, GFI = .925, CFI = .854$
- $RMR = .521, RMSEA = .223$
Theoretically, it is logical that satisfaction can be defined as emotional experiences volunteers are likely to have during such encounters because they can determine the degree of satisfaction to volunteer activity and service organizations (Clary et al., 1998.; Davis et al., 1999; Davis et al., 2003, Stevens, 1991). This emotional experience toward volunteering would have significant impact on their general well-being which in turn is a predictor of life satisfaction and happiness as measured as positive and negative physical and/or psychological outcomes when taking a holistic approach (Thoits & Hewitt, 2001; Windsor et al., 2008; Musick et al., 1999; Kim & Mohen, 2002; Thoits, 1992; Moen et al., 1992; Wright, 1990; Adelmann, 1994). When considering role identification, volunteer satisfaction can be presented as the “older volunteer’s degree of satisfaction with the following qualities in the volunteer role: sense of belonging training, sense of self-worth, appreciation, responsibility, contact with people, and recognition in the volunteer role” (Stevens, 1991). It is also logical that the level of satisfaction in the volunteer role is associated with the older volunteer’s self-image within social context in which volunteering occurs, and whether the volunteer role has been internalized and incorporated into one’s self-concept (Callero, Howard, & Piliavin, 1987; Grube & Piliavin, 2000; Piliavin, Grube, & Callero, 2002).

In the theoretical impact of “matching skills to specific volunteer activities,” the dynamic process of the matching principle should improve skilled older volunteer’s satisfaction and feelings of positive well-being (Stukas, Worth, Clary, & Snyder, 2009; Stukas et al., 2005; Snyder et al., 2004; Stukas, Daly & Clary, 2006). Matching and initial screening facilitate successful placement of volunteers by ensuring their personal interests and qualifications are congruent with their volunteering assigned tasks if the
volunteering experience is to have a positive impact on their level of general happiness after retirement.

In this specific study of the restricted Model 2, the author expected to achieve better fit findings than full model (Model 1).

- **Chi-square** ($X^2$): Chi-square dropped from 158.123 ($p < .00, df=7$) to 85.119 ($p < .001, df=6$), around a half drop, which with one df difference still remains significant. Despite the drop in the chi-square, the estimated model was found not to fit the data well.

- **Relative chi-square (CMIN/DF)**: Relative chi-square decreased from 22.589 ($p<.001$) to 14.187 ($p<.001$). A drop of 8.4 is significant; however, not enough to render a well-fitting model.

- **Incremental Fit Indices (NFI)**: NFI has increased from .720 to .849. Even with the increase in value, NFI remains lower than the required .90 needed to ensure a well-fitting model.

- **Absolute Fit Indices (GFI)**: GFI has increase from .860 to .925, greater than .90 indicating a good fit of the data to the model.

- **Comparative Fit Index (CFI)**: CFI has increased from .722 to .854, still lower than the .90 needed to ensure adequate fit to the data.

- **Residual Based Index (RMR)**: RMR increased from .488 to .521, still much higher than .05. It is still found that there were large difference between the sample variances and covariances and the estimated population variances and covariances.
- **Root Mean Square Error of Approximation (RMSEA):** RMSEA decreased from .286 to .223, still much higher than .05 needed to ensure a close fit to the hypothesized model (Keith, 2005).

**Model 3- Adding a Covariance Line between Independent Variables**

The final action taken to respecify the model involved adding a covariance line between **MOTIVATION and PERSONALITY.** As reviewing the previous research, high level of extroversion, fulfillments of altruistic and self-orientated motives are significantly and positively associated with volunteer satisfaction. Several studies have explored the way in which positive personal traits affect behavior patterns in volunteering and found that volunteer behaviors are highly correlated with the volunteer’s motivation level in achieving their assigned tasks (Mayer, Fraccastoro & McNary, 2007; Christenson et al., 1988; Bales, 1996; Pearce, 1983; Allen & Rushton, 1983). Older volunteering is seen as being positively influenced by one’s positive personal traits, perceived high level of self-esteem and motivational level (altruistic and self-orientated) toward volunteering (David, Hall & Meyer, 2003). Thus, personal traits and motivation appear to be separate dimensions reflecting distinct aspects of the volunteer experience, which in turn lead to varying levels of satisfaction toward task achievement (Mellor et al., 2008; Cummins, Gullone, & Lau, 2002; Rossi, 2001; Amato, 1990). It is logical, therefore, to observe the separate associations with each dependent variable in each path model step by step—to include an examination of the modified structural model containing covariance lines between the independent variables.
Model 3 findings indicate a good fit of the data with the hypothesized structural model which includes added covariance lines between *MOTIVATION* and *PERSONALITY*.

**Table 3-11. Model Modification -Structural Model**

<table>
<thead>
<tr>
<th>Fit Index</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X^2$</td>
<td>158.123</td>
<td>85.119</td>
<td>9.712</td>
</tr>
<tr>
<td>DF</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>p level</td>
<td>0.001</td>
<td>0.001</td>
<td>0.084</td>
</tr>
<tr>
<td>CMIN/DF</td>
<td>22.589</td>
<td>14.187</td>
<td>1.942</td>
</tr>
<tr>
<td>GFI</td>
<td>0.86</td>
<td>0.925</td>
<td>0.99</td>
</tr>
<tr>
<td>RMR</td>
<td>0.488</td>
<td>0.521</td>
<td>0.216</td>
</tr>
<tr>
<td>NFI</td>
<td>0.72</td>
<td>0.849</td>
<td>0.983</td>
</tr>
<tr>
<td>CFI</td>
<td>0.722</td>
<td>0.854</td>
<td>0.991</td>
</tr>
<tr>
<td>RMSEA</td>
<td>0.286</td>
<td>0.223</td>
<td>0.06</td>
</tr>
</tbody>
</table>

- **Chi-square ($X^2$):** Chi-square significantly dropped from 85.119 ($p <.001$, df=6) to 9.712 ($p >.05$, df=5) around 75.407 drop, which on one df difference is significant. It suggests that the hypothesized model is adequate and is consistent with the observed data.

- **Relative chi-square (CMIN/DF):** Relative chi-square dramatically decreased from 14.187($p<.001$) to 1.942($p<.001$). A drop of 12.245 is significant, suggesting that this hypothesized model is adequate to the observed data.

- **Incremental Fit Indices (NFI):** NFI increased from .849 to .983, above .95, indicating a good fit.
Figure 3-9. Final Structural Model: Model 3

FINAL STRUCTURAL MODEL (MODEL 3)

MOTIVATION → SATISFACTION

DEGREE OF MATCHING SKILL

PERSONALITY → DEGREE OF MATCHING SKILL

COMMITMENT

ROLE IDENTIFICATION

WELL-BEING

$X^2 = 9.712$, df=5, $p > .05^*$,
$CMIN/DF = 1.942$
$NFI = .983$, $GFI = .99$, $CFI = .991$
$RMR = .216$, $RMSEA = .06$
- **Absolute Fit Indices (GFI):** GFI has increased from .925 to .990, close to 1, indicating a good fit. It represents the overall amount of the co-variation among the observed variables that can be accounted for by the hypothesized model.

- **Comparative Fit Index (CFI):** CFI increased from .854 to .991, close to 1, indicating a very good fit.

- **Residual Based Index (RMR):** RMR noticeably decreased from .521 to .216, still much higher than .05. It is still found that there were large differences between the sample variances and covariances and the estimated population variances and covariances.

- **Root Mean Square Error of Approximation (RMSEA):** RMSEA radically decreased from .223 to .060. Hu and Bentler (1999) have suggested RMSEA $\leq .06$ as the cutoff for a good model fit. It suggests that it is a “close fit” to the hypothesized model.

A model modification approach was utilized to identify the final structural model which is presented as model 3 in this chapter. Despite some modification suggested by AMOS program, the final restricted model produced indices showing a “good fit” of the hypothesized conceptual framework as described in this dissertation study.
3-7. Summary

This study was designed to explore possible cause and effect relationships between how volunteer organization’s matching principles and the degree to which older volunteers express satisfaction, commitment to volunteering, enhanced role identification with being a volunteer and general well-being as a result of their volunteer experience in their late life. The findings of data analyses support the statistical significance between volunteer’s level of motivation/ personality and satisfaction, commitment, role identification and well-being through a “matching” mechanism. Findings include:

- Reliability for the various scales used to measure the variables were internally consistent and stable across the 274 older volunteers in this dissertation study, with reliability scores ranging from .645 to .945.

Statistically significant findings emerged when the two subgroups of respondents (157 respondents who answered “matching skill sets to current volunteering” versus 108 respondents who answered “not matching skill sets to volunteering”) were compared in terms of well-being, satisfaction, role identification and contact with staff. In “matching skill sets” group, well-being, satisfaction, role identification and contact with staff are higher than in “no matching skill sets” group. In addition, the “Matched” group of respondents which respondents held more college and graduate degrees than respondents who answered “no matching skill sets.” The “matching skill sets” group was also more likely to be fully retired than the group which those answered “no matching skill sets” group.
• The variable, “degree of matching skill sets” (MATCHED2), is significantly correlated with three dependent variables (WELL-BEING, SATISFACTION, and ROLE IDENTIFICATION), two independent variables (MOTIVATION and PERSONALITY), and one control variable (CONTACT).

• The direct effects of relationships in each path were found to be statistically significant at the p. < .05 and .001 levels, including paths between: motivation and satisfaction, motivation and commitment, motivation and role identification, personality and satisfaction, personality and commitment, and personality and role identification.

