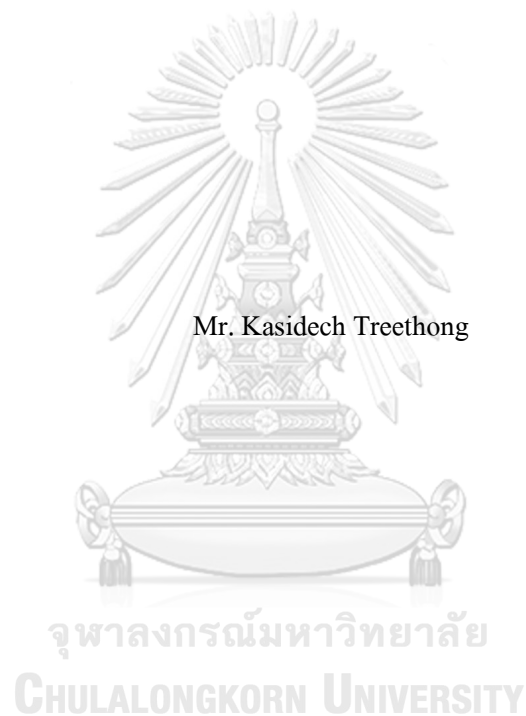EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON

SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE.

Mr. Kasidech Treethong

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Dissertation Submitted in Partial Fulfillment of the Requirements

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ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

นายกษิดิ์เดช ตรีทอง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาวิทยาศาสตรดุษฎีบัณฑิต
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                    TRANSFORMATIONAL LEADERSHIP ON SPORT EVENT
                    VOLUNTEERS' PERCEPTION OF TEAM MEMBER
                    EXCHANGE.
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กษิดิ์เดช ตรีทอง : ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มี
ต่อการรับรู้ของการแลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา. (
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ON SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER
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การศึกษาวิจัยนี้มีส่วนช่วยในการจัดการอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ซึ่งการแลกเปลี่ยน
ของสมาชิกในทีมเป็นสิ่งสำคัญในการส่งเสริมการทำงานเป็นทีมในกลุ่มอาสาสมัครกิจกรรมพิเศษเชิง
กีฬาวัตถุประสงค์ของการศึกษาวิจัยครั้งนี้คือ 1) เพื่อตรวจสอบผลของการมีปฏิสัมพันธ์ทางสังคมและ
ความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของอาสาสมัครกิจกรรมพิเศษเชิงกีฬาเกี่ยวกับการ
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เปลี่ยนแปลงที่มีต่อการรับรู้ของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา โดยการศึกษาวิจัยครั้งนี้
เป็นการวิจัยแบบผสมผสาน คือการวิจัยเชิงทดลองภาคสนามและการสัมภาษณ์หลังการทดลองในงาน
วอลเลย์บอลหญิง เนชั่นส์ ลีก 2019 ประเทศไทย กลุ่มตัวอย่าง (n = 64) กำหนดโดยการสุ่มแบบแบ่งชั้น
แบ่งออกเป็นสี่กลุ่ม แต่ละกลุ่มมีหัวหน้างานหนึ่งคนและเจ้าหน้าที่อาสาสมัครกิจกรรมพิเศษเชิงกีฬาสิบ
ห้าคน การสัมภาษณ์หลังการทดลองทั้งสี่กลุ่มจัดทำในวันสุดท้ายของจัดการแข่งขันกีฬา ใช้สถิติ t-Test
เพื่อทดสอบผลกระทบหลักและทำการวิเคราะห์ความแปรปรวน (ANOVA) เพื่อทดสอบผลของการมี
ปฏิสัมพันธ์ การวิเคราะห์ข้อมูลจากการสัมภาษณ์หลังการทดลองใช้การวิเคราะห์ข้อมูลแบบแก่นสาระ
ผลการวิจัยพบว่าการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงไม่ได้ส่งผลกระทบ
อย่างมีนัยสำคัญต่อการรับรู้ของการแลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา
อย่างไรก็ตามผลการสัมภาษณ์หลังการทดลองแสดงให้เห็นว่ายังมีปัจจัยอื่นนอกเหนือจากปัจจัยการมี
ปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่ส่งผลต่อการรับรู้ของการแลกเปลี่ยนของ
สมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ซึ่งปัจจัยดังกล่าวได้แก่ การมีประสบการณ์อาสาสมัคร
กิจกรรมพิเศษเชิงกีฬา การมีภูมิหลังที่คล้ายกัน ความสนใจในเรื่องเดียวกัน และการเสริมสร้างศักยภาพ
ในการเป็นผู้นำ เป็นปัจจัยสำคัญสำหรับการรับรู้ของการแลกเปลี่ยนสมาชิกในทีม

สาขาวิชา	วิทยาศาสตร์การกีฬา	ลายมือชื่อนิสิต ....
ปีการศึกษา	2563	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....
		ลายมือชื่อ อ.ที่ปรึกษาร่วม ....

5878601239 : MAJOR SPORTS SCIENCE

Kasidech Treethong : EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE.. Advisor: Assoc. Prof. TEPPRASIT GULTHAWATVICHAI Co-advisor: Asst. Prof. CHATCHAI CHATPUNYAKUL, Ph.D.

This study contributes to the management of sport event volunteers, where particular team member exchange is crucial in promoting teamwork among sport event volunteers. The objectives of this study are 1) to examine the effects of social interaction and transformational leadership on the sport event volunteers' perception of team member exchange and 2) to examine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team member exchange. This study employed a field experiment and a post-experiment interview at the 2019 FIVB Volleyball Nations League Thailand. Subjects (n = 64) were assigned by stratified random sampling into four groups. Each group has one leader and fifteen volunteer staff. Four post-experiment interview groups were conducted on the last day of the event. An independent t-Test was conducted to test the main effect, and an Analysis of Variance (ANOVA) was conducted to test the interaction effect. The thematic analysis was used to analyze data from the post-experiment interview. The result showed that social interaction and transformational leadership did not significantly affect sport event volunteers' perception of team member exchange. However, the post-experiment interview results indicate that, instead of social interaction and leadership, previous experience, similar background , mutual interest, and empowering leadership are vital factors for the perception of team member exchange. Further discussion and contributions are discussed in the study.

Field of Study:	Sports Science	Student's Signature ....
Academic Year:	2020	Advisor's Signature ....
		Co-advisor's Signature ....

ACKNOWLEDGEMENTS

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CHULALONGKORN UNIVERSITY

CHAPTER 1

INTRODUCTION

Nowadays, sports events are organized frequently domestically and globally. For instance, football Thailand league, volleyball Thailand league, BWF Thomas and Uber Cup, FIFA World Cup, FIVB Volleyball Nations League, and the Olympic Games. Sports events referred to the sporting activities or competition organized on a single day or over many days and staged in a single or multiple venues (ASC., 2000a; Byers, Slack, & Parent, 2012). Moreover, sports events can be organized on many levels, ranging from local, national, and international levels or mega-events (Beech & Chadwick, 2004). Some sports events can attract many people, such as athletes, spectators, and volunteers (Doherty, 2009). In particular, international level or mega event attracts much more attention from both the media and participants (e.g., athletes, spectators, and volunteers) (Cuskelly, Hoye, & Auld, 2006; Downward & Rawston, 2005; Getz, 2005; Jago & Shaw L., 1998; Schuyler, 2008; Strigas & Jackson A., 2003). Since the sporting event is not normally run daily but occasionally, it heavily relies on volunteers instead of paid staff. Sports events rely so much on volunteers. Jago and Shaw (1998) note that a large number of staff are needed at the mega event. They add that the bigger the event, the larger the number of staff it needs. Those staffs are mainly people who volunteer to organize events. Usually, staff or so-called volunteers in the event comprise two main groups: management and operational staff. According to Cuskelly, Hoye, and Auld (2006), sport event volunteers play a pivotal role in the success of sports events such as the local events or even mega-events like the Paralympic Games, Commonwealth Games, and Olympic Games. Therefore, sport event volunteers are considered a core component for service delivery and sports events (Daly, 1991; Giannoulakis, 2008; Schuyler, 2008).

Empirically, previous sports events have employed a large number of volunteers. Regardless of the size, sports events worldwide tend to rely on volunteers for the efficiency and execution of the events (Downward & Ralston, 2005). Notably, one of the most important and well-known mega sports events is the Olympic Games. The prevalent use of sport event volunteers began to emerge in the Lake Placid Games in 1980 as a part of the Organizing

Committee's program (Olympic, 2017). In the 1984 Los Angelis Games, 28,742 volunteers were recorded for the first time as the Olympic volunteers and were assigned to perform in various roles at the Games (Noordegraaf & Celebi, 2015). Table 1 demonstrates the number of volunteers at the Olympic Games from 1984 to 2016.

Table 1. Number of Volunteers in the Summer Olympic Games from 1984-2016

The Summer Olympic Games	Number of volunteers
Los Angeles 1984	28,742
Seoul 1988	27,221
Barcelona 1992	34,548
Atlanta 1996	60,422
Sydney 2000	46,967
Athens 2004	45,000
Beijing 2008	1,125,799
London 2012	70,000
Rio 2016	50,000

Source: Noordegraaf and Celebi, 2015; Olympic, 2017

Apart from the Olympic Games, according to Russell Commission (2005), more than 10,000 volunteers gave a million hours to the 2002 Commonwealth Games in Manchester. Six thousand volunteers contributed 50,000 hours to the London marathon, 5,000 volunteers worked at the Wimbledon, and 1,200 at the Open Golf. It has shown that sport event volunteers are a crucial mechanism for sports events, and they can perform various work roles for the events without any monetary expectation. Therefore, sport event relies heavily on volunteers to support and share mutual benefits for the events (Chelladurai, 2006). Sport event volunteers can have different personal characteristics, backgrounds, and motivations to volunteer. A sports event volunteer is a person who volunteers to support, arrange, or execute the sports events (Australian Bureau Statistics, 2002). Sport event volunteers tend to have different backgrounds and personal characteristics (Aisbett, Randle, & Kappelides, 2015; Blair, 2006; Grimm, Dietz, & Foster-bey, 2007). Besides, they tend to have different motivations to volunteers, such as the love of sports, sport-related or former sports player, contribution to society, the pride of the community, family activity or custom and norm of society, social interaction, make new friends, or connection opportunity and tangible rewards activities, and uniform benefits or souvenirs (Caldwell & Andereck, 1994; Daly, 1991). As a consequence of volunteering, they may be able to develop experiences such as talent development, career prospects, and a better quality of life because being a volunteer is not only the opportunity to give back but also an opportunity to learn, to

improve self-efficacy both physically and mentally from working environment or within their team at the same time (Hall et al., 2004; Wu et al., 2005).

Within the sporting event, there are many work functions that volunteers can contribute. The role of volunteers is widely recognized as an essential economic and cultural dimension to mega sports events (Chelladurai, 2006; Ingerson, 2001; Noordegraaf & Celebi, 2015). Mainly, volunteers who have different working experiences can serve in various job positions (Chelladurai, 2006; Ingerson, 2001; Noordegraaf & Celebi, 2015). Those highly motivated and experienced volunteers can bring enthusiasm, a good relationship, and empathy with the public, and provide a labor force without financial expectation (Nichols & Ojala, 2009; Noordegraaf & Celebi, 2015). Even though they are not a substitute for the paid staff or an alternative source of labor, they are complementary and can add value to employees' efforts and activities (Cordingley, 2000; Rochester, Payne, & Howlett, 2010). As a result, they make a significant contribution to sports events.

In terms of the labor force, sport event volunteers can perform various work functions at the events. They are essential for providing labor supply for different functions (Chen, Li, & Wu, 2011). There are many different work functions in a sporting event, including hospitality and catering service, security, technical support, supervision of activities, events operations, and provision of services for athletes, sponsors, spectators, and other event stakeholders (Cuskelly, Hoye, & Auld, 2006; Twynam, Farrell, & Johnston, 2002). Furthermore, in terms of positions, volunteers with specific skills or qualifications can also be assigned to work as a coach, instructor or teacher, referee or umpire, committee member or administrator, scorer or timekeeper, and medical support (Cuskelly, Hoye, & Auld, 2006; Gladden, McDonale, & Barr, 1998). As mentioned previously, many volunteers are needed, and there are many different work functions and positions at the sporting event. Those volunteers must then work together as a team to achieve the event (Carron, Martin, & Loughead, 2012; McEwan & Beauchamp, 2014). When many people from different backgrounds, characteristics, and motivations come to work together as a team, it is not easy for them to do good teamwork. Teamwork is defined as a dynamic process involving a collaborative effort by team members (McEwan & Beauchamp, 2014). Thus, management of the event should manage the volunteers to work together in good teamwork.

However, they should recognize the difference in terms of management between volunteers and paid staff.

