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**International Volunteering Workers' Development:  
Learning and Adventure in Overseas Countries**  
國際志工之發展：海外國家學習與探險

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# 國際志工之發展：海外國家學習與探險

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## 摘要

由於全球化的互動和融合了不同國家的人民、公司和政府，21 世紀被視為是國際志工及服務的擴展 (Sherraden et al. , 2006)。到目前為止，全球的志願者人數已經超過 10 億 (Haldane, 2015)。本論文的目的在探究那些在異國他鄉從事志願服務活動的人是否可以在海外旅行時增值或冒險。在這項研究中，有 250 名參與者 (157 名女性和 93 名男性) 在發展中國家或發達國家作為志願工作者參與廣泛的志願活動。大多數受訪者年齡在 21 歲至 25 歲 (52.8%)。超過 61% 的受訪者是學生，8.4% 是在媒體或文化行業工作。問卷採用李克特量五等表。大部分受訪者來到亞洲國家 (73.4%)。

在定量研究中，問卷中李克特量五等表項目的內部信度係數 (Conbach's Alpha) 為  $0.89 > 0.75$ 。表 4.1 表明，國際志願者的動機與對個人成就的態度之間存在正相關的輕微根源 ( $P^2$ )。因此，國際志願者對個人成就的動機和態度是輕度相關的。參與者後期態度的結果不僅僅是“幫助需要幫助的人和拓展社交網絡”等前期參與者 ( $Sd=.758 > .651$ )。另一個結果是“這是一個改變的機會和發展我的工作相關技能” ( $Sd=1.022 > .961$ )。參加者的態度和年齡超過 31 歲和 20 歲的人在 F 值 ( $_{2,811}$ ) = .040, p 值  $< .05$ 。表 4.3 顯示參與者對自我成就的態度 ( $\beta = .733$ ,  $t = 5.951$ ,  $P < 0.5$ ) 具有統計學意義。那些從事志願服務的人在研究中是增值而不是冒險的。透過志願工作，大多數參與者都在尋找機會藉由他們家庭的支持或朋友，在未來的職業生涯中建立自己的領導力。許多參與者利用這些志願活動來提昇他們的履歷；與朋友一起旅行，獲得世界經驗且看見新國家。對於參與者在志願服務中遇到的問題，幾乎有 49% 的人認為他們在語言溝通方面有困難。然而，他們

的心理階段可能會受到包括當地安全在內的新環境影響。這可能會被學術機構或非營利組織注意到。在這項研究中，無論新文化的適應和跨文化意識如何，參與者對於被分配到的工作都抱持樂觀態度，並渴望學習新東西，這些是正面的。

國際志願者服務經歷對本研究的參與者，尤其是未來的職業生涯產生了巨大的影響。在這個全球化的世界中，培養跨文化和跨國思維的技能已經變得比實際的知識更重要。參加國際志願服務不僅有利於學生發揮全球公民的責任感，還有助於他們發展強大的國際競爭力。這項研究也顯示，學生在大學期間將他們從國際志願者學習經歷中學到的經驗應用到自己的事業和個人生活中。學習成果和應用於現實世界的需求是當今世界高等教育一個重要關切的事。

關鍵詞：國際志願服務 動機 個人成就 未來就業 跨文化認知

# **International Volunteering Workers' Development: Learning and Adventure in Overseas Countries**

## **Abstract**

21<sup>st</sup> century is regarded as an expansion of international volunteering and service (Sherraden et al., 2006) due to globalization interacting and integrating the people, companies and governments of different nations. Until now, the number of volunteers globally has exceeded one billion (Haldane, 2015). The aim of this paper is to explore if those who were engaged in volunteering activities in exotic countries could be value-added or risky while traveling in the overseas countries. In this study, there were 250 participants (157 females and 93 males) working as a volunteering workers in developing or developed countries where they were involved in a wide range of voluntary activities. Most respondents were aged 21 years old to 25 years old (52.8%). Over 61% of respondents were students, and 8.4% were working in media or cultural industries. The questionnaire used 5-point Likert Scale. Most respondents went to Asian countries (73.4%).

