



Motives for Participating in Sports Events Volunteering in Poland

Joanna Bańbuła^{*1A-E} 

¹*Department of Management, Organization and Economics, Józef Piłsudski University of Physical Education, Warsaw, Poland*

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- A) conception and design of the study
- B) acquisition of data
- C) analysis and interpretation of data
- D) manuscript preparation
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***Correspondence:** Joanna Bańbuła, ul. Marymoncka 34, 00-968 Warszawa; email: joanna.banbula@awf.edu.pl

Abstract

In following paper, based on Clary et al.'s (1998) Volunteer Functions Inventory model, author wants to investigate which group of factors is the most and least important motive for participation in sports events volunteering in Poland for the study group. Data were collected in cooperation with two leading Academic Sports Federation – AZS Warszawa, AZS Kraków. 87 sports volunteers took part in the online survey.

The results show that the Values and Understanding factors attained the highest mean score, whereas the lowest scores were for the Social factor. This result is obtained in both age and sex group. Data show that Career factor was a significantly more important motive for people who want to connect a career in the sports industry. The research did not show any statistically significant relationships between the rank of the event and individual factors.

Keywords: Volunteering, sport, motivations, Volunteer Functions Inventory

Introduction

Advancing commercialization of sport volunteerism acquired increasing attention in the academic literature. The issue of volunteering has become the subject of considerations of many scientists. Initially, volunteering was considered as an altruistic act reflecting a caring approach towards the community. The International Labour Organisation (ILO, 2011, p. 13) defined volunteering as “unpaid non-compulsory work; that is time individuals give without pay to activities performed either through an organization or directly for those outside their own household.” Wilson (2000) emphasized that volunteering requires deeper human involvement than spontaneous help that goes beyond helping family and friends. Volunteering is known as an unselfish act during which an entity or group provides services for no financial gain to benefit another person, group or organization (Wilson, 2000).

In psychological literature (Clary & Snyder, 1999), volunteering is understood primarily as unpaid helping activity. Clary et al. (1998) describe volunteering as an archetype of planned help that requires a deliberate approach to undertaking planned and organized help for others. Activity refers to identifying and organizing one's own priorities, matching personal skills and interests with the chosen activity. Voluntary activity most often takes forms of formal or informal engagement. Harper (2015) referred to the above position by introducing a division into formal and informal volunteering. A formal activity is understood as an activity within a specific

organization, in which the main part, or one of many, is the opportunity to work as a volunteer. This type of volunteering focuses on voluntary participation in activities organized by various institutions, especially those whose area of interest is sport or cultural and educational activities. Informal activity is related to activities outside the organizational forms of work, but it cannot be directed at family members and friends (Plagnol & Huppert, 2010).

In relation to voluntary activities, the definitions of work motivation and the terms describing the motivation to pro-social behaviour seem to be important. Motivation to pro-social behaviour can be defined as a set of variables of a different nature that lead to taking actions for the benefit of another person. Motivation for volunteering refers to the reasons, motives, goals, and mechanisms for undertaking and sustaining activities related to the provision of free aid. Research on the reasons for undertaking voluntary activities relates to finding the answer to the question of what makes people start volunteering and continue it for many years.

The word “motivation” is commonplace in relation to many behaviours. Term comes from Latin words: *movere*, *moveo*, *movi*, *motum*, *se movere*, which mean: to move, readiness to fight, to move, to set in motion, to prepare for something (Gasiul, 2007). “Motivation” defines a set of factors that guide a person’s behaviour and readiness to take a specific action. In this context motivation is the driving force of human behaviour and actions. Most of the definitions describe motivation as the willingness of an individual to complete a task that has an assumed value. Thus, motivation is a mental process that allows us to understand the premises that are followed by people when carrying out tasks in order to achieve a given assumption (Zimbardo, 2012).

Motivation to work is a set of dynamic forces having their source inside and outside the individual, which initiate work-related behaviours as well as determine their form, intensity and duration (Pinder, 1998).