Management of volunteer staff is different from paid staff in many aspects, such as motivations and leadership. Chelladurai (2006) postulates that some monetary rewards can control or motivate employees' participation or enhance work performance in paid-staff management. However, sport event volunteers' participation or motivation and contributions are not based on materials or monetary rewards (Chelladurai, 2006). Additionally, Posner (2015) argues that leadership in a volunteer setting is different from non-volunteer. For instance, those who volunteer for sports events often do not expect a monetary return. Thus, volunteer leaders do not have authoritative power and do not have financial incentives to motivate volunteers. Elendu and Ogujiofor (2012) investigate sport event volunteerism in Nigeria. The researchers point out that utilizes sport event volunteers by organizations plays a significant to volunteer management. The problems concerning sport event volunteer performance, communication, team interaction, basic knowledge, or understanding of their work can occur by ineffective sports organization management. Therefore, volunteer manager should understand the uniqueness of voluntary personnel (e.g., motivations, leadership, satisfaction, etc.) in sports events because it directly relates to the quality of volunteer experiences, performance, productivity, and satisfaction (Clary et al., 1998; Colarelli, Dean, & Konstans, 1987; Cuskelly & Boag, 2001; Meyer & Allen, 1984; Reichers, 1985). Apart from management's understanding of volunteers, team effectiveness or performance can also be achieved by exchanging between team members such as the exchange of task information and ideas (Farh, Lanaj, & Ilies, 2017; Nebus, 2006). To create team effectiveness, team members must work together with a high degree of team member exchange (Alge et al., 2003; Lee et al., 2016). Team member exchange (TMX) refers to the quality of exchange relationships among coworkers regarding the reciprocal contribution of ideas, feedback, and assistance (Seers, 1989). It can influence important individual work outcomes and lead to team-level productivity (Tse & Dasborough, 2008). As a result, the quality of team member exchange may help enhance an organization's overall performance (Lee, Kim, & Koo, 2016). There are many benefits that individuals can gain from TMX. When individuals have active team member exchange, they are likely to have positive work behaviors and express positive thinking (Lio, Liu, & Loi, 2010). Individuals who possess high-quality team member exchange are more

likely to assist each other, share information, exchange ideas, and provide feedback within team members (Jordan, Field, & Armenakis, 2002; Liden, Wayne, & Sparrowe, 2000; Seers, 1989). They are also likely to share resources and offer support beyond what is required for task completion (Jordan et al., 2002; Liden et al., 2000; Seers, 1989). For the attitudinal outcomes, a higher level of TMX is likely to positively affect job satisfaction (Major et al., 1995). In contrast, a low level of TMX may negatively affect team members (Banks et al., 2014). When relating TMX to the context of sports event volunteer, Hoegl and Wagner (2005) argue that event, voluntary team members with high quality and trusting exchange relationships are likely to exchange information and resources. They also add that members' skills can be enhanced through collaboration. Lee et al. (2016) also argue that team member exchange is vital to sport event volunteers because the quality of the exchange relationships between volunteers (e.g., the willingness to help other volunteers, exchange of ideas, providing feedback, and sharing information) enhance social activities related to voluntary work and finally create volunteers' intention to provide word-of-mouth and re-participate. From the above discussion, it is argued that TMX can create beneficial exchange relationships between volunteers, and consequently, individual and team level outcomes can be improved. Additionally, the outcomes include attitudinal, behavioral, and work aspects. TMX thus is proposed to be an excellent psychological tool to create good teamwork between volunteers who have different backgrounds, characteristics, and work motivations. If team members are willing to help each other, their individual and team performance can be enhanced. Sports events, especially mega-events, need many volunteers to work together to achieve the event's goal.

Farh, Lanaj, and Ilies (2017) investigated when team member exchange helps individual performance teams. They found from two studies that TMX enhanced member performance when teammates possessed attributes associated with high-quality resources. Moreover, TMX impacted performance under different resource conditions via felt obligation to utilize teammates' resources. Therefore, team member exchange is a critical determiner for successful team performance within sports events. Furthermore, creating a high level of quality of team member exchange among team members is a critical issue for the management. Create high-quality team member exchange; two critical factors are recommended: social interaction and leadership. Social interaction refers to the amount of time spent, communication frequency, and interactivity among

team members (Chiu, Hsu, & Wang, 2006). Alge et al. (2003) posit that social interaction between team members positively influences the high level of team member exchange and increased organizational effectiveness. Some scholars have recognized the importance of social interaction among organizational members (e.g., Nahapiet & Ghoshal, 1998; Putnam, 1993) since it strongly influences knowledge sharing among team members (Nahapiet & Ghoshal, 1998) and encourages communication and cooperative behavior (Putnam, 1993). Thus, social interaction has a strong influence over team member exchange and reflects team member relationships within the team (Banks et al., 2014; Lee et al., 2016; Nahapiet & Ghoshal, 1998). It implies that social interaction plays a crucial role in creating a high level of team member exchange. More importantly, Lee et al. (2016) provide empirical evidence that social interaction using social media as a platform has a positive relationship with team member exchange among sport event volunteers. According to previous empirical studies, Goette, Huffman, & Meier (2012) experimented on Swiss soldiers to examine groups' effect on members' behaviors. Results show that groups involving a high level of social interactions have effects on prosocial behaviors. In other words, a high level of social interactions within groups causes individuals to be more likely to cooperate altruistically with in-group members than out-group members. The results imply that social ties are an essential factor in group interactions within organizations and societies. Thus, managing social interaction is an essential part of effective team management (McEwan & Beauchamp, 2014), and inevitably, a leader in a team plays a vital role in team management. Another critical factor that has an impact on high-quality team member exchange is leadership. Leadership is a social or interactive process determined by both leader and team members (Zhu, Avolio, & Walumbwa, 2009). Leaders play an essential role in the relationship with followers (Posner, 2015). Posner (2015) suggests that relationship building is critical to leading in volunteer organizations in which leaders have limited authority over followers, and followers' motivations differ from that in paid organizations. To be more specific, leaders play an integral role in exhilarating team member exchange between members (Malingumu et al., 2016). Volunteer leaders should be able to build positive relationships between team members since it can influence knowledge sharing and encourage communication and cooperative behaviors between team members and finally it enormously increases the level of team/organizational performance (Lee, Kim, & Koo, 2016; Nahapiet & Ghoshal, 1998; Parent, Olver, & Seguin, 2009; Putnam,

1993; Shamir, House, & Arthur, 1993). The leader has an impact on followers. Managers' leadership styles affect team member's psychology. The impact team/organizational performance, primarily transformational leadership, has an impact on employees' turnover intention and effect on self-efficacy, team performance, team cohesion, and team members (Geyer & Steyrer, 1998; Wang & Hu, 2017). One of the most important transformational leadership goals is to raise team members to a more significant workplace challenge while satisfying their higher-order needs (Avolio, 2005; Bass, 1985; Burns, 1978; Fredrickson & Branigan, 2005). Transformational leadership has been studied in various aspects related to sports (e.g., physical education and sport coaching) but has rarely been studied in the context of sports volunteering (Lee et al., 2016; Wang & Hu, 2017). Transformational leadership comprises four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Barling, Zacharatos, & Kelloway, 2000).

From previous studies, Posner (2015) examined whether volunteer leaders lead differently than other leaders. Results show that volunteer leaders engage more frequently in leadership behaviors than do paid leaders. More importantly, the leadership behaviors identified in this study are consistent with transformational leadership, which has been found to have beneficial impacts for the volunteers. Chun, Cho, and Sosik (2012) examined a multilevel model where the group- and individual-focused transformational leadership and their influence processes operate at the team and dyadic levels independently and interactively to be associated with the team and member performance. They found that group-focused transformational leadership was positively associated with team performance through team member exchange (TMX). From the above discussion, it shows that sports events rely heavily on volunteers. Moreover, team member exchange, social interaction, and leadership, incredibly transformational leadership, are essential for sports events' performance. Sport event volunteers come from different places with various backgrounds and motivations to volunteer. They have to work together on a team basis and led by a team leader.

Nevertheless, the studies of sports volunteering in Thailand are less prevalent. Most studies are in agriculture, civil, community, education, nursing, and environmental-volunteering, to name but a few (Office of Information Technology Administration for Educational Development, 2018) but not in sport event volunteering. To the author's knowledge, there is only

one study conducted on sports volunteering within Thailand by Piromkam (2013), which is a Ph.D. thesis. This study specifically focused on the management aspect of sports volunteering exclusively. He noticed that Thailand had organized many international games such as the Asian Games, and sports volunteers to join the games as staff and support game operations. He found that volunteers are values asset for human sports resources. Volunteer staff can lead to the success of sports event organizing. Finding from the research indicates that volunteer model management for international games in Thailand consists of three stages, which are planning stage, acting stage, and networking stage. However, the management of sports events volunteer in Thailand has not been organized yet. Another point is that studies in sport event volunteering generally focus on the individual perspective, such as motivations, commitment, satisfaction, and institutional perspectives such as recruitment, retention, and performance (e.g., Strigas & Jackson, 2003; Wicker, 2017). For instance, Ma and Draper (2017) examined the volunteers' motivations for marathons and relationships with satisfaction. They found differences in the love of sports volunteer motivation by the level of running experience. Moreover, the level of running experience variable moderates the relationships between motivations and satisfaction. Besides, Rogalsky, Doherty, and Paradis (2016) studied "Understanding the Sport ESportsVolunteer Experience: An Investigation of Role Ambiguity and Its Correlates." The researchers aim to investigate the correlations of major sport event volunteers' role ambiguity significant with their working experience. They found that role performance and role satisfaction predicted overall satisfaction with the game's experience, significantly associated with future intentions to volunteer.

1.1 BACKGROUND AND PROBLEM STATETMENT

As discussed on the importance of social interaction, leadership, and team member exchange in sports volunteering and team performance, studies in sport event volunteering involving these constructs are still scare (Lee et al., 2016). More specifically, team member exchange (TMX) is a construct rarely discussed in the sport management literature and even less in sport event volunteerism (Lee et al., 2016). To the author's knowledge, a research study from Lee et al. (2016) is considered a pioneer study that examines the sports event volunteer experience in the context of social interaction and its effect on volunteers' TMX and future intentions. The study employed a survey method and was conducted at a local sports event hosted

by a university in the United States. The respondents mostly have an average age of 19 years. They found that social interaction is positively associated with TMX among sport event volunteers, and TMX leads to positive word-of-mouth and intention to re-participate. Moreover, no previous study has investigated the involvement of social media as the platform to increase social interaction among team members in sport event volunteers but only in the field of educational context (e.g., Kreijns, Kirschner, & Jochems, 2003; Rice, 1993). The reason is that social media is cost-effective and can help create a highly interactive social exchange between members (Kaplan & Haenlein, 2010; Ouye, 2011). According to Lee et al. (2016), one of their study's limitations is that their study cannot explain the causal relationships between variables since their research design is a survey questionnaire. They argue that in order to explain the causal relationship, an experimental design is recommended. Furthermore, a field experiment may provide a meaningful insight that will extend the body of knowledge in sport volunteerism in general and volunteer management in particular (Peachey et al., 2015). By using experimental field design, a causal relationship can be better tested (Bradley & Sparks, 2012; Kline, 2011; Lee, Kim, & Koo, 2016). A field experiment is less vulnerable to external validity because experimental manipulation is conducted in natural settings (Myers & Hansen, 2012). The field experiment used in sport event context is less but should be more prevalent (Eden, 2017; Lee, Kim, & Koo, 2016). Therefore, one of the unique aspects of this study is the employment of a field experiment as the primary research approach. Additionally, a qualitative design is also employed to extract the meaning of insight from the participants. Whereas most studies (e.g., Chun, Cho, & Sosik, 2016; Darcy et al., 2014; Dawson & Downward, 2013; Hallmann, 2015; Harvey, Lévesque, & Donnelly, 2007; Kay & Bradbury, 2009; Ma & Draper, 2017; Rogalsky, Doherty, & Paradis, 2016) in sport event volunteerism have employed a survey design to collect data. Thus, the variables' causal directions are still questionable (Lee et al., 2016; Wicker, 2017).

From the above discussion, this study's primary purpose is to examine the impacts of social interaction and transformational leadership on the sport event volunteers' perception of team member exchange. Furthermore, the interaction effect between social interaction and transformational leadership will also be examined. This study will provide both academic and practical contributions. This study will provide further knowledge on the causal relationships between social interaction, transformational leadership, and team member exchange in sport

events volunteers. The study will contribute to the extensive knowledge of the interaction effect between social interaction and leadership by experimenting with its interaction on a social media platform. While most studies emphasized a survey design, the present study primarily employs a mixed-method approach, including a qualitative interview and an experiment on the real sports event and social media platform to create the social interaction between sport event volunteers. Finally, knowledge about team member exchange in the sports event volunteer setting can be provided. Contributions to variables are thought to be useful applied context, ideal for guiding academic research toward understanding how relationships between people are built, interacted, exchanged, and managed. Likewise, the research methodology may broaden academic research toward understanding how to conduct a field experiment in real sport events, which may further knowledge of sports event volunteering and reflect the causal relationship among variables. In terms of practical contributions, results will eventually equip sport event management to manage volunteers and lead to successful ongoing and future event operations. It will help management build social interaction in a more effective and less costly by employing social media platform. The effort to effectively manage volunteers is vital in a sporting event where management is often confronted with limited funds, resources, and volunteers (Getz, 1997). Also, leadership will be counted as a critical tool to build social interaction. It will also be useful for sport event management to motivate volunteers to work collectively and effectively on a team basis. Sport event management can also know how to increase team member exchange via social interaction and leadership and social media platforms. Lastly, event managers can use the results to understand what motivate people to become volunteers and the factors that influence volunteers to work together effectively.

1.2 RESEARCH OBJECTIVES

1. To determine the effect of social interaction on the sport event volunteers' perception of team member exchange.

2. To determine the effect of transformational leadership on the sport event volunteers' perception of team member exchange.

3. To determine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team member exchange.

1.3 RESEARCH QUESTIONS

1. How does social interaction impact perception of team member exchange in sport event volunteers?

2. How does transformational leadership of group leader impact perception of team member exchange in sport event volunteers?