• Degree of matching skill sets (MATCHED 2)” as a mediating variable revealed several significant mediated relationships between variables, as well as indirect effects in causal associations. In the Sobel test analyses in each path equation, the degree of matching skill sets showed statistically it to be a significant mediator of the effect of level of motivation on level of satisfaction (p < .05*) and length of commitment (p<.05*). In addition, another independent variable, level of personality, was found to be a significant causal factor when examining the relationship between level of satisfaction (p<.001) and level of role identification (p<.05) when mediated by the degree to which skills were matched to the volunteer position (MATCHED2).

• In addition, “matching skill sets (MATCHED 1)” played a moderating role between level of motivation and length of commitment. Respondents who indicated a they were matched to the volunteer position based on their skill set
exhibited a higher level of motivation and engaged in 14 hours or more in their current volunteer position than volunteers whose placement was not matched to their skill sets ($\beta=14.556$, $p<.05^*$). Specifically, it is interesting to note the opposite direction $MATCHED$ takes as mediator and moderator between level of motivation and length of commitment. As a mediator of “degree of matching skill sets” ($MATCHED2$), it is negative relationship between motivation and commitment, suggesting that increased motivation could be expected to negatively impact (i.e., decrease the number of hours of volunteering) the level of commitment. However, as a moderator of whether skill sets are matched or not matched ($MATCHED1$), findings suggest a positive relationship between level of motivation and length of commitment with matching producing a higher level of commitment when motivation increases.

- And finally, the result of initial testing of the proposed structural model did not produce a well-fitting model ($X^2=158.123$ with $p <.001$, $CMIN/DF=22.589$ with $p <.001$, $NFI=.720$, $GFI=.860$, $CFI=.722$, $RMR=.488$, and $RMSEA=.286$). However, a model modification approach was utilized to respecify the final structural model utilizing theoretical reasoning and technical modifications based on the Modification Indices that included the elimination of insignificant direct effect lines (between commitment and well-being and role identification and well-being) and adding covariance lines between several error terms (between satisfaction and well-being, between satisfaction and role identification, and between degree of matching skill sets
and well-being). The final restricted model (Model3) indicated a “good fit” of the data to the hypothesized conceptual model framework as described in this dissertation study ($X^2=9.712$ with $p > .05$, $CMIN/DF=1.942$ with $p < .001$, $NFI=.983$, $GFI=.990$, $CFI=.991$, $RMR=.216$, and $RMSEA=.060$).

The results from the descriptive analysis, comparative analysis, regression analysis, and path analysis provide some very useful insights about the relationships among the variables involved in this dissertation study. A more detailed discussion of the results, the implications for this volunteer research, practice and recommendations for future research will be presented in Chapter IV that follows.
CHAPTER 4. DISCUSSION AND IMPLICATIONS

4-1. Overview of major findings

This chapter provides an overview of the major findings derived from this study. It also summarizes how these findings support and contribute to existing research related to volunteer retention and role satisfaction. It includes a discussion of the implications of the study for social work practice, taking into consideration the cultural aspects and the limitations of the study. And finally, it presents the recommendations supported by the analysis.

This study sought to determine whether planned matching of older volunteers to volunteer roles—using a purposive approach that considers both the volunteer’s skill set and the organization’s needs—will result in greater satisfaction with the volunteer experience, increased commitment to the volunteer job, and greater role identification with volunteering experience than when the placement occurs without consideration of the volunteer’s skill sets and/or organization’s need. It is assumed that a possible cause and effect relationship exists between the protocols/principles of how volunteer organization’s match their volunteers to a specific volunteer role and the degree to which older volunteers are satisfied, committed to volunteering, identify with being a volunteer, and experience a sense of positive well-being and happiness as a result of their volunteer experience in their later life. Thus, the data analysis assumes a possible cause and effect relationship that allows for testing the strength and statistical significance of hypothesized associations between a set of independent variables and a set of dependent variables.

To accomplish this goal, this investigator created a hypothesized conceptual path
model, using two proposed sets of hypotheses. She collected data from older volunteers in South Korea and tested the hypotheses employing descriptive, comparative, and path analyses. The results of the analyses presented in the previous chapter (see the Table X) tend to support propositions posited in Biddle’s role theory and Ruhm’s view of “substantial bride role-substituted activity” - two theoretical approaches embodied in the two sets of hypotheses (Biddle, 1986; Ruhm, 1990, p.484). The first hypotheses being tested propose relationships exists between the effects of satisfaction, commitment and enhanced role identification and the degree to which volunteers are motivated and experience different levels of extroversion as a result of how well their skills were matched to the volunteer role, which are then mediated by the degree to which skill were matched to the volunteer position. The direct effects of relationship in each path were found to be statistically significant. And, degree of matching skill sets as a mediating variable revealed several significant mediated relationships, including path between motivation and satisfaction, motivation and commitment, personality and satisfaction and personality and role identification. The second hypothesis being tested postulates a moderating relationship between a set of independent variables (motivation and personality) and a set of dependent variables (satisfaction, commitment and role identification) which are differed by the status of “matched skill sets” (matching skill sets versus no matching skill sets). The status of “matched skill sets” played a moderating role only between level of motivation and length of commitment. And finally, the study assessed how well the observed data fit with the overall conceptual model proposed by the author. The result of the proposed structural model did not produce a well-fitting model. This original model was created by author and explicitly leaves open the
possibility that there are relationships
### I. Causal Association through matching skill sets

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Hypotheses</th>
<th>Direct Effect</th>
<th>Mediating Effect</th>
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<tbody>
<tr>
<td><strong>What are the relationships between motivation (MOTIVATION) and satisfaction (SATISFACTION), commitment (COMMITMENT), and role identification (ROLEID) when considering the degree to which volunteer skill sets (MATCHED2) are matched to volunteer job requirement (mediating effect) and controlling for the level of contact with volunteer coordinator (CONTACT)?</strong></td>
<td>Older volunteers who achieve higher level of motivation and exhibit higher level of matched skill sets to volunteer activity (MATCHED2) will be associated with a higher level of satisfaction (SATISFACTION), when controlling for the level of contact with volunteer coordinator (CONTACT).</td>
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<td><strong>SATISFACTION (D.V)</strong></td>
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### II. Comparison between older volunteers who matched skill sets and did not match skill sets

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<tr>
<td><strong>To what degree does ‘matching skill sets’ status (MATCHED1) moderate the relationships 2-a) between level of motivation (MOTIVATION) and level of satisfaction (SATISFACTION), 2-b) between level of motivation (MOTIVATION) and length of commitment (COMMITMENT), and 2-c) between level of motivation (MOTIVATION) and level of role identification (ROLEID) when adjusted for contact with volunteer staff (CONTACT)?</strong></td>
<td>Older volunteers, who match skill sets (MATCHED1) and exhibit a higher level of motivation (MOTIVATION), will achieve a higher level of satisfaction (SATISFACTION) than older volunteers who do not match skill sets and exhibit a lower level of motivation, adjusted for contact with volunteer staff (CONTACT).</td>
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### Table 4-1. Table of summary finding

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among unexpected related variables in the causal path model. It allows for modifying
the model to respecify the final model utilizing theoretical reasoning and technical
modification suggested by AMOS program. It included the elimination of
insignificant direct effect lines, adding covariance lines between error terms, and
adding a covariance line between independent variables. The final restricted model
produced a “good fit” of the data to the hypothesized conceptual model.

Volunteer’s well-being: In this dissertation study, well-being was utilized as a
predictor of life satisfaction and happiness associated with positive and negative
physical and psychological outcomes in a holistic approach (Thoits & Hewitt, 2001;
Windsor et al., 2008; Musick et al., 1999; Kim & Mohen, 2002; Thoits, 1992; Mohen
et al., 1992; Wright, 1990; Adelmann, 1994). Significant positive correlations were
found between a set of dependent variables and independent variables: i.e., between
WELLBEING and SATISFACTION \((r=0.423^{**})\), WELLBEING and ROLEID
\((r=0.243^{**})\), WELLBEING and MATCHED \((r=0.478^{**})\), WELLBEING and
MOTIVATION \((r=0.455^{**})\), and WELLBEING and PERSONALITY \((r=0.388^{**})\) (see
Table 3-4). The study indicates that volunteer’s well-being/ happiness in late life—as
a final dependent variable in the conceptual model—is more likely to be related to
general volunteer engagement (satisfaction, enhanced role identification, motivation,
extroversion, and better matching of their pre-retirement skill to volunteering). This
suggests that volunteer activity is a likely contribution to greater psychological well-
being in as the volunteer ages. In model testing, the direct effect of well-being on
satisfaction was found to be significant \((\beta=0.475^{**})\), indicating a greater level of
volunteer’s satisfaction and psychological well-being when skill sets are matched to
volunteer activities.

The current results which evidence the positive impact of volunteer’s
satisfaction on volunteer’s well-being in later life extends previous findings of studies related to the benefits and impacts of volunteering (Mellor, Hayashi, Stoke, Firth, Lake, Staples, Chambers, & Cummins, 2009). Even though no previous studies were found offering direct evidence that suggests a relationship between satisfaction and psychological well-being in later life, the findings in current study are supported by Windsor and his colleagues studies (2001), which demonstrated “positive affects” – defined in terms of satisfaction toward volunteer activity—tend to elicit higher well-being scores regardless of gender differences, socio-economic status, and level of income and education (Windsor et al., 2001). One noticeable difference in current study from previous findings, however, is the finding that the relationship between volunteer satisfaction and positive feelings of well-being was found to be significant for only the older adult cohorts (especially the boomer generation).

