



The Effect of Social Support on Volunteers' Task Effectiveness and Satisfaction

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Abstract

Community-based early child education group (PosPAUD) is a part of government strategy to increase the access of early child education service in Indonesia. This activity is a community-based activities that deploy volunteers in it. Sustainability of the activity becomes the hardest part to be achieved. The objective of this study is to find out the effect of social support on volunteers' task effectiveness and satisfaction that led to sustainability. Subject of this research are 442 volunteers of early child education groups in Central Java. The data is collected through questionnaire. The result has shown that there is a significant correlation at the 0,01 level among social support and task effectiveness and satisfaction.

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INTRODUCTION

National action plan for early child care and education program stated that, in 2015, 75% young children aged 0 – 6 should receive education and care services (Education For All National Action Plan, 2005). To achieve this target, the strategy to be applied is integrating education services program with care program for young children such as integrated health services (Posyandu) and infants' family development (Bina Keluarga Balita/BKB). The service is called PosPAUD. Since this service is community-based service, volunteers in the community are the backbone of these activities.

In Central Java, this program been implemented since 2006. Up to 2014, a number of community-based child education groups in Central Java is 3.336 groups (Dirjen PAUDNI, 2013). Those groups are facing the biggest challenge in sustaining the activities due to several factors. Sustainability of volunteers' group activities is affected by task satisfaction (Silverberg, 2001) and effectiveness (Chait, 2010; Cnaan & Goldberg-Glen, 1991).

The existence of PosPAUD is influenced by the support from stakeholders of the activities such as children's parents, a family of volunteers, community leaders, government, and private sectors. This support is known as social support that emerged through interpersonal relation (Hirsch, 1981) and social bonding with other person, groups, and bigger community (Lin, et al., 1979). A place for the activity, educational toys, donation, information, attention, emotional support is some of the given support from stakeholders.

Based on these circumstances, this study focused on the effect of social support on the task effectiveness and satisfaction of the volunteers. Volunteers in the community are a member of the community that is chosen by and from the community itself and their task is to develop the community (Gunawan, 1980; National Health Department, 1986). Gibleman and Swiefach (2008) and Harootyan (1996) defined voluntary as providing talent, time, and energy to others, groups, community, or organization without compensation. Volunteers in community-based early child education groups are categorized as volunteers because this is a voluntary activity with no formal bonding and no remuneration as well (Petunjuk Teknis PosPAUD, 2012).

The main task of those volunteers are stimulating the development of young children aged 0 – 6 years old in achieving school readiness (Nasional Education Ministry, 2011). This task

is the same task of educator or teacher informal setting or school. Effectiveness is one of the measurements on how the educators carry out their task.

There are many definitions of the effectiveness of an educator. Go, Bell and Little (2008) summarized the definition of effectiveness from several number of research literature including government strategic documents and reports. The five-point definition of effective teachers consists of the following: 1) Effective teachers have high expectations for all students and help students learn, as measured by value-added or other text-based growth measures, or by alternative measures, 2) **Effective teachers contribute to positive academic, attitudinal, and social outcomes** for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior, 3) **Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formative, adapting instruction as needed, and evaluate learning using multiple sources of evidence**, 3) **Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness**, 4) **Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.**

In a context of the voluntary activity, Silverberg et al. (2001) pointed out a significant correlation between task effectiveness and intrinsic satisfaction felt by volunteers in doing the activities. This satisfaction is a critical factor for volunteers to commit as well as the key to the success and sustain activity.

Pearce (1983), Schoeny (1997), and Vinokur-Kaplan (1991) mentioned about the similarity of some dimensions in task satisfaction between volunteers and paid workers. Those are task/job challenge, self-development opportunity, and relationship with a colleague. In his study, Silverberg et al. (2001) developed scale items that addressed six satisfaction dimensions: nature of the work, contingent rewards, supervision, operating procedures, coworkers, and communication. From the scale, there are some items that have higher reliability scores than the others. Those are an affective or emotional response on nature of the task, communication, supervision, and continuous reward.