3. How is the interaction effect between social interaction and transformational leadership on perception of team member exchange in sport event volunteers?

1.4 RESEARCH HYPOTHESIS

1. The social interaction will influence sport event volunteers' perception of team member exchange. Teams that employ social media to increase social interaction will receive higher ratings of team member exchange than teams without social media.

2. Transformational leadership will influence sport event volunteers' perception of team member exchange. Teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non‑transformational leaders.

3. There will be an interaction effect on perception of team member exchange: A team led by a transformational leader that employs social media to increase higher social interaction will receive significantly higher ratings of team member exchange than will teams in the other conditions.

1.5 KEYWORDS

Social interaction, Transformational leadership, Sport event volunteer, Team member exchange, Perception

1.6 DEFINITION OF TERMS

1. Social interaction refers to the amount of time spent, communication frequency, and interactivity (Chiu, Hsu, & Wang, 2006). In this study, the team leaders and the sports event volunteers interact among their team members and team leaders via a social media platform (Line application).

2. Transformational leadership refers to a sports event team leader who has a transformational leadership style comprising idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Barling, Zacharatos, & Kelloway, 2000), which motivates and enhances team members' performance to reach the goal of a sports event (Bass, 1985; Yukl, 1989).

3. Sport event volunteers refer to a fan service crew position, a short-term volunteer, and participate in an international sporting event as an individual-serious-leisure without any expectation of financial reward.

4. Team member exchange (TMX) refers to the quality of relationships among sport event volunteers regarding the reciprocal contribution of ideas, feedback, and assistance within an international sports event (Seers, 1989).

5. Perception is the interpretation or perceive of the sensory stimuli received from the environment (Cabioglu & Iseri S., 2015). It refers to the perceive of the reciprocal contribution of ideas, feedback, and assistance within team in an international sports event (Seers, 1989).

1.7 CONCEPTUAL FRAMEWORK
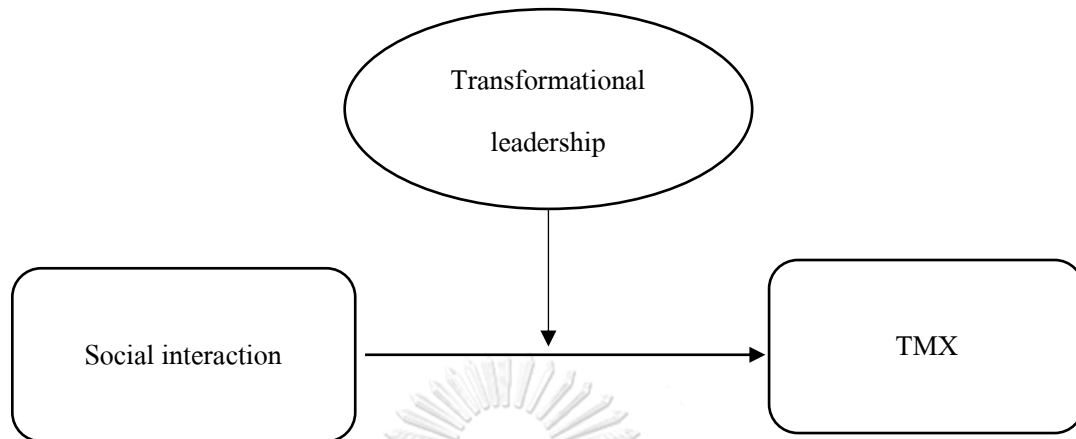
Figure 1. Conceptual Framework

The conceptual framework on this study explains the impact of two independent variables which are social interaction and transformational leadership (as a moderator) toward dependent variable which is Team Member Exchange of sport event volunteers' perception. The study aims to investigate the social interaction using social media platform among team members of sport event volunteers. It is hypothesized that the social interaction will influence sport event volunteers' perception of team member exchange. Specifically, when teams that employ social media to increase social interaction and has impact to team member exchange higher than teams without social media. In addition, leadership style has influence on subordinate of sport event volunteering, especially transformational leadership that motivates and enhances team members' performance to reach the goal of sport event. This study investigates if a transformational leadership will influence sport event volunteers' perception of team member exchange. Therefore, teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non-transformational leaders. Lastly, this study will explain the impact of social interaction that effect on perception of team member exchange; it will prove whether a team led by a transformational leader that employs social media to increase higher social interaction will receive significantly higher ratings of team member exchange than will teams in the other conditions.

1.8 SCOPE OF STUDY

This research has the scope of the study as the following details:

1. Content scope aims to study social interaction and transformational leadership as antecedent variables and team member exchange as a dependent variable.

2. This study's area scope investigates an international sports event in Thailand- The FIVB Volleyball Nations League 2019.

3. This study's population scope aims to study sport event volunteers who participate in a sporting event as a short-term volunteer.

4. The timing scope of this study is planned to collect data from May - July 2019.

1.9 BENEFITCIAL OUTCOMES

Academic Contributions

1. The results may further understand the casual relationship among independent variables (social interaction and transformational leadership) and dependent variable (team member exchange) in sport events volunteering. Contribution to variables are thought to be useful applied context, ideal to guide academic research toward understanding how relationship between people is built, interacted, exchanged and managed.

2. The result may further understand the knowledge on sport event volunteers' management, in particular the part of social interaction, team member exchange and transformational leadership as factors that have influence to the effects of perception of sport event volunteers.

3. The research methodology may broaden academic research toward understanding how to conduct a field experimental design in a real sport events which may further knowledge of sport event volunteering and reflect the causal relationship among sport event team members rather than common pattern, e.g., conducting a survey.

Practical contributions

1. The result may further help managers and sports event organizer resolve volunteer training, working outcome, recruitment and retention issues on volunteer management efforts. Especially, how to facilitate volunteer manager to increase social interaction and team-member exchange among their team. Furthermore, to understand impacts of social interaction and

transformational leadership on sport event volunteers' perception of team member exchange and how to increase those factors may give guidance for managers' level to deal with sport event volunteers who join each sports event from various background and motivational factors.

2. Sport events (such as large scale of international events) are rely on dedication of volunteers. To have a better understanding of volunteers in sport events such as motivations and perception toward sport event volunteering can facilitate sport event organizer in dealing with sport event volunteers and creates mutual successful, especially in the area of sport events where sport event volunteers is quite new and not prevalent utilized.

3. The result may further understand knowledge of sport events volunteering and serve sport event organizer, especially sport event volunteers' manager in dealing with their team followers. The impact of social interaction among team member may give benefits and example for team leader who has influence on how his/her team members create strong social interaction and increase team member exchange which may link to sport event volunteers' perception and performance to their team.

4. The effective volunteer management is associates with volunteer satisfaction which effects on re-participation of sport event volunteers, to investigate factors that related to volunteers' perceptions such as social interaction and team member exchange can further knowledge of sport volunteering, HRM process and sustain sport organization's activity.

CHAPTER 2

LITERATURE REVIEW

In this chapter, related articles and relevant concepts of the research have been extensively reviewed. The sections below are a guide to the study design and define related constructs in this study. There are eight parts:

1. The definitions and characteristics of volunteering

2. The definitions and characteristics of sport event

3. Why and how do we study sport event volunteering

4. Human resource management (HRM) approach to sport event volunteer management

5. Main theories of study

6. Factors that influence team member exchange

7. Background of Volleyball Nations League

8. Previous research studies

1. VOLUNTEERING

1.1 Definition of volunteering

Volunteering refers to any activity which involves spending time, unpaid, doing something that aims to benefit individuals or groups other than or in addition to, close relatives, or for the benefit of the environment (Downward & Ralston, 2005). Volunteering is a type of 'serious leisure,' the characteristics of which include a need to persevere with the activity, tend to have a career in it, durable benefits, unique culture, and participant identification (Parker, 1992).

While Monga (2006) defined a volunteer as an individual who offers their labor, knowledge, skills, and experience at no wage cost to a utilizing organization. Various scholars also defined a volunteer in several aspects of the definition, such as Pincus and Hermann-Keeling (1982) stated that a volunteer is a person who gives their time and has extensive experience in a field and committed with no expectation of payment in return. Chelladurai (2006) defined volunteers as a person who gives their time and effort without remuneration. Australian Bureau Statistics (2001) defined a volunteer as someone who willingly gave unpaid help in time, service, or skills through an organization or group. Elendu and Ogujiofor (2012) defined a volunteer as a

person or association that provides voluntary services to a person or social system with no financial reward expectation. It is similar to Cnaan, Handy, and Wadsworth (1996), who state that volunteer consisted of four elements which are the free choice (free will, relatively uncoerced, the obligation to volunteer), remuneration (none at all, none expected, expenses reimbursed, stipend/low pay), structure (formal, informal) and intended beneficiaries (benefit/help others/strangers; benefit/help friends or relatives; benefit oneself (as well).In summary, the definition of volunteer by scholars (Pincus & Hermann-Keeling, 1982; Cnaan, Handy, & Wadsworth, 1996; Kearney, 2001/ 2007; Chelladurai, P., 2006; Rochester et al., 2010) can be referred to the person who dedicate their time, efforts and skill to fulfill a mutual benefit without expectation of payment.

    1.2 Type of volunteers

The organizational structure can categorize types of volunteers as a formal volunteer and an informal volunteer (Cnaan, Handy, & Wadsworth, 1996). A formal volunteer is defined as giving unpaid help through groups, clubs, or organizations to benefit other people or the environment, while an informal volunteer is defined as giving unpaid help as an individual to people who are not relatives' (Rochester et al., 2010). Different kinds of volunteers can be involved in various activities based on their characteristics and attitude. A specific kind of volunteer can facilitate organization, especially a volunteer manager, on volunteer management. Danson (2003) and Macduff (2005) classified volunteers into two categories, which are long-term and short-term volunteers. The long-term volunteer refers to a person who has a high level of dedication and a strong sense of affiliation with the organization and work. They tend to give more effort, time, energy, willingness, and whatever is needed to accomplish the organization's goal. The short-term volunteer refers to the person by contrast, who usually does not get too involved in the organization's sense and tends to participate in a specific event and usually not commit to the organization for too long. Besides, Macduff (2005) defined a better description of the short-term of volunteers into three forms. First, the temporary episodic volunteer offers a few hours to participate in a specific event. Second, the interim volunteer is involved regularly but for a limited period of time-less than six months. Finally, the occasional episodic volunteer who participates at regular intervals for a short period of time-ranging from few hours to a month but cannot be expected to return year after year.

1.3 Volunteer activities

The volunteer has become a positive influence in human society since it affects the individual, the family, communities, and culture (Ellis & Noyes, 1990; Govaart, van Daal, Munz, & Keesom, 2001; Jedlicka, 1990). Volunteers join volunteering activities from various of their interests and choices of the volunteer organization. Volunteer activities vary depending on the purpose of the organizer or event planner. Various activities have been organized and developed to suit the purpose of organizers and fulfill the needs of a volunteer such as community activities, emergency response, social assistance, personal assistance, children and youth, human rights, education, health care, environment, recreation, etc. (Rochester et al., 2010). Volunteer activities can be organized by the non-profit sector, ranging from a local community to raising an equal right to help and support each other (Gose, 2009). The non-profit sector can be international organizations such as the Peace Corps, Voluntary Service Overseas (VSO), and the United Nations Volunteers (Sherraden, Lough, & McBride, 2008; Holmes & Smith, 2009) who organized volunteer activities to suit a variety and different interests such as education, culture, politics, society, and recreation (Stenzel, A.K. & Feeney, H.M, 1968). Volunteers come from all age groups, educational backgrounds, and genders. They involve in any activities by spending time, unpaid, doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives or to benefit the environment (Low, Butt, Ellis Paine, & Davis Smith, 2007).

2. SPORT EVENTS AND VOLUNTEERING

2.1 Definition of sport event volunteering

Sports event volunteering is a vital activity and advantageous to sports organizations, while sport event volunteers facilitate sport development programs at the local, national, and international levels (Ogujiofor & Elendu, 2012). As sport event volunteers are a core component of sport service delivery, volunteers' importance in sporting events has been extensively acknowledged during the past decade (Daly, 1991). Sport event volunteers participate in various formally and informally assigned roles and positions to support, arrange, and run organized sports events and physical activities.

International multi-sport events such as the Olympics, Paralympics, Commonwealth Games, World Championships, All African Games, etc. depend on sport event volunteers (Ogujiofor & Elendu, 2012; Cuskelly, Hoye & Auld, 2006). The characteristics of a sporting event are defined as an event which is to be held annually or more frequently, conducted on a single day or over several days, staged in a single venue or multiple venues, focused on one sport or recreation activity, or involved a variety of activities' and can be conducted for participants of different age groups or abilities (Cuskelly, Hoye & Auld, 2006). The sporting event volunteer roles are varying depending on event management and operation. Sport event volunteers may be assigned to respond in various functions such as team management and liaison, media, catering, and hospitality, marketing, venue management, crowd control, finance and budgeting, first aid provision, risk management, event operation, registration, and volunteer supervision and management (Cuskelly, Hoye & Auld, 2006). These various functions and roles require different skills, experiences, knowledge, training (in some areas), and motivation.

