Level of the Psychological Factors Affecting the Donation Acts and Its Relationships with Young People’s Characteristics in Korea

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Abstract

Objectives: The objectives of this study were to identify young peoples’ donation motives and attitudes, and to analyze their relationships with donation acts. Methods/Statistical Analysis: In this study, SPSS Win 23.0 was used to calculate reliability analysis, descriptive statistics, and correlation analysis. And to divide the group by the psychological characteristics of donation, hierarchical cluster analysis was performed, and then multivariate analysis of variance was used to compare the differences in donation acts by groups. Findings: First, by gender, the female students donated more of their talent and time than did the males, and by school level, the college students had more experience with donating materials and talent. By religion, the Catholic students had more talent donation experience. Second, the young people were classified into three groups (low, intermediate, and high) according to their donation motivation levels. Third, in the correlation analysis, significant correlations were found among donation motivation levels and donation acts. Fourth, the MANOVA results by the psychological characteristics of donation showed differences for material and time donation experience but not for talent donation. Improvements/Applications: It will be used to identify methods to predict and change donation acts, and to encourage donation among young people, who are the key players in future society.

Keywords: Donation Motive, Donation Attitude, Donation Act, Young People

1. Introduction

Recently, polarization in Korean society became clear following the International Monetary Fund foreign exchange crisis. As a result, the demand for welfare has increased exponentially, but because public welfare has limits, donations from the private sector became important. A 2013 survey reported that the total amount of donations from Koreans was approximately 12 trillion 500 billion won, 0.87% of the country's GDP, and donations showed an increasing trend¹. However, Korea’s Worldwide Governance Indicators ranked 81 out of 153 countries, which is surprisingly low compared with the country’s economic level². Therefore, encouraging donation is an important social task in Korea and concerns everyone.

Donation entails helping society and resolving societal needs by providing resources at no cost, and based on previous studies, donations mainly take the form of material goods, talent, or time³. Material donations refer to money or equivalent resources, and although the proportion of resources donated by businesses is high, individual donations are increasing gradually⁴. Time donation refers to giving one’s time to provide services for others and is reported to be highly related to donation attitudes⁵. Finally, talent donation is a new type of donation that entails contributing diverse talents to society; it has arisen recently as an important social issue, and talent donation has increased more than time donation.

To date, donation motives and attitudes have been researched in terms of their influence on the act of donat-
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2. Research Method

2.1 Research Subjects

The research for this study used 1,230 subjects who were selected by convenience sampling from middle schools and high schools located in S City, D City, T County, and H County and H University and S University, all in the northwest region of Chungnam Province. By survey area, the most students, 35%, came from S City, followed by D City (25.4%), H County (24.9%), and T County (14.4%). By gender, 41.2% of the students were male; the female students outnumbered the males at 58.8%. By school level, 32.6% of the young people were middle school students, 40.4% were in high school, and 27.0% were college students. By religion, 30.1% of students, the highest percentage among those who reported having a religion, reported being Christian, followed by Buddhist and other (9.6%) and Catholic (7.4%); more than half, 52.9%, reported having no religion.

2.2 Research Tool

2.2.1 Donation Motive

For extrinsic donation motivation, the study survey used five questions that were appropriate for youths out of the 13 questions developed by 12 and complemented by 4. These questions referred to motives such as “Because helping people who are in trouble is very important” and “Because donation can help improve society.”

For intrinsic motivation, the survey used five questions (e.g., “Because the donor by himself/herself can mature greatly by donating” out of 10 questions developed by 10. These questions referred to motives such as “Because helping people who are in trouble is very important” and “Because donation can help improve society.”

2.2.2 Donation Attitude

To measure the students’ donation attitudes, Salomon's scale 13 corrected by 4 and complemented by 10 was used. This scale is composed of a total of seven questions, and again, the higher
the score, the more positive the donation attitude. Each question was also rated on a five-point Likert scale from 1 point for “Not at all” to 5 points for “Very much.” Cronbach’s $\alpha$ for donation attitude was .712.

