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A proposed model to understand the relationship between volunteer management practices, volunteer motivation and volunteer retention

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مستخلص البحث

في المنظمات غير الهادفة للربح التي تعتمد على المتطوعين، غالباً يبدأ المتطوعون بحماس كبير، ولكن سريعا ما يفقدوا تلك الحماس ويغادروا المنظمة، وهذا قد يرجع لضعف ممارسات إدارة المتطوعين أو قصور في التحفيز مما يؤدي الى تسرب المتطوعين، وبالتالي يجب على المنظمات الاستثمار في الإبقاء عليهم، إن إدارة المتطوعين تختلف عن إدارة الموظفين، وبالتالي فإن الممارسات الإدارية التي تناسب المتطوعين تختلف عن تلك التي تلائم العاملين، ولذلك تم تطبيق ممارسات إدارة الموارد البشرية على المتطوعين والتي تشمل الاستقطاب والتدريب والتقدير، إلا أن الدراسات التي تناولت هذا الموضوع مازالت محدودة حتى الآن، ويهدف هذا البحث إلى تطوير نموذج لفهم العلاقة بين ممارسات إدارة المتطوعين والإبقاء عليهم من خلال تحفيزهم، ولتحقيق هذا الهدف تم مراجعة الأدبيات المتعلقة بمتغيرات البحث، كما تم مناقشة الدراسات السابقة التي تناولت العلاقة بين تلك المتغيرات، وبناء على المناقشات والنظريات التي تم عرضها تم تطوير نموذج مفاهيمي يوضح العلاقة بين متغيرات البحث .

الكلمات المفتاحية: ممارسات إدارة المتطوعين، استقطاب المتطوعين، تدريب المتطوعين، تقدير المتطوعين، تحفيز المتطوعين، الإبقاء على المتطوعين

Abstract

Many volunteers in nonprofit organizations begin with great excitement, but quickly lose interest and leave. This may be due to poor management practices that decrease motivation, and consequently increase volunteers' dropout. This in turn threatens the sustainability of any nonprofit organization. Therefore, volunteer-based organizations have to invest more in volunteer retention. Management of volunteers differs from the management of paid employees. Hence, the management practices that suit volunteers vary from those used for managing paid employees. Thus, human resources management practices were applied on volunteers including volunteer recruitment, training and recognition. However, the amount of available research focusing on this topic is still limited. This research aims to develop a model to understand the relationship between volunteer management practices and volunteer retention through volunteer motivation. To achieve the research objective, first the literature concerning the three variables was reviewed. Next, the relationships between these variables were reviewed from related studies. Finally, a conceptual model was developed based on the existing theories.

Keywords: volunteer management practices, volunteer recruitment, volunteer training, volunteer recognition, volunteer motivation, volunteer retention.

1- Introduction

Many nonprofit organizations appeared as a result of various economic, social and political problems (Mohan, 2016). There is a wide gap between people's needs and the available resources (Asah & Blahna, 2012). Volunteering benefits both the individuals and the society (Yamashita et al., 2019). It fosters the sense of responsibility for others and develops professional skills which help the individual to become a better person (Holdsworth & Quinn, 2010). Volunteering also develops job related skills of volunteers like communication, teamwork, time-management, negotiation, planning, leadership and human resource management (Passetti et al., 2019). On the other hand, the success of any nonprofit organization is based on the efforts of volunteers (Wang & Wu, 2014). Volunteers try to meet their community needs through donating their time, money, effort and resources without expecting any return (Pham, 2019). However, many volunteers begin with great excitement, but slowly lose interest (Novcic, 2014). This can be due to poor volunteer management practices, such as lack of training, lack of recognition (Love IV, 2009), and poor recruitment (Novcic, 2014). This can lead to decreased volunteer

motivation and lower retention rates (Clary et al., 1998; Finkelstein, 2008) which threatens the sustainability of any nonprofit organization (Landry, 2017). Therefore, volunteer-based organizations have to invest more in volunteer retention (Waters & Bortree, 2012). The literature highlighted the importance of motivating volunteers (Carvalho & Sampaio, 2017) through effective recruitment, training and recognition practices (Cuskelly et al., 2006; Hager & Brudney, 2011). However, the amount of available research focusing on this topic is still limited (Novcic, 2014). This research aims to develop a model to understand the relationship between volunteer management practices and volunteer retention through the mediating role of volunteer motivation.