Various scholars are interested in investigating sport event volunteering as part of severe leisure activities varying from individual perspectives such as the decision to volunteer, motivation, satisfaction, empowerment, training and learning, online social interaction etc., (Bang, Ross, & Reio, 2013; Busser & Carruthers, 2010; Costa, Chalip, Green, & Simes, 2006; Dawson & Downward, 2013; Hallmann, 2015; Kim, Chelladurai, & Trail, 2007; Kim Zhang, & Connaughton, 2010; Lee et al., 2016; Schlesinger et al., 2013; Shaw, 2009; Warner, Newland, & Green, 2011) through institutional perspective such as performance management, role ambiguity, control, board power and etc., (Costa et al., 2006; Shaw, 2009; Schulz & Auld, 2006; Byers, 2013; Hoye & Cuskelly, 2003b), multi-level perspective such as organizational factors and volunteer experiences, community characteristics and volunteer management (Schlesinger & Nagel, 2013; Balish, Rainham, & Blanchard, 2016; Wicker & Breuer, 2013b, 2015) and policy perspective such as challenges associated with implementation of policies, undeclared work and monetary value of voluntary work (Nichols & Taylor, 2010; Sotiriadou & Wicker, 2013; Davie, 2004; Orlowski & Wicker, 2015,2016; Vos et al., 2012a).

Sports event volunteering can be considered along with two broad volunteer management perspectives. The first perspective involves a focus on volunteers at an individual level, with an emphasis on volunteers' motivational factors linked to volunteering experience and behavior

(Bang, Won, & Kim, 2009; Costa et al., 2006; Fairley et al., 2007; Farrell, Johnston, & Twynam, 1998). The other perspective focuses on volunteer management practices at an organizational level, which is involved in recruitment, selection, orientation, training, support, performance management, and recognition of volunteers (Cuskelly, 2004; Cuskelly, Taylor, Hoye, & Darcy, 2006; Downward & Ralston, 2006; Kim, Chelladurai, & Trail, 2007; Doherty, 2009).

A sports event volunteer is a person who participates in providing a service in the supporting, arranging, or execution of an organized sporting or physical event/activity (Australian Bureau Statistics, 2002). They have the potential to create a positive impact on an organization. Understanding the motives of volunteers can lead to the overall improvement of volunteer retention and recruitment. If an organization successfully aligns the benefits of the experience to the individual's motivations, volunteers will likely continue to volunteer long term (Pauline, 2006). On the other hand, if individuals are not satisfied with their jobs, they are less likely to stay with the organizations, which eventually causes turnover (Griffeth et al., 2000). Many studies have found that job satisfaction is negatively related to turnover intention (Meyer et al., 2002).

In this study, a sports event volunteer refers to a short-term volunteer who participates in an international sporting event as an individual-serious-leisure volunteer without any expectation of financial reward. As a short-term sport event volunteer, joining a sporting event may extend social interaction with various team members who have different backgrounds and motivations (Schuyler, 2008; Tidey, 2010). They need to get along well with their team members, share social norms and values and network among each other, and learn how to work as a team to accomplish the sporting event's objectives and fulfill their needs at the same time. As the fact of different backgrounds affected in sport event volunteering, social interaction, and team member exchange plays a significant role in working performance and satisfaction of volunteers (Lee et al., 2016).

2.2 A typology of sport events

Sports events vary in size, impact, and purpose, but all involve sharing a passion and love for different sporting activities (Cuskelly, Hoye, & Auld, 2006). Sports events can be organized from local league competitions to mega-events, such as the Olympics, and have the power to bring people together for a common aim or purpose (Beech & Chadwick, 2004).

Parent and Chappelet (2015) define a sporting event as a sporting competition ranging from the local community level to a mega-event such as the Olympic Games. The sporting event is not only a competition for the athlete but also an opportunity for society, and the media gathers many people concerning the event. Sports events can be divided into different categories according to the following factors. Size is divided by the number of participants, the location in which the event is arranged, the number of visitors on the pitch, or viewers via media 2. The spatial characteristic is referred to as the characteristics of the event venue where the sporting event is being organized by an indoor or outdoor venue, by private venue or public venue, on a single course or multiple courses 3. The temporal characteristic is referred to as a period of the event being organized, annually, or every specific year. 4. The sport characteristic is referred to a type of sports being organized as a single sport event or multiple sports events. 5. Financial Objective is referred to the goal of organizing for a profit or non-profit purpose which is concerning to the audience, sponsorship, and media coverage. 6. The renown is the measurement of the reputation of sports event which aiming for a community level, regional, international or higher. The renown of the sporting event is also concerned with the number of audiences, sponsorship, and media coverage.

Parent and Chappelet (2015) also categorized a sports event into three categories by size of the sporting event; 1. (Very) Big events -Mega event (XL, L) such as The Olympic Games, FIFA World Cup, EUFA EURO, etc., 2. Medium-sized events(M) such as the Continental Championship or the major league competition. 3. Small events (S, XS) where the sports events are organized in the local venue may not attract several participants, media, and sponsorship.

In terms of sports marketing, the sports event pyramid describes a wide range of sports events. The sports event pyramid categorizes sports events into local events, regional events, regional events, international events, and global events. At the lowest level, local events are focus on the local community and may attract fans from a small area. When the events become more broaden and attract more fans, the events can grow up to regional events. The third level is national events. These national events are vital to national pride in one or two countries. The fourth level is the international events. These events generate interest in many countries. It attracts fans and viewers in many countries. The top-level is global events. These events attract a global audience and fans. The result of competition and being a host country represents a national pride

and patriotism (Fullerton, 2007). Thus, from the above discussion, it can conclude that sporting events are sporting competition events that vary in size and involve various stakeholders. The size of sports events ranges from small scales such as community competitions to significant scale or mega-event such as the Olympic Games. Multi stakeholders are involved in sports events such as sports teams, sport event organizers, media, sponsors, fans, and sports volunteers.

2.3 The role of the volunteer at sport event

Sports volunteers are vital persons who provide sports services delivery during the sporting event (Daly, 1991). Sports volunteers may serve in different functions ranging from their community sports event to national or international sport event programs (Giannoulakis, 2008). Roles of sport volunteers vary depending on the type, duration, and size of the event, expected number of participants and spectators, and volunteers planning the sports event organizer (Gladden et al., 1998). Sports volunteers' role can be categorized into two groups: strategic parts and operation activities (Cuskelly, Hoye & Auld, 2006). Sports volunteers who get involved in a strategic role are referred to administrative positions such as a committee of sports organizations or board members of sports organizations (Cuskelly et al., 2006). Operation volunteers take responsibilities as a position of officials, coaches, general volunteers, and event volunteers (Cuskelly et al., 2006).

Besides, Cuskelly et al. (2006) further explain that administrators who act as a committee or board members take responsibility for the overall guidance, direction, and supervision of sports. As a management committee, they may extend their responsibilities as the following aspects: conducting long-term planning for the sport organization

1. Developing policy and procedures for sport organization activities

2. Managing external relations with other sport organizations, local governments or sponsors

3. Managing financial resources and legal issues on behalf of the sport organization

4. Carrying out recommendations put forward by members

5. Communicating to members on current issues or developments

6. Evaluating the performance of officials, employees (if any), and other service providers

7. Ensuring adequate records are kept for future transfer of responsibilities to new committee members

8. Acting as role models for other club members

Moreover, operation volunteers who act as sports officials (referees, umpires, judges, scorers or timekeepers), coaches, general volunteers, and event volunteers have different roles in performing their responsibility (Cuskelly et al., 2006). Mainly, sport event volunteers involved in events fulfill various roles, often requiring specialist skills or knowledge, and require a more intensive approach to managing them due to the timelines involved in recruiting, selecting, and training event volunteers (Cuskelly et al., 2006). Various study of sport volunteers pays attention to special events, regional sporting events, and mega-sporting events such as Olympic Games, Paralympic Games, FIFA World Cup (Caldwell & Andereck, 1994; Farrell, Johnston, and Twynam, 1998; Johnstion, Twynam, & Farrell, 2000; Strigas, 2003; Strigas & Jackson, 2003; Giannoulakis, 2008). Sport event volunteers are one of the most valued resources and core success in various functions of sports events (Giannoulakis, 2008).

In one sports event, especially a large scale of the event such as an international sports event or mega-sport event, sport event volunteers may be assigned to works in various functions such as food service, hospitality, customer service, protocol reception, transportation, security, medical aid, game operation support, venue operation support, cultural activity support and general helping-out (Downward & Ralston, 2005; Giannoulakis, 2008; Williams et al., 1995). Furthermore, volunteers may be involved in various areas of event management and operations, including; team management and liaison; media roles; catering and hospitality; marketing; venue management; crowd control; finance and budgeting; risk management; first aid provision; event operations; registration; volunteer supervision and management (Cuskelly et al., 2006; Gladden et al., 1998). Sport event volunteers are a vital person who provides sports administrators and operational with the ability to offer, sustain, or even expand the quantity, quality, and diversity of sports organizations' service (Strigas & Jackson A., 2003).

3. WHY AND HOW DO WE STUDY SPORT EVENT VOLUNTEERING

Since volunteers are not remunerated in the traditional sense, we need to carefully evaluate and discern what drives them and motivates them to perform their volunteer duties for no traditional reward system. All social behavior is based on a system of reward/fulfillment as in the traditional sense, but since this form of reward is not traditional, it becomes necessary to determine what the actual reward is if we wish to retain the services of the volunteer. Mega-sport events have utilized sport event volunteers as a valued resource, and their support is of the utmost importance to the success of events. Sports event volunteer management is essential for sports organizations; therefore, it is critical that organizations pay attention to this aspect of the event and not focus solely on the sport itself. A mutual understanding from both organizer and sport event volunteers will create a guideline on sport event management. An efficient sports event management system can foster sport event retention and sustainability.

3.1 Sport event volunteer motivations

Volunteers make valuable contributions to social capital (Tidey, 2010). People give help, care, support, advice, and activities to aid one another in need, such as giving help to children, elderly, disabled, mentally- and physically challenged, and impoverished persons (Rochester, Payne, & Howlett, 2010). People become volunteers from their altruistic perspective, which generally aims to help others who are less fortunate than themselves (Rochester et al., 2010). This act of sympathy reflects an individual's intrinsic value in human society. Moreover, people share a different perspective of volunteering as a part of civil society. The desire to volunteering is not only altruistic but activity based on 'to work together to meet shared needs and address common problems' or as seen as self-help and mutual aid (Lyons et al., 1998). Nonetheless, the perspective of volunteering has been explored as serious leisure recently (Stebbins, 1996; Stebbins & Graham, 2004), and people engaged with serious leisure activities by their intrinsic rewards rather than extrinsic rewards (Rochester et al., 2010) while the forms of leisure activities are in the field of arts and culture and sports and recreation.

People join volunteering for various reasons. It is complex to describe volunteer's motivations because different people might have different aims in participating in volunteering. The theory of Abraham Maslow's (1943) hierarchy of needs can describe volunteers' motivations: physiological needs, safety needs, sense of belonging needs, esteem needs, and self-actualization.

Clary, Snyder, and Stukas (1996) suggested that volunteer motivation has six functions: social, value, career, understanding, enhancement, and protective. Parker (1997) points out that volunteers join volunteering activities based on four necessary motivations: altruistic reason, market reason, reason, and leisure. Davies (1998) identified individual motivations as the following; social contact, to help others, fill time, gain recognition, meet others' expectations, help achieve goals of organizations, personal enrichment, develop skills, fun and enjoyment, and have a sense of accomplishment, self-expression and improve self-image. Ralston et al. (2004) investigated volunteer motivations in the 2002 Manchester Commonwealth Games. They found that five factors influencing volunteer motivations included being part of special events, and empathy with the spirit of the event, commitment as a local or national citizen, support of event and image of the local community, region, or nation and self-experiences like the result of Reeser et al. (2005) who found motivations of volunteers at the 2002 Salt Lake City Winter Olympic Games to range from a sense of altruism, wanting to be involved with new people and famous athletes and being in a special event. At the same time, Volunteering for South Australia (2004) investigated young people in sports volunteering. It found that young people joined volunteering for altruism, meeting socialization, family and cultural ethics and values, gaining experience, encouragement through school, and promoting a volunteer organization. Ferreira, Proenca, and Proenca (2009) reviewed volunteer motivation for nonprofit organizations and concluded that there are four majors of individual motivations, which are altruism, belonging ego and social recognition and development, and learning.

In summary, understanding volunteer motivation is significantly essential to event organizers, especially volunteer managers, to respond effectively to both sides of volunteers and management teams. A mutual understanding will support management teams in planning, recruiting, retention strategies, and daily operation as well as facilitate the satisfaction and working performance of sport event volunteers (Farrell et al., 1998; Bang, Ross, & Reio, 2013; Busser & Carruthers, 2010; Kim Zhang, & Connaughton, 2010; Warner, Newland, & Green, 2011; Kim et al., 2013). One particular sporting event may attract various volunteers who have differences of demographic backgrounds, skills, experiences, and motivations (Cuskelly & Auld, 2000a) in joining at the same sporting event. The suggestion by Farrell et al. (1998) that motivation for special event volunteers such as sporting events is different from other volunteers.

Outstanding event volunteers might find these distinct dimensions (purposive, solidary, external conditions, and commitments) necessary because of their volunteer commitment and attachment to the activity. These dimensions may differ from the motivations for other volunteer activities because of the special event's nature. It is implied that volunteer in sports events also differs from other volunteer activities.

Therefore, sport event organizers must understand individual volunteers' motivations when organizing sporting events. This will help sports organizations handle sport event volunteers professionally when it comes to recruitment, job delegation, training, and retention, which will significantly affect a volunteer's working performance, commitment, satisfaction, and sustainability.