Volunteer’s satisfaction: In the current study, volunteer satisfaction was defined as the emotional experiences volunteers are likely to have toward volunteer activity and service organizations. The findings from this study indicate significant relationships between motivation and satisfaction, personality and satisfaction when using a “matching” mechanism. As presented in Table 3-4, there were a significant and positive bivariate correlations between SATISFACTION and MOTIVATION (r=.693**), between SATISFACTION and PERSONALITY (r=.526**), and between SATISFACTION and MATCHED2 (r=.444**). This result is meaningful because it shows that SATISFACTION as the one of the dependent variables has a significant relationship with the set of independent variables (MOTIVATION, PERSONALITY and MATCHED2) in the study. MATCHED that played the role as a mediating variable between independent variables and dependent variables saw the significant positive correlations. This suggests that older volunteers who self-reported a higher degree of
matched skill sets to volunteering are more likely to exhibit a higher level of satisfaction with volunteering. An independent sample t test showed significant differences in level of satisfaction between two groups: those who answered “matched skill sets” and those who answered “no matched skill sets.” Findings indicate that those who answered “matched skill sets to volunteering” tend to report higher levels of satisfaction (mean difference= .51038**) (see Table 3-6).

When assessing the relative contribution of the independent variables (MOTIVATION and PERSONALITY) and mediating variable (MATCHED2) on SATISFACTION, the regression analyses found significant direct effects between SATISFACTION and MOTIVATION, SATISFACTION and PERSONALITY, and between SATISFACTION and MATCHED2 after adjusting for level of contact with volunteer coordinator (CONTACT) (see Table 3-7). Also, the follow-up Sobel test found the indirect effect of MOTIVATION on SATISFACTION and PERSONALITY on SATISFACTION to be significant, meaning the level of motivation and level of personality does effect volunteer’s satisfaction even when mediated by the degree of matching skill sets (2.792** and 4.173** respectively; see Table 3-9). This suggests that the degree of matching skill sets is a statistically significant mediator of the effect of the level of motivation on level of satisfaction, and the effect of level of personality on level of satisfaction. However, in terms of assessing the moderating effects of matching skill sets (MATCHED1; matching skill sets versus no matching skill sets), no significant interaction effects of level of motivation (MOTIVATION) on level of satisfaction (SATISFACTION) and level of personality (PERSONALITY) and level of satisfaction (SATISFACTION) were found (p>.05) for either regression path, suggesting the relationships do not differ when considering matched versus no matching skills sets.
The current study showing the positive impact of motivation on volunteer satisfaction levels corroborates the results of the research by Clary et al (1998), Penner and Finkelstein (1998), and Stukas and colleagues (2009, 2006, & 2005), who sought to assess the degree to which volunteer’s possessions of altruistic and motivations result in overall satisfaction with the volunteer experience. The significant finding for the direct effects of volunteer personality on satisfaction are consistent with earlier findings in a general volunteer study conducted by Penner and Finkelstein (1998), who found that higher levels of self-esteem and extroversion are related to greater levels of satisfaction. However, findings in this study are inconsistent with findings conducted by Omoto and Snyder (1995) and Davis and his colleagues (2003), that indicated none of the personal trait attributes have a significant effect on volunteer’s satisfaction. Nonetheless, current study outcomes are in line with Davis and his colleagues’ study (2003), who found that separate dimensions of dispositional factors (i.e., motivation and personality) reflecting distinct aspect of various volunteer experiences can possibly have differential effects on overall satisfaction. As found in this study, the standardized coefficients slopes of motivation ($\beta=.665^{**}$) and personality ($\beta=.485^{**}$) in the path models do different in how well they predict the older volunteer’s overall level of satisfaction. In addition, the current study is the only one that the author found related to the study of general volunteering and older adults’ volunteering that analyzed the mediating effects of matching skill sets of older volunteers to the volunteering job that found matching does indeed tend to facilitate more successful volunteering and achievement of higher levels of volunteer satisfaction.

*Volunteer’s commitment:* volunteer commitment was defined as identification and involvement with a specific volunteer service organization, and assumed strong
belief in and acceptance of, its goals and value and made considerable efforts as a member of volunteer service organization (Chacon, Vecina, & Davila, 2007, Mowday, Setters, & Poter, 1979).

The bivariate correlations between MOTIVATION and COMMITMENT, PERSONALITY and COMMITMENT, and MATCHED2 and COMMITMENT were found to be non-significant (p>.05). An independent sample t test showed non-significant differences in COMMITMENT when examining the two groups: those who answered “matched skill sets” and those who answered “no matched skill sets.” These findings suggest both groups present a similar level of commitment when participating in the volunteering experience. However, the direct effect of COMMITMENT when examining the relative impact of the independent variables (MOTIVATION and PERSONALITY) found significant effects (β=-7.581 and -7.025; t=2.289* and 2.035*, respectively). However, the results of testing the relationship between the set of independent variables and commitment appear to be going in the opposite direction. More specifically, regression analysis suggests that with a change of one standardized unit of level of motivation/personality, we would expect to see a decrease of approximately seven hours of volunteering per month, when controlling for the degree of matched skill sets and level of contact with staff. The hypothesis was not supported by the negative direct effect existing between motivation/personality and commitment. Thus, it did not predict direct and indirect effect of commitment on a set of independent variables (motivation and personality).

The only significant interaction effect found in the study between MOTIVATION and COMMITMENT (t=2.062, p<.05) occurred when considering the moderating effect of matching skill sets to volunteer job requirement (MATCHED1). This suggests that the association between level of motivation and length of
commitment differs when considering whether skills were matched, meaning older volunteers who experienced matching of their skill sets to a volunteer position, and who exhibited a higher level of motivation, engaged in longer lengths of service placement than volunteers who did not experience a matching of their skills sets to the volunteer position.

The lack of significant findings for correlations between subjective dispositional factors (motivation and personality) and commitment (length of volunteering) were inconsistent with earlier findings in other volunteer studies (Penner & Finkelstein, 1998; Lockstone et al., 2002; Benefile, 1986). Penner and Finkelstein (1998) found that personal traits, particularly pro-social personality, appear to be correlated with volunteer length of service placement. Similarly, Lockstone and his colleagues (2002) found altruistic personalities tend to be associated with increasing levels of involvement in volunteering. In terms of motivation, Clary and Synder (1999) found that significant involvement in volunteering was associated with one’s motivational predisposition toward volunteering as well as the functional rewards that volunteering offers to the individual (i.e., values, understanding, social, career, and enhancement). In contrast, this study did not find a significant relationship between motivation/personality and commitment during the correlation and multiple regression analyses. This study did find, however, found significant findings for the indirect effects between motivation and commitment when the relationship was mediated by matching skill sets to volunteering. These findings are supported in research by Clary and Synder (1999), who found a greater propensity to volunteering existed for volunteer individuals with higher levels of motivation (Clary & Synder, 1999). There are several potential explanations for the inconsistencies found in the findings between the set of
independent variables and commitment (i.e., correlations, and direct/indirect relationships). First, this could be due to the proclivity of older adults whose commitment may be affected by environmental factors, such as cold weather and temporary relocation to warmer climates for the winter season (i.e., snow birds). Second, as discussed earlier, it could be due to the lack of value older adults place on extensive volunteering when retirement is perceived as a welcomed break from the exhaustive role as an employee. This may be true even when such volunteers are extroverted and highly motivated. Third, from a measurement perspective, it is possible that the number of volunteering hours in a month may not adequately capture the volunteer’s commitment to their current service organizations among older volunteers.

*Volunteer’s role identification:* In the current study, role identification is defined as one’s concept of “self” in the social context in which volunteering occurs, and whether the volunteer role has been internalized and incorporated into one’s self-concept (caller, Howard, & Piliavin, 1987; Grube & Piliavin, 2000; Piliavin, Grube, & Callero, 2002).

The bivariate correlation between motivation (*MOTIVATION*) and role identification (*ROLEID*) \( (r=.448**) \) and between personality (*PERSONALITY*) and role identification (*ROLEID*) \( (r=.310**) \) mediated through the “matching” mechanism was found to be significant (see Table 3-4). It shows that *ROLEID* as the one of the dependent variables is moderately correlated with set of independent variables (*MOTIVATION, PERSONALITY* and *MATCHED2*). Also, *MATCHED2* as a mediating variable between independent variables and dependent variables results in significant positive correlations, suggesting that older volunteers who self-report a higher degree of matched skill sets to volunteering are more likely to exhibit a higher level of role
identification with volunteering. Significant mean differences in level of role identification were found between the two groups: those who answered “matched skill sets” and those who answered “no matched skill sets”, with those indicating “matched skill sets to volunteering” tending to report higher levels of satisfaction (mean difference= .40397**) (see Table 3-6) than those reporting “no matched skills set.”

The direct effects of \textit{ROLEID} when examining the relational coefficients of the independent variables (\textit{MOTIVATION} and \textit{PERSONALITY}) were found to be significant (\(\beta=.435\) and \(\beta=.274\); \(t=6.339**\) and \(3.664**\), relatively). The Sobel test was conducted to assess the indirect effects of the mediating variable (\textit{MATCHED2}) between \textit{MOTIVATION} and \textit{ROLEID} and between \textit{PERSONALITY} and \textit{ROLEID}. In terms of \textit{MOTIVATION} on \textit{ROLEID}, the degree of matched skill sets (\textit{MATCHED2}) was not significant and did not serve as a predictive mediating variable of role identification (\textit{ROLEID}) (\(\beta=.032\), Sobel Test=1.655, \(p>.05\)) (see Table 3-9). However, level of personality (\textit{PERSONALITY}) did produce a significant indirect effect on volunteer’s role identification (\textit{ROLEID}) when mediated by the degree of matching skill sets (\textit{MATCHED2}) (\(\beta=.064\), Sobel Test=3.025, \(p<.05\)) (see Table 3-9).

