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EMPIRICAL RESEARCH REGARDING THE IMPORTANCE OF VOLUNTEERING FOR THE SUSTAINABLE DEVELOPMENT OF SOCIAL ECONOMY ENTERPRISES

Abstract. *Our international and interdisciplinary work-team addresses issues related to young people option concerning community service. The main objective of the study is to determine to what extent young people want to get involved in volunteering. Our motivation was generated by the declarative affirmation of many young people that would like to work for the community benefit, but don't have the organizational framework needed for this activity. The methodology used involved surveys on 83 young people, through a questionnaire type extemporal. For the accuracy of the results interpretation we used SPSS for Windows 20 application. The variables obtained were analysed both independent, and in terms of correlations that have been established between them. The results confirmed that declarative intention of the young is not consistent with reality. Our study motivate us to develop a more comprehensive study, that highlight the particular features of young human resources such as personality, motivation, environmental influences, interest shown to the work.*

Key words: attitude, volunteering, community, college, work, young human resources.

JEL Classification: C35, J11, J53, O35

Introduction

Globalization reduces the distances between people and, little by little, turns the world into a small community whose dimensions can be assimilated to a "global village". In these circumstances *volunteering* is the way that people supports, understand and

preserve traditional values, communitarian, based on customary and on healthy living standards. In the acceptance of the *United Nations (UN) Declaration*, *volunteering* is a moral essential element that unites people in action, having the power to change the world: "*...We, people, have the power to change the world... and volunteering constitutes an impulse for organizing the collective activities.*" (Boroş, 2013). Is the context in which taking the initiative, creativity, developing the capacity of organization and planning, analysis and synthesis ability, the tenacity to successfully carry out an activity, the ability of risk assumption etc. are human qualities specific to the entrepreneurial type and represents attributes that are acquired in the complex, the difficult and, ultimately, the fulfilled process of the work, in all its aspects. There are only some arguments in approaching proposed topic, within a period in which fascination to acquire, how easier possible, especially *material* values. In our view, the active participation of young people in community service activities develops them the ability to identify and optimize their own resources, in order to guide the professional and career development, to understand the changes and to be able to influence in a responsible manner and with celerity these changes. In this paper we addressed the issue related to the availability of young people to work unselfishly, without receiving immediate reward, for the benefit of their communities.

Literature review
The issue *of Volunteering* is in attention of organizations and also of the decision makers. Here's why it should not surprise us the multitude of definitions granted of this term, depending on how it is perceived usefulness of *volunteering*. In the *Romanian Explicative Dictionary*, volunteering is defined from the perspective of voluntary military service: "*Employment in the army as a volunteer, duration of military service that makes someone voluntarily*" (<http://www.dexonline.ro> accessed on 02.09.2015). From the perspective of the *European Commission* "*...volunteering is an active expression of civic participation which reinforces the common European values, such as solidarity and social cohesion*" (<http://www.consilium.europa.eu/ uedocs> accessed on 02.09.2015). Romanian legislation defines *volunteering* through its participative dimension, as "*representing the volunteer participation in the public interest activities undertaken for the benefit of other people or of the society, organized by public or private legal persons, without remuneration, individually or in group* (*Law no. 78/2014 regarding the regulation of volunteering in Romania* retrieved from *http: //www. dreptonline.ro* accessed on 03.09.2015). From the perspective of the non-governmental organization (NGO) *ProVobis*, "*…volunteering is the work or service performed on its own initiative, whereby, any person offer its own time, knowledge's, talents and energy, in support of other people, without receiving, in return, a financial reward, other than reimbursement of expenses incurred in support of the project involved.*" (<http://www.provobis.ro> accessed on 03.09.2015). *Merriam-Webster* dictionary defines *volunteering* as "*...the act or practice of doing volunteer work in the benefit of community*" (<http://www.merriam-webster.com> accessed on 03.09.2015). According to Gage, "*...volunteering represent a contribution to society in one form*