Research into Volunteer Motivation

Over the past few years, various theories about the motives for undertaking voluntary work have emerged. Two factor model by Bierhoff, Klein, and Krampa (1991) argue that there are dynamic links between values, attitudes, and identity. In their model, combination of *egoistic* and *altruistic* motives are the basis for making decisions about volunteering.

In the 1990’s two further models for understanding volunteer motivation emerged – the unidimensional model and the multifactor model. In the Motivation to Volunteer (MTV) unidimensional model developed by Cnaan and Goldberg-Glen (1991), volunteers engage in activities for three main reasons: *altruistic*, *utilitarian* and *social motivations*. *Altruistic motives* are understood by Phelps (1975) as sheer disinterestedness in undertaking actions, the driving force of which is helping others without personal gain. *Utilitarian* motives are related to the desire to gain recognition and prestige from others, develop new skills, expand knowledge, build professional experience and establish future professional contacts. *Social motivation* combines belongingness and relatedness needs. It reflects the desire to be accepted by one’s peers, have friendships and be part of a group. Although MTV was not derived in the context of a theoretical framework, this study generated an alternative motivation perspective and provided a developmental framework for the emergence of further research models.

Clary, Snyder and their colleagues developed another model in understanding volunteer motivation – the *multifactor model*. The Volunteer Functions Inventory model (VFI) was created based on the functional theory of attitudes and motivations. The authors based their research on the theory of attitudes of social researchers Katz (1960) and Smith, Bruner and White (1956). Research on the functional model was initiated by Clary and Snyder (1990, 1991) and Clary, Snyder and Ridge (1992). In 1998 its authors published the psychometric data of the inventory specifically to address the motivations of volunteers. In order to investigate the motives for participating in volunteering Clary et al. (1998) decided to use a functional approach to develop the VFI model under six comprehensive functions: *Values*, *Understanding*, *Social*, *Career*, *Protective*, and *Enhancement*. The model is based on a functional approach which assumes that individuals may adopt the same attitudes or be engaged in the same activities, even though these attitudes or actions may have markedly different psychological functions (Clary & Snyder, 1999). “Functions are the motives behind participation. If we know the underlying functions (motives) of volunteers, then we will know the ways of attracting them into volunteering and to sustain their participation” (Law et al., 2011, p. 518). The specific actions of volunteers may be the same for all people the motivations for doing it may be very different (Phillips & Phillips, 2011). On the other hand, a volunteer may be motivated by various factors simultaneously, and these may change over time.

Over the years, Clary and Snyder have presented a series of studies and articles based on VFI and discussed the multifactor model of people’s motivation for volunteering (Clary & Snyder, 2000; Clary, Snyder, Ridge, Miene &

Haugen, 1994; Clary, Snyder & Stukas, 1996; Omoto & Snyder, 1995; Snyder, Clary & Stukas, 2000; Stukas, Clary & Snyder 1999). For many researchers VFI became the standard instrument to assess volunteer motivation.

Further researches revealed another model. McEwin and Jacobsen-D'Arcy (2002) developed Volunteer Motivation Inventory (VMI). VMI contained eight motivational factors, scored with a 5-point Likert scale. The eight motivational factors were identified as: *Values* (part of the individual's value system), *Career* (gain experience and skills may eventually be helpful in assisting to find future employment, build connections in industry), *Personal Growth* (desire for personal growth and increased competence, focus on self-development), *Recognition* (meeting the need for recognition), *Hedonistic* (feeling of being able to be of assistance), *Social* (build social networks and interact with other people), *Reactive* (need to run away from problems) and *Reciprocity* (exchanging things with others for mutual benefit).

Farrell et al. (1998) presented Special Event Volunteer Motivation Scale (SEVMS). Authors introduced a smaller division into four categories: extract four volunteer motives: *purposeful* (setting a goal e.g. help in organizing a sports event), *solidarity* (motivational stimuli based on social interactions), *external traditions* (motives connected with family involvement), and *commitments* (include motives related to obligations and expectations). Strigas and Jackson (2003) extending model, added a fifth motivational category – *material rewards*, understood as the rewards and stimulus volunteers received from working the event. MacLean and Hamm (2007), added factor – *love for sport* to five-dimensional model developed by Strigas and Jackson (2003).

