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**THE “EXTRA” SPARKLE IN HIGHER EDUCATION INSTITUTIONS:
EXPLORING STAFF PERCEPTIONS TOWARDS CORPORATE
VOLUNTEERING**

ABSTRACT

The analysis of barriers to volunteering and the intraorganizational conditions that can promote or hinder employee engagement in volunteer programs are important for researchers and practitioners. Despite the relevance of these topics, they remain unexplored in the context of Higher Education Institutions (HEIs), especially from the staff perspective. This represents an important theoretical gap, as HEIs are institutions that act in the public interest and represent the ideal context for spreading the culture of corporate volunteering due to their potential to connect theory to practice. Therefore, this study aims to explore how intraorganizational support moderates the relationship between both motivations and barriers to volunteering with the personal/impersonal outcomes of participating in these activities. The research is based on a sample of 155 public HEI employees obtained from the Northern Euro-region of Portugal/Galicia. The results of the partial least squares structural equation modeling (PLS-SEM) suggest that motivations to volunteer were positively associated with personal/impersonal outcomes stemming from these activities, while barriers to volunteering were negatively related. When testing the moderating effects, we found that HEI intraorganizational support weakened (strengthened) the positive (negative) relationship between motivations (barriers) to volunteer and the personal/impersonal outcomes stemming from volunteer activities. Overall, this empirical evidence allows us to understand both motivations and barriers to volunteering, as well as how intraorganizational conditions discourage participation in volunteering.

Key words: *corporate volunteering, intraorganizational support, motivations, barriers, personal and impersonal outcomes.*

1. Introduction

In recent years, corporate volunteering (CV) has become a most discussed corporate social responsibility (CSR) activity both by academics and practitioners (Afkhami *et al.*, 2019; Rodell *et al.*, 2016; Schie *et al.*, 2018). CV is an act of giving employees time, knowledge, and skills as part of community service, outreach, or socially responsible activities often sponsored by companies without any additional compensation or direct personal remuneration (Rodell, 2013). Therefore, CV programs provide a multitude of benefits to organizations by boosting the brand image and reputation (e.g., Plewa *et al.*, 2015), improving job performance (e.g., Rodell, 2013), and enhancing employee attitudes (e.g., Haski-Leventhal *et al.*, 2019).

Despite the payback of CV is extensive for multiple stakeholders (Sekar and Dyaram, 2021), extant literature highlights that the rate of employee participation in volunteering is low (Gómez and Fernández, 2017; Grant, 2012; Willems and Dury, 2017). Although past studies have examined the relevant factors that account for employee participation in volunteering programs (e.g., Brockner *et al.*, 2014; Pajo and Lee, 2011; Peloza *et al.*, 2009; Sekar and Dyaram, 2017), most of them primarily focus on individual motives (e.g., Haski-Leventhal *et al.*, 2019; Schie *et al.*, 2018) and demographic profile of participants (e.g., Lanero, 2017; Wilson, 2000) to explain the likelihood of engaging with CV.

In light of the above, the literature has been ignoring the relevance of contextual elements (Hidalgo and Moreno, 2009), specifically the role played by the organizational context to explain employee participation in volunteering programs (Sekar and Dyaram, 2021). According to Johns (2017), organizational contextual elements offer potential opportunities or constraints in dynamically determining the employees' decision to engage in CV. Though the relevance of contextual factors is discussed (Sekar and Dyaram, 2017), extant research addressing their effect on CV is too narrow (Afkhami *et al.*, 2019). Accordingly, it is imperative to assess the influence of organizational contextual factors on employee participation in volunteering programs, particularly, within Higher Education Institutions (HEIs) which represent the ideal context for spreading the culture of CSR (Tormo-Carbó *et al.*, 2016).

The present study thus explored how organizational support acts as a relevant contextual factor in determining employee engagement with CV. Specifically, we assessed how HEI intraorganizational support moderates the relationship between both motivations and barriers to volunteering with the personal/impersonal outcomes stemming from volunteer activities. The remainder of this paper is structured as follows. Section two briefly characterizes CV and then discusses the topics related to staff engagement with volunteering. Section three introduces the data collection and analysis methodology used. The results are covered in section four, and section five provides the conclusions drawn and suggestions for future research.