or another, without monetary compensation" (Gage, 2009). In our view, *volunteering is the labour organized in a formal or informal framework, provided consciously and responsibly for the benefit of the community, the results of which generates progress and prosperity for the entire community.* In a qualitative study regarding the challenges of the NGOs and volunteering organizations in Canada, participants have revealed that "…*volunteers were, especially, recognized as dedicated, devoted and deeply involved, being the greatest resource of their organizations*" (Hall, 2003). However, this study recognizes that "…*the motivation, especially of the young people, to participate in the voluntary activities has changed, registering a decline regarding the number of volunteers which affects the work of organizations.*" (Hall, 2003). Similar studies have highlighted the lack of interest regarding the involvement in community service for Romanian youth. According to specialists "…*the young indicates the existence of a mercantile mentality, arguing that some of their peers refuse to engage in any type of community action in the absence of a reward that should not be, necessarily, as monetary form*" (Ilie et Petrescu, 2005). But, as time went on, an important role in changing this state was played by the *school -community* partnerships (Morjan, 2009). According to Morjan, the school can become place of meetings of community representatives and the students can play an active role in the community, by engaging in community service projects or *volunteering*. Simultaneously, schools involvement in partnerships will lead, over time, to the increasing of interest that the community gives to the public education system. The hierarchy of factors that influenced the decision to become a *volunteer* belongs to the human typology. In this regard, an exploratory factorial analysis of the values which determine the decision to become a volunteer, performed on American students, showed five main categories of values, namely: *the rise; social values; career; values of protection; comprehension* (Gage, 2009). They are supplemented by all the opportunities provides by *volunteering* for the natural individuals to express their values of *altruistic and humanitarian concerns* (Clary et al., 1998). Results of the study "*Making sense of volunteer motivation*" conducted with the participation of 100 US human resources agencies, indicates that both, volunteers' managers and the volunteers, tend to give the same sense of motivation to become a volunteer. The motivational core values of the subjects to be volunteers were hierarchized as follows: *to help other people; to feel useful and necessary; for self-fulfilment; to improve the community; for personal development* (Winsemius, 2009).

Objectives, hypothesis, and research methodology
The main objective of the study was generated from our curiosity, motivated by the declarative affirmation of many young people with whom we interact, according to which, they would like, strongly, to work for the benefit of the community but they don't have the required framework for perform this activity. In our approach aiming to improve the management of social economy enterprises we have considered it is useful to start by *testing youth preferences option to work, unselfishly, for the benefit of the community*.

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The working assumptions, subsequently tested using *SPSS for Windows 20 application*, were formulated as follows:

The null hypothesis (H0): the two options of answers are equally preferred by young people.

Alternative hypothesis (H1): a particular option of answer is predominant in young people preferences.

We conducted the study on a lot of young high school students, who are in different years of study, during August, 10th - October, 11th, 2015.

The methodology used for the study involved surveys on young people by applying a questionnaire type *extemporal.* Respondents were invited to answer to a question with closed response: "*Are you willing to work unselfishly for the benefit of the community in which you live?*", the variants of default answer is "*yes*" or "*no*". We wished, thus, to capture as faithfully at the time of the survey, the preferences of young people regarding the work in the community service. At the time that we have started the study in order to be optimistic regarding as we believe that is the *desire* of young people *to work* selflessly for the benefit of their community in order *to develop their practical skills of communication networking etc. and also to satisfy their need for affirmation in society.* The variables investigated are presented in *Table no.1*: (a) three independent variables ("*Age of subjects*", "*Biological gender of subjects*", "*Education level*") and (b) *a dependent variable ("Answer").* To interpret the response given by the subjects participating in the survey we studied the frequency of the two possible answers *(Negative/Affirmative)* our action was in conjunction with χ^2 test (contingency coefficient). The "*Answer*" variable was analysed by comparing the theoretical frequencies of occurrence of the variable, with those observed (Opariuc-Dan, 2011).

Table no.1: Variable Information

Variable	Position	Label	Measurement Level	Variable Type
Age	1	*Age Subjects*	*Scale*	*Independent Variable*
Gender	2	*Biological Gender*	*Nominal*	*Independent Variable*
Answer	3	*Answer*	*Nominal*	*Dependent Variable*
Education	4	*Training Level*	*Ordinal*	*Independent Variable*

Source: data entry collected by the authors through the questionnaire

Analysis of *basic statistical inventory* for *age of subjects* variable, allowed us to rule on the normality of the distribution for this variable, parameter depending on which we subsequently chose statistical tests for the data analysis (Carlsson, Dahl et Rooth, 2015). To establish the normal *age* distribution *of subjects* variable we used *three methods*: (1) *Inspection of the histogram*; (2) *Analysis of indicators for symmetry (Sk) and kurtosis (K), through double confidence interval method*; (3) *The method of standardized score, z,* consisting in calculation of *z*-score of the indicators and reporting to the critical value (1.96), p <0.05 (there are less than 5% chance to get it wrong).