Motives for volunteering at sporting events were initially organized into four categories and come from the work of Farrell et al. (1998) and Twynam et al. (2003). Studying volunteers at various curling events, the researchers developed a questionnaire placing volunteer motives into four categories: purposeful, solidarity, external traditions, and commitments. Purposeful motives stem from a desire to contribute to the event positively and the community. Solidarity motives refer to social exchanges and acquiring practical or educational experiences. External traditional motives relate to the use of free time and family traditions. Commitment reasons involve satisfying external pressures and prestige factors. Overall, researchers found that the top motives for volunteering for these events were purposive and included the desire to help make the event a success, doing something worthwhile, giving back to the community, and creating a better society. The lowest ranking reasons were found in the External traditions category and included the need to fill free time or uphold a family tradition of volunteering. Building upon the research of Farrell et al. (1998) and Twynam et al. (2003), Strigas and Jackson (2003) studied volunteers at a local marathon and developed their questionnaire. Their work added a fifth motivational category, called Material Rewards, concerned with the rewards and incentives volunteers received from working the event. Like Twynam et al. (2003), other motives centered on contributing to the event and community, relieving stress and filling free time, the need for social interaction and networking, and family traditions.

Also, like Twynam et al. (2003), the top-rated motives for volunteering were purposive, or to make the event a success and to make a better society. The least essential motives, found in

the Material category, were to gain practical experience for future employment. The five factors motivation model of Strigas and Jackson (2003) including material factor, which explains a motivating factor involving motives that permit sports volunteers "to carry out a rational calculus of expected utility gain," in exchange for their services; these rewards can be material goods or services. The purposive factor explains a motivating factor involving motives related to the volunteers' desire to benefit from their actions; the stated ends of the sports organization contribute to the sport organization and the community. The leisure factor explains a motivating factor involving motives related to the individual's need for various leisure choices. The Egoistic factor explains a motivating factor involving motives related to the individual's needs for social interaction, interpersonal relationships, and networking and external factor, which explains a motivating factor involving motives related to factors outside of their immediate control, like family traditions and significant others. These solidary motivational model supports volunteer management in investing sport event volunteer motivational, which is distinctive from another volunteer (Farrell, Johnston, & Twynam, 1998). However, sport event volunteers' motivation may change over time (Slaughter, 2002) because volunteers' motivation is considered subjective motivation and depends on their perception. As motivations in sports events volunteering are unique and distinctive (Chelladurai, 2006). Therefore, the volunteer leader's specific characteristic is transformational leadership; therefore, it plays a vital role in the sport event volunteers' team member exchange (Bass, 1999).

3.2 Sport event volunteering experiences

Sport event volunteers participate in each sport event in a different capacity. The question is whether the experiences affect the performance of the volunteers, the organization's success rates, and the quality or re-participate of future sports events. Are the experiences of volunteers essential since there exists a potentially inexhaustible pool of volunteers in society? Their working experience is derived from contributing factors such as the type of assignment, interpersonal relations, weather conditions during the event, work conditions in terms of organization and management style, and intrinsic factors such as personal motivation and qualification to do the particular task and personal character traits.

The experiences of sport event volunteers are essential to the organization's success in that negative experiences will lead to a high turnover of volunteers. Low retention/return of

volunteers, which in turn will result in recurring -or possibly no volunteers due to bad reports – non-experienced, low/unqualified volunteers with possible low motivation whereas positive experiences will lead to high retention, satisfaction, and re-volunteering of volunteers, which in turn lead to more experienced, qualified and motivated volunteers which in turn lead to tremendous success in sports events (Cuskelly, Hoye, & Auld, 2006).

3.3 Sport event volunteering consequences

The sports event volunteering consequences create two dominants from their involved experiences. The lively, involved experiences are derived from various factors such as good teamwork and communication, good leadership and managerial skill, fit tasks, being recognized, etc. Those positive experiences not only create useful word-of-mouth reports and re-participation rates in sports events, but also affect volunteer satisfaction and retention (Farrell, Johnston, & Twynam, 1998). On the other hand, the negative involvement experiences may cause decreased satisfaction, leading to adverse reports and lower retention rates in volunteers.

4. HUMAN RESOURCE MANAGEMENT (HRM) APPROACH TO SPORT EVENT VOLUNTEER MANAGEMENT

12.1 Volunteer resource planning

Volunteer planning is the first process to prepare the organization for volunteers program; sports organization should set reasonable expectations concerning volunteers, establish an explicit rationale and goals for the volunteer program, involve paid staff in designing the program, implement a structural arrangement for housing the program and integrating it into the organization, create positions of leadership for the program, develop job descriptions for the tasks to be performed by volunteers, and design systems and supports to facilitate citizen participation and volunteer program management (Auld & Cuskelly, 2000).

12.2 Recruitment

Recruitment is the process of attracting new volunteers to sport and recreation organizations. Personal contact with potential volunteers, whether through friends, family, or individuals already involved in an organization are among the most frequently cited ways that volunteers first became involved in voluntary work. People need to be asked to volunteer if an organization is going to be successful in recruiting volunteers. Once asked, the recruitment

process should provide potential volunteers with a realistic preview of what a job entail. Volunteers need to be informed about the size and nature of the task ahead of them before committing their time and energy to a position. When recruiting volunteers, it is essential to emphasize the benefits for volunteers rather than the organization's needs. Many volunteers give up their leisure time to help sporting organizations and may not be attracted by work-like recruitment campaigns. Volunteers need to feel valued by sporting organizations and not feel they are being recruited to fill a position that no one else wanted. (Auld & Cuskelly, 2000).

12.3 Selection and screening

The screening for recruitment of sport volunteers is available to volunteer resource managers after the job advertisement has run its course and provides data from which these managers learn about volunteers' knowledge and skills. These insights help the managers identify education and noneducation interventions for the incoming volunteers. The more volunteer resource managers are prepared to expedite the volunteers' entrance to the organization, the greater the benefit of the volunteer and organization. Larger organizations mounting campaigns for many volunteers can run the screening report on numerous occasions to bring volunteers in for interviewing. Therefore, a constant supply of volunteers aligned with the organization is available for interviews and education support to improve their alignment (Hobbs, 2012).

12.4 Orientation

Orientation is part of the recruitment process. New members are welcomed to the organization and given details about their position, the organization's day-to-day operation, and introduced to key people within the organization. Taking up a new position is a critical period for new volunteers and the organization. A well-designed orientation process reduces stress on new volunteers, makes them feel welcome, and may reduce the likelihood of turnover (Cuskelly, 1995).

12.5 Training and development

The level of competency of volunteers can significantly impact the success of sport and recreation organizations. Training is about teaching specific job skills, whereas development prepares volunteers for future roles or responsibilities and satisfies individual needs for personal growth. Training and development should not only be offered to recruits. Individuals who have been with an organization for some time, but taking on a new position or planning to do so will

also need access to appropriate training and development opportunities. Training and development processes vary widely from one organization to another and need to be adapted to suit the needs and educational background of individual volunteers and an organization's needs and level of resources (Auld & Cuskelly, 2000).

12.6 Performance appraisal

Successful sport and recreation organizations seek ways of maximizing the performance and satisfaction levels of their volunteers. Performance appraisal is a process of evaluating the effectiveness of volunteers and providing them with feedback. Performance appraisals should be used to recognize and reward volunteers who have done an excellent job and identify where improvements in volunteers' job performance can be made. Performance appraisal can be a formal process, particularly for operational level volunteers, or an informal process, mainly where the Volunteer Coordinator, the person responsible for performance appraisals, has worked closely with a volunteer (Auld & Cuskelly, 2000).

12.7 Recognition and rewards

The recognition stems from genuinely valuing volunteers and their efforts within sport and recreation organizations. Everyone who volunteers for an organization deserves some form of recognition, even if it is a simple thank-you for helping out. Rewarding volunteers takes recognition a step further by providing something tangible and extrinsic to volunteering itself as a way of commending higher levels of performance among volunteers. Recognition and reward programs tend to work best when individualized, varied, and open to new and exciting ideas. These programs do not have to be complex to establish and administer, but they are an essential component of effectively retaining volunteers' services in sport and recreation organizations (Auld & Cuskelly, 2000).

12.8 Retention and replacement

Volunteers are valuable resources for sports events. Retention requires consideration of who the volunteer is and why they are helping. To retain volunteers or minimize volunteer turnover, the organization must make them feel valued and develop a sense of organizational commitment. Volunteers should be kept inspired, committed, and exhibiting high levels of performance, but this requires effective leadership, which, in turn, requires that organization leaders have positive attitudes about people (Standing Committee on Recreation and Sport, 2005).

5. MAIN THEORIES OF STUDY

5.1 Social exchange theory

A volunteer is a person who is willing to donate his or her time, knowledge, and labor to perform an act that is unpaid by the sponsoring organization. Volunteers may work independently for an activity or work with other volunteers. Volunteerism can be seen as a social behavior that involves an interaction between different people, for instance, an agency representative and the volunteer. Homans (1958) identified that interaction is often driven by exchanging goods, materials, and non-materials between two people. In Homan's Social Behavior as Exchange, an effort was made to identify the interaction between people and what that interaction means to each individual (Emerson, 1976). Homan first discussed the idea of cohesiveness, which refers to the degree of reinforcement people find in the activities of a group to which they belong. Homans defined cohesiveness as anything that attracts people to take part in the group. This cohesion explains why an individual may be attracted to a group, such as a group of volunteers. The relationship between the volunteers and the organization is undoubtedly an act of social exchange. Even though volunteers are not receiving monetary value for their dedication, they expect tangibles and intangibles in return, such as clothes, meals, and social interaction (Homans, 1958). Peter Blau's (1964) Exchange and Power in Social Life conceptualized Homan's philosophy by expanding the definition of social exchange as an exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two people.

The social exchange involves the principle that one person does another a favor, and while there is a general expectation of some future return, its exact nature is not stipulated in advance (Blau, 1964). Social exchange requires the trusting of others to discharge their obligations. For example, a sports event volunteer may help run a tennis tournament for an entire day (8 hours) and expect something in return, such as a meal, merchandise, etc. The return is not required, but expected, and can be a motivating factor. Emerson (1976) expanded on the idea of social exchange as a theory to explain social behavior by focusing on what people put into relationships and what they get out of them. A reward-cost scenario is developed between volunteers or the volunteer and organization. A reward is anything a person gains from another person in the relationship, whether it is meeting new people or receiving goods for his/her work. A cost is a negative consequence of the relationship, such as the amount of time required to fulfill

a duty. If a volunteer worked eight hours at a sporting event, he/she might think it is too long of time-based on the exchange ratio and not volunteer again in the future. This reward-cost ratio can occur through the interaction of parties.

Social exchange is an interaction that focuses on what people put into relationships and, conversely, what they get out of them (Emerson, 1976). This concept, and the exchange ratio, play a vital role in obtaining volunteers initially for an event fueling their motivation to participate in future events.

Humans gather socially for different purposes. Some, for basic needs, some for social acceptance, and some for self-development. Gathering in society for social interaction among peers create healthy interpersonal relationships. Social interaction facilitates relationships, respect, and interpersonal cooperation between individuals and organizations (Keith, 1997). In order to bond through social interaction, humans create a social exchange that ties their relationship together. Social exchange is a basic form of human interaction (Murdvee, 2009). Social exchange refers to a process of negotiated exchanges between parties as a form of human relationship using a subjective cost-benefit analysis; humans subtract the cost of a relationship from the rewards it provides to determine its worth (Homans, 1961). At the same time, Blau (1964) defined social exchange as the voluntary actions of an individual motivated by the returns they are expected to bring and typically bring from others. The social exchange plays a critical part in human society as a give-and-take transaction for a mutual benefit. Social exchange is simply a form of face-to-face interactions as a microstructure through a higher macrostructure as economic systems and political institutions (Blau, 1964).

Social exchange theory, introduced by George Homans, explains social change and stability as a process of negotiated exchanges between parties (Homans, 1961). The theory posits that human relationships are formed by using a subjective cost-benefit analysis; humans subtract the costs of the relationship from the rewards it provides to determine its worth. Essentially, individuals choose to engage in relationships (e.g., with other individuals, institutions, etc.) where they assert, they might receive certain benefits with few to no costs. Benefits to the respective parties in the exchange process may be tangible or extrinsic (e.g., economic, services, information) and intangible or intrinsic (e.g., social, emotional; (Doherty, 2009; Giannoulakis, 2015; Giannoulakis, Wanless & Brgoch, 2015).

5.2 Social capital theory

Social capital is part of human society that explains human interaction (relationship) or human social structures. Human interaction creates social capital in part of social trust, social network, and social institution, while the relationship in human society is derived from social interaction. (Coleman, 1988). Social interaction among humans in social ties a relationship by formulating social activities where human beings were cooperated, perceived, and exchanged information to gain social value and mutual benefits. Social capital has various definitions, interpretations, and uses, while the three most vital theoretical uses have been referred to Bourdieu (1984,1986), Coleman (1988), and Putnam (1995,2000) (Peachey et al., 2015).

Bourdieu (1986) defined social capital as " the aggregate of the actual or potential resources which are linked to a durable network of more or less institutionalized relationships and mutual acquaintance and recognition while Coleman (1988) defined social capital as the set of resources that inhere in family relations and n community social organization and that are useful for the genitive or social development of a child or young person whereas Putnam (1995) defined social capital as a feature of social life which consisted of networks, norms, and trust that capacitate human to act together more effectively to overtake mutual objectives. Putnam (1995) also emphasizes that significant interaction between norms and networks enhances community cooperation and increases trust. In summary, the general definition of social capital is accepted as a resource form consisting of networks of relationships based on trust, norms of reciprocity, mutual obligation, and cooperation (Bourdieu, 1986; Coleman, 1988; Putnam, 2000).