2- Conceptual background

2.1. Volunteer management practices

Effective volunteer management is essential for the success and sustainability of any volunteer-based organization (Kappelides et al., 2019; White, 2016). Management of volunteers differs from the management of paid employees (Willems & Walk, 2013). Unlike paid employees, volunteers work for no payment (White, 2016). Volunteers are free to decide when they work and how much time they dedicate for volunteering (Wisner et al., 2005). They have weaker relations with the organization, as they can leave easily in case of dissatisfaction (Walk et al., 2019). Hence, the management practices that suit volunteers vary from those used for managing paid employees (Ferreira et al., 2015). Nonprofit organizations do not have the power to influence the behavior of volunteers. Volunteers often have different motivations, values and attitudes (Boezeman & Ellemers, 2009). Therefore, there is a need for special HRM practices for managing volunteers (Lynch & Smith, 2010). However, there is lack of empirical research on the effectiveness of human resource practices in volunteer management (Cuskelly et al., 2006; Studer, 2016). Volunteers are motivated by social interactions. Thus, managers usually adopt different ways to motivate volunteers (Alfes et al., 2017). It is essential to decide which practices are effective in managing them (Henderson & Sowa, 2018; Studer, 2016). Effective volunteer management practices help to foster the spirit of volunteering as well as providing them with the required skills to perform their tasks (Alfes et al., 2017; Rogers et al., 2016).

Many correlates of volunteer management have been found in the literature, but they have not been clustered under a main correlate (Hoye et al., 2008). For instance, White (2016) and Hager & Brudney (2015) argued that volunteer management practices include interviewing, placement, supervising and recognizing their contributions (Hager & Brudney, 2015; White, 2016). Moreover, Berardi & Rea (2014) suggested recruitment,

screening, training, empowerment, teamwork, and recognition of volunteers (Berardi & Rea, 2014). In addition, Brudney & Meijs (2014) found that planning, work design, recruitment, screening, training, supervision, evaluation, motivation and recognition are necessary practices in volunteer management (Brudney & Meijs, 2014). Furthermore, Cuskelly et al. (2006) proposed that the practices that best suit volunteers are planning, recruitment, screening, orienting, training and recognition. The literature has shown that many issues in managing volunteers which include proper use of the volunteers (Shin & Kleiner, 2003), recognition (Kerka, 2003), supervision, retention and motivation (McFarland, 2005) good management practice (Bremer & Graeff, 2007) and empowerment (Kim et al., 2007). However, management practices are internally consistent and complementary bundles that reinforce one another (Walk et al., 2019). This research discusses three volunteer management practices, namely, recruitment, training and recognition as a bundle.

2.1.1. Volunteer recruitment

Recruitment is vital for the survival and growth of any nonprofit organization (Ferreira et al., 2015). The quality of volunteers depends on the recruitment practices of the management. Volunteer recruitment is simply defined as inviting persons to engage in volunteering within an organization (Howard, 2016). It is the process of attracting, identifying, selecting, and appointing suitable volunteers (Decremer, 2018). Managers need to pay attention to what motivates individuals to volunteer (Haug & Gaskins, 2012). To overcome volunteer dropout, there is a need for various ways of recruitment (Sozanská et al., 2004). This include selecting, providing accessibility (McBride & Lee, 2012), replacing dropouts, attracting skilled volunteers (Brewis et al., 2010) and creating the environment that attracts and retains them (Handy & Cnaan, 2007). Volunteer manager should identify why volunteers are needed, what tasks should be done, and which skills are needed. It is essential to recruit suitable volunteers for suitable jobs (Wymer Jr & Starnes, 2001). Volunteers can be recruited either directly through common media outlets (e.g. newspapers, websites, and direct invitations from volunteers to their friends, family and relatives) (Haug & Gaskins, 2012) or indirectly through intermediary organizations (Wymer Jr & Starnes, 2001). General sources of volunteer recruitment include using existing volunteers, advertising volunteer opportunities in mass media, announcements at meetings, and social gatherings, doing activities at public places, establishing recruitment booths, using e-mails, referrals from staff and friends, coordination with governments that require community service for employment and direct invitations to volunteer (Howard, 2016). The HRM theory is most widely suggested to be applied in volunteer recruitment as it explains selection techniques, rules

