

**THE DEVELOPMENT OF A TRAINING PROGRAMME FOR CHILD AND  
YOUTH CARE STUDENT VOLUNTEERS AT THE DURBAN UNIVERSITY  
OF TECHNOLOGY**

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**Submitted in fulfilment of the requirement for the Degree of Masters in  
Health sciences at the Durban University of Technology**

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## **DECLARATION**

I, Kimberly Ellen Chetty, declare that the research reported in this dissertation is my original work, except where otherwise indicated. All sources used or cited have been explicitly acknowledged by means of complete references. This work has not been submitted previously to the Durban University of Technology or to any other institution for any purpose.

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## **ABSTRACT**

Many universities have recruited student volunteers to become involved in community outreach and service activities to assist non-governmental organisations and communities. Student volunteers have become important intermediaries, establishing and embedding bridges between universities and communities, helping build local communities. Students within the Child and Youth Care Programme at the Durban University of Technology volunteered at different organisations such as schools, community centres, children's homes and development centres to initiate volunteer projects that would contribute to these community partners. These projects included creating food gardens, fundraising initiatives, conducting skills workshops and assistance with local food drives. Hence, this study sought to understand the nature of their student volunteer experiences as well as explore the values, principles and skills used in undertaking their volunteer work. Furthermore, it sought to determine aspects that underpin a training programme for student volunteers.

A qualitative research methodology was used to guide the study and collect data from one purposively selected sample, namely the BTech students within the Child and Youth Care programme at the Durban University of Technology. Data was collected using semi-structured interviews and a focus group discussion was held with these fourteen participants. The data was then analysed thematically.

Findings from the study showed that students valued their volunteer projects and made a connection with the experience they had, being that it enabled social responsibility and heightened their levels of altruism. In addition, students viewed themselves as change agents within the community and found volunteering to be a process of co-learning. The interviews with participants also reinforced the need for ongoing partnerships between universities and communities and the role each of these stakeholders play in eliciting and strengthening community engagement. Furthermore, students highlighted that volunteerism enhances graduate attributes and prepared them for working in the field.

As students ventured into communities, it was pertinent to discover how these students could be further supported, equipped and managed, to fulfil their volunteer role purposively but also to represent the university meaningfully. Together with the

data collected, a review of international and local university volunteer programmes was compiled in order to deduce the most crucial and relevant information needed for sufficient student training. This facilitated the development of a student volunteer training handbook which can be used to empower, motivate and recruit future volunteers within the university.

## DEDICATION

*This study is dedicated to all volunteers who willingly give off their time, care and talents to help those in need.*



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## ACRONYMS

<b>BTECH</b>	Bachelor of Technology
<b>CE</b>	Community Engagement
<b>CYC</b>	Child and Youth Care
<b>HEI</b>	Higher Education Institutions
<b>HEQC</b>	Higher Education Quality Committee
<b>NGO</b>	Non-governmental organisation
<b>NPO</b>	Non-profit organisation
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation

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# CHAPTER 1

## INTRODUCTION

### 1.1 INTRODUCTION

*“Volunteering is the ultimate exercise in democracy. You vote in elections once a year, but when you volunteer, you vote every day about the kind of community you want to live in.” (Marjarie Moore)*

According to Primavera (1999:126), universities were being asked to redefine their traditional mission of teaching and research and to expand their definition of scholarship to include service. Over the last two decades, the development of university-community partnerships has responded to substantial social, economic, and institutional transformations that have affected the academic and organizational cultures of research higher education institutions (Brown-Luthango 2013:312). “More and more research universities have positively responded to the call to expand the boundaries of the narrow concept of scholarship beyond the limits of academic research by launching programs and activities which promoted a new kind of scholarship, a scholarship of engagement” (Boyer 1996:11).

Watson (2003:16) added that calls for universities to engage with their communities challenge them to be more integrated with the community. Garver *et al.* (2009:2) suggested possible outcomes for higher education institutions that promote student community engagement. Firstly to promote the institution as being more than just an isolated ivory tower, secondly, an opportunity for students to develop social responsibility and thirdly, the value of providing meaningful experiences for students to engage with society and apply theory to practice (Anderson and Green 2012: 247). Hence, student volunteerism is an important emerging trend that is viewed as a response to these calls. Furthermore, it is a tripartite collaboration between students, universities, and the community, in which each stakeholder contributes and benefits from the relationship (Haski-Levanthal *et al.* 2019: 3). In order to provide a context for the study, the emergence of community engagement is discussed together with

the onset of volunteerism globally, and student volunteerism within higher education. In addition, the chapter provides the rationale, aim, and objectives of the study.

## **1.2 BACKGROUND OF THE STUDY**

### **1.2.1 Emergence of community engagement in South Africa**

Community engagement remained a relatively unknown concept in South African higher education until the late 1990s. The White Paper on the Transformation of Higher Education created the benchmark for making community engagement an integral part of South African higher education (Bender 2008:83). Higher education institutions were called to demonstrate social responsibility and their commitment to contributing to society by making available, expertise and infrastructure for community service programmes. The White Paper highlighted that a primary goal of higher education is 'to promote and develop social responsibility among students through community service programmes. It showed openness to 'the growing interest in community service programmes for students' gave in principle support to feasibility studies and pilot programmes which explore the potential of community service in higher education (Lazarus *et al.* 2008: 57).

In addition, many platforms were created. Universities in South Africa, as well as the Southern African Development Community (SADC), established the South African Higher Education Community Engagement Forum (SAHECEF) and the Southern African Regional Universities Association (SARUA). Lazarus *et al.* (2008:58) stated that community engagement within South Africa was launched through the release of the Education White Paper 3 (1997). A transformation agenda for higher education was introduced, stating the three core values of South African universities, namely teaching and learning, research, and community engagement. Community engagement has thus become a structural component for universities to expand their role and impact in society. Public service, of which volunteerism forms part, has benefitted from the policy push in South Africa (Perold *et al.* 2007:55). Most South African higher education institutions placed community engagement at the bottom of their priority lists, and little to no funding has been allocated for community engagement. Community engagement in South Africa and around the world

assumes many forms and shapes within higher education. Figure 1.2.2 below illustrates this.

Figure 1.2.2: The intersecting model of CE



The Higher Education Quality Committee (HEQC) defined community engagement “as initiatives and processes through which the expertise of the higher education institutions in the areas of teaching and learning and research are applied to address issues relevant to their communities.” It acknowledged that community engagement encompasses a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at meeting community needs” (HEQC, 2004b). Volunteerism and service-learning are two examples of unstructured and structured community engagement, respectively. Volunteerism, categorised under the informal category, is viewed as the engagement of students in activities where the primary beneficiary is the recipient community and the primary goal is to provide a service (Maistry 2012:143-144). The diagram above depicts the different forms of community engagement within higher education, a discussion on these forms, together with their benefits, is presented in chapter two of this research study.

Volunteerism is one thread of community engagement and can be described as a form of altruistic behaviour. Its primary goal is to provide assistance to others without expectation or material reward (Snyder and Omoto 2008:2). At present, South Africa post-apartheid presents a range of social challenges, particularly when it comes to

children. Many children and families are affected by poverty, HIV/AIDS, neglect, abuse, poor education, and other factors that impact the well-being and opportunities for growth and development (Joseph 2016:4). Many organisations such as schools, health clinics, animal shelters, and community centres would be affected if volunteers were not present to help, as these organisations rely heavily on the labour of volunteers (Caprara *et al.* 2013:3).

### 1.2.1 Global volunteering

Joseph (2016: 2) stated that since the 21<sup>st</sup> century, volunteerism has been received greater awareness and recognition globally. In 2001 the United Nations (UN) announced the 'International Year of Volunteers'. Similarly, Thabo Mbeki, former president of South Africa, announced 2002 as the 'Year of the Volunteer.' Following this trend, the former American president, George Bush, created the 'President's Volunteer Service Award' to honour American volunteers. In 2009, Nelson Mandela was formally honoured by the UN General Assembly by way of declaring his birthday (on 18 July) as 'Nelson Mandela International Day', where volunteers around the world dedicate 67 minutes of their day to volunteering.

The recognition of volunteerism has made its impact in China through legislation. In 2010, the local volunteering law was implemented in 29 provinces and municipalities (Wei and Cui 2011:13). The legislative principle of these laws aims to "promote and standardise the development of volunteerism, spread volunteer knowledge and advocate volunteerism, promote socialist ethical and cultural progress, promote the building of a harmonious society, maintain the benefits and interests of volunteers and voluntary associations" (Wei and Cui 2011: 20). The global awareness on volunteering continued as the tenth anniversary of the UN's 'International Year of the Volunteer' was formally celebrated in 2011. In January 2014, India had its first National Volunteering Week (Chapia 2014 cited in Joseph 2016:3). In May of the same year, Australia commemorated the 25th anniversary of its National Volunteering Week. From this, it was evident that volunteerism, has made its impact worldwide and is continuing to do so. Many global organisations and institutions have become aware of the importance and benefits of volunteering. Thus, research in the area of volunteerism is of utmost importance. It is against this global backdrop that volunteerism in South Africa will be contextualised in the paragraph that follows.

### 1.2.2 Volunteering in South Africa

South Africa is rooted in a rich non-governmental organisational (NGO) culture. Many community projects are fuelled by NGO's. During the apartheid, many NGOs were well-funded by foreign funders, as part of their contribution to the struggle towards freedom (Carolissen 2012 cited in Joseph 2016: 4). However, most of the funds received by NGOs were redirected to the new democratic government with the belief that the new government would build a better South Africa for all her people (Carolissen 2012 cited in Joseph 2016:4). Consequently, most community projects are dependent on volunteers due to a lack of funding. Volunteers are, therefore, the backbone to thousands of community projects in South Africa. Moreover, volunteers are socially, as well as economically, a workforce that is of high importance. Without volunteers, many societies would face a major crisis (Van Vianen *et al.* 2008: 153). Hence the importance of recruiting and retaining these volunteers.

### 1.3 PROBLEM STATEMENT

After several decades, an upsurge of interest in volunteering has occurred in recent years (Wilson *et al.* 2007: 4). Governments have assumed greater responsibility for utilizing volunteer labour; research has intensified on the extent of volunteerism in the non-profit sector and within higher education. Research on volunteerism has taken centre stage in England, Canada, and America. These countries have in fact established a formal structure for volunteer activities (Demir *et al.* 2015:103).

Youth volunteers have received increasing attention in recent studies in numerous countries such as Australia, the United States of America (USA), Canada, England, Finland, and India (Gauge and Thapa 2012: 406; Van den Berg and Cuskelly 2014: 449). From these studies, research indicates that in Australia and the USA, youth volunteerism between the ages of 16-24 has declined. This downward volunteer trend is a matter of concern for organisations which depend on volunteers and especially university students for their success. Van den Berg and Cuskelly (2014:449) further explained that in South Africa, there is a dearth of information on the motivating and constraining factors among university students regarding volunteerism in community-based organisations and that minimal research on the topic of volunteerism has been undertaken in South Africa. The most recent study by

Joseph conducted in 2016 at Stellenbosch University focused on the retention of volunteers; hence, there has been no prior empirical effort that has dealt with the development of a training programme for student volunteers.

### 1.3.1 The need for student volunteer programmes

Student volunteer programmes, embodies a sense of empowerment, civic responsibility, and unity by encouraging students to work together towards a mutual goal for the betterment of society. By providing students with an opportunity to become stakeholders in their communities, it gives young people a voice for social change and instills in them a commitment to life-long service (Gummere 2003: 22). In addition, Van den Berg and Cuskelly (2014: 448) wrote that volunteer activities are invaluable in all sectors of society and benefit not only the organisations utilizing volunteers but also the communities and the volunteers themselves. Volunteering initiatives and social projects are valuable opportunities for universities to engage with communities and give back to society. Sahri *et al.* (2013: 506) stated that, although there are many studies which highlight the involvement of students in volunteerism, its importance and benefits, there has yet to be a study that analyses these factors to develop a model that further promotes the spirit of volunteerism among youth.

### 1.3.2 Prior research

The following research study falls within the context of community engagement, a concept introduced in the late 1980s and early 1990s when higher education institutions were criticised, for not extending their significant resources to relevant community, social, and national issues (O'Meara *et al.* 2010: 82). Significant research has emerged over the last decade, with the primary focus being towards community engagement within higher education (Holdsworth 2010:422, Barber *et al.* 2013:1; Lazarus *et al.* 2008:58). Sandmann *et al.* (2014:8) stated that prior research has examined what constitutes community engagement (Driscoll 2008:39;Bender 2008:83;Maistry 2012:144); how to institutionalize engagement (Saltmarsh and Hartley 2011:23; Olowu 2012:93; Sandmann and Valentine 2014:101) and how engagement contributes to student, faculty, and community learning and understanding (Whiteford and Strom 2013:73;Cooper *et al.* 2013:415; Richard and Hatcher 2016:62; Fitzgerald *et al.* 2016:230).

Community engagement scholars, however, have focused less attention on how community engagement is nurtured and developed at the individual level among faculty, staff, students, and community partners. There has been a paucity of community engagement related research studies in the South African context. “There is a need for research on ways in which community engagement is implemented by higher education” (Bernado *et al.* 2012: 1). Furthermore, no prior research on community engagement, specifically student volunteerism at the interface of engagement, has ever been done before justifying the need for this study.

### 1.3.3 The need for student volunteers

Most organisations serve as facilities to take care of children and young people who present a range of psycho-social and health-related issues. “In South Africa, there is a great need for volunteers within the social development sector. Universities have a large group of potential volunteers at its disposal” (Joseph 2016:3). Universities can motivate and guide their students to create independent social projects and engage in volunteer work thus providing them with the opportunity to develop civic knowledge, literacy skills, and values in order to live as pro-active citizens. Student volunteers make enormous contributions to their communities, to charitable and cultural organisations and to individuals who need their help (Demir *et al.* 2015: 104). This research study explores the potential role and value of student volunteerism and how critical it is to develop a training programme for student volunteers that serve communities.

### **1.4 AIM OF THE STUDY**

To develop a student volunteer training programme for child and youth care students at DUT.

### **1.5 OBJECTIVES**

1. To explore the nature of the student volunteer experience amongst child and youth care students.
2. To enquire about what values and principles have guided their volunteer experience.

3. To enquire about what skills are needed to undertake volunteer work in communities.
4. To develop guidelines for a student volunteer training programme for child and youth care students.

## **1.6 RESEARCH QUESTIONS**

1. What is the nature of student volunteerism experiences amongst child and youth care students?
2. What values and principles guide volunteer experiences?
3. What are the necessary skills needed to undertake volunteer work in communities?
4. What are the elements of a student volunteer training programme for child and youth care students?

## **1.7 SIGNIFICANCE OF THE STUDY**

### **1.7.1 Student volunteerism within Higher Education**

There is significant consensus that universities should extend their missions to go beyond the traditional path of teaching and research. Volunteerism within higher education is significant and growing, with some universities using volunteering primarily as “a vehicle to enhance graduate employability, while others view it as a critical pedagogic tool to enhance academic learning and foster social responsibility” (Anderson and Green 2012: 247; Hayton 2016: 565). Education and community organisations are the most popular places through which college students’ volunteer. In recent years there has been an increase in volunteer activity and service-learning programmes on campus (Schatterman 2014:17). Many scholars have documented the concept of a socially responsible university and its function (Chile and Black 2015: 235; Harkavy 2006:9; Ostrander 2004:75-76). Subsequently, people have

been lobbying for a constructive space where universities can accept their social responsibility and direct all efforts to have a social impact on their surrounding communities and the world. Adekalu *et al.* (2017: 92) stated volunteerism might be a linkage between the two, by using reflective activities that will contribute to the student learning process. Community experience at universities in the form of volunteerism may provide a context in which graduate attributes can be developed and enhanced (O'Connor *et al.* 2011:104). Universities worldwide aim to produce graduates with a strong workplace ethos, on par with international skill levels, and who are socially responsive citizens. Chile and Black (2015:236) summarised the outcomes of the UNESCO (1998) world conference papers on the university's social responsibilities as follows:

- Educate highly qualified graduates and responsible citizens; (b) educate for citizenship and for active participation in society and to (c) train young people in the values that form the basis of democratic citizenship by providing critical and detached perspectives.
- Enhance critical and forward-looking functions;
- Educate students who can think critically, analyse societal problems, look for solutions, apply said solutions, and accept social responsibility (Chile and Black 2015: 237).

To further promote the understanding of graduate attributes, four characteristics as proposed by Barrie (2009:3) are presented below:

- (1) they are the essential things that students should learn;
- (2) as learning outcomes, they are the hallmarks of university education
- (3) they mould graduate's commitment in giving back to society; and
- (4) they are the qualities that prepare and promote graduates to engage actively in society

### 1.7.2 The role of the university

Hence, universities are more steadily, taking up the responsibility to mould students as active citizens. The South African government has stipulated in The Education White Paper 3 (1997), that higher education institutions should be producing graduates with the skills and competencies that build the foundations for lifelong learning, including; critical, analytical, problem-solving and communication skills, as well as the ability to deal with change and diversity, in particular, the tolerance of different views and ideas (Education White Paper 3 1997: 10). Furthermore, universities are required through the function of community engagement in its various forms, including service-learning, to develop and promote social and civic responsibilities in students, who are considered both agents and beneficiaries of community engagement (Maistry 2012:142). These demands on universities for greater social accountability have prompted a call for new kinds of universities – “institutions that operate outside the ‘ivory tower,’ and which are responsive to the challenges and needs of society” (O’shea and McDonald 2015:3). Hence, there is a growing emphasis on the need for service and engagement which is beneficial for students, faculty and community organisations. University institutions, as social actors, must act with ethics in the promotion of knowledge transfer to society, promoting sustainable development (Giuffe and Ratto 2014:236; Demir *et al.* 2015: 105). (Schatterman *et al.* 2014: 17; Padfield *et al.* 2012:3; Cooper *et al.* 2013: 413).

Furthermore, “partnerships are the currency of engagement the medium of exchange between the university and community and the measurement of an institution’s level of commitment to working collaboratively” (Brukhardt *et al.* 2004:4). Among the traditional university roles, the social engagement of universities and their impact on civil society should emphasize their civic role, their social responsibility, and their role in developing a strong society. Cupino (2006:42) said “we look at education as a gateway to nurturing community development interventions and working together with various community institutions such as NGOs, schools and religious organisations.

Therefore, student volunteerism and service-learning programmes at universities provide a platform to combat societal needs and offer structural support to foster active and socially responsible students (Chile and Black 2015:244; VOSESA 2012:12; Marullo and Edwards 2000:900). Moreover, student volunteerism can be

viewed as a vehicle to address the development of graduate attributes and their alignment with national policies. Subsequently, the development of such a training programme fuels this process.

Hence, the purpose of the study was to explore the nature of volunteer work and how community engagement can enhance child and youth care education through, volunteerism. The latter is necessary and part of a national drive to embed community engagement in higher education. The aim of the study is the development of a training programme for student volunteers. Thus, it was crucial to investigate how student volunteerism is being conducted, what are the experiences of these students, what the benefits are for students, and community organisations where volunteer work is being conducted and the benefits for the university. Community engagement, action or activity, individual and/or institutional, designed to identify and address the issues of public concerns may provide an additional opportunity for academic institutions to respond to the needs, social concerns, and challenges. Community engagement in the university can include policy research and initiatives, volunteer activities, interventions, and direct services to address a range of community needs and social concerns (Thompson and Hood 2016: 129). It is crucial to understand the link between universities and community engagement and their respective roles. The development of a training programme for student volunteers will aid in the retention of volunteers and will help nurture this gap between communities and higher-level institutions. The research and findings may contribute to community-based projects that use volunteer programmes to manage projects in time and cost-efficient ways.

## **1.8 DEFINITION OF CONCEPTS**

### **1.8.1 Volunteerism:**

It can be described as “non-obligatory helping” (Penner 2004, cited in Beehr *et al.* 2010:276). Similarly, volunteerism can be described as “formalized, public and proactive choice to donate one’s time and energy freely to benefit another person, group or organisation” (Dutta-Bergman 2004: 355).

### 1.8.2 Student volunteer

“A student volunteer is a university student who engages in activities that benefit another person, group or organisation and that offers no substantial financial reward” (Wilson 2000:215).

### 1.8.3 Student volunteerism

Hustinx *et al.* (2005:527) defined student volunteerism as activities that are “non-compulsory or spontaneous; unpaid; externally oriented; not necessarily conducted within an organisational framework; not necessarily limited in time and/or kind of activities, and taking place inside and outside the university setting.”

### 1.8.4 Community Engagement

Community engagement is defined as “a collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (O’Meara *et al.* 2010:84).

## 1.9 THEORETICAL FRAMEWORK

A theoretical framework is “any empirical or quasi-empirical theory of social or psychological processes, which can be applied to the understanding of phenomena” (Anfara 2015:2). The Transformative Learning Theory, initially developed by Mezirow (1990), was used to guide the study. Mezirow (2000:7) described transformative learning as a process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more accurate or justified to guide action. Through this process, students can develop their sympathetic imaginations which Passmore in 1985 defined as a “capacity to understand how other people are feeling” and conduct themselves in a way that is sensitive to the worldwide views of those they are working with.

Addleman et al. (2014:191-192) synthesised Mezirow's work in 2012 and Cranton's 2002 work, to propose three broad phases of the transformational learning theory that can be applied to student learning in community engagement experiences. The three phases are briefly described below:

### Phase One

Phase one involves an experience or experiences that trigger disequilibrium in students' assumptions about the context in which they are immersed. While the same experience can differ in its effect on students, sometimes a seemingly harmless event or a collection of sights, sounds, and experiences, i.e., an engagement encounter or interaction with the community, can ignite a transformational process within a student. As students venture into communities they are exposed to new situations and surroundings that can offer deep meaning and learning.

### Phase two

The second phase of transformational learning deals with students critically assessing their "frames of reference" (for example, what they thought they knew about the community) that have been challenged by their experiences. It is vital that critical reflection and dialogue is supported by pedagogy during this phase (Bender and Walker 2003:1028; Hullender *et al.* 2015:61). Otherwise, this learning process has the potential to be stalled by the immediate focus of working in an environment that is often under-resourced and culturally, politically, and geographically unfamiliar to the students (Bender and Walker 2013 cited in Bunch *et al.* 2016: 2). In such an environment, critical reflection is often one of the first components to be excluded. For students engaging in volunteer work, it is important for them to connect with real life situations and have the opportunity to reflect on their experiences.

### Phase three

The last phase represents the potential transformative change, plans, and actions. Students in this phase are then encouraged to think and act in a manner that is congruent with their new perspectives, as well as to develop new skills (Mezirow 2012). It is through these processes that in the long term, students may continue to develop as socially minded individuals and "other-centered" practitioners. Therefore,

this learning can solidify their professional practice, their development as engaged citizens, and the attainment of graduate attributes desirable for universities committed to social justice. After completing volunteering activities students are able to use and apply the new knowledge they have been exposed to and use this information in future volunteer projects and in their academic learning.

Student learning through community engagement is rooted in problem-based reflective, deep learning pedagogies of empowerment, transformation, critical thinking, and social participation (O'Connor *et al.* 2011:106). Moreover, the phases of transformative learning are further supported by literature, which states that student engagement projects should provide students the opportunity to apply theory to their practice, develop their skills and reflect on their learning experiences to make a significant impact within the community (Millican 2008:2).

Additional outcomes of transformative learning are increased self-confidence in new roles and relationships; an empowered sense of self; the creation of more productive strategies and resources for taking action and control over their lives; heightened compassion for others; and a changed sense of community (Christopher 2001:135). As research indicates, transformative learning experiences result in personal growth, a heightened relationship between learning and action; improved decision-making abilities and problem-solving skills and a changed sense of community (Christopher 2001:134; Franz 2005:258).

This approach to student development has been utilized in many learning environments, including leadership programmes, formal classrooms, mentorships, spontaneous action, and community engagement (Johnson 2008:86; Nohl 2007:291; Southern 2007:331). "In a tertiary education environment, graduate students should ideally be critically and contextually aware, socially responsible and further promote social action" (Isaacs *et al.* 2016: 105). Hence, this theory was adopted to understand the process in which students learn and take meaning from their experiences, especially in a community context for the development of a training programme for student volunteers which will subsequently foster such learning.

## **1.10 OVERVIEW OF THE RESEARCH METHODOLOGY**

For the purpose of this study, a qualitative approach was utilized. Qualitative research has advanced our knowledge about different ways of collecting and analysing non-quantified data about social phenomena (De Vos *et al.* 2011: 352). It helps to provide meaningful and essential knowledge; hence it was the most suitable approach for this study (Beck 2003: 231). The researcher's intent was to engage closely with student volunteers to seek their experiences in a productive and informative way.

The study consisted of one purposive sample. Qualitative approaches focus on small samples that can provide information richness in relation to the problem being investigated. A sample of 14 Bachelor of Technology Child and Youth Care students were used from the Durban University of Technology. These participants were first interviewed using a semi-structured one-to-one interview, and thereafter, a focus group discussion was held. Interview guides were prepared prior to the interview session as this enabled the researcher to think carefully about what she hoped the interview might cover. Due to the qualitative nature of the study, crucial ethical principles were considered and were followed throughout the research process. Lastly, the data was analysed using a thematic process.