Method of double confidence interval involves the following steps (Molenaar, 2015):

a) We accepted the 95% confidence interval, believed adequate for research in social and human sciences and, therefore, for our research. In other words, in order to exist less than 5% chance that the variable distribution being asymmetric, the calculated value must belong to the confidence interval. The confidence interval for *symmetry* and *kurtosis* was calculated using the calculation relations:

$\quad$ 95%: +/- $2ES_k$, $\quad$ where we denoted by ES_k - *standard error of symmetry.*
$\quad$ 95%: +/- $2E_K$, $\quad$ where we denoted by E_K - *standard error of kurtosis.*

b) We have checked if the calculated values of *symmetry* and *kurtosis* belong of the accepted confidence interval. In this regard, *the method of standardized score, z,* involved the following steps:

$\quad$ b.1) we divided the value of the indicator, *(S_k, K)* to its standard error, *(E_{Sk}, E_K)*:

$\quad\quad$ $z_{Sk} = S_k / Es_k$ $\quad$ for *symmetry* $\quad$ and $\quad$ $z_K = K / E_K$ for *kurtosis*;

$\quad$ b.2) we compared the value of the *standardized score* with the *threshold value* for *z distribution*; we admitted the *threshold value p <0.05*, which corresponds to standardized *z*-score value of 1.96:

$\quad\quad$ - considering that the *z*-score is ≥ the *standard threshold* (1.96), *the distribution* can be treated as an *asymmetric distribution*;

$\quad\quad$ - considering the *z*-score is < the *standard threshold, the distribution* can be treated as a *symmetric distribution*.

We analysed how the preference of response of the young people is influenced by the independent variables: *biological gender, education level* and *age*. For this purpose we have formulated **three secondary hypotheses** that allowed us to determine the type of correlations established between the variables listed. Regarding to *the first assumption*, the tradition confirms the role of women in the community by assigning them more responsibilities than the other members. The particular characteristics, psycho-emotional of the women due to their role in raising and educating children, as well as in ensuring familial and societal balance, involving the woman, directly or indirectly, more or less consciously in actions that serve to their communities. From this perspective, *we have started from the premise that women prefer, naturally, to work in benefit of the community in a greater proportion than men.* To confirm or to exclude this „myth", we have formulated **the first secondary hypothesis** of our study:

The null secondary hypothesis (H'0): there is no significant relationship between biological gender of the subjects and the answer variable.

Alternative secondary hypothesis (H'1): There is a significant relationship between biological gender of the subjects and the answer variable, in the sense that women prefer, more than men do, to work in the benefit of the community.

The two variables investigated, *biological gender* and *preference of response* are dichotomous and nominal variable, so that, we have used for interpretation non-parametric correlation coefficients. Precisely, we have calculated *the coefficient of contingency, the contingency coefficient φ Pearson* and *v Cramer, the coefficient of association λ Goodman-Kruskal* and *the coefficient of uncertainty.*

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To verify the second assumption, according to which the *subjects preferences are influenced by the level of education* (correlated with study year of the subjects), we have formulated **the second secondary hypothesis,** as follows:

The null secondary hypothesis (H''0): there is no significant relationship between the education level and the answer variable.

The alternative secondary hypothesis (H''1): there is a significant relationship between the education level and the answer variable.

This time, the „*level of education*" being a scalar variable, we have used the *SPSS for Window*s application to determine *the contingency coefficient* χ^2 and the *correlation coefficient γ Goodman-Kruskal*.

Regarding *the third assumption,* whereby preferences of the subjects are influenced by their age, **we have formulated the third secondary hypothesis**:

The null hypothesis (H0): there is no significant relationship between age of the subjects and their answer preference.

Alternative hypothesis (H1): as the more elderly are the respondents, higher is their preference to work for the benefit of the community.

Similarly with the previous case, the variable „*age*" is a continuous variable, scalar type, and we have calculated χ^2 *contingency coefficient* values and those of the *correlation coefficient γ Goodman-Kruskal*. This time, to increase accuracy, we used the *Monte Carlo method*, whose *significance threshold* is 0.001.

Research results

1 Analysis of the basic statistical inventory

The basic statistical inventory for the variable *age of subjects* is presented in *Table no.2*. Analysis of *scores* distribution in the case of the variable *age of subjects* was performed from a total of 83 subjects with a missing subject. *Amplitude of the scores* is 5 points, placed between a minimum value (14 years) and a maximum value (19 years), *mean scores* were 16.59, with 0.116 *standard error of mean*. *The standard deviation* of *the scores* is 1.054 points, *median* being located in the *score* 17 and the *category with the maximum frequency* is represented by the score 16. **The distribution is uni-modal** (*mode* = 16), **symmetric** (*Skewness* = - 0.068*; standard error Skewness* = 0.266*; zSkewness* = - 0.255**) and mesokurtic** (*Kurtosis* = - 0.154*; standard error Kurtosis* = 0.266*; zKurtosis* = - 0.292).The analysed distribution falls into the category of which can be assimilated to a *normal distribution.*

Table no.2: The Inventory of "Age Subjects" Indicator

Specification	*Value*
N Valid	82
Missing	1
Mean	16.590
Std. Error of Mean	0.116
Median	17
Mode	16