2.2.3 Donation Acts
Donation acts referred to the frequency of the students’ donations in the past one and was measured by having the students report the frequency of each act of donating materials, talent, and time.

2.2.4 Other Variables
The students’ gender, school level (middle school, high school, or college), and religion were also investigated.

2.3 Data Analysis
In this study, the data were analyzed using SPSS WIN 23. T-tests and ANOVAs were conducted to verify the differences in each donation act by gender, school level, and religion, and correlation analysis was conducted to identify any correlations among the major study variables and donation frequency. To divide the group by donation psychology, hierarchical cluster analysis was performed, and MANOVA (multivariate analysis of variance) was used to compare the differences in donation acts by group.

3. Research Results

3.1 Donation by General Characteristics
The results showed that 76.5% of the students had made material donations during the previous one year, 88.7% had donated time, and 34.7% had donated talent. The average frequencies of material, talent, and time donation were 1.7 (SD=1.44), 0.95 (SD=1.52), and 2.60 (SD=1.52) times, respectively; the frequency of talent donation was relatively low, and the deviation by person was great.

The young people’s donation experiences by general characteristics are shown in Table 1. By gender, females donated significantly more talent ($t=-2.389, p<.05$) and time ($t=-3.003, p<.01$) than males, but there was no difference by gender in material donation ($t=-1.903, p=.057$). By school level, the college students had more experience with material ($F=5.510, p<.001$) and talent ($F=535.370, p<.001$) donation than did the middle and high school students, although time donation showed no significant difference ($F=1.374, p=.254$). By religion, the Catholics donated more talent than did students of other religions or those who reported no religion ($F=3.433, p<.05$), but for material and time donation, there were no differences by religion.

Table 1. Differences in donation by general characteristics  
<N=898>

| N       | Material donation                  | Talent donation                  | Time donation                  |
|---------|------------------------------------|----------------------------------|--------------------------------|
|         | Mean (SD) | tor F , Duncan | N | Mean (SD) | tor F , Duncan | N | Mean (SD) | tor F , Duncan |
| Gender  |          |                |    |            |               |    |            |               |
| Male    | 505      | 1.60(1.45)     | 505 | 1.76(1.43) | 1.83(1.45)    | 724 | 2.50(1.59) | 2.54(1.48)    |
| Female  | 724      | 1.76(1.43)     | 1.43(1.56) | 1.04(1.56)   | 2.70(1.44)    | 2.45(1.52) | 2.79(1.37)    |
|         | -1.903   |                | -2.389   |            |                | -3.003   |
| School  |          |                |    |            |               |    |            |               |
| level   |          |                |    |            |               |    |            |               |
| Middle  | 401      | 1.30(1.31)     | 401 | 1.43(1.29) | .28(.85)      | 401 | 2.50(1.59) | 2.54(1.48)    |
| school  | 497      | 1.43(1.29)     | 1.43(1.73) | 2.66(1.54)   | 2.63(1.49)    | 2.68(1.31) | 2.60(1.56)    |
| High    | 332      | 2.58(1.44)     | 2.58(1.44) | 2.66(1.54)   | 2.66(1.54)    | 1.374    |
| school  | 332      | 2.58(1.44)     | 2.58(1.44) | 2.66(1.54)   | 2.66(1.54)    | 1.374    |
| College | 332      | 2.58(1.44)     | 2.58(1.44) | 2.66(1.54)   | 2.66(1.54)    | 1.374    |
| student | 332      | 2.58(1.44)     | 2.58(1.44) | 2.66(1.54)   | 2.66(1.54)    | 1.374    |
|         | A        |                | A    |            |               | A    |            |               |
|         | A        |                | A    |            |               | A    |            |               |
|         | B        |                | B    |            |               | B    |            |               |
|         |          |                |      |            |               |      |            |               |
| Religion|          |                |    |            |               |    |            |               |
| Protestant | 370    | 1.69(1.47)     | 370 | 1.69(1.47) | .91(1.47)     | 370 | 2.54(1.48) | 2.54(1.48)    |
| Catholic | 91       | 1.90(1.50)     | 1.90(1.50) | 1.43(1.73)   | 2.79(1.37)    | 2.79(1.37) | 2.79(1.37)    |
| Buddhism | 118      | 1.89(1.42)     | 1.89(1.42) | 1.43(1.73)   | 2.60(1.56)    | 2.60(1.56) | 2.60(1.56)    |
| other   | 650      | 1.64(1.42)     | 1.64(1.42) | 1.43(1.73)   | 2.61(1.47)    | 2.61(1.47) | 2.61(1.47)    |
| No      |          |                |    |            |               |    |            |               |
| religion|          |                |    |            |               |    |            |               |