In the quantitative study, the internal reliability coefficient (Conbach' s Alpha) of 5-point Likert Scale items in the questionnaire was  $0.89 > 0.75$ . Tables 4.1 indicate that there was positively mild root ( $P^2$ ) between the International volunteering worker's motivation and post-attitudes towards individual achievement. Therefore, the International volunteering worker's motivation and post-attitudes towards individual achievement were mildly correlated. The results of the participants' post-attitude were more than pre-participants such as 'helping people who in need & developing my social network' ( $Sd = .758 > .651$ ); another result was 'changing opportunity & developing my work related skills' ( $Sd = 1.022 > .961$ ). The participants' post-attitude and people with the ages of more than 31 and those of 20 were statistically significant on account of  $F_{(2,811)} = .040$ ,  $p\text{-value} < .05$ . Table 4.3 indicates that the participants' motivation and their post-attitudes towards their self-achievement ( $\beta = .733$ ,  $t = 5.951$ ,  $P < 0.5$ ) were statistically significant. Those who were engaged in volunteering were value-added rather than risky in the study. Through the volunteering work, the majority of participants were looking for an opportunity to build up their leadership at their future careers through their family support or friends. Many participants used these volunteering activities to boost their resumes, travel with friends, gain world experience and see new countries. As to the problems the participants encountered during their volunteering service, almost 49% agreed that they had trouble in language communication. However, their psychological stages could be influenced by new environments, including the local safety. This might be noticed by academic institutes or non-profit organizations. In this study, it is positive that the

participants are optimistic about their assigned jobs and are eager to learn something new, regardless of new cultural adaptation and cross-cultural awareness. The international volunteer serviced experience has had great impact on the participants in this study, especially for their future careers.

In this globalized world, developing skills for thinking inter-culturally and internationally has become more important than one's actual knowledge equipped. It is affirmative that participating in the international volunteer service not only helps students play a responsible role as global citizens, but also helps them develop strong international competitiveness. This study also reveals that students apply what they have learned from international volunteer learning experiences to their careers and personal lives during their study at college. The learning outcome and application to real-world needs is a crucial concern for today's higher education throughout the world.

**Keywords: international volunteering, motivation, individual achievement, future careers, cross-cultural awareness**

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# Chapter 1

## Introduction

### Background

International volunteering means that volunteers work in developing countries on international development programs with local volunteer organizations to conduct meaningful activities such as health promotion, education and environmental conservation (Wikipedia, 2017). This shows that international volunteering has become increasingly popular across the world over the past decades. Therefore, voluntourism is the combination of volunteer travel or a volunteer vacation that many participants doing meaningful volunteer work. Meanwhile, they can discover a new country and explore the invisible side, learn about different countries and further play a key role in the community.

### Purpose of the Present Study

The aim of this paper is to explore if those who are engaged in volunteering activities in exotic countries can be value-added or risky while traveling in the overseas countries and examine if the participants' attitudes towards their departure and their return to their host countries have been growing up intellectually and their volunteering service can be beneficial to their future careers.

### Research questions

In order to achieve the purpose, five research questions are shown as follows:

1. Are there any statistically significance for the participants between pre-attitude and post-attitude are towards their doing volunteering activities?
2. Are the participants' age levels and their post-attitude statistically significant?
3. Are there any statistically significance between the participants' doing volunteering motivation and their post-attitudes towards their self-achievement?

4. Are there any value-added or risky for those who are engaged in volunteering activities?

### The Significance of This Study

Most of the studies focus on cultural adaptation, motivation and satisfaction. Little study focuses on participants' pre-attitude and post-attitudes towards volunteering activities and self-achievement after they completed their volunteering service. Through this study, this research can illustrate what personality traits an international volunteering worker should possess. Furthermore, this study can make university teachers and administrators aware of their mutual roles in helping students learn how to do meaningful volunteering activities to promote the participants' intellectual growth and boost their high motivation to be a global volunteering citizen during their lifetime.