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Std. Deviation	1.054
Skewness	- 0.068
Std. Error of Skewness	0.266
Kurtosis	- 0.154
Std. Error of Kurtosis	0.526
Range	5
Minimum	14
Maximum	19

Source: results of the processing of the response filed by subjects in the study

Graphically, the results for *frequency distribution* based on the criterion of "*Age of subjects*" can be summarized as in the *Fig. no.1*:
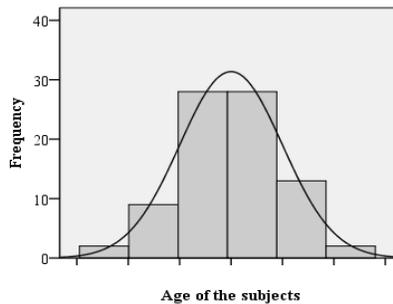
Figure no.1: Frequency distribution, according to the "Age of the subjects"
Source: results of data processing, by the authors, in SPSS application

The *Double confidence interval method,* involved the following steps:

a) calculating the confidence interval for symmetry and kurtosis:
$$2ES_k = 2*0.266 = 0.532$$
$$95\%: (- 0.532; + 0.532)$$
$$2E_K = 2*0.154 = 0.308$$
$$95\%: (- 0.308; + 0.308)$$

b) checking if, the calculating values of *symmetry (S_k = - 0.068)* and *kurtosis (E_K = - 0.154)* belong of the accepted *confidence interval*.
$$- 0.532 < S_k = - 0.068 < 0.532$$
$$- 0.308 < E_K = - 0.154 < 0.308$$

Analysed in terms of the method of *double confidence interval*, variable *age of the subjects* distribution can be assimilated as a *normal one, symmetric* and *mesocurtik.*

Standardized scoring method (z), consists of the following two steps:

a) shall be divided the *indicator, (S_k, K)* to its own *standard-error, (Es_k, E_K)* and, therefore, consequently, we will obtain:
$$z_{Sk} = S_k / Es_k \qquad \text{for } symmetry$$
$$z_K = K / E_K \qquad \text{for } kurtosis$$

b) comparing the *standardized score value,* obtained by calculation, with *the threshold-value* for z distribution, admitting that the *threshold-value $p < 0.05$*, which

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corresponds to the *standard value of the z-score* of 1.96:
- considering that the value of the *z-score* is ≥ *standard-threshold* (1.96), the *distribution* can be assimilated as an *asymmetric* one;
- considering that the value of the *z-score* is less than to the *standard threshold,* distribution can be assimilated as a *symmetric* one and consequently, we obtain:

$$z_{Sk} = -\,0.068\,/\,0.266 = -\,0.255 \rightarrow < 1.96$$
$$z_K = -\,0.154\,/\,0.526 = -\,0.292 \rightarrow < 1.96$$

which allows us to affirm that, considered in terms of the *standardized z-score method*, the distribution of *age of the subjects* variable, can be assimilated as *a normal one, symmetric* and *mesocurtik.*

The basic statistical inventory for the variable "*Answer*", a *dichotomous variable*, is presented in the *Table no.3* and the graphic in *Fig. no.2*.

Analysis of the *scores distribution* was performed from a number of 83 subjects, two missing subjects. Category with the *maximum frequency* is represented by the score 1. *Minimum* score represents *negative* answers and *Maximum, affirmative* answers.

Table no.3. Basic statistical inventory of indicator „Answer"

N	Valid	81
N	Missing	2
Mode		1
Minimum NO		0
Maximum YES		1

Source: processing results, by the authors, of the subjects participated in the study
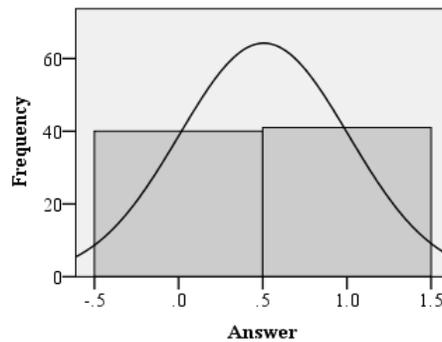
Figure no.2: Frequency distribution, depending on the type of answers
Source: results of data processing, by the authors, in SPSS application

Analysing *the frequency* of the registered responses (*Table no.4*) it can be observed that, from 83 subjects there are two missing cases (they refused to answer):

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Table no.4: The frequency of responses given by the subjects, by type of response

		Frequency	Percent	Valid Percent	Cumulative Percent
	Negative	40	48.2	49.4	49.4
Valid	Affirmative	41	49.4	50.6	100.0
	Total	81	97.6	100.0	
Missing	No answer	2	2.4		
Total		83	100.0		

Source: results of data processing, by the authors, in SPSS application

The two alternative of response *frequency (Negative/Affirmative)* is almost equal*,* therefore we decided to perform χ^2 *test in SPSS* (*Table no.5*) and to interpret the survey results. The variable „*Answer*" was analysed by comparing the theoretical *frequencies* of occurrence of the variable, with those observed. In this purpose, we have formulated the **null hypothesis (H*0),** according to which both alternatives of answers are equally preferred by young people. Regarding the **alternative hypothesis (H*1)**, it argues that a particular alternative of response is predominant in the preferences of young people.

