

Project K: Volunteer Experience at Active Kids

Group 21

Kelly Wang

Delgado Carneiro-Nunes

Ryan Harrington

Samantha Konyu

Justine Sologastua

Partner Organization: Active Kids

School of Kinesiology, University of British Columbia

KIN 464: Health Promotion and Physical Activity

Instructor: Dr. Andrea Bundon (andrea.bundon@ubc.ca)

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Executive Summary

Problem Statement

The purpose of the following study was to explore the volunteer experience at Active Kids for Undergraduate Kinesiology students at UBC. Particularly, our study is interested in learning the volunteer's motives in joining Active Kids and how their motivation changed throughout their involvement. This will provide valuable information on potential implementation to improve volunteer experiences.

From our surveys, 89.5% of the respondents would recommend the Active Kids experience to other Kinesiology students. In addition, when asked to analyze the motives for joining Active Kids, many valued the importance of hands-on experience and the practical learning environment that Active Kids offers. However, when prompted to detail changes that they wish the program to implement, many propose wishes to include training with children with different disabilities and more workshops to consolidate the specific coaching skills.

Proposed Recommendations

Our recommendations for potential changes and modifications to the Active Kids program to better enhance UBC's Kinesiology student volunteer experiences are as follows:

1. Provide specific training sessions based on specific sports programs
2. Include training to work with children with various disabilities (physical and/ or intellectual)
3. Provide continual planning and training throughout the program
4. Increase guidance on certification options and potential career pathways
5. Enhance volunteer engagement through leadership roles

Please note that while we recognize the significance of these recommendations in enhancing volunteer experiences and understanding the logistics of program facilitation, we acknowledge that some changes may not be feasible to implement immediately due to logistical constraints.

Value

With these proposed recommendations, we expect that more Kinesiology students will recognize the values that Active Kids brings in terms of both practical and university experience. These proposed changes have the potential to enhance the volunteer experience, leading to the potential for an enhanced coaching staff pool and expanding new volunteers.

Final Thoughts and Next Steps

Enhancing volunteer experience brings forth the enrichment of the academic and university experience of Kinesiology student volunteers. From the potential of these proposed changes, we expect an increased volunteer satisfaction rate and enhanced motivation to continue their involvement at Active Kids. To learn more and get involved, please read about the Active Kids program [here](#).

Introduction

Active Kids is a unique outreach program offered by the University of British Columbia (UBC) in the School of Kinesiology that provides opportunities for children to engage in physical activities (School of Kinesiology, 2024). The program offers a variety of sports, including basketball, gymnastics, soccer, and physical literacy, which all implement a supportive sporting environment that promotes fun physical activity (School of Kinesiology, 2024). In addition to engaging young children, the program includes university students in volunteer opportunities to bridge the gap between the classroom and practical application (School of Kinesiology, 2024).

The current project serves as a follow-up to the previous study undertaken by KIN 464 students last year. Conducted by Aarmoogum et al. (2023), the previous study explored UBC Kinesiology student experiences at Active Kids, specifically focusing on how their volunteer participation had impacted their university experience and career aspirations. The team compared the pre and post-program participation to examine the changes in the program expectations. The team also explored the experience of experiential education settings at Active Kids, where volunteers get practical applications of course materials. Their findings yielded positive responses from Kinesiology students, affirming that the Active Kids' experiences were a highlight in their Kinesiology degree and they would recommend the program to future students. However, respondents also highlighted areas of improvement, notably citing inadequate volunteer engagement and inconsistent mentorship from the instructors. As a result, several recommendations were proposed, including feedback survey implementation, a wider variety of sports programs, more private meetings between volunteers and coaches, and clearer guidelines for certification pathways.

Previously, Active Kids' importance in constructing the Kinesiology students' practical experience was evident. However, little is known about volunteer motivation and the relationship between motivation and volunteer experience. Therefore, by exploring the volunteer motives, our study analyzes volunteer motivation, satisfaction, and whether the degree of motivation impacted the volunteers' retention rates. This study will provide important information for Active Kids in understanding why volunteers join the program, as this may help with program planning to enhance the volunteer experience of Kinesiology students.

The following literature review delves into the link between the motivational factors of volunteering, and how those relate to satisfaction and volunteer retention. Our study proposes the following research questions: i) Why do volunteers join Active Kids? ii) Did the motivation change throughout volunteering? iii) How do the motivational factors relate to the retention rate of the volunteers? iv) Acknowledging the experiential learning properties that the Active Kids program offers, what course materials do volunteers find the most applicable to Active Kids?

Literature Review

A. Explore Volunteer Motivation in relation to program functions

Volunteer motivation is crucial in shaping the success and sustainability of a community outreach program. Contemporary literature directed towards the study of work and labour markets has emphasized the importance of understanding a commitment within the context of individual career development. While volunteer opportunities differ from paid positions, they still share some contextual similarities between the two concerning career development and the acquisition of experience and transitional skills. Understanding the underlying motives for individuals to volunteer is important for program organizers, stakeholders, and staff members to improve the volunteer experience. Extensive research has been done on volunteer motivation

across different contexts. In sports settings, volunteer motivation has been found to influence the quality of participants' experience in the program (Cuskelly et al., 2008; Hynes & Nykiel, 2004). Both studies reported a correlation between volunteer motivation and satisfaction with the program, especially when volunteer motivations correlated with program objectives in a community sports program setting. While these studies highlighted the effectiveness of aligning program objectives to volunteer motivation, it is important to consider the multifaceted factors contributing to motivation (Stukas et al., 2016; Hynes & Nykiel, 2004, Cuskelly et al., 2008).

B. Different Factors of Motivation

To understand the complex nature of volunteer motivation, various theories provide a framework discussing individual engagement with certain activities and how different factors can influence their motivations. One prominent theory is the Self-determination theory (SDT), proposed by Deci & Ryan (2002), to explore how intrinsic and inherent motives satisfy oneself. Additionally, the SDT discusses how extrinsic motives can drive actions to achieve various external meanings (Deci & Ryan, 2002). SDT defines basic human psychological needs of autonomy, relatedness, and competence to drive motivated behaviour (Deci & Ryan, 2002). Autonomy drives intrinsic motivation and an autonomy-supportive environment includes providing choices and leadership opportunities to have the individuals lead the self-directed behaviours (Deci & Ryan, 2002). Competence facilitates autonomy by providing individuals with the necessary skills to succeed in their positions (Deci & Ryan, 2002). Lastly, relatedness refers to the personal connections within the system (Ryan & Deci, 2000). When studies evaluated intrinsic motivation in a volunteer setting through the perspective of SDT, the importance of autonomy and competence was highlighted (Oostlander et al., 2014; Flannery, 2017; Ryan & Deci, 2000). Specifically, when providing volunteers with adequate training

sessions that lead to successful leadership opportunities, those volunteers tend to score higher on satisfaction skills and exhibit higher intrinsic motivation (Oostlander et al., 2014).

Another theory that is commonly used to examine volunteer motivation is the expectancy theory. According to the theory, individuals are motivated to engage in an activity when they believe the behaviours will lead to a desired and valued outcome (Expectancy and Instrumentality), and that the achieved outcome outweighs the cost associated with effort (Valence) (Vroom et al., 2005; Purvis et al., 2015). Furthermore, Grabrith and Cummings (1967) extend the expectancy theory stating that valence includes intrinsic and extrinsic rewards, which makes it fit within non-profit settings like volunteering. Studies have shown that when the program objectives aligned with the volunteer goals and the subsequent training was shown to lead to intrinsic rewards (such as gaining desired skills or self-improvement), there tend to be higher retention rates of those volunteers (Ashfaq et al., 2021; Tsai et al., 2023). However, the motivation drives were also shown to decline even with valued responsibilities if the drives were poorly linked with outcome and performance (Zboja et al., 2020).

Lastly, some researchers took on the functional approach in psychology to unravel the different aspects of motivation. Clary et al. (1998) categorized 6 functions of motivation concerning volunteerism. Firstly, the value function relates to the concerns for the well-being of others and is linked closely with Altruism and the quality of experience (Carpenter, 2013). In volunteering, the individuals scoring high on value function endorsed the wish to help others as a reason to volunteer (Anderson & Moore, 1978). The second function refers to understanding, where volunteering provides a chance to learn and apply knowledge. The third function is the career function, where involvement with volunteering can lead to a certain career path. The fourth function is the social function, by which volunteers were involved due to normative

pressure from their close ones. The fifth function is the protective function where volunteering is viewed as a means to reduce the sense of guilt or escape from one's problem. The sixth function is the enhancement function, where volunteering contributes to self-improvement. These six functions, values, understanding, and enhancement fall within the intrinsic motivation factors due to the belief to better oneself; whereas career, social, and protective functions fall within the external motivation factors (Clary et al., 1998; Anderson & Moore, 1978).

C. Volunteer satisfaction and volunteer motivation

Studies have shown a positive relationship between motivated volunteers and high satisfaction rates (Kay & Bradbury, 2009, Ashfaq et al., 2021). A transformation from extrinsic to intrinsic motivation was observed as the volunteers were offered more important and impactful responsibilities (Kay & Bradbury, 2009). In turn, those volunteers were reported to have higher satisfaction rates when compared to their peers with extrinsic motivations (Kay & Bradbury, 2009). Interestingly, while studies demonstrated a relationship between intrinsic motivation and a high satisfaction rate, extrinsic motivation was not found to have a relationship with satisfaction (Giannoulakis et al., 2015; Morgan, 2013; Kay & Bradbury 2009). These findings demonstrate the importance of intrinsic motivation and its relationship with volunteer experience. However, while studies may not find a direct link between extrinsic motivation and satisfaction, external incentives such as recognition, rewards, and social pressure may still impact volunteers' behaviours and commitment levels (Morgan, 2013). Therefore, while intrinsic motivation may be the primary driver of satisfaction, organizations, and programs should still consider external factors in maintaining volunteer engagement and motivation (Clary et al., 1998).

Methods

Target Population

Our research survey focused the target population on UBC Kinesiology students who volunteered at Active Kids within the last fourteen months. As stated in the Active Kids annual report, over 70% of Active Kids volunteers are Kinesiology students at UBC, indicating the majority of Active Kids volunteers major in Kinesiology (UBC Active Kids, 2019). Additionally, the fourteen months served as an upper limit that strictly included volunteers who saw changes to Active Kids programs due to the prior KIN 464 project with Active Kids. Therefore, our inclusion criteria were as follows: 1) must be a current or past UBC student; 2) must be a Kinesiology major, and 3) must have been involved with Active Kids for a minimum of two months and a maximum of fourteen months. Our exclusion criteria were as follows, 1) UBC Kinesiology students who have yet to volunteer for Active Kids due to their lack of experience and knowledge of the program, and 2) volunteered for less than two months. A purposive sampling method was used to recruit participants due to the specific characteristics of our inclusion criteria. It is an approach that allows researchers to select a particular population for their study based on the characteristics of the group (Hassan, 2023). The rationale behind this approach was to ensure that the information gathered from the data is focused and relevant to the scope of our research. Collecting data from UBC Kinesiology students who have volunteered for Active Kids could introduce critical insight and understanding into how Active Kids has previously and currently designed their programs, and how they implement and evaluate them.