In terms of the indirect effects of role identification, the study results suggest that the degree of matching skill sets is only a statistically significant mediator on the level of extroversion, not on the level of motivation. This interesting finding is supported in a study by Piliavin and associates in a sample of nursing staff (2002) that found those nurses who possess the high self-esteem enduring personality characteristic have a stronger sense of role identity as professionals than do other employees who might have less self-esteem. Correspondingly in this volunteer study, the presence of having extroverted personality and high self-esteem attributes, when considering those who were indicate matching of skills sets occurred, does appear to
indicate a more enhanced level of role identification.

In terms of moderating effect of matching skill sets (MATCHED1; matching skill sets versus no matching skill sets), no significant interaction effects of level of motivation (MOTIVATION) on level of role identification (ROLEID) and level of personality (PERSONALITY) on level of role identification (ROLEID) were found (p > .05) for either regression paths, which suggests that the relationships do not differ when considering the status of “matched skill sets.”

These findings are generally in line with previous volunteer research which has studied the relationship between role identification and subjective dispositional attributes such as motivation and pro-social behavior (Piliavin et al., 2002; Grube & Piliavin, 2000; Marta & Pozzi, 2008; Finkelstein et al., 2005). In general these studies found that personal predisposition variables influence one’s ability to maintain roles that could lead to determine long-term volunteering (Grube & Piliavin, 2000; Marta & Pozzi, 2000). However, previous work has rarely examined the effects of appropriate and efficient matching of skills sets (i.e., matching volunteer activities to volunteer’s pre-retirement skills and knowledge) on role identity at the stage of retirement.

*Fit of the overall hypothesized causal model:* the analysis of the structural path model indicates the data support the conceptual model as specified, with the final model producing fit indices well within the range of a good fit of the data to the model. Three significant modifications to the hypothesized conceptual model were made by author, however, in order to attain a good fit: 1) the elimination of direct effect lines producing non-significant standardized regression weights (i.e., path coefficients between COMMITMENT and WELLBEING and between ROLEID and WELL-BEING, 2) the addition of covariance lines that allowed error terms to covary for: a) SATISFACTION(e2) and WELL-BEING (e5), b) SATISFACTION (e2) and
ROLEID (e4), and c) MATCHED2 (e1) and WELLBEING(e5); and 3) the addition of a covariance line was added between two independent variables (MOTIVATION and PERSONALITY) based on theoretical reasoning. The author acknowledges that these modifications dramatically impact the theoretical integrity of the hypothesized path model. Little research on volunteering exists that investigates the benefits of volunteering on an individual’s psychological well-being, even though a few studies have attempted to explore the impact of volunteering related to individual’s physical function and longevity (Morrow-Howell, Hinterong, Rozario, & Tang, 2003), depressive symptoms and negative mental health (Musick & Willison, 2003), and lower rates of mortality (Musick et al, 1999). This current path model is the only identify study in that could be identified in the general volunteer and elderly volunteer literature that was designed to explore possible cause and effect relationships between how “skill matching” affects the degree to which older volunteers achieve satisfaction, commitment, role identification and general positive well-being/happiness as a result of their volunteer experiences.
4-2. Implications to Social Work Practice

This study sought to explore how the matching principle and its relationship as a mediating variable between volunteer’s subjective factors and volunteer engagement factors affects positive well-being in a volunteer’s later life. Most importantly, the present investigation introduced the concept of longer transition into retirement, and examine how “matching skill sets to specific volunteer opportunities” can result in better accommodation of older volunteer needs, which in turn not only result in great satisfaction but also in more stable role identity gives and eventually in a greater sense of well-being during the stage of later life transitions. Succinctly stated, findings highlight those relationships between how well organization’s effectively “match” their volunteers at placement sites and the degree to which their older volunteers express satisfaction with their volunteering experience, commitment to the volunteering activity, role identification with being a volunteering, and well-being as a result of their volunteer experiences.

This study provides significant insight into volunteer placement for those who are volunteering, volunteer coordinators, and non-profit organization directors who rely at least in part on volunteer support. The following implications are organized at two levels: individual level and organizational level. The author draws on both the findings from this analysis of the data and a review of literature in offering these insights.

Individual level

Findings from previous research are inconsistent when examining the association between employment/retirement status and volunteer activity, and older volunteers, particularly boomer volunteers who are in the stage of retirement transition, tend not to think in terms of how their skill sets could be positively linked

Unfortunately, the failure to consider matching of skills sets to volunteer placement may lead to role loss in life transition, and less motivation to enjoy their retirement status. It can augment the psychological and social losses commonly associated with the aging process. We should be aware that older adults can benefit from volunteering because it tends to improve one’s self-identity, self-esteem and happiness in retirement. Consideration needs to be given to understanding the transitional phase of retirement and to creating volunteer opportunities that match not only the level of willingness to volunteer but the skills sets brought to the volunteer experience by the volunteer candidate. Further examination of the retirement transition period could help in clarifying the connection between employment and volunteering and help in encouraging older adults to be more innovative and engaged in volunteer activity - made more meaningful through utilizing existing job skills that they acquired while in the work force.

Second, the logical step for volunteer individuals is to improve congruence between volunteer’s expectations and experiences along with satisfaction and retention on volunteer activity by becoming more understanding of their need to utilize existing skills and to insist on a volunteer experience that allows them to maintain them. Acceptance of the importance of matching principle can help provide greater desired benefits from the volunteering experience—one that brings the volunteer’s expectations of the volunteer experience more in line with the realities of their actual volunteer placement.

Third, a proactive attitude toward the volunteer experience can be encouraged among prospective retirees through more formalized volunteer placement
considerations. In reviewing of previous literature, it appears that a number of recommendations and implications focus more on the need to show respect and appreciation of volunteers from an organizational perspective. Less importance is attributed to how the volunteer experience can lead to greater success in successful retirement preparation. Individuals should expect that their needs as a volunteer will be met by the organization—and that they will gain greater satisfaction with their role as a volunteer if the organization matches their skill set with the volunteer job to which they are assigned. For instance, prospective volunteers should take a proactive approach to finding volunteer placement through pre-placement visits to sites. This can provide a first-hand view of the physical and social environment and engender greater organizational awareness of how to recruit and retain volunteers. The process promotes the interaction with and feedback from volunteer staff and builds a successful partnership between the volunteer workforce and volunteer coordinators and agencies in the community.

Organizational level

First, the induction of older adults into an organization to serve as a volunteer workforce is a good practice that enhances not only the organization but the individual volunteer’s productive well-being in their later life. In essence, as social workers, we should not only be considering how to improve volunteers as an invaluable source of labor to the organization, but we should be simultaneously considering how to make the volunteer experience more invaluable to the individual older adult—especially for those volunteer candidates who are about to go through a major life transition such as retirement. It is at the juncture of retirement planning that we can best understand the needs of the boomer volunteers and how they can best be utilized and retained by the agency as a viable workforce.
Second, applying matching principle in a pre-screening interview should elicit the older talented volunteers’ expectations and goals for volunteering. The interview with volunteer coordinator from volunteer service agency should explore the volunteer’s areas of knowledge and vast skill from history of employment and life experience. Information about the clear volunteer job description, nature of volunteer opportunities, and benefits of volunteering are provided and discussed, which can result in tapping into the volunteer’s skills and result in a meaningful volunteer activity.

Third, the results of this study suggest that volunteers whose skills sets were matched to the volunteering position help promote stronger involvement, greater satisfaction and enhanced role identification in the stage of retirement. As a result, it can help in developing a template for a volunteer handbook that could be include clear descriptions of job skills for distribution to prospective volunteers and current volunteers. This could be added to existing volunteer guidelines that provide general volunteer information, rules and procedures. Also, a section should include descriptions of the overall non-profit organizations’ initiatives so volunteers recognize their service contributions as a part of a larger initiative.

Fourth, in terms of recruitment strategies, volunteer agency can utilize the volunteer “matching principle” as a marketing resource in the recruitment of volunteers. Many of these individuals live and work in communities from which volunteer organizations wish to recruit. Former and/or current volunteers can engage in recruitment efforts when delivering successful stories of volunteer assignment whose experience was enriched as a result of the matching skill sets to the volunteer experience. Adequate programs for skilled younger older volunteers need to be developed that help to identify volunteer management strategies for making target
older volunteers more attractive, increasing volunteer retention rate.

*Cultural aspects*

In western and eastern countries, there are many common “aging” concerns. One specific shared concern arises from the disruption of roles and its impact on the individual that is caused by approaching retirement. While volunteering is less prevalent among Korea’s aging population (around 6% in 2003) than found in western cultures (23.7% of those aged 65 and older in 2003, U.S.A), volunteering is becoming gradually more important to older people in the Korean society (Kim, J., Kang, J., Lee, M., & Lee, Y., 2007). As discussed earlier in literature review, the cultural erosion is diminishing older people’s traditional roles. The growth of interest in volunteering can probably be seen as the result of erosion of traditional cultural roles due to such social changes as living alone outside the family structure and earlier mandatory retirement age—somewhat similar to what western cultures have been already enacted(Kim, M. & Jung, J., 2003).