Social support is defined as support from others in interpersonal relation context (Hirsh, 1981) and gained through social bonding with

others, group, and bigger community (Lin et al., 1979). House (1981) explained about four types of support. Those are emotional support (empathy, attention, love, trust, appreciation, concern, and to listen), instrumental support (money, time, and other direct support), informational support (advice, guidance, information, problem-solving), and support that related to feedback, development, social comparison, and self-evaluation. Similar to those support category, Cooke et al (1988) explored five types of social support which are emotional, appreciation, networking, evaluation, and altruism support. Moreover, Cooke explained about eleven sources of social support. Those are a spouse, children, family, close friends, colleagues, religious group, spiritual belief, community or neighborhood, professional services, special groups, and mass media.

The objective of this research was to know the effect of social support on volunteers' task effectiveness and satisfaction.

RESEARCH METHOD

Sample

This study was conducted in six districts of Central Java. Those are Semarang, Banyumas, Klaten, Brebes, Pemalang, and Wonosobo. Those districts were chosen based on their scores on human development index (HDI) to represents areas with high (Semarang Banyumas, and Klaten) and low (Wonosobo, Pemalang, and Brebes) scores. Total subjects in this study were 442 volunteers in early child development groups.

Data Collection and Analysis

The data was collected during a training session for volunteers in each district. An 181 item instrument was developed and pre-tested before it was distributed to subjects. The instrument was developed based on literature review, preliminary interview, and observation conducted in the first phase of the process. To test the reliability of the instrument, a Cronbach Alpha test was carried out. The data analyzes were carried out using inferential statistics.

RESULTS AND DISCUSSION

The study was conducted in areas with a different score of human development index to represent variants districts in Central Java.

Socio-demographic Profile of Volunteer

The findings provided a picture of the characteristic profile of the population under study.

All of the 442 respondents are women, the majority (78,7%) are older than 30 years old, has been volunteered more than 2 years (68,8%), graduated from high school (59,7%), and being a housewife (60,2%) as shown in Table 1.

Table 1. Socio-demographic characteristics of the volunteers

Characteristic	Number	%
Gender		
Male	0	0
Female	442	100
Age		
≤30 yo	94	21.3
>30 yo	348	78.7
Tenure		
≤2 years	138	31.2
>2 years	304	68.8
Education Qualification		
Primary School	10	2.3
Secondary School	61	13.8
High School	264	59.7
Diploma 1	30	6.8
Diploma 2	24	5.4
Bachelor	36	8.1
Blank	17	3.8
Occupation		
Working	134	30.3
Housewife	266	60.2
Others	6	1.4
Blank	36	8.1

From the data, it confirmed that all of the participants is women as mentioned by Hamidjoyo and Chauls (1995) that majority of volunteers in the community program is a woman. Most of them are older than 30 years old. In this age, their children have grown up and they have more time to volunteer. Sixty-eight percent has volunteered

for more than two years. A survey study in Hong-kong found out that the voluntary duration more than twelve months could be predicted by volunteers' task/work satisfaction (Yiu, Au, & Tang, 2001). Regarding education background, 59,7% graduated from high school. This qualification is meet the standard that is written in the technical guidance of posPAUD (2012). However, volunteers are required to participate certain related training conducted by accredited institutions. This situation is also related to their occupancy, 60,2% is housewives that need to increase their skill and knowledge.

This profile has shown us that volunteer needs a strong support from related sectors to develop their skill and knowledge due to the given conditions.

Psychosocial Variables

The result of this study has shown that there is a significant correlation between social support to task effectiveness and satisfaction at the 0,01 level (2-tailed). The R-square of social support to task effectiveness is .119 and .229 to satisfaction.

CONCLUSION

This study pointed out that social support plays an important role in achieving task effectiveness and satisfaction. Therefore in the community development program of early child education services, it is critical to assess potential social support in the community. The existence of this support will enhance the development process, moreover, will sustain the activity. Instead of only providing training to improve volunteers' skill, it is also important to strengthen the awareness of social support's potential source about the community-based early child education program. A better understanding from related stakeholder about this program will lead to stronger support. Integrated design of community-based early child education program needs to be improved. The aspect of involving sources of social support in the community should be taken into account.

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