Given our project's focus on investigating the changes implemented by Active Kids this year, our chosen design involves volunteers with firsthand experience of these priorly made changes. Hence, we implemented a two-month minimum and a fourteen-month maximum

involvement as inclusion requirements to ensure participants' familiarity with the organization's operations and recent alterations to Active Kids programs. Additionally, our project aims to contrast the experiences of new volunteers unfamiliar with Active Kids' recent changes with those documented in the past KIN 464 report. We exclude the volunteers with less than two months of involvement due to their lack of experience with the program.

Recruitment Target

Our intervention attempted to engage 20 to 40 participants due to the specificity of our recruitment population. At the end of the collection, we achieved 34 recorded responses. In alignment with our small sample size, a mixed-method study design that identifies and records qualitative and quantitative data was implemented (Clark & Creswell, 2008). In addition, processing qualitative data requires researchers to actively reflect on the written response and synthesize the emerging themes (Clark & Creswell, 2008). As this data collection process can be time-consuming, a smaller sample size of Active Kids Volunteers of past and present is most suitable when ensuring a high-quality analysis within the confines of our research project's completion on April 12, 2024.

End of Data Collection

Our decision to end data collection was guided by the fulfillment of one of either two conditions. Firstly, to ensure the reliability and validity of our study findings, data collection would conclude once the number of survey respondents falls once 40 past and present Active Kids volunteers were achieved. A small sample size of 20 to 40 participants is deliberately chosen to allow for a focused and in-depth case-oriented analysis of the quality of responses (Vasileiou et al., 2018). Secondly, the termination of data collection will be on April 5, 2024, irrespective of the number of survey respondents we received. The early termination of the data

collection will allow for additional days of comprehensive data interpretation and the generation of reliable study findings. This strategy aligns with our goal of presenting a well-informed recommendation for the program. Considering that the project deadline was April 12, 2024, this approach ensures that our team has sufficient time to analyze and synthesize the data, enabling our group to offer informed recommendations to enhance the volunteer experience at Active Kids.

Data Collection

Data Collection: Where

Survey data was collected using Qualtrics, a UBC surveying tool used for this study. According to UBC Information Technology (2023), Qualtrics provides various features that are both easy to use and capable of serving as a survey tool platform. We utilized Qualtrics to distribute our survey to our target recruitment population upon receiving a review from the primary investigator, Dr. Andrea Bundon, and the teaching assistants, Naomi Maldonado-Rodriguez and Stephanie Stresing, who ensured our survey met the needs of the board of ethics.

Data Collection: How

Our survey participants were recruited through convenience sampling methodology, an approach that allows researchers to recruit participants in places that are accessible to them (Simkus, 2023). The study recruited participants through digital modes, including email, social media, and digital newsletters. The recruitment poster containing the QR code linked to our survey was displayed in Active Kids newsletters and social media postings from the official Kinesiology Undergraduates Society (KUS) and UBC KIN accounts (see Appendix B, Fig 2). We used this form of promotion to reach our target population as many of the KUS and UBC KIN followers are Kinesiology students at UBC. Active Kids student volunteers could have seen

the KUS postings and participated in our Qualtrics survey. Dylan Brown with Active Kids facilitated the distribution of our survey's QR code through their database of volunteer emails, which were kept confidential. Past volunteers of Active Kids had a high likelihood of not seeing or interacting with any of the in-person recruitment methods placed in Active Kids locations. The email distribution of our survey helped recruit and reach the population of past volunteers of Active Kids in the hope of receiving their responses. These data collection methods contributed to the fulfillment of our objective to recruit 20 to 40 Kinesiology student volunteers.

Data Collection: When

The data collection process began swiftly after the approval from our primary investigator, Dr. Andrea Bundon, teaching assistants, and campus partner, Dylan Brown from UBC Active Kids. The active range of data collection commenced on March 12, 2024, and ended on April 5, 2024.

Data Collection: What and Why

Our UBC Qualtrics survey questions seek qualitative and quantitative information from our participants to learn about their experiences during their volunteering journey at Active Kids (see link to survey in Appendix A). The data collection process began after participants read over the consent form created by the primary investigator, which informed the participants of the study's purpose, procedures, outcomes, benefits, and risks. The study's first set of questions contained a demographic portion that asked the participants to outline their years of study, stream choice, the Active Kids sports programs they are involved with, their sports background, certifications, and their volunteer experience level. The final question in the first section asks whether Active Kids adopted any recommendation from the previous KIN 464 group project and whether such changes enhanced their volunteer experience effectively. Our second section

primarily contained open-ended questions to record volunteers' responsibilities and motivation within Active Kids. The participants were asked to report their role at Active Kids, how they felt about their current responsibilities and their future goals with the program (i.e. if they wish to apply for an instructor position). Additionally, we adapted the Volunteer Functions Inventory to increase our understanding of the motivational aspect of volunteers (Clary et al., 1998). The original scale comprises 30 items, covering 6 functional motives to measure motivation through the perspective of the functional approach in psychology. However, as our survey was designed to be completed online within 5~10 minutes, we decided to shorten the scale to 9 items. In the original scale, each functional motive is rephrased 2~3 times to ensure the consistency of responses (e.g. "Volunteering makes me feel important" and "I feel important when volunteering"). Our team selected one phrasing from each functional motive that best fit into the Active Kids volunteer experience and added 3 additional questions ("Volunteering helped me acquire professional skills essential to my future paths", "I can learn to interact with different populations", and "I can explore my own strengths) that are specifics to Active Kids and sport coaching experience.

After the participants noted their motivation, they were asked to report if their motivation levels changed throughout their stay at Active Kids. They were then asked if they would rejoin Active Kids next year, and if there were changes they would like to see that could improve their experience as Active Kids volunteers. The participants were prompted to discuss suggested changes, such as training opportunities, certification pathways, program design, and responsibilities. This will serve as direct feedback for Active Kids on enhancing their current volunteer environment. Lastly, to end the survey, we asked if the participants would recommend volunteering at Active Kids to other individuals.

The data collected from volunteers' responses will help to improve the Active Kids experience for current and future volunteers. Receiving the feedback, motivations, and areas of improvement from past and current volunteers will all build together to aid future developments of the Active Kids program. The quantitative input of the participants in our UBC Qualtrics survey was beneficial to record baseline findings of volunteers and their feelings about general aspects of Active Kids. The qualitative input of the participants was constructive because it allowed us to collect unique data from every volunteer who participated. These original experiences and ideas will structure real and beneficial change and reinforce the volunteer experience that develops at UBC Active Kids.

Data Analysis

Demographic characteristics and input of volunteers were examined using descriptive statistics in Microsoft Excel. Both demographic data and descriptive qualitative data will be considered. The study adopted a thematic analysis to synthesize common themes and trends in qualitative data (Braun & Clarke, 2006). This approach also allows researchers to make meaningful connections between data entries, identifying patterns of ideas or experiences that come up regularly (Braun & Clarke, 2006). An interpretivism paradigm was adopted, as this worldview considers different social factors when understanding unique personal experiences (Saliya, 2023). Using the interpretivism paradigm, researchers do not seek to find a “universally identical truth,” but instead recognize that responses are a product of societal factors and that objective truth is difficult and impossible to find (Saliya, 2023). Considering the interpretivism paradigm and thematic analysis, the researchers will account for different social and demographic factors and look for emerging themes and theories.

After exporting the data from Qualtrics, all group members read the qualitative survey responses independently and thoroughly to capture patterns and themes within the data set. When independently analyzing the data, patterns and themes were organized into codes. These codes were reviewed by all group members to be collected into larger themes or organized into sub-themes (Saliya, 2023). As the survey questions mainly contained open-ended questions, our group also explored Active Kids' culture and community to find the motivational aspects of volunteering with this organization and relate them to the different demographic factors such as year of study or the stream of choice. Quantitative data will be analyzed using percentages based on the statements selected by the respondents. This form of analysis allows the team to identify the statements most agreed upon by the respondents and identify which were least agreed upon.

Results

Demographics Distribution

A total of 34 responses were recorded via the Qualtrics survey. Out of those responses, 10 responses included an incomplete survey, 3 responses did not pass the inclusion criteria, and 1 response did not include their consent. The inclusion criteria included Kinesiology students (past or current) who have volunteered at Active Kids for at least 2 months. Therefore, respondents who answered "no" to "Are you a current/ past Kinesiology student" or "Are you a current/past Active Kids volunteer" will be excluded from the analysis. However, the remaining 20 respondents completed between 75% and 100% of the survey and were therefore included in our analysis, totalling a completion rate of 60%.

Of our recorded qualified data, the participants' demographic distribution was similar to that of last year's study. There's a similar split between 1st and 2nd-year respondents (25%, 6), 3rd year (29%, 7), 4th year (17%, 4), and graduated students (4%, 1) that were involved in this

study (see Appendix C, Fig. 1). Since our study pertained to Kinesiology students, every respondent was or is a Kinesiology student (100%, n=20). The majority of respondents were in the Multidisciplinary field (26%, n=9) and the remaining respondents were in Social and Behavioral Sciences (0.05%, n=2), Neuromechanical and Physiological Science (17%, n=6), and Interdisciplinary field (0.02%, n=1). Seventeen percent (n=6) of the respondents have not yet declared a stream (see Appendix C, Fig. 2).

Quantitative Analysis

When asked to disclose their involvement with Active Kids, the majority of the respondents were (39%) involved for 2~5 months. There's an equal split between "6 months to a year" and "1~2 years" (26%). Lastly, 8.7% of the respondents were involved with Active Kids for 3~4 years (see Appendix D, Fig. 1). The most common sports program that volunteers were involved with was "Gymnastics" (57%), "Multisports" (18%), "Basketball" (14%), and "Soccer" (11%) (see Appendix D, Fig. 2). 16 respondents (66%) reported having previous experience with the program that they were involved with, and 8 respondents (34%) reported having no prior experience (see Appendix D, Fig. 3). When asked about the volunteer's future aspirations at Active Kids, 12 respondents (63.2%) were interested in applying to become an instructor, and 7 respondents (36.8%) were only interested in the volunteer position (see Appendix D, Fig. 4).

Next, the possession of training and certifications before joining Active Kids was analyzed. The respondents could select one or more options. The most commonly acquired training is the training offered by the previous volunteer/coaching experience (54.2%, n=13). The second most prominent was the First Aid and CPR certification, which was acquired by 45.8% (n=11) of the respondents. 16.7% (n=4) of the respondents obtained training through the National Coaching Certification Program (NCCP) while one respondent indicated receiving

“ASCA level 1 and Netball foundation coach certification.” Furthermore, 45.8% (n=11) indicated not having prior training or certification before joining. No respondent received training from the Aboriginal Coaching Model (ACM) (see Appendix D, Fig. 5). The respondents were then asked to respond to the training and certification that they received during or after joining Active Kids. 57% (n=16) of the respondents did not receive additional training. 14% (n=4) of the respondents received training on including children with disabilities. There’s an equal split (7%, n=2) between respondents receiving training from “Canucks Autism- supporting positive behaviour” and “Instructor training- Learners, Equipment, Time, Space (LETS).” One respondent received training through the “Sport for Life- Movement Preparation Workshop,” and no respondents indicated training through “ViaSport: All youth matter-inclusion training.” Three respondents (11%) selected “Others,” indicating responses of “CPD and First Aids Certification,” “NCCP in gymnastics coaching,” and “Adaptive Dance program-Dance for Children with Autism, Down syndrome, and any other disabilities” respectively (see Appendix D, Fig. 6).