## **Chapter 2**

### **Literature Review**

21<sup>st</sup> century is regarded as an expansion of international volunteering and service (Sherraden et al., 2006) due to globalization interacting and integrating the people, companies and governments of different nations. Until now, the number of volunteers globally has exceeded one billion (Haldane, 2015). Social research clearly states that volunteering delivers significant private benefits to participants such as improved technical and social skills as well as higher well-being among volunteers (Haldane, 2015). Overall, these benefits can also help companies and businesses have great insights on the improvement of quantity and quality of their existing volunteer programs.

Due to a global trend, higher education requires to be internationalized throughout the world. The Ministry of Education (MoE) has a vision from 2013 to 2016: They urges students as well as teachers need to develop global competitiveness to survive in this era of globalization. In such a circumstance, MoE has sponsored students' English language proficiency and comprehensive global views by means of internship programs in overseas countries and sending students to go abroad for further study. Furthermore, international exchanges in higher education, the MoE's long-term goals and short-term projects have been in fashion at college and university levels. As a result, a great deal of money has been poured into to develop global understanding as well as cross-cultural awareness for college and university students. Naturally, actively reaching out to the world by participating in overseas activities are encouraged. Providing students ample opportunities to be international volunteers as a good channel to see the world and have a keen insight to a global environment (Huang, 2012). Besides, volunteering has been utilized by service learning programs that allow students to serve communities through volunteering while earning educational credits (Medical Education at Harvard, 2014). According to Eyler (1999), she interprets the implications of service-learning in higher education as a powerful tool of preparing students to become caring and responsible citizens and further of helping colleges and universities to serve their social responsibilities. Based upon Eyler's survey (1999) conducted before and

after a semester of community service, students involved in service-learning have great enthusiasm and feel that what they have learned from service-learning is quite different from what they are instructed in the classroom. In this sense, through the volunteering service, students can fulfill the responsibility to play an active role in the world.

The idea of international voluntary service can be defined as three perspectives: “unpaid work or service, serious leisure and activism” (Rochester, 2006, p. 4). Thus, volunteering can be made up of all three components. Stebbins (2004) also proposed that motivation to volunteer is a mixture of self-interest and altruism, which people can share their ideas to deal with problems, challenges and conditions. This urges those who are interested in giving unpaid help through individuals, groups, clubs or organizations to benefit other people whom they are not familiar with (Rochester, 2006). On the other hand, the international service workers may encounter different cultures and contexts. Naturally, volunteering involves obligation and rewards typically outweigh the obligations they make.

International volunteering service encourages a large number of ordinary people to participate in global affairs so as to build up global peace, international understanding and benefit the well-being of people throughout the world (Sherraden et al., 2006). The mission of volunteering service focuses on international experience, the cultivation of cross-cultural affairs as well as tolerance, global awareness, international solidarity, civic engagement, personal development and international peace (Randel et al., 2004; Spence, 2006).

### Motivation of doing volunteering

People do volunteering for different reasons. The compelling motives cover the experience of another culture, meeting new people, or the advancement of their future careers (Wikipedia, 2017). Many participants use the volunteering to “boost their resume, travel with friends and gain world experience and see new countries” (Wikipedia, 2017, p. 1). One possible explanation for the increasing number of international volunteers is to shift towards finding activities that make their lives meaningful and making a positive change to see the

world. By doing so, the participants can increase global awareness, contextualize poverty and its effects, increase their educational opportunity and help them have a morally rewarding experience (Wikipedia, 2017). In this regard, Yeung (2004) also maintained that volunteering from a leisure activity perspective. A great number of volunteer studies on social services have different motivations such as “altruism, social contact, personal interests, and emotional needs” (p. 62). Clary et al. (1998) suggested that six broad functions be categorized by volunteering: (1) opportunities to express one’s values related to altruistic and humanitarian concerns for others, (2) opportunities to gain new learning experiences and to exercises one’s knowledge , skills, and abilities , (3) opportunities to be familiar with new friends, (4) experiences obtained from participation in volunteer work, (5) personal growth as well as development and (6) opportunities to address one’s own personal problems. The categories can be related to the reasons why volunteers would like to be engaged in international volunteering service. Apparently, volunteers have become valuable and rich human resources in many sectors of society.