5.2.1 The creation of social capital

Putnam et al. (2004) suggested that the successful creation of social capital emerges from individuals' woven relationships in small groups who identify with the larger whole and where the power of effective leadership maximizes the benefits for the greater good. The challenge for leaders and organizations is to facilitate effect significant between these small groups and capture the breath and depth of relationships. Understanding which activities effectively build social networks and how they facilitate access to new resources is essential (Nicholson & Hoye, 2008). Developing bridging ties between groups takes time and is more difficult to forge than the bonds that exist between like-minded people. Comprehending the differences between how trust emerges as a consequence of individuals' relationships on the one

hand and expectations of behavior places on organizations on the others is also critical (Reimer et al., 2008). If the leader in sport organizations can maximize and mobilize resources such as event volunteers, there can be collective benefits for all parties. However, Reimer et al. (2008) made distinctions between the societal levels in which social capital was created and used. These distinctions were divided into four aspects- markets (free exchange), bureaucratic (formal, impersonal resource distribution, governed by principle and procedures), associative (common interests and shared goal), and communal (shared sense of identity, place, and culture, emphasized by reciprocal exchange of favors). They emphasized that by better understanding the normative societal levels within which a community functions, and how connections and linked are organized and maintained, there can be greater clarity about how social capital is manifested.

5.2.2 Sport events and social capital

The social capital has been developed in various areas such as sociology, education, social science, and political economy (Stephens, 2008) while several have been developed in the context of sport and sport volunteering (Clopton & Finch, 2010; Okayasu, Kawahara, & Nogawa, 2010; Zakus, Skinner, & Edwards, 2009). Sports events provide a binding site for sport event volunteers involvement and create social capital by gathering common interests, a shared sense of identity, and reciprocal exchange of favors (Reimer et al., 2008).

5.2.3 Sport event volunteers and the generation of social capital

From community-based matches to international mega-events, sports organizations rely heavily on volunteers to carry out the necessary day-to-day activities or host special sports events (United Nations, 2003). Many countries depend on volunteers to develop their grassroots sports programs, and many sports organizations depend on volunteers to make their events happen (e.g., the Olympic Games, Paralympic Games, and the World Cup). Without sport event volunteers' contributions, the sports event could not have been arranged (Ogujiofor & Elendu, 2012). No matter at which level these sports events occur, and the actors involved, they are each capable of building and using social capital. The sports events provide the opportunity for national governments to present a global image to maximize macro-economic gains. At the same time, local authorities will be more concern with site-specific impacts of venues (Owen, 2002) and provide opportunities not only individual benefits to participating in sports events as sport event volunteers (Nicholson, Brown, & Hoye, 2013), but also social benefits, including

youth development, community cohesion, and accruing social capital (Donnelly & Kidd, 2003). Sport event volunteers became an essential link in organizations after the 1984 Los Angeles Olympics (Karlis, 2003).

At present, the volunteer element is essential to mega sporting events (Giannoulakis et al., 2007). The number of volunteers has been increasing over the past decade. For example, 29,000 volunteers took part in the 1984 Los Angeles Olympic Games, and then 60,000 volunteers participated in the 2004 Athens Olympic Games (International Olympic Committee, 2004). However, social capital cannot be built unless opportunities are provided (Falk & Kilpatrick, 2000). Nor can social capital be imposed, as it is generated through the norms, relationships, and activities in which individuals freely engage, no matter their motivations or perceived benefits (Coalter, 2007; Reimer et al., 2008). Besides, Chalip (2006) perceived that sports events offer an event organizer the opportunity to strategize to leverage liminality and communities, which in turn fosters social capital and enhances the community's social fabric. Sports events can act as catalysts for revitalizing or forging new relationships between community organizations and individuals (e.g., event volunteers), leading to social connectivity and cohesion (Arcodia & Whitford, 2006).

5.2.4 Definition social interaction

Social interaction is the key to success in collaboration or teamwork (Kreijns, Kirschner, & Jochems, 2003). Social interaction among team members plays a vital role in promoting team-member exchange in sport event volunteerism (Lee et al., 2016). Social interaction refers to the amount of time spent, communication frequency, and interactivity among team members and leaders in sports events (Chiu, Hsu, & Wang, 2006). Various scholars have highlighted the importance of social interaction between team members to organizational effectiveness (Alge, Wiethoff, & Klein, 2003; Nahapiet & Ghoshal, 1998; Tsai & Ghoshal, 1998). Social interactions blur the boundaries between members of different divisions within an organization and stimulate the formation of common interests that, in turn, support the building of new exchanges or cooperative relationships (Tsai & Ghoshal, 1998). Establishing positive social relationships among members is valuable to organizations since such quality relationships contribute to organizational effectiveness and sustainable power (Alge et al., 2003; Nahapiet & Ghoshal, 1998).

The sports event volunteer manager is a pivotal person to manage team member and apply techniques, social tools or conduct training and activities to develop the relationships among team member and encourage individuals to establish social relationships, otherwise referred to as social interaction ties, by sharing ideas, skills, knowledge, and experiences (Pi, 2010; Ogujiofor & Elendu, 2012).

Social interaction is defined as the behavioral expression by glances, gestures, positioning, and verbal statements that people feed into the situation or surrounding environment, whether intended or not (Goffman, 1967). Social interaction has three elements: form, process, and content, and these elements create the involvement of members in groups (Hare, 1985). Traditional social interaction referred to a direct face-to-face relationship among team members (Lee et al., 2016). However, the advancement of technology and communication networks created social media platforms and have influenced social interaction among team members at the workplace (Ouye, 2011).

Members nowadays can interact with other individuals through online communities, online forums, and social media services (Lee et al., 2016). The social media platform, in particular, creates highly interactive social exchanges between members (Lee et al., 2016). For this reason, the use of social media as an interactive tool to connect members has increased tremendously (Kaplan & Haenlein, 2010; Lee et al., 2016). However, the issue is whether the impact of social interaction on team-member exchange and organizational effectiveness observed in physical organizations can be applied to those that occur via social media (Lee et al., 2016).

5.2.5 Social interaction and social media

Social media has changed the way people in society communicate and interact with each other, especially social networking sites such as Facebook, which attract billions of users online nowadays (Golbeck, 2013). Since social media applications (e.g., Twitter, Facebook, YouTube) play a vital role as an indirect social interaction tool in volunteer management programs by promoting the efficient and effective program administration, enhancing the event's objectives, and saving time and money for organizations and volunteer managers (Bortree, D. S., 2012). Social media is increasingly frequently used as a communication mechanism in society; it allows people to broadcast, send information, request feedback/input and conversation by interacting via social media as a communication tool (interaction tool) (Golbeck, 2013).

Communication can be influential in the workplace or organization when communication being made by frequent, clear, information, meaningful, and transparent. It supports volunteer team members in informing, persuading, and motivating one another to accomplish organizational goals and their needs together (Bortree, D. S., 2012). To ensure that communication is working effectively among team members, organizers or volunteer managers must create social interaction tools to keep team members informing and interacting. Social interaction refers to the amount of time spent, communication frequency, and interactivity among members of the organization on a social media platform. In conclusion, the importance and relevance of social media cannot be underestimated. To ignore it would be a fatal mistake on the sports event organizer (Chiu, Hsu, & Wang, 2006; Lee et al., 2016).

5.2.6 The creation of social interaction

Various scholars have highlighted the importance of social interaction between organizational members to organizational effectiveness (Alge, Wiethoff, & Klein, 2003; Nahapiet & Ghoshal, 1998; Tsai & Ghoshal, 1998). Establishing positive social relationships among members is valuable to organizations since such quality relationships contribute to organizational effectiveness and sustainable power (Alge et al., 2003; Nahapiet & Ghoshal, 1998). Other scholars have investigated the critical roles of social interaction among volunteers in leisure and sports. For instance, Caldwell and Andereck (1994) suggest that positive social interaction influences volunteers' intention to continue their membership in a recreation-related association. Fairley et al. (2007) also provide evidence that social interaction plays a significant role in motivating event volunteer tourists to participate in sports events and further points out that they form their social groups to maintain a social connection.

Besides, social interaction between members leads to organizational effectiveness by influencing team member exchange (Alge et al., 2003). Lee et al. (2016) investigate sport event volunteer experience in the context of social interaction and its effect on volunteers' team member exchange and future intentions; the result demonstrates that establishing social interaction ties through social media promotes lively team member exchange that further impacts volunteers' future intentions.

5.2.7 Sport event volunteers and social interaction

Regardless of the size, sports events worldwide tend to rely on volunteers for the efficiency and execution of their events (Downward & Ralston, 2005). The role of volunteers is widely recognized as contributing an essential economic and cultural dimension to mega sports events (Ingerson, 2001). Sport event volunteers become essential to the delivery of sport and recreation services (Green & Chalip, 2004). Sport event volunteers involve individuals helping without remuneration in a sport setting via a formal setting (Gratton et al., 1997; Taylor et al., 2003).

Sport event volunteers offer his/her labor, knowledge, skills, and experience at no wage cost to a utilizing organization (Monga, 2006). There are different roles and functions which an individual or group can offer their volunteer services before, during, and after a sporting event. Sport event volunteers fulfill diverse roles in community-based sport, including coaching, training, officiating, administration, and general helping-out (Williams et al., 1995). They further noted that sport event volunteers also help with the operation of sporting competition. Sport event volunteers participate in specific duties such as food service, hospitality, customer service, and administration (Downward & Ralston, 2005). Volunteers can fill the roles such as media, marketing, crowd control, venue management, first aid provision, registration, and volunteer supervision and management at sports events (Cuskelly et al., 2006). Sport event volunteers assist in the planning, organizing, coordinating, controlling, and reporting of sports events and ensuring the welfare and safety of sports participants. Sport event volunteers come from various backgrounds and participate in sports events that promote interaction with other people (a social motive) (Chelladurai, 2006). Social interaction among sport event volunteers primarily takes place within the boundaries of a traditional direct face-to-face relationship.

However, various indirect and non-traditional interaction methods are available in today's corporate workplace due to advancements in information technology (Ouye, 2011). Members nowadays can interact with other individuals through online communities, online forums, and social media services. The social media platform, in particular, creates highly interactive social exchanges between members (Lee et al., 2016). Social interaction among sport event volunteers plays a significant role in sports volunteer management and organizational member (Nahapiet & Ghoshal, 1998; Putnam, 1993; Lee et al., 2016) since it strongly influences

knowledge sharing between the individuals (Nahapiet & Ghoshal, 1998) and encourages communication and cooperative behavior (Putnam, 1993). Outcomes of social interactions in voluntary organizations include solidary benefits such as status, group identification, networking, friendship, and recognition (Caldwell & Andereck, 1994; Prestby, Wandersman, Florin, Rich, & Chavis, 1990).

5.3   Leadership theory

5.3.1 Volunteer Leadership

The key to good practice in volunteer management in sport and recreation organizations is effective leadership. Good leadership facilitates the development of a motivating environment that should result in high-performance standards and satisfied volunteers. Without successful leadership, people tend to be uninspired, unsure of their role, and lack commitment. Sport and recreation organizations rely on volunteers and therefore need those volunteers to take an active interest in their future and their specific roles within it. Leadership refers to an individual's ability to direct, motivate, and 'lead' other individuals and groups in the desired direction or behavioral pattern (Byers, Slack & Parent, 2012).

In a volunteer context, it seems that effective leadership clarifies the paths by which volunteers can achieve their tasks, helps them to move along these paths, and removes any barriers to them reaching their goals. Furthermore, successful leadership requires positive attitudes about people. If the organization's volunteers are viewed and managed as creative, motivated people who seek responsibility, they are likely to exhibit high levels of performance. On the other hand, if the volunteers are treated as if they dislike their work, are lazy, and must be coerced to perform, it should not be surprising that their behavior may reflect how they are supervised. The quality of leadership is key to sport and recreation organizations' success and underpins good practice in volunteer management.

Leadership styles have various characteristics, and it influences the performance outcomes of followers. A review of previous studies in 30 years of trait leadership by Stogdill (1948) indicates that a leader's single trait is related to leadership effectiveness. Lewin and Lippitt (1938) identified three leadership styles, including democratic, autocratic, and laissez‑faire, and summarize that each type has distinctive characteristics. For the democratic leadership style,

followers have chances to participate in decision making while the autocratic leadership style is the opposite; the decision making is done from the head of management, as is the case with the laissez-faire leader style, gives little involvement to a follower in decision making.

Leadership in the sports industry is significant (Welty Peachey J., 2015). Leadership, by definition of Yammarino (2013), is a multilevel (person, dyad, group, collective) leader-follower interaction process that occurs in a particular situation (context) where a team leader (e.g., superior, supervisor) and team members (e.g., subordinates, direct reports) share a purpose (vision, mission) and jointly accomplish things (e.g., goals, objectives, tasks) willingly (e.g., without coercion). Chelladurai (1990) has investigated the leadership style in the context of sports performance. The review of his study in 1990 indicated that decision-making autonomy is significant for coaches and athletes. Furthermore, the Leadership Scale for Sports (LSS) has been used to investigate sports leadership and its psychometric aspects. In contrast, Burns (1978) has investigated the transactional/ transformational leadership style in sport. Transactional leadership is a needs-rewards based form of leadership in which the team leader rewards the team members for their contributions to the task by fulling their contextual needs. These needs would include, for example, security, recognition, and affiliation (Bass, 1985; Burns, 1978).

