

Effects of Volunteering Participation Motivation on Major Satisfaction and Continuance Willingness in Ophthalmic Optics Students

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Abstract

This study is intended to determine the effects of volunteering participation motivation on major satisfaction and continuance willingness in ophthalmic optics students. To achieve this, a survey was empirically carried out to ophthalmic optics students. The research findings showed that self-development among participation motivation factors had a significant effect on major satisfaction and continuance willingness, leisure on continuance willingness, and major satisfaction on continuance willingness in the relationship between the effects of volunteering participation motivation on continuance willingness and major satisfaction in ophthalmic optics students, respectively, adopting 3 hypotheses. On the other hand, leisure had no significant effect on major satisfaction, interpersonal exchange on major satisfaction, and interpersonal exchange on continuance willingness, respectively, rejecting 3 hypotheses. Which suggest that the high self-development willingness of college students as a factor of college volunteering participation motivation causes them to have pride and specialization in their major. Consequently, pride and specialization in major cannot only increase an understanding of personality and major, but maintain a positive attitude, leading to a long-continuous willingness, not a simple one-time service.

Keywords: Leisure, Interpersonal Exchange, Self-Development, Major Satisfaction, Volunteering Continuance Willingness

1. INTRODUCTION

The volunteer activity refers to a voluntary behavior that asks for no rewards and benefits in return without the coercion of organization, group or individuals. It is done by a voluntary behavior with a sense of social responsibility without concern for financial gain under the recognition of specific requirements [1-3].

The participation in social service activities of college students has very important significance in that their social service activities can promote the activation of social service through more professional and systematic service activities and have robust physical health along with an emotional time margin as an opportunity to contribute to social development [4,5].

The volunteer activities of college students can practice social participation with concern for social issues and services as well as pure learning and improve the positive image of major education by linking major

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education to society. In addition, volunteering of college students is very important in that it can have a positive effect on demand institutions that utilize them, give many potentials and possibilities to them and society, and promote the activation of professional service activities [6].

The general roles of volunteers are divided into the role of a service provider to provide services to targets, the role of an assistant to assist experts, the role of an advocate to protect rights and interests of clients, and the role of a promoter to promote social welfare organizations to communities [7]. However, despite the different motivations for participation in these roles, the role and participation in volunteering of college students have not been clearly identified in existing colleges, as well as the basis or system that continuously manages and operates their volunteering have not been established [8]. Moreover, more methodical and systematic research is necessary in terms of the activation of volunteer activities; the formalization of systems adopted as a way to revitalize college student volunteering often loses the motivation and satisfaction of participants and ends college student volunteering with one-time activity.

Ophthalmic optics students need to have the personality to sacrifice and help for others because they must manage patients and constantly communicate with them at the clinic. To this end, their experience of volunteer activities can be an opportunity to improve their proficiency about major techniques in the future while applying their knowledge in real life along with their prior experience of vocation. Therefore, the volunteering participation of college students will need to link their volunteering in consideration of volunteers' major and department, and it needs the linking of participation activities corresponding to the volunteer program and major by accepting individual characteristics and abilities as many as possible.

In particular, health-related students set importance on a basic qualification for service perception due to the nature of the department. However, since most major choices are often made in the order of merit under the uniform admission system, it is fundamentally impossible to judge whether or not to own personality for a basic service. In addition, although their general satisfaction of major and vocation should be based on the basic service spirit of students who are main bodies of learning, volunteering satisfaction by volunteer participation type [9], continuance of college student volunteering [10-12], analysis of job characteristics [11] and effects of voluntary service on self-esteem [4] were conducted in the studies on college student volunteering, but there are no studies of the effects on major satisfaction of ophthalmic optics students. Therefore, while approach for volunteering of all college students is important, studying the effects of major-linked volunteering on major satisfaction and continuance willingness in ophthalmic optics students of specific major has great academic and practical significance in that it can help them in their career decisions linked to major after graduation and expect them to play a good role in the scene of volunteer practice after graduation.