This current study proposes that there are substantial psycho-social benefits to be gained from volunteering in later life. The evidence of matching older volunteer’s skill sets to specific activities suggests that volunteering is very important to those who have been experiencing role loss as a result of early retirement and/or cultural changes that have inhibited an individual’s redefinition of a new role for themselves. According to role theory (Biddle, 1986; George, 1990), leaving the labor force may lead to a redefinition, lose or expansion of one’s role. Older Korean adults tend at retirement to experience reduced self-worth, marginalization and feelings of irrelevance (both to their families and within Korean society), a loss of identity, networks, and a lack of certainty that the younger generation may honor and obey their requests (Lee, D., 1999). Older men in particular may experience reduced well-
being due to an absence of roles in the economic crisis and coming earlier to the retirement stage than did the previous generation. While role identity issues have been raised from the rapid erosion of traditional Korean culture, volunteering may also present some cultural challenges to the existing Korean culture. First, most of volunteering is more likely to be informal volunteering by which older people contribute to their communities by participating in more informal civic engagement than through formalized organizational volunteering (Kim & Jung, 2003). Older adults postulate that they have community responsibilities to others within their family structure and their neighborhood, which extended beyond their immediate family. Second, religious values such as cultural capital are not well developed in Korea (Kim et al., 2007). The growth of diverse religion has been great in the Korean culture, most notably Buddhism, Protestantism and Catholicism which coexist in a rich historical and social context founded on Confucian concepts (Kim, 2002). It cannot assume that the ideas of generosity and love toward others from these newer religions will serve as a resource to support generalized volunteering (Kim, 2000; Park, 2000). Korean culture tends to nurture a volunteer ethnic derived from Confucian concept of family values whereby the family is the main safety net for older adults, which in turns tends to place strict limitations on how “community” and community volunteering are defined (Kim, 2002; Park, 2000). The scope of volunteering, as premised in Confucianism, tends to place primary focus on the extended family and relevant people to the family. Third, the strong traditional family bond may cause significant limited access to achieving role identification in volunteering in South Korea. Many older people spend their time with their families and achieve their recognition of their role in society as playing an important family support role. Older women traditionally undertake a care-giving role as grand-
parenting that may impede redefining and expanding role of volunteering in Korean culture. Also, older men who once occupied the position as leaders of the family and played a main role as the breadwinner approach the role of retirement and volunteering as a perceived loss in that often results in decreased self-worth and increased conflict with younger generation who have experienced acculturation through Westernization (Lee, 1999). Losing their role identity as a breadwinner among older men in their household reflects poorly upon redefining and expanding the role of volunteering, ironically that could provide alternate roles and opportunities for positive interaction of social inclusion.

From this cultural perspective, further education related to positive benefits of volunteering is needed. It will be helpful in the recruitment of new volunteers to ensure that retired older adults are informed that existing skills will be matched to the volunteer experience and that they will be able to maintain their role identity in the stage of retirement in Korean culture. Attention needs to be paid to the cultural aspects of volunteering as it can compensate for age related role loss. Adequate programs need to be developed that target older volunteers, particularly retired boomer volunteers that can result in enhanced role identification through meaningful/respected volunteer activities that lead to greater satisfaction, stronger commitment to the volunteer placement, lower turnover rate, higher retention rate, and most importantly, increased well-being among older Koreans.

4-3. Limitations of the study

There are several limitations to the study that impede the author’s ability to generalize findings beyond the current analysis. These include limitations of the threats to internal validity, alternative explanations, instruments, measurement errors,
generalizability, cultural aspects and model testing.

First, this causal-comparative/ex post facto study cannot control for some rival hypotheses or alternate explanations (threats to internal validity) that might explain participant responses to the surveys. It is possible that participants may have responded to the questionnaires in a way that makes their volunteer agencies looks better in terms of higher satisfaction with current volunteer job (nonspecific effects). It is also possible that the volunteers may be involved in several volunteer jobs at the same time that may have an effect on how to measure (nonspecific effects). Previous volunteer experiences that possibly produce the positive or negative effects on current volunteering may have to do with something other than the volunteer experience itself, such as previous job satisfaction (history). And, there is a possibility that older volunteer participant’s response to the questionnaires will be influenced by other older volunteers at volunteer agencies as a result of leakage/diffusion, and not necessarily their own thoughts and feelings regarding current volunteer activities. This current study attempted to minimize the impact of these effects by informing only volunteer participants that their responses would not be shared with the volunteer coordinators/staff or other volunteers.

Second, this study also did not control for some rival hypotheses or alternative explanations that have been shown in the literature to affect the relationship between volunteering and well-being. For instance, studies have shown that peer relations (Cheng & Kwan, 2006), adequate supervision and relationship between paid staff and volunteers (The Urban Institute, 2007; Netting, Nelson, Borders, & Huber, 2004), citizenship behaviors (Wilson & Musick, 2000), religious congregations (Musick & Wilson, 2003), level of physical activity (Thoit & Hewitt, 2001), level of depression (Van Willigen, 1998) and gender differences (Windsor, Anstey, & Rodgers, 2008)
could possibly affect meaningful volunteer engagement (their satisfaction, commitment and role identification) and well-being in late life.

Third, this study did not control for some variables that were supposed to be the potential control variables that might affect volunteer’s overall engagement, such as the number of trainings and orientations volunteers may have participated in. Participants reported that it was difficult to remember every orientation and training session they attended in their current volunteer position. Only contact with volunteer staff using Likert scale was used as a control variable in this study. Future studies could benefit from asking participants more precise measures, such as asking within certain time frames (e.g., within the last 2 years, 1 year, etc.), or categorizing the ranges that suggest time frames/durations (e.g., 0-12 months, 13 to 24 months; etc.).

Fourth, although older volunteers were asked if their current volunteer activities matched their pre-retirement skills, older volunteers are less likely to be aware of their specific volunteer job descriptions that are linked from their skill sets. The author and data collectors agreed that participants were hesitant to answer the questions related to pre-retirement skill sets. Several volunteers wanted to change their answers later while completing the survey. Future studies could consider answering these skill sets questions in a different way, such as making categories of various skill sets utilized in volunteer activity.

Fifth, the current study used the Likert scale to measure the sets of independent and dependent variables. However, several participants tended to favor the neutral choices due to their confusion. Likert scale has some controversies in measurement scale and confusion of the neutral choice is a major concern. Likert scale has also been argued to contravene one of the important principles of formulating an instrument: clarity and conciseness. That each Likert scale item
measures more than one dimension at a time is considered increasingly cognitively complex, thus tending to elevate measurement error (Hodge & Gillespie, 2003). Because each item of the scale measures contains both directions (agree/disagree) and strengths (strongly, or not so), this can make the most extreme positions (strongly agree/disagree) under-reported (Albaum, 1997). Also, midpoint neutral statement of “neither agree nor disagree” is confused with “don’t know” or “not available” (Raaijmakers, Van Hoof, A., T Hart, H., Verbogt, T., & Vollebergh, W., 2000). Future studies in this area of research could benefit from giving a “don’t know” or/and a “no-response” (not available) response alternative on each item (Raaijmakers et. al., 2000). Raaijmakers and his colleagues (2000) pointed out that giving such alternatives could reduce the confusion between true neutral responses and “don’t know” responses.

Sixth, from a measurement perspective, the weakness of this dissertation research design that it did not address is that the study is a static and one-time survey. This study did not follow people over time, so that this author was not able to establish time priority (causality). It is possible that the number of volunteering hours (commitment) may not adequately capture if older volunteers have a sense of commitment because they were matched, because they were committed or not, or they were pleased with match. That is one of the reasons for the inconsistencies found in the findings between the set of independent variables and commitment (i.e., correlations, and direct/indirect relations).

Seventh, it is expected that the current study is open to criticism of ungeneralizability. As mentioned, this study utilized nonprobability sampling (convenience sampling). Nonprobability sampling makes it difficult to generalize the findings to younger volunteers in volunteer agencies not sampled. Therefore, it is not known whether the observed relations between study variables will emerge in
different age group, gender group, and/or types of volunteer organizations. Further analysis is necessary to determine the profile of volunteering in each different group. If the results of each group are similar, the generalizability of the findings could be enhanced.

Eighth, in the aspect of cultural diversity, the data collection of this dissertation study was conducted by a sample of Korean older volunteers. It may make it difficult to generalize the findings to other ethnic groups. The proposed study may be open to criticism because matching skill sets to volunteer activity does not incorporate concepts relevant to cultural diversity into the hypothesized theoretical framework that should be in future cross-sectional studies.

Lastly, this hypothesized conceptual model was created for the purpose of using structural equation modeling (SEM) to test relationships. Although a powerful statistical instrument, SEM is often un-interpretable due to the inherent “ambiguity” of whole theory testing rather than individual relationship testing (Ullman, 1996, p.712). Specific to this study, the analysis of the direct/indirect relationships on one of the dependent variables, COMMITMENT, was difficult to interpret as it related to understanding the causal patterns between the variable with subjective dispositional factors. Future studies should consider measuring volunteer’s commitment (emotional and behavioral involvement) in a different way.

4-4. Directions for Future Research and Recommendations for Future Studies

The findings in current study are congruent with previous research in volunteer’s satisfaction, commitment, role identification and positive well-being in general volunteer studies. However, the findings from this study also suggest that further work needs to be done around volunteer engagement and the dynamic process
of assessing and tapping into volunteer’s vast skill sets during the transition from working life to retirement. Certainly, more in depth measures to assess and predict the impact of the matching are needed.

This study measured volunteer engagement only on the basis of the volunteer’s perceptions and thoughts using several standardized instruments. However, as previously noted, self-reported data has limitations because some volunteers did hesitate about reporting negative thoughts of their volunteer activity. Future research should include supplementary approaches, such as qualitative interviews and observations, to provide additional insight into how the matching principle plays out in volunteer situations.

This study included one of the organizational variables (i.e., frequency of contact with volunteer coordinator) as a control variable, but it did not include various structural factors considered to be important in mobilizing volunteers or boosting the quality of the volunteer engagement, such as recruitment strategies, orientation, training, task assignment, supervision, and recognitions. As discussed earlier in literatures, Jamison (1991) and Corporation for National and Community Service (2007) stressed that organizational factors should be considered when seeking to make volunteering more attractive and the goal is to retain volunteering longer; such factors play a critical roles in increasing volunteer’s satisfaction and commitment. Thus, future studies need to explore the relationship of volunteer engagement with various structural attributes of the organization, with the goal being to identify those factors that might possibly lead to short and long-term beneficial effects for volunteer individuals as well as volunteer service agencies.