2. Theoretical background

2.1. Motivations and barriers to volunteering

Corporate volunteering (CV) – also labelled as employee volunteering or employer-supported volunteering – encourages employees to get involved in several community/social-related activities, with active support from the employer for both corporate-driven and employee-led programs (Pajo and Lee, 2011). Organizations offer diverse ways of supporting volunteering activities such as allowing employees to volunteer during work hours and encouraging team-based activities enabling them to work together effectively (Sekar and Dyaram, 2017). Employees' involvement not only contributes to effectively carrying out volunteer activities but also helps influence their work attitudes, hone varied skill sets and eventually build organizational public image (Sekar and Dyaram, 2017). There is evidence on how active involvement and volunteering have a positive effect on staff work attitudes and morale, greater organization loyalty, commitment, and overall job satisfaction (e.g., Do Paço and Nave, 2013; Gatignon-Turnau and Mignonac, 2015; Kim *et al.*, 2010), job-related skills and development (e.g., Caudron, 1994).

Previous research has been examining CV through the lens of social exchange theory (SET) and social identity theory (SIT). On the one hand, SIT highlights how CV enhances organizational commitment by enabling employees to view their organization as more *prosocial*, respected by external stakeholders and, thus, deserving of their emotional attachment (Kim *et al.*, 2010; Pelozo *et al.*, 2009). On the other hand, SET shows how employees feel compelled to reciprocate the benefits they receive from CV by giving back to their employing organization (Al Kerdawy, 2019; Booth *et al.*, 2009). This emphasis on collective organizational outcomes has produced a focus on how employees *perceive and react* rather than *experience* CV, resulting in limited examination of its capacity to generate both positive and negative outcomes. Grant (2008) notes that organizational strategies do not always create intended outcomes, whereas Gatignon-Turnau and Mignonac (2015) found that employees possess the capacity to both reflect on and resist organizational motivations.

CV research has also drawn from volunteer motivation theory (e.g., Clary *et al.*, 1998) to examine the relationship between staff motivations, volunteer experience, and organizational outcomes (Brockner *et al.*, 2014; Grant, 2012; Rodell, 2013). Clary *et al.*'s (1998) functional typology identifies six personal and social functions served by volunteering: values, understanding, enhancement, career, social, and protective. Importantly, this typology emphasizes the diversity and co-existence of multiple motivations, the blurring between prosocial and self-serving motivations, and the significance of *volunteer experience* in shaping individual and organizational outcomes (Cook *et al.*, 2023). Attempts to understand the factors that explain the volunteer experience, such as the type of activity, confirm the premise that individuals can have different motivations for doing the same volunteering (Sekar and Dyaram, 2017). These motivations include altruistic values, personal development, community concerns, ego enhancement, and social adjustment (Kao *et al.*, 2023). Employee volunteer motivation can be defined as the motivation of employees to voluntarily participate in activities or affairs outside the organization, which is mainly based on social orientation and personal growth needs (Hurtz and Williams, 2009). Overall, volunteer participation is part of social motivation (Han *et al.*, 2020) and volunteers are motivated to volunteer to care for other people (Kao *et al.*, 2023). Based on these findings, the present study's first hypothesis was formulated as follows:

Hypothesis 1. *Employee's self-oriented motivations have a positive effect on personal/impersonal outcomes stemming from volunteering.*

Understanding the complex interaction of volunteer motivations, experience, and the volunteering organization context has been key to explaining the variance in volunteering behaviour and the organizational factors affecting volunteers (Studer and Von Schnurbein, 2013). Volunteer research has called for greater complexity through theorizing the *volunteer context*, examining the volunteer ecology (i.e., social, cultural, and structural environments) and its complex interactions with paid staff, other volunteers, organizational programs, and mission (Brudney *et al.*, 2019). Further research on the volunteer-voluntary organization fit reveals how volunteers have to reconcile organization-level factors with their values and motivations (Englert *et al.*, 2020). Cook *et al.* (2023) argue that CV activities are not generically *prosocial* but are more place-based and personal, suggesting a strong connection between the volunteering activity and the individual.

Despite several benefits to all stakeholders, many organizations often find a declining trend in the rate of employee participation (Gómez and Fernández, 2017; Grant, 2012; Willems and Dury, 2017). They often do not find what attracts and sustains employee participation in volunteering programs (Grant, 2012; Solomon *et al.*, 1991). Further, on the other hand, the philosophy of CV implies the involvement and support of employees to become inseparable to effectively carry out these activities (Sekar and Dyaram, 2017). The role of employees goes beyond giving their time in the volunteering program, to a more active involvement with significant contributions to the implementation and success of CV programs. Hence, one of the pertinent challenges for organizations in driving these volunteering programs is attracting and recruiting employees to participate in these activities (Sekar and Dyaram, 2017). Several scholars have highlighted the need to explore ways of moving and encouraging staff participation (e.g., Solomon *et al.*, 1991). However, others caution about using any strategy to motivate employees to subscribe to volunteering programs, in running the risk of employees feeling compelled to participate rather than voluntarily (Clary and Snyder, 2002).