Table no.5: Result of the analysis for the test χ^2

	Observed N	Expected N	Residual
Negative	40	40.5	- 0.5
Affirmative	40	40.5	0.5
Total	81		

Source: data processing results, by authors, in SPSS application

The value obtained (0.912), as we can see in *Table no.6*, is higher than the *threshold of significance* (0.05), so that it is found that the difference is not significant and, as a consequence *we cannot reject the null hypothesis.* Therefore, **despite appearances, the young people preference regarding the work for the benefit of their communities,** at the time of the survey, **is not contoured.**

Table no.6: Statistical results

	Answer
Chi-Square	0.012
df	1
Asymp.Sig.	0.912

a. 0 cells (0.0%) have expected *frequencies* < 5. The minimum expected cell *frequency* = 40.5

Source: data processing results, by authors, in SPSS application

2. Testing the secondary hypothesis

The first secondary hypothesis investigates the relationship between *biologic gender of the subjects* and *response preference.*

In the **null hypothesis (H'0)**, we assumed that **there is no significant relationship between the biologic gender of the subjects and their preference of response.**

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Alternative hypothesis (H'1) started from the assumption that ***there is a significant relationship between biological gender of the subjects and their answer preference, meaning that women's preference to work in community service is higher than that of men.*** The two variables investigated (*biological gender preference of response*) are *dichotomous variables, nominal,* to whose interpretation we used the non-parametric *correlation coefficients.*

Thus, we have determined *the coefficient of contingency, the contingency coefficients φ Pearson* and *v Cramer, the coefficient of association λ Goodman-Kruskal* and *uncertainty coefficient.*

The coefficient of association φ, which is derived from the χ^2, is calculated for two *dichotomous variables*, which records, in particular, the presence or absence of a characteristic. *φ* is used when both variables are at a nominal level of measurement and is based on a special type of *discrete distribution*, such that *φ* is a coefficient who work with absolute or relative frequencies:

$$\varphi = \pm\sqrt{\frac{\chi^2}{N}} \tag{1}$$

where:

    φ is *coefficient of association*
    χ^2 - *coefficient of contingency* (association between two nominal variables);
    N - number of subjects.

Pearson contingency coefficient is a variant derived from χ^2 (*φ* coefficient adjusted): :

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}} \tag{2}$$

The *coefficient of association v Cramer* is used in the case where at least one of the variables has more than two ways to achieve and it is calculated by formula:

$$V = \sqrt{\frac{\chi^2}{N(s-1)}} \tag{3}$$

where *s* is *minimum between number of lines and number of columns.*

The coefficients are non-directional, they can range between 0 and 1; an approximation of 0 indicates the lack of association between variables, and an approximation of 1 indicates the strength of association between them. All 80 subjects have scores on both two variables (*Table no.7*); there are 3 missing cases and data are used 100%.

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Table no.7: Summary of Analysis

	Cases					
	Valid		Missing		Total	
	N	Percentage	N	Percentage	N	Percentage
"Biologic Gender" Answer	80	96.4%	3	3.6%	83	100.0%

Source: data processing results, by authors, in SPSS application

The internal structure of the analysis is presented in *Table no.8*.

The study included 41 men, of which 23 answered *affirmatively* and 18 *negatively*. Similarly, we have investigated the views of 39 women, of which 21 responded *negatively* and 18, *affirmatively*. Estimated frequencies for men are 20 for *negative* answer and 21 for *affirmative* answer. Estimated frequencies for women are 19 for *negative* answer and 20 for *affirmative* answer. The next line of the table refers to the *residues*. We note that for an *affirmative* answer, men are over the expected frequency, while women are over the expected frequency of *negative* answer. This situation suggests us *the predominance of male preference for work in the community service*, although the standardized form of the residues shows us small deviations from the situation in which there would be no relationship between the two variables.