The respondents were then asked to select their responsibilities at Active Kids. The respondents could select one or more options and most respondents (94.7%, n=18) selected “Support instructor in creating a safe, fun, and physically safe sport environment.” The second most held responsibility was to “Organize equipment” (89.5%, n=17). There was an equal split between “Support/ Lead developmentally-appropriate activities” and “Promote an active and healthy lifestyle by being a positive role model” (both are 78.9%, n=15). Similarly, “Contribute ideas for the future session” and “Led 1 or more warm-ups) both received 63.2% (n=12) of the responses. Nearly half of the respondents (52.6%, n=10) led 1 or more full activity on their own, and 42.1% (n=8) of the respondents provided regular feedback to participants and parents. No

respondent selected “Others” or “None of the above” (see Appendix D, Fig. 7). After this question, the respondents were then asked how they felt about their current responsibilities. Over half of the respondents (57.9%, n=11) selected “I have good responsibilities on the team and am valued for my skills.” 10.5% of the respondents (n=2) selected “I have good responsibilities but would like additional support.” 15.8% (n=3) of the respondents were content with their responsibilities. 2 respondents indicated wishes for more leadership roles as they currently don’t have many responsibilities. Lastly, 1 respondent selected, “I don’t have many responsibilities, but I am happy with my role on the team” (see Appendix D, Fig. 8).

The volunteer's experience with the paid instructor was also analyzed. The respondents could select multiple responses. 100% of the respondents (n=19) selected “The instructor is friendly” while 89.5% (n=17) selected “The instructor is welcoming.” Three statements achieved the same percentages of respondents (78.9%, n=15), and they were “The instructor is helpful in answering my questions about the Active Kids program,” “The instructor is engaging consistently in assignment roles/ tasks to me,” and “I believe the instructor is a good leader/ model.” The last selected statement was “The instructor is helpful in pushing me to take on leadership roles, such as leading warmups and activities” (73.7%, n=14) (see Appendix D, Fig. 9).

In addition, we also seek to understand the underlying motives for volunteers to join Active Kids. In general, “My friends volunteer” and “People I am close to wanting me to volunteer” were rated most commonly as “Not important.” On the other hand, “Volunteer provides me with hands-on experience”, “I can learn to interact with different populations”, and “Volunteering can provide me with professional skills necessary essential to my future career path” were rated as the most important factors to join Active Kids (see Appendix D, Fig. 12A).

Within the “Not important” section, there was an equal split between “My friends volunteer” and “People I am close to wanting me to volunteer” (both are 52.6%). Interestingly, the above two reasons were not selected as the “Very important” motives to join (see Appendix D, Fig. 12B). When asked to select how volunteering impacted their experience at Active Kids, both “Volunteering increased my confidence to talk to children” and “Volunteering increased my leadership skills in leading an organized sports activity” received 84.6% of the responses (n=16). 15 respondents (78.9%) felt like volunteering enhanced their leadership skills in coaching children, while 13 respondents (68.4%) had increased confidence in talking to peers due to volunteering. Lastly, 7 respondents (36.8%) selected “Volunteering increases my confidence in talking to parents”. No respondent selected “None of the above” (see Appendix D, Fig. 10).

We also asked the respondents if they would recommend the Active Kids experience to other Kinesiology Undergraduate students, and the majority of the respondents (89.5%, n=17) said “Yes”. Only 2 respondents (10.5%) answered “No” (see Appendix D, Fig. 11). Then, the respondents were asked to scale from 1 (least likely to rejoin Active Kids next year) to 5 (most likely to rejoin Active Kids next year), the average retention rate was 3.8 out of 5.

Qualitative Analysis

To better visualize the range of responses, we interpreted the responses into 3 categories. Firstly, we indicated the response as “Positive” when there were words such as “Helpful”, “Beneficial”, “Sufficient”, and “Felt prepared”. We categorized the responses as “Neutral” when words such as “Don’t know”, “Somewhat”, “Don’t remember”, and “Not sure” appeared in the description. Lastly, “Negative” responses were given to the statements that included words like “Not helpful”, “Not beneficial”, “Did not like it”, “but”, and “Did not prepare me”. A brief

colour-coded graph is outlined in Appendix D, Fig 13 to show the distribution of the responses, and Fig. 13 provides a more detailed view of the counts of each category of responses.

Respondents were first asked to describe how beneficial they found Active Kids training sessions in preparing them to volunteer at Active Kids. There were 4 positive responses, 9 neutral, and 7 negative responses (see Appendix D, Fig. 14). Through thematic analysis, common trends across the positive responses are that the respondents felt the training was sufficient due to the inherent hands-on characteristics of Active Kids and the training increased their confidence to assist the practice sessions. Neutral responses majorly stated that they did not remember much training, or they had similar training experience before. Negative responses were centered around wishes to increase training with children with Autism Spectrum Disorder (ASD), and specific safe spotting for the sports program.

The respondents were also asked how their motivation had changed throughout their involvement at Active Kids. There were 6 positive responses, 5 neutral, and 4 negative responses (see Appendix D, Fig. 14). Common trends across the positive responses are that the motivation increased due to the wide range of children the respondents interacted with and built rapport with. 1 respondent reported that the rapport transformed her motivation from “Volunteering for things to put on her resume” to fostering connections with the program participants. The neutral responses described that the motivation level would be dependent on the children for the program. Lastly, respondents reported decreased motivational levels commonly after they transitioned into a paid coach position or lost interest in the program.

We also asked the respondents to describe their reasoning for continuing or not continuing to volunteer with Active Kids. This question received 7 positive, 4 neutral, and 4 negative responses (see Appendix D, Fig. 14). The positive comments centred around the

inherent joy of coaching and the great leadership opportunities Active Kids provided. The common reasons for continuing were conflicting course schedules, graduating from school, and not enjoying the program.

Discussion

Compared with the Past KIN 464 Project

The majority of the respondents highly recommend the Active Kids experience to other Kinesiology students, however, the ratio is slightly lower (9.5%) than last year's (95.2% in 2023 and 85.7% in 2024). The sports crew involvement was slightly different from last year's makeup. This year, more respondents participated in Gymnastics (57%) in comparison to last year (44.7%). In turn, there were fewer respondents from soccer, multisports, basketball, and other programs this year. In terms of certification, understanding that from last year only a few volunteers received NCCP certification before joining, we included options asking if they received any previous training experience regarding their previous sports/ coaching sites. More respondents (n=4) received NCCP training this year, compared to 1 last year. The number of respondents who received the First Aid and CPR certification is slightly lower than last year (2023: 15; 2024: 11). Similar number of respondents received no training in both years (n=11). When comparing the training received during or after the Active Kids experience, it was found that the group that received no additional training was slightly higher this year (2023: 48%; 2024: 57%). No respondent from both years received the "Aboriginal Coaching Model" certification. Interestingly, the respondents this year reported receiving additional training through 'Including children with Disabilities', "Canucks Autism-Supporting positive behaviour", and "Instructor training- Learners, Equipment, Time, Space". Therefore, the differences in the recommendation rate between both years may be attributed to the difference in

the respondent's makeup, including the program that they are involved with and the training they acquired through Active Kids.

Limited Satisfaction Towards Onboarding Training Sessions

While our findings showed that Active Kids allowed for an overall fulfilling and enjoyable experience for our respondents, it is notable that the same could not be said about the onboarding processes. Our data conveys that the respondents didn't feel adequately prepared to work with children with disabilities, nor did they feel equipped with a proper understanding of coaching and program-leading strategies. Some participants made sense of this shortage in training as an opportunity to "learn on the fly" and relished in the challenge, but the unpreparedness most other participants felt in the beginning did contribute to a deteriorating perception of Active Kids as a whole. In short, there needs to be more training or the volunteer retention rate may fall.

This is supported by Clary et al. (1998) as the volunteers' motivation is founded upon the six functions that volunteering experiences can provide to an individual. The issue that our data has highlighted lies within the second and third functions Clary et al. (1998) described – the "understanding" and "career" functions. Shortcomings in Active Kids' onboarding processes left our respondents with a knowledge gap that wasn't too wide to inhibit their work with the participants but still large enough to disappoint their expectations of acquiring knowledge and future transitional skills. This issue is exacerbated when examining the main motivators of volunteers before joining the program.

Over half (57.9%) of the participants feel positive about their current responsibilities and believe that they are valued for their skills. Most participants (94.7%) reported their responsibilities being to “Support instructors in creating a safe, fun, and physically safe sport environment” or “Organize Equipment” (89.5%). Throughout the Active Kids experience, respondents reported increased confidence in leading an organized activity (84.6%) and talking to children (84.6%). A slightly smaller percentage of respondents reported increased confidence in coaching children (68.4%). However, when the volunteers were prompted to provide how beneficial the onboarding training was to prepare them to volunteer for the program, many cited the need to include guidance on working with children with intellectual and physical disabilities as the volunteers usually spent the most time with the children. In addition, the respondents also expressed the need to include more specific training programs to target the coaching techniques required in each program. It’s important to acknowledge that some respondents also recognize the dynamic nature of Active Kids, and prefer to learn during the practice sessions.

Active Kids as a Practical Learning Environment

Respondents valued the practical environment at Active Kids, joining because they believe the experience can enhance their professional experience and help them build new connections with diverse populations. Some respondents also believe that joining Active Kids will 'look good on their resume,' while others see it as a way to explore their strengths. Among the lesser important motives, many view joining the program due to normative pressure from friends or loved ones as less significant. Applying the functional approach of psychology, this finding reveals that Active Kids volunteers primarily join due to strong extrinsic motivation, with an emphasis on the “career” aspect (Clary et al., 1998). There also appears to be some focus on the 'enhancement' aspect of motivation, as respondents join the program as a means to improve

themselves. Interestingly, when prompted to discuss if the motivation has changed throughout their involvement, many cited an increased motivation due to the rapport built with children. Many described volunteering as “fun” and “enjoyable.” Not only did it start to align with their passion for coaching, but when they were given important leadership roles on the team. This transformation of motivation aligns with the findings reported by Kay & Bradbury (2009), as the respondents were valued on the team, there tended to be an increase in intrinsic motivation to take on further responsibilities. Furthermore, Lachance et al. (2021) note that while volunteers may initially be motivated by the desire to learn new skills or gain work experience, this motivation can evolve and grow. This shift is evident in the survey results, which show that volunteers appreciated the rapport they developed with the children and the enjoyable environment at Active Kids. These experiences led to a strong interest in returning for another term, with volunteers citing the enjoyment they felt as the primary reason for their desire to continue, even though it was not their initial motivation for joining. When volunteers see the positive effect of their efforts on others, such as enhancing children's lives in programs like Active Kids, they frequently feel a sense of accomplishment. This satisfaction may reinforce their desire to devote more time and effort to things they care about. Altruism may then motivate additional volunteering. Survey results reveal that 76% of volunteers express interest in potentially returning for another semester, demonstrating a strong inclination to continue their involvement with Active Kids.