In other words, mandating their participation in CV might impact employee motivation adversely and can run contrary to the philosophy of volunteering (Stukas *et al.*, 1999). Within this context, self-oriented barriers can hinder people's inner drive to volunteer by blocking their capacity to meet their own needs or objectives linked with CV (Grant, 2012; Willems and Dury, 2017). An example of the influence of self-oriented barriers on personal of outcomes of volunteering can be illustrated by examining the impact of time constraints on employee satisfaction and well-being. Individuals with limited time or conflicting commitments might view volunteering as an imposition instead of a chance for self-development or satisfaction (Willems and Dury, 2017). Similarly, self-oriented barriers can also affect impersonal outcomes of volunteering, such as organizational reputation and community impact. For instance, employees who perceive themselves as lacking the necessary skills or expertise to contribute effectively to volunteering initiatives may hesitate to participate or may feel inadequately prepared to make a meaningful contribution (Afkhani *et al.*, 2019). The current research thus included one more hypothesis:

Hypothesis 2. *Employee's self-oriented barriers have a negative effect on personal/impersonal outcomes stemming from volunteering.*

2.2. The moderating role of intraorganizational support

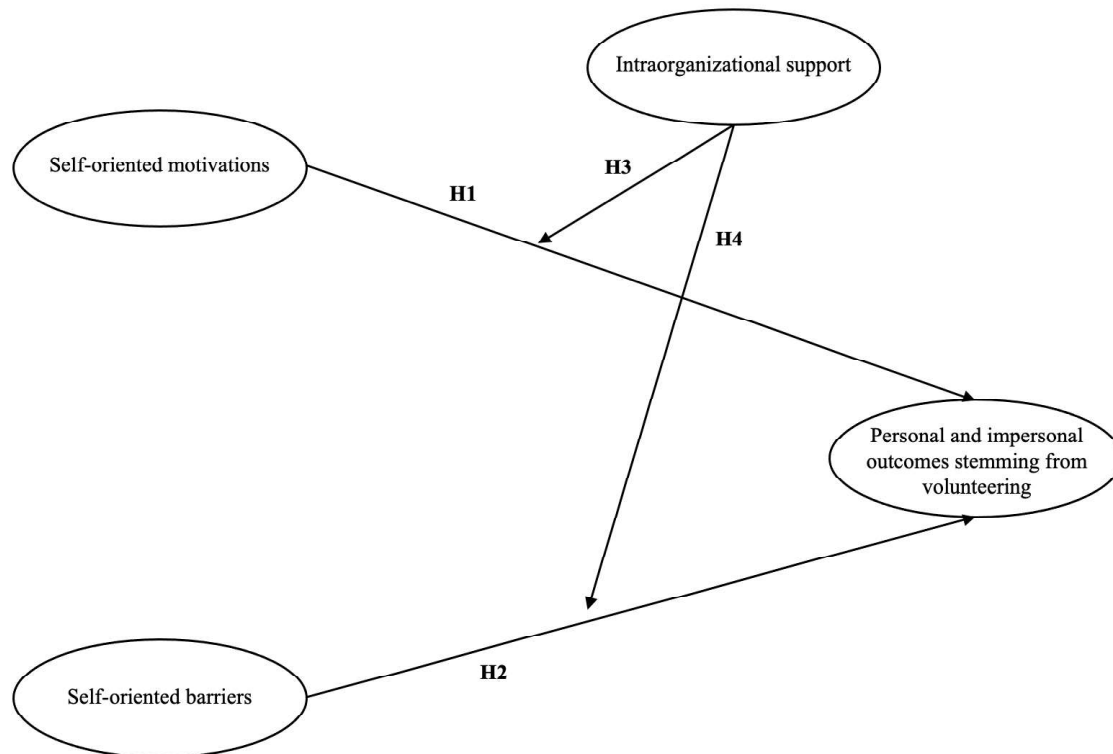
Organizational culture is understood as a system of shared values and norms. Employees internalize the organizational culture and embed their values with that of the organization. Therefore, they reveal a positive response to activities that are aligned with the value systems of the organization (Sekar and Dyaram, 2021). According to Afkhami *et al.* (2019), individual factors determine employees' decision to participate in volunteering programs. However, it is equally important to assess the influence of organizational context in influencing specific staff behaviour either by creating a constraint or providing opportunities (Johns, 2017; Sekar and Dyaram, 2021). The role of the organization has become inseparable in the CV programs, as these initiatives are often effectively run and monitored by the organization. As such, it becomes a prerequisite to seek and understand whether organizational contextual factors have any role in attracting employees to volunteering programs (Afkhami *et al.*, 2019; Sekar and Dyaram, 2021).