Table no. 8: Contingency table - Gender * Answer Crosstabulation

			Answer		Total
			Negative	Affirmative	(%)
Biologic Gender	**Male**	*Count*	18	23	41
		Expected Count	20	21	41
		Residual	- 2.0	2	
		Std. Residual	- 0.4	0.4	
		Adjusted Residual	- 0.9	0.9	
	Female	*Count*	21	18	39
		Expected Count	19	20	39
		Residual	2	- 2	
		Std. Residual	0.5	- 0.4	
		Adjusted Residual	0.9	- 0.9	
Total		*Count*	39	41	80
		Expected Count	39	41	80
			48.8%	**51.2%**	**100.0%**

Source: data processing results, by authors, in SPSS application

The results in *Table no.9* have confirmed initial assumptions, namely that: (a) there are no relationship between the two variables; (b) *cannot be established a relationship between the response preference and the* biological gender of the subjects: *Approx. Sig.* (0.374) > *permissible threshold* (0.05). The absence of the relationship is confirmed by the association coefficients derived from χ^2. *We can't reject the null hypothesis (there is no relationship between the preference of a particular type of response and biological*

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gender of the subjects). **The conclusion: young people, regardless of their gender, have not clearly outlined a certain preference concerning to work in the community service.** *The tradition* remains a reference in the behaviour of young people and the results show us *that attitude and behaviours are changing*.

Table no.9: Symmetric Measures

		Value	*Approx. Sig.*
Nominal by Nominal	***Phi***	- 0.099	0.374
	Cramer's V	0.099	0.374
	Contingency Coefficient	0.099	0.374
Number of Valid Cases		80	

a) not assuming the *null hypothesis*; b) using the *asymptotic standard error* assuming the *null hypothesis*

Source: data processing results, by authors, in SPSS application

The graphical representation *(Fig. no.3)* reflects the demonstration above. Thereby, gender of people investigated has nothing to do with their preference of response. The graph shows only a preponderance of positive or negative response (in both biological genders) and some higher frequency of positive response in *men*.
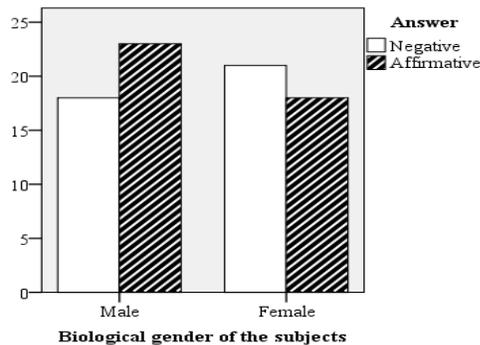
Figure no.3: Frequency distribution, depending on the type of responses
Source: data processing results, by authors, in SPSS application

The second *secondary hypothesis* investigates the relationship between *answer preference of the subjects* and *education level*.

*In **the null hypothesis (H0)** there is no significant relationship between the education level of the subjects and response preference.*

Alternative hypothesis (H1): *there is a significant relationship between the education level of the subjects and response preference.*

This time, the variable "*education*" is a scalar type variable, and we have calculated the *coefficient of contingency* χ^2, *the coefficient of concordance γ Goodman-Kruskal*. The *γ Goodman-Kruskal coefficient* refers to the amount of the knowledge contained in a variable, that can cover information from the other variable (or, having a certain

amount of information in the variable X, how much can we predict from the variable
Y?) and can be calculated by formula:

$$\lambda = \frac{\displaystyle\sum_{i=1}^{n} n_{Mi} - M_{ax}(C_j)}{n - M_{ax}(C_j)} \qquad (4)$$

where:

n_{Mi} is the highest *frequency* in the row *i;*

Max(Cj) - the *highest frequency* of columns frequencies,

n   - number of subjects.

The information contained in the contingency *Table no.10* shall be interpreted similarly
as above. It can be observed that, for affirmative answer, young people of XIth class
are more than the *expected frequency*. Although standardized form of t*he residues*
shows small deviations from a situation where there would be no relationship between
the two variables, we might conclude that *to the young people in this stage of study
there is a predominance of preference to work for the benefit of the community.*

Table no.10: Answer * Training Level Crosstabulation

			Training Level			*TOTAL*
			IXth Class	*X[th] Class*	*XIth Class*	
Answer	**Negative**	Count	20	13	6	39
		Expected Count	19.0	13.2	6.8	39.0
		Residual	1.0	- 0.2	- 0.8	
		Std. Residual	0.2	0.0	- 0.3	
		Adjusted Residual	0.4	- 0.1	- 0.5	
	Affirmative	Count	19	14	8	41
		Expected Count	20.0	13.8	7.2	41.0
		Residual	- 1.0	0.2	0.8	
		Std. Residual	- 0.2	0.0	0.3	
		Adjusted Residual	- 0.4	0.1	0.5	
TOTAL		Count	39	27	14	80
		Expected Count	39.0	27.0	14.0	80.0

Source: data processing results, by authors, in SPSS application

However, high values of *the thresholds of significance* (*Tables no.11,12* and *13*)
entitle us to *not reject the null hypothesis* either in this case.