### Who are Volunteers?

Who are volunteers? The answer to the question is from people in all ages, ethnics, classes, and religions volunteer in different ways to achieve varying ends (State of the World’s Volunteerism Report, 2015). In this report, youth volunteers are important in countries where social change is rapidly losing traditional structures and unemployment. Young people volunteer their time and skills for different reasons such as wanting to gain work skills for future careers and hoping a better world. They would like to contribute what they have learned at school or college to their own society. Many governments have developed volunteer programs to “provide opportunities for young people and focus them on positive civic engagement so as to keep the young people busy occupied and instill them a sense of purpose and national identity and commitment” (p.14). Many volunteers can build relationships in many ways both virtually and face -to -face communication. The volunteers can actively use their energy and creativity to care about global issues so as to make them take global actions and participate in global citizenship. Furthermore, the majority of them do

volunteering services within religious organizations and understand volunteering as an obligation. This sheds light on the role of young people engaged in the international volunteering services. Thus, the research of Russell Commission (Ellis, 2005) provides us with key insights on young generation's attitudes towards and involvement in volunteering. The study suggested that young people volunteer at a higher rate when compared to older people because they were involved in a wide ranging volunteering activities and they also had a positive view of volunteering. To be more, international volunteering benefits young volunteers in formal, virtual and informal settings.

Paull, and et al. (2017) asserts that university students who have done volunteering service can lead to benefits for students, host organizations and universities with well-planned schemes and good as well as clear communication skills. The students can “gain experience, increase employability or add to their curriculum vitae, act upon their values, help others, develop their skills and learn or practice English” (p. 127).

### The types of learning

Three types of learning are identified from university student volunteering: (1) knowledge and skills related to a specific discipline or field such as community development, youth work, and aged care; (2) personal skills related to responsibility, organization, time management, communication, and self-awareness; and (3) worldliness/life skills related to the awareness of real world (Paull, and et al., 2017). This can interpret what young generation would like to do for the volunteering.

“Social interaction” or “social participation” implies engagement in voluntary and unpaid social activities to achieve social purposes (Walsh and Black, 2015). Those who participate in this service learning which can an important element for young generation within community and educational contexts which can build up” a sense of personal value and civic responsibility (Bringle et al., 2006, p.12).

Volunteers working in overseas countries can develop intercultural competence when they encounter new cultures and work closely with host countries (Lough, 2011). The intercultural competence is critical to their future careers while they are working with colleagues from different nations, especially in this global economy.



## Chapter 3

### Methodology

#### Participants

As shown in Table 3.1, the sample consisted of 62.8% (157) female participants and 37.2% (93) male participants. Most respondents were aged 21 years old to 25 years old (52.8%). Over 61% of respondents were students, and 8.4% were working in media or cultural industries. Almost 88.8% of the respondents had tertiary degrees.

Regarding respondents' characteristics in Table 3.1, most respondents went to Asian countries (73.4%). Additionally, more than 46% of respondents obtained information from their friends, family members and relatives, including the social networks (26.2%). Other sources of international volunteer information included the academic institutions (32.3%) and the communication media (19.2%). As for the service duration, nearly 87% of the respondents service for less than 6 months. Almost 10% of the respondents service for six months to one year. During the service period, nearly 42.1% of respondents do activities about education and cultural communication.

**Table 3.1 Participants' Personal Data**

Item Description	Frequency	Percentage
Gender		
female	157	62.8%
male	93	37.2%
Age		
20 or less	45	18%
21~25	132	52.8%

26~30	32	12.8%
more than 31	41	16.4%
<hr/>		
Educational levels		
below senior high school	28	11.2%
universities	182	72.8%
above postgraduate	40	16%
<hr/>		
Occupations		
high-tech industry personnel	12	4.8%
financial and business people	16	6.4%
agriculture/forestry/fishing/animal husbandry technology and development staff	13	5.2%
media or cultural industries	21	8.4%
medical staff	11	4.4%
government employees and teachers	9	3.6%
student	153	61.2%
others	15	6%
<hr/>		
Channels		
academic institutions	133	32.3%
social networks	108	26.2%
communication media	79	19.2%
friends, family members, and relatives	84	20.4%
others	8	1.9%
<hr/>		