When it comes to organizational contextual factors, it is noted that organizational support around the overall management of CV programs will impact employee attraction (Afkhami *et al.*, 2019; Opoku-Dakwa *et al.*, 2018). There are several organizational efforts for volunteering activities that influence the perception of employees on CV, and it can act as a potential source to facilitate staff participation in volunteering (Sekar and Dyaram, 2021). The Qi *et al.*'s (2019) study pointed out that, when employees perceive organizational support, they develop a sense of obligation to help the organization achieve its goals. Perceive organizational support comes from how employees attribute and judge how an organization treats them (Silva *et al.*, 2022). Drawing upon the theoretical arguments of SET, employees who perceive organizational support will work harder and be more loyal to the organization in return (Kao *et al.*, 2023). In addition, the psychological mechanism of staff perception of their organization's loyalty (commitment) is related to the concept of social exchange and a psychological contract between employees and their organization (García *et al.*, 2021). Perceived organizational support is, therefore, capable of affecting employees' work attitudes and behaviours through the effort-anticipated reward association and the reinforcement of personal emotional needs (Shabbir *et al.*, 2021). Given the existing research, the current study's last two hypotheses were as follows:

***Hypothesis 3.** Intraorganizational support positively moderates the impact of employees' self-oriented motivations on personal/impersonal outcomes stemming from volunteering, such that this relationship is more positive as the level of intraorganizational support increases.*

***Hypothesis 4.** Intraorganizational support positively moderates the impact of employees' self-oriented barriers on personal/impersonal outcomes stemming from volunteering, such that this relationship is less negative as the level of intraorganizational support increases.*

The four hypotheses defined were incorporated into the research model (Figure 1).

Figure 1: Research model

Source: Authors

3. Methodology

3.1. Data collection and sample

The research analysis unit is the public Higher Education Institutions (HEIs) employees, from the Northern Euro-region of Portugal/Galicia. The questionnaire was distributed, by email, to the HEIs directors for approximately two months between mid-March and April 2022, requesting the dissemination of the questionnaire by its employees. By the end of the data collection period, the sample included 155 fully completed questionnaires from 26 HEIs. Table 1 shows the sample characteristics.

Table 1: Sample characteristics

Respondents Characteristics					
<i>Age</i>			<i>Education level</i>		
19-24	1	0.65%	Secondary Education/ Technical Course	1	0.65%
25-34	14	9.03%	Bachelor/ Degree	13	8.39%
35-44	37	23.87%	Master	27	17.42%
45-54	57	36.77%	PhD	114	73.54%
55-64	39	25.16%			
More than 65	7	4.52%			
<i>Collaboration in HEI</i>			<i>Gender</i>		
Less than 1 year	12	7.74%	Male	66	42.58%
1-5 years	24	15.49%	Female	89	57.42%
More than 5 years	119	76.77%			
Total Volunteer's	155				

Source: Authors

The research model was assessed using the partial least squares structural equation model (PLS-SEM) method (Hair *et al.*, 2014) with SmartPLS software version 3.3.9 (Ringle *et al.*, 2015). PLS-SEM is a composite-based method for structural equation modeling, which is useful for theory testing with a prediction perspective (Rasoolimanesh *et al.*, 2021). PLS-SEM is an ideal procedure for estimating and assessing the proposed relationships in path models with latent variables, as it facilitates the examination of complex frameworks by supporting the unrestricted use of different variable types (Hair *et al.*, 2014).

Following Cohen's (1992) recommendation for multiple ordinary squares regression, one would need only 54 observations to detect R^2 values around 0.25 assuming a significance level of 5% and a statistical power of 80%. Therefore, the minimum sample size should be 54 and our sample contains 155 cases, so data adequacy is met. Moreover, our dataset contained missing values which were coded with the value -99 (Sarstedt *et al.*, 2021), and were estimated using the mean replacement of missing data option. Lastly, box plots diagnostic using SPSS software version 28 also showed influential observations, but no outliers, allowing us to proceed with model estimation.

3.2. Variables

3.2.1. Dependent variable

The target variable was personal and impersonal outcomes stemming from volunteering. The respondents were asked to indicate the degree of agreement with the results/consequences of participating in volunteer activities, using a 5-point Likert scale ranging from 1 ("Strongly disagree") to 5 ("Strongly agree"). The questionnaire included a scale developed by Afkhami *et al.* (2019) that contained 17 items related to volunteer's skills, personality, subjective well-being, work outcomes, organizational outcomes, and communal outcomes.