Relevance of KIN Courses

Volunteers reported that several KIN courses applied to their volunteer experiences, such as KIN 341 (Instructional Strategies for Including Persons with Disabilities in Physical Activity), KIN 140 (Lifespan motor development), and KIN 150 (Sport and Exercise Psychology). This

finding suggests that the KIN curriculum is well-aligned with real-world applications and experiences, particularly within the context of volunteering. Successful sport management programs use experiential learning, such as volunteering, to prepare students for career opportunities while keeping the academic rigour in the classroom (Pate & Shonk, 2015). This integration allows students to directly apply the knowledge and skills they gain in class to their volunteer work, making their coursework more relevant and practical. Students who recognize the connection between their academic learning and their volunteer roles are likely to be more engaged and motivated. They utilize their education to address real-world challenges and contribute positively to the sporting development of the children they work with. By applying academic knowledge and critical thinking skills, volunteers offer innovative solutions and support the growth and development of young athletes. The impact of KIN courses on volunteers' experiences highlights the importance of an educational curriculum that is closely connected to practical, real-life applications. Such a curriculum can empower students to make meaningful contributions in their volunteer roles and beyond, fostering a stronger sense of purpose and fulfillment in their academic and community pursuits. This may explain why they view hands-on experience as the most important motivation for volunteering, as it allows them to apply their knowledge and learn more directly through their involvement.

Recommendations

A. Short Term-Provide specific training sessions based on the individual sports programs:

A trend seen in our results was the concern around the low positive response rate of the training sessions provided by Active Kids. One respondent commented that they believe Active Kids could implement “different training sessions for volunteers” which can help enhance the volunteer experience. Therefore, our immediately actionable recommendation is to focus on

delivering specific training sessions based on the individual sports program to allow volunteers to feel more confident in their training skills and environment. For example, offering a training session specifically for the soccer program will allow volunteers to gain hands-on soccer-specific training and utilize their skills confidently in their program. Additionally, some volunteers may need more experience depending on their coaching background. Therefore, taking into account the experience level of volunteers before training sessions can allow the programmers to group volunteers by experience level and by their sports program. We believe this recommendation could be obtained immediately by implementing online training modules. Acknowledging that instructors have different schedules that may not align with the volunteers', we recommend the adoption of online training videos that outline safe spotting techniques, warmups, and basic explanations of the sports programs.

B. Short term-Include training to work with children with various disabilities (physical and/or intellectual)

One respondent recommended that “training in dealing with children on the autism spectrum or children who have ADHD would be very important for a volunteer” and that “as a volunteer, you are asked to stay with the kids while the coach instructs.” The paid instructors are provided with the appropriate training to work with children with various disabilities. However, the volunteers do not receive the same training as the paid instructors regarding children with disabilities. Therefore, volunteers should be trained in how to appropriately work with each child according to their needs and be provided with different scenarios to know how to handle certain situations that may arise. We recommend an immediate action to provide resources for volunteers to access through the Active Kids resource portal, such as the [Special Olympics](#) website on interacting with athletes with different intellectual disabilities. Furthermore,

[Movement For All Lab \(M4All\)](#) included a student-led resource on interacting with children with various disabilities in a physical activity setting.

C. Short term- Provide continual planning and training throughout the program duration:

One respondent recommended that “more training and planning classes would be helpful and could be a good way for networking.” Therefore, allocating program training throughout the program duration could assist volunteers by growing and developing their skills and asking any questions if needed. Another respondent commented that “spotting training for volunteers in gymnastics” would be helpful. Understanding the complicated course schedule of university students, we propose an immediate action to discuss having the training led by the instructors rather than by the organization as a whole. This ensures the specificity of the training and greater feasibility for volunteers to coordinate the schedules. The instructors can incorporate training sessions before or after the practice sessions, with objectives to consolidate the coaching or any sport-specific skills that the volunteers wish to reflect on.

D. Long Term-Increase guidance on certification options and potential career pathways:

A few respondents mentioned that having more guidance on certification options would help benefit their experience such as having certification pathways for being a children’s coach. Furthermore, our long-term recommendation is to provide volunteers with more information about career pathways involving coaching or training which could help enhance volunteers’ motivation and engagement within the program. Additionally, one respondent commented that it would be helpful “if they had specific ways to let volunteers implement their training/observations.” We propose having more “coach shadowing” opportunities where the coach observes the volunteers leading 1 full class or station. This can also serve as a future consideration for future coach candidates.

E. Long term-Enhance volunteer engagement through leadership roles

A common theme from our data was that the more involved the volunteers were in their programs, the more their motivation grew. One respondent recommended, “If I am responsible for a part of the class section it will motivate me more.” Furthermore, someone else commented, “The longer I volunteered the more motivation I had to apply for a paid position and come up with lesson plans.” However, another respondent commented “After I became a paid coach my motivation decreased. It felt less fun.” Providing volunteers with opportunities to further their coaching skills by becoming more involved in the program will help increase their motivation and confidence. We recommend instructors directly assign the task or responsibility to the volunteers if and when they see fit. This way, the volunteers will be pushed to step out of their comfort zone and assume greater leadership roles.

Limitations

Our study faced the challenge of ensuring that respondents adhered to answering all of the survey questions as the results showcased inconsistent data on the number of respondents from one question to the next. This limited our ability to capture all eligible respondents to gain a greater insight into the experiences of those who accessed the survey, as some either chose not to answer or to skip a question. To address this, we simplified the survey to include more questions with selectable choices to ensure participation in most questions.

Additionally, our recruitment and promotional period for the survey was constrained to just three and a half weeks. During this time, we relied on social media, the Active Kids newsletter, and a QR code displayed at the venue to attract participants. This limited timeframe posed challenges in effectively reaching and engaging potential respondents. To address this

challenge, we contacted Dylan Brown to send emails to remind and notify the Active Kids volunteers to fill out the survey.

Another significant limitation was an error in the labeling of the legend in our initial data analysis, which led to misconstrued data and potentially incorrect interpretations during the poster conference (see Appendix D, Fig. 12A). To address this limitation, we have updated our findings in the final submission to reflect on the proper presentation of information. To prevent similar issues from recurring, we would enhance data verification in future studies and additional checks of the data points before submission.

Future Considerations

Future research into the volunteer experience at UBC Active Kids should prioritize two important areas. First, our survey did not inquire about specific Active Kids facilities where participants volunteer. This is a crucial aspect to consider as different locations may have unique factors affecting volunteer engagement. For instance, volunteers might be more active in programs at one facility when compared to others. Additionally, logistical factors such as transportation to and from the facilities can significantly influence volunteer motivation and experiences. For example, a one-hour bus ride could deter participation and reduce the overall satisfaction of the volunteer experience, unlike those who live closer and have shorter commutes. By identifying which facility volunteers are associated with, survey results could be more precisely analyzed, enabling Active Kids to tailor improvements across their operations or concentrate on specific locations.

Secondly, our survey did not explore how participants became aware of our project. Understanding the channels through which volunteers learn about and engage with Active Kids could greatly enhance future promotional strategies. Gathering data whether volunteers found out

about the project in person or online, could inform more effective recruitment methods. For example, if the results significantly indicate that volunteers discovered our survey through a QR code on the KUS Instagram, Active Kids could leverage this insight to intensify their promotional efforts on social media in collaboration with the KUS.

Conclusion

In conclusion, our study aims to understand the underlying motivations of volunteers and explore whether these motivations evolve during their time with Active Kids. Our research suggests that Active Kids creates a practical learning environment, attracting many volunteers who are seeking career-related experience. To further enhance the volunteer experience at Active Kids, we propose five recommendations, both short-term and long-term. First, we recommend providing an online learning module for sport-specific onboarding training. Second, a variety of resources should be made available for volunteers to consult, especially on interacting with children with disabilities. Third, we suggest using the time before or after lessons for instructor-led workshops or skill training sessions. Fourth, it is important to offer volunteers more information about career paths and additional "coach shadow" opportunities. Lastly, we encourage enabling volunteers to take on leadership roles. Through these implementations, we anticipate significant improvements in the volunteer experience at Active Kids.

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Appendix A:

UBC Qualtrics Survey

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Qualtrics Survey Software

Default Question Block

CLASS PROJECT: Health Promotion and Physical Activity (KIN 464)

Participant Consent Form [Volunteer Experience at Active Kids - Group 21]

Project ID: HI7-03560-A017

Principal Investigator: Dr. Andrea Bundon (Assistant Professor, School of Kinesiology, Faculty of Education)

The purpose of the class project: To gather knowledge and expertise from past and current Active Kids volunteers in Kinesiology to better understand ways to enhance volunteer experience.

Study Procedures: With your permission, we are asking you to participate in a survey. You may only complete each survey once. With the information gathered, students will critically examine how different individuals understand or engage in health promoting activities or health promotion initiatives.

Project outcomes: The information gathered will be part of

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a written report for the class project. The written report will be shared with campus partners involved with the project. Summaries of findings will also be posted on the following websites. UBC SEEDS Program Library:

<https://sustain.ubc.ca/courses-degrees/alternative-credit-options/seeds-sustainability-program/seeds-sustainability-library>

No personal information/information that could identify participants will be included in these reports or shared with campus partners.

Potential benefits of class project: There are no explicit benefits to you by taking part in this class project. However, the survey will provide you with the opportunity to voice your opinion on your experiences with health promoting activities or initiatives in a broad sense and will provide the students with an opportunity to learn from your experiences. Confidentiality: Maintaining the confidentiality of the participants involved in the research is paramount, and no names of participants will be linked to the data collected. At the completion of the course, all data (i.e. notes) and signed consent forms will be stored on a secure electronic drive by Dr. Bundon. All data and consent forms will be destroyed 1 year after completion of the course.

Risks: The risks associated with participating in this research are minimal. There are no known physical, economic, or social risks associated with participation in

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Are you a current or past volunteer at Active Kids?

- Yes
 No

Are you a current or past Kinesiology student at UBC?

- Yes
 No

Block 4

Thank you for your interest, this survey is only intended for Kinesiology students who volunteer at Active Kids

Volunteer Background and Characteristics

What year of study are you in?

- Year 1
 Year 2
 Year 3

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this study. You should know that your participation is completely voluntary and you are free to withdraw from the study and there will not be negative impacts related to your withdrawal. If you withdraw from the study, all of the information you have shared up until that point will be destroyed.

Contact for information about the study: If you have any questions about this class project, you can contact Andrea Bundon by email at andrea.bundon@ubc.ca

Research ethics complaints: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or e-mail RSIL@ors.ubc.ca . or call toll free 1-877-822-8598.

Consent: Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

By proceeding with this survey, I am confirming I have read the above information and agree to participate in this research project.

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Qualtrics Survey Software

Are you a current or past volunteer at Active Kids?

- Yes
 No

Are you a current or past Kinesiology student at UBC?

- Yes
 No

Block 4

Thank you for your interest, this survey is only intended for Kinesiology students who volunteer at Active Kids

Volunteer Background and Characteristics

What year of study are you in?

- Year 1
 Year 2
 Year 3

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 Year 4 Other

Which stream are you in?

- NPSC- Neuromechanical and Physiological Sciences
- SBSC- Social and Behavioural Sciences
- MDSC- Multidisciplinary Sciences
- KINH- Kinesiology & Health Sciences
- PEDH- Physical & Health Education
- IDKN- Interdisciplinary Studies
- All that apply
- Other/ not yet declared a stream

With which of the following program have you most recently volunteered at?