Accordingly, the purpose of this study is to use as basic data on the educational direction of ophthalmic optics aimed at developing their service spirit and ultimately fostering excellent healthcare workers with major satisfaction and full-service spirit by determining the relationship between major-linked satisfaction and continuance willingness of their service.

2. RESEARCH METHOD

2.1 Research Model Setting

This study is intended to explore the level of volunteering participation motivation, major satisfaction and continuance willingness, and then determine the effects of volunteering participation motivation on major satisfaction and continuance willingness. Based on the previous studies and conceptual frameworks that volunteering participation motivation has an effect on major satisfaction and continuance willingness, and that major satisfaction has also an effect on continuance willingness, a research model was set as shown in the following Figure 1.

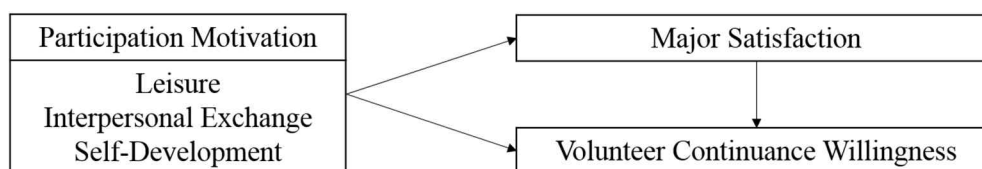


Figure 1. Research Model

2.2 Hypothesis Setting

This study is intended to explore the level of volunteering participation motivation, major satisfaction and continuance willingness, and then determine the effects of volunteering participation motivation on major satisfaction and continuance willingness. Based on the previous studies and conceptual frameworks that volunteering participation motivation has an effect on major satisfaction and continuance willingness, and that major satisfaction has also an effect on continuance willingness, a research model was set as shown in the following Figure 1.

The volunteering participation motivation of college students is related to the participation motivation in that it means not working for the interests of specific individuals, organizations or groups but continuing to work through voluntary willingness for the interests and development of the entire society which they belong to. In particular, volunteering participation in various social services for the social weak should be expand in the mid to long term if necessary, prompting an active interest and diverse participation of members in the local community. Won Mi-soon and Park Hye-sook (2010)'s findings of the relationship between volunteering and participation consciousness suggest that the group with experience of volunteering have a higher consciousness of participation than that with inexperience of volunteering, and particularly satisfaction among participation experiences has a positive effect on consciousness formation [13]. In addition, Park Kwan-sook and Kim Sung-hee (2012)' findings suggest that altruistic motivation of volunteering has an effect on high satisfaction formation [14]. As such, the following hypotheses are set through the theoretical discussions and previous studies on volunteering and participation motivation.

H-1 The level of volunteer participation motivation will have a significant effect on major satisfaction of ophthalmic optics students.

H-1.1 Leisure will have a significant effect on major satisfaction.

H-1.2 Interpersonal exchange will have a significant effect on major satisfaction.

H-1.3 Self-development will have a significant effect on major satisfaction.

H-2 The level of volunteer participation motivation will have a significant effect on volunteer continuance willingness.

H-2.1 Leisure will have a significant effect on continuance willingness.

H-2.2 Interpersonal exchange will have a significant effect on continuance willingness.

H-2.3 Self-development will have a significant effect on continuance willingness.

H-3 Major satisfaction will have a significant effect on volunteer continuance willingness.

2.3 Survey Target

A survey was carried out to ophthalmic optics students - who received an explanation of research purpose and were in favor of the survey - at 10 universities and colleges in the Jeolla area by direct distribution and mail through random sampling for a month from November 1 to November 30, 2019. After distributing a total of 200 questionnaires for the survey and excluding missing values among these, 186 students who responded that they had experience of volunteer participation for the past year were subject to the final analysis.

2.4 Variable Definition

The following operational definition of key variables used in this study are intended to present the research findings.