## **1.11 STRUCTURE OF THE DISSERTATION**

Chapter 1: Introduction.

Chapter 2: Literature Review.

Chapter 3: Research Methodology.

Chapter 4: Presentation and discussion of the findings.

Chapter 5: Recommendations and conclusion of the study.

## **1.12 CONCLUSION**

The introductory chapter provides a summary of the research study. This includes a problem statement, purpose, and significance of the study as well as

an aim and objectives. The chapter outlines key terms and a description of the theoretical framework that was used to guide the study. An overview of the research methodology was also presented. The following chapter will present a discussion of the literature review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

A literature review is carried out: to assure the reviewers that the researcher understands and is knowledgeable about the current issues related to the topic and to indicate the similarities and differences from prior research (De Vos *et al.* 2011:150). The literature review, therefore, provides a clear understanding of the nature and meaning of the problem as well as identifies the gaps in the research related to the topic. A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and the researcher's field of research (Kirby *et al.* 2006: 102).

The following databases were utilised viz. Google Scholar, Summon, ProQuest, and Ebscohost. Journal articles were retrieved from various journal databases such as: South African Journal of Psychology; Journal of Community Psychology; Journal of Non-profit and Public Sector Marketing; Australian Journal of Psychology; Teaching of Psychology; African Journal for Physical, Health Education, Recreation and Dance; Journal of Experiential Education; Journal of Social Work Education; Journal of Teaching in Social Work; Journal of Educational and Social Research; Journal of Higher Education and Policy Management; Journal of The First-year Experience and Students in Transition; Journal of Community Practice; Journal of Social Psychology; Journal of Higher Education Outreach and Engagement; Journal of Applied Research in Higher Education.

The following keywords were used to guide the search, volunteerism, student volunteerism, motivating factors for volunteerism, importance of volunteerism, benefits of volunteerism, community engagement, importance of community engagement, community engagement within higher education, university-community partnerships, types of volunteerism, projects of volunteerism, student volunteer programmes at universities, service-learning, service-learning programmes, global volunteerism, volunteerism in South Africa, student development.

The previous chapter provided a brief history of community engagement with a focus on global and national volunteering. In this chapter, definitions of community engagement are explored together with its benefits for universities, students, and communities. Moreover, the primary forms of community engagement are discussed. The latter part of the literature focuses on volunteerism specifically. Definitions of a volunteer are explored, motives as to why people volunteer as well as the importance and benefits of volunteerism are discussed. The challenges faced by volunteers are also presented. Lastly, a review of international and national university student volunteer programmes is presented.

## **2.2 DEFINITIONS OF COMMUNITY ENGAGEMENT**

One of the earliest and most prominent definitions of community engagement was by the Association of Commonwealth Universities. They described engagement as “implying strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting the universities’ aims, purposes and priorities; relating teaching and learning to the wider world; the back and forth- dialogue between researchers and practitioners; and taking on wider responsibilities as neighbours and citizens” (ACU: 2001:1; Olowu 2012:98). In addition, the most commonly adopted definition by The Carnegie Foundation for the Advancement of Teaching, was that community engagement is “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll 2008 :39).

Community engagement has also been described as a process of inclusive participation that encourages mutual respect of values, strategies, and actions for the building of genuine partnerships of people affiliated through geographical location, shared interests, and situations to address the concerns which impact the well-being of the community (Ward and Moore 2010:39; Ahmed and Palermo 2010: 1383; Jones and Wells 2007:407; McCloskey *et al.* 2011: 3). Nasir *et al.* (2017:209) added that community engagement is described as a specific method for academic research and teaching that involves various external communities such as business, industry, schools, governments, non-governmental organisations, indigenous and ethnic communities, and the general public in collaborative activities that address

community needs and opportunities, while also enriching the teaching, learning, and research objectives of the university (Bender 2008: 87). Moreover, community engagement centred around a sustainable partnership between community members and universities (Jacob *et al.* 2015:1). Similarly, community engagement encompasses the relationship between universities and their respective communities that are founded on qualities such as reciprocity, mutual respect, shared authority, and the co-creation of goals and outcomes (Tieken 2017:7; Hall 2010:25).

Over the last two decades, further definitions have surfaced, and core characteristics of community engagement have emerged from the wealth of literature concerning community engagement. Felten and Clayton (2011:76) described the core characteristics as having academic and civic learning goals while serving a community purpose, involving reciprocal and collaborative partnerships, and the incorporation of critical reflection that allows both the documentation of outcomes and the consolidation of learning (Pink and Butcher 2014:2).

*Ultimately, the concept of community engagement has many different definitions and equally as many applications however, many encompass similar characteristics such as it being:*

- *A partnership between the university and its communities.*
- *An understanding that theoretical knowledge is strengthened by real life in experience found in working in communities.*
- *The impact of sensitive exchange of ideas, practices and reciprocity within the engaged partners (Whiteford and Strom 2013: 72; Fitzgerald *et al.* 2016: 228; Ahmed and Palermo 2010: 1383).*

Furthermore, national higher education associations and organizations in America have developed and formalized similar definitions of engagement. The collective impact of these definitions implies that if engagement is fully embedded within the core teaching, research, and service missions of the institution, it must be distinguished by at least four foundational characteristics (Fitzgerald *et al.* 2016: 230). These characteristics state that engagement must be scholarly in that it brings

the university and community together, it should be a collaborative initiative rather than it being a separate activity. Furthermore, there must be reciprocity, mutual benefits and inclusion of community partners in planning and implantation. Lastly, it must adopt the processes and values of a civil democracy ((Steinberg *et al.* 2011: 20).

Community engagement scholars have also concurred with the reciprocal nature of community engagement. Reciprocity is a foundational concept within service-learning and community engagement (Bringle and Clayton 2012:102; Dostilio *et al.* 2012:18). Reciprocity is crucial to the collaboration between community and campus, creating a secure connection between the academic context and public concerns (Felten and Clayton 2011: 77). The Nexus community partners and building the field of community engagement partners (2014: 1), stated that community engagement is “a process that includes multiple techniques to promote the participation of residents in community life, especially those who are excluded and isolated by engaging them in collective action to create a healthy community.” When community engagement projects are community-centered, reciprocal, and include critical reflection, there are mutual benefits for university students and the ‘engaged’ community (Davidson *et al.* 2010:11). Dostilito *et al.* (2012:19) highlighted three essential aspects of reciprocity in community engagement:

- *Exchange*: Participants give and receive something from the others that they would not otherwise have.
- *Influence*. The processes and/or outcomes of the collaboration are iteratively changed as a result of being influenced by the participants, and their contributed ways of knowing and doing. Reciprocity is expressed as a relational connection that is informed by personal, social, and environmental contexts.
- *Generativity*. As a function of the collaborative relationship, participants (who have or develop identities as co-creators) become and/or produce something new together that would not otherwise exist. This orientation may involve the transformation of individual ways of knowing and being or of the systems of

which the relationship is a part. The collaboration may extend beyond the initial focus as outcomes, as ways of knowing, and as systems of belonging evolve.

In summary, there has been a tremendous change in the way community engagement has been conceptualised and a wealth of knowledge created. Weerts and Sandmann (2010:632) have implied that engagement has shifted immensely from established conceptualisations of public service and outreach as the commonly accepted one-way approach to delivering knowledge and service to communities. Engagement is now emphasised as a two-way approach in which institutions and community partners work collaboratively, to build and implement knowledge to identify and address societal needs (Franz 2010: 35; Tandon 2014:1; Sandman *et al.* 2016: 6).

### **2.3 BENEFITS OF COMMUNITY ENGAGEMENT**

Engagement suggests a different sort of relationship, one where there is a "governance" or "university" system and a "community" system. In order to build the collaborative relationships on which a complex activity such as community planning depends, the university system has to understand fully the dynamics of the communities with which it seeks to work and be prepared to adapt and develop structures and processes to make them accessible and relevant to these communities (Bender 2008: 8). In addition to partnerships between the university and the community, Wenstone (2012 cited in Flint and O'Hara 2013:12) position students as partners rather than consumers or apprentices. Furthermore, it is suggested that the continuum of student engagement and of participation and involvement goes beyond mere consultation. It is characterised by collaboration, joint decision-making, and ownership of process and outcome (Hardy and Bryson 2016:85).

The literature presents strong evidence of the shared benefits for the university, students, and the community in terms of community engagement. Hall and Tandon (2017:17) explained that community-university engagement encompasses an

integral partnership with the various stakeholders which allows for co-learning and the development of partnerships between the university researchers, community members and engaged students. The benefits for the various stakeholders, i.e., the university, students, and community are discussed below:

### **2.3.1 Universities**

#### *a) Academics*

For academics as the teachers, the integration of practice aspects, enables teachers to think more holistically and adopt more learner-centric pedagogic techniques in the classroom (Krause and Coates 2008: 495). This allows the learning process for students to be enriched by expanding their academic thinking and creating results with greater impact and relevance for both the teacher and the student themselves. Ideally, community engagement allows for more innovative practices from academics, which is then more concretely and practically received by students (Fitzgerald *et al.* 2016: 230).

#### *b) Researchers*

Through engagement, researchers can test ideas in a real-world setting which enhances opportunities for interdisciplinary research and teaching and allows for stimulation of creativity and innovative practices (Fitzgerald *et al.* 2016: 230-231). Similarly, university-community engagement provides a basis for researchers to understand realities through their research, subsequently increasing their level of knowledge, while their individual academic authenticity and professional integrity are also augmented (Trowler 2010:31; Singh 2017:8). Community engagement strategies and skills can provide the opportunity to build trust among researchers, communities and the population group being studied (Brenner and Manice 2011:85). In working with marginalized communities, university engagement is grounded in a growing body of scholarly research that demonstrates its effective impact on teaching, learning and community-based problem solving (O' Connor *et al.* 2011: 101).

#### *c) The university as a whole*

Universities that are engaged enhance their efforts through social relevance, as it contributes to its credibility and accountability and results in increased respect and recognition within the professional and academic spheres (Singh 2017: 9). Moreover, collaborative partnerships are created due to direct engagement with the community. These pathways may be in the form of workshops, where there is an exchange of knowledge between the academics and the community (Allahwala *et al.* 2013:43). Furthermore, the community-university engagement process assists the university emerge as an institution of social and academic relevance, moving beyond the academic nature (Arbo and Benneworth 2006: 30). It also provides the university with the opportunity to raise their level regarding rankings, both nationally and internationally (Jongbloed *et al.* 2008: 321).

### **2.3.2 Students**

Community engagement provides a potential and critical space for the holistic education and development of students (Maistry and Thakar 2012:59). Undergraduates that engage with the community are more receptive to “encounter new perspectives on the world through the development of connections with others” (Soria *et al.* 2013:119).

Pink and Butcher (2014: 3) noted that for students participating in community engagement projects, reported benefits had included self-efficacy (the ability to work with people from different backgrounds), increased empathy and community awareness. Similarly, Millican (2008: 2) argued that community engagement projects implemented by students should provide them with opportunities related to skills development, application of theory in practice, reflection on knowledge production and it should also provide them with the opportunity to demonstrate social responsibility (Anderson *et al.* 2018: 11). These methods are created to convey the benefits of enhanced research skills and knowledge for being an active citizen and opportunities for collaborations with community partners and faculty (O'Connor *et al.* 2011: 100).

The development of engaged partnerships across the university and communities allows academic knowledge to be more relatable to students' lives. It helps students

stay connected with their class and graduate timeously as well as find jobs once they graduate (Whiteford and Strom 2013: 73; Fitzgerald *et al.* 2016:230). Community engagement is also a means to enhance learning and teaching, which in turn creates educated, engaged, students with strengthened democratic values and social responsibility (Bender 2008: 91).

Bringle and Hatcher (2007:84) added that at the university level, qualities of civic-mindedness are developed through curricular and co-curricular involvement in activities such as service-learning courses, internships, fieldwork, political involvement, and co-curricular voluntary service either on campus or in the community. Civic-mindedness is “a way of thinking about, and paying attention to, the public good and the well-being of society” (Checkoway 2014: 77). It is defined as “a person’s inclination or disposition to be knowledgeable of and involved in the community and to have a commitment to act upon a sense of responsibility as a member of that community” (Steinberg *et al.* 2011: 429). Moreover, civic mindedness refers to a person’s inclination or disposition to be knowledgeable of and involved in the community; and to have a commitment to act upon a sense of responsibility as a member of that community.

In summary off-campus community experiences can enable students to:

- Be open to new experiences and people (Anderson *et al.* 2018:15).
- Provide a reference for specific subjects and a platform to implement the theory into practice and vice versa. Therefore, enhancing academic performance (O’Connor *et al.* 2011: 14).
- Develop teamwork and communication skills (Berman 2006 cited in Cooper *et al.* 2013: 415).
- Be accepting to develop self-awareness towards others from different ethnic, national, and economic backgrounds (Millican and Bourner 2011:91-92).
- Develop graduate attributes and increase the likelihood of employability (Kuh 2009a: 698; Trowler 2010: 32).
- Build greater self-confidence and self-esteem (Erickson 2010: 8).

- Grow through their experiences, particularly in ways that may sensitize them to the needs of others and behaving more socially responsible (Dunleavy, Milton, and Crawford 2010:1; Singh 2017:8).

### **2.3.3 Communities**

Community-university engagement recognizes the indigenous knowledge of communities which in turn motivates students to become involved in engagement (Simon *et al.* 2013:369). Geller *et al.* (2016:154) added that community organisations engage in partnerships to generate new support and resources. Hence, they are motivated towards self-initiated endeavours, in attempts to improve their living conditions. According to Jacob *et al.* (2015: 3), for higher education institutions to have an impact that is sustainable in society, they are required to be firmly established within the local communities. Similarly, for this partnership to be equally and positively maintained, the local community should maintain a network that is continuous and consistent with higher education institutions. Relationships that are mutually beneficial with higher education institutions have a significant role in merging them with the mainstream society. Thus it eradicates community exclusion (Lizzio and Wilson 2009: 70). When the community is given recognition and valued and respected in the academic sphere, it creates a pathway for multiple opportunities for them, for the future, both professionally and personally (Singh 2017: 10).

University student-community engagement and experiential education encompass various forms which include internships, practica; volunteerism and community service; and community-based learning and educational activities attached to university courses (Gazley *et al.* 2012: 1030; Bringle and Hatcher 2002:503; Krause 2007:279; Bednarz *et al.* 2008:89; Lazarus *et al.* 2008:61). These relevant forms, together with their benefits, are briefly discussed below.

## **2.4 FORMS OF COMMUNITY ENGAGEMENT**

### **2.4.1 Service Learning**

Service-learning is embraced as “both a mechanism for community engagement and high-impact pedagogy across institution types and disciplines and at undergraduate and graduate levels” (Felten and Clayton 2011:76). Bringle *et al.* (2006:12) offered perhaps the most cited operational definition. They said service-learning is a course-based, (Jacoby 2015 cited in Richard and Hatcher 2016:60); credit-bearing (HEQC, 2004:26) educational experience in which students (a) participate in an organized service activity with a directed goal towards the community; (b) reflect on the their service to bring meaning to their academic work, develop a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (Lazurus *et al.* 2008: 64; Cooper *et al.* 2013:413; Furco 2010:385; June and Androletti 2018:1;Van der Ryn and Wu 2018:3).

Service-learning activities are formulated to meet course objectives and are weighted into the computation of the final course grade (Schelbe *et al.* 2014:3). Service-learning is a type of practical and applied learning which is directed at specific community needs and is integrated into the curriculum within an academic programme (HEQC 2004:26). Reflection is an important element of service-learning (James and Logan 2016:29). Thus students should be able to reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of responsibility (Bringle *et al.* 2004: 127). Ultimately, service-learning provides students with the opportunity to engage in the community while learning in their respective professions (Lovat *et al.* 2009 cited in Maistry 2012:144).

Service-learning programs should expand over an appropriate period of time in order for students to completely benefit from it, and it also requires students to be inspired, to be reflective and to connect their experiential learning to their classroom theory (Annette 2002: 83). Thomson *et al.* (2011:216) argued that service-learning is a pedagogical strategy that links students with communities. Identifying specific educational and community goals for both parties reinforces this. Therefore, service-learning is viewed as a method for strengthening the relationships between the campus and relevant communities.

## 2.4.2 Outcomes of service-learning

There has been a wealth of literature documented indicating the benefits of service-learning programs for students (Butin 2003: 1686; Lane 2008: 1; Bryant 2011: 63). Service-learning has been shown to enhance, among other things, students' personal efficacy and moral development, social responsibility, and civic engagement (Pascarella and Terenzini 2005:304; Kropp *et al.* 2015: 46). academic learning, transfer of knowledge, and critical thinking skills (Butin 2010:4-5; Cooper *et al.* 2013:415; Egeru 2016:166; Schamber and Mahoney 2008:76; Steinberg *et al.* 2011:22).

Mitchell *et al.* (2016:41) concluded that civic outcomes for college students are multifaceted, being classified into categories such as civic knowledge, civic skills, civic attitudes and values, and civic behaviours and participation. Together, these four dimensions of civic outcomes contribute to the formation of civic identity (Richard and Hatcher 2016: 62).

Van der Ryn and Wu (2018:3) proposed four learning outcomes of service-learning in which students are able to:

1. *Act as socially responsible community members*: Reflect and act on civic roles and responsibilities as members of a broader, interconnected community and global society (Yorio and Ye 2012:25).
2. *Apply learning in a social context(s)*: Connect and contextualize concepts from the academic field and/or interdisciplinary knowledge with community engagement (Astin *et al.* 2000: 30).
3. *Value community voice and knowledge*: Recognize the assets (expertise, wisdom, and aspirations) of diverse communities in order to work as allies (Schoenfield 2004 cited in Kropp *et al.* 2015: 46).

#### 4. *Reflect critically on root causes and systemic social/environmental issues:*

##### Analyse

broader contexts and root causes of social issues, unjust structures, and power imbalances (Shelton 2016:64).

James and Logan (2016:17) concurred that service-learning involves the development of authentic, sustainable relationships between schools and their local partners. Such relationships, when characterized by trust and a genuine desire to meet mutual aims, have the potential not only to contribute to student learning but also to attend to persistent issues facing the broader community.

### **2.4.3 Community based research**

The term community-based research is defined as "a collaborative approach to research that equitably involves community members, organizational representatives, and academic researchers in the design and accomplishment of research projects aimed at meeting community-identified needs (George *et al.* 2017: 15). Community-based research is intended to provide reciprocal teaching and learning as well as a mutual benefit to community members, researchers, and college students. The ultimate purpose of community-based research is to enhance the well-being of the community and its members and to achieve social justice (Fisher *et al.* 2004:26; Preece 2017:57).

Furthermore, community-based research is geared toward social and economic justice. Community-based research directly addresses higher education's public directive, which is to serve a greater public motive as a citizen within civil society, this is through centralising questions of political, moral, and social purposes at higher education's historical mission of scholarship, teaching, and service (Strand *et al.* 2003: 11; McIlrath *et al.* 2014:103).

A further description of community-based research is viewed as a powerful facilitator in addressing complex societal challenges that involve the active participation of diverse organisations and individuals (Spilker *et al.* 2016:3). This research approach expresses the notion of "knowledge democracy" in which community members are

complete partners in research that impacts their existence (Hall 2011:14). In summary, community-based research emphasises a multitude of methods of the production of knowledge and the distribution of such knowledge (O'Connor *et al.* 2011: 10).

#### **2.4.4 Benefits of community-based research**

Community-based research is an approach that engages diverse partners in the mutual development and co-mobilisation of knowledge. It intends to be community-situated, collaborative, and community-needs centered, as the research process and results contribute to community members in making positive societal changes (Ochocka and Janzen 2014:30; Hall 2011:14; Small and Uttal 2005:947; Wiebe and Taylor 2014:13). Hence, there are advantages in identifying community members as knowledge-rich partners where community wisdom and experiential knowledge play a central role together with the expertise of universities (Hart *et al.* 2013:13; Small and Uttal 2005:938; Ochocka and Janzen 2014:18). Community-based research promotes equity by providing a space for community groups that may feel excluded or otherwise intimidated from higher education institutions; thus, the community is a crucial component in developing research questions and in refining theory, which is fully utilised as a part of community-based research (Cargo and Mercer 2008:333).

#### **2.4.5 Community Outreach**

A distinguishing characteristic that differentiates academically based community outreach programmes from service-learning is that the former tends to be an activity and initiative of the higher education institution, whereas service-learning forms part of the prescribed curriculum (HEQC 2006a:22-23). According to Byrne (2016:54), outreach is defined as a means by which the institution involves the people and organizations in the surrounding environment, as well as transfers knowledge and utilises technology to its relevant constituents. Buck (2009:73) and Whowell (2016:77) described outreach as an initiative that provides services to communities that may have a lack of access to those services. These outreach locations are mostly community-based. Aspects of outreach include engaging with vulnerable, disadvantaged, and hard-to-reach communities.

The role of outreach involves raising awareness and education of existing services, apart from service delivery. Okaka (2013:6) and Mitter *et al.* (2014:302) stated that the benefits of outreach efforts allow for the sharing of resources and the exchange of ideas. It also increases community awareness together with establishing an effective collaborative partnership that impacts the community in a positive manner. Furthermore, outreach efforts can stimulate behavioural change and the implementation of harm reduction modalities among the targeted groups. Student volunteers can be used to drive community outreach efforts.

#### **2.4.6 Volunteerism**

Volunteering refers to voluntary work, which is conducted for no monetary benefits and is focused on helping people (Cheung and Wing Lo 2015: 873). Student volunteerism is a unique form of volunteerism, considering that it occurs within the milieu of higher education. Student societies can be considered change agent vehicles at higher education institutions and as such, are referred to as “a group dedicated to a cause in a domain such as culture, politics, or social action, guided by a constitution and elected posts”(MacNeela and Gannon 2014:410). The following sub-section explores in greater depth definitions of volunteerism. This is followed by the benefits, challenges, and importance of student volunteerism. This brings to an end the literature reviewed.

### **2.5 DEFINITIONS OF A VOLUNTEER AND VOLUNTEERISM**

For many years, scholars have been defining and adapting the concept of volunteerism. Some of the earliest definitions included Smith’s (1981) work, which described volunteer work as a meaningful activity that involves donating one’s time freely for the benefit of others by contributing goods, services and their time without coercion or direct remuneration. Primavera (1999: 137) stated that the concept of student volunteerism could not and should not be compared to the concept of charity work. It is not only the communities that benefit from such a relationship. Undergraduate students describe volunteerism as a source of personal renewal and efficacy, a vital component of their academic career, and as a change agent for greater civic awareness and social responsibility.

In a university context, volunteerism involves non-compulsory, unpaid formal activities taking place inside and outside of the university setting usually dedicated to a specific cause or agenda (Demir *et al.* 2015:104). Cress (2005:7) further defined student volunteerism as students who are engaged in activities directed at service for the sake of the beneficiary or recipient (client, partner). The HEQC (2006b:22) and (HEQC/JET 2007a:143) concurred that, with volunteerism, the primary beneficiary is the recipient (community), and the essential goal is the provision of a service.

According to Huiting (2011 cited in Adekalu *et al.* 2017:92-93) volunteerism involves a selfless act of which no monetary gain is expected for the services rendered by volunteers who genuinely choose to give up their time for goodwill and appreciate the knowledge they receive from their experiences. Many other volunteer scholars have concurred with this definition of volunteerism (Wilson 2000:215; Omoto and Packard 2016: 272; Wicker 2017:326; Maki *et al.* 2016: 334).

Moreover, volunteering can mean any activity in which time is given freely to benefit another person, group, or organisation. Penner (2002:59) described volunteerism as long-term, planned, pro-social behaviours that benefit strangers, and it usually occurs in an organisational setting. More intricately, volunteering can be categorised in four ways, namely mutual aid or self-help, philanthropy or service to others, civic participation and advocacy or campaigning (United Nations Volunteer 2011 cited in Sahri *et al.* 2013: 502). Penner (2004:646) clarified that, volunteerism is usually non obligatory helping. Other scholars contributed that a volunteer is an individual who works out of a free will or relatively un-coerced and receives no remuneration at all or only a relatively small reimbursement or pay (One prevalent form of helping is volunteerism, defined as planned, freely chosen, sustained action aimed at benefiting others, conducted through an organisation without expected payment (It is not obligatory, it is done for the benefit of others, for other individuals or for institutions or for society as a whole, it is not a paid activity and usually done in an organisational framework (Dekker and Halman 2003:1; Handy *et al.* 2010:499; Wilson 2000: 215-216; Wu *et al.* 2015:1267). Lastly, volunteerism is described as a form of active engagement with life that continues to be part of a person's life into old age (Choi *et al.* 2003:180).

## **2.6 GLOBAL STUDIES ON THE FACTORS MOTIVATING VOLUNTEERISM**

Understanding the factors why people choose to engage in volunteer work can help with the recruitment and retaining of volunteers. There are various motivating factors that influence volunteerism among youth. A study in 2005, highlighted that students in the United States, who attended different types of universities possess a variety of differing reasons for engaging in volunteering activities. Findings showed these students engaged in volunteer activities as it enhanced their personal development, they learned new skills and expressed values related to altruistic beliefs (Burns *et al.* 2005:88). In China, a case study of the 2009 World Games volunteers found that "participation motivation" is a key motivating factor to encourage youth to volunteer.