and regulations of employment (Pepper et al., 2013). It is clear from the foregoing discussion that volunteer recruitment is essential for the success and sustainability of nonprofits. Therefore, recruitment is selected to be one of volunteer management practices in this research.

2.1.2. Volunteer training

Training is essential for the success and sustainability of any organization. Therefore, nonprofit organizations should invest more in developing volunteers (Dwiggins-Beeler et al., 2011). This is because newly recruited volunteers do not usually have the knowledge and skills needed to perform the volunteering activities (Vitner et al., 2008). Volunteer training is defined as a systematic and planned effort that provide volunteers with the knowledge, skills, behaviors or attitudes required to implement their tasks (Mohan, 2016). Training allows volunteers to build their knowledge and skills, connect with like-minded individuals and establish rapport with the volunteer manager supporting them (McKee, 2012). Training may be time-consuming and costly, but lack of training can hinder the success of any organization (Ferreira et al., 2015). Volunteers prefer the organizations where self-development chances are available (Bidee et al., 2013). Most people volunteer to help their communities as well as acquire skills that can increase their opportunities for future employment (Hager & Brudney, 2011). Training gives volunteers the required knowledge about the goals and mission of the organization (Saksida et al., 2017). Training makes volunteers feel that they are being invested in which motivates them to continue (Leigh, 2019). It also makes volunteers morale better and makes them feel more important, appreciated and needed. Training opportunities give volunteers positive experiences and develop their self-esteem and sense of achievement (Mason, 2016). A number of theories related to training include equity theory, expectancy theory, principles theory, goal setting theory, management theory and organization theory (Yamhill & McLean, 2001). Training can also be explained through behavioral, cognitive learning and social learning theories (Ahmad et al., 2012). Based on the foregoing discussion, it is clear that training is an important dimension of volunteer management (Novcic, 2014). Therefore, it is selected to be one of the dimensions of volunteer management practices in this research.

2.1.3. Volunteer recognition

Volunteers need to be appreciated and feel that their work is important to the organization. They also need to see that their efforts are valuable to the community (Rizzo, 2019). Recognition is generally defined as a non-monetary way to express gratitude or appreciation for volunteers' efforts, services and achievements (Ahn, 2018;

Walk et al., 2019). If volunteers are not recognized, they may feel less valued (Rizzo, 2019). Volunteer recognition fosters positive relationships between the volunteer and the organization (Smith & Grove, 2017; West & Pateman, 2016). Volunteers only need a tangible proof that their efforts are really appreciated (Luthans & Stajkovic, 2006). Thus, recognition improves volunteers' identity as well as help the organization to recruit and retain talented volunteers (West & Pateman, 2016). General ways to recognize volunteers include: acknowledgment, empowerment, support, achievement awards, promotions, volunteer recognition events, having fun, greeting cards on their personal life and showing interest of volunteers (Howard, 2016), diplomas, or mentioning their names in public reports (Stankiewicz et al., 2017), thanking them, giving incentives (Beirne & Lambin, 2013; West & Pateman, 2016), such as awards, gifts, logo devices, or free coupons (Zievinger & Swint, 2018). Most volunteers prefer formal (Ferreira et al., 2015), non-monetary recognition as it improves individuals' psychological status (Montani et al., 2020). There is no single theory that seems to better explain recognition (Luthans & Stajkovic, 2006). Recognition is based on two theories which include reinforcement theory (Komaki et al., 1996), and Social cognitive theory (Bandura, 1999). Based on the foregoing discussion, recognition is regarded as one of volunteer management practices (Brun & Dugas, 2008; Masri & Abubakr, 2019). Therefore, it is selected as one of the management practices in the current research.