Bang and Chlladurai (2003, 2008, 2009), based on previous research, created the Volunteer Motivations Scale for International Sporting Events (VMS-ISE). The tool was used for numerous studies on the motivation of volunteers at international sporting events. This concept includes 6 themes: *expression of values*, patriotism, *interpersonal contacts*, *career orientation*, *personal growth*, and *extrinsic rewards* Authors proposed that the scale needs further development with the inclusion of one more factor – *love of sport*.

In order to investigate the motives for volunteering during the Olympic Games, Giannoulakis, Wang and Gray (2007) created Olympic Volunteer Motivation Scale (OVMS). The model included factors Olympic related, Egoistic, and Purposive.

Research context

The tradition of volunteering in post-communist countries is different from that of countries not affected by this ideology. In post-communist countries „community service” was an imposed obligation and treated as an apprenticeship to learn the profession. Society was forced to pursue social work without pay in various areas of social life (Żysko, 2011). This approach changed the perception of volunteering. European commission research has shown that the amount of people engaging in sports volunteering in Poland is one of the lowest in the European Union. Sports volunteering is still associated with short-term social activity aimed at a specific event. In order to create conditions for the development of sports volunteering, the Act on Public Benefit and Volunteering was adopted.

Despite its theoretical advantages and application in many professional fields, the measurement properties of VFI have not been tested in the context of sports volunteers in Poland. Thus, its direct applicability for studying volunteer motivation issues in sport organizations is unknown and uncertain. Due to this fact it is worth exploring the contemporary motives for participating in sports volunteering in Poland.

The main purpose of this study is to investigate the individual factors that motivate volunteer participation in Polish sporting events Based on a VFI model the following research questions were set: Which group of factors is the most important motive for participating in sports events volunteering for the studied group? Which group of factors are the least important motive for participating in sports events volunteering for the studied group? Which factors are important in each age group? Which factors are important for each gender?

Moreover the author wanted to find out if sporting event volunteers want to link their career with work in the sports industry? Do *Career* and *Enhancement* factors correlate with the desire to work in the sports industry? Do the motives for participating in sports events volunteering depend on the importance of the event?

Procedure

In order to conduct the research, the author established a cooperation with two leading Academic Sports Federations – AZS Warszawa and AZS Kraków. AZS is one of the oldest sports associations, whose development is based on social activities (Hanusz, 2011). AZS organizes numerous sports events which involve sports volunteers. The questionnaire was distributed amongst sports volunteers by the leaders of sports organizations in April 2021. Data was collected by an online survey during April and May of 2021. The online page was visited by 161 vol-

unteers. 87 of them decided to complete the questionnaire. Respondents for the study consisted of 87 individuals (females = 50; males = 37). The survey completion rate was 54%.

Participants

The target population of this study was comprised of sports volunteers who participated in the AZS Warszawa and AZS Kraków volunteer program.

Table 1. Socio economic profile of participants

Variables		
Sex	Female	50
	Male	37
Age	18 years or less	10
	19–24 years	44
	25–36 years	32
	37–49 years	0
	Over 50 years	1
Education	Primary	5
	Vocational	1
	Secondary	32
	University	49
Professional status	Employed	27
	Student	49
	School pupil	9
	Unemployed	1
	Retired, on sickness pension	1
Place of residence	Rural area	12
	City up to 100 th. inhab.	14
	City 100–500 th. inhab.	12
	City over 500 th. inhab.	49
How many times have you volunteered in sport?	Once	14
	2–3 times	34
	4–6 times	21
	7 times and more	18
		Total N = 87

The data has shown that 50 volunteers were women (57.47%) and 37 were men (42.53%). This trend is characteristic for Polish sport volunteers (Matuła & Nessel, 2014; Bańbuła, 2017). 50.57% participants were between the age of 19 and 24, 36.78% of volunteers were between 25 and 36. 11.49 % were under 18. Data has shown lack of participant over 36 years old. 56.32% of the respondents were classified as holding University degree. 36.78% hold Secondary School degree, 5.75% of the respondents have Primary degree. According to professional status of respondents 56.32% were students and 31.03% were employed. 10.34% were school pupils. Analysing the profile of the respondents in terms of their place of residence 56.32% lives in cities over 500 th. inhab. In cities with less than 500,000 inhabitants, the data is evenly distributed; 16.09% in city up to 100 th. inhab., 13.79% in Cities 100–500 th. inhab. and rural areas.