- Gymnastics (Please indicate the program type below, e.g. Gymnastics II)
- Soccer (Please indicate the program age, e.g. Soccer 3-6)
- Basketball (Please indicate the program age, e.g. Basketball 3-6)

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- Wesbrook Multisport
- Dunbar Multisport
- Adapted Multisport
- Musqueam Multisport
- Homeschool Multisport
- Vancouver School Board Multisport and Physical Literacy (Please specify with which school's program)

Referring to the above question, do you have previous volunteer/coaching/athletic experience in a similar type of program?

- Yes (Please indicate what the experience is)
- No

How long have you been or were you involved with Active Kids?

- 2~5 months
- 6 months~1 year
- 1~2 years
- 3~4 years
- More than 4 years

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Before volunteering at Active Kids, which of the following training/ certification did you acquire? Select all that apply

- First Aid and CPR Certification
- National Coaching Certification Program (NCCP)
- Aboriginal Coaching Model (NCCP ACM)
- I did not have any coaching certification prior to volunteering at Active Kids
- if others, please specify below
- General training in previous volunteer/ coaching experience

During and/ or After volunteering at Active Kids, which of the following certification or professional experiences did you acquire? Select all that apply

- Canucks Autism- Supporting Positive Behavior
- Sport for Life- Movement Preparation Workshop
- viaSport: All Youth Matter- Inclusion Training
- Including Children with Disabilities
- Instructor Training- Learners, Equipment, Time, Space (LETS)
- I did not receive additional certification and/or professional experience after joining Active Kids
- if others, please specify below

Referring to the above question, how beneficial do you find the training in preparing you to volunteer at Active Kids? Is there any other type of training that you would like to have to better prepare you for volunteering?

What changes have you observed at Active kids in the past 6 months to enhance or improve the volunteer experience)? Have these changes improved your experience?

Volunteer Responsibilities

What responsibilities did/ do you hold at Active Kids? Select

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all that apply

- Support Instructors in creating a safe, fun and physically active environment
- Support/ lead developmentally-appropriate activities
- Provide regular feedback to participants and parents
- Promote an active and healthy lifestyle by being a positive role model
- Contribute ideas for future lessons
- Led 1 or more warmups
- Led 1 or more full activities on your own (e.g. soccer dribbling drill)
- Organize equipments
- Other (Please specify below)
- None of the above

How do you feel about your current responsibilities?

- I have good responsibility on the team and am valued for my skills
- I have good responsibility but would like additional help/support
- I have some responsibility on the team, but I would like more leadership opportunities
- I have some responsibility, and I am happy with them
- I don't have much responsibility, and I would like more leadership opportunities
- I don't have much leadership opportunities, but I am happy with my current role on the team

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Select from the following that best describe your experience with the paid instructors at Active Kids

- The instructor is friendly
- The instructor is welcoming
- The instructor is helpful in answering my questions about Active Kids programs
- The instructor is engaging consistently in assigning roles/ tasks to me
- The instructor is helpful in pushing me to take on leadership roles, such as leading warmups and activities
- I believe the instructor is a good mentor/ leader

Select the one that best apply to your future aspirations at Active Kids

- I am interested in applying to be an instructor as a current volunteer
- I applied for the paid instructor role, but was not successful
- I am only interested in the volunteer role

As a current/ past volunteer, why do you join Active Kids?
Select the following statements based on how important they were when you made the decision.

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	Not important	Less Important	Neutral	Important	Very Important
I volunteer as it may help me with my future career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People I am close to want me to volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make new connections by volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering provide me with hands on experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering will look good on my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explore my own strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn to interact with different populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering can help me acquire professional skills essential to my future paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How does your motivation change throughout your involvement with Active Kids?

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Please select all that apply

- Volunteering increased my confidence in talking to children
- Volunteering increased my confidence in talking to parents
- Volunteering increased my confidence in talking to peers
- Volunteering increased my leadership skills in leading an organized sports activity
- Volunteering increased my leadership skills in coaching children in sports
- None of the above

How likely will you rejoin Active Kids next year? 1- Not likely and 5- Very likely

Rejoining next year

1 2 3 4 5

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Please explain or provide more details about your reason for continuing or not continuing with Active Kids next year.

What changes do you believe Active Kids can implement to enhance your volunteer experience (i.e. training opportunities, certification pathways, program design, and responsibilities)

Would you recommend volunteering at Active Kids to other Kinesiology undergraduate students?

- Yes
 No

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Is there a Kinesiology course content or knowledge that you were able to apply when volunteering with Active Kids?

Block 3

Thank you for completing the survey. The following page will redirect you to a new survey where you can enter the draw for prizes (2 lululemon yoga mats and 4 UBC Athletics Prize Packs).

You will need our group number to enter the draw - GROUP 21

Powered by Qualtrics

Appendix B:

Participant Recruitment Poster

UBC THE UNIVERSITY OF BRITISH COLUMBIA

IF YOU ARE A KINESIOLOGY ACTIVE KIDS VOLUNTEER, WE WOULD LOVE TO SPEAK WITH YOU!

As part of a course-based research project (KIN 464), we are conducting a study on the Kinesiology Active Kids Volunteer Experience.

If you are a Kinesiology student who has been involved with Active Kids for at least two months, we would love to hear from you.

SURVEY RESPONDENTS WILL HAVE THE OPPORTUNITY TO ENTER A DRAW TO WIN ONE OF THE FOLLOWING PRIZES:

LULULEMON YOGA MAT (2)

UBC ATHLETICS PRIZE PACK (4)

For more information about this project, follow the link/QR code or contact
kelly004@student.ubc.ca
 Project ID: H17-03560-A017

Group [21]
 Please note that this post is public and anyone who likes, comments or shares the link will, by doing so, be associated with the study. The Principal Investigator on this project is Dr. Andrea Bundon (andrea.bundon@ubc.ca)

Appendix C: Demographics Make-up

Fig. 1: Year of study distribution for participants

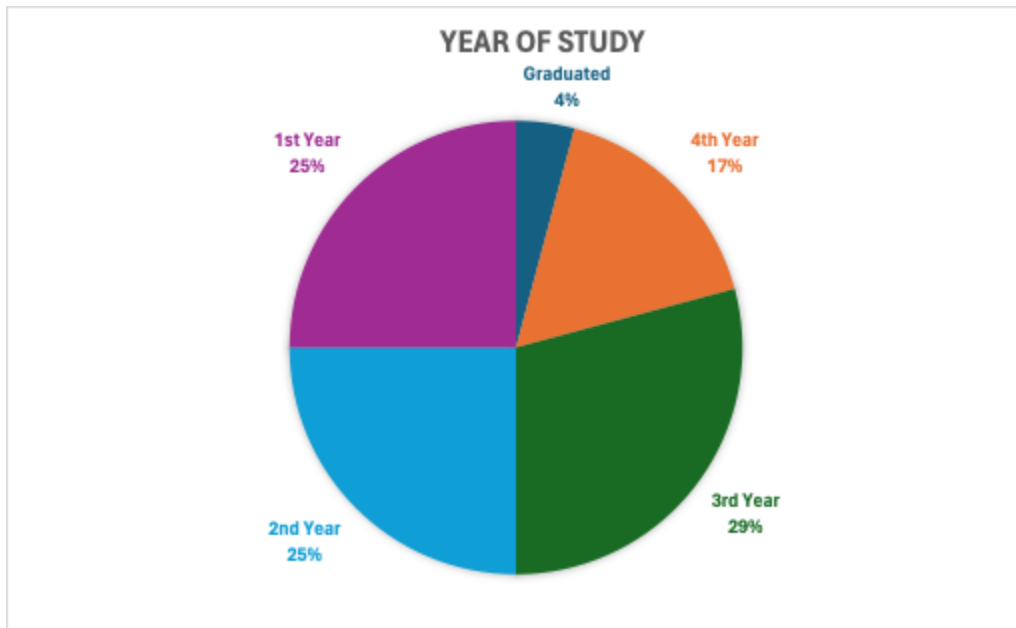
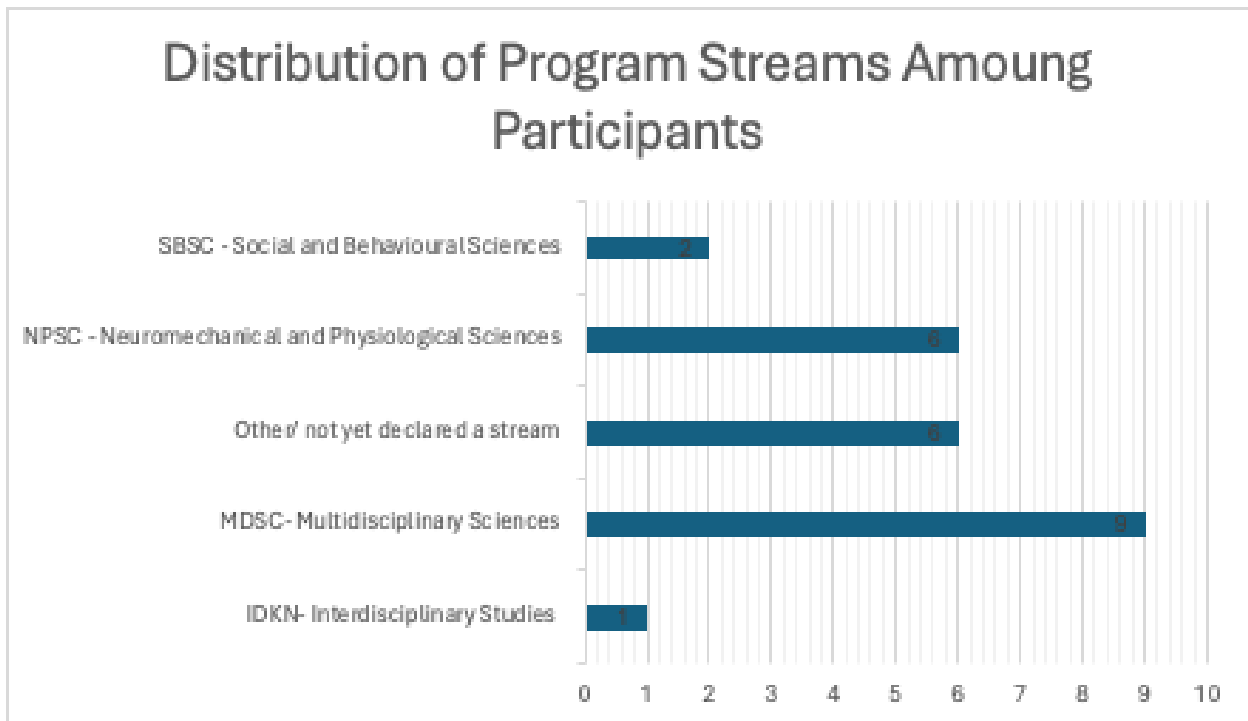


Fig. 2: Distribution based on stream specialization of participants



Appendix D: Survey Responses

Fig. 1: Duration of volunteering

Q9: Ho...Kids?	Count	Percent
2~5 months	9	39.1%
6 months~1 year	6	26.1%
1~2 years	6	26.1%
3~4 years	2	8.7%

Fig. 2: Volunteer program Involvement distribution

WITH WHICH OF THE FOLLOWING PROGRAM HAVE YOU MOST RECENTLY VOLUNTEERED AT?