1) College Student Volunteering: College student volunteering is defined as the volunteer activity to continue to participate, not a one-time activity in reference to the area of college student's volunteer activities offered by the Ministry of Education both inside and outside the school without expecting financial returns for others and communities other than themselves or their immediate family members.

2) Continuity: Continuity is a concept that combines continuance willingness and continuance time, which is defined as the college student's own willingness to continue volunteering.

3) Participation Motivation: Participation motivation is the concept of whether college students are altruistic or selfish in their attitude toward volunteering, which is defined as an effort to give them knowledge related to their major.

2.5 Research Scale

The scale for research was used to modify and supplement the structured questionnaire for this study. The questionnaire - which was filled out by a self-administrated survey method - was composed of 5 items about general characteristics, 12 items about participation motivation, 5 items about expectation confirmation of continuance willingness, and 5 items about major satisfaction.

The scale - which had been developed by Kim Sang-wook (1990) and Mo Ok-hee(1995), and had been modified and supplemented by Kwon Soon-mee (2000) - were used for the items about volunteering participation motivation [15-17]. "Not at all" and "Quite so" measured 1 point and 5 points on the Likert scale, respectively. The reliability of scale showed that Cronbach's α was 0.84. The scale - which had been developed by Cho Whee-il (1991), Kwon Soon-mee (2000) and Kim Sang-wook (1990), and had been modified and supplemented by Park Kyung-joo (2005) - was used for the items about satisfaction and continuance willingness [15,17-19]. "Not at all" and "Quite so" measured 1 point and 5 points on the Likert scale, respectively. The reliability of scale showed that Cronbach's α was 0.85.

2.6 Data Analysis

The SPSS (Statistical Package for Social Science) Ver.18.0 program was used for statistical. The frequency analysis was conducted to identify general characteristics and characteristics of volunteer activities. The t-test and ANOVA were conducted to explore satisfaction by general characteristics. The correlation analysis and regression analysis were conducted to determine the relationship between volunteering satisfaction, continuance willingness and volunteer characteristics.

3. RESEARCH RESULT

3.1 Scale

The results of factor analysis conducted to verify the reliability and validity of scale are as shown in Table 1. The principal component analysis and Varimax methods were adopted for factor analysis. The eigenvalue of 1 and factor load of .4 or higher were used as standard. As a result, participation motivation was at least .56, and KMO measure and Bartlett's sphericity test were also statistically significant. The reliability was shown as Cronbach's α =.85 for overall for overall participation motivation, Cronbach's α =.80 for continuance willingness, and Cronbach's α =.88 for major satisfaction.

Table 1. Factor Analysis and Reliability Analysis of Scale

Variable	Item Number	Factor Load	Extraction Square Sum	% Variance	KMO Measure	Bartlett Sphericity Test	Reliability
Participation Motivation	12				.84	1234.09***	.85
① Leisure	4	.56~.83	5.01	41.77			.74
② Interpersonal Exchange	4	.73~.91	2.18	18.16			.90
③ Self-Development	4	.76~.84	1.25	10.43			.88
Continuance Willingness	5	.70~.79	2.78	55.68	.80	262.99***	.80
Major Satisfaction	5	.64~.91	3.44	68.89	.85	551.15***	.88

3.2 General Characteristics of Those Surveyed

Table 2. General Characteristics of Those Surveyed

Variable	Classification	Frequency (Person)	Percentage (%)
Gender	Male	89	47.8
	Female	97	52.2
Grade	First Grade	168	90.3
	Second Grade	14	7.5
	Third Grade	3	1.6
	Fourth Grade	1	.5
Credit	1-Point Range	1	.5
	2-Point Range	3	1.6
	3-Point Range	137	73.7
	4-Point Range	45	24.2
Economic Level	Under 200,000 Won	22	11.8
	200,000~300,000 Won	19	10.2
	300,000~400,000 Won	77	41.4
	400,000~500,000 Won	29	15.6