In the United States, Holdsworth and Quinn (2010:434) conducted a study in order to seek students' motivation for volunteering. A survey of 3083 student volunteers and an 18th in-depth interviews of university students showed different results. Some students listed building their resume employability as the primary motivating factor, the latter showed motivations for skills development and learning opportunities. In Turkey, a study conducted with 175 youth community volunteers, revealed that altruism and the desire for personal improvement proved to be the most common motivational factor for volunteering (Boz and Palaz 2007:658).

In Africa, comparatively a study of 50 youth community volunteers in Tazmania showed that student's motivations to volunteer were sustained by recognition, respect and the desire to give back to the community (Wijeyesekera 2011). In Australia, study findings showed that youth volunteer motivations may be held in different priorities to older volunteers. Youth volunteers are focussed on skilled development as well as being contributors to society and making new friends (Moffatt 2011:12).

## **2.7 UNDERSTANDING WHY PEOPLE VOLUNTEER**

Volunteer activities can be induced by both altruistic and egoistic motivations (Dekker and Halman 2003:5). The Volunteer Functions Inventory theory, by Clary and Snyder (1999:157) have focused on six primary functional motives shown in Figure 2.7.1 below. These are to express essential values; to develop an increased understanding of the world, others or one's own ability; to experience self-

enhancement; to fulfil the social expectations from one’s family and friends; to combat any negative feelings towards oneself and to secure employment and professional growth (Stukas *et al.* 2016: 248).

**Figure 2.7.1**

**Table 1. Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI)**

Function	Conceptual definition	Sample VFI item
Values	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me to get my foot in the door at a place where I would like to work.
Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

Other researchers have contrasted self-oriented egoistic and other-oriented altruistic motivations without invoking self-determination theory (Omoto *et al.* 2010:1709). Typically, values motivation is declared to be the only purely altruistic motivation (Cornelis *et al.* 2013:1). The traditional motivations of volunteering are based on altruistic values with volunteers being of service to others and feeling appreciated together with the importance of social interactions and community. However, the modern motives include self-orientated benefits such as enhancing one’s career, personal and professional growth, gaining work exposure, seeking new knowledge and skills, meeting new people and expanding their social networks. Moreover, the mixed method motivation which is comprised of helping others while obtaining self-orientated benefits is common among the younger generation. In addition, a new trend of volunteering among university students is career-related resume-building volunteering i.e. students engage in volunteer work to add to their work experience which subsequently enables them to obtain jobs at a faster rate (Bosci *et al.* 2017: 120; Czike and Kuti 2006:13; Handy *et al.* 2010:500; Perpek 2012:65; Stefancescu and Osvat 2011:142; Gunmere 2003:8; Stukas *et al.* 2016:247).

## 2.8 IMPORTANCE OF VOLUNTEERISM TO SOCIETY

The concept of volunteering is changing globally. Innovative schemes are being developed and there is an indefinite shift of increased awareness from volunteers for appropriate and substantial support (National Council for Voluntary Organisations UK Civil Society Almanac 2013 cited in Morris *et al.* 2017:1704). As such, the value of volunteering at the individual and societal levels has generated a wealth of research on volunteerism in a wide variety of social sciences disciplines (Bergman 2004: 355). In the USA, the collective well-being of the American society is dependent on volunteer support. Similarly, in the health sector, volunteers have been heavily relied upon since the 1960s (Morris *et al.* 2017: 1705).

According to the United Nations Volunteer (2011) as cited by Sahri *et al.* (2013:503), volunteering and social activism help promote social inclusion by providing opportunities for marginalised groups. Volunteers serve as important banks of knowledge for development programmes and can help ensure that development-related advocacy campaigns are relevant and legitimate. By engaging in volunteer work, people can develop increased confidence, skills, and knowledge necessary to become change agents in society. Mundle *et al.* (2012:13-14) stated that from a societal perspective, volunteering is as a means to reach out to marginalised communities, creating services that are community centred and possibly reduce the need for funded services. In an environmental context, volunteer work has been noted as one of the most pertinent solutions in addressing environmental problems. Volunteer engagement is critical to activities such as environmental restoration, protection of endangered species, collection of scientific, environmental data, monitoring water quality, and maintaining of protected natural areas (Pillemer *et al.* 2017: 368). Hence, the environmental movement is dependent on the help of thousands of dedicated volunteers (Ryan *et al.* 2001:629). Moreover, public health, education, and policy practitioners have a key role to play in encouraging volunteerism as a kind of healthy lifestyle among the general public, especially in the form of other-orientated volunteering. "They should have social service professionals promote a culture of volunteerism among underprivileged social groups such as elderly people, ethnic minorities, lower-educated people and unemployed people" (Yeung *et al.* 2018: 7).

Bergman (2004: 355), indicates that education boosts volunteerism by heightening awareness of problems, increasing empathy, and building self-confidence. Voluntary activities or labour force provided by volunteers add significantly to governmental and non-governmental organizations (Wu *et al.* 2016: 1267). Various NGOs in South Africa rely on funding; consequently, most community projects are dependent on volunteers due to a lack of these funds (Joseph 2016: 3). South Africa faces many social issues such as poverty, teenage pregnancy and HIV/AIDS. Many community-based projects contribute to addressing the effects of these social issues (Caprara *et al.* 2013:5). Therefore, it can be argued that the process of rebuilding South Africa in a post-apartheid era, calls for more community projects and subsequently more volunteers. Conclusively, volunteerism aids in the promotion of a more just and unified society, in which individuals would feel they have support. It also assists with bridging the gap between the local organisations, such as higher education institutions and communities (Higher Education Funding Council for England 2005: 4). The next few sub-sections explore the benefits of student volunteerism.

## **2.9 BENEFITS OF UNIVERSITY STUDENT VOLUNTEERING**

Student volunteering has positive outcomes for all parties involved. This includes individual student volunteers, universities, and the community (Simon *et al.* 2013: 359; Cooper 2014:416). As student volunteering creates a triangular partnership, it is crucial to explore the benefits for each stakeholder group, while considering the unique components of university student volunteering (Haski-Leventhal *et al.* 2019:3). The benefits for each stakeholder are discussed below.

### **2.9.1 Benefits to students**

Substantial research suggests that engaging in community work and volunteer efforts offer several positive benefits for undergraduate students (Stroup *et al.* 2015:69). Studies have revealed that students who engage in volunteer work, are susceptible to opportunities for skill development which increases the likelihood of future employment (Fugate *et al.* 2004: 15). Research has also suggested that students who volunteer in their communities attain higher academic achievement (Conway *et al.* 2009:234; Harnish and Bridges 2012:88).

Furthermore, students gain knowledge, enhance leadership, critical thinking, self-confidence, conflict resolution skills, interpersonal communication skills, and self-efficacy (Kilgo *et al.* 2015:425; Cunningham *et al.* 2013:3). Moreover, student volunteering has learning outcomes as the learning experience outside the classroom is tangible, fun and relatable to reality (Anderson and Green 2012:251; O'Brien and Sakris 2014:53; Syndor *et al.* 2014:28; Kilgo *et al.* 2015:439). Similarly, volunteering broadens students' perceptions of social issues and, in turn, builds positive citizenship values, social responsibility and service (Wagner and Mathison 2015:88; Anderson and Green 2012:250; Saltmarsh and Hartley 2011:18-19 Steinberg *et al.* 2011:6-7).

Hence, it can be argued that volunteerism not only benefits the students from an increased skills portfolio but also an enriched educational experience, increased social capital, and deeper socio-political awareness. It also inculcates a sense of responsibility in giving back to society (Sahri *et al.* 2013:503; Seider *et al.* 2010:6; Holdsworth and Quinn 2010: 120; Mitchell 2016: 2; Brooks *et al.* 2014:492; Hall *et al.* 2004:40; Ridge and Montoya 2013:469; Hussin and Arshad 2012: 225).

Lastly, because of their engagement with often marginalized communities, student volunteers develop higher levels of empathy and sensitivity to critical social issues (Syndor *et al.* 2014:32). Consequently, student volunteering strengthens students' prosocial attitudes, values, and understanding of complex multicultural and diversity issues (Haski-Leventhal *et al.* 2019:4).

### 2.9.2 Benefits to universities

Basit *et al.* (2015:1004) stated that student engagement allows universities to grow in reputation and create opportunities for universities to collaborate with each other on new projects and developments. In addition, university volunteering programmes can enhance teaching quality and the morale of teaching staff as well as build well-rounded students (Cooper 2014:425). Student volunteering creates opportunities to foster graduate attributes in areas of citizenship and resilience (O'Connor *et al.* 2011:103). Moreover, when university resources and engagement benefit local communities, there is an opportunity to develop more critical, empowering, and sustainable community-university partnerships (Strier 2013:156; O'Brien and Sarkis 2014:53). Hence, these bonds created between the university and community allows

for permanent volunteer positions for students to fill (Simon *et al.* 2013:360). In addition, a further benefit of student volunteerism to the university is a more committed and goal-driven student-body (Beehr *et al.* 2010: 277).

### 2.9.3 Benefits to communities

Many universities partner with community non-profit organisations to address community needs together with the needs of the students (Taylor *et al.* 2018:424). Community organisations benefit from student volunteering through labour and resources, which can increase organizational capacity in service delivery (Anderson and Green 2012: 250; Gazley *et al.* 2012:1031). Research shows that community organisations also benefit from student's energy and idealism, the flexibility of their daytime schedules, and their availability, especially when community needs are growing (Gotlib and Ellsworth 2013:11). In addition, student volunteers bring a new kind of charisma to an organisation, with new knowledge, practices, and practical insight that an organisation may not have been exposed to before (O'Brien and Sarkis 2014:55; Simon *et al.* 2013:358). Furthermore, community organisations are allowed the opportunity to strengthen their own leadership and mentoring skills further, nurturing students' future commitment to volunteering while simultaneously training these student volunteers as the future workforce (Allahwala *et al.* 2013:43; Basit *et al.* 2015:1005).

## 2.10 ADDITIONAL BENEFITS OF VOLUNTEERING

The benefits of volunteering on health outcomes have also been well documented (Yeung *et al.* 2018: 1). Substantial research has shown that participation in voluntary activities is significantly related to improved mental and physical health (McDougle *et al.* 2014:1-2 ; Pillavin and Siegl 2007:451; Wilson 2000:232), life satisfaction (Thoits and Hewitt 2001), self-esteem (Morrow-Howell *et al.* 2003:60), happiness (Borgonovi 2008:2321; Musick and Wilson 2003:259-260), lower depressive symptoms (Kim and Pai 2010:85), psychological distress (Greenfield and Marks 2004:258), and mortality and functional inability (Konrath *et al.* 2012:87).

Many work-family researchers have concluded that engaging in both work and non-work activities can decrease tensions within a work-family context (Griggs *et al.*

2013) and contributes to work-family enrichment (Greenhaus and Powell 2006:73; Hakanen and Schaufeli 2012: 416; Russo 2015; Wayne *et al.* 2013:608). Researchers have concurred that engaging in meaningful activities and altruistic acts can enable employees to build a renewed self, become more sociable and detach themselves from current preoccupations (Bakker *et al.* 2013:397; Sonnentag and Fritz 2015:73). Similarly, career researchers added that by dedicating time to service and personal interests outside work, it contributes to building a sustainable career over time (Greenhaus and Kossek 2014:362; Newman 2011:6; Ng and Feldman 2013:72). Congruent with the above authors, there has been vast research on the concept of corporate volunteerism and the benefits it holds (Rodell *et al.* 2015:2; Cychota *et al.* 2016:322).

## **2.11 CHALLENGES FACED BY VOLUNTEERS**

Contrasting with motivational functions to successfully engage in volunteer activities are factors limiting or preventing students from volunteering. Gage and Thapa (2012:411) argued that it is equally essential to understand constraining factors as it is to understand volunteer motives.

These constraints can be divided into three categories viz. intrapersonal, interpersonal, and structural and are described by Cleave and Doherty (2005) cited in Lee and Moon (2011:817); Gage and Thapa (2012:424).

- **Intrapersonal constraints**

It is comprised of individual psychological states and attributes which include, stress, anxiety, gender, religiosity, group attitudes, and perceived self-skill (Godbey *et al.* 2010). For some university students, due to their socialisation, they may have negative perceptions about volunteering (Commission on the future of Volunteering 2008:2).

- **Interpersonal constraints**

Refer to those barriers that occur when known co-participants perceive themselves to be prevented from participation because of structural constraints. This includes aspects such as “not knowing whom one will work with.” Aguire and Bolton

(2013:334) identified a lack of direction and linked to it the lack of support as inhibitors for volunteers (Prinsloo 2017: 51).

- **Structural constraints**

Martinez and McMullin (2004:117) stated that structural constraints were the most influential in students' decisions not to volunteer. University students, especially non-traditional students, face several barriers to volunteering, such as increased tuition fees and the need to take on more paid work, thus reducing the time available to volunteer (Evans and Saxton 2005:17; Schatterman 2014:18; Anderson *et al.* 2018: 14). Transportation is further identified as a structural constraint for current and potential volunteers in rural areas (Pope 2005:29). However, one of the main challenges in working with student volunteers is to maintain consistency and dedication (Demir *et al.* 2015:110)

## **2.12 REVIEW OF INTERNATIONAL STUDENT VOLUNTEER PROGRAMMES**

In many Western countries, particularly in the USA, England, and Canada, the non-profit sector has developed, and the knowledge and experience regarding volunteering activities have advanced. Therefore, volunteering activities in universities in these countries have gained a formal structure (Demir *et al.* 2015: 104).

- **USA**

At Oregon State University, volunteering activities have already been established by independent student organizations and the Center for Civic Engagement (CCE). The CCE facilitates many activities that create awareness in order to increase students' civic and community involvement and make them think about how they can contribute to and participate in activities, and even create their own initiatives. Moreover, the Center manages and supports volunteering activities by taking over the responsibility for informing students on volunteering, directing students to communities and organizations that need volunteers, bringing community representatives and students together, monitoring and bettering the process, and facilitating student participation.

- **Programme outline**

The Center for Civic Engagement's mission is to facilitate students' engagement with communities that promote shared knowledge and inspire positive change and societal contributions. In partnership with community-based organizations, the Center for Civic Engagement (CCE) facilitates meaningful service, community engagement, and educational programs. Thus, the Center for Civic Engagement strives to engage students in service, philanthropy, and activism based work; meet diverse community-identified needs; create positive change in local and global communities; enhance students' knowledge of self and sense of place; inspire students to have a heightened sense of responsibility for the communities around them; provide experiential learning opportunities, and foster active community engagement and social responsibility (CCE's mission description). The Center focuses on three main subjects related to its detailed definition of mission. These are: "direct service"; "philanthropy and giving"; "activism and advocacy."

The most important function of the CCE is education-focused and is defined as "encouraging students to think about the problems in their communities and take action and responsibility as much as they are able to" (Demir *et al.* 2015:105).

- **MALAYSIA**

In Malaysia, there is a dearth of university related student volunteering. According to the Minister of Higher Education, there are currently 1.2 million students at Higher Education Institutions in Malaysia, and they should be empowered to play their roles that would contribute positively towards the development of the country. One of their roles is to build strong characters, idealism, skills and leadership qualities so as to become assets of the society. These characters could not be attained simply through having lectures in classes, but they should have active participation in social activities and volunteering programs that will help mould strong characters and valuable human capital for the country (Nordin 2011).

The Malaysian Prime Minister Dato' Seri Najib Tun Razak announced in 2013 that it would be declared, as Year of Volunteer to instill the spirit of volunteerism amongst youth and have funds allocated for the IM4U volunteer programme. The IM4U volunteer programme is a significant initiative by the government to rejuvenate the spirit of the youth in giving back to society (Sahri *et al.* 2013: 505).

Volunteering is a relatively new activity among higher education students in Central Eastern Europe and has received little scholarly attention. In the academic literature, there are only a few papers that deal with higher education students' volunteering (Bocsi *et al.* 2017:118). In Hungary, studies have been published that examined the volunteering activities of the whole Hungarian population (Bartal 2010; Czike and Kuti 2006; Perpek 2012) and of the young generation, but they do not focus on volunteering among higher education students.

- **NORTHEAST ENGLAND**

The sport universities North East England (SUNEE) federation represents a sport centred inter-university collaboration in the United Kingdom (UK) between Durham, Northumbria, Newcastle, Sunderland and Teesside universities.

- Programme outline

SUNEE was established in 2006, the rationale for the project was to raise the employability of graduates, and to promote social inclusion and nurture social capital amongst a range of hard to reach populations in order to strengthen the universities' contribution to community engagement and outreach work. The SUNEE project is supported by partner agencies and stakeholders that span the three industry sectors and include the Higher Education Funding Council for England, Country sports partnerships, National Governing Bodies, and specialised voluntary social service organisations. The universities serve as hub sites that host and run a range of sport, education, and employable skills based programmes. Partner schools and leisure facilities also provide localised satellite venues for additional sports-based outreach services that are facilitated by SUNEE coaches and student volunteers. The project relies mainly on student volunteers to survive. This initiative with a sports focus provides student volunteers with the opportunities to gain both experience and qualifications as sports coaches, mentors, and leaders by working with a range of socially deprived groups (Hayton 2016: 565).

- **CHINA**

The Special Olympics is an international sports organization that organizes training and competitive events for individuals with intellectual disabilities. Special Olympics

China was established in 1985 and now organizes competitions at various levels for 500,000 athletes with intellectual disabilities in the country. Apart from organizing training and competition, the Special Olympics has established many other programs.

- Programme outline

The “Special Olympics China University Initiative” project is aimed at recruiting and training university volunteers through workshops promoting social inclusion (Chen *et al.* 2011:30). The Special Olympics programs have brought many benefits to athletes and volunteers. The Special Olympics has become a truly international program, with more than 3.4 million participants from all over the world. As a non-profit organization, the success of the Special Olympics depends on volunteers’ commitments and contributions (Chen *et al.* 2011:31; Wu *et al.* 2016:1269-1270).

- **KENYA**

The Kenyan Village Medical Education (KVME) Program is a preventive health education initiative that was established in 2008 by student volunteers, who were at the time studying at the Melbourne Medical School.

- Programme outline

The Programme has since become incorporated within the Melbourne University Health Initiative (MUHI), which is a student-led organisation that is based at the University of Melbourne. The Program is centred upon a series of disease-specific preventive health education workshops that are conducted by student volunteers over the course of several weeks in rural southern Kenya. The recruitment of six student volunteers to the Program typically occurs six months prior to the programme and involves an online application form, as well as two rounds of panel interviews, which are conducted by the programmes’ coordinators. The programmes coordinators also organise a series of pre-departure training sessions that are designed to equip student volunteers with the necessary skills and competencies to effectively conduct health education workshops whilst in Kenya. As the program is conducted annually, several rural Kenyan communities are typically revisited each year, by different cohorts of student volunteers. This enables the student volunteers to reinforce the key messages of each workshop, deliver

additional information, and importantly, to strengthen the programmes's relationships with rural communities (John *et al.* 2016:8).

## **2.13 CONCLUSION**

The chapter began by describing community engagement and its forms within higher education and benefits. The latter of the literature review focused on a single thread of community engagement, namely volunteerism because this was the focus of the study. Its importance and relevance was discussed as well as volunteer programmes at international universities were explored. The following chapter presents the research methodology that was used to guide the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The main aim of this study was to develop a volunteer training programme for child and youth care students at the Durban University of Technology. The qualitative research methodology was used to guide this study with one purposively selected sample. The following sub-section explores the nature of the research design adopted. The data collection process, including the type of data collection tools used viz. the interview schedule and the focus group schedule, is also presented. In addition, attention is given to the sampling process, the sample, and the procedures that were used for the data collection and analysis. Lastly, data were analysed using thematic analysis, and ethical considerations are discussed.

#### **3.2 RESEARCH DESIGN**

A research design is described as a plan of how you intend conducting the research (Burns and Grove 2011:49; Babbie and Mouton 2011:74). A research design consists of a structure and a strategy of investigation that is created to generate answers from research questions. (Kumar 2005:84). In this study, the researcher used a qualitative research design. Qualitative research can be defined as “a form of social inquiry that focuses on the way people make sense of their experiences and the world in which they live.” Researchers use qualitative approaches to explore behaviour, feelings, and experiences (Holloway 2010:3). Similarly, qualitative research is “a way of studying people and their social worlds by going there, observing them closely, in their natural setting and learning how they understand their situations and account for their behaviour” (Richards 2015:55). Holloway (2010: 6) described important features of qualitative research such as viz. The data or information collected is obtained directly from the data and not predetermined. The nature of qualitative research can be sensitive; thus, researchers need to be context sensitive. Lastly, researchers immerse themselves in the natural setting of the of the

population group of the study, their meanings, perceptions and interpretations to obtain the maximum and most enriching information. Two common characteristics of qualitative research as identified by Ritchie (2003) are, firstly, the aims and objectives are directed at ensuring an in-depth and interpreted understanding of the social world of research participants by looking at how they interpret their social and material circumstances, their experiences, their insight and histories. Secondly, the use of different methods that are flexible, methods of data generation that are sensitive to the social context of the study can be uniquely adapted for each participant. Hence, according to Cobin (2013), there are several reasons why researchers choose to adopt a qualitative approach viz. to explore the experiences and perceptions of the participants, to explore how meanings are formed and transformed and to engage in a comprehensive and holistic approach to the study.

Berg (2007:7) stated that qualitative research seeks to understand different social settings and the people who occupy these settings. Qualitative researchers, then, are most interested and determined in how “humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, and social roles”. Other vital features raised by Elliott and Timaluk 2007 (cited in Nieuwenhuis 2016: 53) are that qualitative research uses open, exploratory research questions, which places significant emphasis on understanding phenomena and uses special strategies enhancing the credibility of the research design and data analysis. The research process itself takes the frontline in qualitative research. Hesse-Biber and Levy (2011:151) indicated that this means that researchers pay close attention to all aspects of the research process, including the conceptualisation of the project, the interconnections between each phase of the research process and the effect the researcher has on the process. They also emphasise that the heart of qualitative research lies in understanding and interpretation from data, i.e. the social meaning people attribute to their experiences, circumstances and situations as well as the meanings people embed into texts and other objects.

Utilizing a qualitative approach was, therefore, most applicable to the research study. Nieuwenhuis (2016: 62) stated that “the social world does not exist independently of human knowledge with that as researchers our own knowledge and understanding

of phenomena constantly influence us in terms of types of questions we ask and in the way we conduct our research.”

### **3.3 STUDY SETTING**

The study was undertaken in the province of Kwa-Zulu Natal in the EThekweni area. Participants used in the study were Bachelor of Technology in Child and Youth Care students from the Department of Community Health Studies within the child and youth care programme. The International Child and Youth Care Education Consortium (cited in Stuart 2013:5) defined Child and Youth Care practice, as “skills in assessing children and young people and program needs, designing and implementing programs and planned environments, integrating developmental, preventive, and therapeutic requirements into the life space, contributing to the development of knowledge and professions, and participating in systems interventions through direct care, supervision, administration, teaching, research, consultation, and advocacy.”

The CCYCA (2008) defined child and youth care work more explicitly as work with children, youth and families, and families with complex needs. A child and youth care worker can be found in varied settings such as residential facilities, community and school-based outreach programmes, family support groups as well as juvenile and justice programmes. Child and Youth Care workers contribute to the development and implementation of therapeutic, holistic programmes in planned environments with the utilization of daily life events to facilitate change. The participants for this research study were child and youth care students that volunteered in some of the above-mentioned organisations.

### **3.4 STUDY POPULATION AND SAMPLE**

#### **3.4.1 Study Population**

A population is described as “people who comprise of similar characteristics and who are eligible to be included in the study” (Creswell 2009:125). Similarly, a population is referred to as “the theoretically specified aggregation of the elements in a study” (Babbie 2014: 206). The population identified for this research study were Child and Youth Care BTECH students registered for Applied Development 401 in 2018.

### 3.4.2 Study Sample

Sampling is defined as “the segment of the population that is selected for investigation, it is a subset of the population” (Bryman 2003:93). Sampling can be further described as “a limited number taken from a large group for testing and analysis, on the assumption that the sample can be taken as representative of the whole group” (Crouch and Housden 2003:149).

For the purpose of this study, the sample and the population are all the same. Child and Youth Care BTECH students registered in 2008 for Applied Development 401 formed the sample. Table 1 below depicts the relationship between the sample and the objectives.

**Table 1: Relationship between the sample and the objectives of the study**

SAMPLE	NUMBER	TOOL	OBJECTIVE
B.Tech Child and Youth Care Students	N=14  Data will be collected till saturation. There are currently 14 students who are registered for Applied Development 401 within the B.tech programme in 2018 N=14	Interview Schedule	To explore the nature of the student volunteer experience amongst child and youth care students.  To enquire about what values and principles has guided their volunteer experience.  To enquire about what skills are needed to undertake volunteer work in communities.
	Focus Group Schedule	To develop guidelines for a student volunteer training programme for child and youth care students.	