Motivated and skilled older volunteers who tend not to continue volunteer activities in the stage of retirement negatively affect the clients and communities
volunteers serve. Further study needs to explore how low retention rate and high turnover rate of volunteering among older volunteers, particularly in the stage of retirement (i.e., Baby Boomer volunteers), influence service delivery and resource availability from the perspective of disadvantaged clients and unprivileged communities. Additionally, further analyses are necessary to examine the observed relations among variables in this study controlling for different age cohorts, for example, comparison between Boomer volunteers (age ranges from 45 to 64 years old) and older volunteers (age 65 and older).

This current study focused on the way individual subjective factors (i.e., motivation and personality) affect volunteer individual’s satisfaction, commitment and role-identification. However, future studies may pay more attention to the larger macro-level context of how effective organizational attributes influence reciprocal effects of volunteer recruitment and retention on volunteer service agencies and communities as well.

In addition, this study found that matching principle to engage volunteers were significant determinants of volunteer’s satisfaction, commitment and role identification as well as predicting productive well-being in their later life through history of their employment. Therefore, further study should include the employment of a pre and post design examining the impact of the matching principle as an intervention before and after matching skill sets to volunteer activity, and investigate how much volunteer’s satisfaction increased, involvement of volunteering increased, volunteer’s role identification enhanced, and the degree to which greater positive well-being was achieved in among older adults.

Lastly, the sample of this study was recruited from South Korea. It is subject to the criticism of muted generalizability. The study should be extended to include an
international aspect, examining the differences between American and Asian volunteerism among baby boomer volunteers and older adults (age 45 and older). Future cross-sectional study could benefit from the incorporation of the matching principle as how it is implemented and understood when factoring in cultural diversity into the hypothesized conceptual model.

The results of the study give a critical glimpse into the perspectives of the older volunteerism in general volunteer study as well as in South Korea, and the potential factors influencing volunteer’s well-being in their later life. A hypothesized conceptual path model of volunteerism for older adults has been constructed and several implications to social work practice are concluded in the study. It is the author’s hope that this exploratory study can be a first step for future research on benefits of volunteering in later life. Correspondingly, this study can lay the groundwork for the development of and dissemination of a prototype “skilled and professional volunteers” model for the community that identifies potential strategies for decreasing volunteer turnover and increasing retention rate.
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Appendix A: Hypothesized path diagram

MOTIVATION

MATCHING

Satisfaction

COMMITMENT

ROLE IDENTIFICATION

PERSONALITY

MATCHING

Satisfaction

COMMITMENT

ROLE IDENTIFICATION
Appendix B: Questionnaires (English)

**General Information & Volunteer Information**
Matching Skills and Volunteer Activities among older adults

**Directions:** This survey contains general information that asks about your background and current volunteer information and a list of statements that ask about your experience as a volunteer. Please answer your background and volunteer information and circle the appropriate number you actually believe is closest to your response to each statement using the scale below. There are no correct answers. All responses are confidential.

**I. General Information**

1. Volunteer Program Name: __________________________

2. Gender:  
   - [ ] Male  
   - [ ] Female

3. How old are you? ___________

4. Which of the following best describes your racial/ethnic background? (Check only one)
   - [ ] Hispanic or Latina/Latino
   - [ ] White, not Hispanic or Latina/Latino
   - [ ] Black/African American, not Hispanic or Latina/Latino
   - [ ] Asian/Pacific Islander
   - [ ] American Indian/Native American
   - [ ] Multi-Racial
   - [ ] Other
   (Specify) __________________________

5. What is your current marital or partnership status? (Check only one)
   - [ ] Never married, not living with partner
   - [ ] Never married, living with partner
   - [ ] Married, not living with partner
   - [ ] Married, living with partner
   - [ ] Divorced
   - [ ] Widowed
   - [ ] Others: __________________________

6. What is the highest level of education you have completed? (Check only one)
   - [ ] Grade School
   - [ ] Middle School
   - [ ] Some High School
   - [ ] High School/GED
   - [ ] Technical/Vocational School
   - [ ] Some College
   - [ ] Associate Degree
   - [ ] Bachelors Degree
   - [ ] Graduate Degree (Master’s or Doctoral)
   - [ ] Others: __________________________

7. What is your current employment status? (Check only one)
   - [ ] Employed full-time (greater than 35 hours/week, including self-employment)
   - [ ] Employed part-time (including self-employment) – specify hours/week _____
   - [ ] Retired and not working
   - [ ] Unemployed – looking for work
   - [ ] Homemaker or other similar
   - [ ] Unemployed- other
   (Specify) __________________________

8. Which category best describes your annual household income before taxes, including all sources of income like wages and child support? (Check only one)
   - [ ] Less than $10,000
   - [ ] $10,000 - $29,999
   - [ ] $30,000 - $59,999
   - [ ] $60,000 - $89,999
   - [ ] $90,000 - $119,999
   - [ ] $120,000 - $149,999
   - [ ] $150,000 and above

9. a) Including yourself, how many people in your home? _______
   b) Including yourself, how many of these people are age 18 or older? _______

10. Do you have children (biological or adopted)?
   - [ ] Yes, 10a) How many? ______
   - [ ] No
II. Your volunteer experience: When answering questions think about your thoughts, feelings, and beliefs that you have engaged in volunteer activities and respond honestly. If you need to change an answer, mark an ‘X’ through the error and then check your true response. All responses are confidential.

1. What language do you most frequently speak in your volunteer work?
   - English
   - Spanish
   - Other (Specify) _______________________

2. How long have you been a volunteer in your life?
   - 6 months or less
   - 7 to 11 months
   - 1 to 2 years
   - 3 to 5 years
   - 6 to 10 years
   - More than 10 years

3. Start date for current volunteer position: _______(MM)/_______(YEAR)

4. Considering your current volunteer position, approximately how many hours of your time have you volunteered in an average month?
   - 10 hours or less
   - Between 11 and 20 hours
   - Between 21 and 40 hours
   - Between 41 and 80 hours
   - Between 81 and 120 hours
   - Between 121 and 160 hours
   - More than 160 hours (or more than 40 hours/week)

5. How many times have you participated in orientation and/or training in current volunteer positions? __________

6. How frequently do you normally contact to volunteer coordinator or staff?
   - rarely
   - occasionally
   - frequently

   1   2   3   4
   5   6   7

7. In what areas do you volunteer? (Please check all that apply)
   - Health and Safety Services
   - Childcare Services
   - Youth Services
   - Elderly Services
   - Nutrition Services
   - Blood Services
   - Education Services
   - General Administration or Support
   - Leadership Position (Board or Management)
   - Financial Development
   - Grant Proposal or Writing Services
   - Community Services
   - Volunteer Resources Services
   - International Services
   - Others (Specify) _______________________

8. Do you use your pre-retirement skills for your current volunteer activity?
   - No
   - Yes

8a) If you answer yes, what kind of your pre-retirement skills do you use for your current volunteer activity? Please specify skills and volunteer activity details:
______________________________

8b) If you answer yes, how well do you think your current volunteer activity match your pre-retirement skills? Please circle an appropriate number that you actually think and feel about your matching retirement skills to current volunteer job.

No Match
Very Good Match
1  2  3  4  5  6
III. Self-esteem scale-Personality Traits: Big Five Inventory-10 (BFI-10)  
(John, O.P. & Benet-Martinez, V, 1998)

Directions: The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing a scale in which 1 denotes strong disagreement, 5 denotes strong agreement, and 2, 3, and 4 represent intermediate judgments. In the boxes after each statement, circle a number from 1 to 5 from the following scale. Please respond to all of the statements. If you need to change an answer, mark an ‘X’ through the error and then circle your true response. All responses are confidential.

<table>
<thead>
<tr>
<th>I see myself as someone who.....</th>
<th>strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … is reserved.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. … is generally trusting.</td>
<td>1</td>
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<tr>
<td>3. … tends to be lazy.</td>
<td>1</td>
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<tr>
<td>4. … is relaxed, handles stress well.</td>
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<td>3</td>
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</tr>
<tr>
<td>5. … has few artistic interests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>6. … is outgoing, sociable.</td>
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<tr>
<td>7. … tends to find fault with others.</td>
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<td>5</td>
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<tr>
<td>8. … does a thorough job.</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>9. … gets nervous easily.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>10. … has an active imagination.</td>
<td>1</td>
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<tr>
<td>11. … is flexible about how things go</td>
<td>1</td>
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</table>

IV. Motivation Measures: Volunteer Functions Inventory (Clary, G. & Snyder, M., 1992)

Directions: When answering questions think about your thoughts, feelings, and beliefs that you have engaged in volunteer activities and respond honestly. Please circle the appropriate number you actually believe is closest to your response to each statement using the scale below, with 1 being ‘extremely inaccurate’ through to 7 being ‘extremely accurate’. There are no correct answers, but please fill in only one response for each statement. Please respond to all of the statements. If you need to change an answer, mark an ‘X’ through the error and then circle your true response. All responses are confidential.