■ Basketball ■ Gymnastics ■ Soccer ■ Multisport

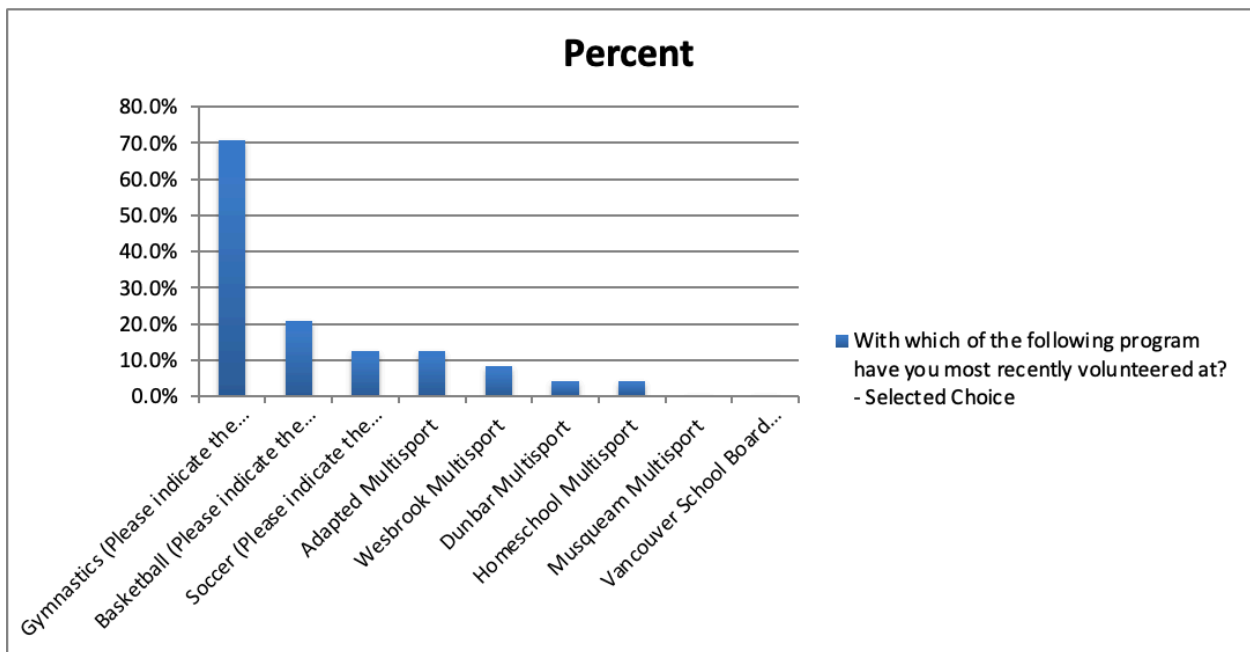
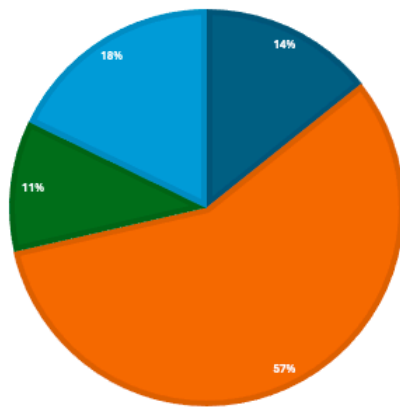


Fig. 3: Previous experience with the involved program

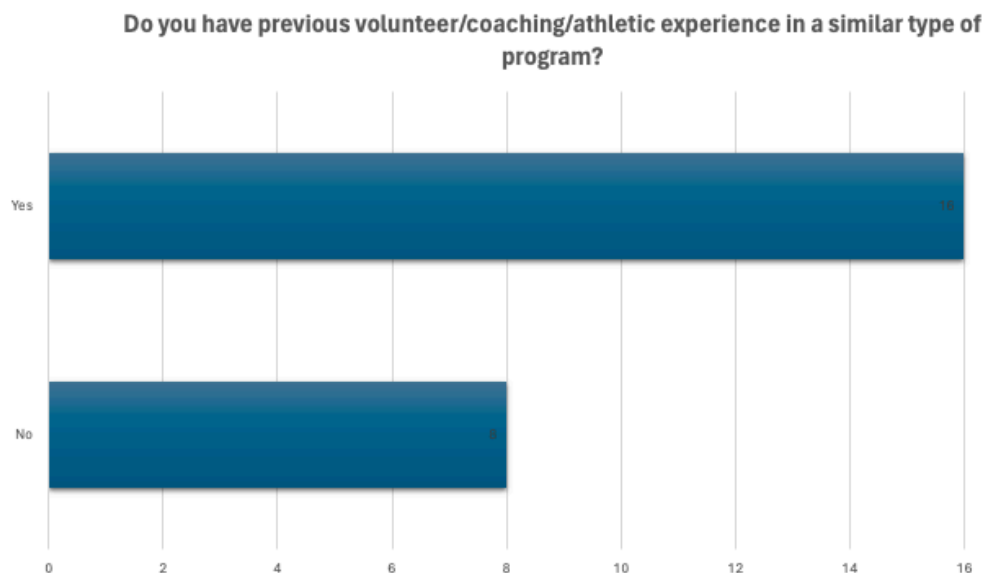


Fig. 4: Future Aspirations at Active Kids

Q17: Select...Active Kids	Count	Percent
I am interested in applying to be an i...	12	63.2%
I am only interested in the volunteer...	7	36.8%