Furthermore, transactional leadership is about the team members' encouragement to make the most out of their working abilities by facilitating the realization of needs, such as achievement and self-actualization. Therefore, team members may grow professionally and personally while bringing the team members to achieve their desired outcome (Bass, Waldman, Avolio, & Bebb, 1987). Bass (1985) also designed a measurement scale for transformational, transactional, and laissez-faire leadership behavior called the Multifactor Leadership Questionnaire (MLQ), and it has been used over 350 times in leadership studies (Hughes et al., 2012). Servant leadership was introduced to sport leadership by Robert Greenleaf (1977).

5.3.2 Transformational leadership

Transformational leadership is defined as leadership behavior that transforms the subordinates or followers' norms and values, whereby the leader motivates the subordinates or followers to perform beyond their own expectations (Yukl, 1989). Transformational leadership pays attention to the subordinates'/followers' involvement with the organization (Bass, 1985). Transformational leadership influences subordinates' satisfaction via the leader, making

subordinates feel that their contribution and dedication are valued (Bass, 1985). Transformational leadership has now been subjected to considerable empirical scrutiny. Bass (1999) further expanded the concept of transformational leadership, confirming that transformational leadership raises and increases team members' awareness by pursuing higher ideal and moral values (e.g., fairness, freedom, peace, humanity, and democracy).

In the sport context, transformational leadership fosters a relationship with team members through personal, emotional, and inspiration reciprocates; therefore, team members are motivated to perform better than their expectations (Bass, 1985). The role of a transformational leader recognizes as a leader who can guide team-members to reach both individual and overall goals (Parent et al., 2009). Similarly, team members who have transformational leaders are also satisfied with their leaders' characteristics as they try to put effort and go beyond expectations with their role and responsibility (Bass & Bass, 2008). Chelladurai (2005) and Slack and Parent (2006) reveal that critical leadership of transformational is focus followers which has distinct characteristics as the following:

1. Appeals to the moral values of subordinates in an attempt to raise their consciousness about ethical issues and mobilize their energy and resources to reform institutions

2. Appeal to subordinates' values and emotion as a central feature

3. Leader acts as a guide

4. Process of influencing commitment to shared objectives/vision

5. Empowering subordinates to achieve mutual objectives/vision

Transformational leadership has been studied in various aspects, such as Organizational Behavior. (e.g., Avolio, Waldman, & Yammarino, 1991; Kopperud et al., 2014; Simola, Barling, & Turner, 2010; Tims, Bakker, & Xanthopoulou, 2011; Zhu, Avolio, & Walumbwa, 2009), Educational learning and Technology (e.g., Wang & Hu, 2017), Medical and Nursing (e.g., Salanova et al., 2011) and Sport Organization (e.g., Parent, Olver, & Seguin, 2009; Smith et al., 2013; Tucker et al., 2010). Transformational leadership predicts organizational performance in both field and laboratory studies (e.g., Barling, Weber, & Kelloway, 1996; Howell & Avolio, 1993; Kirkpatrick & Locke, 1996; Sosik, Avolio, & Kahai, 1997). What links transformational leadership indirectly to favorable organizational outcomes is its direct effects on subordinates' satisfaction and trust in their leader (Barling, Moutinho, & Kelloway, 1998; Hater & Bass, 1988;

Podsakoff, MacKenzie, & Bommer, 1996). Barling et al. (1996) and Kirkpatrick and Locke (1993) also emphasize that the act of transformational leader will raise affective commitment and self-efficacy beliefs within their team members. We realized that working with volunteers in sports events is needed a supportive from team leaders and the advantage of the transformational leadership style which a team leader pay attention, raise and develop team members and providing helpful to sports event volunteer in their team members is vitally important (Avolio, Waldman, & Yammarino, 1991).

  5.4 Team member exchange (TMX) theory

  Team member exchange (TMX) plays an invaluable role in working environments because it is one variable used to measure the mutual exchange quality between team members in an organization (Banks et al., 2013). Team member exchange influences important individual work outcomes and impacts team-level productivity (Tse & Dasborough, 2008). Team member exchange, or TMX, demonstrates an individual's perception of the exchange quality of one self's role, relationship, and interactions with others (Seers, 1989). Thus, some scholars argue that TMX not only represents an individual's role but also every team member's role (George C. Banks et., 2013). While TMX refers to the quality of exchange relationships between individuals and their team members in terms of contribution of ideas, feedback, and willingness to aid other members (Seers, 1989; Seers, Petty, & Cashman, 1995), besides, TMX is also a process in which team members receive information, help and recognition from other team members" in return (Seers et al., 1995).

  Various scholars have studied team member exchange in the context of sports volunteerism. In contrast, TMX with active team members will influence working behavior and affect working attitude and thinking positively (Liao, Liu, & Loi, 2010). Besides, TMX also facilitates the group and team members in problem-solving processes because of the similar context and sense of community, and it affects sports organization commitment and job satisfaction positively (Costa et al., 2006). Team member exchange relationship is significant to teams, especially sport event volunteers who join volunteering from various motivations.

  When sport event volunteer team members have better interpersonal relationships, they will help and support each other by sharing ideas, information, and feedback to those within their team. These excellent interpersonal relations will promote the mission of organizational

efficiency (Jordan, Feild, & Armenakis, 2002; Liden, Wayne, & Sparrowe, 2000; Seers, 1989). Team member exchange among sport event volunteers will improve interpersonal relations and contribute to their dedication, energy, and responsibility. Work outcomes from team members who have social interaction ties in team member exchange may result in individual performance, team productivity, and job satisfaction. This dedication and interpersonal relations would contribute to the objective of the sports event organization.

5.4.1 Team member exchange (TMX) in sport event volunteering

Team member exchange refers to the quality of exchange relationships between individuals and their team members in terms of contribution of ideas, feedback, and willingness to aid other members (Seers, 1989; Seers, Petty, & Cashman, 1995). The establishment of team member exchange is based upon the members' evaluation or perception of the reciprocity between other team members, which coincides with the core concept of social interaction that focuses on the individual's reciprocal interactions (Nahapiet & Ghoshal, 1998; Putnam, 1993). The main traits of team member exchange reflect the outcomes of social actions during this reciprocal exchange process. The interactive exchange of social relationships between team members motivates exchange behaviors at the initial level (Alge et al., 2003). Individuals who possess high-quality team member exchange relationships are more likely to assist each other, share information, exchange ideas, and provide feedback within work teams, and share resources and offer support that goes beyond what is required for task completion (Jordan, Feild, & Armenakis, 2002; Liden, Wayne & Sparrowe, 2000; Seers, 1989).

Team member exchange quality is also significantly related to job satisfaction, individual performance, and team functioning as well as identification, organizational commitment, and turnover rate of team members. Sport event volunteering comprises of various sources of volunteers and motivational factors, enhancing team member exchange can help reduce potentially negative effects of members' low conscientiousness or disagreeableness (Kamdar & Van Dyne, 2007). Improving team member exchange additionally induces high creativity via promoting self-efficacy (Liao et al., 2010). Finally, team member exchange influences important individual work outcomes and impacts team-level productivity (Tse & Dasborough, 2008). Thus, team member exchange quality may help enhance the overall performance of an organization (Lee, Kim, & Koo, 2016).

5.5 Team development process theory

A crucial aspect of teamwork entails understanding team dynamics in terms of both team cohesion and individual sensation. A team is formed due to interactions and influence of members who strive to accomplish the mutual aim. Team effectiveness is enhanced by a team's commitment to reflection and on-going evaluation. In addition to evaluating accomplishments in meeting specific goals, for teams to be high-performing, they need to understand their development. There are numerous different theories of group/team development have been suggested, for example; Bennis & Shepard, 1956; Bion, 1961; Gibb, 1964; Schutz, 1958, 1982; Tuckman, 1965; Tuckman & Jensen, 1977; Yalom, 1970; Tuckman, 1977 and Kormanski & Mozenter, 1987. However, the most commonly used flamework of the team development process is the five stages of the team development process by Bruce W. Tuckman in 1965, including forming, storming, norming, performing, and adjourning (Bonebright, 2010).

1. The forming stages; is the first stage of the team/group development process. During this stage, members try to explore and understand the team members' behavior to accomplish a task. Team members are often excited about the job concerning their roles and responsibility while suiting with the team. They are eager to get started and have high expectations about the future success of the team. Some members may also feel concerned about their ability to fit in with the others or are uncertain about how they will contribute to the team's efforts. As a result, expect that there will be many questions as each person seeks to understand their role and how they participate. The team's initial focus is to get organized and oriented by understanding the mission, developing an internal structure, and identifying the roles the individual members will fill. A leader in the Forming Stage will have to focus on establishing the team vision and setting goals to orient the team to attain its goals. Simultaneously, establishing organizational structure, processes, and a team culture of mutual trust is critical to answering a lot of those questions and getting started on the right track.

2. The storming stage, team members begin to confront the possibility that their expectations

may not match reality. Team members may express concerns about being unable to meet the team's goals. During the storming stage, members are trying to see how the team will respond to differences and handle conflict. In consequence, team members may become more critical of each

other. They may even question the appropriateness of the goal or the leader's competence. As the team continues to organize, there will also be struggles to determine processes and procedures.

The leader must clarify the roles and responsibilities of team members. It is necessary to adjust the strengths, weaknesses, and skills that emerge of team members. Hence, the leader is expected to provide constructive feedback, encourage supportive honesty, work to adjust behaviors, and focus on the team's overall goals.

3. The norming stage, team members, start to adjust their expectations to fit the current reality. They develop an improved sense of their "belonging" within the team and become more accepting of each other, acknowledging their relative strengths and weaknesses. With their place on the team more firmly established, members shift their focus to accomplishing the aim. There communicate more frequent and more meaningful communication among team members and an increased willingness to share ideas or ask team members for help. Team members refocus on established team objectives.

The leader must encourage the team member to retain communication and coordination among members and continue to refine group processes to achieve team efficiency.

4. The performing stage, team members feel satisfaction and are attached to the team's effectiveness. They share insights into personal and group process and are aware of their own (and each other's) strengths and weaknesses. Team members gain self-confidence in their capabilities and those of their team members. Team commitment is high, as same as individual competence.

The leader must ensure and support the team's efforts, encourage and coach them, and continue to improve and retain the "can-do attitude" of team members.

5. The adjourning stage is the final stage, which involves disengaging
    relationships
between team members and a short period of recognition for the team's achievements. The team leader must arrange a time to recognize team accomplishment and retain the relationship for future cooperation.

6. FACTORS THAT INFLUENCE TEAM MEMBER EXCHANGE

6.1.1   Social Media

People use social media platforms such as online communities, online forums and social media service as non-traditional communication methods to interact with each other not only for daily life but also as an interactive tool to connect among each other in the workplace (Haenlein & Kaplan, 2010). Social media refers to a group of internet-based application that allow the creation and exchange of user generated content (Haenlein & Kaplan, 2010) and the main purpose is to share information with other users (Golbeck, 2013). Social media can apply in any society networks ranging from individuals to organizations such as businesses, governments, sport organizations. Likewise, in sport event management, social media appears to be significant as a communication tool to strengthen a relationship between volunteer and event organizer or among team leader and team member in each event (Macduff, 2012).

Social media has changed the way people in society communicate and interact with each other, especially social networking sites such as Facebook which attract billions of users online nowadays (Golbeck, 2013). Since social media applications (e.g., Twitter, Facebook, YouTube) play a vital role as an indirect social interaction tool in volunteer management programs by promoting the efficient and effective program administration, enhancing the event's objectives, and saving time and money for organizations and volunteer managers (Bortree, D. S., 2012). Social interactions blur the boundaries between members of different divisions within an organization and stimulate the formation of common interests that, in turn, support the building of new exchanges or cooperative relationships (Tsai & Ghoshal, 1998). Social media increasingly frequently used as a communication mechanism in society, it allows people to broadcast/send information, request feedback and conversation interaction by interacting via social media as a communication tool (Golbeck, 2013).

In the research studies of sport event volunteer, satisfaction, motivation, and retention of volunteers have been studied widely (e.g., Bang, Ross, & Reio, 2013; Kim, Hong, & Andrew, 2013; Rogalsky, Doherty, & Paradis, 2016; Wicker & Frick, 2016). Most scholars (such as Smith, Cohen, & Pickett, 2016; Warner, Newland, & Green, 2011) have found that sport event volunteers joined events as a result of various motivational factors such as love of sport and a

commitment to the community and its events. Job satisfaction sometimes relies on the leadership skill of volunteer managers and the retention of sport event volunteers is important factors to sustained volunteer management (e.g., Lee et al., 2016; Warner, Newland, & Green, 2011). A major contributory factor in volunteer retention in the modern age is the advent of social media which has resulted in TMX becoming much more personal and volunteer interaction crossing the boundaries of professional and personal life (Lee et al., 2016). As a result, sport event volunteers are strongly motivated to continue participating in events due to their personal friendships with their volunteers.

