A Study on the Factors Influencing on Young People’s Donation Attitude: A Comparison of School Levels

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Abstract

Objectives: The objectives of this study were to identify the relative impact of the parent-related factors, donation motivation; psychological factors that affect young people’s donation attitude. Methods/Statistical Analysis: In this study, the scales of donation motivation, self-esteem, community spirit, donation attitude were used. SPSS Win 23.0 was used to calculate the descriptive statistics, reliability analyses, correlation analyses, and hierarchical regression analysis. Findings: Gender, school level, and religion affected the students’ donation attitudes, but monthly allowance did not. And donation attitudes were more positive among female than male students and among high school versus middle school students. For both middle and high school students, donation motivation had the greatest effect on their donation attitudes. Improvements/Applications: It will be used to improve young people’s donation attitude by various approaches for different age groups.

Keywords: Community Spirit, Donation Attitude, Donation Motivation, Self-Esteem, Young People

1. Introduction

Donation refers to freely offering money, goods, time, or other resources to persons in need, whether neighbors or society in general. Donation may indicate civic awareness, and it is important for solving social problems and driving social change.

According to a recent survey, in 2013, Korean residents donated 209,000 Korean won (KRW) per capita, more than twice the year 2000 amount of 99,000 KRW. This increase was the result of Korea’s improved economy, and the Korean people came to seek increased quality rather than quantity; additionally, the donation environment changed a great deal. However, Korea’s donation rate in 2013 was 34.5%, relatively lower than the rates in other advanced countries such as 57% in Britain and 84% in Canada. Additionally, Koreans volunteered at the rate of 17.7% in 2013, whereas the rates were 25.4% in the United States, 36% in Australia, and 47% in Canada.

Thus, donation should be promoted and philanthropic education should be ongoing to stimulate a culture of donation in Korea.

Meanwhile, recent research on donation has found that attitudes, self-esteem, and community spirit affect the act of donating. In particular, donation attitude is the most important predictor of future donation. More positive attitudes lead to more donation activity, and thus, donation attitude has to be the first priority in stimulating people to donate.

To date, there has been some but not much research about the factors that affect people’s donation attitudes. Results for studies on gender, age, religion, and other general characteristics found that women and individuals with religious affiliations had more positive attitudes toward donation than did men and people who claimed no religion. In addition, there has been no influence of economic status, and results for the effect of age have been mixed.

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Parent-related factors such as parents’ volunteering or donating appeared to affect their children’s donation attitudes. Young people who saw their parents donate frequently used their parents as models and developed positive attitudes. However, other recent research found that parents’ influence differed by child’s school level; for college students, both parents’ volunteer work and parents’ donation behaviors affected the students’ donation attitudes, but this was not the case for high school students.

Donation motivation refers to what inspires and provokes people to donate their resources. Donation motivation may be intrinsic, with the sole aim of benefiting others, or extrinsic, with the aim of improving one’s social position and dignity. In many studies, donation motivation appeared to be highly related to donation attitudes; specifically, higher motivation positively influenced donation attitudes.

Research has also been conducted on psychological factors such as self-esteem and community spirit. Self-esteem is defined as one’s subjective views of one’s capabilities and values, and it was found to positively affect donation attitudes. Community spirit refers to interactions and feelings of fellowship within a demographic community, and it has also been found to positively influence donation attitudes in most studies.

Although there have been studies on donation attitudes, most of the research has looked at adults, and research on youth is notably lacking. However, even though there are few youth donors, young people are still potential donors? Additionally, because young people who donate are likely to continue to do so, they are very important potential donors. Thus, it is very important to stimulate donation activity among young people in order to maintain an ongoing culture of donation and also to study the factors that relate to their donation attitudes.

However, research on donation attitudes in young people has been scarce except for a small number of journal articles and master’s rather than doctoral theses. Moreover, most research has been fragmented, only looking at some related factors, and there has been very little comprehensive research on factors that affect donation attitudes.

Thus, this study aims to use hierarchical analysis to identify factors that affect young people’s donation attitudes and thus improve them.

