

Received: December 2023 Accepted: January 2024

DOI: <https://doi.org/10.58262/ks.v12i2.290>

What Makes Volunteer Intend to Continue at the Indonesian Buddhist Tzu Chi Foundation?

Wylen DJAP¹, Niko SUDIBJO², Innocentius BERNARTO³, Agustian B. PRASETYA⁴, Rudy PRAMONO⁵

Abstract

This study aimed to investigate the influence of volunteer management and servant leadership on continuance intention, with the goal of enhancing positive attitudes. This was conducted in 18 liaison office cities affiliated with the Indonesian Buddhist Tzu Chi Foundation. A census data collection method and Partial Least Squares Structural Equation Modeling (PLS-SEM) were used to evaluate all hypotheses, with the dataset including responses from 398 volunteer. The results showed that volunteer management, training content, and perceived autonomy all had a positive influence on continuance intention, while servant leadership and growth mindset did not show a significant impact. This study also provided valuable insights into the practical implications of volunteer continuance intention behavior as well as the limitations and potential directions for future study.

Keywords: *Continuance intention, volunteer management, servant leadership, growth mindset, perceived autonomy, training content*

Introduction

Numerous studies have extensively explored continuance intention, but only a few have delved into the intention of volunteer to remain in the respective organizations. The majority of these studies are in the field of technology (Bøe, Sandvik, & Gulbrandsen, 2020; Mtebe & Gallagher, 2022; Tian & Lu, 2022; Zhang, Li, Wu, Li, & Wu, 2017). Volunteering plays a crucial role in various service sectors and often operates on a large scale. Organizations frequently view volunteer as valuable assets whose participation can help reduce the need for larger full-time employees. Volunteer is typically motivated by social interactions and the desire to contribute to the overarching objectives of an organization (Cho, Wong & Chiu, 2020).

Continuance intention refers to the decision to sustainably use or consistently advocate for a product/service previously engaged with, due to a high degree of loyalty (Han, Wu, Wang & Hong, 2018). It is a psychological behavior where an individual has the intent to continue or discontinue commitment to a product/service. A high turnover of employees or members can adversely affect the reputation of an organization, thereby preventing all operational activities (Shahid, 2018). Consequently, leaders need to consider the circumstances of all members to prevent excessive turnover.

Previous studies on leadership, training, mindset, and autonomy, as mentioned earlier, have certain limitations in explaining the intention of volunteer to commit to an organization. This was in line with Chen et al., stating the need for an in-depth investigation in this regard. Factors, such as volunteer management, growth mindset,

¹ Universitas Pelita Harapan Email: wylene230499@gmail.com.

² Universitas Pelita Harapan

³ Universitas Pelita Harapan

⁴ Bina Nusantara University Email: rudy.pramono@uph.edu.

⁵ Universitas Pelita Harapan

perceived autonomy, and volunteer training also warrant further examination. Chen et al., showed the dearth of study on the variables influencing continuance intention within the domain of volunteering (Kao, Lin, Chien & Chen, 2020). The Basic Psychological Need Theory states that every individual fundamentally has psychological needs for autonomy, relatedness, and competence. When these three elements are fulfilled, individuals are more likely to sustain performance within the organization. Autonomy refers to the freedom to act with integrity and effectively perform tasks, while relatedness is a form of experience, affection, and care from leaders toward the subordinates. Organizations or management are expected to continuously develop the competence of the members (Li, Cho & Wu, 2022). The self-determination theory is closely related to intrinsic motivation, particularly in the context of workplace rewards. A good leader should not only consider the performance of employees but also prioritize the mental health and overall well-being. A conducive and comfortable work environment plays a crucial role in fostering productivity, commitment, and creativity (Nathan, 2014). The Indonesian Buddhist Tzu Chi Foundation is a branch of the Taiwan Buddhist Tzu Chi Foundation established in 1993. This foundation is overseen by a Bhiksuni based in Hualien, Taiwan, with four core missions, namely charity, health, education, and humanistic culture. It is a non-profit humanitarian organization, with "Tzu" signifying the bestowal of happiness and "Chi" showing the reduction of suffering. This foundation has achieved significant success by attracting the interest of various volunteer from diverse ethnic, religious, and national backgrounds. The Indonesian Buddhist Tzu Chi Foundation is deeply rooted in the largest Mahayana Buddhist tradition in Indonesia but remains open to volunteer of other faiths.

Several organizations have experienced a 61% decrease in the number of volunteer over the past year (2022), despite diligent retention efforts. Consequently, it is grappling with difficulties in executing various activities in line with the organizational objectives. (Source: Interview with management of the Indonesian Buddhist Tzu Chi Foundation, January 2023)

Literature Review and Hypotheses

Ajzen (1991) introduced the theory of planned behavior, suggesting that the intention to engage in specific behavior can be predicted by considering attitudes, subjective norms, and perceived behavioral control. These factors are closely intertwined with the beliefs, normative influences, and perceived control of individuals. The intention stability can evolve, and the likelihood of a particular event can influence individual intention. According to Ajzen (2005), the time interval between measuring intention and assessing subsequent behavior is often used as a proxy for intention stability. To ensure the actual implementation of intention, it is necessary to determine the specifics of where, when, and how behavior will be carried out. This can relate the effectiveness of intention implementation to potential commitment.