<table>
<thead>
<tr>
<th>Extremely Inaccurate</th>
<th>Neutral</th>
<th>Extremely Accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Volunteering can help me to get my foot in the door at a place where I would like to work.</td>
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<tr>
<td>2. My friends volunteer.</td>
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<tr>
<td>3. I am concerned about those less fortunate than myself.</td>
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<td>4. People I am close to want me to volunteer.</td>
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<td>5. Volunteering makes me feel important.</td>
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<tr>
<td>6. People I know share an interest in community service.</td>
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<td>2</td>
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<tr>
<td>7. No matter how bad I have been feeling, volunteering helps me to forget about it.</td>
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<tr>
<td>8. I am genuinely concerned about the particular group I am serving.</td>
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<td>2</td>
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<tr>
<td>9. By volunteering I feel less lonely.</td>
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<td>2</td>
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<tr>
<td>10. I can make new contacts that might help my business or career.</td>
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<tr>
<td>11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.</td>
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<tr>
<td>12. I can learn more about the cause for which I am working.</td>
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<tr>
<td>13. Volunteering increases my self-esteem.</td>
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<tr>
<td>14. Volunteering allows me to gain a new perspectives on things.</td>
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<td>2</td>
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<tr>
<td>15. Volunteering allows me to explore different career</td>
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<td>2</td>
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</tbody>
</table>
16. I feel compassion toward people in need.  & 1 2 3 4 5  
17. Others with whom I am close place a high value on community service. & 1 2 3 4 5  
18. Volunteering let me learn things through direct, hands on experience. & 1 2 3 4 5  
19. I feel it is important to help others. & 1 2 3 4 5  
20. Volunteering helps me work through my own personal problems. & 1 2 3 4 5  
21. Volunteering will help me to succeed in my chosen profession. & 1 2 3 4 5  
22. I can do something for a cause that is important to me. & 1 2 3 4 5  
23. Volunteering is an important activity to the people I know best. & 1 2 3 4 5  
24. Volunteering is a good escape from my own troubles. & 1 2 3 4 5  
25. I can learn how to deal with a variety of people. & 1 2 3 4 5  
26. Volunteering makes me feel needed. & 1 2 3 4 5  
27. Volunteering makes me feel better about myself. & 1 2 3 4 5  
28. Volunteering experience will look good on my resume. & 1 2 3 4 5  
29. Volunteering is a way to make new friends. & 1 2 3 4 5  
30. I can explore my own strengths. & 1 2 3 4 5  

**V. Volunteer Satisfaction Index** (Payne & Bull, 1974-1977)

**Directions:** When answering questions think about your thoughts, feelings, and beliefs that you have engaged in volunteer activities and respond honestly. Please circle the appropriate number you actually believe is closest to your response to each statement using the scale below, with 1 being ‘very dissatisfied’ through to 7 being ‘very satisfied’. There are no correct answers, but please fill in only one response for each statement. Please respond to all of the statements. If you need to change an answer, mark an ‘X’ through the error and then circle your true response. All responses are confidential.

<table>
<thead>
<tr>
<th>1. Contact with program recipients</th>
<th>1 2 3 4 5</th>
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</thead>
<tbody>
<tr>
<td>2. Reporting of hours</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Training you received</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Money you received for expense</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Contact with program staff</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. Recognition for being a volunteer from the community, neighbors or state</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. Contact with other volunteers</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. Ways the volunteer program made use of your skills and talents</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. Supervision or direction you received</td>
<td>1 2 3 4 5</td>
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<tr>
<td>10. The particular kind of work you do as a volunteer</td>
<td>1 2 3 4 5</td>
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<tr>
<td>11. Progress made by recipients you helped</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Thanks for the helping of recipients from them personally</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. Chances you have had to help make policy decisions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Demands made upon your time by recipients</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. Physical work involved</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. Chance to be your own boss</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. Personal satisfaction of helping others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Chance to be promoted from within the organization</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Chance for recognition from the volunteer organization</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
20. Opportunity for getting your ideas into organization decisions

21. Chance to be involved in the planning of programs

22. Reporting to fellow volunteers

23. Executing your own ideas

24. Opportunity to discuss problems of the elderly

25. Opportunity to do something about the problems of elderly

VI. Role Identity Index (Grube, J.A. & Piliavin, J.A., 2000)

Directions: When answering questions think about your thoughts, feelings, and beliefs that you have engaged in volunteer activities and respond honestly. Please circle the appropriate number you actually believe is closest to your response to each statement using the scale below. Please indicate how much you agree or disagree with these statements using a scale of: "7" = Strongly Agree, "1" = Strongly Disagree. There are no correct answers, but please fill in only one response for each statement. Please respond to all of the statements. If you need to change an answer, mark an ‘X’ through the error and then circle your true response. All responses are confidential.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doing volunteer work is something I rarely even think about.</td>
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<td>2. I would feel a loss if I were forced to give up volunteer work.</td>
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<tr>
<td>3. Volunteering is an important part of who I am.</td>
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<tr>
<td>4. It really wouldn't matter to most people I know if I decided to give up doing volunteer work.</td>
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<td>5. Many of the people that I know expect me to continue doing volunteer work.</td>
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<td>2</td>
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<tr>
<td>6. No one would really be surprised if I stopped doing volunteer work.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7. Many people would probably be disappointed in me if I decided to stop doing volunteer work.</td>
<td>1</td>
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</table>

VII. Index of Well-being (Campbell et al., 1976)

Directions: When answering questions think about the notion of how well your current life is going for you. Please circle the appropriate number you actually believe is closest to your response to each word using the scale below, with 1 toward the left side through to 7 toward the right side. There are no correct answers, but please fill in only one response for each statement. Please respond to all of the statements. If you need to change an answer, mark an ‘X’ through the error and then circle your true response. All responses are confidential.

<table>
<thead>
<tr>
<th>Word</th>
<th>1</th>
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<tbody>
<tr>
<td>Interesting</td>
<td>Boring</td>
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<td>Enjoyable</td>
<td>Miserable</td>
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<tr>
<td>Worthwhile</td>
<td>Useless</td>
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<tr>
<td>Friendly</td>
<td>Lonely</td>
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<tr>
<td>Full</td>
<td>Empty</td>
<td></td>
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<tr>
<td>Hopeful</td>
<td>Discouraging</td>
<td></td>
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<tr>
<td>Rewarding</td>
<td>Disappointing</td>
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<tr>
<td>Brings out the best in time</td>
<td>Doesn’t give me much chance</td>
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</table>
How satisfied or dissatisfied are you with your life as a whole? Which number comes closest to how satisfied or dissatisfied you feel?

<table>
<thead>
<tr>
<th>Completely Dissatisfied</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Completely Satisfied</th>
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### Appendix C: Questionnaires (Korean)

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2010.11.20

* * *

1. * * * * * * * * * * : __________________________

2. * * : ☐ ☐ ☐

3. * * * * * * * * ? ______

4. * * * ? (% * * * * * * * * * * *)
   ☐ ☐ ☐
   ☐ ☐ ☐
   ☐ ☐ ☐
   ☐ : __________________

5. * * * * * * * * ? (% * * * * * * * * * * *)
   ☐
   ☐
   ☐
   ☐
   ☐
   ☐
   ☐ : __________________

6. * * * * * * * * ? (% * * * * * * * * * * *)
   ☐ ☐ ☐ (% 45 * * * * * * *)
   ☐ ☐ ☐ (% 45 * * * * *)

* * *
30
31-60
61-90
91-120
121

8.
a)

b)

9.

9a)

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2.

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7.

/
8.  

8a)  8

8b)  7

1  2  3  4  5  6

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Appendix D: Survey Sites in South Korea

Survey Sites in Seoul and Kyunggi province, South Korea- Updated 10/2010

1. **Gwangjin-gu Volunteer Center**: no relationship, introduced by Seoul Volunteer Center Volunteer Coordinators

2. **Dobong-gu Volunteer Center**: no relationship, introduced by Seoul Volunteer Center Volunteer Coordinators

3. **Nowon-gu Volunteer Center**: no relationship, introduced by Seoul Volunteer Center Volunteer Coordinators

4. **Gangbuk-gu Volunteer Center**: no relationship, introduced by Seoul Volunteer Center Volunteer Coordinators

5. **Songpa-gu Volunteer Center**: no relationship, introduced by Seoul Volunteer Center Volunteer Coordinators

6. **Korea Red Cross Volunteer - Gangdong-gu group**: No relationship, Principle Investigator contacted directly to the president in this organization and received the permission to do survey.

7. **Changdong Welfare Center**: No relationship, Principle Investigator contacted directly to the volunteer coordinator in this organization and received the permission to do survey.

8. **Seoul Veteran Hospital Volunteer Center**: Principle Investigator contacted directly to the volunteer coordinator in this organization and received the permission to do survey.

9. **Uijungbu Welfare Center**: Principle Investigator contacted directly to the volunteer coordinator in this organization and received the permission to do survey.

10. **Gangdong-gu Volunteer Center**: No relationship, Principle Investigator contacted directly to the volunteer coordinator in this organization and received the permission to do survey.
Appendix E: Informed consent form (English)

INFORMED CONSENT

Project Title: The matching skill sets to volunteer opportunities among older volunteers

You are asked to participate in a research study designed to further our understanding of your skills matching them to volunteering. My name is Jihyun (Gina) Park, doctoral candidate in the School of Social Welfare at the State University of New York, University at Albany. This dissertation study is titled as “The Matching Skill Sets to Volunteer Opportunities among Older Volunteers.” This study is conducted under the supervision of Dr. Anne (Ricky) E. Fortune, School of Social Welfare, and will take approximately 20 minutes of your time. The survey is paper-based and self-administered questionnaires, and will ask about 1) Demographic questionnaires about age, race, educational background, marital status, retirement status, income, and family background, 2) The Volunteer Functional Index, Volunteer Satisfaction Index, Role Identity Index, and Index of Well-being to measure volunteer engagement, i.e., their satisfaction with their volunteer experience and commitment to volunteering as a means of role enhancement and later life well-being beyond their retirement; and 3) The Big Five Inventory-10 to measure volunteer's personality as subjective dispositional factors that have a direct impact on satisfaction, commitment and role identification through volunteer activities. Your participation in this project is voluntary. Even after you agree to participate in the research, you may decide to leave the study at any time without penalty or loss of benefits to which you may otherwise have been entitled.