### **3.5 SAMPLING PROCESS**

Marie and Pietersen (2016: 192) stated that there are two major classes of sampling methods viz. probability methods and non-probability methods. Probability methods are based on the principles of randomness and probability theory. Consequently, probability samples satisfy the requirements for the use of probability theory to accurately generalise to the population, while this is not the case with non-probability samples.

There are four primary types of non-probability sampling methods. These include convenience sampling, quota sampling, snowball sampling and purposive sampling (Marie and Pietersen 2016: 193). For the purpose of this study, the researcher has used purposive sampling, based on the principle that this method of sampling is used in special situations where the sampling is done with a specific purpose in mind. Purposeful sampling is commonly used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas *et al.* 2015:533). Purposive sampling can be more clearly expressed as “a method in which a particular case is chosen because it illustrates some feature or process that is of interest for a particular study” (De Vos *et al.* 2011: 392).

Creswell 2007 (cited in De Vos 2011: 391) added that this type of sampling is used in qualitative research and that participants and sites are selected purposefully and meaningfully to create a deeper understanding of the research problem of the study.

The researcher adopted one sample, which was purposefully selected, namely: the CYC BTECH students at DUT. These students were interviewed using semi-structured one-to-one interviews as well as a group discussion.

#### **3.5.1 Inclusion and Exclusion Criteria**

##### *3.5.1.1 Inclusion criteria:*

The participants chosen met the eligibility criteria set for the study. “Eligibility criteria are the reason or criteria for including the sample in the study” (Polit and Hungler 2004:290). For this study, the eligibility criteria included:

- BTECH CYC students registered for Applied Development 401.
- Those students who initiated volunteer work at community organisations.

#### *3.5.1.2 Exclusion criteria*

- BTECH CYC students who were not registered for Applied Development 401 were excluded from the study.
- Those students who did not undertake student volunteer work were not considered for the study. However, all students undertook volunteer work and were, therefore, eligible to participate.

### **3.6 DATA COLLECTION METHODS**

Data gathering is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives, and case histories (Burns and Grove 2003: 373). There were two data collection methods used in this study. Data was collected through semi-structured interviews and through a focus group discussion. “Interviewing is the predominant mode of data or information collection in qualitative research” (De Vos *et al.* 2011: 342). Researchers engage with an individual or a group that is known or expected to have the knowledge they seek. According to Burns and Grove (2003: 285) and De Vos *et al.* (2011: 302), interviews have the following advantages:

- Interviewing is a dynamic technique that creates an opportunity for researchers to gain rich meaning from participants compared to all the other techniques used.
- Cooperation can be facilitated, and more information elicited by using interpersonal skills.

- Due to the engaging nature of interviews, there is a greater response rate to interviews than questionnaires, leading to a sounder description of the phenomenon under study by the participants.
- Interviews allow researchers to obtain information from participants who have difficulty in reading and writing and cannot complete questionnaires. Hence, interviews allow participants to express themselves in a manner in which they can.

The researcher has opted to use this commonly used qualitative research technique to gain a more in-depth insight into the experiences of the student volunteers for the development of a volunteer training programme for the students. The tools used for data extraction were semi-structured one-to-one interviews, as well as a focus group discussion with one cohort of BTECH Child and Youth Care students from DUT. The researcher also gathered data from the student's assignments, which was based on their volunteer projects as a secondary source of data.

#### *Sample 1: Semi-structured interviews*

Semi-structured one-to-one interviews focus on the "issues or topic areas to be covered and the lines of inquiry to be followed" (Wheeler 2010:89). Researchers use this type of interview to gain a detailed image of the participant's beliefs about a particular idea or phenomenon. This enables the researcher to have the flexibility, and although the researcher has a set of predetermined questions on an interview schedule, the interview is guided, not directed by the schedule. Denzil and Norman (2001: 30) stated that an interview schedule is also known as an interview guide. A description of the interview guide follows. According to Mansourian (2008:281), a semi-structured format allows both the interviewee and the interviewer to discuss anything which they might find useful or related to the topic.

#### **3.6.1 The Interview Schedule**

"A questionnaire written to guide interviews is called an interview schedule or guide" (Greff 2002:302; De Vos *et al.* 2011: 352). See attached appendix D for the interview schedule. Such a schedule provides the researcher with a set of predetermined questions. Drawing up a schedule in advance, "forces researchers to think explicitly about what they hope the interview might cover" (De Vos *et al.* 2011:352). Open-

ended questions aim to provide the interviewees with opportunities to express their feelings, thoughts, and ideas De Vos *et al.* (2002:293). In addition, it allows participants to respond in their own words (Polit and Hungler 2004:349).

### **3.6.2 Interview Setting**

The interviews were arranged in a quiet and comfortable environment, which allowed the researcher and participants to feel relaxed and proceed in privacy. The interviews were held at DUT, and dates for data collection were prearranged with the participants. The individual interviews, as well as the focus group, were held in a friendly and controlled environment (Patton and Cochran 2002: 18; De Vos *et al.* 2012:371). This gave the researcher the best possible chance of collecting rich data.

### **3.6.3 Interview Process**

The initial task was to create a warm and collegial relationship with the participants while expressing appreciation for their readiness to participate in the research. The participants were assured of the confidentiality of their participation in the interview. The researcher began with the background of the research, and the aim and objectives of the study were also explained to provide the participants with the necessary information to make an informed decision about participating in the research. This information was also included in the letter of information which was then handed to the participants, followed by a consent letter (Appendix B and C). The way in which the actual interview would be carried out was explained to the participants. The pace and time of the interview were continuously monitored (Breen 2006: 469). The interviews took approximately 25 minutes each and were held with all 14 participants. During the interviews, the participants were given refreshments and once concluded, they were thanked for their input into the study.

The recording of the interview data took place by means of notetaking and audio recording, as recommended by Huberman and Miles (2002: 92) and De Vos *et al.* (2005:334). The notetaking served as an additional recording measure and as a back-up procedure.

*For the purpose of objectives of four as per Table 1, a focus group discussion was held.*

### **3.6.4 The Focus Group Discussion**

Focus groups can be defined as “a number of people often with similar experiences or characteristics who are interviewed by the researcher, moderator or facilitator for the purpose of eliciting ideas, thoughts, and perceptions about a specific topic or certain issues linked to an area of interest” (Wheeler 2010: 133) . Thus, it is a thoughtfully planned discussion, designed to obtain perceptions of a defined area of interest in a non-threatening environment. This is done through group interaction, which enables the researcher to collect data. Focus groups are particularly suited for use when the objective is to understand better how participants consider an experience, idea, or event (Kumar 2018: 193). This is because the discussion in the focus group meetings is effective in supplying information about what adolescents think, or how they feel, or the way they act (Morgan 1998: 30). There are three primary uses of focus groups. They are used in research studies as the principal data. In some studies, they are used as a supplement to another primary source as surveys. Lastly, they are used in multi-method studies which utilizes many approaches to obtaining data and neither take precedence (De Vos *et al.* 2011: 361).

The strengths of focus groups are varied. Focus groups produce data through social interaction (Holloway 2010: 133). The participants add from the answers of others in the group. Thus, they can generate new and spontaneous ideas. The participants can ask questions, and these produce more ideas than individual interviews. Group interaction gives courage and support to the participants that sometimes may have to express sensitive topics. Group interviews generate more data in the same space of time and are often cheaper than conducting individual interviews. In summary, group dynamics also frequently bring out a diversity of data that would not have been anticipated by the researcher and would not have emerged with individuals (Babbie 2004:309; DePoy and Gilson 2008:110; Morgan and Krueger 1998:9 cited in De Vos *et al.* 2011: 362).

For the purpose of collecting data, a focus group schedule was used. See attached appendix E.

#### **3.6.4.1 Focus Group Process**

“Focus groups create a process of sharing and comparing among participants” (De Vos *et al.* 2011: 362). The group consisted of 14 members of which were BTECH CYC students at DUT, who initiated volunteer work at various organisations. The researcher commenced with an introduction and briefly introduced the purpose of the study. The group had a familiar relationship due to the relationships formed in class. The primary purpose of the focus group discussion after the initial one-to-one interviews was pertinent to objective four of the research study. This entailed developing guidelines for a student volunteer training programme for child and youth care students at DUT. The diversity of comments reflects the perceptions of the participants about the research topic and created new insights which further explained and actual results (Sekaran 2006: 296). In order to transcribe, analyse and integrate the notes made during the session, the group discussions were audio-recorded. The focus group discussion took approximately 45 minutes. The researcher concluded by thanking the participants for their cooperation and meaningful insight, while participants partook in refreshments.

### **3.7 PROCEDURE FOR DATA COLLECTION**

Following the development of the proposal, ethical clearance was sought from the Faculty Research Council and thereafter the Institutional Research Ethics Committee. Once obtained, the researcher then applied to the Chairperson of the Gatekeeper’s Committee to conduct the study at DUT (See appendix G). The next step initiated by the researcher was to set an appointment with the Head of the department of the Community Health Studies department at DUT, to secure permission to engage the BTECH CYC students as a sample for the research study.

After approval was sought, the researcher, together with her supervisor, met with the BTECH CYC students to introduce the research study. The researcher was then invited by the students and lecturer to attend their oral presentations based on their

volunteer work, which aided as secondary data for the research study. Participants were given appendix B and C to consent to partake in the study as well as be informed of all necessary information relating to the research. The dates for interviews were then arranged and conducted by the researcher. These interviews were audiotaped after securing full permission from the participants. No coercion was used to recruit participants. Participation was voluntary, and participants were informed that they could withdraw if they wanted to. The interviews, as well as the focus group discussion, was held at DUT as it was most convenient for the participants and researcher.

A focus group guide and interview schedule were used to guide the sessions (refer to Appendix D and E).

### **3.8 DATA CAPTURING AND DATA ANALYSIS**

#### **3.8.1 Data Capturing**

Data was captured using a tape recorder. Consent to record interviews and focus group discussions were first obtained from all participants. In addition, field notes were taken for both interviews and the focus group discussion. Field notes enabled the researcher to validate any unclear information captured through the audio-recording (Sutton and Austin 2015:227). The recordings were stored through password protection and restricted access to the researcher and supervisor. Thereafter, the researcher transcribed the audio recordings in its totality (word for word). Moreover, transcribing the interviews allowed the researcher to become familiar with the content of the interviews. According to Braun and Clarke (2006:18), transcription is a valuable activity that assists the early stages of analysis and enables a thorough comprehension of data.

#### **3.8.2 Data Analysis**

Data analysis is described as “a meticulous and rigorous method through which data is structured and organised in a coherent manner and through which the data is given meaning” (De Vos *et al.* 2011: 397). Data analysis requires that researchers immerse themselves in the data. In order to preserve the complexity of each participants lived experience, a data analysis must be undertaken to substantiate the

research study. This process begins with listening attentively to the participant's descriptions followed by a thorough reading of the verbatim transcripts (Henning 2004:128).

The researcher utilized thematic analysis. Thematic analysis has been described as “a foundational method for qualitative analysis” (Braun and Clarke 2006:78). Thematic analysis can be viewed as a flexible and beneficial research tool which, in essence, is independent of theory. This is a common process used in qualitative research for identifying, analysing, and reporting patterns/themes within the data. With the informed consent of the participants, the researcher used an audio recording device to document the information permitted in the interviews. With the use of the recording device and interview schedule, the researcher collected data at the Durban University of Technology with students. The researcher saved audio recordings onto an electronic device such as a computer, and a back-up copy was saved onto a memory card. The researcher transcribed the recordings. These word documents were saved onto a computer, back-up memory card, as well as printed copies, which are kept in a lever arch file, specifically for transcripts. The transcripts included relevant information such as the date of the interview, the name/group of participants; the type of interview (one-to-one interviews or focus group discussions); the category of the participants and the name of the audio recording (e.g., Folder 5: Number 02).

In order to connect with the data generated, the researcher read the transcripts in its entirety to become immersed in the details. This was done to gather a deeper understanding of the interview as a whole before subdividing information (De Vos *et al.* 2011; Nieuwenhuis 2016:115). The transcripts were read several times by the researcher to formulate patterns and make sense of the data. As the process of category generation involves noting regularities in the setting or people chosen for the study, the researcher focused on “identifying salient themes, recurring ideas or language and patterns of belief that link people and setting together” (De Vos *et al.* 2011:410). During this stage of the research process, the researcher searched for those categories that have internal convergence and external divergence. The procedure of category generation involved the labelling of phenomena; discovering

categories; naming categories; and developing categories in terms of their properties and dimensions (De Vos *et al.* 2011:411).

Data were reduced to a small and manageable set of themes in order to be written in a final narrative. Various categories were derived. Study themes were drawn, and the phenomena were labelled in categories. When drawing on themes and patterns, ideas, behaviours, and interactions were identified, which brought meaning to the study (Schurink *et al.* 2011: 410-411).

Once categories and patterns were discovered, the researcher engaged in challenging the patterns. The researcher “searched for other, plausible explanations for these data and the linkages among them” (De Vos *et al.* 2011:416). Comparisons between phenomena were made, therefore paving the way for alternative explanations to be explored. At this stage, the researcher identified the “lessons learned” by making sense of the data captured. This interpretation was based on “hunches, insights, and intuition; interpretation within a social science construct or idea; or a combination of personal views and a social science construct or idea” (De Vos *et al.* 2011:416).

### **3.9 ETHICAL CONSIDERATIONS**

Ethics is a system of moral principles that affect how people make decisions and lead their lives. Velasques *et al.* (2015:1) explained ethics as the study and development of one’s ethical standards. Velasques further explained that, ethics also means the unceasing act of evaluating our own moral beliefs and our moral conduct. This is to ensure that we and the institutions we help live up to standards that are reasonable and solidly based.

Strydom (2011:114) went on further to explain that ethics are preferences that influence behaviour in terms of human relations, i.e. the researcher would have to conform to a code of principles or professional standards of conduct. Creswell and Miller (2000:125) added that ethics entails measures that researchers should abide by when conducting human related research studies. The researcher ensured that the ethical principles were upheld in the study. The ethical principles that were considered are mentioned below (Strydom 2011:115-122).

### **3.9.1 Voluntary Participation**

All students participated in the study by their own will. This was clearly outlined to them, as well as stated in the information and consent letter. No coercion was used to recruit participants. Every participant was informed of the study in advance, and their permission was secured using an information and consent form (see attached appendices B and C).

### **3.9.2 Informed Consent**

Full information regarding the study, this included the aim of the study, duration of the participant's involvement, the procedure of the investigation, the possible dangers and the advantages and disadvantages of the study were given to participants. This information was provided in a friendly manner. The researcher made sure that all participants understood the research expectations.

### **3.9.3 Deception**

Deception involves withholding or giving participants misleading information about the investigation in order to force participation. This must be avoided as it is necessary to be honest and give the participants complete and accurate information regarding the research study. The researcher ensured this through the letters of information and consent forms mentioned above, which were authorised by the respective supervisor. No information was withheld from the participants.

### **3.9.4 Anonymity and Confidentiality**

The protection of the participant's identity is a pertinent issue when conducting research. Confidentiality was ensured by ensuring that all participant's names were kept anonymous when reporting. Pseudo names were used throughout the research process. The researcher informed participants before the study about anonymity and confidentiality. The researcher also relayed to the participants that they had the opportunity to withdraw from the study should they wish to.

The information above was relayed to participants by means of an information letter as well as a consent letter. The appropriate protocol was followed, and ethical permission was obtained from DUT in order for the study to commence. A list of appendices was used to ensure full ethical measures were adhered to which is presented below:

**Table 2: List of appendices**

<b>Appendix</b>	<b>Document</b>
B	Letter of information to participants
C	Consent Letter
F	Application Letter to HOD
G	Application letter to Gatekeeper's committee
H	Approval to conduct research from Gatekeeper (IRIC)
I	Full approval from IREC

### **3.10 TRUSTWORTHINESS**

Speziale (2003: 364) described trustworthiness as establishing the validity and reliability of qualitative research. Trustworthiness is developed in qualitative research when it accurately represents the experiences of the study participants. Langer and Furman (2006: 444) further described trustworthiness as the extent to which qualitative researchers want to reflect the truth. Trustworthiness is important in qualitative research because the data findings should present itself in its own form, i.e. from the perspective of the participants. Four criteria were used to measure the trustworthiness of data: credibility, transferability, dependability, and confirmability.

#### **3.10.1 Credibility**

Credibility is demonstrated when participants recognise the reported research findings as their own experiences (Speziale 2003:38). To ensure credibility, the researcher must ensure that those participants are identified and described accurately. Thus, the participants in the study were purposively sampled.

Furthermore, the researcher reviewed the written notes and audiotapes numerous times to ensure credibility. This led to further checks of the relevant data analysis, coding process, and interpretation of data. An ongoing review of the emerging themes, coding process, and interpretation of the data was conducted by the researcher and supervisor until an agreement was reached on final data analysis, and no new themes emerged.

### **3.10.2 Transferability**

Transferability refers to the probability that the study findings have meaning to others in similar situations. Transferability is also called “fittingness” for it determines whether the findings fit in or are transferable to similar situations (Speziale and Carpenter 2003:39). Similarly, Creswell and Miller (2000:152) describe transferability to the degree to which findings can be transferred or applied to in other settings or groups. The potential user, not the researcher, determines whether the findings are transferable (Speziale 2003:29). It is the researcher’s responsibility to provide a dense description of the research context and enough descriptive data that the reader can assess and evaluate the applicability or transferability of the data to another context. The researcher needs to describe the data sufficiently to allow comparison. The research findings from the study can lend itself to other academic institutions as well as contributes to the knowledge of volunteerism both locally and internationally.

### **3.10.3 Dependability**

Dependability refers to the “stability of data over time and over conditions” (Creswell and Miller 2000:125). Speziale (2003:38) described that dependability is met through securing the credibility of the findings. It is the stability of data over time and is obtained with stepwise replication and inquiry audit (Polit and Hungler 2004:435). This was ensured by managing and storing data effectively. The data in its original form, viz. the typed and the transcribed material was an exact replica of the original data. All documents, such as correspondence letters, signed consent forms, and the interview and focus group guide were also stored safely.

#### **3.10.4 Confirmability**

Confirmability is a neutral criterion for measuring the trustworthiness of qualitative research (Speziale 2003:38). It is a criterion for evaluating data quality and refers to the neutrality or objectivity of the data by an agreement between two or more dependent persons that the data is similar (Polit and Hungler 2004: 435). It means that the findings are free from bias. De Vos *et al.* (2011:331) explained that confirmability is a strategy to ensure neutrality. In qualitative research, neutrality refers to data neutrality and not the researcher's neutrality. Confirmability was exercised by evaluating transcripts and excerpts in line with the objective of establishing themes.

#### **3.11 CONCLUSION**

Qualitative research attempts to make sense of or interpret phenomena in terms of the meanings people bring to them. This type of research is extremely vital in the social sciences field, as relationships are explored, and new frameworks and guidelines are developed. In the child and youth care field, this is a factor that contributes to the professionalism of the field as it is evolving and new research is needed to sustain and contribute to improving the lives of families and young people as well as the quality of services provided by child and youth care practitioners. This chapter describes the research design, data collection, analysis, trustworthiness and ethical considerations. The following chapter discusses the research findings with reference to the literature review.

## CHAPTER 4

### ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

The data collected from this study is presented in this chapter. The study aimed to develop guidelines for a training programme for student volunteers, within the Child and Youth Care Programme at DUT. It also sought to understand the nature of student volunteer work being undertaken within the CYC programme at DUT. Participants shared their thoughts on the importance of volunteering at higher education institutions and how the relationship between universities and communities can be further strengthened. Participants were also asked to identify components for a student volunteer training programme that would enhance student volunteer work and subsequently drive the process of recruiting volunteers at the university.

Data were collected using in-depth one-to-one interviews together with the use of a focus group discussion. In addition, student's volunteer assignments served as secondary data collection. After an analysis of the data through thematic analysis, five major themes and seventeen sub-themes emerged.

#### 4.2 RELATIONSHIP BETWEEN THE OBJECTIVES AND THE DATA COLLECTION PROCESS METHODS

The objectives and the way in which the data was collected for this study are indicated in **Table 4.2.1** below.

**Table 4.2.1: Relationship between the sample and the objectives of the study**

**Table 4.2.1 Objectives and data collection tools**

OBJECTIVES	DATA COLLECTION METHODS USED
1. To explore the nature of student volunteer experiences amongst child	In-depth interviews

<p>and youth students at DUT.</p> <p>2. To enquire about what values and principles has guided their volunteer experience.</p> <p>3. To enquire about what skills are needed to undertake volunteer work in communities.</p>	<p>In-depth interviews</p>
<p>4. To develop guidelines for a student volunteer training programme for child and youth care students at DUT.</p>	<p>Focus Group Discussion</p>

### 4.3 DATA

In this section, data derived from the individual in-depth interviews are presented.

#### 4.3.1 Interviews

A total of 14 participants were interviewed at the onset of the study. The interview schedule contained several questions that allowed each student to share their volunteer experiences. The questions on the schedule were as follows:

- Tell me more about what type of volunteering you undertook at your organisation?
- Can you tell me more about your experiences as a student volunteer?
- What were the values and principles you used when undertaking student volunteer work?
- What were some of the highlights you experienced while undertaking student volunteer work?
- What were some of the challenges you experienced while undertaking student volunteer work?
- Why do you think it is essential for students to engage in volunteer work?
- What should be considered to develop a training programme for student volunteers?

Participants were then invited to engage in a focus group discussion. This aided the data collection for objective 4 of the research study. This is presented above in Table 4.2.1. The following questions were part of the focus group interview schedule:

- What are your views regarding student volunteerism?
- Why do you think it is essential for students to volunteer?
- What could be some of the elements of a training programme for child and youth care student volunteers?
- What type of other projects can CYC students become more involved in as volunteers?
- How do you think that student volunteerism can be further strengthened within community organisations?

#### **4.4 PROCESS OF ANALYSING INTERVIEWS**

Three sets of data emerged from the in-depth interviews, the focus group discussion, and the student assignments. The data was then analysed collectively to derive the themes. The researcher read and re-read, as well as considered the notes taken during the interviews. The tape-recorded interviews were recorded as verbatim, which allowed the researcher to formulate common themes. In addition to the three sets of data, Tables 4.8.1 and 4.8.2 found in the latter part of the analysis, were developed in order to understand components of different student volunteer programmes at international and local universities.

#### **4.5 DEMOGRAPHIC PROFILES**

The demographic profiles of the participants are presented in Table 4.5.1 below. The study consisted of one sample, namely the BTECH: Child and Youth Care students at DUT. The table also captures the type of organisation in which the volunteer work was undertaken and the nature of volunteer work.

**Table 4.5.1 Student volunteer destinations and type of volunteer work undertaken**

<b>Participant</b>	<b>Gender</b>	<b>Type of Organisation and name</b>	<b>Nature of Volunteerism</b>
Student 1	Female	Child and Youth Care Centre	Food Gardening Project

		Sakh'ingomso Youth Development	
Student 2	Female	Community Centre	Assistance with the HIV/AIDS Programme
Student 3	Female	Fisokuhle Drop in Centre	
Student 4	Male	Community Based Organisation Tabitha Support Group	Youth Development (Peer guidance, self-identity, life skills) Drug awareness programme aimed at young people in secondary schools Feeding scheme (preparing of meals and distribution of food parcels).
Student 5	Female	Sports organisation Reservoir Hills Athletic Club	Assisted with the setup of the athletic club directed at youth. Activities included: <ul style="list-style-type: none"> <li>• Promoting and advertising the event</li> <li>• Handing out pamphlets</li> <li>• Hanging up posters</li> <li>• Seeking sponsorship</li> <li>• Attending weekly meetings to brainstorm</li> <li>• Register and support people during fun walks.</li> </ul>
Student 6	Female	Community centre for the physically challenged Itireleng Centre for the Disabled	Assisted the physically challenged and with the current programmes within the organisation Sanitary distribution
Student 7	Female	Rural informal settlement Malavase informal settlement	Blankets, soup and bread distribution
Student 8	Female	Rural informal settlement	Mentorship
Student 9	Female	Community Based Organisation	Assistance through current programmes within the organisation such as homework and sport clubs
Student 10	Female		
Student 11	Female	Drop in Centre	Initiated an organic farming project
Student 12	Female	Bhambayi settlement Drop in Centre	
Student 13	Female	Children's Home Mseleni Children's Home	Volunteered as a mentor through the outreach programme
Student 14	Female	Non-profit Organisation Action in Autism NPO	Volunteered through fundraising initiatives

## 4.6 THEMES AND SUBTHEMES

Table 4.6.1 below presents the key themes and subthemes that emerged from the study. Collectively, five major themes, which included understanding the volunteer role, student volunteer experiences, principles of volunteerism, university-community partnerships, and aspects underpinning a volunteer programme, were drawn. From these emerging themes, seventeen sub-themes were derived.