2.2. Volunteer motivation

Understanding volunteer motivations help managers to get and retain volunteers as well as encourage others to volunteer (Pham, 2019). Motivation is the reason why one behaves in a way or a willingness to do something (Graves, 2019). It is a driving force to act or work (Danish & Usman, 2010). Volunteer motivation can be defined as the driving force other than money that boosts volunteers' behavior and directs it to enjoy volunteering (Decremer, 2018). Lack of understanding of volunteers' motivations is a key barrier to their retention (Yamashita et al., 2019). The literature highlighted that individuals volunteer to feel better mentally, emotionally, psychologically and spiritually (Landry, 2017). Volunteers are more motivated by intrinsic rewards like self-esteem, personal development, social networks, self-efficacy, sense of achievement, or potential job opportunities (Dwiggins-Beeler et al., 2011). The central motive behind volunteering is altruism as volunteers enjoy donating time to help others (Romney, 2016). In this research, the six primary categories of volunteer motivations of Clary and Snyder (1999) and Clary et al. (1998) which include values, understanding, social, career, protective and enhancement were adopted. Values involve volunteers' altruistic and humanitarian interest and welfare of those in need. Understanding refers to volunteers' desire to gain

new knowledge, skills and abilities or practice existing ones. Social describes volunteers' appreciation of their relationship with others. Career focuses on the benefits related to future career opportunities gained from volunteering such as training and skill-development. Protective relates to how volunteering alleviates negative feelings or solves personal problems like loneliness or feeling of guilt. Enhancement describes how volunteering enhances individuals' positive feelings, self-esteem, self-confidence and self-development (Clary et al., 1998). Several motivational theories have been developed in the literature. This research is based on social exchange theory, human motivation theory, motivation-hygiene theory, volunteer function inventory theory and organizational citizenship behavior theory. In this research, motivation is considered as a single variable without breaking it down to sub-variables.

2.3. Volunteer Retention

Volunteer retention is vital for the survival and sustainability of any volunteer-based organization (Allen & Mueller, 2013; Tuohy, 2015). The demand for volunteers is increasing (Hager & Brudney, 2011). Therefore, there is a need to retain the existing experienced and skilled volunteers (Kappelides et al., 2019). Volunteer retention is defined as the organization's ability to keep its volunteers longer (Graves, 2019). Volunteer dropout can have a significant replacement cost (Duffield et al., 2014; Glass, 2018). This is painful for both the organization and the volunteers. As for the organization, it can cause the feeling of failure, lower cohesion, stress, and workforce insufficiency. While, volunteers feel hurt on leaving the organization. This may result in a complete collapse of the organization and lack of trust, which creates difficulties in recruiting new volunteers (Konieczny, 2018). Therefore, volunteer retention is considered a great challenge for nonprofit organizations (Garner & Garner, 2011; Walk et al., 2019). Retaining volunteers reduces the organizations' need for recruiting new ones (Karl et al., 2008), which is much more costly than the investment in retaining the existent volunteers. In addition to the much time, effort and money spent on recruiting and training newcomers (Graves, 2019). Besides, the higher workload imposed on the existing volunteers as a result of the dropout of those who leave. This also constitutes a great burden on volunteer managers. Therefore, nonprofit organization should develop the strategies that can increase the retention of talented and experienced volunteers (Bryemah, 2016; Ferreira et al., 2015). Therefore, more efforts should be exerted to retain current volunteers.