Risks

We do not anticipate any risk in your participation other than you may become uncomfortable answering some of the questions. If you feel somewhat discomforting to answer the questions, you may choose not to answer any questions and may stop the survey at any time, and/or may discuss with the data collectors and researcher.

Benefits

Although you may not receive direct benefit from your participation, others may ultimately benefit from the knowledge obtained from this research. The expected scientific benefit of your participation includes increased knowledge about the effectiveness of volunteering with matching volunteers’ skill sets.

Incentives

As a participation incentive, we are offering two toothpastes (around $5), a daily necessity as an incentive for every participants.

Confidentiality

Your participation and responses are confidential. The researcher will obtain neither your name nor any information that might identify you as a participant. No respondent will be identified to the executive directors and volunteer coordinators in the service organizations. All reported information will be grouped format and will NOT include any information that can identify you.

All data collected during this study will be treated confidentially; only the researcher and the supervising faculty member (Dr. Anne (Ricky) E. Fortune) will have access to the information. The data will be stored in a locked filing cabinet in the advisors locked office on the University at Albany downtown campus. Data will also be stored on a computer which will be password-
protected. There is no identifying information associated with the data and therefore will be kept indefinitely.

All information obtained in this study is strictly confidential unless disclosure is required by law. In addition, the Institutional Review Board, the sponsor of the study (e.g. NIH, FDA, etc.) and University or government officials responsible for monitoring this study may inspect these records.

Contacts
When you complete your survey, please return it the data collectors at the sites. One copy of this informed consent form will be kept together with the research records of this study. And, you will be given a copy to keep.

If you do not wish to participate in this survey simply return the survey to the data collectors directly. Only the PI will know if a survey is filled out.

If you have any questions concerning your rights as a research participant that have not been answered by the investigator or if you wish to report any concerns about the study, you may contact the University at Albany Office of Regulatory Research Compliance at 1-518-442-9050 (toll free 1-800-365-9139) or orrc@uamail.albany.edu.

If you have any questions about this study, you may contact the principle investigator in U.S.A, Jihyun(Gina) Park at 1-518-209-8157 or dakerjn@gmail.com. Or, you may contact the principle data collector in South Korea, Jeongyun Choi at 010-3761-0855, or mrshoho1003@gmail.com. You may also contact the principle investigator’s advisor Dr. Anne (Ricky) E. Fortune at 1-518-442-5322 or rfortune@albany.edu.
Appendix F: Informed consent form (Korean)

Dr. Anne E. (Ricky) Fortune

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Appendix G: Script for Permission of Involvement in Research

**Script for Permission of Involvement in Research**

My name is Jungyun Choi, Bora Kim, Jiyeon You, or Jaeyoung Kim, graduate students in department of social work at Kangnam University. Jihyun Park, doctoral student in School of Social Welfare at the State University of New York, University at Albany is working on her dissertation, titled as “The Matching Skill Sets to Volunteer Opportunities among Older Volunteers.” I am helping her to collect the survey as data collectors in this dissertation research. This research will help to understand the benefits of matching skills sets to volunteering that include the satisfaction, commitment and role enhancement of volunteer activity and later life-well-being as a foundation for enhancing volunteer participation. This study is conducted under the supervision of Dr. Anne (Ricky) E. Fortune in School of Social Welfare at the State University of New York, University at Albany.

Today you will be participating in a survey, which should take approximately 20 minutes of your time. Your participation is voluntary. If you do not wish to participate, you may stop at any time. Your participation and responses are confidential. The researcher will obtain neither your name nor any information that might identify you as a participant. No respondent will be identified to the executive directors and volunteer coordinators in the service organizations. All reported information will be grouped format and will NOT include any information that can identify you. We do not anticipate any risk in your participation other than you may become uncomfortable answering some of the questions.

As part of research, you will be asked to complete a survey about your volunteer experience, satisfaction and role identification through volunteering, well-being in your current life, and your personal traits. It is easy to administer the survey, such as circle the appropriate number you actually believe is closest to your response to each statement using the scale, with 1 being ‘very dissatisfied’ through to 7 being ‘very satisfied.’ Do you think you might be interested in participating in this research?

*If No*: Thank you very much.

*If Yes*:

**In person**: When you complete your survey, please return it to data collectors. One copy of the informed consent form will be kept together with the research records of this study. You will be given a copy to keep. If you do not wish to participate in this survey, simply return the survey to data collectors directly. Only researcher will know if a survey is filled out.

If you have any questions concerning your rights as a research participant that have not been answered by the investigator or if you wish to report any concerns about the study, you may contact the University at Albany Office of Regulatory Research Compliance at 1-518-442-9050 (toll free 1-800-365-9139) or orrc@uamail.albany.edu.
If you have any questions about this study, you may contact the principle investigator Jihyun(Gina) Park at 518-209-8157 or dakerjn@gmail.com. You may also contact the principle investigator’s advisor Dr. Anne (Ricky) E. Fortune at 1-518-442-5322 or rfortune@albany.edu.
Appendix H: Script for Permission of Involvement in Research (Korean)

Dr. Anne E.(Ricky) Fortune

State University of New York, University at Albany, The Office of Regulatory Research Compliance,
orrc@uamail.albany.edu
1-518-442-9050, dakerjn@gmail.com
Dr. Anne E. Fortune 1-518-442-5322 rfortune@albany.edu
Appendix I: Protocol for and Script for Recruiting Clients (English)

**Protocol for and Script for Recruiting Clients**

**Matching skill sets to volunteer activity among older volunteers**

Jihyun (Gina) Park, MSW  
School of Social Welfare  
University at Albany, State University of New York  
dakerjn@gmail.com  
518-209-8157

**PROTOCOL FOR RECRUITING PARTICIPANTS**

Volunteers will be recruited through the 4 data collect research assistants at the volunteer service organization. Four data collect research assistants will receive specific human subject training from the researcher in order to help the researcher to recruit potential participants. The data collect research assistants will explain the study in detail to volunteers, emphasizing that the volunteer coordinator or any staff from the volunteer service organization will not know if the volunteer is participating in the study and that a decision not to participate will not impact on their volunteering.

The PI will have the executive directors and volunteer coordinators in each service organizations read and sign a documentation of permission that allows for data collectors to survey volunteers. Executive directors or volunteer coordinators from each volunteer service organizations will introduce this research project to potential participants briefly and announce the plan for next monthly meeting agenda to do the voluntary survey. Volunteer service organizations sponsored by Seoul Volunteer Center have regular monthly meetings for monthly reports, trainings, educations, or recognition events. Thus, the potential participants will be approached by data collectors in the area meeting held by having executive director’s permission, and informed consent and survey will be conducted in the area meeting held or in a private place of their choice without involvement of volunteer service agency. The survey is anonymous so that the data collectors will NOT collect volunteer’s name, address or phone numbers. The data collectors will inform that participants may decide to leave the study at any time without penalty or loss of benefits to which you may otherwise have been entitled. And, no respondent will be identified to the executive directors and volunteer coordinators in the service organizations. The survey will then be conducted with participants after consent is given.

**CLIENT ELIGIBILITY**

1. Recruit/ discuss with currently active volunteers at the monthly meeting held in your volunteer service organization  
2. volunteers who are 44 years and older, male or female  
3. All race and ethnicity will be accepted  
4. Participants who are fully retired or partially retired
SCRIPT TO RECRUITING VOLUNTEERS

Gina Park is a doctoral student conducting dissertation research about volunteerism among older volunteers: “Matching skill sets to volunteer activity among older volunteers.” This research will understand the benefits of matching skill sets to volunteering that include the satisfaction, commitment and role enhancement of volunteer activity and later life-well-being as a foundation for enhancing volunteer participation.

Data collectors would like to
1) Visit your volunteer service agency to meet and conduct the informed consent and survey at the agencies while your volunteer monthly meeting will be held.

The survey is completely confidential:

- No one here (volunteer service agency) will know if you answered the survey or not.

- The data collectors will NOT collect any volunteers’ name, phone number or address during the survey.

- No one, not even the researcher, will know if you answered the survey and how you answered the survey.

Giving permission for the researcher to call or meet you is totally voluntary. If you do not want to participate the survey, there will be no consequence.

May I ask your permission to participate this research?

If volunteer agrees, please conduct the informed consent and survey.
Appendix J: Protocol for and Script for Recruiting Clients (Korean)
To Whom It May Concern,

It is my pleasure to write this letter in support of the dissertation research on behalf of Jihyun (Gina) Park. I have known her since the Fall Semester, 2009 at School of Social Welfare, University of Albany as I came to the school as a visiting professor. I am an associate professor at Graduate School of Social Welfare, Ewha Womans University, Seoul, Korea, in which I have taught for last 10 years. It is my knowledge that Ms. Park, a doctoral candidate at School of Social Welfare SUNY Albany, would like to conduct her dissertation research in Korea and is currently in the process of obtaining an approval from IRB at your school. I personally read her research proposal, particularly on her research design and data collection plan. Her tentative title of dissertation is “The Matching Skill Sets to Volunteer Opportunities among Older Volunteers.” She will explore the satisfaction and commitment of volunteer activity and later life well-being as a foundation for enhancing the participation of volunteering. Her study employs a self-administered survey design on older volunteers at age 44 and over, questioning them on volunteer education, activities, commitment, and satisfaction. It may take approximately 20 minutes for participants to complete her questionnaire. I am certainly sure that this study will yield valuable information and knowledge to enable social service organizations to decrease the turnover rate and increase the retention rate of volunteers.