**Table 4.6.1 Themes and Subthemes**

<b>THEMES</b>	<b>SUB-THEMES</b>
<b>1. Understanding the volunteer role</b>	1.1 A change agent
	1.2 Empowering others
	1.3 A voluntary contributor
<b>2. Student volunteer experiences</b>	2.1 Self-fulfilling
	2.2 Social responsibility
	2.3 Co-learning as part of volunteerism
<b>3. Values and Principles of a volunteer</b>	3.1. Respect
	3.2 Selflessness/ Altruism
	3.3 Teamwork
	3.4 Commitment
<b>4. University-community partnerships</b>	4.1 Role of the university
	4.2 Role of the community
	4.3 Impact on graduate attributes
<b>5. Aspects underpinning a volunteer training programme</b>	5.1 Infrastructural issues
	5.2 Specialized training issues for a student volunteer training programme
	5.3 Volunteer related skills
	5.4 Volunteer management

## 4.7. Theme 1: Understanding the volunteer role

Theme 1 is related to understanding the role of a volunteer. Three sub-themes emerged below. Volunteering in its most simple form is active engagement that entails the service towards others without obligation (Penner 2004 cited in Beehr *et al.* 2010:276). This definition encompasses a range of roles, from direct interaction with service recipients to fundraising and organizational leadership (Son and Wilson 2012: 645). The breadth of volunteering behaviour is shared by characteristics of positive youth development, pro-social ethos, and self-exploration (Sherrod *et al.* 2010:4). When exploring the volunteering role, participants expressed that volunteers are change agents that bring about change to an organisation, they empower others and are contributors to society, wanting to give and serve.

### Subthemes:

- A change agent
- Empowering others
- A voluntary contributor

#### 4.7.1.1 Subtheme 1: A change agent

The excerpts below present the role of a volunteer as a change agent who brings change to the community, organization, or adverse circumstance within these two realms.

“A volunteer is someone who is selfless, someone who sees a need and would like to bring a change... so they go out and be that change that they want to be.” **(P8)**

“I think it’s a person that is able to identify that we live in a world that has social ills and a whole lot of social injustice...and they see themselves as a catalyst that can bring change.” **(P1)**

“It is being able to give back and allow communities to actually develop and progress from where they.” **(P6)**

“It is someone who avails themselves to change circumstances.” **(P11)**

“I think it’s also someone who is committed to bring change in that organization because sometimes there will be days whereby you feel like you don’t want to go work but if you committed you will make sure you do go to that workplace to bring change using that skills you do have.”(P7)

“It is someone who is focussed that the world can change for the better or the community.” (P10)

Students who volunteer aspire to influence communal values, serve the community, and commit to helping others with a sense of empowerment to change society (Van den Berg and Cuskelly 2014: 449). Community engagement has been demonstrated to positively affect the personal development on university students by creating opportunities for students to become proactive contributors to society. Many participants understood the role of a volunteer to be someone who brings about change within the community. Change is the value hub that provides meaning and purpose to six core values viz. consciousness of self, congruence, commitment, common purpose, controversy with civility, and citizenship. These “six C’s” of leadership for social change allows for interaction between the individual, group and community/society levels and becomes a reciprocal process as reflection and active learning occurs on a continuous cycle. It starts with the individual becoming more self-aware and then beginning to interact with others to ultimately effect change in community and society (Soria *et al.* 2013:119).

#### 4.7.1.2 Subtheme 2: Empowering others

“A volunteer is a heart involvement, sharing of the skills within the community, developing them with skills, and sharing the ideas that you have, even learning from them.” (P6)

“Is someone who wants to share their skills, their perspectives of what they accumulated over the years or what they what they currently know.” (P9)

“Volunteerism is involvement and sharing of skills in the community, empowering people, developing them with skills and sharing the ideas that you have, even gaining the ideas from their perspectives without judging the people within their setting.” (P14)

“Someone who is willing to learn....and give back to the community.” **(P3)**

As students within universities have varied backgrounds, they are able to interact and share knowledge with, and learn from, many external communities, particularly those from marginalised communities and that cannot access universities directly (Mugabi 2015: 194). Students expressed the empowering nature of the volunteering role. Similarly, the research describes volunteering as an empowering force that enables student volunteers to contribute to society and social development. The effect on volunteers includes encouraging good citizenship and personal benefits, and the effects on social development include increasing social trust and building a connected society (Wei and Cui 2011:21).

#### 4.7.1.3 Subtheme 3: A voluntary contributor

Subtheme 3 reflects the volunteer as a contributor to the community. The following excerpts reflect this:

“A volunteer is anyone who wants to give back to the community, share their skills and their perspectives.” **(P2)**

“A volunteer is a person who has the willingness to give and share with others without expecting anything in return.” **(P5)**

“A volunteer is anyone who wants to give back to a community.” **(P9)**

“Someone who has the willingness to give to share obviously without expecting anything because I believe that for one to volunteer have to be driven by the passion or the interest to do something for others.” **(P5)**

“Is someone who contributes their time and efforts to serve the community.” **(P2)**

Volunteer scholars have created awareness surrounding the notion of volunteering as an important behaviour in society (Wilson 2000: 216; Burns *et al.* 2006:80; Becsi and Balasubramanian 2008: 174), with volunteering behaviour being seen as an honourable tradition of community service (Horn *et al.* 2012 :162; Cornelius 2013:1). Participants expressed that volunteers are people that want to contribute to the community and give back. Research suggests that volunteering behaviour has been a significant driving force in the betterment of humanity and a valuable tool in

addressing societal problems. Many organisations have relied on the labour of volunteers as an important resource to meet their goals (Abreu *et al.* 2015:40).

#### **4.7.2 Theme 2: Student volunteer experiences**

Theme 2 related to the experiences volunteers had in undertaking volunteer work. Research suggests that volunteers experience a transformative learning process, a new recognition of their lives with greater insight of the ways in which their lives are connected with the lives of others, and a new understanding of the moral and ethical obligations that such privilege and interdependence might demand of them (Crabtree 2008:270; Hartman and Kiely 2014:57; Mitchell 2016:40; Lough and Oppenheim 2017: 201; Caprara 2013: 8). Although each person's experience may have been different, the subthemes below indicate the commonality of experiences. It depicts that not only was it personally fulfilling but it was an act of social responsibility and a learning experience for the students.

##### Sub-themes:

- A self-fulfilling
- Social responsibility
- Co-learning as a part of volunteerism

##### 4.7.2.1 Subtheme 1: A self-fulfilling experience

“Being exposed to working in communities, this gave me a deeper understanding and allowed me to think differently. Also, this experience required me to be selfless, forget myself, and remember that the impact I am making in this community; it is changing their lives.” **(P2)**

“In some way, volunteering is connected to your spirituality or outer being. It's rewarding in such a way that you can't even explain. It's a personal experience that is humbling.” **(P3)**

“I believe volunteerism is selfless, and it’s about going right into the spaces of people in need. I was very humbled at the fact that I could make a difference in someone else’s life.” **(P5)**

“It was quite a fulfilling experience, and I will continue with that. It was very genuine and very honest.” **(P11)**

“I felt good initiating the volunteer project. The workers, as well as the community, appreciated the services they received from my volunteerism in fighting hunger and getting them involved so that the project can be sustainable. It felt good knowing that I have brought hope to the lives of people.” **(P4)**

Participants expressed that volunteering enabled a sense of self-fulfilment because they were able to do something good for others. Congruent with literature, volunteering enables particular benefits in terms of making new friends and giving student volunteers an opportunity to find purpose in their lives (Connolly and O’ Shea 2015:106). Volunteers might also gain a new sense of accomplishment for having impacted someone’s life positively. Moreover, volunteers are able to gain new experiences which can enhance their educational and professional development (O’Shea and Donald 2015:3).

Motivational scholars on volunteering added that motivation for volunteering is for self-fulfilling purposes. Volunteering is a self-satisfactory activity (Hayakawa 2014: 20). Similarly, Stebbins (2015:24) said that having the opportunity to act on one’s important values and principles or to make contributions to the future of communities may be intrinsically motivating. However, most definitions of intrinsic motivation focus on the sheer enjoyment of the activities themselves; people engage in volunteer work because they find it exciting. Moreover, people may regard volunteering as a form of “serious leisure” as they might give the same attention and enthusiasm to these activities as they would give to a career.

Apart from personal self-fulfilment, participants expressed that they felt a sense of pride and joy in giving back to the community but felt it was their responsibility to engage with the community. The excerpts for sub-theme 2, on social responsibility, are presented below.

#### 4.7.2.2 Subtheme 2: Social responsibility

“You become liable to the people you are helping. Commitment and time are key for volunteering for me. You can’t let people down. As I said, it’s the little things that are very important.” **(P1)**

“My role...preparing meals, making sure that everyone has eaten. I took these things for granted. At home, there is always food, so this experience in the community was an eye-opener. Helping others. Taking care of other people is very important rather than yourself.” **(P2)**

“Volunteerism also enables social responsibility. Don’t judge, help someone else, and do something.” **(P8)**

“I feel content that I am doing something that makes sense, and that matters.” **(P4)**

“Personally, I am always willing to be part of an initiative that will serve people. Showing others that they should make a difference and be mindful of those that lack resources and that we can share whatever we can.” **(P9)**

Similar to the responses of these participants, researchers have found that community engagement is strongly related to an increased self-confidence, efficacy, and feelings of responsibility towards serving others (Van den Berg and Cuskelly 2014:449). Strukas *et al.* (2016: 244) suggested that for young people to be socially responsible, developing continuous efforts to engaging in pro-social behaviour can be strengthened if they begin at an early age. If parents model service and volunteer behaviour including providing opportunities for children to become involved, this can enable prosocial behaviour by children at a later stage (Eisenberg *et al.* 2015:116).

One participant expressed that volunteering enables social responsibility. Social responsibility refers to identifying with the community or society and helping and caring for people there (Zhang 2012:346). This statement is validated by findings which state that volunteerism imparts the values of working together and enriches equal engagement. Specifically, volunteering fosters good, responsible and active citizens. Furthermore, students who are actively involved in volunteer activities and service are reinforced to dedicate more time in communities which then allows them

to become more interested in the communities in which they are studying, the purposes of their education and heightens their levels of social responsibility (Meyers 2009 cited in Isaacs *et al.* 2016: 105).

Giuffe and Ratto (2014:233) stated that university social responsibility is the ability of the university to disseminate and implement a set of general principles and specific values, using 4 key processes: management, teaching, research, and extension, through the provision of educational services and transfer knowledge following ethical principles, good governance, respect for the environment, social engagement and the promotion of values. Hence social responsibility and its development are dependent on the opportunities provided by tertiary institutes (Soria *et al.* 2013:118). As students venture into communities and witness the direct results of social justice, they are inspired to further promote social justice initiatives. Engagement in community service, therefore, has the potential to nurture levels of social responsibility and leadership within students (Dugan and Komives 2010:24).

Moreover, a need to sustain important moral principles may also underlie some decisions to volunteer. Batson *et al.* (2002:443) identified “principlism” as a significant motivation for community involvement; “that is, acting on a moral principle, such as social justice or social responsibility.” Jiranek *et al.* (2013:525) stated that developing a community around a moral principle or becoming more socially responsible may enable others to do the same. Safeguarding the impending stability and health of our communities may be of utmost importance to some volunteers. Hence, people with a strong sense of community act on the belief that “the community itself is an entity and resource worth sustaining, nurturing, and growing” (Omoto and Snyder 2010: 237).

The following subtheme describes the volunteer experience, as one of a co-learning experience. As students venture into organisations and often rural communities, they offer their own knowledge and, in return, learn from the communities and organisations themselves. Participants also mentioned building relationships. The excerpts are presented below.

#### 4.7.2.3 Subtheme 3: Co-learning as part of volunteerism

“Initially, it started as a requirement as a mark for my studies, personally it allowed me to meet new people, talk to other people, and I grew as a person from learning from others.” **(P1)**

“I built relationships with the people in the organisation. This whole place was a new experience for me. As I built relationships, I realised that it wasn’t only me coming with a skill, it was also me learning and starting to value others. I was learning things from them.” **(P3)**

“Learned new skills, like organising and fundraising. Relationship building and partnership building. Empowerment of community and I supported the community”. **(P9)**

“It makes me feel good that I was welcomed and accepted because I also learnt new skills from the organisation. You are also enhancing your skills beyond your qualification and your social and professional skills.” **(P8)**

Volunteering has varying characteristics; it is often understood as a job with a title (Petriwskyj and Warburton 2007:4), a type of leisure, and an altruistic activity (Choi 2003:180). Narushima’s (2000) and Chen’s (2007) studies revealed that volunteering is a method of learning. These studies show that people learn and refine their knowledge, skills and their wisdom is transformed while volunteering. In addition. Clary and Snyder’s (1999:157) Volunteer Function Inventory (VFI), an instrument that assesses six functions potentially served by volunteering, implied the possible learning nature of volunteerism. Among the six motivational functions in the VFI, the researchers found that values (i.e. for expression or action of important values); understanding (i.e. seeking to learn more about the world or exercise skills that are often unused); and enhancement (i.e. psychological growth and development) are the most typical (Chen 2016: 221).

Added to the notion of co-learning is reciprocity. Reciprocity is a condition where the needs of two or more groups are equally met, creating an equal partnership between mutually empowered parties (Bringle and Clayton 2012:102-103); Dostilio *et al.* 2012:18; Lough and Oppenheim 2017:198). Reciprocity is founded on time-honoured values of social and distributive justice, equity, and fairness. It is a

necessary condition for lasting solidarity, social cohesion, and unity as social scientists have noted, “social ties are created, sustained and strengthened by means of these reciprocal gifts. These acts of gift exchange or co-learning are at the basis of human solidarity” (Komter 2007: 103). Moreover, cooperation is fostered through trust, and reciprocity is the key to enabling that trust between the various stakeholders such as the community and the university (Ostrom and Walker 2003:199).

In a similar vein, reciprocity is described as one distinctive benefit of volunteering associated with trust, solidarity, and mutual interdependence. Two participants expressed that they built new relationships with people and organisations. This form of reciprocity is embodied in the United Nations Volunteers (UNV) programme description as a core method of volunteers’ contributions as follows: “volunteerism benefits both society at large and the individual volunteer by strengthening trust, solidarity, and reciprocity among citizens, and by purposefully creating opportunities for participation” (Leigh *et al.* 2011:2). New relationships are often fragile and insecure. Volunteering can build trust and stabilize new relationships quickly. Volunteer activities can initiate feelings of gratitude, allowing recipients to respond in a reciprocal nature. By initiating and maintaining this reciprocal game of giving–receiving–giving, relationships are founded on mutual contribution (Lough and Oppenheim 2017:203).

#### **4.7.3 Theme 3: Values and Principles of a Volunteer**

Theme 3 describes the values and principles of a volunteer. Community engagement requires a deep reflection on personal values and the exploration of personal values in the context of promoting public good (Musil 2009:52). Four fundamental values and principles emerged below:

##### Sub-themes

- Respect
- Selflessness/Altruism
- Teamwork
- Commitment

#### 4.7.3.1 Subtheme 1: Respect

“The values that I took from it, is you have to respect other people and trust one another to make the organization a success.” **(P12)**

“Respecting someone else. When volunteering, respect is so important.... you don’t know what they have been through. Caring is also important, more so than what we know.” **(P8)**

“When volunteering, there were so many different types of people, different ages, young mothers, orphans, and different circumstances. I had to go there with a lot of respect because each person is different and important. I also had to make them feel appreciated and worthy by respecting them. Also, no one disrespected me, so there was a bit of give and take.” **(P3)**

“I think respect is a key value when helping others, especially when entering a new environment.” **(P1)**

Many participants recognised respect as a key value when engaging with communities. Congruent with literature, approaching the community with respect has been emphasised by many engagement scholars (Ahmed and Palermo 2010:1383; Holzer *et al.* 2014: 851; Fitzgerald *et al.* 2016:228). One participant expressed the necessity of being respectful when engaging with different groups of people. The engagement process should respect the values, interests, and knowledge of those involved and that engagement should include an understanding and appreciation that different people will respond in different ways, depending on their individual circumstances (The community engagement framework, Holdfast Bay 2015-2018). The notion of respect, which was emphasized by participants, is further supported by Butin (2010:5) who stated that for engagement to be legitimate, ethical and useful, there has to be respect. Moreover, he said that engaged students should be respectful towards the people and communities that they serve.

The next sub-theme below volunteering as being altruistic. Participants said as follows:

#### 4.7.3.2 Sub-theme 2: Selflessness/Altruism

“To me, volunteerism does not exist without selflessness because when you say you are going to help out, it is you putting an organisation or people first, so it is a huge factor because there were days when....I didn’t feel like going there but because I committed and it was not about me but about helping others in need.” **(P8)**

“The values I got was that...volunteering is simply altruistic. We didn’t want anything in return but wanted to give what we could.” **(P4)**

“You tend to put yourself in the shoes of the community you are working in. You become easy for the people to talk to, you become an easy contact for the people. If you are selfless, you understand the situation, they are in...you empathize with them. The area I was in was very vulnerable, even the children themselves.” **(P6)**

“When you volunteer, you do it because you care.... because you want to.... not because you get paid for it or that you want something in return. You commit a selfless act.” **(P7)**

“Altruism has been associated with volunteerism, and established as one of the motivations for giving to others (Hussin and Arshad 2012:226; Cooper *et al.* 2013:415). Altruism is described as a motivational state with the goal of helping another and is considered a type of pro-social behaviour (Hur 2006:663; Sahri *et al.* 2013:504). This was reflected in the aforementioned excerpts. Volunteering is also widely recognized to be a form of pro-social behaviour. Volunteerism has been defined as a behaviour involving pro-social action in an organisational context, which is planned, and that continues for an extended period. Pro-social behaviour consists of activities that benefit other people, such as helping, sharing, altruistic behaviour and sympathy, cooperation, giving, donating, and being sensitive and responsive, regardless of personal motivation that would justify that behaviour (Penner *et al.* 2005:366).

Moreover, volunteerism is synonymous with giving, philanthropy, or humanitarianism, all of which have been applied interchangeably. These terms are applied to the noble human tradition of helping the less fortunate through the work of an organisation. People from a variety of backgrounds contribute their time and

energy in assisting others in a variety of ways which enables them to feel a sense of altruism and selflessness (Plagnol and Huppert 2010:168). “Students who develop appropriate volunteering behaviour may display characteristics such as altruism, civic virtues and show support for a social, psychological effectiveness and working for civilization ”(Lin 2017: 511).

#### 4.7.3.3 Subtheme 3: Teamwork

Sub-theme 3 reflects teamwork as an essential principle identified by participants when volunteering.

“Teamwork is vital in volunteering because as people we have different opinions, so listening to each other and giving a chance for each person to contribute can make something expand... in every decision making the team must participate because we are working for the needs of the community and not our own.”**(P5)**

“Teamwork plays a very important role in volunteering because I believe that it’s just like sharing, when more people work together, especially when starting a project, you need everyone’s buy-in...with more heads together, you can achieve more.”**(P14)**

“When you are working with people, teamwork is important because when you are working in silos, you could be duplicating services that other people have already rendered....not knowing what other needs there may be in the community because you haven’t worked as a team and communicated your roles and goals.” **(P11)**

“You cannot just rock up in a place and be like.... I am taking over.... you need to understand the systems that are in place and the structure of the organisation and value each and everyone’s opinion. The teamwork makes it so real that everyone sees their importance within the organisation.” **(P9)**

Teamwork was identified by participants as an essential principle when undertaking volunteer work. A perusal of literature identified little discussion related to teamwork in relation to volunteering in a university context. However, a noteworthy study by Mishra (2014:968) emphasized the role of effective teamwork in providing integrated

and comprehensive care to rural communities. Her study further described the extent to which trust and teamwork is crucial to health workers efforts in adopting and delivering integrated services.

These community health workers have initiated an integrated approach to care by creating relations of mutual trust, teamwork, cooperation, addressing community health and other needs, promoting a continuum of care from curative to preventive care and valuing the role of regular and effective communication with villagers and amongst health workers themselves. In a similar vein, university students often volunteer in such areas where the need for integrated services and working together cohesively is of utmost value to the people of the community. “These values are indeed the cornerstone of a primary health care ideology that promotes democracy, equity and participation” (Magrath and Nichter 2012:1179).

Subtheme 4 reflects that participants have moved away from the traditional episodic volunteering and have identified that dedication and commitment are crucial for the success of volunteering.

#### 4.7.3.4 Subtheme 4: Commitment

“The community relies on you; they trust you because you cannot make promises that you cannot fulfil. It is very important to be committed to what you are doing.” **(P9)**

“Commitment and dedication build consistency in what you are doing.” **(P2)**

“So, when you do something, I believe you must be dedicated to it so that it builds continuity and stability with the communities or organisations you are helping.” **(P7)**

“It’s important to be dedicated to the community that you are serving. These people need to trust you when you go there, and you can’t go there when you just want to. Commitment also builds trust between you and the community.” **(P3)**

“You can’t go to people and say I’m here.... I am going to render services to you willingly, and then tomorrow, you are not showing up. Maybe you informed them that you will come twice a week, but you don’t go.... they wouldn’t even see the value or the importance of you volunteering there and contributing to the organisation.” **(P10)**

The term commitment denotes “a willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something” (Mugabi 2015:188). In a community engagement context, Grant (2007: 401) stated that commitment to community beneficiaries refers to emotional concern care for the people receiving one’s service and time. This commitment has the potential to reinforce a person’s ability to make a prosocial difference. As such, participants expressed the importance of a firm commitment to their volunteer work and expressed that commitment was a vital value when volunteering and when engaging with communities.

A notable study by Valeau *et al.* (2013:85) found that commitment to beneficiaries was inversely related to turnover intentions from a volunteer organisation. Furthermore, Shantz *et al.* (2015:675) concurred that commitment to community beneficiaries can strengthen the relationship between engagement and serves as reinforcement for time spent volunteering. Volunteer engagement needs to be a focus point for those who manage volunteers. This is because volunteers who are supported and nurtured, feel more connected to their volunteer work and are more likely to continue volunteering.

#### **4. 7.4 Theme 4: University-Community Partnerships**

The fourth theme that emerged from the study is university-community partnerships. Students reflected on the role of the university, the role of the community, and the impact of volunteering on themselves as a student and the attainment of graduate attributes. The data reflected that volunteerism helps establish bridging forms of social capital when people of diverse backgrounds reach out to others outside their own ethnic, religious, or party affiliations. This occurs especially when societal structures offer opportunities outside of people’s ethnic or communal vicinities. These opportunities could be volunteer programmes and as such, relationships are a central, defining dimension of community-campus engagement (Cruz and Giles 2000:30; Dorado and Giles 2004:26). The label “partner” is used to indicate both a person in the community (e.g., staff member at a community organization) and an organization in the community (e.g., non-profit or governmental agency); and the term “partnership” is most often applied to the relationship and interactions between the community and the campus (Clayton *et al.* 2010:5).

## Subthemes

- Role of the university
- Role of the community
- Impact on student/graduate attributes

### 4.7.4.1 Sub-theme 1: Role of the university

Participants reflected deeply on the role of the university in community engagement as follows:

“Like I said, this whole thing has got me thinking so much it should be one of the universities priorities...you spend three years doing a course, attending class, write tests and presentations and it’s all about you. And then we are we forget we going to the community.” **(P2)**

“I think it’s very crucial for the university to have a volunteering program simply because one, it’s an eye-opener. Usually, people graduate out of university, firstly not knowing where to go or how to deal with other people and sometimes you have not learned some values in your upbringing and through volunteerism, you are able to accomplish values and certain skills. ...but with volunteerism, you are able to be exposed to the social side and social behaviour of people in general, whether it’s you are volunteering in a community or wherever, so it opens one’s eyes so you get to know the needs.”**(P3)**

“I feel that universities are probably a platform to initiate with people and rather let me say students to be able to contribute positively for the greater good and it doesn’t matter what the situation is in different areas or whatever but it’s just saying that there will be a greater platform to have people contribute positively I think to different communities or to whatever community they may have identified as what they want to collaborate or work with.” **(P1)**

“From my side, the university has a role to play because it is one of their social responsibilities and their contribution to change that specific community in that area of the university.” **(P11)**

“The reason the university should be connected to the communities is that the university is working in isolation and don’t know what is happening in the communities.” **(P6)**

“Universities can also do research on a specific topic that hinders the growth of that specific community.” **(P8)**

“It’s also empowering the people of the community as well... even though the university might send students out to that community for research purposes, in my mind, I see it as a benefit for both the university and the students. As students go out into the community to do research, they learn from each other.” **(P7)**

“The university is a large resource.” **(P9)**

“The community then says okay what is it that you’ll are doing and how does it help us and the knowledge that the students have gained from the university they share with the people of the community.” **(P14)**

According to Cabral and Huet (2011:92), the term university usually refers to the Latin origins of the word Universitas, which could be translated as “community of teachers and scholars.” Universities are involved more actively than ever before in the development of society at large. Universities hold a vital role in generating knowledge societies (Mcbride and Lott 2015:47). Research has suggested that the college years are indeed a crucial period for students in the development of civic identity and engagement with communities (Mitchell *et al.* 2016:41).

Volunteering is a means to address disputes between universities and local communities. Students are able to increase their social networks, make new friends while creating exciting and stimulating experiences when engaging with communities. Furthermore, volunteering while at university strengthens student’s sense of civic duty and responsibility. This aids in promoting a positive image of the university locally and establishing genuine relationships with the community (Holdsworth 2010: 422; Demir *et al.* 2015:3).