Conducted researched showed that 83.91% participants volunteered more than once. 39.08% of the respondents volunteered 2–3 times, 24.14% 4–6 times and 20.69% 7 times and more.

Research instrument

Volunteer motivation was examined using a Volunteer Functions Inventory (VFI) model developed by Clary et al. Researches using the VFI tool have been used in interdisciplinary volunteer environments. In this study VFI model was reused to recognise Polish sports volunteers.

Clary et al. (1998) identified a set of six major volunteer functions.

- (1) **Values**, expressing a system of values considered personally relevant to the entity. It is mainly associated with expressing altruistic values and selfless willingness to help;
- (2) **Understanding**, a theme related to the way to acquire knowledge, skills and abilities. It is a tool for learning about the world and practicing certain skills;
- (3) **Social**, related to the way to develop and strengthen social bonds;
- (4) **Enhancement**, referring to the need for self-development;
- (5) **Career**, gaining related experience and a platform for building a career;
- (6) **Protective**, dealing with personal problems, escaping life's hardships and finding an area that reduces negative feelings.

The 30-point questionnaire was divided into 6 scales, classified as main motives, 5 items each, which are assessed using the 7-point Likert type of the scale ranging from 1 = 'not at all important' to 7 = 'very important'.

The model of the tool and detailed motivations used in the VFI are presented in the Appendix 1.

Statistical analysis

Statistical analysis of quantitative variables was conducted by calculating the mean, standard deviation, median and quartiles. The analysis of qualitative variables was carried out by calculating the number and percentage of occurrences of each value.

The comparison of the values of quantitative variables in two groups was executed using the Mann-Whitney test while Kruskal-Wallis test (followed by Dunn post-hoc test) was used for more than two groups. After detecting statistically significant differences, post-hoc analysis with Dunn's test was conducted to identify statistically significantly different groups. Significance level for all statistical tests was considered to be $p < 0.05$. Thus, all p values below 0.05 were interpreted as showing significant relationships.

Statistical analysis was performed using R program, version 4.1.0 (R Core Team, 2021).

Results

The VFI questionnaire assesses the six main motives for participating in volunteering (*Values*, *Understanding*, *Social*, *Enhancement*, *Career*, and *Protective*). The analysis of quantitative was conducted by calculating the mean, standard deviation, median and quartiles (Table 2). The result for each area is a number in the range of 5–35. Higher numbers mean that the given motive is more important for the respondents. However, there are no standards that would allow us to say which results are important and which are unimportant. Although, since all the themes are scored on the same scale, their importance can be compared.

Conducted researches have shown that the most important motives for volunteering were *Values* (Median = 30, Mean = 29.03) and *Understanding* (Median = 28, Mean = 27.51). Slightly less important reason were *Enhancement* (Median = 26, Mean = 26.6) and *Career* (Median = 25, Mean = 25.02). The least important were *Protective* (Median = 22, Mean = 22.52) and *Social* (Median = 17, Mean = 16.44).

Table 2. Psychometric data of the VFI

VFI	N	NAs	Mean	SD	Median	Min	Max	Q1	Q3
Values	87	0	29.03	4.46	30	14	35	27	32
Understanding	87	0	27.51	5.92	28	8	35	24	32.5
Social	87	0	16.44	6.83	17	5	34	11	20.5
Enhancement	87	0	25.6	6.55	26	5	35	22	31
Career	87	0	25.02	7	25	5	35	20	31
Protective	87	0	22.52	7.21	22	5	35	18	28

The study also consider factors important in particular age groups (Tabel 3). *Understanding* (Median *A* = 31, Median *B* = 25, Median *C* = 30) and *Value* (Median *A* = 30, Median *B* = 29, Median *C* = 30) were found to be the most important themes in each age group. *Social* factors (Median *A* = 19,5, Median *B* = 15, Median *C* = 18) were the least important motive.