Continuance intention is significantly dependent on motivation, which constitutes aspects of energy, direction, and persistence. Motivation is a crucial factor in the field of psychology, specifically in the context of behavior, underlining biological, cognitive, and social regulation. It can also be triggered by external reflection, showing that individuals are driven to perform certain actions due to a variety of influences, such as experience. Individuals can be motivated when enjoyment is derived from daily activities or when faced with strong external pressures. Those who are externally motivated tend to have more interest, joy, and self-confidence, resulting in improved performance, perseverance, and creativity (Ryan & Deci, 2000a).

The Relationship Between Volunteer Management and Growth Mindset

Volunteer management is a crucial aspect of human resource that has garnered significant attention in several studies. Satisfaction is a key antecedent in determining whether individuals are willing to stay and actively contribute to an organization. Human resource management practices are frequently implemented in various non-profit organizations, exerting significant influence on the attitudes and behavior of volunteer.

Organizations prioritizing continuous learning possess the agility to adapt more swiftly than the competitors and also tend to show greater dedication to learning and development by having individuals with growth mindset. Eckerwall and Karlsson (2021) recognized the importance of practically exploring the cultivation of growth mindset within an organization. Growth mindset at an organizational level transcends individuals, enabling the organization to adeptly address challenges and capitalize on growth opportunities.

H₁: Volunteer management has a positive influence on growth mindset of volunteer in the Indonesian Buddhist Tzu Chi Foundation.

The Relationship Between Volunteer Management and Perceived Autonomy

Volunteer management is a process of managing volunteer, particularly within some integrated departments. Managers are expected to understand the skills of each volunteer and strive to develop these abilities in order to achieve shared objectives. Autonomy, which is defined as the ability to make decisions, plays a fundamental role in shaping well-being. The value of self-expression shows personal autonomy, and individuals who embrace this value should experience a sense of agency in shaping the own lives.

The reinforcement theory explains how behavior is acquired and actions are taken. Leaders motivate the followers and typically refrain from rewarding everyone simultaneously while providing feedback to subordinates who may not be acting appropriately or not effectively leading in the learning process. This theory shows the importance of recognizing the state of mind, emotions, and feelings of each individual. In this context, leaders should grant the subordinates the freedom to make choices (Gordan & Krishanan, 2018).

H₂: Volunteer management has a positive influence on perceived autonomy of volunteer in the Indonesian Buddhist Tzu Chi Foundation.

The Relationship Between Volunteer Management and Training Content

Effective volunteer management is key to maximizing human capital to achieve organizational objectives. Managing volunteer constitutes the implementation of programs tailored to the specific characteristics, leading to enhanced satisfaction. These volunteer management practices can result in improved physical health, satisfaction, self-esteem, happiness, as well as mental and physical well-being. Training content for members should typically reflect the focus and values of human resources (HR), a department well-equipped with the organizational mission, values, and culture.

Katsikas (2000) discussed the significance of healthcare managers being well-informed about issues pertaining to information system security. The most effective method is the expansion of knowledge at a cognitive level, as well as skills. This method could result in matrix, comprising awareness, education, and training, which is the most suitable level of learning for managers.

H₃: Volunteer management has a positive influence on training content for volunteer in the Indonesian Buddhist Tzu Chi Foundation.

The Relationship Between Servant Leadership and Growth Mindset

Servant leadership is characterized by its emphasis on empathy, nurturing, and the cultivation of personal growth among followers. This method centers on behavior that leaders should show in prioritizing the well-being and individual development of followers. Individuals with growth mindset relate greater challenges to development.

A previous study showed support for a positive relationship between proactive personality and transformational leadership in relation to work engagement. Although transformational leadership serves as a moderator between proactive personality and work engagement, this only occurs when employees possess growth mindset. The study specifically aimed to investigate the proactive personality of employees with work engagement, and the moderating effect of a three-way interaction of proactive personality, transformational leadership, and growth mindset (Caniëls & Semeijn, 2017).

H4: *Servant leadership has a positive influence on growth mindset of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Servant Leadership and Perceived Autonomy

Servant leadership commences with the commitment of leaders to show honesty and fairness to followers. This method is widely regarded as the most effective, as it is characterized by leaders who show altruism and possess strong motivation or profound interest in helping others. Followers need to be open and willing to accept servant leadership, specifically when leaders empower and support the growth.

This study suggested that volunteer perceived autonomy by maintaining more commitment to the organization. This commitment is influenced by personality traits and motivation related to how individuals interact with the social environment. The study also explained the role of social and cultural factors in facilitating or hindering feelings of self-direction, performance, and well-being.

According to the cognitive evaluation theory, intrinsic motivation can either be enhanced or undermined depending on the extent to which external events (rewards or punishments from leaders), interpersonal context created by leaders (criticism or praise), and internal tendencies (individual predisposition to engage in tasks) influence individual perception of autonomy and competence. Autonomy is an inherent need for individuals to experience self-direction and self-support in the actions (Legault, 2017b).

H5: *Servant leadership has a positive influence on perceived autonomy of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Servant Leadership and Training Content

An organization practicing servant leadership is widely perceived to possess management methods that foster growth and maintain competitive advantages. This is primarily because leaders within such organizations make a conscious effort to set aside the personal interests and work altruistically for the benefit of the followers and the community at large. Consequently, followers tend to have a high level of satisfaction and commitment to an organization with maximum effort.

The satisfaction of volunteer, who requires guidance or direction before carrying out tasks, is significantly crucial. Servant leadership adopts suitable methods to ensure that volunteer feel adequately mentored, thereby creating a sense of satisfaction.