Participants highlighted the role of the university, not only in an academic context but also as a tool for student’s development and assisting communities. There is greater

recognition globally, that universities should become more actively engaged in assisting with societal adversities. In South Africa, there has been a long history of a threefold mission of teaching, research, and 'service,' but over the past two decades, policy interventions aimed to enhance responsiveness and development have intensified. There are activities for institutional support through volunteering that promotes student participation in volunteer activities. Each social initiative means creating a learning community that enriches teaching and promotes new research projects, and the synergy between education, research and social participation is created (Pachon 2009 cited in Giuffre and Ratto 2014:234).

One participant expressed that the university is a tremendous resource. Congruent with this, Hall (2009:13) argued that the collective intellectual resources of universities represent the largest accessible, available, and "underutilized resource for community change and sustainability." He further highlighted the role of academics in that they need to embrace their role as "citizen and expert," simultaneously in order to foster a synergistic relationship between scholarly achievement and the public good.

In addition to identifying the university as a great resource, participants shared that the university is a vehicle for community-based research and suggested that universities undertake research on specific areas that hinders the growth of the community. Caprara *et al.* (2016:24) stated that universities and public policy think tanks should further assess the potential contributions of volunteering and service in the development of national policies relating to youth workforce skills, employment, community health, climate change, positive peace, and youth character, citizenship and leadership development. It also highlighted the following two key aspects of higher institutions:

- Higher education, community engagement and research should be maximised for knowledge production.
- Baseline studies of volunteering practices, forms and impacts should be supported and commissioned by academic institutions (Giuffre and Ratto 2014:233)

Ultimately, the university has a direct impact on the future of the world for the training of professionals and leaders, but it is also a social actor, which can promote the education of students in accordance with the external social reality, and make knowledge accessible to all (Giuffre and Ratto 2014: 236). This grounds the university's role in the community.

#### 4.7.4.2 Subtheme 2: Role of the community

“Communities must participate fully...that is their role.” **(P9)**

“At the very same time within the communities there are a lot of skills there where the university can explore and gather the information, but because those people are uneducated those skills are unable to be shown and to be shared to other young people but if the university combines with the community they can also improve those skills for those particular people so that the students can learn from the community members.” **(P6)**

“You will find that communities did not have knowledge in some things like technological aspects but had more skills in gardening. When volunteers go to these communities, the community teaches them these things in exchange for what knowledge they bring...the community also has something to offer.” **(P3)**

Participants expressed that communities shared their skills and, in exchange, received new knowledge from the student volunteers. University-community engagement involves a university partnering with a community group to strengthen capacity within that community (Howard *et al.* 2007:4). Through this partnership, the university and community work together towards mutually agreed upon goals. This takes place in a reciprocal and non-hierarchical manner (Marais *et al.* 2007:20). A reciprocal relationship allows both improved capacity for the community in development in key areas of need such as health and a benefit for the university through enriched learning outcomes for students (Felten and Clayton 2011:79; Kezar and Rhoads 2001:149). University-community engagement, therefore, can become a transformational learning process for all involved (Pink *et al.* 2016:21).

Southern African communities undergo numerous challenges at grassroots. These challenges are personified by a dearth of economic resources and poor service delivery. Considering this, the very survival of most communities depends heavily on active citizens to help address these challenges when state efforts seem insufficient (Caprara *et al.* 2016:5). Hence, student volunteers provided by universities are seen as a beacon of hope for many communities.

Furthermore, volunteerism plays a role in promoting togetherness, as well as being a source of community strength and resilience. It is an essential factor that contributes to building harmonious societies. Volunteering within communities strengthens social capital, which allows for reciprocity, self-help/mutual aid, tolerance, public-spiritedness, a sense of belonging, willingness to cooperate, and work together at all levels of society to achieve collective goals, and civic participation. (Caprara *et al.* 2013: 9).

Stukas *et al.* (2016: 245) wrote that communities play a role in the socialization of young people. This includes introducing them to existing communities and assisting with the process of belonging and rapport. Omoto and Packard (2016:273) reported that a strong sense of community is associated with increased volunteering. Omoto and Snyder (2010:1704) outlined how a community can be both the environment (physical or not) in which involvement takes place and also the continually changing collective process that people build through their efforts and identification. Building a new community or instilling a sense of community may not be as easy as introducing new members to thriving existing communities (Omoto and Snyder 2002:848; Flanagan *et al.* 2014:298).

Participants also expressed participation as the role of the community. Research suggests that some communities may rely on explicit social norms, and even actual social pressure, to encourage their members to engage; for example, religious communities invoke moral prescriptions to act benevolently (Stukas *et al.* 2016: 246). Hence, there could be challenges in eliciting the role of communities.

#### 4.7.4.3 Subtheme 3: Impact on graduate attributes

Especially if one volunteers into corporate, very structured organizations, it also prepares you for the world of work. I think as a volunteer; you get to connect with people, different networks.... you would also be exposed to the type of work done in different organizations or companies.” (P5)

“Students get time to get experience because in some of the employment or job advertisements they want experience, which is not available in the university, but when the student is volunteering, they are gaining the experience required.” (P6)

“Students gain knowledge, they get to work with different people and get to understand the dynamics of the community.” (P14)

“The experience has taught me empathy, perseverance, and patience towards others, servitude.” (P1)

The individual benefits of volunteering at university have been well documented in the literature. Participants identified work experience as an outcome of student volunteering. Research on evolving work environments and systems in the workplace, highlight that students are now entering workforces that have non-traditional organisational structures (Chetty 2012 cited in Goodman and Tredway 2016:2). Hence the need to be actively engaged with and orientated to news surroundings.

Many research studies refer to the motivation of students volunteering. The consensus of these studies is that students engage in volunteering to gain work experience for future employment (Handy *et al.* 2010:501; Hustinx *et al.* 2010:411; Caprara *et al.* 2013:7). Hence, acquiring some related work experience can be a spin-off to volunteerism. There is a widespread understanding that employers use a student’s volunteering experience as an alternative measure that assists them with identifying desirable personality characteristics from applicants which are not necessarily obtainable from an application form alone (Hayton 2016:565). University students are increasingly required to expand their curriculum vitae and build up their personal capital and opportunity to develop and grow (enhancement factor) and to gain valuable career-related experience (career factor) (Handy *et al.* 2010:500; Holdsworth 2010:428; Goodman and Tredway 2016:3).

Yorke and Knight (2004: 8) defined graduate employability as a set of achievements, skills, understandings and personal attributes that make graduates more inclined to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy. In addition to gaining work-related experience, there are other civic gains for college students that include a vast and complex range of dimensions, such as civic knowledge, skills, dispositions, and behaviours related to civic identity, sense of social responsibility, and intentions to participate in politics as well as community engagement and voluntary action (Hatcher, 2011 :84; Pink and Butcher 2014:2). These volunteer experiences can also contribute to the quality of their professional practice, their development as engaged citizens and the attainment of graduate attributes desirable for universities committed to social justice (Pink *et al.* 2016:1).

Goodman and Tredway (2016:2) stated many activities that enables the development of graduate attributes. Sandmann *et al.* (2014:88) added, one of these is volunteering. Volunteering allows students to engage with diverse groups, to be introduced to new contexts, and to become leaders and innovators in community projects (Planty *et al.* 2006:179-180). These experiences have enabled to development of increased personal and academic skills (Handy *et al.* 2010:459; Holdsworth 2010:431). Evidently, research has found that students who engage in the community are provided with a maximised learning environment which promotes educational and personal development that is founded on mutual trust and reciprocity (O'Connor 2006:52).

Other empirical studies found that community engaged students have experienced increased community awareness and a diverse understanding of communal issues (Jones and Abes 2004:150). Students are motivated to dedicate more time in being active within community programmes, helping others in adverse circumstances, promoting unity, influencing social values, affecting the political structure, and serving the community (Mcbride and Lott 2015: 47; Bocsi *et al.* 2017: 118).

In a tertiary institution, graduate students should be critically and contextually aware, socially responsible and further promote social action. Isaacs *et al.* (2016:106) asked if graduate students are critically conscious social agents of change and whether active citizenship could be promoted through a transformational relationship such as

service-learning. His response was that it may not always happen within this environment but that it could be promoted through community engagement with community members and their families. Hence, availing of community service opportunities by the university also enables students to achieve greater independence and autonomy (Finlay *et al.* 2010:279). Thus, engagement contributes positively to the social-cognitive task of students and potential graduates, making sense of their place in the world (Levine and Higgins-D'Alessandro 2010:116).

#### **4.7.5 Theme 5: Aspects underpinning a volunteer programme**

MacNeela and Gannon (2014:411) stated that structured programs offered by universities are a particularly important opportunity available to young adults. The fifth and final theme that emerged from the study was that of aspects underpinning a volunteer programme. Related to youth activism, Finlay *et al.* (2010:279-280) said that some university volunteer positions could be shaped and developed by the youth and offer opportunities for critical reflection on societal processes. Participants shared insight on what they believed to be beneficial in developing a training programme for student volunteers. Four sub-themes that were derived are listed in the sub-sections that follow.

##### Sub-themes

- Infrastructural issues
- Specialized training issues
- Volunteer related skills
- Volunteer management

##### 4.7.5.1 Subtheme 1: Infrastructural issues

“Having a volunteer department is what is needed to start with the smaller things first.” **(P3)**

“It could be good to have one department that guides or provides those services because to say I could do into this department and be guided into a field of work where I could volunteer and hopefully those organisations would be prepared also for an intake of students.” **(P2)**

“A database is something that could be used for students to tap into, and then they are guided through it, they are prepared for particular organisations. A unit like that, which would just focus on volunteer placements and the running of it.” **(P5)**

“I think it would be good to have a volunteer department because as the university is so huge, how will students know how to do it on their own. They need guidance and a specific place to go to.” **(P8)**

“There should be one department but caters for all faculties. It should be structural; students should volunteer in specific fields. I think that would make it more organised.” **(P4)**

“Also for accountability as well... like a contract with the person who is volunteering at that organization.” **(P7)**

“I think with this volunteering, it should be contractualized, you should have contracts in place because of the things that is needed for volunteering is commitment.” **(P11)**

Most participants concurred that a volunteer department or a designated office space is needed. Volunteering at universities can occur in different forms. A review of international and local university student volunteer programmes as per Table 4.8.1, reflects the diversity of volunteer programmes. International universities viz. Eastern Michigan University (USA), Adelaide University (Australia), Columbia University (USA), and University of Westminster (UK) have designated volunteer departments, which run their volunteer programme of the university. These departments have been designed for the efficient running of the programme and for student recruitment. In South Africa, as per Table 4.8.2, volunteer programmes are also driven by a volunteer department at the University of Johannesburg, Stellenbosch University, Rhodes University, and Nelson Mandela University, whereas the University of the Witwatersrand has a designated community engagement department.

MacNeela and Gannon (2014: 410) explored a programme initiated by a university that had two main types of volunteering occur, one in the form of a student-led society and the other as off-campus volunteering in several roles with external non-

profit partner organizations. A student society is a group dedicated to a specified cause with an organised body of students. Each student society is led by volunteer committee with elected posts. Hence these volunteering structures can be adopted by DUT, which currently has no student volunteer programme or formal volunteer department within the university.

In addition, two participants expressed the idea of having a database for volunteers and advertising by different means. In agreement with these suggestions, Moffatt (2011:53) shared that we should meet volunteerism with its digital age, and as such, we should embrace social networks and websites. To appeal to potential volunteers, we must understand how to effectively use digital communication media (Sahri *et al.* 2013:505). Hence, the subsequent volunteer training programme could envisage these suggestions made by these authors.

#### 4. 7.5.2 Subtheme 2: Specialized training issues for a student volunteer training programme

*Student's assignments reflected key areas that would be important in developing a training programme. Students suggested that a training programme contain specialized aspects such as:*

An introduction, for example, understanding what is volunteering. **(P3)**

Goals and objectives. **(P11)**

Expectations of the programme. **(P2)**

The benefits of volunteering **(P4)**

Mentor for volunteers **(P9)**

Planning **(P7)**

Supervision sessions and debriefing. **(P11)**

Monitoring and evaluation, and what is it that you need to correct. **(P6)**

Ethics **(P1)**

*A few participants stated as follows:*

“You have to have an orientation to anything new that you start, how will students know what is happening if they aren't informed of what it is going on.” **(P8)**

“Induction is very important, especially to identify areas where people can do volunteer work. They should know how the organisation is about, what is expected of them, and how they are expected to conduct themselves at different organisations because different organisations have different values. It is important that one has that information prior so as to comply. You may send a group of students to a rural area where you know the community conducts itself in a different manner, so one has to have that information.... you know being culturally aware. So perhaps the training can include that.” **(P10)**

“Students should also be inclined to abide by some sort of ethics so that they can keep any information private and respect and value the communities they are working in.” **(P3)**

“Having experienced volunteers at volunteer workshops to share the impact volunteerism had on them. This will help in recruiting volunteers and making students understand what it is.” **(P9)**

Participants shared the need for training and orientation as well as supervision and role expectations as student volunteers. Dienhart *et al.* (2016:306) suggested that community engagement projects by universities need to be implemented with care. Furthermore, service programmes that are not orientated to students sufficiently in terms of their significance and benefits could be interpreted by students as an extra burden, which consequently undermines their motivation to serve in the future. This is in keeping with notions of students who emphasized the need for volunteer role clarity. Thus, explaining more clearly why required community service programs (via training and mentoring) fit with students’ own goals may be one possible solution (Stukas *et al.* 2016:247). Volunteer activities that are situated in community-based non-profit organizations are evidently more structured through training and preparation, specific role expectations, and supervision (Gazley 2012: 1047; MacNeela and Gannon 2014: 410).

Volunteer scholars have documented the need to establish an appropriate volunteer environment which subsequently aids in the recruitment and retaining of volunteers (Stukas *et al.* 2009:248) Hence, the means in which the volunteer environment can be adapted to provide motivation-matching benefits to volunteers should also be

highlighted to student volunteers (Bussell and Forbes 2002:250). A strategic element in recruiting and retaining its volunteers is to understand its target group (Hustinx, 2010:3; Macduff 2009:402; Wisner *et al.* 2005:146). Thus, this further highlights the necessity of training for students. Many of the universities listed in Tables 4.8.1 and 4.8.2 have formalised induction programmes which include, allowing the volunteer to get to know more about the programme, their rights, and responsibilities, code of conduct, and mandatory procedures.

An empirical study recognized that engaging in a practical approach for the recruitment, placement, and retention of volunteers is important if success is to be achieved in the long term. The different motivations, styles, and time commitments of volunteers need to be balanced with the organization's own assumptions, norms and expectations about volunteers (Bussell and Forbes 2002:251-252; Wilson *et al.* 2017:143). The above statement therefore then creates the gap for mentorship and supervision of student volunteers. However, volunteer recruitment and retention of skilled, trained volunteers, for example, volunteer managers as well as investing in extensive training, have been challenges identified (Wardell *et al.* 2000 cited in Wilson 2017: 144).

Tiessen and Kumar (2013:427) added that during volunteer placements, students should journal their experience. Since students are exposed to a variety of new and often first time experiences, students should be guided on how to record these events. This will enable students to document the meaningful activity that is taking place through their interactions with others. Hoover and Webster (2004: 61) added that reflective work is also essential when engaging and opportunities should be provided to reflect upon their role. This aspect of reflection as suggested by the aforementioned authors has been integrated into the training programme for student volunteers (Appendix A)

Although there is a role for the university to play in training and preparing students for volunteer fieldwork, other authors have suggested that there is a role to play within the host organisation at which these student volunteers serve. A greater awareness is also needed on the 'sending side' of the partnership. Many volunteers do not recognize the strengths inherent in communities and are not always familiar with the related benefits their volunteer work holds (Lough and Oppenheim 2017:

205). And as such, organisations can adapt their formal methods to be inclusive and welcoming to potential student volunteers (Gazley *et al.* 2012:1032).

Specifically, volunteering "calls for considerably more planning, sorting out of priorities, and matching of personal capabilities and interests with type of intervention. "In other words, "volunteers (a) often seek out opportunities to help others; (b) may deliberate for considerable amounts of time about whether to volunteer, the extent of their involvement, and the degree to which particular activities fit with their own personal needs; and (c) may make a commitment to an on-going helping relationship that may extend over a considerable period of time and that may entail considerable personal costs of time, energy, and opportunity" (Hussin and Arshad 2012:225).

#### 4.7.5.3 Subtheme 3: Volunteer related skills

*Participants listed the following skills that should be utilized while undertaking volunteer work:*

Organisational skills **(P4)**

Time management **(P5)**

Leadership skills **(P2)**

Good communication skills **(P9)**

*In addition, one participant emphasized the need for cultural respect.*

"Especially those volunteers going out into rural communities, they must understand the community dynamics.... they must research it so that they can gel with the community. You are not coming with your own perspective but getting to know them is easy for them to work closely with you". **(P14)**

Participants expressed a variety of skills used in volunteer work. One participant listed leadership as a valuable skill. Engagement is a viable alternative for teaching leadership (Soria *et al.* 2013:119). Ultimately, universities should create opportunities

where community engagement is used to support leadership development within these contexts (Ricketts and Bruce 2008:39). Furthermore, according to Phillips and Phillips (2000:574) most skills gained through volunteerism can be used when searching for employment. They have argued that skills developed through volunteerism, improve job possibilities and enhance job performance of volunteers. In addition, some of the life and work skills that volunteers develop through volunteerism are group communication, leadership, interpersonal communication, social justice, critical thinking, workplace literacy skills and moral character development (Waikayi *et al.* 2012:350). Volunteering enhances the wellbeing of volunteers and increases the frequency of positive emotions by reducing their stress levels, retaining their mental acuity and heightening their sense of self-worth and self-esteem (Thotis and Lewis 2001:117; Hackl *et al.* 2007: 77).

There is a lack of research that has documented the types of skills volunteers use when undertaking volunteer work. Hence, the new training programme that has been developed is a tool to further build and equip volunteers with some of the skills they have listed viz, leadership, communication, organisation, and time management. Aspects of these skills were included in the programme for the training and recruitment of potential student volunteers.

#### 4.7.5.4 Sub-theme 4: Volunteer management

Sub-theme 4 reflected the need for volunteer management of volunteers and the volunteer programme.

*Student's assignments reflected:*

Reporting protocols **(P4)**

Recruitment processes **(P11)**

For students **(P6)**

Policies and procedures **(P10)**

Acts that guide the policies and procedures **(P7)**

*A few participants also expressed:*

“Having a volunteer coordinator is needed. Or else students will just do what they want to, and there will be no control.” **(P3)**

“Code of ethics... because you cannot just go with your own knowledge, not having something that is binding you.... once you make a mistake, this is what the consequences are. So I think the whole process must be documented, it must be something that is legit, what am I going to do there, what is expected of me...and also imagine or assume what is the community going to expect from me as a student coming into their territory.” **(P2)**

“I guess having a consent form, something like an agreement between the volunteer and organisation. Like a proper contract.” **(P7)**

Gazley *et al.* (2012:1031) wrote that student involvement could create add to the responsibilities of host organizational staff and leaders when students enter an organization as a learner. An additional workload is created for the staff as they may need to supervise student volunteers and their different roles within the organisation.

Therefore, determining the circumstances under which universities are best able best sustain student volunteers, will help university administrators and host organisational staff form a more efficient environment (Richards *et al.* 2016: 60). There is significant value in recognizing successful supervision of student learners in community organisations. Volunteers cannot continue their service efforts efficiently within a host organization if they are not appropriately managed (Gazley *et al.* 2012: 1034). Similarly, participants expressed this need of proper management, having a volunteer coordinator and a contract with the host organisation; hence management can occur on both sides.

Thus, “volunteer administration has developed as a distinct theory of organizational and human resources management due to the unique nature of volunteerism as unpaid labour with its own set of rewards, incentives, and sanctions” (Leete 2006: 159). Volunteers are now serving within formal institutions (“institutional volunteerism”), hence, they can be coordinated with approaches that are similar to those used with paid labour. These activities can include job design and job

descriptions, formal recruitment methods, screening, orientation, training, supervision, risk management, insurance, performance evaluation, promotion, and dismissal (Gazley *et al.* 2012: 1033).

Participants expressed the need for a volunteer coordinator and stated the need for management practices such as policies and procedures, contracts, and ethics. The majority of the international and local universities listed in Table 4.8.1 and Table 4.8.2 have adopted such management practices to manage student volunteerism within their university better. In a similar vein, The National Human Services Assembly (2004 cited in Katz 2007:55) has called for greater investment in volunteer management with specific mention of colleges, universities, and national service programs as the principal suppliers of volunteers in many communities. The central focus of this research project, therefore, becomes volunteer management capacity (VMC), defined as “a function of both staff supports of volunteering and adoption of administrative practices necessary for the management of volunteers” (Hager and Brudney, 2004:3).

Ultimately, the literature concerning community engagement shows that for community engagement initiatives to succeed, they must be supported by university leaders. These university leaders can be referred to as volunteer managers that are supervised by the university (Beere *et al.* 2011: 68). “In their roles as institutional innovators, motivators, university leaders are expected to change the climate, encourage the faculty, and find the resources needed to make engagement happen” (Wanat 2006: 221).

Hence, organisational leadership and support, then, involves continual clerical support at all levels of the university, sufficient staffing and communication, appropriate organisational infrastructure and financial support, among other organisational features (Mugabi 2015:195).

#### **4.8 DOCUMENT/WEBSITE ANALYSIS**


In addition to the data generated and analysis above, the tables that follow below provides a description of five international and five local university student volunteer programmes.