*p<.05  **p<.01  ***p<.001
3.2 Cluster Analysis
Hierarchical cluster analysis was conducted according to the students' psychological characteristics related to donation by dividing both intrinsic and extrinsic donation motivation into three clusters, high, intermediate, and low; dendrograms were used for the analysis, and Ward's clustering method, which calculates the distance between clusters by weighting the distances between the cluster centers, was used. As shown in Table 2, the results of the cluster analysis showed that 349 students (28.4%) had high motivation, 298 (24.2%) had low motivation, and 581 (47.3%) had intermediate motivation.

Table 2. Cluster analysis of psychological characteristics

|                | Intrinsic donation motivation | Extrinsic donation motivation | Donation attitude |
|----------------|-------------------------------|-------------------------------|-------------------|
| Group 1: High  | 349                           | 349                           | 349               |
| N              | 349                           | 349                           | 349               |
| Mean           | 3.23                          | 4.43                          | 3.97              |
| SD             | .51                           | .38                           | .40               |
| Group 2: Inter | 581                           | 581                           | 581               |
| N              | 581                           | 581                           | 581               |
| Mean           | 2.85                          | 3.74                          | 3.37              |
| SD             | .43                           | .33                           | .35               |
| Group 3: Low   | 298                           | 298                           | 298               |
| N              | 298                           | 298                           | 298               |
| Mean           | 2.55                          | 2.87                          | 2.90              |
| SD             | .49                           | .48                           | .42               |

3.3 Correlations among the Major Variables and Descriptive Statistics
The correlation coefficients among the major variables, along with the standard deviations, are shown in Table 3. Significant positive correlations were found among all variables except intrinsic motivation and material, talent, and time donation. In particular, extrinsic donation motivation, a psychological factor, and donation attitude showed the highest correlation (r=.610, p<.01), followed by material and talent donation—donation acts—and intrinsic and extrinsic motivation (r=.383, p<.01). These results showed that intrinsic motivation was not related to the act of donating but that extrinsic motivation was.

3.4 Analysis of Differences by Psychological Characteristics
Differences in material, talent, and time donation were found by cluster (high, intermediate, or low motivation), and MANOVAs were calculated that used high (Group 1), intermediate (Group 2), or low (Group 3) donation motivation as the independent variable and type of donation (material, talent, or time) as the dependent variable. First, to test for homogeneity of the variables, Dunnnett’s T3 was used and M=31.552(F=2.619, p<.01), which reflected no homogeneity. Pillai’s trace test found a main effect of .015, F(6, 2444)=3.012, p<.001, which was significant.

In specific, material donation is varied by psychological motivation as shown in Table 4. That is, for Group 1 (high motivation), M=1.9284; for Group 2 (intermediate), M=1.6638, and for Group 3 (low), M=1.5067. Group 1 reported high material donation frequency, as did Groups 2 and 3. For talent donation, there were no differences by level of motivation (M=1.9284, M=1.6638, and M=1.5067 for Groups 1, 2, and 3, respectively). Group 1 (high motivation) reported high time donation frequency, but Groups 2 and 3 reported the same levels of time donation as they did material donation. Aggregating the above results showed that Group 1 made many materials and time donations but fewer talent donations.