3.2.2. Independent variables

The explanatory variables were employee's self-oriented motivations and barriers to volunteering. *Motivations* were determined based on the respondents' responses to the following item: "Please rank the following reasons for your involvement with volunteer

activities”. The employees scored each item on a 5-point Likert scale ranging from 1 (“Strongly disagree”) to 5 (“Strongly agree”). The scale was taken from Clary *et al.*’s (1998) work including 14 items organized around six personal and social functions served by volunteering: values, understanding, enhancement, career, social, and protective. *Barriers*, in turn, were measured by 16 items based, for example, on the volunteer’s responsibility, physical boundaries, and economic situation, which can constrain the engagement in CV. This scale was based on Willems and Dury’s (2017) study. Items used a 5-point Likert scale ranging from 1 (“Strongly disagree”) to 5 (“Strongly agree”).

3.2.3. Moderating variable

The moderator is intraorganizational support which was assessed by asking respondents: “Please rank the following statements related to intraorganizational conditions for employee participation in volunteer activities according to their importance”. The employees scored each item’s importance on a 5-point Likert scale ranging from 1 (“Not important”) to 5 (“Extremely important”). This scale was taken from Afkhami *et al.*’s (2019) work, including 10 items distributed by employer support, organizational characteristics, and time availability of volunteers.

3.2.4. Control variables

Control variables included the volunteer’s age, gender, education level, professional career, and collaboration in HEIs. Previous research on CV asserts that individual factors, such as age and gender (e.g., Do Paço and Nave, 2013; Willems and Dury, 2017), education and professional career (e.g., Willems and Dury, 2017; Wilson, 2000), as well as the context and nature of volunteering work (e.g., Wilson, 2000), influence employees’ decision to participate in volunteer activities. The research model thus included these controls to provide alternative explanations for our findings.

4. Results

The assessment of the measurement model was established, indicating a satisfactory level of all requirements (Rasoolimanesh *et al.*, 2021). Specifically, Table 2 represents the indicators’ reliability and loadings of each construct. To ensure sufficient reliability, we retained in the analysis the outer loadings that were equal to or above 0.60 (Hair *et al.*, 2013). All average extracted variance (AVE) values exceeded the threshold of 0.50 (Fornell and Larcker, 1981), supporting the construct measures’ convergent validity. A single construct (barriers to volunteering) showed a lower AVE value (AVE = 0.477), but, as it presented acceptable levels of internal consistency reliability, the construct was retained in the analysis according to the procedures highlighted by Hair *et al.* (2019). The composite reliability (CR) ρ_c had values of 0.828 and higher, which were clearly above the expected minimum level of 0.70 (Hair *et al.*, 2019). In addition, the Cronbach’s alpha (CA) values ranged between 0.742 and 0.913, which was also acceptable (Hair *et al.*, 2019). The results, therefore, suggested that the construct measures exhibited high levels of internal consistency reliability.

Table 2: Items and loadings

Constructs and Items		Loadings	Mean (SD)	AVE	CR ρ_c	CA
<i>Volunt_motiv: Motivations to volunteering</i> [Reflective]			4.051 (0.947)	0.546	0.828	0.742
motiv7	With volunteering I learn new knowledge	0.768				
motiv8	With volunteering, I am not looking for new challenges	0.705				
motiv9	With volunteering I meet people with the same interests	0.725				
motiv10	With volunteering I can live socially.	0.726				
<i>Volunt_barrier: Barriers to volunteering</i> [Reflective]			1.961 (1.103)	0.477	0.864	0.819
barrier3	Volunteering is physically difficult to me.	0.720				
barrier4	I need more energy to be a volunteer.	0.688				
barrier5	I do not have adequate skills to be a volunteer.	0.642				
barrier6	Volunteering does not bring me benefits.	0.727				
barrier7	I have more important things to do than volunteering.	0.733				
barrier10	I do not have time to be a volunteer.	0.716				
barrier13	Volunteering does not give me the recognition (visibility) that I want.	0.600				
<i>Volunt_org_cond: Intraorganizational support</i> [Reflective]			4.482 (0.953)	0.583	0.926	0.913
org_cond4	Managers participation in volunteering.	0.787				
org_cond5	Perceived organizational support.	0.894				
org_cond6	Existence of a volunteering culture in the HEI.	0.839				
org_cond7	Employee image about HEI social responsibility.	0.695				
org_cond8	Authorizations of the HEI management teams to use work time for volunteering.	0.672				
org_cond12	Build trust among volunteers in the usefulness of the volunteering programs developed by the HEI management	0.737				
org_cond13	The way in which HEI management teams interact in volunteer programs.	0.791				
org_cond14	Appropriate planning of the volunteer programs.	0.656				
org_cond17	Alignment of the volunteer programs with the capabilities of the volunteer.	0.766				
<i>Volunt_result: Personal and impersonal outcomes stemming from volunteering</i> [Reflective]			4.197 (0.796)	0.511	0.919	0.903
result1	Increases the ability to work in team.	0.807				
result2	Increases the communication skills.	0.713				
result3	Increases the modesty.	0.718				
result4	Increases the generosity.	0.816				
result5	Increases the happiness.	0.716				
result7	Increases the patience.	0.655				