Fig. 5: Training/ Certification before joining Active Kids

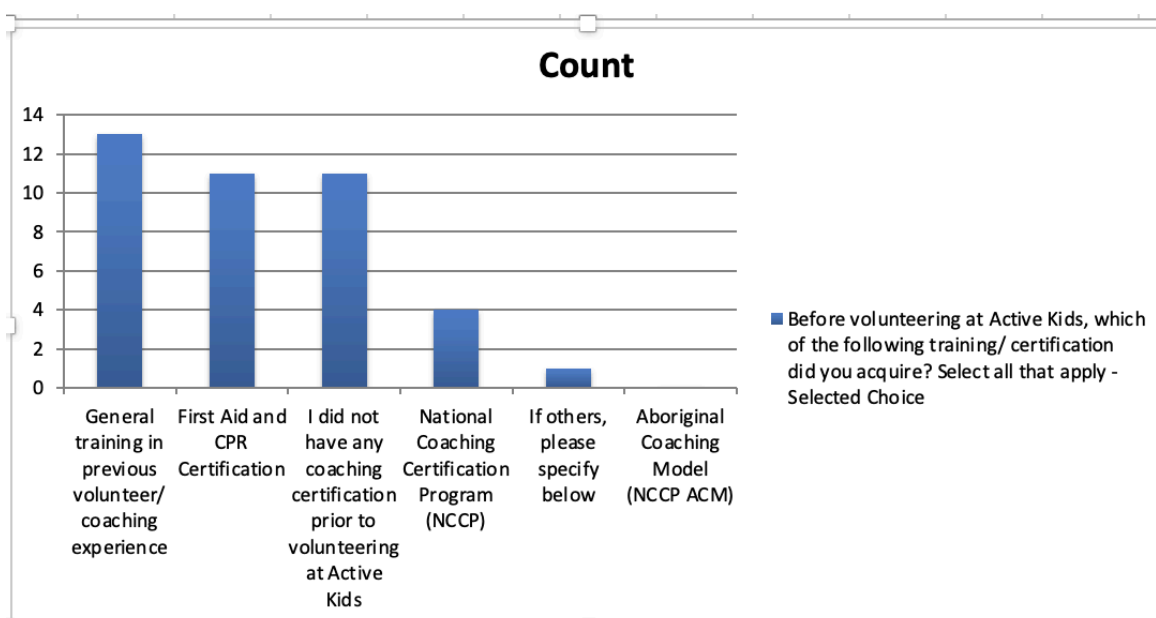


Fig. 6: Training/ Certification during and after joining Active Kids

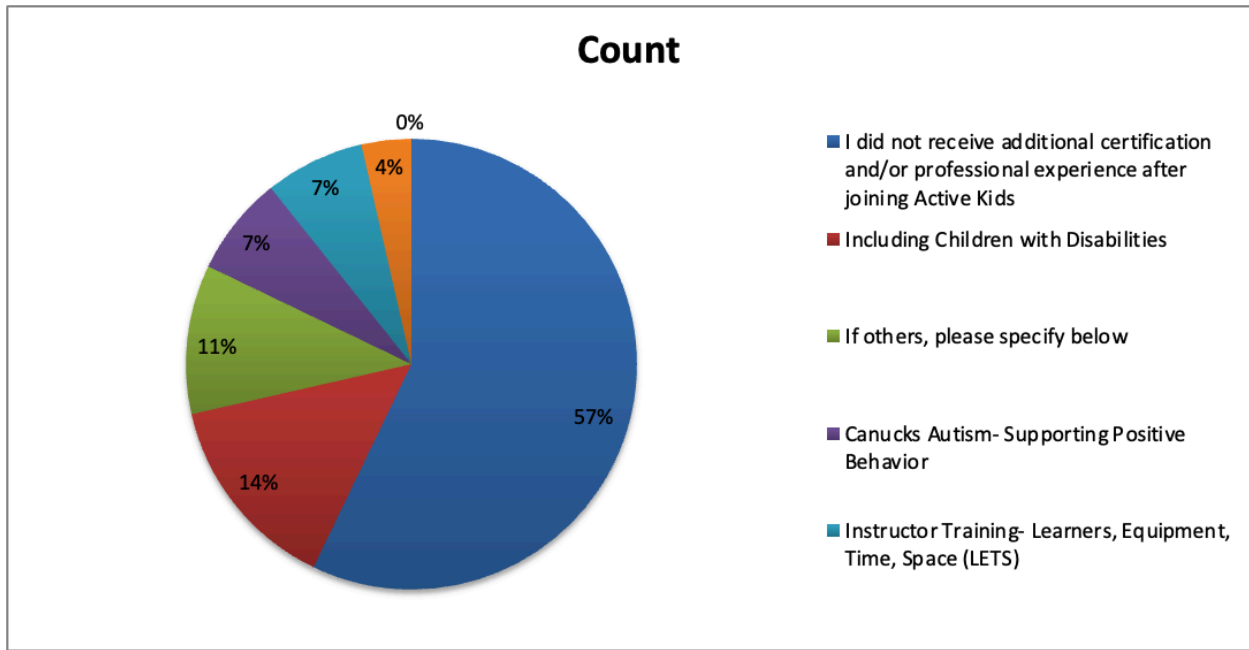


Fig. 7: The volunteers' responsibilities at Active Kids

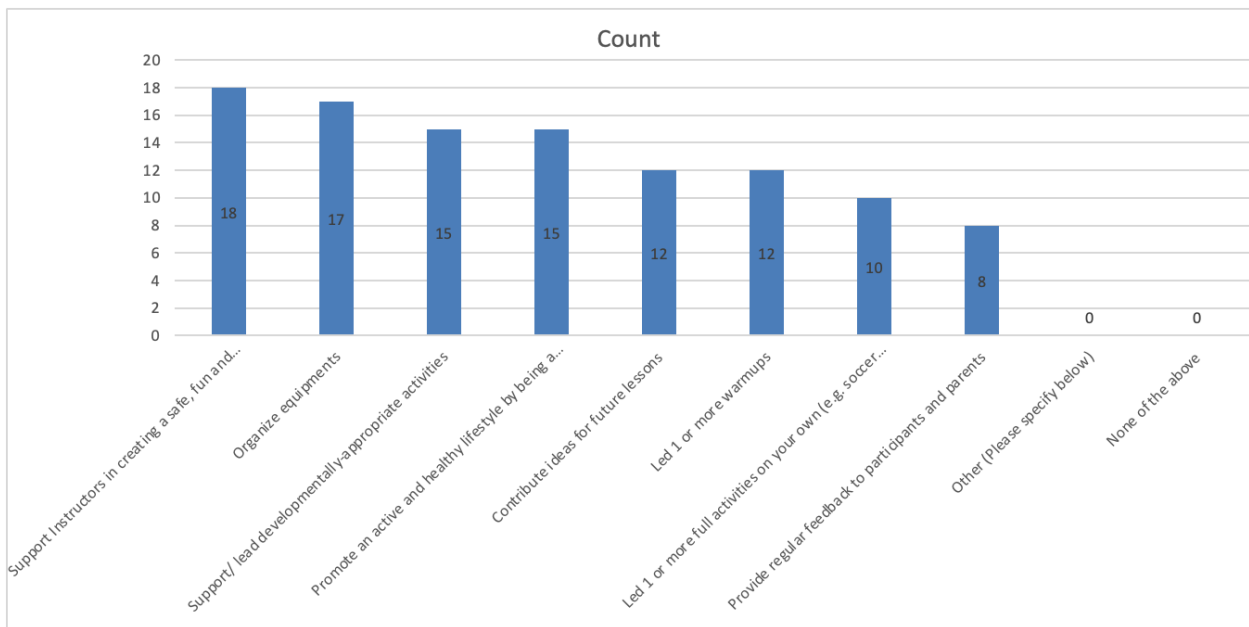


Fig. 8: How volunteers feel about their responsibilities at Active Kids

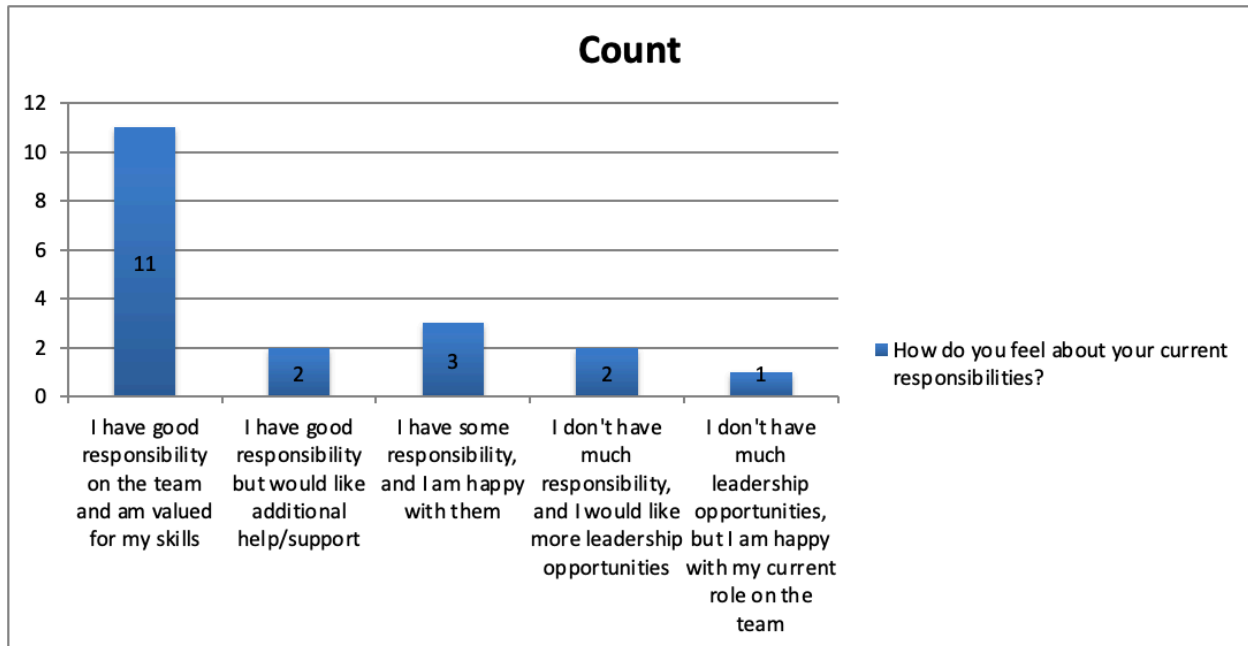


Fig. 9: The volunteers' experience with the paid instructor

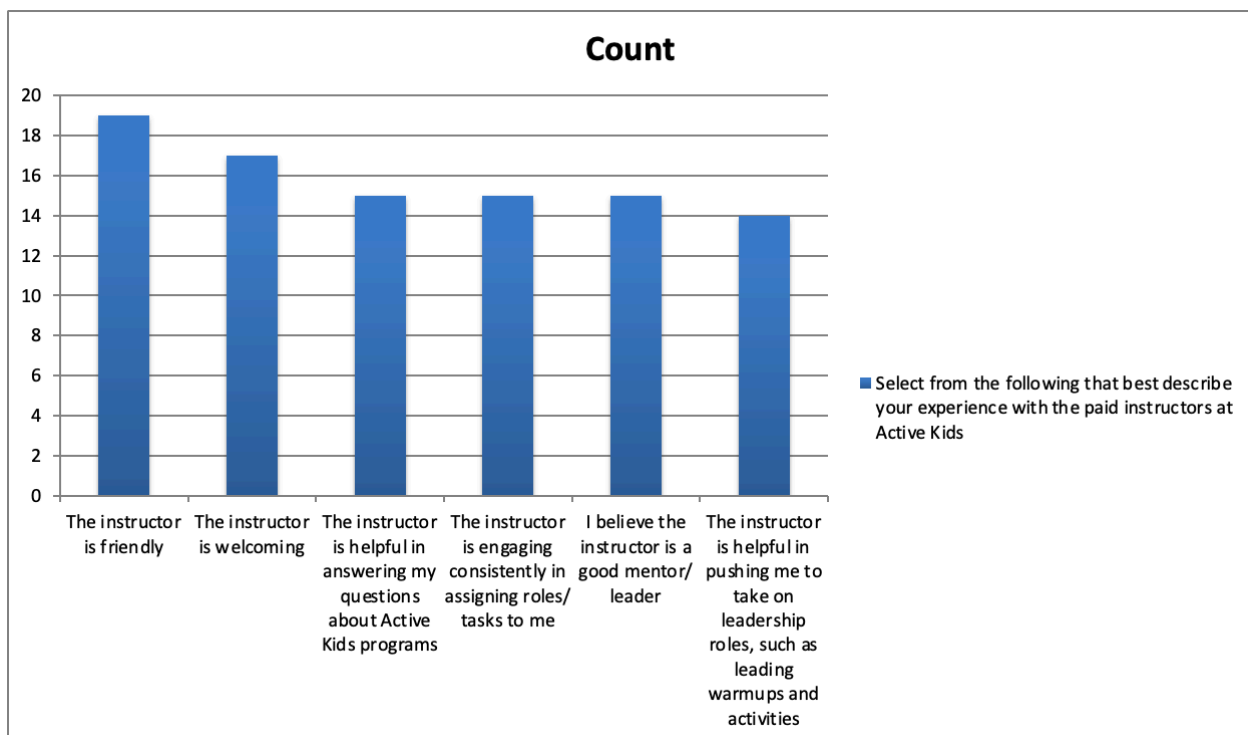


Fig. 10: Volunteer experience at Active Kids

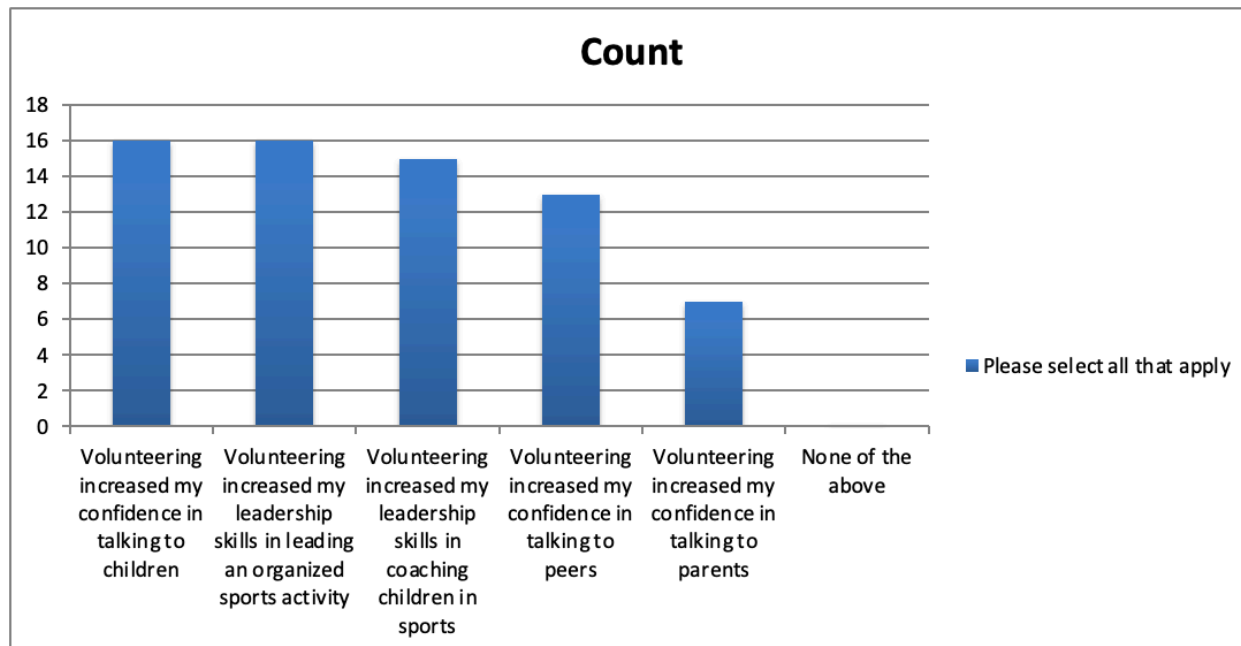
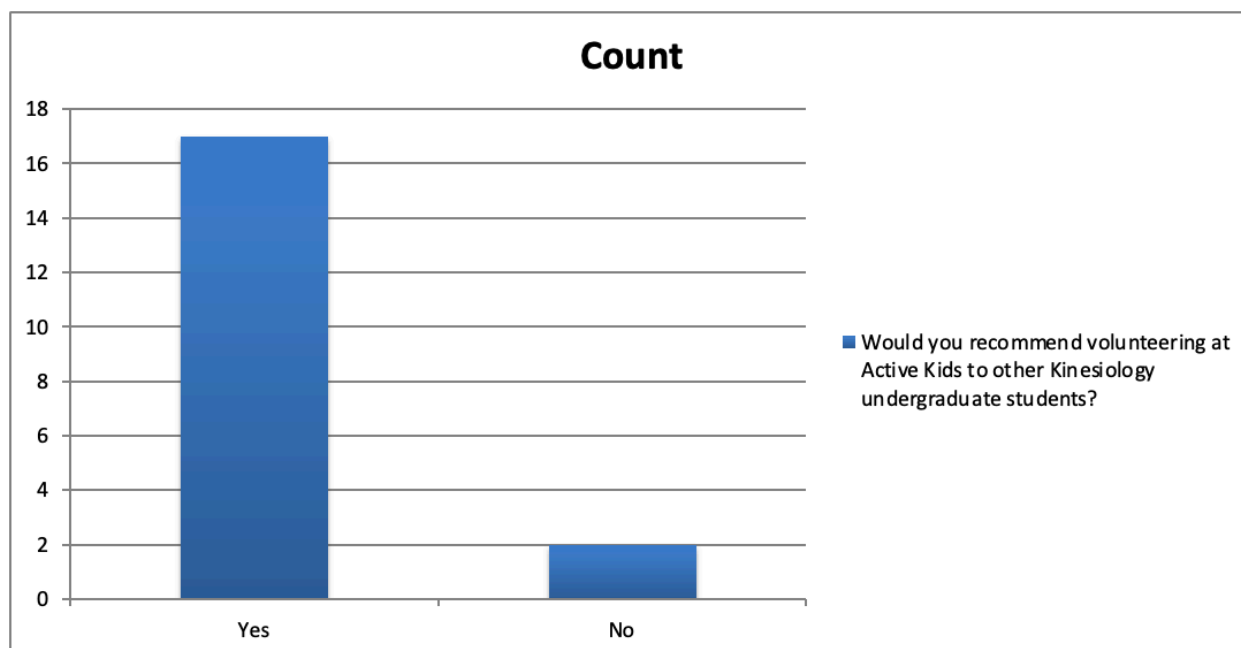
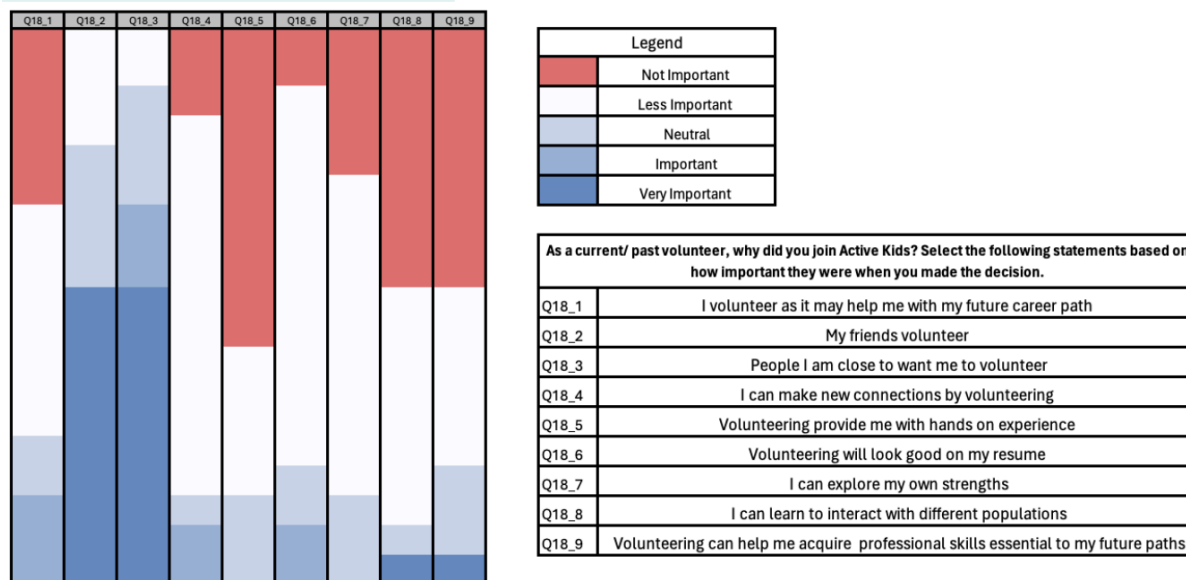