**Table 4.8.1 International university volunteer programmes**

University	Name of volunteer programme	Programme details
<p><b>Eastern Michigan University</b></p> <p><b>Michigan, USA</b></p>	 <p>E-vision Volunteer Centre</p>	<p>Website and other social media sites            Direct links to volunteer at organisations-            Mobile friendly app called connection with the following core features:</p> <ul style="list-style-type: none"> <li>• A mobile-friendly experience designed to drive volunteer and service-learning engagement.</li> <li>• Allows students to register for service opportunities online.</li> <li>• Messaging to/from students, faculty, community partners and admins.</li> <li>• Ability for students to log service hours and related expenses.</li> <li>• Real-time tracking &amp; reporting of all courses, students, and hours.</li> <li>• Students can add and save reflections related to service experiences.</li> </ul> <p>A Formal logo and volunteer programme name            A designated volunteer department            Mission and goal: Dedication to helping students as well as staff, become actively engaged in service. To address global and local issues and meet community needs.            Various initiatives:</p> <ul style="list-style-type: none"> <li>• Learning beyond the classroom</li> <li>• One day events</li> <li>• Tutoring, mentoring and friendship programmes</li> <li>• Student organisations- Green (Gathering resources to educate about the environment and nature</li> </ul> <p>Volunteer Resources:</p> <ul style="list-style-type: none"> <li>• Volunteer guide- tool to help students when going into the organisation/10 tips</li> <li>• Volunteer hour sheet</li> <li>• List of all community partners and resources with details for volunteers to be aware of.</li> </ul> <p>A volunteer coordinator</p>


<p><b>East Carolina University</b></p> <p><b>USA</b></p>	<p>Centre for Leadership and Civic engagement</p>	<p>A website  Social media accounts  A formal volunteer programme name  A designated volunteer department and personal development center  A motto: Inspire. Empower. Influence</p> <p>Mission of the Center for Leadership and Civic Engagement provides opportunities for the campus community to learn, serve and lead with our community as active citizens and advocates for positive social change.</p> <p>Vision: In partnership with local, regional, and international communities, the Center for Leadership and Civic Engagement seeks to foster an environment where individuals learn about themselves and their community, take action through service, and advocate for lasting social change.</p> <p>Values: The Center for Leadership and Civic Engagement is committed to supporting ECU's three commitments of student success, public service and regional transformation through our guiding values:</p> <ul style="list-style-type: none"> <li>• Student Leadership</li> <li>• Faculty Engagement</li> <li>• Community Partnership</li> </ul> <p>An online application for volunteering.  Give pulse programme and guide enables students to apply, track and find out more information on volunteering  A list of upcoming events and option to sign up  A volunteer leadership team</p>
<p><b>Adelaide University</b></p> <p><b>Australia</b></p>	<p>No formal volunteer programme name</p>	<p>Website</p> <p><b>Volunteer handbook:</b></p> <p>Definitions of volunteering</p> <p>Principles of volunteering</p> <ul style="list-style-type: none"> <li>• volunteering benefits the community and</li> </ul>

		<p>the volunteer</p> <ul style="list-style-type: none"> <li>• volunteer work is unpaid</li> <li>• volunteering is always a matter of choice</li> <li>• volunteering is not a compulsory activity undertaken to receive pensions or government allowances</li> <li>• volunteering is a legitimate way in which citizens can participate in activities within their community</li> <li>• volunteering is a vehicle for individuals or groups to address human, environmental and social needs</li> <li>• volunteering is an activity performed in the not for profit sector only</li> <li>• volunteering is not a substitute for paid work</li> <li>• volunteers do not replace paid workers nor constitute a threat to the job security of a paid worker</li> <li>• volunteering respects the rights, dignity and culture of others</li> <li>• volunteering promotes human rights and equality</li> </ul> <p>Corporate induction</p> <p>University Volunteer Policy</p> <ul style="list-style-type: none"> <li>• Privacy Policy and Management Plan</li> <li>• University's Health, Safety and Wellbeing (HSW) Policy</li> <li>• University Records Policy</li> <li>• Child Safe Environment Policy</li> </ul> <p>Volunteer service induction</p> <p>The volunteer services induction covers an overview of the University Volunteer Program.</p> <ul style="list-style-type: none"> <li>• volunteers' rights and responsibilities</li> <li>• volunteer agreement and position description</li> <li>• code of conduct</li> <li>• police check or Department of Human</li> </ul>
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		<p>Services screening clearance (where applicable)</p> <ul style="list-style-type: none"> <li>• mandatory reporting (where applicable)</li> <li>• Volunteer Training and recognition</li> <li>• volunteer insurance guide.</li> </ul> <p>Volunteer local induction</p> <p>The local induction is specifically tailored to the role and workplace. Explanation of work unit structure</p> <ul style="list-style-type: none"> <li>• Tour of facilities and amenities</li> <li>• Building access</li> <li>• Computer access</li> <li>• Introduction to staff, fire warden, first aid officer</li> <li>• Local hazards including tools, equipment, materials</li> <li>• Location of first aid kit</li> <li>• Fire and emergency plans, including evacuation point</li> <li>• Procedure for reporting hazards, accidents and injuries.</li> </ul> <p>A volunteer coordinator  A volunteer supervisor  Volunteer awards  A description and motivational stories of past volunteers</p>
<p><b>Columbia University</b>  <b>USA</b></p>	 <p>Community Impact</p>	<p>Website  A formal volunteer programme name and logo  A designated volunteer department  27 community service programs, ranging from youth education to adult education to emergency assistance for homeless families</p> <p>4 main volunteering type groups:</p> <ol style="list-style-type: none"> <li>1. Youth Programme</li> <li>2. Adult education</li> <li>3. Emergency services</li> <li>4. Health and environment</li> </ol> <p>Sign up links  Volunteer coordinators</p>
<p><b>University of</b></p>		<p>Website content:</p>

<b>Westminster</b>  <b>London, UK</b>	No formal volunteer programme name	<ul style="list-style-type: none"> <li>• Sign up links</li> <li>• Types of volunteering</li> <li>• Benefits of volunteering</li> <li>• Volunteering support</li> <li>• Volunteer schedules</li> <li>• Volunteer advice sessions</li> </ul>
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**Table 4.8.2 South African university volunteer programmes**

University	Name of volunteer programme	Programme details
<b>WITS University</b>  <b>Gauteng</b>	 <p>Wits citizenship and community outreach</p>	<p>Website</p> <p>A formal volunteer programme name and logo</p> <p>A designated volunteer department</p> <p>A volunteer coordinator and manager</p> <p>Mission: We promote active citizenship and community service by encouraging Witsies to donate their time, skills and talents to volunteer for local communities.</p> <p>Various programmes:</p> <ul style="list-style-type: none"> <li>• Tutoring programme</li> <li>• Wits food programme</li> <li>• Community campaigns</li> <li>• Global citizens for social justice programme</li> <li>• Opportunity to establish own community outreach project with support from WCCO</li> <li>• House Committee Outreach and, Clubs and Society Outreach</li> <li>• Rural Work Camps: experience rural communities with fellow volunteers for a more in-depth service experience. Takes place over one week in the July vacation.</li> </ul> <p>Volunteering schedules</p>
<b>Rhodes University</b>  <b>Eastern Cape</b>	<b>Student Volunteer Programme (SVP)</b>	<p>Website</p> <p>A designated volunteer department</p> <p>Volunteer Handbook consists of:</p> <ul style="list-style-type: none"> <li>• Describing CE and relevant models</li> <li>• Roles and expectations of a volunteer</li> </ul>

		<ul style="list-style-type: none"> <li>• Various programmes and descriptions</li> <li>• Online application/application form</li> <li>• Student volunteer programme coordinator</li> <li>• Community partner site: volunteer manager</li> <li>• Student leader</li> <li>• Specialized compulsory training</li> <li>• Frequently asked questions</li> <li>• Attendance registers/ volunteer logging</li> <li>• Volunteer procedure and protocol for problems occurred</li> <li>• Transport</li> <li>• Yearly calendar of events</li> <li>• Special event descriptions and dates</li> <li>• Volunteer placements- date and times</li> <li>• Personal volunteer skeleton timetable</li> </ul>
<b>University of Johannesburg</b>  <b>Gauteng</b>	UJ CE Volunteer champions/ Student Volunteer Champion Programme	University website A formal volunteer programme name A designated CE department Mission: Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge The goal: needs-based service to the community, as well as student and staff experiential learning; the enhancement of existing knowledge; the creation of new knowledge, and the sharing of such knowledge  Independent development projects Community partners and funding A community engagement coordinator
<b>Stellenbosch University</b>  <b>Cape Town</b>	No formal volunteer programme name	Website Online sign up A designated volunteer department  Goal: The volunteering program provides a space for students who

		<p>would like to learn more about Stellenbosch and some of the challenges facing the town and region, but do not have the time for a more guided experience or who would like to explore volunteering for the first time.</p> <p>The community-based programs of the Global Education Centre of Stellenbosch University encourage students to engage with different communities in the greater Stellenbosch area. This allows students to broaden their understanding of contemporary South African issues.</p> <p>The focus is on educational initiatives that support the work of schools and other organisations with whom the office has strong relationships. Key programs include:</p> <ul style="list-style-type: none"> <li>• <i>Global Service Learning (GSL)</i> which is a for-credit experiential learning programme presented in collaboration with Ikaya Primary School in Kayamandi. It comprises extensive coursework and site visits working in Early Childhood Development.</li> <li>• The <i>community engagement</i> programs which are designed to allow for a deepened engagement with various communities in Stellenbosch without being academic credit bearing. Site placements typically focus on Early Childhood Development and Maths teaching support.</li> </ul> <p>Volunteer programmes:</p> <ul style="list-style-type: none"> <li>• This program is run in collaboration with Vlottenburg Primary School which services many local farming communities on the periphery of Stellenbosch. Students spend an</li> </ul>
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		<p>hour once a week in small groups with a grade from the school. The type of activities differ depending on the grade the volunteers are working with but include sport, crafts, chess, and cross-country.</p> <ul style="list-style-type: none"> <li>• This program requires the students to work in small groups to craft basic lesson and/or activity plans. Groups also submit a weekly group reflection.</li> </ul>
<p><b>Nelson Mandela University</b>  <b>Port Elizabeth</b></p>	<p>Community Service Learning CSL100  NMMU Disability unit Volunteer</p>	<p>Website Social media accounts</p> <p>A designated Service-learning department and volunteer disability unity for volunteering</p> <p>Volunteer application form Community service-learning workshops (training)</p>

#### 4.9 OVERVIEW OF TABLE 4.8.1 AND 4.8.2

The similarities in the programmes of these universities are that they all have established websites with digital sign up and information for interested student volunteers. The majority of these universities have a designated volunteer department with either a volunteer coordinator or manager. In addition, many of the universities listed have a variety of outreach projects and programmes, which the volunteers can join. Lastly, most of the universities presented above provide a scope of training to the volunteer in the form of a workshop, training guide, mentor, online advice, and education as well as a volunteer handbook. While some are more complex than others with formal policies and code of ethics, other programmes rely heavily on the support of community partners and resources.

#### **4.10 CONCLUSION**

This chapter presented the data collected for this study. A volunteer training programme for student volunteers was developed using the data derived from participant interviews, student assignments, as well as insights from the international and local volunteer programmes at different universities. This training programme will assist in the recruitment and training of potential student volunteers at DUT. The following chapter presents the conclusion and recommendations of the study.

## **CHAPTER 5**

### **DISCUSSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The main aim of the study was to develop a training programme for child and youth care student volunteers at the Durban University of Technology. This training programme is a means to empower students further, equipping them with the necessary skills and knowledge to engage in volunteer work, and foster a transformational learning experience. The study focused on the following:

1. Exploring the nature of the student volunteer experience amongst child and youth care students.
2. Inquiring about what values and principles have guided their volunteer experience.
3. Inquiring about what skills are needed to undertake volunteer work in communities.
4. Developing guidelines for a student volunteer training programme for child and youth care students.

A discussion and analysis of the data was presented in chapter four, together with the 5 themes and 17 sub-themes that emerged from the study. The findings in this study showed that students appreciated the opportunity they had to engage in volunteer work. Moreover, participants not only reflected on the role of a volunteer in a more personal manner, but shared insight on the values and principles of undertaking such engagement. Students also reflected on the role of the university and community in community engagement and the impact of volunteering in their lives as well as the aspects underpinning a student volunteer training programme.

## 5.2 SUMMARY OF THEMES AND SUB-THEMES

The data presented in chapter four reflects the 5 themes and 17 sub-themes, together with the data extracted from student volunteer assignments. Below is a summary of the themes that were presented in chapter four.

The **five themes** that emerged from the data were as follows:

- Understanding the volunteer role
- Student volunteer experiences
- Values and principles of a volunteer
- University-Community partnerships
- Aspects underpinning a volunteer training programme

The **seventeen sub-themes** that emerged from the major themes were as follows:

- A change agent
- Empowering others
- A voluntary contributor
- Self-fulfilling
- Social responsibility
- Co-learning as part of volunteerism
- Respect
- Altruism
- Commitment
- Teamwork
- Role of the university
- Role of the community
- Impact on graduate attributes
- Infrastructural issues
- Specialized training issues
- Volunteer related skills
- Volunteer management

Further to the above-mentioned themes that emerged from the study, document analysis was undertaken. The document analysis presented in chapter four highlighted key aspects of international and local university volunteer programmes. The experiences and perceptions of student volunteers, together with the document analysis, assisted the researcher in developing a student volunteer training handbook, which will subsequently aid the development and recruitment of potential student volunteers within the university.

## **5.3 DISCUSSION**

### **5.3.1 The nature of student volunteer experiences**

The first objective of the study was to explore the nature of volunteer experiences of student volunteers. This objective allowed the students to reflect on two aspects. Firstly, students identified their volunteer roles. Students viewed themselves as being a change agent within the communities or organisations they served. In addition, students used their volunteer work as an opportunity to empower others by means of learning, sharing, and giving. Lastly, students saw themselves as being contributors to society, allowing themselves to be of help to those in need. Similarly, volunteers are seen as helpers, as people making a distinct contribution in modern society, and in community organizations (Stebbins 2015:8).

With relevance to the nature of participants' volunteer experiences, students reflected meaningfully on this aspect. Students affirmed that this was a self-fulfilling experience for them. Other studies have also found that participants expressed their volunteer experiences to be self-fulfilling (Moffatt 2011; Gage and Thapa 2012:424; Andronic 2014: 2; Prinsloo 2017:54). Many students volunteered at different organisations such as schools, child and youth care centres, children's homes, community centres, and informal settlements. However, the commonality of their experiences showed that this experience, enabled a sense of social responsibility and that it enabled a process of co-learning. Anderson and Green (2012: 250-251) supports this notion of co-learning and stated that students 'learn by doing'; they form bonds with their local communities as learning environments and engage in the community to benefit not only themselves but also to contribute to the community at large.

### **5.2 The values and principles of a student volunteer**

The data also reflected the views of participants regarding the values and principles of a volunteer. This enabled in the achievement of the second objective of this study, which was to inquire about the types of values and principles that sustained student's volunteer work. From their own personal experiences, respect, altruism,

teamwork, and commitment were found to be the common grounded values and principles that helped students. While there are many skills that people use when engaging with the community, Weerts and Sandmann (2009: 97) highlighted that community engagement should focus on service delivery that is characterised by respect and a community first attitude. This coincides with the values of altruism and respect that students revealed within the data. Similarly, many volunteer scholars have placed emphasis on the value of altruism as a key motivating factor when volunteering (Plagnol and Hupper 2010:158; Cooper *et al.* 2013:415; Lin 2017:513).

### **5.3 The skills used in student volunteer work**

The third objective of the study focussed on inquiring what skills were needed to undertake volunteer work in communities. Little research has been conducted on the type of skill and how to build these skills within students when engaging in volunteer work. Students revealed from the data and their volunteer assignments that skills such as efficient leadership, organisation, time management, communication as well as understanding the community is essential and necessary to have. Ensuring that students are equipped with the necessary volunteer-related skilled is becoming an essential task of the university. Youth volunteerism is central in developing a community. The future is dependent on youth and the formation of active leaders in the future. Thus, well-shaped youth that develop skills for life can begin by encouraging them to join volunteer activities (Hussin and Arshad 2012: 225; Anderson and Green 2012:251).

### **5.4 Aspects underpinning a student volunteer training programme**

The final objective of the study was achieved through the identification of aspects for a volunteer training programme. Students reflected meaningfully on components that are needed for students to be trained. These aspects included infrastructural issues such as volunteer department, specialized training issues such as orientation, mentorship, goals and objectives, and lastly, volunteer management. Many of these aspects were supported by the review of international and local university volunteer programmes. Research suggests that in a dynamic changing environment, where the number of voluntary organisations are growing, and the volunteer pool is decreasing, organisations must understand not only what motivates volunteers to

join but also what keeps them (Bussell and Forbes 2001: 250). Similarly, Tao *et al.* (2019:158) shared that engaged, supported and nurtured volunteers are more likely to continue volunteering; therefore, investigating what encourages volunteer engagement could contribute to volunteer retention. In a similar vein, students need effective management from community organisations, and many are not equipped for this (Geller *et al.* 2016:162). Furthermore, universities ought to socialise students toward their volunteering experience and help both parties understand their roles and expectations. They also need to work cohesively with non-profit organisations and assure that the needs on both side of the partnership are met (Haski-Leventhal *et al.* 2019:16 Anderson and Green 2012:524; Kilgo *et al.* 2014:437). Hence, the training aspects suggested by students are supported.

#### **5.4 THE NEED FOR STUDENT CIVIC DEVELOPMENT AND VOLUNTEER TRAINING**

Volunteering initiatives and community projects are meaningful prospects for universities working with communities and contributing to society. “There is an inevitable and symbiotic relationship that exists between communities and HEIs. Communities help provide human resources that are necessary for higher education systems to foster and carry out their purposes. HEIs, in turn, train students who eventually fill job vacancies and establish businesses of their own in society” (Jacobs *et al.* 2015:1).

By adopting a student-centred approach, universities have the responsibility to encourage and guide their students to become active citizens and innovators in establishing their own community projects. Through this approach, students are able to flourish in future commitments to acts of service. Student volunteers offer significant contributions to their communities and to individuals who depend on their help (Demir *et al.* 2015:104). Hence, volunteer training can enhance the impact of their volunteer work and provide support for students to reflect critically on their volunteering role that allows for a more holistic response. As such, volunteer programmes enable students to become work ready but in a more meaningful way rather than acquiring a new set of narrow skills. (Anderson and Green 2012:524).

Moreover, community organisations also benefit from volunteer activities by skilled labour, the enthusiasm, and energy of students and establishment of partnerships with the university (Anderson and Green 2012:254; Gazley *et al.* 2012:1046). However, previous studies have found that while community organisations have appreciated the diversity from working with students, there has also been a lack of preparation and commitment from students (Pink and Butcher 2014:118; Haski-Leventhal *et al.* 2019:16). Thus, it is important for community organisations to work closely with universities and students to help prepare students toward their volunteering roles and offer meaningful work.

## **5.5 A STUDENT VOLUNTEER TRAINING HANDBOOK**

A student volunteer training handbook (See appendix A) emerged from the data collected and analysed. Thus, the main aim of the study, which was to develop a training programme for child and youth care student volunteers at DUT, was achieved. The handbook serves as a tool to further empower, promote, and recruit student volunteers. The handbook encompasses various definitions of a volunteer which helps the potential volunteer identify with the role they are choosing to adopt. A central part of the training programme explores some of the values and principles used in undertaking volunteer work as well as the benefits it holds for the student volunteer. Other aspects include the rights of a volunteer, good volunteer behaviour, expectations from the host organisation as well as resources for student volunteers. These aspects of the handbook have been carefully structured together with the analysis of other universities so that the information gathered is of utmost necessity.

The handbook also contributes to the quality of services rendered to the host organisation as a large percentage of these communities rely on volunteers. Moreover, a training guide amplifies the aspect of accountability, not only on behalf of the student but on behalf of the university as well. Students within the child and youth care programme at DUT often volunteer at places where children and families are vulnerable and need the utmost care and attention. Furthermore, the handbook promotes civic responsibility and creates an opportunity to seek volunteer work and build on skills and knowledge that will subsequently aid in future employment. The development of the handbook contains past student volunteer images, quotes, and

experiences that further potential DUT student volunteers will be able to relate to, and the experience then, is more tangible for them.

The training handbook encompasses a logo and motto shown in **Figure 5.5.1** below. The motto was created using the data collected as it epitomizes the nature of student experiences and the meaning of the volunteer role to students' viz. giving, sharing and receiving.

*Figure 5.5.1*



## 5.6 CONCLUSION

An improved awareness of the effort of volunteers may raise the profile of volunteerism in general. This is a finding supported by others who concluded that recruitment and retention of volunteers might be aided by increasing the recognition of volunteer programs, ensuring that programs provide results of which individuals are proud and recognizing volunteers for their contributions to the community (Wilson *et al.* 2017: 143;Haski-Leventhal *et al.* 2019:2).

The findings of the study showed valuable information from the participants and contributed to developing and training volunteers for the betterment of society and fuelling the volunteer process at DUT. This study showed that students were able to develop broader understandings of the communities in which they served and motivated them to continue giving back to society.

Moreover, findings of the study also highlighted the importance of university-community partnerships. As Scull and Cuthill (2010:72) stated “access to university is one pathway to help break intergenerational cultures of social disadvantage. Hence, these collaborative partnerships between universities, their local communities, and other stakeholders can lead to positive, renewed and strengthened relationships.” Institutional support, however, is essential for developing community university partnerships (Allahwala *et al.* 2013: 54).

The researcher hopes that this training handbook will empower, encourage and build future student volunteers as well create a pathway to a more formalised student volunteer programme within the university, to serve more communities in need.

## 5.7 RECOMMENDATIONS

### 5.7.1 *Gain insight from academic and community staff within the university*

As community engagement is a partnership between various stakeholders, it is pertinent to explore insight from these staff members within the university to provide better scope on how these partnerships can be strengthened and how students can be nurtured to create their own social initiatives.

### 5.7.2 *Seek to understand community expectations*

The communities that students often volunteer in have several expectations and needs. Further studies should explore a complex understanding of how volunteerism benefits community organisations and how they are able to assist students.

#### *5.7.3 Explore how student training can further enhance graduate attributes.*

More evidence should be documented on how student training and development and other possible methods can be used to enhance graduate attributes.

#### *5.7.4 Investigate how institutional support can be offered to foster volunteer programmes.*

Universities have a key role in implementing and sustaining volunteer and engagement projects. Research is required to understand how universities can further support these programmes, students and the communities involved

## **5.8 LIMITATIONS**

Although this study generated important findings with regard to the research objectives, it has a few limitations, as follows:

The study centred around understanding the nature of volunteer experiences of student volunteers within the university and how this could be used in developing a training manual to equip future student volunteers. However, future research should employ a multi-stakeholder approach. Insight should be sought from various student volunteers, volunteer host organisations and university staff. This would contribute to greater volunteer training and the extension of volunteer guides while meeting community and university needs. Secondly, DUT does not have a formalised volunteer programme, and as such, the researcher had to develop a more generalised training guide.

*“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” -Margaret Mead*

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# STUDENT VOLUNTEER TRAINING HANDBOOK

A GUIDE FOR STUDENT VOLUNTEERS



Give. Share. Receive.



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This handbook is intended for an audience of potential student volunteers within the university as a tool to promote and encourage volunteerism. By using this guide, it is hoped that students will feel more empowered and equipped to volunteer at any volunteer destination. The guide serves to promote civic mindedness as well as personal and professional growth.

## Who is a volunteer?

Volunteering is time willingly given in service to others or a specified goal for the common good and without financial gain.

DUT student volunteers have shared:

*“A volunteer is someone who is selfless, someone who sees a need and would like to bring a change... so they go out and be that change that they want to be.”*

*“A volunteer is a person who has the willingness to give and share with others without expecting anything in return.”*

## What is volunteering?

*“Volunteering is a heart involvement, sharing of the skills within the community, developing them with skills, and sharing the ideas that you have, even learning from them.”*

**(DUT student volunteer)**

- Volunteering means any activity in which time is given freely to benefit another person, group, or organisation (Wilson 2000:215; Omoto and Packard 2016: 272).
- Penner (2002:59) described volunteerism as long-term, planned, pro-social behaviours that benefit strangers, and it usually occurs in an organisational setting.
- Volunteering can be categorised in four ways, namely mutual aid or self-help, philanthropy or service to others, civic participation and advocacy or campaigning (United Nations Volunteer 2011 cited in Sahri et al. 2013: 502).
- A volunteer is an individual who works out of a free will or relatively uncoerced and receives no remuneration at all or only a relatively small reimbursement or pay (Wicker 2017:326).

- Volunteerism is defined as a planned, freely chosen, sustained action aimed at benefiting others, conducted through an organisation without expected payment (Snyder and Omoto 2008; Maki et al. 2016: 334). It is not obligatory, it is done for the benefit of other, for other individuals or for institutions or for society as a whole, it is not a paid activity and usually done in an organisational framework (Bartal 2010; Dekker and Halman 2003; Handy et al. 2010; Wilson 2000; Wu et al. 2015).
- In a university context, volunteerism involves non-compulsory, unpaid, externally orientated, formal activities taking place inside and outside of the university setting (Demir, Khanna and Bowling 2015:104). Lastly, volunteerism is a form of active engagement with life that continues to be part of a person's life into old age (Choi et al. 2007).

## Is volunteering for you?

Volunteering is expressed as highly rewarding. The questions below can help you decide if you want to become a volunteer:

Do you have a passion for helping others?

Are you committed and willing to do serve at an organisation or community?

Do you want to meet new people and build on existing skills?

Do you want to gain new knowledge and skills?

Are you willing to commit to a period or partake in episodic volunteering?

Have you volunteered before? What were the highlights and challenges?

Do you want to be an active citizen engaging in social responsibility?

Do you need to gain experience for the corporate world?

## Principles of Volunteerism

- Volunteering benefits the community and the volunteer.
- Volunteering is always a matter of choice.

- Volunteering is a vehicle for individuals or groups to address human, environmental and social needs.
- Volunteers do not replace paid workers nor constitute a threat to the job security of a paid worker.
- Volunteering respects the rights, dignity and culture of others
- Volunteering promotes human rights and equality.
- Volunteering is a legitimate way in which citizens can participate in activities within their community.

## Why should you volunteer?

DUT student volunteers have shared:

“I believe volunteerism is selfless, and it’s about going right into the spaces of people in need. I was very humbled at the fact that I could make a difference in someone else’s life. Just basically, just being here to offer people help.”

“Personally, I am always willing to be part of an initiative that will serve people. I developed skills and saw this as a chance to try something new. I gained work experience as I saw this as an opportunity to be exposed to an environment that takes me out of my comfort zone. It is a confidence booster to be considered as a role model to younger people. Showing others that they should make a difference and be mindful of those that lack resources and that we can share whatever we can.”

“I built relationships with the people in the organisation. This whole place was a new experience for me. As I built relationships, I realised that it wasn’t only me coming with a skill, it was also me learning and starting to value others.”

- Volunteering provides an integral link between the university and the wider community. Volunteering can enrich your university experience.
- Volunteers learn new skills, make social and professional connections, and boost employment prospects by volunteering with the university.
- It is a great way to meet new people, gain experience, strengthen your resume, and share your skills, passion and enthusiasm to really make a difference.

Off-campus community engagement can enable students to:

1. Be open to new people and new experiences.
2. Experience the opportunity to grow as communicators, leaders, and teammates.
3. Develop an awareness of acceptance of others from different ethnic, national, and economic backgrounds.
4. Become more empathetic and less judgmental.
5. Accept their own locus of control, and thus become less likely to blame others or make excuses for their own shortcomings.
6. Enjoy greater self-confidence and self-esteem.
7. Become more willing to take risks.
8. Grow through their experiences, particularly in ways that may sensitize them to the needs of others  
(Cooper et al. 2013:41)

## Benefits of Volunteering

- To gain new skills
- To stay connected with the university
- To network with new people and build relationships
- To strengthen your CV
- Builds confidence
- Make a difference in the community
- Learn new life and professional skills
- Take on a challenge
- Have fun

DUT student volunteers have shared:

*“For me, I got to understand the community I was serving better. I got to understand the lifestyle of the community...being already exposed to working in communities this gave me a deeper understanding and allowed me to think differently. Also, this experience required me to be selfless, forget myself, and remember that the impact I am making in this community; it is changing their lives. It’s changed my life for so many reasons, for example, the little things such as keeping time.”*

*“Prior to starting the projects, I had everything planned and thought it would be easy, but it wasn’t easy. I felt good initiating the volunteer project. The workers, as well as the community, appreciated the services, they received from my volunteerism in fighting hunger and getting them involved so that the project can be sustainable. It felt good knowing that I have brought hope to the lives of people and appreciated by a simple ‘thank you’ was enough to keep me motivated in this project*

## How Can I as a volunteer make a difference?

- ✓ “Bringing new ideas within the project, meeting new people, exchange of knowledge.”
- ✓ “Bringing diversity, being a helping hand, giving ideas.”
- ✓ “Teaching others in the organisation skills, teachable spirit, creating an environment that promotes learning, making work fun.”
- ✓ “I contributed my skills of leadership as I headed the food gardening project, communication skills, time management, accountability, and altruistic behaviour, which others could model. I promoted independence and promoted healthy living. It was an opportunity for the organisation to work with other stakeholders like the Department of Agriculture, which was good for networking.”
- ✓ “Exchange of knowledge, I shared my skills of being empathetic with others.”
- ✓ “As a volunteer, I contributed my time and talents. Leadership, networking, and spirit of care.”