	Over 500,000 Won	39	21.0
Activity Frequency	Once a Week	25	13.4
	Once a Month	157	84.4
	Once a Semester	3	1.6
	Once a Year	1	.5

The general characteristics of those surveyed are as shown in Table 2. By gender, there were more 97 female students (52.2%) than there were 89 male students (47.8%). By grade, the first grade (168 persons) occupied the majority, followed by second grade (14 persons), third grade (3 persons) and fourth grade (1 person). By credit, 137 persons (73.7%), 45 persons (24.2%), 3 persons (1.6%) and 1 person (.5%) were in the 3-point range, 4-point range, 2-point range and 1-point range, respectively. By economic level, there were more students with 300,000~400,000 won (77 persons) and over 500,000 won (39 persons) than there were students with 400,000~500,000 won (29 persons), under 200,000 won (22 persons) and 200,000~300,000 won (19 persons). By activity frequency, once a month (157 persons) was the highest, followed by once a week (25 persons), once a semester (3 persons) and once a year (1 person).

3.3 Descriptive Statistics of Key Variables

The descriptive statistics of these variables were calculated to determine volunteering participation motivation, continuance willingness and major satisfaction. As shown in Table 3, volunteering participation motivation was 3.46, which was generally higher than the median value of the 5-point Likert scale. By sub-components, leisure was the lowest by 3.07, and interpersonal exchange and self-development were 3.51 and 3.81, respectively. Which mean that volunteers are mainly volunteering for their own development. As a result, their major satisfaction and continuance willingness were also 3.92 and 3.75, respectively, which were higher than the mean value of the Likert scale. Which indicate that volunteering of college students based on self-realization results in their high satisfaction, leading to their continuous volunteering. In addition, the normal distribution of measured variables showed that skewness and kurtosis were -.40~.32 and -.64~.75, respectively.

Table 3. Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation	Minimum Value	Maximum Value	Range	Skewness	Kurtosis
Participation Motivation	3.46	.36	2.67	4.33	1.67	.32	-.22
Leisure	3.07	.43	1.60	4.00	2.40	-.40	.75
Interpersonal Exchange	3.51	.40	2.20	4.40	2.20	-.20	.33
Self-Development	3.81	.61	2.20	5.00	2.80	.28	-.10
Continuance Willingness	3.75	.59	2.00	5.00	3.00	-.10	.04
Major Satisfaction	3.92	.59	2.80	5.00	2.20	.25	-.64

3.4 Correlation Analysis between Variables

The correlation between the variables set in this study is as shown in Table 4. Except for leisure and self-development, there was a significant positive correlation. In particular, the correlation coefficient between self-development and major satisfaction was .77($p<.001$), which there was a very high correlation between them. Therefore, it is expected that volunteering for self-development will improve major satisfaction. Then it is necessary to study volunteering that can be done for self-development.

Table 4. Correlation between Variables

Classification	①	②	③	④
Leisure	-			
Interpersonal Exchange	.257***	-		
Self-Development	.089	.598***	-	
Continuance Willingness	.198**	.465***	.683***	-
Major Satisfaction	.155*	.551***	.774***	.759***

* $p<.05$, ** $p<.01$, *** $p<.001$

3.5 Effect of Participation Motivation on Major Satisfaction

The hierarchical multiple-regression analysis was conducted using socio-demographic characteristic variables and 3 sub-variables of participation motivation to look into the effect of participation motivation on major satisfaction. Among socio-demographic characteristic variables, gender was treated as a dummy variable. The regression analysis model was divided into a socio-demographic model using only socio-demographic characteristic variables and a participation motivation model using additional participation motivation variables to explore an increase or decrease in model explanation power.

The analysis results are as shown in Table 5. The socio-demographic characteristic variables had no effect on major satisfaction. The overall model explanation power was very low ($R^2=.037$). Only activity frequency among socio-demographic characteristic variables was significant in the participation motivation model ($\beta=.093^*$), and self-development($\beta=.727^{***}$) among participation motivation variables had an effect on major satisfaction in the significance level ($R^2=.635$).