H6: *Servant leadership has a positive influence on training content for volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Growth Mindset and Continuance Intention

Growth mindset offers a more beneficial perspective than merely imparting knowledge within a team. Investigating the relationship between student beliefs and growth within a team is of great significance, as it provides essential guidance for the development of collaborative pedagogy.

Continuance intention is regarded as the decision to continue using a service/product for an extended period while also promoting it to others. Therefore, organizations should place considerable emphasis on the significance of sustainable community development. Addressing this pressing issue necessitates various proactive measures to ensure the consistent usage of a service/product.

H7: *growth mindset has a positive influence on continuance intention of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Perceived Autonomy and Continuance Intention

In the self-determination theory, autonomy refers to the freedom to make choices. Individuals presented with options to make choices freely tend to experience a high level of satisfaction. Actions are consistently influenced by intention, which is predicted by attitude, subjective norms, and perceived behavioral control. These factors are closely intertwined with beliefs, normative influences, and control. It is essential to acknowledge that

intention can evolve and be impacted by the likelihood of an event to occur. Commitment typically materializes when an individual publicly declares an intention to act.

H₈: *Perceived autonomy has a positive influence on continuance intention of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Training Content and Continuance Intention

Garg and Sharma (2020) elaborated on the relationship between the provision of training content and the expected continuance intention of technology users. The study found user-friendliness and training content as factors that could influence user satisfaction, subsequently leading to the intention to continuously use e-training. The adoption of structural equation modeling (SEM) showed a significant relationship between user-friendliness, training content, and user satisfaction. Moreover, continuance intention to use e-training was found to be a direct outcome of user satisfaction.

Continuance intention is regarded as a consequence of motivation, which is perceived to be higher when based on voluntariness rather than obligation. Volunteer benefit from participating in voluntary activities due to increased knowledge and an expanding social network. The importance of motivation in the context of volunteering is supported by the self-determination theory that motivation constitutes energy, direction, perseverance, and intention. This motivation is driven by various factors, such as the provision of experiences by others in the form of training content (Ryan & Deci, 2000b)

H₉: *Training content has a positive influence on continuance intention of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Volunteer Management and Continuance Intention

Cho, Wong & Chiu (2020) aimed to investigate the relationship between volunteer management and continuance intention to participate based on an environmental psychology model, with volunteer job satisfaction serving as a mediator. A confirmatory factor analysis and SEM were conducted using a sample of volunteer from cultural events in Singapore. The results showed a positive relationship between volunteer management and continuance intention to become volunteer, with job satisfaction fully mediating this relationship.

Effective management that provides rewards and recognition to volunteer is more likely to retain followers with a strong intention to consistently participate in an organization. Therefore, volunteer management significantly influenced continuance intention of volunteer.

H₁₀: *Volunteer management has a positive influence on continuance intention of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₂: *Volunteer management has a positive influence on continuance intention mediated by growth mindset of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₃: *Volunteer management has a positive influence on continuance intention mediated by perceived autonomy of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₄: *Volunteer management has a positive influence on continuance intention mediated by training content for volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

The Relationship Between Servant Leadership and Continuance Intention

An organization that adopts servant leadership style possess management methods that enable it to grow and maintain competitive advantages. This is primarily because leaders in such organizations actively set aside personal interests and work altruistically for the benefit of the followers and the community at large.

Continuance intention is regarded as the decision to continue using a service/product for an extended period while also promoting it to others. Organizations are expected to prioritize growth and development of followers and foster the commitment. Both organizations and leaders should be dedicated to enhancing the satisfaction level of followers and providing the necessary incentives to ensure that the desire to remain in the organizations endures.

H₁₁: *Servant leadership has a positive influence on continuance intention of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₅: *Servant leadership has a positive influence on continuance intention mediated by growth mindset of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₆: *Servant leadership has a positive influence on continuance intention mediated by perceived autonomy of volunteer in the Indonesian Buddhist Tzu Chi Foundation.*

H₁₇: *Servant leadership has a positive influence on continuance intention mediated by training content for volunteer in the Indonesian Buddhist Tzu Chi Foundation*