The research showed that *Understanding* ($p = 0.007$) was significantly less important ($A, C > B$) for age group 19–24 (*B*) than for the respondents 18 years or less (*A*) and 25 years or more (*C*).

Table 3. Psychometric data of the VFI in particular age groups

VFI		Age			p
		18 years or less – A (N = 10)	19–24 years – B (N = 44)	25 years and more – C (N = 33)	
Values	Mean ± SD	30.2 ± 2.9	27.91 ± 5.22	30.18 ± 3.31	p = 0.153
	Median	30	29	30	
	Quartiles	28.25–32.5	25–31	29–33	
Understanding	Mean ± SD	29.9 ± 4.56	25.75 ± 6.07	29.12 ± 5.49	p = 0.007* A,C>B
	Median	31	25	30	
	Quartiles	25.5–33.75	22.75–30.25	27–33	
Social	Mean ± SD	19.8 ± 8.44	15.02 ± 6.07	17.3 ± 6.98	p = 0.144
	Median	19.5	15	18	
	Quartiles	15.75–24	11–20	13–22	
Enhancement	Mean ± SD	28.8 ± 4.34	24.09 ± 6.83	26.64 ± 6.31	p = 0.073
	Median	28.5	24.5	26	
	Quartiles	25.75–31	20–28.25	22–33	
Career	Mean ± SD	25.2 ± 7.38	24.34 ± 6.53	25.88 ± 7.59	p = 0.617
	Median	25	24.5	27	
	Quartiles	19.25–32.75	20.75–28.25	21–33	
Protective	Mean ± SD	24.8 ± 7.36	21.57 ± 7.89	23.09 ± 6.12	p = 0.507
	Median	24.5	21.5	22	
	Quartiles	18.25–29.75	16.75–28.25	21–26	

p – Kruskal-Wallis test + post-hoc analysis (Dunn test); * statistically significant ($p < 0.05$).

The study examined which of the factors are important for each sex. In both groups, the most important motives for participating in sports volunteering were those related to *Understanding* (Median *Female* = 30, Median *Male* = 25) and *Values* (Median *Female* = 31, Median *Male* = 29). Research has shown that *Social* factor (Median *Female* = 17.5, Median *Male* = 16) was least important for both sexes.

Research showed that factors such as *Value* ($p = 0.004$), *Understanding* ($p = 0.001$), *Enhancement* ($p = 0.032$), and *Career* ($p = 0.039$) were significantly more important for women.

It was also checked whether the factors related to *Career* and *Enhancement* correlate with the willingness to work in the sports industry. *Career* (Median *A* = 28) was a significantly more important motive for people definitely wanting to work (*A*) in the sports industry than for those who did not (*D*) want it (Median *D* = 19) and did not know (*C*) whether they wanted to (Median *C* = 24.5).

Dunn's test result $p = 0.021$ showed that in the group of people who definitely want to work in the sports industry (*A*), the results were higher ($A > C, D$) than in groups who do not know whether they want to connect their future with a sport industry (*C*) or definitely not willing to do (*D*).

It was also examined whether the motives for participating in sports volunteering change depending on the rank of the sports events. Statistical analysis were conducted via Kruskal-Wallis test ($p < 0.05$). Research has shown that the dependencies are statistically insignificant - all values were above 0.05. Therefore, a conclusion can be drawn that motives for participating in sports volunteering do not depend on the level of the sports events.