The effect of regression equation between socio-demographic model and participation motivation model showed that the participation motivation model significantly increased the explanation power compared to the socio-demographic model, which the participation motivation variables had a greater effect on major satisfaction than the socio-demographic variables.

Table 5. Analysis of Effect on Major Satisfaction

Independent Variable		Socio-Demographic Model			Participation Motivation Model		
		β	t	VIF	β	t	VIF
Socio-Demograp	Gender(Male)	-.033	-.442	1.027	-.028	-.588	1.088

Socio-Demographic Characteristic	Grade	.009	.122	1.005	-.040	-.866	1.013
	Credit	-.137	-1.814	1.074	-.073	-1.540	1.102
	Economic Level	.134	1.771	1.070	-.025	-.529	1.124
	Activity Frequency	.081	1.082	1.049	.093	1.982*	1.066
Participation Motivation	Leisure				.052	1.068	1.128
	Interpersonal Exchange				.090	1.490	1.753
	Self-Development				.727	12.364***	1.678
R ² (Adj. R ²)		.037 (.010)			.635 (.619)		
D-W		1.970			2.126		
F		1.383			38.538***		

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

Annotation: Gender 0=Female

3.6 Effect of Participation Motivation on Continuance Willingness

The results of hierarchical multiple-regression analysis using the same model to look into the effect of participation on volunteer continuance willingness are as shown in Table 6. Only economic level among socio-demographic characteristic variables had an effect on continuance willingness in the socio-demographic model ($\beta=.155^*$), but the overall model explanation power was very low ($R^2=.043$). Credit($\beta=.111^*$) and activity frequency($\beta=.132^*$) among socio-demographic characteristic variables were significant in the participation motivation model, and self-development($\beta=.641^{***}$) among the participation motivation variables had an effect on continuance willingness in the significance level ($R^2=.515$).

The effect of regression equation between socio-demographic model and participation motivation model showed that the participation motivation model significantly increased the explanation power compared to the socio-demographic model, which the participation motivation variables had a greater effect on volunteer continuance willingness than the socio-demographic variables.

Table 6. Analysis of Effect on Continuance Willingness

Independent Variable		Socio-Demographic Model			Participation Motivation Model		
		β	t	VIF	β	t	VIF
Socio-Demographic Characteristic	Gender(Male)	-.003	-.039	1.027	.011	.193	1.088
	Grade	.001	.019	1.005	-.045	-.860	1.013
	Credit	.059	.774	1.074	.111	2.020*	1.102
	Economic Level	.155	2.056*	1.070	.018	.320	1.124

	Activity Frequency	.129	1.729	1.049	.132	2.443*	1.066
Participati on Motivatio n	Leisure				.108	1.951	1.128
	Interpersonal Exchange				.066	.952	1.753
	Self-Development				.641	9.447***	1.678
R2 (Adj. R2)		.043 (.016)			.515 (.493)		
D-W		1.813			1.940		
F		1.598			23.477***		

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

Annotation: Gender 0=Female

3.7 Effect of Major Satisfaction on Continuance Willingness

The simple regression analysis was conducted to explore how improved major satisfaction will have an effect on continuance willingness if participation motivation has a positive effect on major satisfaction and continuance willingness. The results are as shown in Table 7. Major satisfaction had an effect on continuance willingness in the significance level ($\beta = .759^{***}$), showing a high level in the model explanation power ($R^2 = .575$).

Table 7. Analysis of Effect of Major Satisfaction on Continuance Willingness

	B	SE	β	t
(Constant)	.780	.190		4.100***
Major Satisfaction	.758	.048	.759	15.793***
R2 (Adj. R2)	.575 (.573)			
F	249.425***			

*** $p < .001$

The above hypothesis test results are summarized as follows.