Therefore, the subjects' preference is not influenced by their educational level.

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Table no.11: Chi-Square Tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	- 0.099	0.374	- 0.099
Likelihood Ratio	0.099	0.374	0.099
Linear-by-Linear Assoc.	0.099	0.374	0.099
N of Valid Cases	80		80

a. 0 cells (.0%) have expected count <5. The minimum expected count = 6.83

Source: data processing results, by authors, in SPSS application

Table no.12: Directional Measures

			Value	*Asymp. Std. Error^a*	*Approx. T^b*	*Approx. Sig.*
Ordinal by Ordinal	Somers'd	*Symmetric*	0.055	0.106	0.525	0.600
		Dependent Response	0.050	0.095	0.525	0.600
		Training Level Dept.	0.062	0.118	0.525	0.600
Nominal by Interval	Eta	*Dependent Response*	0.061			
		Training Level Dept.	0.060			

a. not assuming the *null hypothesis*; *b.* using the *asymptotic standard error* assuming the *null hypothesis*

Source: data processing results, by authors, in SPSS application

Table no.13: Symmetric Measures

		Value	*Asymp. Std. Error^a*	*Approx. T^b*	*Approx. Sig.*
Ordinal by Ordinal	Kendall's tau-b	0.056	0.106	0.525	0.600
	Kendall's tau-c	0.062	0.118	0.525	0.600
	Gamma	0.100	0.190	0.525	0.600
N of Valid Cases		80			

a. not assuming the *null hypothesis*; *b.* using the *asymptotic standard error* assuming the *null hypothesis*

Source: data processing results, by authors, in SPSS application

The graphical representation from *Fig. no.4* reflects that the *educational level of the subjects has nothing to do with their preference of response*.

The graph shows only the predominance of a particular type of response (*affirmative/ negative*) of young people from different classes of study.

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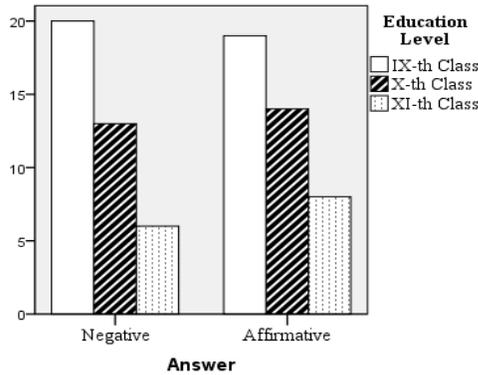
Figure no.4: Frequency distribution, depending on the type of responses

Source: data processing results, by authors, in SPSS application

The *third secondary hypothesis* investigates a *possible relationship between response preference and age of the subjects.*

In **the null hypothesis (H0)**: *there is no significant relationship between age and response preference of the subjects.*

Alternative hypothesis (H1): *as the more elderly are the respondents, higher is their preference to work for the benefit of the community.*

As in the case above, the variable "*age*" is a continuous variable, the scalar type, and we have calculated *the coefficient of contingency χ^2, the coefficient of concordance γ Goodman-Kruskal* and, this time, to increase the level of accuracy we have used *Monte Carlo* method, whose signification threshold is 0.001. The information provided in *Table no.14*, much more elaborate than in previous analyses, refers the calculation of the *signification threshold* both for *asymptotic method* (classical) and *Monte Carlo method*, with *confidence intervals*.

Table no.14: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Sig.	99% C.I.		Sig.	99% C.I.	
					L.B.	U.B.		L.B.	U.B.
Pearson Chi-Square	4.284[a]	5	0.509	0.576[b]	0.563	0.589			
Likelihood Ratio	5.826	5	0.323	0.487[b]	0.475	0.500			
Fisher's Exact Test	3.643			0.663[b]	0.651	0.676			
Linear-by-Linear Assoc.	1.589[c]	1	0.207	0.241[b]	0.230	0.252	0.123[b]	0.115	0.132
N of Valid Cases	80								

a. 6 cells (50.0%) have expected count < 5. The minimum expected count = 0.98; b. based on

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10000 sampled tables with starting seed 2048628469; c. the *standardized statistic* = 1.261

Source: data processing results, by authors, in SPSS application

where:

    C.I. represents *Confidence Interval*

    L.B. - *Lower Bound*

    U.B. - *Upper Bound*

As we can observe in *Table no.15*, of *the association coefficients derived from χ^2, there is any relationship between the two variables (signification threshold $\neq 0.001$).*