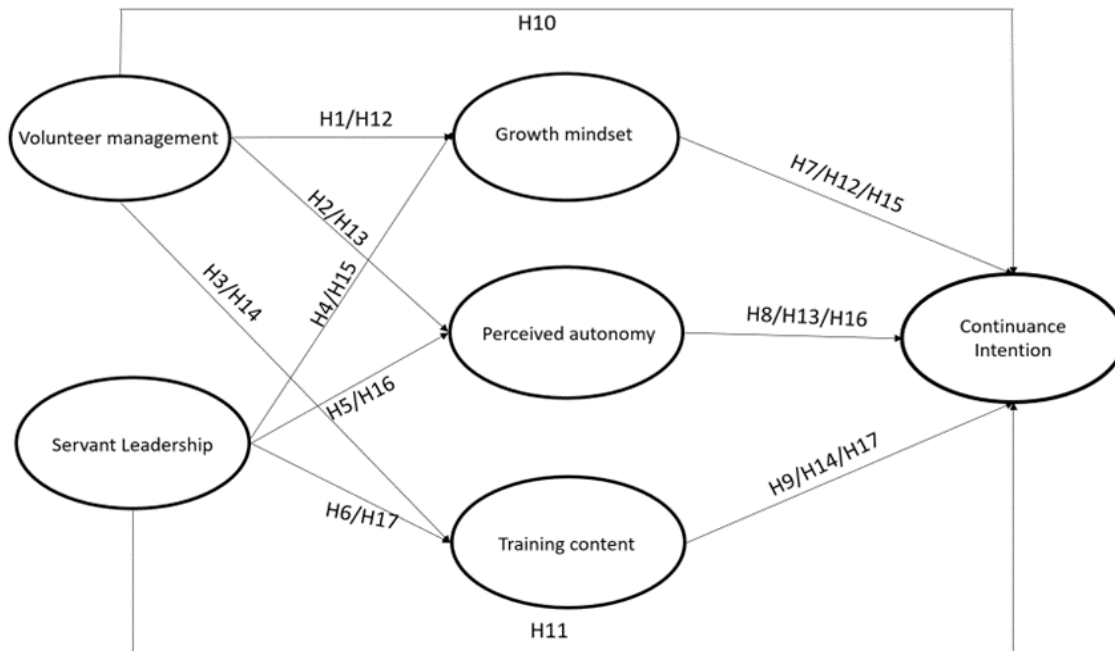


Figure 1: Study Model

Method

Participants

The respondents who participated in the questionnaire comprised 157 males and 241 females. The inclusion of gender profiles in the questionnaire was aimed at helping the study identify the most prevalent gender among volunteer. The results showed that the Indonesian Buddhist Tzu Chi Foundation had a higher number of females. In terms of age distribution, 39 fell within the 20-29 age range, 62 were between 30-39, 121 were between 40-49, 107 were between 50-59, 60 were between 60-69, and 9 were between 70-79. Regarding educational backgrounds, 4 were elementary school graduates, 13 were junior high school graduates, 112 were senior high school graduates, 65 held diplomas, 171 had bachelor’s degrees, 31 had master degrees, and 2 held

doctoral degrees. The participants who completed the questionnaire were comprised of 145 committes, 95 volunteers with the white logo, and 158 volunteers with the gray logo. The participants all hailed from 18 liaison office cities, namely Jakarta, Tangerang, Batam, Palu, Pontianak, Surabaya, Tanjung Balai Karimun, Bandung, Jambi, Padang, Medan, Palembang, Singkawang, Lampung, Biak, Pekanbaru, Makassar, and Bali.

Data Processing

Data were collected by distributing a questionnaire with closed-ended questions and quantitative variables on an ordinal, interval, or ratio scale, as outlined by Fathurahman (2011). According to Sedarmayanti & Hidayat (2011), Likert Summated Ratings (LSR) can be used in measuring respondent attitudes. The scale determination concept, stemming from R. Likert, consisted of three levels (negative, neutral, and positive) and further developed into a five-point scale (Fathurahman 2011, p. 182) (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree).

Results and Discussion

Path Coefficients

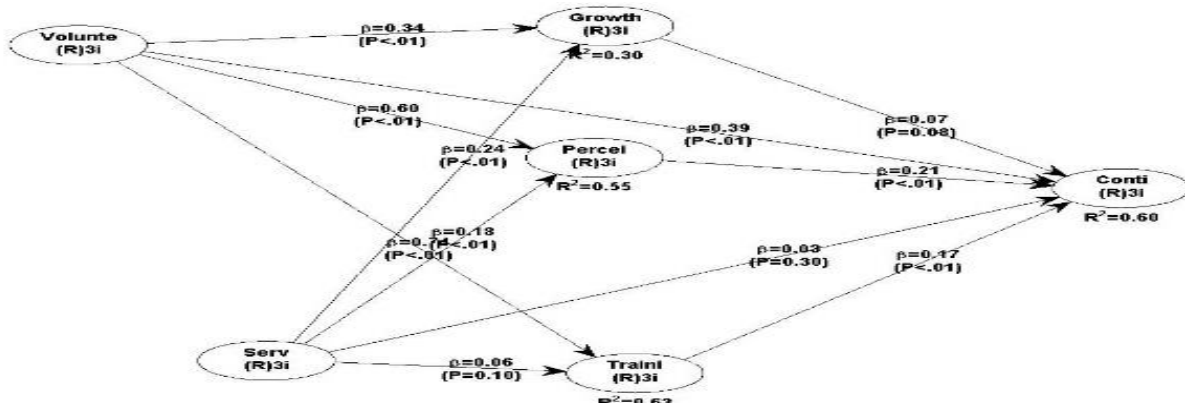


Fig. 2: Outer Model

Table 1. Outer Loading

Variable	Dimension	Item	Loading	CR	AVE
			>0.70		
Growth Mindset	Challenge	GM1	0.883	0.876	0.779
		GM2	0.883		
	Obstacle	GM3	0.883	0.876	0.779
		GM4	0.883		
	Effort	GM5	0.873	0.865	0.762
		GM6	0.873		
Volunteer Management	Communication & supervision	VM1	0.849	0.838	0.720
		VM2	0.849		
	Empowerment	VM5	0.834	0.821	0.696
		VM6	0.834		
	Orientation & training	VM3	0.844	0.833	0.713
		VM4	0.844		
Training Content	Concept	TC1	0.832	0.819	0.693
		TC2	0.832		