Table 8. The Hypothesis Test Result

Hypothesis	Independent Variable	Dependent Variable	β	t	Adoption or Rejection
H-1.1	Leisure	Major Satisfaction	.063	1.316	Rejection
H-1.2	Interpersonal Exchange		.117	1.968	Rejection
H-1.3	Self-Development		.699	12.124***	Adoption
H-2.1	Leisure	Continuance	.128	2.321*	Adoption

H-2.2	Interpersonal Exchange	Willingness	.048	.697	Rejection
H-2.3	Self-Development		.643	9.659***	Adoption
H-3	Major Satisfaction	Continuance Willingness	.759	15.793***	Adoption

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

First, leisure had no significant effect on major satisfaction, rejecting hypothesis-1.1.

Second, interpersonal exchange had no significant effect on major satisfaction, rejecting hypothesis-1.2.

Third, self-development had a significant effect on major satisfaction, adopting hypothesis-1.3.

Fourth, leisure had a significant effect on continuance willingness, adopting hypothesis-2.1.

Fifth, interpersonal exchange had no significant effect on continuance willingness, rejecting hypothesis-2.2.

Sixth, self-development had a significant effect on continuance willingness, adopting hypothesis-2.3.

Seventh, major satisfaction had a significant effect on continuance willingness, adopting hypothesis-3.

4. DISCUSSION AND CONCLUSION

The above research findings showed that self-development among participation motivation factors had a significant effect on major satisfaction and continuance willingness, leisure on continuance willingness, and major satisfaction on continuance willingness in the relationship between the effects of volunteering participation motivation on continuance willingness and major satisfaction in ophthalmic optics students, respectively, adopting 3 hypotheses. On the other hand, leisure had no significant effect on major satisfaction, interpersonal exchange on major satisfaction, and interpersonal exchange on continuance willingness, respectively, rejecting 3 hypotheses. Which suggest that the high self-development willingness of college students as a factor of college volunteering participation motivation causes them to have pride and specialization in their major. Consequently, pride and specialization in major cannot only increase an understanding of personality and major, but maintain a positive attitude, leading to a long-continuous willingness, not a simple one-time service.

Which suggest that their self-development and major-linked volunteering participation can be one of the most appropriate methods in an environment where volunteering participation has limited opportunities to experience through volunteering linked with a major at a social welfare site in the curriculum for their merits or aptitude. In other words, the continuous participation in major-related volunteering cannot only improve the understanding of their major, but decide their career in search of the major field suitable for them among various areas of social welfare and help them to prepare for their future career.

In this respect, this study has interdisciplinary and practical implications in that it tested efficient volunteer management efficiency in accordance with the major characteristics by identifying the effects of volunteering participation motivation on continuance willingness in ophthalmic optics students compared to existing volunteer studies based on continuance or satisfaction. This supports the research findings of Oh Hyo-keun (2008), who pointed out that the problems raised in relation to volunteering of college students are to weaken the continuance and participation motivation due to activities in the field unrelated to their major and a lack of linkage with institutions or cooperation systems [10]. Therefore, volunteering in colleges means that they should seek organic cooperation with relevant agencies in the community and, on the one hand, change their expertise into the role that helps the community's volunteer efforts to be carried out more effectively. To this end, colleges have to make students service-based participation by developing programs for the characteristics of each department so that they have the opportunity to verify the theories they have learned in the lecture room through on-the-job training. Eventually, volunteering can accommodate students' diverse needs and

expectations to the maximum and be established as a desirable culture of colleges, and students can find their vocational identity with confidence in their major.

Finally, this study has the following limitations despite these implications. First of all, it cannot be matched with various areas of volunteering as it fails to specify the scope of students' majors in ophthalmic optics from a theoretical perspective. In addition, it has a limitation of generalization as data collection is methodically based on subjective perceptions of those surveyed, and limited to Jeolla-do and cross-sectional research. Consequently, it should be supplemented through follow-up studies based on the samples nationwide.

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