Areas		
America	24	8.6%
Asia	204	73.4%
Europe	18	6.5%
Oceania	13	4.7%
Africa	19	6.8%
Activities		
environmental protection	80	18.2%
education and cultural communication	185	42.1%
Medical care treatment	47	10.7%
community development	115	26.2%
others	12	2.7%
Days		
less than six months	216	86.4%
six months to one year	25	10%
more than a year	9	3.6%

## Instrumentation

Questionnaire was administered to 250 international volunteering workers from different parts of Taiwan and any other countries. The questionnaire used 5-point Likert Scale. The questionnaire was divided into two sections : There were 34 closed-ended questions (a part of 26 closed questions and another part of 8 closed questions).

## Validity and Reliability

In a pilot study, the internal reliability coefficient (Cronbach's Alpha) of 5-point Likert Scale items in the questionnaire was  $0.91 > 0.75$ . In the quantitative study, the internal reliability coefficient (Cronbach's Alpha) of 5-point Likert Scale items in the questionnaire was  $0.89 > 0.75$ . The nearer the result was above 0.75, the more internally reliable was the scale. In addition, construct validity of this questionnaire was good due to KMO larger than .50. This view stated that it was essential to define exactly what we want to be looking for when we are testing something. Factor Analysis was one of a set of theoretical concepts and their interrelations.

## Data Collection Procedures

After the design of this questionnaire was completed, the research group members asked for help from our instructor and two experts to examine whether the contents of questionnaire were consistent with this topic. In order to check if the questionnaire was highly reliable, the members collected more than 40 copies from international volunteering workers who were Taiwan residents to do a pilot study. In the process, the research group members set up a website for our questionnaire such as 'google'. Finally, we collected the data up to 40 copies as a pilot study. Since a pilot study was highly reliable, we kept collecting the data by using website for our questionnaire such as 'google'. During the members asked for help to fill out the questionnaire, we promoted to several international volunteering workers' groups by using Facebook. In early May the number of usable copies was 250 through different channels of collection.

## Data Analysis

The data from the questionnaire was utilized Statistical Package for the Social Sciences (SPSS). Apart from this, to check the relationship between two or more variables, One-way ANOVA, descriptive statistics and stepwise regression model were utilized in this study.

## Chapter 4

### Results

Research question 1: Are there any statistically significant for the participants whose pre-attitude and post-attitude are towards their doing volunteering activities?

**Table 4.1 Results of the participants' pre-attitude vs. post-attitude**

Attitudes	PRE-MEAN	SD	N	POST-MEAN	SD	N	p-value
1. learning something new	4.46	.836	250	4.32	.813	250	.007*
2. helping people who in need & developing my social network	4.56	.651	250	4.30	.758	250	.000*
3. changing opportunity & developing my work related skills	4.40	.961	250	4.02	1.022	250	.000*
4. participating in teamwork & increasing cultural awareness and tolerance	4.32	.978	250	4.60	.652	250	.000*
5. further understanding international issues	3.82	1.070	250	4.35	.857	250	.000*

\*p<.05

Table 4.1 shows that all of results were statistically significant. The results of the participants' post-attitude were more than pre-participants such as 'helping people who in need & developing my social network'(Sd=.758>.651), another result was 'changing opportunity & developing my work related skills'(Sd=1.022>.961).

Research question 2: Are the participants' age levels and their post-attitude statistically significant?

**Table 4.2 One-way ANOVA of participants' feeling from the process**

	F	p-value
participants' feeling from the process	2.811	.040

Post Hoc

LSD

	age	age	Mean Deviation(I-J)	p-value
participants' feeling from the process	20 or less	21~25	-.15990	.520
		26~30	-.13736	.817
		more than 31	-.38233*	.043
	21~25	20 or less	.15990	.520
		26~30	.02254	.998
		more than 31	-.22243	.254
	26~30	20 or less	.13736	.817
		21~25	-.02254	.998
		more than 31	-.24497	.417
more than 31	20 or less	.38233*	.043	
	21~25	.22243	.254	
	26~30	.24497	.417	

\*p-value<.05

The above result reveals that the participants' post-attitude and people between 20 or less and more than 31 were statistically significant on account of  $F_{(2,811)}=.040$ , p-value <.05. In order to explore which items in the participants' post-attitude variable were statistically significant, the results show that people at the age of more than 31 in terms of participants' feel from the process was much higher than any other people in different age levels. This reveals that doing volunteering works did make the participants at the age of more than 31 have much more feeling effects. To summarize the above results, we can conclude that

people with different kinds of age had different kinds of feeling effects for volunteering workers.