Constructs and Items		Loadings	Mean (SD)	AVE	CR ρ_c	CA
result8	Increases the self-confidence.	0.609				
result9	Increases the satisfaction with life.	0.666				
result11	Improves the communication with colleagues.	0.731				
result13	Increases the responsibility.	0.669				
result16	Increases social solidarity.	0.689				

SD, standard deviation; AVE, average variance extracted; CR, composite reliability; CA, Cronbach's alpha.

Source: Authors

To validate the discriminant validity, the heterotrait-monotrait ratio of correlations (HTMT) should be below 0.85, following the threshold suggested by Henseler *et al.* (2015), and the square root of AVE for each construct should be greater than the correlation involving the latent variables based on the criterion introduced by Fornell and Larcker (1981). Table 3 shows that the discriminant validity via Fornell-Larcker's criterion was reliable, and the values of HTMT were in line with the requirement (Henseler *et al.*, 2015).

Table 3: Discriminant validity

	Volunt_barrier	Volunt_motiv	Volunt_org_cond	Volunt_result
Fornell-Larcker criterion				
Volunt_barrier	<i>0.697</i>			
Volunt_motiv	-0.310	<i>0.739</i>		
Volunt_org_cond	-0.032	0.138	<i>0.763</i>	
Volunt_result	-0.420	<i>0.523</i>	<i>0.322</i>	<i>0.715</i>
HTMT				
Volunt_motiv	0.333			
Volunt_org_cond	0.138	0.165		
Volunt_result	0.470	0.561	0.324	–

The italic numbers on the diagonal are the square root of AVE. Off-diagonal values are correlations.

Source: Authors

The structural model was assessed by considering the path coefficients and their significance levels. Path significance was evaluated based on p-values calculated after executing a bias-corrected and accelerated (BCa) bootstrapping with 5,000 sub-samples. The quality of the structural model was first evaluated using the coefficient of determination (R^2) (Table 4). We found that the variables included in the model explain 47.5% of the variance in personal and impersonal outcomes stemming from volunteering. It is worth noting that the effect size (f^2) complements the R^2 assessment, considering the relative impact of an independent variable on the dependent one through the changes in R^2 values (Cohen, 1988). According to Cohen (1988), the f^2 effect size can be classified as follows: $f^2 \geq 0.35$ (high), $0.15 \leq f^2 < 0.35$ (medium), $0.02 \leq f^2 < 0.15$ (small), and $f^2 < 0.02$ (negligible). Overall, our f^2 effect sizes are mostly classified as medium, small, and negligible. The evaluation analysis also revealed no collinearity issues for each set of predictors, as all the variation inflation factor (VIF) values were below the threshold of 3 (Hair *et al.*, 2019).

Table 4 summarizes the direct and interactive effects and their significance. Control variables such as volunteer's age, gender, education level, professional career, and volunteer collaboration in HEI did not show any significant effect (i.e., the p-values were above the less

conservative significance level of 0.10). On the other hand, we found that motivations to volunteer were positively associated with personal and impersonal outcomes stemming from volunteer activities (H1: beta value [β] = 0.339; $p < 0.001$), while self-oriented barriers were negatively related to them (H2: $\beta = -0.323$; $p < 0.001$). This empirical evidence, therefore, provides support to hypotheses 1 and 2.

Table 4. Direct and interactive effects

Relationship	Std Beta	Std Error	t-value	p-value	95% CI LL	95% CI UL	VIF	f ²
<i>Direct effects</i>								
Volunt_barrier → Volunt_result	-0.323	0.087	3.720****	0.000	-0.453	-0.169	1.304	0.153
Volunt_motiv → Volunt_result	0.339	0.102	3.324****	0.000	0.181	0.516	1.313	0.167
Volunt_org_cond → Volunt_result	0.274	0.110	2.483**	0.007	0.049	0.404	1.103	0.130
Volunt_age → Volunt_result	0.079	0.084	0.933	0.175	-0.060	0.216	1.383	0.009
Volunt_HEI_collab → Volunt_result	-0.009	0.091	0.097	0.461	-0.158	0.140	1.561	0.000
Volunt_educ → Volunt_result	0.052	0.090	0.572	0.284	-0.079	0.226	1.696	0.003
Volunt_gender → Volunt_result	0.009	0.088	0.101	0.460	-0.131	0.161	1.291	0.000
Volunt_career → Volunt_result	-0.110	0.090	1.227	0.110	-0.262	0.028	1.850	0.012
<i>Interactive effects</i>								
Volunt_barrier × Volunt_org_cond → Volunt_result	-0.166	0.129	1.291†	0.098	-0.327	-0.006	1.871	0.071
Volunt_motiv × Volunt_org_cond → Volunt_result	-0.197	0.131	1.555†	0.066	-0.443	-0.070	1.879	0.068

**** significant at p-value < 0.001; *** significant at p-value < 0.005; ** significant at p-value < 0.01; * significant at p-value < 0.05; † significant at p-value < 0.10.