The literature highlighted several reasons for volunteers' dropout (Konieczny, 2018) such as bad treatment, lack of motivation or indefinite roles and responsibilities

(Graves, 2019) or meaningless work (Cuskelly et al., 2006). It can also be due to problems in volunteers' own life, family demands, lack of time, or emotional problems (Cobb, 2005). Volunteers may leave owing to mismatching skills with tasks, failure in recognition, lack of seriousness of services, lack of training, or weak leadership (VanOverschelde, 2017). There are several ways of volunteer retention such as satisfaction (Tuohy, 2015), recognition, adequate supervision (Cobb, 2005), flexibility (Brudney & Nezhina, 2005) as well as training (Brudney & Nezhina, 2005). Retention of volunteers can be increased by making them feel part of the organization, exercise authority and autonomy, have variation of activities (Millette & Gagné, 2008), have access to resources and feel altruistic (Hartenian & Lilly, 2009). According to Howard (2016), retention can be achieved if volunteers feel welcomed and appreciated, the organizational mission and goals are clarified, ongoing feedbacks are provided, responsibilities and roles are outlined. Volunteers can also be retained by recognizing, appreciating and rewarding them (Howard, 2016). Therefore, strategies to keep volunteers motivated and retained should be developed (Garner & Garner, 2011). This necessitates effective volunteer management practices to enhance volunteer retention (Howard, 2016).

3- Hypotheses development

3.1. Volunteer management practices and volunteer motivation

The literature highlighted that understanding what motivates volunteers is important for effective management of volunteers (Ahn, 2018). Nonprofit organizations offer certain incentives to volunteers and in return expect that volunteers make certain contributions to the organization (Vantilborgh, 2015). For instance, Zievinger & Swint (2018) indicated that training and recognition have a strong impact on volunteer motivations (Zievinger & Swint, 2018). Several studies have examined the impact of volunteer recruitment on volunteer motivation. For instance, Nezhina et al. (2014) provided insights on how to better use values and connections among young people to attract and retain them (Nezhina et al., 2014). Furthermore, Ferreira, Proença & Proença (2009) found that recruitment, training and rewarding volunteers influence their motivations and retention (Ferreira et al., 2009). Besides, Peterson (2004) found that recruitment strategies should be matched with volunteer motivation (Peterson, 2004). Prior research also showed that volunteer training increases motivation. For instance, Zievinger & Swint (2018) indicated that training has a strong impact on social and protective volunteer motivations (Zievinger & Swint, 2018). Also, Frendo (2017) found that in-person training options enhance their volunteers' motivations (Frendo, 2017). In

addition, Al Mutawa (2015) stated that volunteer training indirectly influences volunteer retention through volunteer motivation (Al Mutawa, 2015). Moreover, Lowenberg (2018) confirmed that training is a key element of volunteer motivation, and that the absence of training increases the rates of volunteers' attrition and burnout (Lowenberg-DeBoer & Akdere, 2018).

Recent research has focused on the importance of recognition for volunteer motivation. For example, Ahn, (2018) showed that recognition and rewards have a positive impact on volunteer motivation and intention to volunteer (Ahn, 2018). Furthermore, Zievinger & Swint (2018) found that volunteer recognition has the highest impact on volunteer motivations of social, value, understanding, and esteem (Zievinger & Swint, 2018). In addition, Warner et al. (2011) showed that lack of volunteer recognition, decreases their motivations and as a result they do not finish the task or return to volunteer again (Warner et al., 2011). Therefore, we propose the following hypotheses:

H1: Volunteer management practices have a significant positive impact on volunteer motivation

H1a: Volunteer recruitment has a significant positive impact on volunteer motivation

H1b: Volunteer training has a significant positive impact on volunteer motivation

H1c: Volunteer recognition has a significant positive impact on volunteer motivation