	Knowledge & Skills	TC3	0.883	0.876	0.780
		TC4	0.883		
	Motivation	TC5	0.870	0.862	0.780
		TC6	0.870		
Perceived Autonomy	Choice	PA1	0.837	0.823	0.700
		PA2	0.837		
	Value	PA3	0.828	0.814	0.686
		PA4	0.828		
	Intrinsic motivation	PA5	0.879	0.871	0.8772
		PA6	0.879		
Servant Leadership	Empathy	SL1	0.899	0.894	0.809
		SL2	0.899		
	Persuasive	SL3	0.920	0.917	0.847
		SL4	0.920		
	Building Community	SL5	0.909	0.905	0.826
		SL6	0.909		
Continuance Intention	Affective	CI1	0.879	0.872	0.773
		CI2	0.879		
	Work Climate	CI3	0.844	0.832	0.713
		CI4	0.844		
	Intrinsic motivation	CI5	0.875	0.867	0.765
		CI6	0.875		

Table 2: LOC Discriminant Fornell-Larcker for Dimensions

	Komunikasi & Pelatihan	Orientasi & Pelatihan	Empowerment	Tantangan	Hambatan	Usaha	Empati	Persuasif	Membangun Komunitas	Konsep	Pengetahuan & Keterampilan	Motivasi	Choice	Value	Motivasi Intrinsik	Afektif	Iklim	Intrinsic Motivation
Komunikasi & Pelatihan	(0.849)																	
Orientasi & Pelatihan	0.534	(0.844)																
Empowerment	0.558	0.627	(0.834)															
Tantangan	0.385	0.354	0.313	(0.883)														
Hambatan	0.329	0.348	0.289	0.698	(0.883)													
Usaha	0.371	0.410	0.449	0.436	0.503	(0.873)												
Empati	0.545	0.541	0.504	0.412	0.410	0.360	(0.899)											
Persuasif	0.557	0.535	0.593	0.335	0.328	0.374	0.745	(0.920)										
Membangun Komunitas	0.522	0.567	0.640	0.336	0.334	0.416	0.687	0.733	(0.909)									
Konsep	0.534	0.589	0.549	0.345	0.328	0.441	0.421	0.459	0.465	(0.832)								
Pengetahuan & Keterampilan	0.513	0.604	0.589	0.296	0.341	0.460	0.430	0.454	0.457	0.626	(0.883)							
Motivasi	0.549	0.649	0.618	0.374	0.428	0.422	0.527	0.503	0.533	0.572	0.674	(0.870)						
Choice	0.461	0.461	0.503	0.307	0.295	0.358	0.565	0.541	0.542	0.538	0.516	0.488	(0.837)					
Value	0.537	0.574	0.589	0.332	0.329	0.513	0.445	0.500	0.491	0.645	0.645	0.609	0.499	(0.828)				
Motivasi Intrinsik	0.389	0.455	0.488	0.145	0.137	0.356	0.210	0.341	0.363	0.553	0.551	0.449	0.388	0.565	(0.879)			
Afektif	0.509	0.534	0.496	0.331	0.340	0.399	0.470	0.425	0.436	0.474	0.486	0.462	0.477	0.375	0.477	(0.879)		
Iklim	0.536	0.517	0.531	0.293	0.300	0.409	0.443	0.450	0.470	0.512	0.518	0.556	0.432	0.559	0.475	0.593	(0.844)	
Intrinsic Motivation	0.535	0.620	0.556	0.329	0.278	0.385	0.442	0.480	0.450	0.550	0.497	0.574	0.452	0.565	0.465	0.637	0.640	(0.875)

Tabel 3: Inner Model

Variable	Dimension	Outer loading	Composite reliability	Average variance extracted (AVE)
GM	Challenge	0.836	0.873	0.696
	Obstacle/difficulty	0.861		
	Effort	0.804		
CI	Affective	0.852	0.899	0.749
	Work climate	0.861		
	Intrinsic motivation	0.883		
VM	Communication & supervision	0.815	0.883	0.716
	Orientation & training	0.858		

	Empowerment	0.864		
SL	Empathy	0.896	0.929	0.815
	Persuasive	0.915		
	Building community	0.896		
	Concept	0.841		
TC	Knowledge & skills	0.883	0.900	0.750
	Motivation	0.873		
	Choice	0.775		
PA	Value	0.870	0.851	0.656
	Intrinsic motivation	0.782		

Table 4: Model Suitability Test Results

Construct	R-square (R ²)
CI	0.599
GM	0.295
TC	0.626
PA	0.545

Table 5: Hypothesis Calculation Results

Path	Standardized Path Coefficient	p-values	Decision
VM → GM	0.342	<0.001	supported
VM → PA	0.598	<0.001	supported
VM → TC	0.743	<0.001	supported
SL → GM	0.242	<0.001	supported
SL → PA	0.178	<0.001	supported
SL → TC	0.065	0.096	not supported
GM → CI	0.070	0.079	not supported
PA → CI	0.208	<0.001	supported
TC → CI	0.173	<0.001	supported
VM → CI	0.391	<0.001	supported
SL → CI	0.027	0.298	not supported
VM→GM→CI	0.024	0.251	not supported
VM→PA→CI	0.124	<0.001	supported
VM→TC→CI	0.130	<0.001	supported
SL→GM→CI	0.017	0.314	not supported
SL→PA→CI	0.037	0.146	not supported
SL→TC→CI	0.011	0.376	not supported

The first hypothesis test showed that volunteer management positively influenced growth mindset, with a path coefficient value of 0.342. This was in line with Worker *et al.* (2020), stating that effective volunteer management led to high-quality volunteer and enhanced the growth mindset.

The second hypothesis test showed a positive path coefficient of 0.598 for the relationship between volunteer management and perceived autonomy. Deci & Ryan (2000) asserted that autonomy, along with competence and relatedness, was crucial for optimizing functionality. Offering followers choices influenced the decision to remain within an organization. This was supported by the statement of volunteer at the Indonesian Buddhist Tzu Chi Foundation, that foundation provided the freedom to choose activities, as reflected in questionnaire items PA1 and PA2.