Source: Authors

The results also confirmed that intraorganizational support had a direct and positive effect on personal and impersonal outcomes stemming from volunteer activities ($\beta = 0.274$; $p < 0.01$). The analysis of interactive effects, however, has shown that intraorganizational support weakened the positive relationship between self-oriented motivations and personal/impersonal outcomes stemming from volunteering (H3: $\beta = -0.197$; $p < 0.10$), whereas it strengthened the negative relationship between self-oriented barriers and personal/impersonal outcomes stemming from volunteering (H4: $\beta = -0.166$; $p < 0.10$). These findings may appear counterintuitive as we initially anticipated the opposite effect for both relationships. Consequently, the theoretical assumptions underlying hypotheses 3 and 4 did not find empirical support. We delve into the implications of these results in the next section.

5. Discussion and conclusion

The results for hypothesis 1 confirm that employees’ self-oriented motivations have a positive effect on personal and impersonal outcomes stemming from volunteering. This positive relationship can be elucidated through the lens of SET (e.g., Al Kerdawy, 2019; Booth *et al.*, 2009; Kao *et al.*, 2023) in which volunteering is conceptualized as a form of social exchange where individuals invest their time, skills, and resources in exchange for personal and social benefits. When employees are driven by self-oriented motivations, they are more likely to

perceive volunteering as personally rewarding and beneficial. This perception fosters a positive attitude towards volunteering, leading to increased engagement to CV. Employees who are intrinsically motivated to volunteer are more likely to derive enjoyment and satisfaction from their participation, leading to positive *personal* outcomes such as increased self-esteem, self-efficacy, and overall well-being (Afkhani *et al.*, 2019). Their enthusiasm, dedication, and willingness to invest time and effort can have a *ripple effect*, inspiring others to get involved and fostering a culture of altruism and social responsibility within the organization or community. As a result, self-oriented motivations not only benefit the individual employee but also contribute to the achievement of broader organizational or societal goals, leading to positive *impersonal* outcomes such as enhanced community cohesion and organizational reputation (Afkhani *et al.*, 2019).

On the other hand, the results for hypothesis 2 show that a negative relationship exists between employees' self-oriented barriers and personal/impersonal outcomes derived from volunteering. Self-oriented barriers can undermine individuals' intrinsic motivation to volunteer by impeding their ability to fulfil personal needs or goals associated with a CV program. For instance, employees facing time constraints or competing priorities may perceive volunteering as a burden rather than an opportunity for *personal* growth or fulfilment (Willems and Dury, 2017). Employees with significant barriers will experience a sense of dissonance between their values and their ability to engage in altruistic behaviours, leading to negative affective outcomes and reduced engagement in volunteering programs (Grant, 2012; Willems and Dury, 2017). Consequently, they can feel less inclined to contribute positively to the broader community or organization through volunteering efforts, thereby diminishing *impersonal* outcomes (Afkhani *et al.*, 2019).

With regards to the moderating effects, the results for hypothesis 3 show that the relationship between employee's self-oriented motivations and personal/impersonal outcomes stemming from volunteering becomes less positive as the level of intraorganizational support increases. This might seem counterintuitive but there are plausible explanations for this finding. The negative moderation effect of intraorganizational support suggests that when organizations provide extensive support for volunteering activities, it may inadvertently diminish the impact of self-oriented motivations to volunteer on personal and impersonal outcomes. This phenomenon can be explained by SET (e.g., Al Kerdawy, 2019; Booth *et al.*, 2009; Kao *et al.*, 2023) which posits that individuals engage in reciprocal relationships with their organizations, exchanging efforts, resources, and contributions for rewards and benefits. When organizations provide high levels of support for volunteering, employees may perceive their volunteering efforts as part of their organizational role rather than as voluntary contributions motivated by personal interests or values. In such circumstances, the intrinsic motivation derived from self-oriented reasons can be overshadowed by extrinsic factors associated with organizational support, such as compliance or instrumental motives. Consequently, extensive intraorganizational support might create a sense of dependence among employees, leading to reduced feelings of autonomy and ownership over their volunteering activities. Employees will perceive their contributions as guided or controlled by organizational expectations rather than driven by their intrinsic motivations, which can decrease the personal fulfilment and satisfaction derived from volunteering.