2. Research Method

2.1 Research Method

2.1.1 Research Subjects

The participants for this research were 898 students from S city, D city, H county, and T county of Chungnam Province who were selected by convenience sampling. By gender, there were 403 male students (44.9%) and 495 females (55.1%). By school level, there were 401 middle school students (44.7%) and 497 high school students (55.3%); their ages ranged from 13 to 19 years, and the average age was 16.6 (SD=1.4). By religion, there were 284 Christians (31.6%), 89 who reported being Buddhist or another religion (9.9%), 284 Catholics (31.6%), and 478 who had no religion (53.2%). Finally, by monthly allowance, 675 of the students received less than 50,000 KRW, far more than the 223 who received more than that (24.8%).

2.2 Research Tools

2.2.1 Donation Motivation

Extrinsic donation motivation was measured using five questions that were appropriate for middle and high school youths; they were chosen from among 13 questions that modified 7, and they complemented scale 20. Intrinsic donation motivation was measured using five of 10 questions from scale 6, such as donation as a religious activity or donating to receive tax benefits.

Each question from both scales was rated on a Likert scale from 1 (“not at all”) to 5 (“very likely”), with higher scores reflecting greater donation motivation. In this study, the Cronbach’s α value for overall reliability was .746; for intrinsic motivation, α=.442, and for extrinsic motivation, it was .836. That is, the scales were reliable for achieving the research goal despite the low reliability value for intrinsic motivation.

2.2.2 Self-Esteem

Self-esteem was measured using Rosenberg’s Self-Esteem Scale, which consists of five positive and five negative questions of a proprioceptive nature. Each question is rated on a five-point Likert scale that ranges from 1 (“not
at all”) to 5 (“very likely”). The reliability of this scale was Cronbach's α=.744.

2.2.3 Community Spirit
To measure community spirit, all eight questions were used that were modified by22 based on23  and24. These questions are all also measured using a Likert scale that ranges from 1 (“not at all”) to 5 (“very likely”), and higher scores indicate greater community spirit. For this scale's reliability, Cronbach's α=.849.

2.2.4 Donation Attitude
Donation attitude, the dependent variable, was measured using the scale that7  and6  partially modified from16. This scale consists of seven Likert-scale questions with the choices ranging from 1 (“not at all”) to 5 (“very likely”), where a higher score reflects a more positive donation attitude. For this scale, Cronbach's α=.727.

2.2.5 Parent-Related Variables
For their parents, the students were asked (yes or no) if their parents had donated anything in the previous year, and they subjectively assessed their parents' volunteer work with a single Likert-rated question with responses that ranged from 1 (“not at all”) to 5 (“very often”).

2.2.6 Other Variables
The other variables that were measured were the students’ gender, age, school level, religion, and monthly allowance.

2.3 Data Analysis
The data in this study were analyzed using SPSS PC+ Win. 23.0, specifically, frequency analysis to understand the general characteristics, t-tests to measure differences in donation attitudes by characteristics, correlation analysis to establish any correlations between ANOVA results and the major variables, and hierarchical analysis to compare the major influences on the students’ donation attitudes.

3. Research Results

3.1 Research Results

3.1.1 Donation Attitudes by General Characteristics
The results for the students’ donation attitudes by their characteristics are shown in Table 1. By gender, female students had significantly more positive attitudes about donation than did males (t=-3.201, p<.01), and by school level, the high school students’ attitudes were significantly more positive than those of the middle school students (t=-2.497, P<.05). By religion, the students who selected Buddhist or other had significantly more positive donation attitudes than did Catholics and students who reported no religion (F = 6.092, p<0.001). There was no difference in donation attitude by monthly allowance (t=1.408, p=.159).

<p>| Table 1. Differences in donation attitude according to general characteristics | &lt;N=898&gt; |
|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>N</th>
<th>Donation attitude</th>
<th>t or F (Duncan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male 403</td>
<td>3.37(.55)</td>
</tr>
<tr>
<td></td>
<td>Female 495</td>
<td>3.49(.52)</td>
</tr>
<tr>
<td>School level</td>
<td>Middle school 401</td>
<td>3.39(.53)</td>
</tr>
<tr>
<td></td>
<td>High school 497</td>
<td>3.48(.54)</td>
</tr>
<tr>
<td>Religion</td>
<td>Protestant 284</td>
<td>3.50(.52)</td>
</tr>
<tr>
<td></td>
<td>Catholic 47</td>
<td>3.39(.56)</td>
</tr>
<tr>
<td></td>
<td>Buddhism, other 89</td>
<td>3.59(.52)</td>
</tr>
<tr>
<td></td>
<td>No religion 478</td>
<td>3.37(.54)</td>
</tr>
<tr>
<td>Monthly allowance</td>
<td>Less 50,000KRW 675</td>
<td>3.45(.53)</td>
</tr>
<tr>
<td></td>
<td>Over 50,000KRW 223</td>
<td>3.39(.55)</td>
</tr>
</tbody>
</table>