3.2. Volunteer Motivation and volunteer retention

Organizations should have policies for long-term volunteer retention (Glass, 2018; Kolar et al., 2016; Traeger & Alfes, 2019). The literature highlighted that the most fundamental element in volunteer retention is motivation (Hyde et al., 2016; Lowenberg-DeBoer & Akdere, 2018). Lack of understanding the volunteer motivations decreases volunteer retention (Bryemah, 2016; Graves, 2019). For instance, Graves (2019) found that motivation factors of engagement and enrichment opportunities increase volunteer retention (Graves, 2019). Similarly, Glass, (2018) showed that collaborative relationships, team motivations and strategic communication improved volunteer retention (Glass, 2018). Furthermore, Bryemah (2016) indicated that lack of motivational incentives to boost recruitment and retention is the major cause of scarcity of volunteers (Bryemah, 2016). Additionally, Romney (2016) showed that religious affiliation was a strong motivator toward volunteer retention (Romney, 2016). Moreover, Ferreira et al.

(2015) stated that there is a positive relationship between motivation and intention to stay (Ferreira et al., 2015).

In addition, Welty Peachey et al. (2014) showed that volunteers' motivation increased their retention rate (Welty Peachey et al., 2014). In the same way, Garner and Garner (2011) found a positive relationship between motivations of volunteers and their retention (Garner & Garner, 2011). Besides, Dwiggins-Beeler et al. (2011) concluded that volunteer motivation increases their retention and intentions to recruit others (Dwiggins-Beeler et al., 2011). Moreover, Jiménez et al. (2010) found that the early dropout volunteers was related to lower levels of motivation (Jiménez et al., 2010). Furthermore, Love IV (2009) indicated that volunteer motivation is related to volunteer retention (Love IV, 2009). Also, Hoye et al. (2008) found that volunteers' intentions to remain are affected by volunteer motivations (Hoye et al., 2008). Further, Hibbert et al. (2003) found that understanding the factors that motivate individuals to volunteer improves their retention (Hibbert et al., 2003). Based on the foregoing evidence, it can be hypothesized that:

H2: volunteer motivation has a significant positive impact on volunteer retention

3.3. Volunteer management practices and volunteer retention

Recently, researchers have investigated the impact of volunteer management practices on volunteer retention (Traeger & Alfes, 2019). For instance, Cho et al. (2020) found that there is a positive relationship between volunteer management practices and volunteers' intention to continue (Cho et al., 2020). Moreover, Walk et al. (2019) found that training and recognizing volunteers predicted their retention (Walk et al., 2019). Similarly, Henderson and Sowa (2018) indicated that training, performance management, job satisfaction, and organizational commitment influence volunteer retention (Henderson & Sowa, 2018). Additionally, Selden & Sowa (2015) highlighted that effective management practices improve volunteer retention (Selden & Sowa, 2015). Moreover, Wang and Wu (2014) stated that volunteer management practices were the most significant factor that affects the volunteer retention (Wang & Wu, 2014). Also, Beirne and Lambin (2013) showed that there was a direct relationship between volunteer management practices and volunteer retention (Beirne & Lambin, 2013).

Various studies have indicated that volunteer recruitment can affect volunteer retention. For instance, Decremer (2018) recommended that managers have to make informed decisions on how to increase recruitment and retention in their respective communities (Decremer, 2018). Moreover, Manetti et al. (2015) confirmed that investing

in volunteer recruitment has a positive impact on volunteer retention rates (Manetti et al., 2015). Similarly, Wymer and Starnes (2001) argued that recruitment has a direct impact on volunteer retention (Wymer Jr & Starnes, 2001). The literature also showed that volunteer training can increase their retention (Lowenberg-DeBoer & Akdere, 2018). For instance, Newton et al. (2014) found that training and development opportunities have a positive impact on volunteer retention (Newton et al., 2014). Further, Zhou & Shang (2011) found that insufficient training of volunteers results in their burnout more quickly than well-trained ones (Zhou & Shang, 2011). Moreover, Hager and Brudney (2008) found that both recognition and training activities positively influence volunteer retention (Hager & Brudney, 2008). Similarly, Cuskelly et al. (2006) reported that providing appropriate training increases volunteer retention (Cuskelly et al., 2006).