Walk (2018) stated that although training content indirectly influenced turnover, it played a role in retaining volunteer in organizations. Therefore, effective resource management could facilitate periodic training. This was in line with Cho, Wong, *et al.* (2020), suggesting that effective volunteer management could maximize human

capital to achieve organizational objectives through essential training. The path coefficient of the third hypothesis was positive at 0.743, supporting some previous studies.

The fourth hypothesis test, as explained by Jain & Daipuria (2021), showed the importance of jointly developing self-awareness and self-efficacy in servant leadership behavior. This fostered openness to experiences and receptive behavior, enhancing the empowerment of followers. Growth mindset was crucial for all individuals as it collectively elevates self-efficacy for organizational development. Individuals with growth mindset tended to be attentive and more capable of embracing new information, particularly when the leaders supported the growth. The path coefficient, in this case, was positive at 0.242, in line with Jain & Daipuria (2021).

The fifth hypothesis suggests a positive relationship between servant leadership and perceived autonomy. This was supported by Shim et al. (2020), who concluded that leaders with servant qualities positively influenced perceived autonomy of the followers. Servant leadership tends to relay the concept of listening to the opinions of followers, resulting in increased freedom to take action. The path coefficient in this analysis showed a positive value of 0.178 in line with Greenleaf (1976), stating that servant leadership naturally encouraged the thoughts, attitudes, and actions of followers.

Northouse (2016) stated that servant leadership showed behavior prioritizing followers and supporting personal development. Therefore, leaders aspire to serve by prioritizing the growth of the followers. The path coefficient showed a positive value of 0.065 for the relationship between servant leadership and training content, signifying that there was no significant influence. Training content was solely determined by volunteer training division, with leaders of the Indonesian Buddhist Tzu Chi Foundation having no contribution. Based on sixth hypothesis, servant leadership at this foundation did not significantly influence training content.

Claro, Paunesku & Dweck (2016) elaborated that individuals with growth mindset tended to find solutions and enhance the abilities, leading to success in carrying out tasks. This mindset can help individuals persist in tasks previously undertaken. The path coefficient in the seventh hypothesis had a positive value of 0.070 for the relationship between growth mindset and continuance intention. However, this relationship was not significant as the p-value exceeded 0.

According to Brudney (2019), volunteer experience internal motivation and perceive autonomy, specifically when freedom is granted by management. Autonomy is a significant factor in retaining volunteer within the organization for an extended period. The eighth hypothesis test showed a positive and significant path coefficient of 0.208 for the relationship between perceived autonomy and continuance intention. The majority of respondents agreed with statements in the questionnaire that showed how volunteer was given the freedom to express opinions for the advancement of the organization. This showed that perceived autonomy significantly influenced continuance intention of volunteer at the Indonesian Buddhist Tzu Chi Foundation.

Ajzen (1991), in explaining the theory of planned behavior, stated that intention to engage in certain behavior could be predicted by attitude, subjective norms, and perceived control. To ensure the actualization of intention, it is essential to specify where, when, and how behavior will be executed. Providing detailed explanations in training content can assist followers in solidifying the intentions and attitudes. The path coefficient analysis showed a positive and significant value of 0.173 for the relationship between training content and continuance intention. The questionnaire results showed that volunteer could comprehend the vision and mission of the Indonesian Buddhist Tzu Chi Foundation through the provided training. Therefore, training content significantly and positively influenced continuance intention within foundation.

Brudney & Nezhina (2005) elaborated that the strong implementation of volunteer management practices was the strongest predictor of a program effectiveness. Effective management can measure several aspects that are difficult to detect, such as the motivation of volunteer, service duration, and continuance intention. Based on the descriptors in the questionnaire, volunteer can communicate more effectively with other members and the leaders, gaining a clearer understanding of the activities organized by the Indonesian Buddhist Tzu Chi

Foundation. The path coefficient analysis of the tenth hypothesis showed a positive and significant value of 0.391 for the relationship between volunteer management and continuance intention.

According to Northouse (2016), servant leadership constitutes qualities like active listening, empathy, healing, increased awareness, persuasion, good concepts, and efforts to ensure growth of followers. These aspects were closely in line with dimensions developed by Greenleaf (1977), which included valuing others and building community. In the questionnaire statement item, volunteer agreed that leaders understood the feelings during activities and were willing to listen and engage in discussions. The path coefficient analysis showed a positive value of 0.027 for the relationship between servant leadership and continuance intention. However, this relationship was not significant as the p-value exceeded 0, specifically 0.298.

Volunteer management is regarded as a process of overseeing volunteer, particularly within integrated management, where managers comprehend the skills and procedures of other departments (Jones, 2020). According to Bratman (1999), intention theory cannot stand alone and needs to be linked to a broader concept. To foster continuance intention, individuals should be aided by an effective management system. Claro, Paunesku & Dweck (2016) explained that the belief in the potential for personal growth could foster abilities to the fullest. The path coefficient analysis showed a positive value of 0.024 in the relationship between volunteer management and continuance intention mediated by growth mindset. However, this relationship was not significant or mediated by growth mindset, as the p-value was 0.251.