* p<.05 ** p<.01 *** p<.001
3.2 Correlations with the Major Variables

The correlation analysis results for the major variables are shown in Table 2. Positive relationships were found except for between parents’ donation activity and the students’ intrinsic motivation and between their intrinsic motivation and their self-esteem. In particular, the strongest relationship was found between the students’ extrinsic motivation and their donation attitudes ($r=.624$, $p<.001$), followed by the relationships between extrinsic motivation and community spirit ($r=.537$, $p<.001$) and community spirit and donation attitude ($r=.503$, $p<.001$).

3.3 Variables that affect Donation Attitudes

The first stage of the hierarchical analysis looked at the students by gender, age, religious affiliation, and monthly allowance; the second stage studied the relationships with parents’ volunteer work and donation activity; the third stage studied the students’ intrinsic and extrinsic motivation to donate; and the fourth stage looked at psychological variables, specifically self-esteem and com-

### Table 2. Correlation coefficient and descriptive statistics of main variables

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents’ donation activity (Yes=1)</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parents’ volunteer work</td>
<td>.380**</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Intrinsic donation motivation</td>
<td>.051</td>
<td>.185**</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Extrinsic donation motivation</td>
<td>.104**</td>
<td>.103**</td>
<td>.385**</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Self-esteem</td>
<td>.126**</td>
<td>.104**</td>
<td>.065</td>
<td>.152**</td>
<td>1.0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Community spirit</td>
<td>.181**</td>
<td>.203**</td>
<td>.386**</td>
<td>.537**</td>
<td>.319**</td>
<td>1.0000</td>
<td></td>
</tr>
<tr>
<td>7. Donation attitude</td>
<td>.163**</td>
<td>.113**</td>
<td>.259**</td>
<td>.624**</td>
<td>.211**</td>
<td>.503**</td>
<td>1.0000</td>
</tr>
<tr>
<td>Mean</td>
<td>.30</td>
<td>2.16</td>
<td>2.89</td>
<td>3.70</td>
<td>3.27</td>
<td>3.26</td>
<td>3.44</td>
</tr>
<tr>
<td>SD</td>
<td>.46</td>
<td>.99</td>
<td>.53</td>
<td>.70</td>
<td>.57</td>
<td>.67</td>
<td>.54</td>
</tr>
</tbody>
</table>

*p<.05, ** p<.01

### Table 3. Donation attitudes among the middle school students <N=401>

<table>
<thead>
<tr>
<th></th>
<th>B (β)</th>
<th>B (β)</th>
<th>B (β)</th>
<th>B (β)</th>
</tr>
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<tr>
<td><strong>Step 1: General characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gender (M=1)</td>
<td>-.167 (-.156)**</td>
<td>-.170 (-.159)**</td>
<td>-.033 (-.031)</td>
<td>-.038 (-.035)</td>
</tr>
<tr>
<td>Age</td>
<td>.036 (.035)</td>
<td>.034 (.048)</td>
<td>.004 (.005)</td>
<td>-.004 (-.005)</td>
</tr>
<tr>
<td>Religion(Have=1)</td>
<td>.122 (.115)*</td>
<td>.100 (.094)</td>
<td>-.024 (-.023)</td>
<td>-.031 (-.029)</td>
</tr>
<tr>
<td>Monthly allowance</td>
<td>-.108 (-.072)</td>
<td>-.145 (-.096)</td>
<td>-.100 (-.067)</td>
<td>-.091 (-.061)</td>
</tr>
<tr>
<td><strong>Step 2: Parent-related variables</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ volunteer work</td>
<td>-.013 (-.024)</td>
<td>-.028 (-.053)</td>
<td>-.032 (-.060)</td>
<td>-.127 (.105)*</td>
</tr>
<tr>
<td>Parents’ donation activity</td>
<td>.202 (.166)**</td>
<td>.166 (.137)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Donation motivation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic donation motivation</td>
<td>.011 (.010)</td>
<td>.498 (.654)***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrinsic donation motivation</td>
<td></td>
<td></td>
<td>.053 (-.049)</td>
<td>.406 (.533)***</td>
</tr>
<tr>
<td><strong>Step 4: Psychological factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
<td>.002 (.002)</td>
<td>.210 (.270)***</td>
</tr>
<tr>
<td>Community spirit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>4.598</td>
<td>4.762</td>
<td>42.683</td>
<td>40.897</td>
</tr>
<tr>
<td><strong>Change in R²</strong></td>
<td>.044**</td>
<td>.024***</td>
<td>.398***</td>
<td>.46***</td>
</tr>
<tr>
<td><strong>R²</strong></td>
<td>.044**</td>
<td>.068***</td>
<td>.466***</td>
<td>.512***</td>
</tr>
</tbody>
</table>

