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A Functional Analysis of Secondary School Students' Motives for Volunteering

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ABSTRACT

This investigation examined whether or not a functional analysis was useful in understanding the motives for secondary school students' motives for volunteering. Specifically, we coded comments from fifteen student interviews into the following five functions: value-expressive, social-adjustive, ego-defensive, knowledge, and social-affirming. We calculated the percentages of students whose responses included each of the five functions and found that the students' responses were consistent with a functional analysis. The implication of these findings for the creation of a Volunteer Functions Inventory for students is discussed.

KEYWORDS

Pro-Social Behavior, Citizenship Behavior, Age-Related Issues

Cite this paper

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