## Type of volunteer work

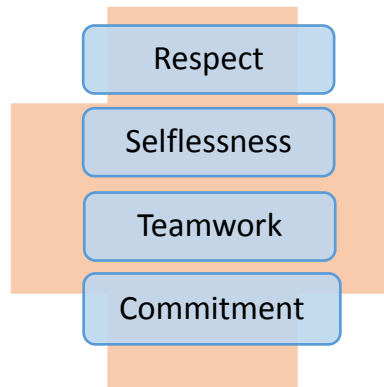
Volunteering can take on many forms. You can participate in existing projects or create your own. Volunteering is as diverse as the millions of people who do it. So, whatever your background or interests, there's bound to be something that's a great fit. Below are types of organizations and different volunteer projects that one can engage in. See the photo gallery for pictures of volunteer projects by DUT students.

- ✓ Volunteering at food drives and hamper distributions
- ✓ Volunteering at community organisations
- ✓ Volunteering at schools
- ✓ Volunteering as a mentor through outreach programmes
- ✓ Volunteering through fundraising events
- ✓ Initiating food gardening projects



***“Volunteering is at the very core of being a human. No one has made it through life without someone else’s help” – Heather Henry***

## 4 Key values associated with volunteering



### ✓ Respect

*“When volunteering, there were so many different types of people, different ages, young mothers, orphans, and different circumstances. I had to go there with a lot of respect because each person is different and important. I also had to make them feel appreciated and worthy by respecting them.”*

When volunteering, respect is of utmost importance. As a student volunteer, not only do you have to respect yourself, but you also represent the university. You will work with people from different backgrounds and circumstances; thus, respect plays an important role. You are there to offer a service with a humble attitude. Respect given is respect earned!

### ✓ Selflessness

*“When you volunteer, you do it because you care.... because you want to.... not because you get paid for it or that you want something in return. You commit a selfless act.”*

Volunteerism is simply altruistic. You give off your time, efforts, and care to others because you simply believe in doing so. It is not about you but about the other. In order to volunteer, you must be selfless, and when you are, you will make a greater impact on yourself and others.

### ✓ Teamwork

*“Teamwork plays a very important role in volunteering because I believe that it’s just like sharing when more people work together, especially when starting a project, you need everyone’s buy-in...with more heads together, you can achieve more”.*

There is no “I” in teamwork. Teamwork is extremely important when volunteering in order to achieve success. By working with others, it allows you to build relationships, prepares you for the corporate world and you achieve your goal more concretely.

✓ Commitment

“Once you start something, there must be a finish line.... the community relies on you, they trust you because you cannot make promises that you cannot fulfil. It is very important to be committed to what you are doing”.

Just like teamwork, commitment prepares you for the world ahead. Being committed builds trust and relationships with the community or organisation you are serving. For some, you as a volunteer is a beacon of hope...therefore in whatever you do, always give it your best and be committed to what you signed up for.

## Rights of a Volunteer

1. Receive adequate information about what is expected and to understand why you are doing the duties.
2. Be assigned a suitable project and/or duty.
3. Be provided with support to carry out your volunteer role.
4. Be provided with suitable tools, training, and materials to carry out your volunteer role.
5. Receive respect and support from co-workers, as well as recognition and feedback from your supervisor for your work.
6. Provide feedback, suggestions, and recommendations regarding your volunteer role or the broader program.
7. Work in a safe and healthy environment.
8. Have your personal records kept in a confidential manner.

## Good volunteer behaviour

- Behave with honesty and integrity in all matters related to volunteering.
- Treat everyone with respect and courtesy and refrain from bullying, harassment, or discrimination.
- Conduct oneself in a manner that upholds the values, integrity, and good reputation of the university always.
- Conduct themselves in an ethical and professional manner.
- Attend volunteer placement at agreed times.
- Contact your supervisor if you are unable to attend.
- Appreciate and respect the confidential nature of the information that may be acquired during your duties.
- Discuss any problems with your supervisor.
- Agree to work in a safe and healthy way and not jeopardize the health and safety of others.
- Abide by policies and procedures as defined by the university volunteer programme coordinator and community organisation.
- Inform your volunteer coordinator of any pre-existing medical conditions or special needs, which the university should be aware of that might affect your ability to undertake certain duties.
- Report any accident, incident, or injury immediately to your direct supervisor.
- Take reasonable steps to avoid and disclose any conflict of interest in connection with your volunteering.
- Ask your volunteer coordinator or person responsible at the organization if you are liable to undergo any screening checks before undertaking volunteer work.

# The 10 Things Volunteer-Driven Organizations Want You to Know

## 1. Contacting & Communicating with Community Partners

So you're ready to start volunteering? It's time to contact the organization! When you make that initial contact, remember a few things:

- This is your first impression, be professional. Be thoughtful about how you write the email or what you say over the phone.
  - Email: Your email should be addressed to a specific person and should be signed by you. Be sure to use proper grammar, punctuation, and spelling.
  - Phone Call: Practice your phone conversation with a friend before calling. Think through whom you will ask to speak to, what questions you will ask, and what information you hope to gain from the call.
- Be clear about your plans and intentions
  - What days and times are you available? Remember, they might not have opportunities during your availability.
  - What is your level of commitment? How long can you commit? Be honest about this from the beginning.



## 2. Find a Good Fit Start by looking at organizations' websites

Get a feel for them and to see if they have volunteer opportunities listed. From there, call a few places. It's always appropriate to say I'm looking to volunteer somewhere, and I have a few questions for you. Wait to commit until you find a place that is a good fit for both you and the community partner. A few questions to ask yourself during the process:

- Is the work that they do and the way that they do it, in line with your values and goals.
- Are you interested in/willing to do what it is that they need a volunteer to do, and do you have the skills to do it?

- What does the onboarding process for a volunteer look like? Do you need to complete an application, attend training, or go to orientation? Are you willing and/or do you have time to meet the requirements?

### 3. Meet a Need vs. “We want to give you...”

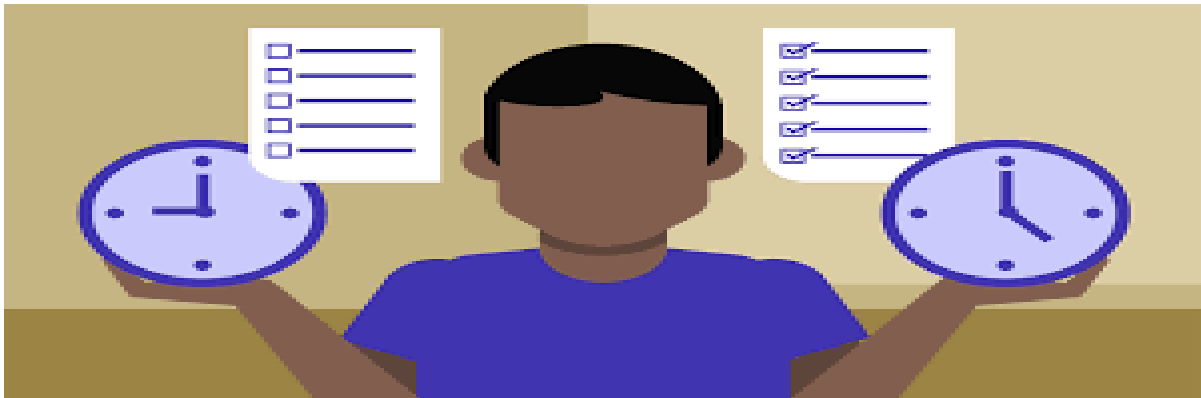
Make sure that what you’re doing is what the organization needs and asks for, not what you assume they need or what you want to do/give.

***“To me, volunteerism does not exist without selflessness because when you say you are going to help out, it is you putting an organisation or people first, so it is a huge factor because there were days were...I didn’t feel like going there but because I committed and it was not about me but about helping others in need.”***

(DUT student volunteer)

### 4. Be Professional and Communicate...Be on time !

On-going communication is essential. Read the emails that the organization sends you. Be professional and contact the organization if you will be late or cannot make your previously scheduled volunteer shift.



### 5. Proper Attire

Make sure you contact the organization to learn what clothing is and isn’t appropriate to wear while volunteering there.

### 6. Representing your university

When you volunteer at an organization, everything you do is a representation of the university. You are expected to abide by the University Conduct Code. Your experience and interactions will quite likely impact how the organization views the university’s volunteers in the future.

## 7. Respect the Community

You are going into someone else's community. You need to be respectful of that community's needs, values, norms, space, materials, etc. Some easy tips to work towards being respectful:

- Address and put aside your preconceived notions about any populations being served by the organization.
- Use people-first language. A person is a person first. For example, “a person who is experiencing homelessness” vs. “a homeless person” or “a person with a disability” vs. “a disabled person.”
- Do some research on the community and the organization that you'll be serving in. But remember, what you learn in your research does not fully represent the lived experience of the people in that community or organization.



***“I think respect is a key value when helping others, especially when entering a new environment”.***

*(DUT student volunteer)*

## 8. Build relationships with staff and constituents.

Not only will it make your experience more enjoyable, but the people that you meet and work with can become a part of your network and may be able/willing to do things like writing a letter of recommendation for you in the future. Ask questions, keep an open mind, and work to learn things from people different from yourself.

If you will need the organization to sign off on volunteer hours, ask about the process at the beginning of your time with them. Also, it is vital to provide plenty of notice if asking someone to write a letter of recommendation. Little things matter, like taking the time, for example, to label resume files with your first and last name (vs. just “resume”) really boost how professionally you are viewed.

***“I built relationships with the people in the organisation. This whole place was a new experience for me. As I built relationships, I realised that it wasn't only me coming with***

***a skill, it was also me learning and starting to value others. I was learning things from them.”***

*(DUT student volunteer)*

### **9. Take some time to reflect on where you are with your plans for your chosen career.**

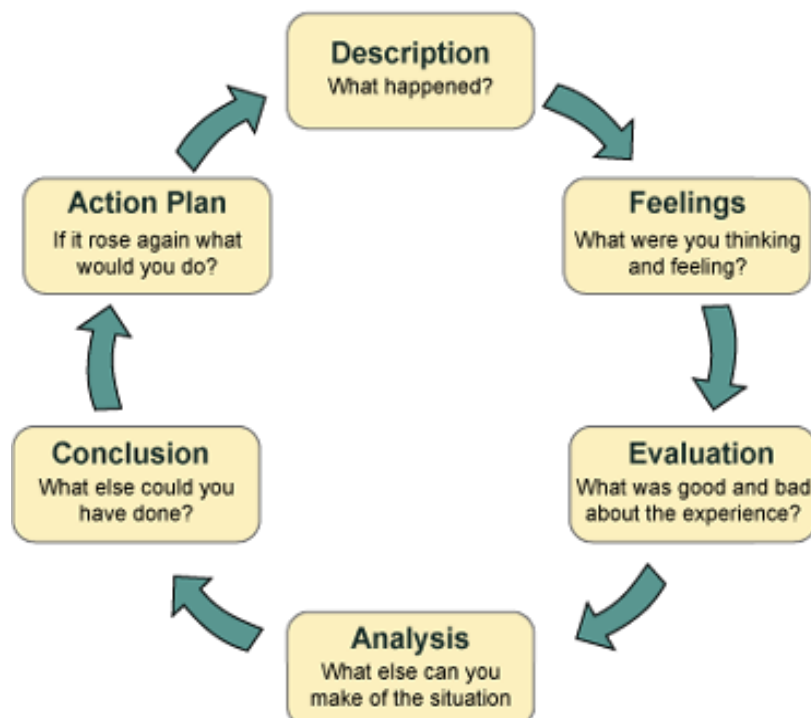
Speak to a career consultant and identify the areas of your skills and experiences that you need to develop and how and where volunteering might come in handy. Get to get to know yourself better and enhance your understanding of yourself, such as your individual preferences, gaps in your skills and experience vs. your chosen industry. You can then outline the steps that you will need to take to get yourself ready for your future career.

### **9. Reflection is important**

Reflection is taking the time after doing service/volunteer work to reflect on the work you participated in, how that connects with your previous feelings, assumptions, and knowledge, and how that work and social issue connect with a larger picture (society, laws/policies, a place’s history, etc.). It's the part of your service/volunteer work that helps you make meaning of it. A few reflection tips:

- Keep a journal with lessons learned, thoughts, and feelings.
- Use Gibbs reflective cycle below to help

#### **GIBBS REFLECTIVE CYCLE (1998)**



# VOLUNTEER AGREEMENT TEMPLATE

A volunteer agreement is the foundation of a working relationship between an organisation and its volunteers. A volunteer agreement clarifies the expectations of both parties in relation to the length of time commitment, confidentiality, attendance at training, and adherence to the organisation's policies and procedures. Below is a sample volunteer agreement, which can be adapted to suit the needs of your organisation.

We agree to accept the volunteering services of :( Name)\_\_\_\_\_ beginning on\_\_\_\_\_ and ending on \_\_\_\_\_ The volunteer agrees to volunteer for \_\_\_\_\_ hours on the following days:

Tick the following

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
-----	------	-----	-------	-----	-----	-----

The volunteer role is: \_\_\_\_\_

and the volunteer will be supervised by \_\_\_\_\_

## The Organisation commits to the following:

- To provide adequate information and training so you may meet the expectations as described in your volunteer role description.
- To allow for a trial period.
- To explain what is required of you and to support and provide encouragement to help you achieve the desired results.
- To assign you with a named supervisor who will provide you with regular support and supervision meetings and act as a 'go-to' person.
- To treat you with respect and courtesy always.
- To be receptive to any comments and feedback from all our volunteers.
- To value and recognise our volunteers as a significant resource in achieving the goals of our organisation.

## The Volunteer commits to the following:

- To fulfil my role as outlined in the attached volunteer role description.
- To perform my volunteer role to the best of my ability.
- To follow the organisation's policies and procedures.
- To meet time and task commitments and to provide sufficient notice when not available.
- To act in a way that is in line with the aims and objectives of the organisation and that enhances the work of the organisation.

Agreed to by:

Organisation's Signature \_\_\_\_\_ Date \_\_\_\_\_

Volunteer Signature \_\_\_\_\_

# Volunteer Resources

There is abundance of volunteer resources available. Here a few to kick-start your volunteer journey.

## Videos

- <https://youtu.be/0rjKePyog2A-> Volunteer training
- <https://youtu.be/T7BWp-2g21A-> General volunteer orientation

## Books

- Volunteer Engagement 2.0: Ideas and Insights Changing the World, Robert J. Rosenthal
- Building Powerful Community, Michael J Brown
- The Volunteer Management Handbook, Tracy D Connors

## Articles

- The Chronicle of Philanthropy – Articles on current volunteer issues  
[www.philanthropy.com/jobs/archive/volunteerism.htm](http://www.philanthropy.com/jobs/archive/volunteerism.htm)
- The Electronic Journal of the Volunteerism Community – A quarterly electronic publication for volunteer leaders/managers  
[www.e-Volunteerism.com](http://www.e-Volunteerism.com)





Give. Share. Receive.

# Notes

A series of horizontal dashed lines for writing notes.

# MY VOLUNTEER SCHEDULE/LOG SHEET

Date	Time	Organisation/Location	Type of volunteer work

Date	Time	Organisation/Location	Type of volunteer work

Date	Time	Organisation/Location	Type of volunteer work

Date	Time	Organisation/Location	Type of volunteer work

Date	Time	Organisation/Location	Type of volunteer work

Date	Time	Organisation/Location	Type of volunteer work

*“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” -Margaret Mead*

# PHOTO GALLERY

## DUT STUDENT VOLUNTEER PROJECTS



*Food and hamper distributions*



*Volunteering at community organizations for the physically challenged*



*Mentorship and assistance through outreach programmes*

# PHOTO GALLERY

## DUT STUDENT VOLUNTEER PROJECTS

### *School-based volunteering*



### *Volunteering through fundraising initiatives at Non profit organisations*



### *Food gardening projects*



## LETTER OF INFORMATION

**Title of the Research Study:** The development of a training programme for Child and Youth Care student volunteers at DUT.

**Principal Investigator/s/researcher:** Kimberly Chetty, B-Tech: Child and Youth Development.

**Co-Investigator/s/supervisor/s:** Raisuyah Bhagwan, PhD.

**Brief Introduction and Purpose of the Study:** This study is related to national efforts being made to document community engagement as an equal pedagogical tool alongside teaching and research in higher education. The study aims to develop a training programme for child and youth care students within the Child and Youth Care Programme at the Durban University of Technology. Student volunteerism is one form of community engagement in Child and Youth Care and hence it is an important research area. The B. Tech students within the Child and Youth Care Programme often volunteer at various child and youth care organizations to implement educational or developmental programmes related to health and psycho-social well-being. This study will seek to explore the nature of student volunteers experience, to enquire about the values and skills that underpin student volunteer work as well as to explore the mutual benefits of student volunteerism for students.

*Data will be collected from 2 samples:*

1. An in-depth interview with Child and Youth Care BTECH students at DUT.
2. A focus group discussion with Child and Youth Care BTECH students at DUT.

**Outline of the Procedures:** The interviews will take place at DUT on a date and time which is convenient for those involved. Individuals who are involved may be interviewed as part of the research study, provided he/she give consent to be included. The interviews will last between 30-45 minutes and will be recorded via recording device.

In addition to participating in the interviews at DUT, I also request permission to use your Applied Development assignments based on volunteering that will serve as secondary data collection for this research study.

**Risks or Discomforts to the Participants:** There are no risks which should be incurred by you.

**Benefits:** By participating in the study participants will be able to contribute to promoting community engagement within Higher Education as well as contribute to new knowledge created on volunteering and CYC education.

**Reason/s why you may withdraw from the Study:** You may withdraw from the study at any stage if that you wish to. You must withdraw if you are uncomfortable with the questions or if you do not wish to release a response.

**Remuneration:** You will not receive remuneration of any sort.

**Costs of the Study:** You will not be required to incur costs of any sort for the conduction of this project. All costs incurred through travelling or participation will be the responsibility of the researcher, and not you.

**Confidentiality:** Participation in this study is voluntary and your name will not be revealed at any time. Participants' responses will remain strictly confidential and will remain in a safe/vessel for 15 years.

**Research-related Injury:** Should you be harmed in any way by this study, the researcher or supervisor will not be held responsible as full information about the study have been given in advance. You should be aware that your participation is at your own risk. That being said, the researcher and supervisor are sure that no harm should arise from such a study.

**Persons to Contact in the Event of Any Problems or Queries:**

Please contact the researcher **Kimberly Chetty (066 425 5506)**, my supervisor **Raisuyah Bhagwan (031 373 2197)** or the **Institutional Research Ethics Administrator on 031 373 2375**. Complaints can be reported to the Director: Research and Postgraduate Support, **Prof S Moyo on 031 373 2577** or [moyos@dut.ac.za](mailto:moyos@dut.ac.za).



**INTERVIEW SCHEDULE FOR CHILD AND YOUTH CARE BTECH  
STUDENTS**

1. Tell me more about what type of volunteering you undertook at your organisation?
2. Share with me more on your experiences as a student volunteer.
3. What were the values and principles you used in undertaking student volunteer work?
4. What were some of the highlights you experienced while undertaking student volunteer work?
5. What were some of the challenges you experienced while undertaking student volunteer work?
6. Why do you think it is important for students to engage in volunteer work?
7. What should be considered to develop a training programme for student volunteers?

**INTERVIEW SCHEDULE FOR FOCUS GROUP DISCUSSION WITH CYC  
BTECH STUDENTS**

1. Why do you think it is important for students to volunteer?
2. What could be some of the elements of a training programme for child and youth care student volunteers?
3. What type of other projects can CYC students become more involved in as volunteers?
4. How do you think that student volunteerism within community organisations can be further strengthened?

## Appendix F

12 Top Road

Bluff

Durban

4052

23 August 2018

Mrs Joy Kistnasamy  
Head of Department  
Community Health Studies  
Durban University of Technology  
Steve Biko Road  
DURBAN  
4000

Dear Mrs. Kistnasamy

### **PERMISSION TO UTILIZE CHILD AND YOUTH CARE BTECH STUDENTS FOR RESEARCH STUDY**

I am currently registered as a Masters student at DUT (MA: Health Sciences) under the supervision of Professor Raisuyah Bhagwan. The research is titled '*The development of a training programme for child and youth care student volunteers at DUT*'.

Due to the qualitative nature of the study, I humbly request permission to conduct interviews with the child and youth care 2018 BTECH students. This will be based on volunteer work that they will be undertaking. Their input and experiences are vital to the aim and study which is to develop a student volunteer training programme for child and youth care students at DUT.

These interviews will take place at DUT and will be scheduled on a date and time convenient for the participants, there will be no coercion used to ensure participation. Should permission be granted, students will receive letters of information and consent letters with all necessary information explained to them. Attached are copies of the interview schedules for your perusal.

In addition, I request permission to utilize their volunteer assignments which will be used as secondary data for the above mentioned study.

I look forward to your favourable response.

Yours faithfully

**Kimberly Chetty (Researcher)**

**066 425 5506**

## Appendix G

12 Top Road  
Bluff  
Durban  
4052

05 September 2018

Professor Carin Napier  
Acting Director  
Research and Postgraduate Support  
Durban University of Technology  
Steve Biko Road  
DURBAN  
4000

Per email: [carinn@dut.ac.za](mailto:carinn@dut.ac.za)

Dear Prof. Napier

### **PERMISSION TO UTILIZE CHILD AND YOUTH CARE BTECH STUDENTS FOR RESEARCH STUDY**

I am currently registered as a Health Sciences Masters student at DUT under the supervision of Professor Raisuyah Bhagwan (031 373 2197). The research is titled '*The development of a training programme for child and youth care student volunteers at DUT*'.

Due to the qualitative nature of the study, I humbly request permission to conduct interviews with the Child and Youth Care 2018 BTECH students based on a volunteering project that they will be initiating. Their input and experiences are vital to the aim and study objectives which are listed below:

Aim: To develop a student volunteer training programme for child and youth care students at DUT.

#### Objectives:

1. To explore the nature of the student volunteer experience amongst child and youth care students.
2. To enquire about what values and principles has guided their volunteer experience.
3. To enquire about what skills are needed to undertake volunteer work in communities.
4. To develop guidelines for a student volunteer training programme for child and youth care students.

Please do inform me should I need to make more information available to you. I look forward to your favourable response.

Yours faithfully

Kimberly Chetty (**Researcher**)



*Directorate for Research and Postgraduate Support  
Durban University of Technology  
Tromso Annexe, Steve Biko Campus  
P.O. Box 1334, Durban 4000  
Tel.: 031-3732578/7  
Fax: 031-3732948*

11<sup>th</sup> October 2018

Ms Kimberly Chetty  
c/o Department of Community Health Studies  
Faculty of Health Sciences  
Durban University of Technology

Dear Ms Chetty

#### **PERMISSION TO CONDUCT RESEARCH AT THE DUT**

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted provisional permission for you to conduct your research "The development of a training programme for Child and Youth Care student volunteers at DUT" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRIC on completion of your studies.

Kindest regards.  
Yours sincerely

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PROF CARIN NAPIER  
DIRECTOR (ACTING): RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE



Institutional Research Ethics Committee  
Research and Training Office, Sengweni-11th Floor  
7th Floor, Lehigh Court  
Gate 1, Sobhuza Campus  
Durban, University of Technology  
P.O. Box 1324, Durban, South Africa, 4001  
Tel: 031 329 3335  
Email: [irec@dut.ac.za](mailto:irec@dut.ac.za)  
[http://www.dut.ac.za/ethics/ir/ethics/ethics\\_research\\_ethics](http://www.dut.ac.za/ethics/ir/ethics/ethics_research_ethics)  
[www.dut.ac.za](http://www.dut.ac.za)

12 October 2018

Ms K E Chetty  
12 Top Road  
Bluff  
Durban  
4052

Dear Ms Chetty

**The development of a training programme for Child and Youth Care student volunteers at DUT.**

The Institutional Research Ethics Committee acknowledges receipt of your 'gatekeeper' permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC Standard Operating Procedures (SOP's).

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely,

Professor C. E Napier  
Deputy Chairperson: IREC

