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ABSTRACT

The Relationship of Volunteer Satisfaction on Retention Among University Students

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I. INTRODUCTION

Particularly for young people in higher education, volunteering is a potent means of fostering social development, personal growth, and community service. Volunteer satisfaction and continuance intention are important factors contributing to the sustainability of volunteerism in sport events [1]. This study focuses on the relationship of volunteer satisfaction on retention among university students. Given the importance of volunteers to the success and seamless operation of significant events, it is critical to comprehend how volunteer satisfaction affects their decision to stay involved.

II. METHODS

A quantitative method with non-probability purposive sampling was used. A non-experimental design was applied to observe relationships without manipulating variables. The Volunteer Satisfaction Survey (VSS) [4] and Organizational Commitment Questionnaire (OCQ) [5] were utilized via Google Forms and distributed to the respondents. The instruments assessed volunteer satisfaction and retention. To find trends and examine the relationship between volunteer satisfaction and retention, inferential statistics (Pearson correlation) analysis was employed.

III. RESULTS AND DISCUSSION

A. Volunteer Satisfaction

According to the findings, satisfaction with specific motivation had the highest mean score ($M = 5.45$, $SD = 1.28$). This implies that when students' volunteer activity and their personal objectives, values, or interests coincide, they typically feel extremely motivated. The mean score for satisfaction with volunteering tasks was the lowest ($M = 5.41$, $SD = 1.26$). The overall satisfaction level was high. Joshi et al. (2015) do not specify cut-offs, however the mean is within the widely recognized "high" range (5.00–7.00) according to the equal-interval interpretation of Likert-scale data [3]. This suggests a need to change the way tasks are designed and delivered to better suit students' objectives and enhance their volunteer experience in general.

B. Retention

The results revealed that the mean score for retention among university students was ($M = 5.29$, $SD = 1.23$) [3] do not provide specific cut-offs, although the equal-interval interpretation of Likert-scale data supports that the mean falls within the commonly accepted "high" range (5.00–7.00) [3].

This relatively high mean suggests that, overall, students have a favourable attitude toward continuing their volunteer work. Additionally, although many students are likely to continue volunteering, individual viewpoints and experiences may still differ, potentially affecting their long-term commitment.

TABLE I
VOLUNTEER SATISFACTION

Variables	Mean	Standard Deviation
Satisfaction with Specific Motivation	5.45	1.28
Satisfaction with Organizational Management	5.44	1.28
Satisfaction with Volunteering Tasks	5.41	1.26

TABLE II
RETENTION

	Mean	Standard Deviation
Retention	5.29	1.23

TABLE III
VOLUNTEER SATISFACTION AND RETENTION

Volunteer Satisfaction	Retention	
	Pearson's R	0.915
Sig. (2-tailed)	< 0.01	
N	167	

C. Relationship Between Volunteer Satisfaction and Retention

The results of the analysis showed that the two variables had a strong, positive, and statistically significant association ($r = 0.915$, $p < 0.001$, $df = 165$). According to Cohen (1988), a correlation coefficient above 0.50 is considered large (strong to very strong) [2]. The two variables have a very strong linear relationship, as indicated by this incredibly high correlation value, which suggests that students are more likely to continue volunteering over time as their pleasure with their volunteer experiences rises.

IV. CONCLUSIONS

The study found that the most influential factor for students was satisfaction with specific motivations, while satisfaction with volunteering tasks was the least important. These findings are significant for organizations aiming to improve volunteer retention, for students seeking meaningful engagement, and for future researchers exploring volunteer behavior. Volunteer programs should focus on motivation-based strategies and further examine how task design might improve overall satisfaction and long-term engagement.

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