Research question 3: Are there any statistically significance between the participants' doing volunteering motivation and their post-attitudes towards their self-achievement?

**Table 4.3 Regression Analysis of the participants' motivation and their post-attitudes towards their self-achievement**

Models	R	R <sup>2</sup>	Adjusted square	F(Sig.)	β constant (1.465)	t(Sig.)
1	.733 <sup>a</sup>	.538	.536	288.351(.000 <sup>a</sup> )	.733	5.951(.000)

$$Y = 1.465 + 733 * \text{post-attitudes}$$

This result shown in Table 4.5 indicates that the participants' motivation and their post-attitudes ( $\beta = .733$ ,  $t = 5.951$ ,  $P < 0.5$ ) are statistically significant.

Research question 4: Are there any value-added or risks for those who are engaged in volunteering activities?

**Table 4.4 Description of value-added for those who are engaged in volunteering activities**

Item	N	Mean	SD
value-added for those who are engaged in volunteering activities	250	4.49	.684

Table 4.4 shows that the majority of participants (92.4%) supposed that volunteering activities were value-added more than risky.

## **Chapter 5**

### **Discussion and Conclusions**

#### Discussion

Since today's world is globalized. No individuals and no country can exist in isolation. Each of us lives in our own communities and in the world at large. We are interrelated and connected to safeguard the global interest and competition. Volunteering is regarded as “an altruistic activity where individuals or group members provide services for skill development and promote goodness and further to improve human quality of life” (Wikipedia, 2017, p.1).

In this study, there were 250 participants (157 females and 93 males) working as a volunteering workers in developing or developed countries where they were involved in a wide range of voluntary activities. One hundred and sixty-four participants were 20 to 30 years old. Among them, 222 participants' education levels were college or university levels. Their length of stay in overseas countries was 6 months (216 participants). One hundred and fifty-three participants were students. Almost 74% of the participants went to Asia to do international volunteering service. Through the volunteering work, the majority of participants were looking for an opportunity to build up their leadership at their future careers through their family support or friends. Many participants used these volunteering activities to boost their resumes, travel with friends, gain world experience and see new countries (Wikipedia, 2017).

Besides, the participants' motivations in the study also stated that doing volunteering work was to help people who were in need (Mean=4.56), learn something new in the overseas countries (Mean=4.46), utilize their skills and be able to do meaningful affairs (Mean=4.45), participate in teamwork (Mean=4.32), and be an opportunity to change themselves by working in overseas countries. The compelling motives includes experienced of another culture, meeting new people or looking for something valued based or direction in their future careers. Many participants believe that the volunteering activities would change the way



they had thought when they returned home due to  $p$ -value  $<.05$  in their post-attitudes vs. pre-attitudes (see Table 4.1). In other words, the travelers wanted to make a positive change in the world and provided their traveling experience.

When it comes to risks or value-added for doing volunteering activities, 85.6% of participants stated they needed great support and guidance from their family members or friends. 92.8% of participants felt that the volunteering service could bring them self-achievement. Almost 69% of participants agreed that the service could increase their self-confidence and interpersonal relationship. The service also could help them develop their social network (73%). Ninety-six percent of the participants supposed that the service could increase cultural awareness and tolerance. In a sense, 98% of the participants communicate with others easily. Therefore, doing volunteering was value-added rather than risky for the participants in the study.

In terms of attitudes, Deardorff (2011) implies that “openness and curiosity are signals to take a risk and move beyond one’s comfort zone. In communicating respect to others, it is important to demonstrate that others are valued” (p.1). Obviously, these attitudes are foundational to the further development of knowledge and skills needed for intercultural competence.