In a similar vein, the results for hypothesis 4 suggest that the relationship between employees' self-oriented barriers and personal/impersonal outcomes stemming from volunteering becomes more negative as the level of intraorganizational support increases, which is also a counterintuitive finding. This phenomenon can be explained by the concept of *reactance arousal* (e.g., Bélanger *et al.*, 2021; Nesterkin, 2013), wherein individuals experience

heightened resistance or aversion in response to perceived threats to their freedom or autonomy. When organizations offer substantial support for volunteering, employees facing self-oriented barriers will perceive the organization's effort as an attempt to exert control or influence over their volunteering decisions. The perception of external pressure or manipulation can trigger reactance mechanisms, leading to increased resistance or defiance towards CV. Employees may resist the organization's efforts to facilitate their participation in volunteering, viewing them as intrusive or unwelcome interventions that undermine their autonomy or personal agency. As such, the provision of extensive support will inadvertently highlight the disparity between the staff's perceived capabilities and the organization's expectations or standards of volunteering participation. Employees facing self-oriented barriers can compare themselves unfavourably to their peers or colleagues who can engage in volunteering despite similar constraints, leading to feelings of inadequacy, guilt, or self-doubt. This social comparison process will further intensify the negative impact of self-oriented barriers on outcomes, exacerbating the staff perception of volunteering as a mandatory or obligatory task rather than a voluntary choice driven by personal interests or values, which leads to decreased satisfaction derived from CV.

All in all, while the negative moderation of intraorganizational support on the relationship between employee's self-oriented barriers and personal/impersonal outcomes stemming from volunteering can be attributed to the activation of reactance mechanisms and social comparison processes, the same moderating effect on the relationship between employee's self-oriented motivations and outcomes highlights the complex interplay between individual motivations and organizational context. Although organizational support can provide opportunities and resources for employees to engage in volunteer activities (e.g., Kao *et al.*, 2023; Qi *et al.*, 2019; Silva *et al.*, 2022), it may also diminish the intrinsic value and personal significance of employees' contributions, thereby attenuating the positive outcomes associated with self-oriented motives.

5.1. Theoretical and practical implications

Our study has several theoretical and practical implications. From a theoretical point of view, this research aimed at discovering the relevance of intraorganizational support on the employees' participation in CV. The study is one of its kind that attempted to go beyond the individual psychological variables and considered the relevance of contextual elements in determining staff engagement with volunteering programs. According to several scholars (e.g., Hidalgo and Moreno, 2009; Johns, 2017), most studies ignore the indispensable influence of organizational context in influencing individual employee behaviour either by creating constraints or providing opportunities. Most often, extant studies consider the staff-related psychological variables alone and largely ignore the fact that volunteering activities take place within the organizational context. Injecting employees' perspectives reveals that they reflect on their organization's motives for adopting CV and that their interpretation of *legitimate* organizational gain is shaped by their motivations and barriers. Therefore, the results reaffirm that volunteering literature should expand to consider the contextual elements in assessing employee volunteering behaviour.

The findings of this study also have important implications for practitioners. There is a growing concern over the rate of employee participation in volunteering programs (Gómez and Fernández, 2017; Grant, 2012; Willems and Dury, 2017). Accordingly, identifying factors that could facilitate better staff participation will form the knowledge repository for organizations, particularly, HEIs, to integrate it as part of their CV program design. Organizational fit sends a signal to employees that volunteering activities are also a reflection

of their organizational values, and they deem to support those activities. Therefore, our research highlights the importance of maintaining a delicate balance between organizational support activities and intrinsic motivations/barriers to volunteering. By adopting a tailored approach to provide support, fostering a culture of volunteering, promoting autonomy, and requiring feedback from employees, HEIs can cultivate a conducive environment that maximizes the positive impact of volunteering activities while preserving employees' intrinsic motivations and enhancing their overall well-being and satisfaction.

5.2. Limitations and future research

We also acknowledge the limitations of our work, which offer opportunities for future research. This study has explored the relevance of intraorganizational support with specific reference to CV implementation. However, Opoku-Dakwa *et al.* (2018) highlight that organizational support for CSR initiatives can be categorized into human support, informational support, material support, and psychosocial support. Future studies should consider these categories to expand existing research on volunteering. Furthermore, a longitudinal study of volunteering behaviour can provide additional insights into how employees' participation in CV changes over time. The generalizability of the study findings can also be limited to the geographical context in which the research has been conducted. Future studies should expand the analysis to other countries and regions to account for the influence of distinctive cultural settings.

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