Recognition is also identified as a key factor in retaining volunteers (Walk et al., 2019). For example, Smith & Grove (2017) found that volunteer recognition and support affect their satisfaction and retention (Smith & Grove, 2017). Similarly, Cho et al. (2020) and Walk et al. (2019) argued that recognition positively impacts volunteer satisfaction, commitment, and retention (Cho et al., 2020; Walk et al., 2019). Also, Gallus (2016) indicated a direct impact of volunteer recognition on volunteer retention (Gallus, 2017). Likewise, Fallon & Rice (2015) found out that recognition increases job satisfaction and retention for volunteers more than paid employees (Fallon & Rice, 2015). Moreover, McBride & Lee (2012) found that recognition play critical role in retaining volunteers in nonprofit organizations (McBride & Lee, 2012). Therefore, we propose the following hypotheses:

H3: Volunteer management practices have a significant positive impact on volunteer retention.

H3a: Volunteer recruitment has a significant positive impact on volunteer retention

H3b: Volunteer training has a significant positive impact on volunteer retention

H3c: Volunteer recognition has a significant positive impact on volunteer retention

3.4. Volunteer management practices, motivation and retention

The literature has shown that not only effective management practices can directly achieve volunteer retention, but also other factors such as commitment, satisfaction and motivation of volunteers. For instance, Zievinger & Swint (2018) found that training and recognition has a strong impact on volunteer motivations and retention (Zievinger & Swint, 2018). Furthermore, Al-Mutawa (2015) showed that volunteer training and

recognition indirectly influence volunteer retention through volunteer motivation and satisfaction (Al Mutawa, 2015). Moreover, Ferreira (2015) indicated that there is a positive relationship between volunteer management factors, motivation and intention to stay (Ferreira et al., 2015). Building upon the foregoing discussion, it can be hypothesized that:

H4: Volunteer motivation mediates the relationship between volunteer management practices and volunteer retention.

Building upon the foregoing discussion, the research conceptual model was developed as shown in Figure (1) .

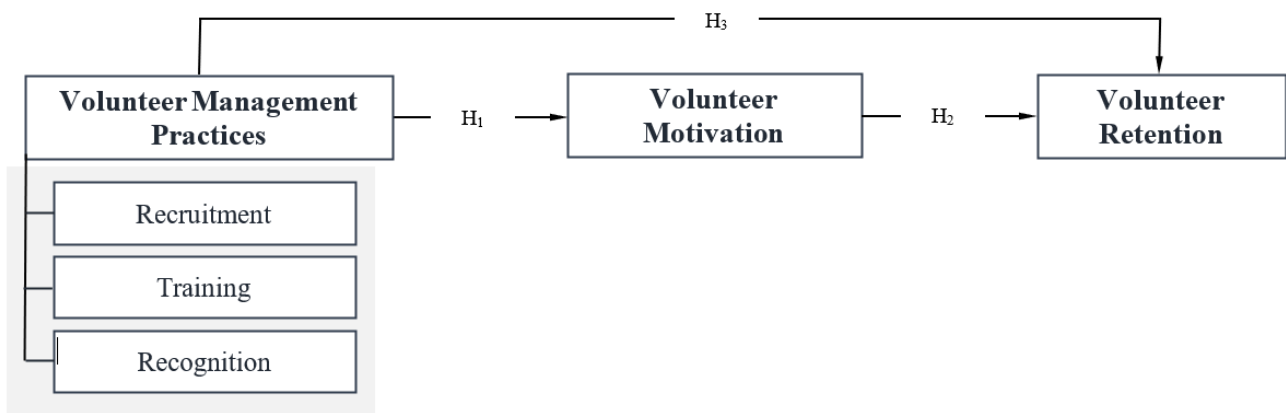


FIGURE (1) THE RESEARCH CONCEPTUAL MODEL

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