*p<.05, ** p<.01, *** p<.001
Community spirit. The aim was to assess the relative influence of each variable.

### 3.3.1 Donation Attitudes among the Middle School Students

Table 3 presents gender, age, religion, and monthly allowance; their general characteristics explained that 4.4% of the middle school students’ donation attitudes, and parents’ volunteer work and donation activity increased the overall explanatory power by 2.4%. The students’ intrinsic and extrinsic donation motivation increased the explanatory power by 39.8%, and self-esteem and community spirit—psychological variables—increased it by 4.6%. Ten variables in the four-stage hierarchical analysis explained 51.2% of the middle school students’ donation attitudes; the relative influence of extrinsic motivation was the strongest, followed by community spirit and parents’ donation activity. However, in the final model, there was no influence of intrinsic motivation on the relationships between gender, religion, allowance, age, or parents’ volunteer work or donation activity and donation attitudes.

### 3.3.2 Donation Attitudes among the High School Students

Table 4 presents gender, age, religion, and monthly allowance explained 3.0% of the high school students’ donation attitudes, and parents’ volunteer work and donation activity increased the overall explanatory power by 2.8%; intrinsic and extrinsic motivation increased the power by 29.9%, and self-esteem and community spirit did so by 3.6%. The 10 variables included in the four-stage hierarchical analysis explained 39.3% of the students’ donation attitudes, with the relative influence of extrinsic motivation being the strongest; when both extrinsic donation motivation and self-esteem were higher, the high school students’ donation attitudes were more positive. However, in the final model, there was no influence of intrinsic motivation on the relationships between gender, religion, allowance, age, or parents’ volunteer work or donation activity and donation attitude.

### 4. Discussion and Conclusion

The above results regarding variables that influence young people’s donation attitudes are discussed here. First, gender, school level, and religion affected the students’ donation attitudes, but monthly allowance did not. Specifically, attitudes were more positive among female than male students and among high school versus middle school students, which accords with other research results.

The gender differences in donation attitudes could be interpreted using altruism theory, specifically that...
females are more self-giving and nurturing than males. However, that theory is not appropriate for explaining the differences by school level because the results do not match those from other studies. Thus, variables that affect the relationship between school level and donation attitudes need to be identified in future research.

Second, the hierarchical analyses found that for both middle and high school students, donation motivation had the greatest effect on their donation attitudes. Thus, attempts to improve young people's donation attitudes should consider their donation motivations.

Third, in the final model, the middle school students were influenced by, in order, extrinsic motivation, community spirit, and parents' donation activity, and for the high school students, the order of influences was extrinsic motivation, community spirit, and self-esteem. Thus, parents' influence was more important for middle school students, and self-esteem was more important for high school students in relation to their donation attitudes. Because these differences are by developmental stage, different approaches for different age groups are needed to improve young people's donation attitudes.

Finally, this study set only comprised middle school and high school students as the participants, but elementary school students donate often, and college students donate much more of their talent and time than do middle and high school students. Therefore, research should be conducted that identifies the factors that affect donation attitudes among young people of all developmental stages from elementary school to university.

5. References