As to the problems the participants encountered during their volunteering service, almost 49% agreed that they had trouble in language communication. More than 28% participants supposed that they did not have any trouble in language barriers. Besides, 40% participants had difficulty in cultural adaptation. Almost 37% participants could be accustomed to different cultures in their service. Luckily, almost 57% participants could immerse themselves to their group lives. It is worth noticing that almost 22% participants cannot be immersed in their group activities. There is one thing that we need to pay attention: 44% participants agreed that they could use their professional skills well. However, almost 31% participants were lack of professional skills, which could be a warning signal for the unskilled international volunteering workers. Finally, almost 48% participants

could accept their living safety in the overseas countries. Only 29% could not accept their living safety, which may lead to their inner feelings and thoughts about a new culture while going to a host country. Based upon the concluded results, though the majority of participants supposed that their volunteering service were valued-added instead of risky. However, their psychological stages could be influenced by new environments, including the local safety. This might be noticed by academic institutes or non-profit organizations.

During the international volunteer service, the majority of participants were students who wanted to carry out their mission with strong goal-oriented motivation. Whether their attitudes were flexible or not, whether their mission was possible or impossible, and whether they cared about a certain job assigned or not are still challenging for the participants to deal with their daily affairs. In this study, it is positive that the participants are optimistic about their assigned jobs and are eager to learn something new, regardless of new cultural adaptation and cross-cultural awareness. Based upon Cai and Rodriguez (1996)'s study, an individual may go through different stages while adjusting a new culture, including cultural exploration and cultural shock. This addresses an individual's various psychological stages when immersed in different cultures over a long period of time. It is likely that most of the participants (86.4%) are glorifying a new culture due to short-term stay for at least six months only. Supposing that the participants might stay longer, the answer might be uncertain. In a sense, this interprets that a fact: unless a person is constantly aware of this hidden cultural message and challenge it, it might lead to inefficiency and uncertainty.

## Conclusions

The international volunteer service learning has had great impact on the participants in this study, especially for their future careers. In this globalized world, developing skills for thinking inter-culturally and internationally has become more important than one's actual knowledge equipped (Bok, 2006). Through their journey on the service, the participants can directly apply their overseas service experience in their resumes and express their advantages of this special experience and make a great personal impression on their future employers. It

is affirmative that participating in the international volunteer service not only helps students play a responsible role as global citizens, but also helps them develop strong international competitiveness.

This study also can give the participants a route to their personal growth before they are prepared to leave for overseas countries and after they return to their homelands. Furthermore, this service can enable them and empower them to have choices about how to achieve intercultural competence so as to reach their goals towards intercultural communication skills.

This study also reveals that students apply what they have learned from international volunteer learning experiences to their careers and personal lives during their study at college. The learning outcome and application to real-world needs is a crucial concern for today's higher education throughout the world (Vande Berg, 2001). By means of providing students to actively take part in international volunteering service seems to be a good way, produce first-hand experience and learn from different exotic cultures, and substantially carry out the personal social concern as well as responsibilities to today's global economy. This can bridge a gap between learning on campus and performing in the world place.

### The Limitation of This Study

The sample population was collected from the online survey. The number of participants was up to 250. However, this cannot generalize the whole sample population. This is the limitation of this study. The result can simply interpret a typical present situation of international volunteer services.

### Implication of Educators

It is suggested that international volunteer activities be specialized to accommodate varying needs of students on campus because the service can be related to their future career

enhancement and their own intellectual development, including students' values towards volunteerism (Chang, 2004). Therefore, volunteer administration or organization can create ample opportunities to encourage a large number of students to participate in international volunteer programs.

Through the service and learning, the volunteers can change their attitudes towards more active and altruistic about the service and get to know what they are grateful and cherish what they have and further inspire the desire of service and have more self-growth. Furthermore, it is essential that university administrators should encourage more students to do international volunteering services at college so that the participants can further experience poverty, health, society, compassion and civic responsibility in the process of international volunteer service (Waterman, 1997).