Effective volunteer management can maximize human capital for the achievement of organizational goals (Cho, Wong *et.al.*, 2020). This was in line with Bhattacharjee (2001), stating that individuals were more likely to be committed when satisfied with previous service or product. Brudney (2019) also stated that volunteer was motivated by self-belief when management offered good supervision and communication with perceived autonomy. The path coefficient calculation showed a positive and significant value of 0.124 for the relationship between volunteer management and continuance intention, mediated by perceived autonomy.

Matorcevic & Matorcevic (2017), in *Volunteer Management Handbook*, stated that volunteer management should clearly explain how a program relates to organizational mission and vision. The self-determination theory revolves around fundamental psychological needs, including competence, autonomy, and guidance, which drive motivation, performance, and the well-being of followers. Providing training content that identifies volunteer motivation can enhance performance. The table showed that the path coefficient calculation yielded a positive and significant value of 0.130 for the relationship between volunteer management and continuance intention, mediated by training content. This showed that volunteer management at the Indonesian Buddhist Tzu Chi Foundation could increase continuance intention, with training content playing a significant role.

Greenleaf (1977) argued that servant leadership focused on behavior exhibited by leaders to prioritize and support the personal development of followers. Northouse (2016) stated that the characteristics of servant leadership included the ability to listen, visionary thinking, and empathy. According to Ryan & Deci (1985) in motivational theory, individuals are more proactive and engaged when the social conditions around them develop, and this significantly depends on the leaders. In this context, leaders play a significant role in shaping and developing mindset of followers. The path coefficient calculation showed a positive value of 0.017 for the relationship between servant leadership and continuance intention, mediated by growth mindset. However, this relationship was not significant or mediated by growth mindset, as the p-value was 0.314.

Servant leadership begins with the commitment of leaders to show honesty and fairness toward the followers. According to Northouse (2016), this method is considered the most effective, as it is characterized by leaders who are altruistic, highly motivated, and deeply interested in helping others. Followers need to be open and willing to accept the presence of servant leadership, specifically when leaders aim to empower and help them grow. The path coefficient calculation yielded a positive value of 0.037 for the relationship between servant

leadership and continuance intention, mediated by perceived autonomy. However, this relationship was not significant or mediated by perceived autonomy, as the p-value was 0.146.

According to Orishev & Burkhonov (2021), the development of social thinking, practical experience, and views on the profession highly depend on the formation of adequate professional skills and abilities, necessitating adequate training. The attitudes, interests, values, and expectations of individuals can either weaken or enhance the effectiveness of training. This necessitates training programs and the understanding that the value of training can boost self-confidence and career advancement. In relation to continuance intention, motivation is highly dependent on factors such as energy, direction, and persistence. It can also be triggered by external feedback, showing that individuals are driven to act due to various factors, including the experiences. Organizations that share experiences with the members through training content can help enhance continuance intention (Ryan & Deci, 2000a). The seventeenth hypothesis test showed a positive value of 0.011 for the relationship between servant leadership and continuance intention, mediated by training content. However, this relationship was not significant or mediated by training content, as the p-value was 0.376.

Conclusion

The following conclusions were drawn from this study:

1. Volunteer management had a positive influence on growth mindset.
2. Volunteer management positively influenced autonomy.
3. Volunteer management had a positive influence on training content.
4. Servant leadership had a positive influence on growth mindset.
5. Servant leadership had a positive influence on perceived autonomy within the Indonesian Buddhist Tzu Chi Foundation.
6. Servant leadership did not have a positive influence on training content.
7. Growth mindset did not have a positive influence on continuance intention. This relationship insignificant as the p-value exceeded 0.
8. Perceived autonomy had a positive influence on continuance intention.
9. Training content positively influenced continuance intention.
10. Volunteer management positively influenced continuance intention.
11. Servant leadership had a positive influence on continuance intention.
12. Volunteer management did not have a positive influence on continuance intention mediated by growth mindset.
13. Volunteer management had a positive influence on continuance intention mediated by perceived autonomy. This indicated that volunteer felt well-managed, had the freedom to make decisions or organize activities, and more motivated to consistently participate in volunteering programs. It also signified the importance of providing volunteer the opportunity to feel in control of contributions to programs or activities, enhancing satisfaction and motivation to consistently participate.
14. Training content mediated the positive influence of volunteer management on continuance intention. This indicated that volunteer felt well-managed, received relevant and beneficial training, and more motivated to continue participating in activities or programs.
15. Growth mindset did not mediate or have a significant influence on the relationship between servant leadership and continuance intention.
16. Perceived autonomy did not mediate or have a significant influence on the relationship between servant leadership and continuance intention. In other words, this influence was insignificant when perceived autonomy served as a mediator.

17. Training content did not mediate the influence of servant leadership on continuance intention. In other words, servant leadership did not have a significant influence on continuance intention when mediated by training content.