4. Conclusion and Discussion
This study identified middle school, high school, and college students’ donation motivation (a psychological characteristic) and intended to provide basic data for building a culture of donation among young people by identifying the relationships between the students’ frequencies of material, talent, and time donation by motivation level.

The following conclusions can be drawn from the study results. First, by gender, the female students donated more of their talent and time than did the males, and by school level, the college students had more experience with donating materials and talent. By religion, the Catholic students had more talent donation experience. Although the youths showed differences in talent and time donation by gender, because young people have limited pocket money, there were no differences in material donation. In addition, the relatively great differences in talent donation between the college students and the
younger students can be explained by the college students' expertise in their major study areas\(^{15}\).

Second, the youths were classified into three groups according to their donation motivation levels, high, intermediate, and low, because donation motivation and donation attitudes showed positive correlations with each other, which enabled clear classification\(^5\).

Third, in the correlation analysis, significant correlations were found among donation motivation levels and donation acts. However, among the donation psychology characteristics, intrinsic motivation showed no significant corrections with donation acts, whereas extrinsic motivation showed significant correlations with all acts; donation attitude showed significant correlations with material and time donation but not talent. Therefore, it was confirmed that the extrinsic donation motive is the important variable in young people's donation experiences.

Fourth, the MANOVA results by donation psychology showed differences for material and time donation experience but not for donating talent; the correlations were low between donation psychology and talent donation, which suggests that efforts are needed to encourage and expand talent donation.

Finally, the suggestions for follow-up research based on the limitations of this study are as follows. The study identified differences in the students' donation experience by gender, school level, and religion but could not identify the reasons for the differences. Therefore, follow-up research should identify the reasons for the differences and suggest measures to encourage donation by type and group characteristics. In addition, in this study, differences in donation were found by motivation level, but again, no reasons were identified; thus, follow-up research should examine the reasons for the differences in order to increase young people's donation motivation.

**Table 3. Correlation coefficients and descriptive statistics of main variables**

|                  | 1      | 2      | 3      | 4      | 5      | 6      |
|------------------|--------|--------|--------|--------|--------|--------|
| 1. Intrinsic motive | 1      |        |        |        |        |        |
| 2. Extrinsic motive | 0.383** | 1      |        |        |        |        |
| 3. Donation attitude | 0.250** | 0.610** | 1      |        |        |        |
| 4. Material donation | 0.054 | 0.112** | 0.101** | 1      |        |        |
| 5. Talent donation | 0.029 | 0.082** | -0.001 | 0.456** | 1      |        |
| 6. Time donation | 0.020 | 0.104** | 0.063* | 0.282** | 0.217** | 1      |
| Mean             | 2.88   | 3.73   | 3.42   | 1.70   | 0.95   | 2.60   |
| SD               | 0.53   | 0.68   | 0.55   | 1.44   | 1.52   | 1.48   |

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

**Table 4. Mutivariate analysis of variance by psychological characteristics of donation**

|                  | High (Group 1) | Intermediate (Group 2) | Low (Group 3) | F   | p     | ES    | Dunnett T3         |
|------------------|----------------|------------------------|---------------|-----|-------|-------|-------------------|
|                  | M(SD)          | M(SD)                  | M(SD)         |     |       |       |                   |
| Material donation| 1.9284 (1.39499) | 1.6638 (1.42482)      | 1.5067 (1.50698) | 7.288 | .001  | .012  | Group 1>Group 2=Group 3 |
| Talent donation  | 1.0774 (1.54893) | 0.9414 (1.52016)      | 0.8221 (1.48344) | 2.290 | .102  | .004  | NS                |
| Time donation    | 2.7536 (1.41300) | 2.5983 (1.45716)      | 2.4262 (1.57514) | 3.964 | .019  | .006  | Group 1>Group 2=Group 3 |
However, despite these limitations, this study has meaning in that differences in donation acts were identified by clustering motivation levels for the first time and in that it has implications for identifying methods to predict and change donation activity among young people.

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