Table no.15: Symmetric Measures

		Value	Approx. Sig.	Monte Carlo Sig.		
				Sig.	99% C.I.	
					L.B.	U.B.
Nominal	*Phi*	0.231	0.509	0.576[c]	0.563	0.589
by	*Cramer's V*	0.231	0.509	0.576[c]	0.563	0.589
Nominal	*Contingency Coefficient*	0.225	0.509	0.576[c]	0.563	0.589
N of Valid Cases		80				

a. not assuming the *null hypothesis*; b. using the *asymptotic standard error* assuming the *null hypothesis*; c. based on 10000 sampled tables with starting seed 2048628469

Source: data processing results, by authors, in SPSS application

The graphical representation of our investigation, as can be observed in *Fig. no.5*, completes the information and reveals that *the subject's age has any relationship with their response preference*. Also, it can be observed only the predominance of a particular type of response *(affirmative/negative)* of young people, grouped by age categories.
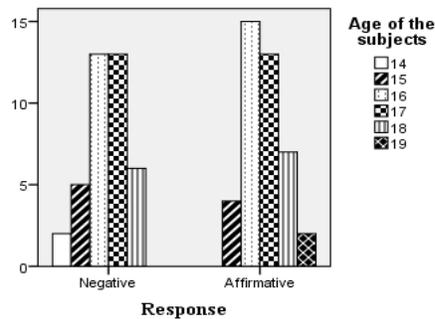
Figure no.5: Frequency distribution, depending on the age of the subjects

Source: data processing results, by authors, in SPSS application

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Conclusions

The scientific approach that we have proposed referring to *improving the management of social economy enterprises as an essential factor of sustainable development and responsible of local communities,* involves *paying a special attention to the human factor, especially from the perspective of its involvement in collective activities.* From this perspective we have initiated the first *study whose results do not confirm our expectations regarding of youth involvement in community activities. The preference of young people,* regardless of *age*, *biological gender* and/or *level of education*, *to work in community service*, to the date that we have conducted the survey, *is not contoured.*

The main *limitation* of the study *comes from our desire to capture and reproduce* as faithfully as possible, *the options of the participants in the survey*, reason that we have considered it is sufficient to formulate as clearly and concisely, only one question. *Another limitation*, as a result of the short time that we had available, *is due to the modality of perform the survey, which resulted in limited access of the subjects to the questionnaire.*

Finally, *a third limitation* that might influence the result obtained, is that *we could not check the selection way of the participants*; one of the rules we have observed in initiating the non-formal preparatory activities that we perform in schools, is that t*he participants are, preferentially, selected by teachers,* based on criteria which are not available to us (or which "*rid us*").

Although the limitations that we have mentioned not allow us to provide additional information (one example is *the motivations* of the subjects when they have expressed their preference), *the study draws attention to the reality*, being a useful tool for people working in NGO, in the educational environment, in social economy enterprises etc.

For the next stage we aim to achieve a *nuanced research* that leads us to the conclusive results regarding the preferences and the availability of people to get involved in solving the problems of their communities.

The direction in which we intend to concentrate our attention, in order to overcome the limitations of this first study and to obtain relevant information on the research topic, involves a comprehensive approach through:

1. *introducing of new variables*, both quantitative and qualitative, to complete the picture of preferences of response of the subjects, with indices designed to highlight: *the professional status, the living environment, the history regarding carrying out volunteer activities, the type of organization in that they work, the motivation which could lead to provide volunteering activities etc.*;
2. *achieving of the questionnaire in electronic format* (we will use *crowdsourcing*) and only for particular situations in the traditional format, in paper form;
3. *distribution of the questionnaire* will be done *through communication channels,* in order to make it accessible to a larger number of subjects;
4. *completing the criteria for the selection of the target group.* We will have the aim to include in the target group representatives of all age categories (both social and professional), across the country as well as from *Diaspora*;

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We want thus to create the prerequisites which will:

- be able to compare the responses provided by groups of the participants to the survey;
- to determine the degree of belonging to the community values;
- to identify the stimuli that would determine the responsible involvement in collective activities;
- to quantify the benefits that can get *volunteers* on the one hand, and the communities, on the other hand, from the provision of voluntary activities (both personally and in a formal, organized manner).

Even if the expectations that have the *volunteers* as a result of providing the specific activities for the benefit of their fellows are constantly changing, *volunteering* being understood and practised with effervescence (especially in times of crisis as a manifestation of human solidarity), there are countries that have a real national culture for *volunteering*. This is demonstrated from the affirmations of some authors, through the contribution of *volunteering* to the economy of those countries: for example, annual revenues of over USD 480 billion in the US (Winsemius, 2009). Thus becomes self-evident the necessity for further studies on *volunteering area as a fundamental value of social economy enterprises*.

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