References

- [1] Ajzen, I. (2005). *ATTITUDES, PERSONALITY AND BEHAVIOR* (T. Manstead (ed.); 1st ed.). OPEN UNIVERSITY PRESS.
- [2] Bhattacharjee, A. (2001). UNDERSTANDING INFORMATION SYSTEMS CONTINUANCE: AN EXPECTATION- CONFIRMATION MODEL. *MIS Quarterly*, 25(3), 351–370.
- [3] Bøe, T., Sandvik, K., & Gulbrandsen, B. (2020). Studies in Higher Education Continued use of e-learning technology in higher education: a managerial perspective. *Studies in Higher Education*, 0(0), 1–16. <https://doi.org/10.1080/03075079.2020.1754781>
- [4] Bratman, M. E. (1999). *Faces of Intention Selected Essays on Intention and Agency This* (1st ed.). Cambridge University Press,.
- [5] Brudney, J. L. (2019). *More is less? The volunteer stewardship framework. May 2018*, 1–19. <https://doi.org/10.1002/nml.21358>
- [6] Brudney, J. L., & Nezhina, T. G. (2005). What is Old is New Again : Achieving Effectiveness with Volunteer Programs in Kazakhstan. 16(3). <https://doi.org/10.1007/s11266-005-7726-y>
- [7] Caniëls, M. C. J., & Semeijn, J. H. (2017). *Mind the mindset! The interaction of proactive personality , transformational leadership and growth mindset for engagement at work.* <https://doi.org/10.1108/CDI-11-2016-0194>
- [8] Cho, H., Wong, Z., & Chiu, W. (2020). The Effect of Volunteer Management on Intention to Continue Volunteering: A Mediating Role of Job Satisfaction of Volunteers. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020920588>
- [9] Claro, S., Paunesku, D., & Dweck, C. S. (2016). *Growth mindset tempers the effects of poverty on academic achievement.* 1–5. <https://doi.org/10.1073/pnas.1608207113>
- [10] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behaviour* (1st ed.). SPRINGER SCIENCE+BUSINESS MEDIA. LLC.
- [11] Eckerwall, A., & Karlsson, C. (2021). *Fostering a Growth Mindset in Organizations.* June.
- [12] Jain, S., & Daipuria, P. (2021). *DYNAMICS OF SERVANT LEADERSHIP , AUTHENTIC.* 20(1), 21–31.
- [13] Jones, J. A. (2020). Volunteer Management: Introducing Students to the Art and the Science. *Management Teaching Review*, 5(2), 163–171. <https://doi.org/10.1177/2379298118821061>
- [14] Garg, S., & Sharma, S. (2020). *User Satisfaction and Continuance Intention for Using E-Training: A Structural Equation Model.* July. <https://doi.org/10.1177/0972262920926827>
- [15] Gordan, M., & Krishanan, I. A. (2018). A Review of B. F. Skinner’s ‘Reinforcement Theory of Motivation. *INTERNATIONAL JOURNAL OF RESEARCH IN EDUCATION METHODOLOGY*, 5(3).
- [16] Greenleaf, R. K. (1976). *Servant Leadership. A Journey into The Nature of Legitimate Power and Greatness.* Paulist press.
- [17] Han, M., Wu, J., Wang, Y., & Hong, M. (2018). A Model and Empirical Study on the User ’ s Continuance

- 3916 *What Makes Volunteer Intend to Continue at the Indonesian Buddhist Tzu Chi Foundation?*
Intention in Online China Brand Communities Based on Customer-Perceived Benefits. 1–20.
<https://doi.org/10.3390/joitmc4040046>
- [18] Kao, C. P., Lin, K. Y., Chien, H. M., & Chen, Y. T. (2020). Enhancing volunteers' intention to engage in citizen science: The roles of self-efficacy, satisfaction and science trust. *Journal of Baltic Science Education*, 19(2), 234–246. <https://doi.org/10.33225/jbse/20.19.234>
- [19] Katsikas, S. K. (2000). *Health care management and information systems security : awareness , training or education ?* 60, 129–135.
- [20] Legault, L. (2017b). *Self-Determination Theory. October.* <https://doi.org/10.1007/978-3-319-28099-8>
- [21] Matorčević, D., & Matorčević, A. (2017). *Volunteer Management Handbook* (M. Sumanjski (ed.); 2nd ed.). Seeyn.
- [22] Mtebe, J., & Gallagher, M. (2022). Continued usage intentions of digital technologies post-pandemic through the Expectation–Confirmation Model : the case of a Tanzanian university Joel Mtebe University of Dar es Salaam , Tanzania Michael Gallagher. *International Journal of Education and Development Using Information and Communication Technology*, 18(1), 125–145.
- [23] Nathan, P. E. (2014). *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*. Oxford University Press.
- [24] Northouse, P. G. (2016). *Leadership Theory and Practice* (7TH ed.).
- [25] Ryan, R. M., & Deci, E. L. (2000a). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. 55(1), 68–78.
- [26] Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory Basic Psychological Needs in Motivation, Development and Wellness* (1st ed.). The Guilford Press.
- [27] Shahid, A. (2018). Employee Intention to Stay: An Environment Based on Trust and Motivation. *Journal of Management Research*, 10(4), 58. <https://doi.org/10.5296/jmr.v10i4.13680>
- [28] Stavridis, P. (2022). The Contribution of Teaching Practice to Preservice Teachers ' Training – Empirical Research of the Department of Primary Education of Western Macedonia University Students ' Evaluation. 11(4), 92–111.
- [29] Walk, M. (2018). “ *Don ' t you want to stay ? ” The impact of training and recognition as human resource practices on volunteer turnover.* September, 1–19. <https://doi.org/10.1002/nml.21344>
- [30] Worker, S. M., Kok, C. M., & Miller, J. C. (2020). *Volunteer Outcomes and Impact : The Contributions and Consequences of Volunteering in 4-H.* 15(4), 6–31. <https://doi.org/10.5195/jyd.2020.847>
- [31] Zhang, C., Li, Y., Wu, B., Li, D., & Wu, B. (2017). *How WeChat Can Retain Users: Roles of Network Externalities, Social Interaction Ties, and Perceived Values in Building Continuance Intention.* <https://doi.org/10.1016/j.chb.2016.11.069>