Table 4. Psychometric data of the VFI for female and male

VFI		Sex		p
		Female (N = 50)	Male (N = 37)	
Values	Mean \pm SD	30 \pm 4.54	27.73 \pm 4.05	p = 0.004*
	Median	31	29	
	Quartiles	28.25–33	25–31	
Understanding	Mean \pm SD	29.18 \pm 5.45	25.24 \pm 5.85	p = 0.001*
	Median	30	25	
	Quartiles	26–33.75	23–30	
Social	Mean \pm SD	16.6 \pm 7	16.22 \pm 6.68	p = 0.77
	Median	17.5	16	
	Quartiles	11–20.75	11–20	
Enhancement	Mean \pm SD	26.74 \pm 6.73	24.05 \pm 6.04	p = 0.032*
	Median	27	24	
	Quartiles	23–32	19–28	
Career	Mean \pm SD	26.16 \pm 7.48	23.49 \pm 6.05	p = 0.039*
	Median	26.5	22	
	Quartiles	21.25–33.75	20–28	
Protective	Mean \pm SD	23.34 \pm 7.17	21.41 \pm 7.2	p = 0.178
	Median	23	21	
	Quartiles	19.25–28.75	17–26	

p – Mann-Whitney test; * statistically significant (p < 0.05).

Table 5. Relationship between *Career* and *Enhancement* factor and the willingness to work in the sports industry.

Parametr		Group				p
		Definitely yes – A (N = 43)	Rather yes – B (N = 19)	I don't know – C (N = 14)	Rather/Definitely no – D (N = 11)	
Enhancement	Mean \pm SD	25.95 \pm 7.19	24.16 \pm 5.47	26.07 \pm 6.26	26.09 \pm 6.47	p = 0.633
	Median	26	24	27	25	
	Quartiles	22–32.5	20.5–28.5	24.25–29.5	21.5–32	
Career	Mean \pm SD	27 \pm 7.16	24.16 \pm 5.3	22.29 \pm 6.85	22.27 \pm 7.52	p = 0.021*
	Median	28	23	24.5	19	
	Quartiles	23–33.5	21–26	17.25–27	17.5–27	

p – Kruskal-Wallis test + post-hoc analysis (Dunn test); * statistically significant (p < 0.05).

Table 6. Relationship between sport event rank and VFI factors

VFI		Does the rank of the event matter when deciding whether to participate in sports volunteering?					p
		Definitely yes (N = 24)	Rather yes (N = 30)	I don't know (N = 6)	Rather no (N = 21)	Definitely no (N = 6)	
Values	Mean \pm SD	29.54 \pm 4.5	29 \pm 4.46	29 \pm 4.52	28.38 \pm 4.97	29.5 \pm 3.33	p = 0.914
	Median	30.5	30	29	29	29	
	Quartiles	28.5–32.25	27–31.75	26–32.75	26–32	28.25–30.5	
Understanding	Mean \pm SD	26.67 \pm 7.68	27.27 \pm 5.13	26.5 \pm 6.35	28.48 \pm 4.52	29.67 \pm 6.5	p = 0.783
	Median	27	28	25.5	28	32	
	Quartiles	23.5–32.25	24.25–30	24–31.5	24–33	26.25–34.75	
Social	Mean \pm SD	17.46 \pm 8.43	15.1 \pm 6	15.67 \pm 7.31	16.95 \pm 4.33	18 \pm 10.83	p = 0.782
	Median	17.5	14	15	17	19	
	Quartiles	11–22.5	11–20	10.5–18	15–19	9.75–23	
Enhancement	Mean \pm SD	24.71 \pm 7.02	24.47 \pm 6.39	28.67 \pm 4.13	26.1 \pm 6.49	30 \pm 6.39	p = 0.184
	Median	23	25.5	28.5	25	31.5	
	Quartiles	21.75–30.25	18.75–28	26.5–30.5	24–32	28–35	
Career	Mean \pm SD	26.25 \pm 8.9	24.03 \pm 5.72	26.83 \pm 6.18	24.81 \pm 5.84	24 \pm 9.72	p = 0.645
	Median	27.5	23	26	25	24	
	Quartiles	20–35	21–27.75	23–31.25	20–31	17.25–32.25	
Protective	Mean \pm SD	21.83 \pm 7.29	22.2 \pm 7.33	23.5 \pm 5.75	21.9 \pm 7.43	28 \pm 6.42	p = 0.412
	Median	21	22.5	22	22	28	
	Quartiles	18.5–25.25	18–27.75	18.75–28.25	17–28	24–33.5	

p – Kruskal-Wallis test.