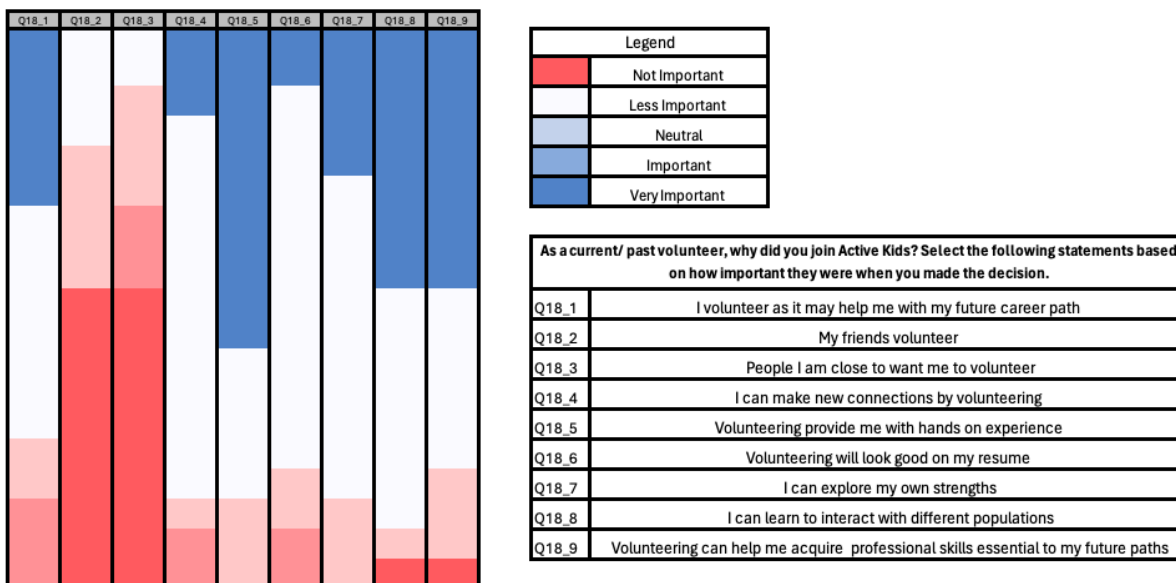
Fig. 11: Volunteers' response to if they will recommend the program to other Kinesiology undergraduate students



(Old) Figure 12 (A) used during the poster conference



(Updated) Fig. 12 (A): Likert Scale describing the volunteer's motives for joining Active Kids



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Fig. 12 (B): Representing the Linkert scale using bar graphs

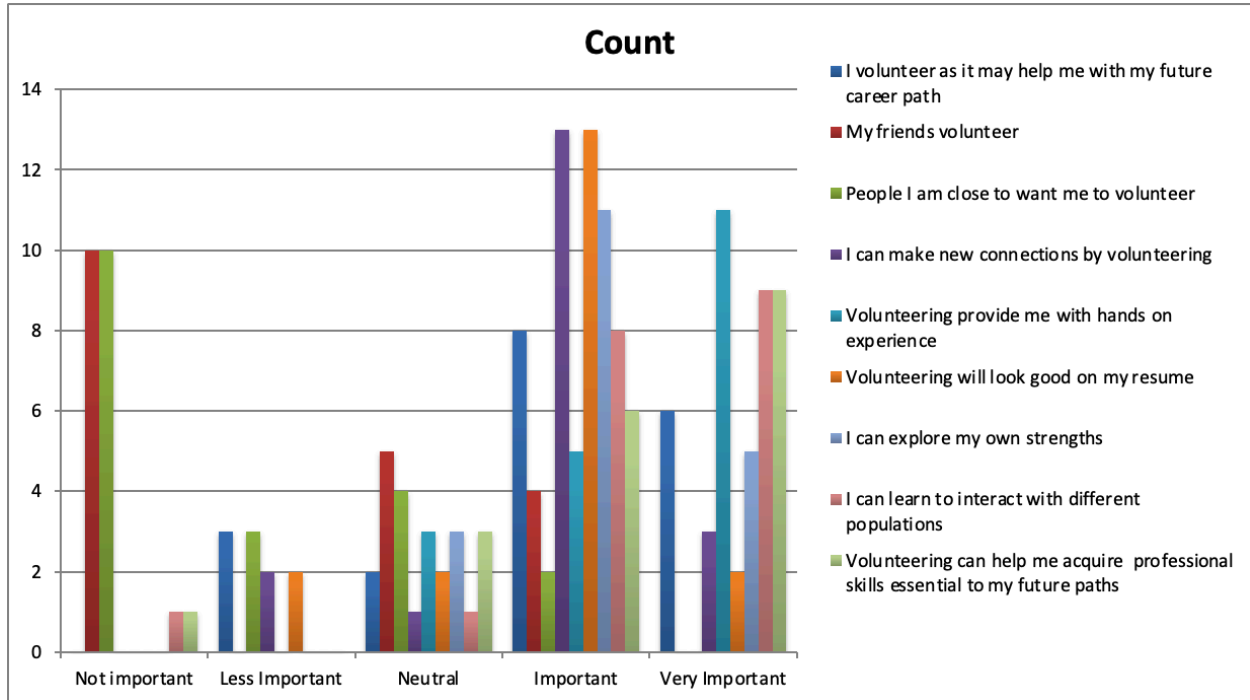


Fig. 13: Participant distribution on four separate prompts as well as a visualization of retention metrics going forward (grey is no response)

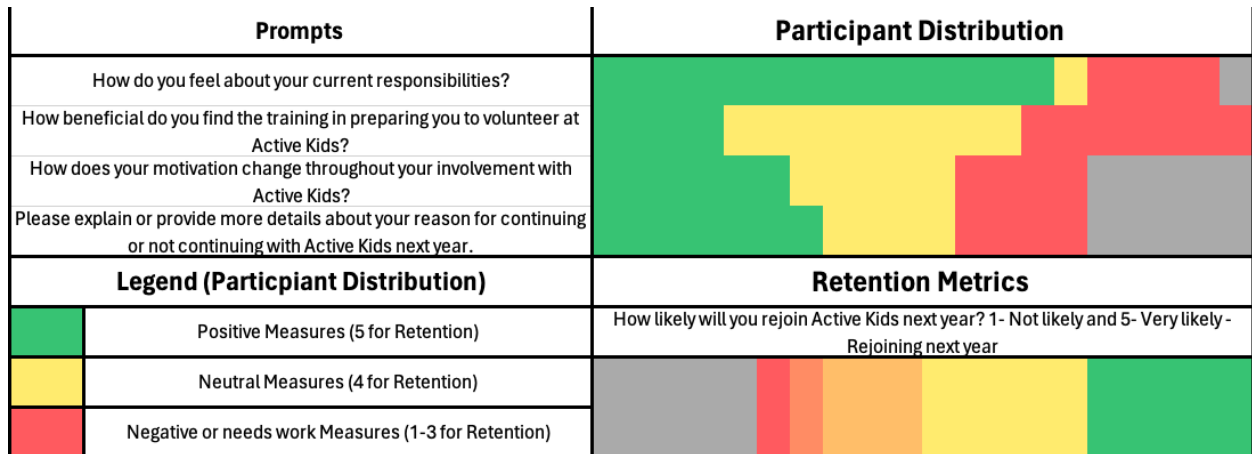


Fig. 14: The count for positive, neutral, and negative response

	Negative	Positive	Neutral	No response
How do you feel about your current responsibilities?	4	14	1	1
How beneficial do you find the training in preparing you to	7	4	9	0
How does your motivation change throughout your involvement	4	6	5	5
Please explain or provide more details about your reason for	4	7	4	5