### Recommendation of Future Studies

Additionally, the research can be done in the future in the following areas:

- students' attitudes towards long-term and short-term international volunteering service programs ;
- students' attitudes towards service learning domestically and abroad, and
- international volunteers' attitudes towards their varying cultural adaptations for different age groups.

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## Appendix Questionnaire

**Dear participants**

This is a questionnaire on the motivations and rewards towards students' overseas volunteering services. Your opinions will have a critical effect on the study, and your opinions and suggestions will be kept confidential. Please choose your best response for each statement or question, or fill in the blanks as appropriate. We thank you and appreciate your kind participants.

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<b>I. The motivations of participating in international voluntary workers before departure:</b> Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)	SA	A	N	D	SD
1. learning something new	5	4	3	2	1
2. helping people who in need	5	4	3	2	1
3. changing opportunity	5	4	3	2	1
4. developing my work related skills	5	4	3	2	1
5. participating in teamwork	5	4	3	2	1
6. increasing cultural awareness and tolerance	5	4	3	2	1
7. further understanding international issues	5	4	3	2	1



**II. The attitudes of participating in international voluntary workers before departure:** Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)

	SA	A	N	D	SD
1. It can help me develop my new skills	5	4	3	2	1
2. It can increase my cultural awareness and tolerance.	5	4	3	2	1
3. It can increase my self-confidence and interpersonal relationship.	5	4	3	2	1
4. It can help me develop social networks with any other international workers and self-achievement.	5	4	3	2	1
5. It can help me to broad my international horizon.	5	4	3	2	1

**III. The feelings of participating in international voluntary workers:** Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)

	SA	A	N	D	SD
1. I can use my professional skills and ability to do something meaningful.	5	4	3	2	1
2. I can actively work together with any other volunteering workers and work staff in a teamwork atmosphere.	5	4	3	2	1
3. I can get great support and guidance so that I can accomplish my volunteering activities.	5	4	3	2	1
4. I am very satisfied with the arrangement of many kinds of volunteering activities.	5	4	3	2	1
5. I can get accomplishment in this volunteering service.	5	4	3	2	1

**IV. The attitudes of participating in international voluntary workers after departure:** Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)

	SA	A	N	D	SD
1. It can help me develop my new skills.	5	4	3	2	1
2. It can increase my cultural awareness and tolerance.	5	4	3	2	1
3. It can increase my self-confidence and interpersonal relationship.	5	4	3	2	1
4. It can help me develop social networks with any other international workers and self-achievement.	5	4	3	2	1
5. It can help me to broaden my international horizon.	5	4	3	2	1

**V. The difficulties you encountered while you took part in international volunteering workers:** Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)

	SA	A	N	D	SD
1. language communication barriers	5	4	3	2	1
2. cultural adaptation	5	4	3	2	1
3. lack of professional skills	5	4	3	2	1
4. spending more than expectation	5	4	3	2	1
5. safety in living	5	4	3	2	1
6. being immersed in a group	5	4	3	2	1

**VI. Conclusion:** Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)

	SA	A	N	D	SD
1. What I have learned is more positive than negative values.	5	4	3	2	1

## VII. Personal Data

1. **Gender:**  (1) Male  (2) Female
2. **Age:**  (1) 20 or less  (2) 21~25  (3) 26~30  (4) more than 31
3. **Educational levels:**  (1) below senior high school  (2) universities  (3) above postgraduate
4. **Occupations:**  (1) high-tech industry personnel  (2) financial and business person  
 (3) agriculture/forestry/fishing/animal husbandry technology and development staff  
 (4) media or cultural industry  (5) medical staff  (6) government employee and teacher  (7) student  (8) others
5. **Activities (Multiple selections accepted):**  (1) environmental protection  (2) education and cultural communication  (3) medical care treatment  (4) community development  (5) others
6. **Channels (Multiple selections accepted):**  (1) academic institutions  (2) social networks  (3) communication media  (4) friends, family members, and relatives  (5) others
7. **Areas (Multiple selections accepted):**  (1) America  (2) Asia  (3) Europe  
 (4) Oceania  (5) Africa
8. **Days:**  (1) less than six months  (2) six months to one year  (3) more than a year

Thank you for your participation.