Discussion

The functional model created by Clary et al. is the most widely cited and used in the research literature for assessing volunteer motivations (Agostinho & Paco, 2012; Willems et al., 2012; Wilson, 2012). The VFI model has been adapted to a variety of languages, including Spanish (Chacón & Dávila, 2005), Italian (Marta et al., 2006), Chinese (Wu, Wing Lo & Liu, 2009), German (Oostlander, Guentert, Van Schie, & Wehner, 2014). For the purpose of this research model was translated and adapted into Polish language. In this article, the tool was used to investigate the motives for participating in sports volunteering.

The conducted researches revealed that the mean scores for the *Values* and *Understanding* factors are higher than for all other motivations. This result is obtained in both men and women and in all age groups. *Social* factor turned out to be the least important. Various research based on VFI model indicated *Values* factor obtains the highest mean scores in nearly all studies, regardless of volunteer gender, age or setting. Findings conducted by Bang et al. (2013) and Kim et al. (2010) have shown that the *Values* factor of volunteers' motivation also had a significant direct impact on their affective commitment. Same results was also obtained by McCabe et al. (2007). Where the results indicated that both volunteer and non-volunteer students rated the *Values* and *Understanding* functions as significantly more important than any other function. Chacon et al. (2017) in their work presented systematic review of the research on volunteers using Clary et al.'s VFI (1998). The authors reviewed the research in which they used VFI model to investigate the motives of volunteering. In their work, the authors collected the results from 48

research papers in which the motives of volunteers from organizations related to the areas of health, social, education, sports, environment and civil defence. The results of the research showed that regardless of the profile of the organization's activity the mean score for the *Values* factor is higher than for all other motivations. Research has shown that the *Career* factor was a significantly more important motive for people wanting to work in the sports industry, than for those who did not. The examination did not show any statistically significant relationships between the rank of the event and individual factors. This means that regardless of the rank of the event, the factors determining the motives for participating in voluntary sports activities are the same. The results emphasized the function that volunteering serves for adolescents who choose it as a way to discover and express their self-esteem. Same results was obtained by Crocetti et al, 2012, Grönlund, 2014, Katz & Sasson, 2019. Studies show that *Protective* and *Social* factors usually obtain the lowest scores. Fletcher & Major, 2004, Dávila & Díaz-Morales, 2009, Caldarella et al., 2010, Konrath, Fuhrel-Forbis, Lou, & Brown, 2012 obtained the same result in their research.

Conclusion

Sports volunteering is a perfect combination of voluntary activities for the benefit of others with a passion for sport and physical activity. The combination of sport and volunteering is an interesting offer for organizing free time for communities of all ages, regardless of their origin and social status. Volunteering is an essential element in the development of values. In the era of widespread commercialization of sport, volunteering can be an important instrument of educational influence in shaping altruistic and civic attitudes of the society, regardless of gender and age.

Sports volunteering can increase the competitiveness of young people on the labour market. It is also an excellent platform for acquiring broad skills useful in future work.

Moreover, development of sports volunteering can have a real impact on the way sports are managed. Research findings can provide valuable information to a volunteer coordinator in building volunteers programs. Discovering examples of good volunteering practices and building an offer for volunteers should be based on getting to know the main motives for participating in volunteering. Development and success of voluntary programs is closely related to the social aspects. Following this way we can meet the needs of volunteers and organizers of sports events.

The limitations of this study relate for the most part to the specific sample used. Due to this fact, the findings may not necessarily indicate that certain volunteer functions are the same in other groups. Additionally, despite the good fit of the model the small size of sample may have limited the power of analysis. The area of sports volunteering motives in Poland requires further examination. For this reason, the author intends to conduct further in-depth research.

Ethics approval and informed consent

Ethical approval is not required for this study.

Competing interests

No potential conflict of interest was reported by the authors.

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