7. BACKGROUND OF VOLLEYBALL NATIONS LEAGUE

The Volleyball Nations League is an annual international volleyball competition. There are 16 qualified teams competing for world ranking. The competition is a new format which was first organized in 2018 where the former Volleyball Men's World League and Volleyball Women's World Grand Prix were merged under one theme of competition. In both the men's and women's leagues, there are 12 core teams and 4 challenger teams of each gender will compete to become Volleyball Nations League champion by playing in a round robin format. Every team will play a minimum of 15 matches and each core nation will host at least one pool in which to bring the action closer to fans around the world. In the men's event, Brazil, Italy, USA, China, Serbia, France, Argentina, Iran, Poland, Germany, Japan, and Russia make up the core teams. While Australia, South Korea, Canada, and Bulgaria are the four designated challenger teams. For the women's competition, Brazil, Italy, USA, China, Serbia, the Netherlands, Thailand, Turkey, South Korea, Germany, Japan, and Russia are the 12 core nations. Argentina, the Dominican Republic, Poland, and Belgium have also been selected as challenger teams. The aim of the Volleyball Nations League is to raise the level of the sporting action for fans and provide a world class platform for athletes to compete and grow.

Thailand Volleyball Association incorporated with The FIVB (Federation Internationale de Volleyball) and partners will organize this sport event on the women's competition. The competition is usually taken place in Bangkok for 3 consecutive days of event. This sport event is famous event nationwide. It gains a lot of attention of more than five thousand sport fans who watch the games at the competition stadium. The important of this sport event is not only the

pride of nation but also be an opportunity for sport event organizer to show their organizing competency and retain sportsmanship among sport stakeholders internationally. Moreover, this sport event, especially in Thailand, is the only an international sport event which utilize the support of sport event volunteers without expectation of money in return. The support of sport event volunteers is the core value for successful of the respective host nations.

8. PREVIOUS RESEARCH STUDIES

8.1 Domestic previous study

Piromkam (2016) investigates the development of volunteer management model for the international games in Thailand. He reviewed aspects of sports volunteering in both mega events and international games in Thailand. He noticed that Thailand has organized many international games such as the Asian Games and sport volunteers join the games as staffs and support game operations in various functions. He found that volunteers are values asset for sport human resources. Volunteer staffs can lead to the success of sport event organizing. Finding from the research indicate that volunteer model management for international games in Thailand consists of three stages, which are planning stage, acting stage and networking stage. However, the management of sport events volunteer in Thailand has not been clearly organized yet.

8.2 International previous studies

Boag (2001) studies "Organizational Commitment as a Predictor of Committee Member Turnover among Volunteer Sport Administrators : Results of a Time-Lagged Study". The study was aimed to examine the temporal influence of organizational commitment and perceived committee functioning in predicting committee member turnover behavior among volunteers in community sport organizations. The authors found the gab that most of scholars have focus on sport volunteer experiences but seldom on organizational commitment. In addition, organizational commitment of administrators plays a vital role for sport organization and is strongly related to work performance, absenteeism, and staff turnover. Therefore, this research will explore whether organizational commitment has a relation to perceived committee functioning and turnover or not. Finding from this study indicated that organizational commitment committee functioning is significant and related to staff turnover when it comes closer to the turnover period and it has influences on volunteer turnover behavior.

Carron (2003) explores the Cohesion in Volunteer Sport Executive Commitees. The author aims to investigated social cohesion and task cohesion of volunteer sport executives. Questionnaires were applied to investigate the perception of cohesion, individual satisfaction, effort, intend to quit, committee effectiveness, individual demographic, and organizational characteristics. Finding from the study indicated that among executive committees task cohesion is stronger than social cohesion. Committee size was associated with perception of cohesiveness while smaller committee size perceived less social cohesion than medium and large committee size. Task cohesion is associated with voluteer effort and intend to remain while both social cohesion and task cohesion is also associated with volunteer satisfaction and perceived committee effectiveness. Further study was suggested to do investigating the relationship of individual and group cohesion in sport organization. While the corelation of others cohesion such as task performance, groupthink, group conflict and social loafting are also recommended.

Ulseth (2004) examines "Social Integration in Modern Sport: Commercial Fitness Centres and Voluntary Sports Clubs". The author aims to compare and explain development of social integration within voluntary sports clubs and commercial fitness center. The research question was set to explore how the social integration was developed in voluntary sports clubs and compare to the commercial fitness centers. The author designed a qualitative research and used a survey to collect data from members of both sectors. Two research questions were set on this study. One is aimed to find out how the social integration develops within the context of voluntary sports clubs which compared to commercial fitness centers. The latter is aimed to acquire how can social integration development explained the context of voluntary sports clubs and commercial fitness centers. Finding from the study indicated that both sectors create social integration to memberships but within Voluntary Sports Clubs has more frequently social integration than Commercial Fitness Centers. Voluntary Sports Clubs is a venue where important represented social integration while Commercial Fitness Centers is a venue for individual training.

Cuskelly (2004) investigates "volunteer retention in community sport organization". The author aims to explores the trend in volunteer participation and to explain the retention of sport volunteer by using continuity theory (Atchley, 1989, 1999). The author found the gap that the government policy aims to increase the number of participants in sport organization while the

number of volunteers participated in sport organization has decreased. The conflict between paid staff and volunteer as well as disempowerment has become a vital problem for sport organization widely. Finding of this study explains that the trend of volunteer retention derives from ex-player who become volunteer and wanted to stay in sport society. The continuity theory (Atchley, 1989, 1999) as a "transition-extension" has applied to three levels of sport volunteer. At the individual level, transition and extension of volunteer retention still need to be explored and may use alternative theory such as career theory (Lent, Brown, & Hackett, 1994). At the organizational level, a higher rate of transition and extension has associated with culture, leadership, planning and work organization. Lastly at the micro level, the efficacy of community sport system is related to human resources, physical infrastructure, and levels of funding.

Costa et al. (2006) study "Reconsidering the Role of Training in Event Volunteers' Satisfaction". The authors aim to investigate the role of training toward a satisfaction of event volunteer. The authors realize that a satisfaction of volunteer experience supports a better recruitment and retention of sports volunteer. This recruitment and retention of volunteer's satisfaction are related and there are a few of research studying on these interesting factors. The authors used questionnaire as a research tool collecting data from 147 of non-specialist volunteers. The questionnaire measures job satisfaction, evaluation of their training, organizational commitment, sense of community at the event, and satisfaction with volunteer opportunities to share opinions and experiences during training. Finding of this study indicates that sense of community has positive effects on commitment of the event organization and it is also related to volunteer's job satisfaction.

Parent (2009) studies "Understanding Leadership in Major Sporting Events: The Case of the 2005 World Aquatics Championships". The authors aim at understanding leadership within a major sporting event. The authors found that most of the successful of sporting event has rely on style of leader who has influence to the work outcome of subordinators and the study of leadership in major sporting events has not been develop and few investigate in major sporting events. The authors reviewed leadership theories and stakeholder theory as a theoretical framework. The leadership theories include charismatic leadership theory, transformational leadership theory, transactional leadership theory, LPC leadership theory, LMX theory, Path-goal theory, multiple-linkage theory and cognitive resource theory. Then demonstrate the linking

leadership theories to major sporting events. The methodology of this study conducts by a qualitative method. Finding from this study indicated that three types of leadership style are suited to the major sporting events. The suitable leadership style are Charismatic Leadership, Transformational Leadership and Multiple-Linkage Leadership. The Multiple-Linkage Leadership considered as the most suitable leadership style for major sporting events.

Jennifer (2015) studies "volunteer motivations at the 2012 Super Bowl". The author aims to examine the motivation of volunteers in the mega-event which is the 2012 Super Bowl and also to investigate the four-different demographic motivational variables: age, gender, educational level, and income toward volunteers' satisfaction. The authors found that the factors of motivation of volunteer in mega-event have been studied by several scholars (Bang and Chelladurai, 2009; Green and Chalip, 2004; Georgiadis et al., 2006; Giannoulakis et al., 2008) and some have been studied through satisfaction factors (Green and Chalip, 2004; Elstad, 1996) but for those through the factors of demographic variables motivational and the related of motivations and satisfaction are still scarce in sport volunteerism. Finding from this study indicates that motivational factors of Community Support is the most important factor, followed by Career Development, Personal Growth and Love of Sport, which is the lowest motivational factor on this study. Gender was statistically significantly different on Community and Love of Sport. Age was significantly different on Community, Career, and Love of Sport. Education was significantly different on Career and Growth. Finally, income was significantly different on Community, Career, and Growth. Lastly, volunteers were satisfied with their experience. The four variables were statistically significantly in predicting satisfaction.

Peachey et al. (2015) study "Forty Years of Leadership Research in Sport Management: A Review, Synthesis, and Conceptual Framework". The authors aim at providing a comprehensive synthesis of the sport management leadership literature from the 1970s to the present day. The authors found that many scholars studies leadership in sport since 1970s in a various aspect but there is no comprehensive review of the sport management leadership has been investigated. The authors review the origin of leadership theory from 1930s to 1970s. Highlight the initial of sport leadership studied in 1970s, explore and synthesize the evolution of sport leadership studies from 1980s to the present and summarize the progress of leadership research for the past 40 years; divided in to 3 states which is the state of beginning: before the mid-1980s,

the mid-1980s-the mid-1990s and the mid-1990s to the present. The progress including leadership theory, sport leadership theory, gender and behavior in sport leadership, sport governance and leadership, ethical leadership, leader-member exchange theory and emerging themes.

Lee et al. (2016) study "the impact of social interaction and team member exchange on sport event volunteer management". The authors aim to understand the sport event volunteer experience in the context of social interaction and its effect on volunteers' team member exchange and future intentions. The author conducts the survey of Sport event volunteers (N= 150) in the Northeast region in the United States. The author created five hypotheses and applied the partial least squares method of structural equation modeling to test the hypotheses on this study. Finding from this study indicate that online social interaction ties significantly affect team member exchange, which in turn, predicts volunteers' intentions to repeat volunteering and also spread positive word-of-mouth about volunteering experience to potential volunteers. The current research specifically demonstrates that establishing social interaction ties through social media promotes positive team member exchange that further impacts volunteers' future intentions. Furthermore, the finding also imply that social media can be a cost-effective volunteer management tool in terms of volunteer recruitment and for relatively smaller sport organizations that are generally confronted with limited resources.

Li (2016) studies "Validation of the Volunteer Motivation Scale and its relations with work climate and intention among Chinese Volunteers". The author aims to examine reliability and validity of the Volunteer Motivation Scale with Chinese volunteers (VMS-C) and its relationship with the supportive work climate and intention to continue being a volunteer. The authors found that the measurement of volunteer motivation has been studied in a relation to various factors, but emphasis was placed on lack of self-determination theory in the conceptual framework and failure to provide psychometrical instruments on the studies.

Draperb (2017) studies "Motivation and satisfaction of marathon volunteers: How important is volunteers' level of running experience?". The authors aim to examine the motivations of volunteers in the marathons, including motivation by demographics, level of running experience, and relationships with satisfaction. The objective was set into 4 parts with examining motivation structure of volunteer using the Volunteer Motivation Scale for International Sporting Events (VMS-ISE; Bang & Lee,2014; Bang & Ross,2009; Bang,

Alexandris, & Ross, 2009; Hallmann & Harms, 2012) , motivation based on volunteer demographics and level of running experience, the relationship between motivations, demographics, and level of running experience with volunteer satisfaction and the interaction of motivations and satisfaction by the level of running experience. The authors found that the measurement scale of volunteer motivation has not been modified to suite a particular event and volunteers' level of participation in the respective event has not yet been applied in any studied. Finding from this study indicated that the structure of the VMS-ISE (Bang & Lee, 2014; Bang & Ross, 2009; Bang, Alexandris, et al., 2009; Hallmann & Harms, 2012) with seven-factors which included the love of sport factor was modified and achieved. The demographic factors give no difference in motivation which is similar to the study of Bang and Chelladurai (2009). Volunteers who have sporting experience will have a higher motivation to be a sport volunteer because they love sport and want to participate in sporting events. For the significant model, the interaction between motivation and level running experience, volunteer who are not a runner, the expression of values, community involvement, interpersonal contacts, career orientation and personal growth motivations were significant to overall satisfaction. This indicates that volunteer with no experiences in the sporting events are motivated by general motivations. On the other hand, for the runner, the personal growth factor was significant to satisfaction.

CHAPTER 3

RESEARCH METHODS

The study mainly aims to determine the effects of social interaction on the sport event volunteers' perception of team member exchange. It also aims to determine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team member exchange. This section presents the research methodology including

1. Research design
   - Variables
   - Research instruments
2. Questionnaire administrations
   - Index of Item Objective Congruence (IOC)
   - The calculation of Cronbach's alpha coefficients
   - Pilot study
3. Participants
4. Research procedure
5. Statistical analysis

   In this study, the researcher conducts a mixed method research design including field experimental research and qualitative approach. The researcher will make use of a field experimental design which departs from theoretical and hypothetical research and experimentation in that it attempts to recreate the actual conditions of a sport event and to observe the effect of transformational leadership on the relationship between social media and TMX. The researcher has chosen the international volleyball league championship (The FIVB Volleyball Nations League) as sample study to generate data that can be used as a baseline for future sport event management guidelines.

   The researcher employs a field experimental design. Experimental design is well-recognized as a method of examining causal relationships because it can control the effects of extraneous variables to a level far below those that use methods such as surveys, observations, and others (Kline, 2011; Bradley & Sparks, 2012). Given its strength in minimizing extraneous effects, experimental design is widely used to examine social science theories (Oh et al., 2004),

particularly in the disciplines of psychology and marketing (Kuhfeld et al., 1994; Oh et al., 2004). Bordens and Abbott (2014) argue that unlike correlational research, experimental research incorporates a high degree of control over the variables of your study. This control, if used properly, permits you to establish causal relationships among your variables (Bordens & Abbott, 2014).

According to Bordens and Abbott (2014), a field experiment is an experiment conducted in the participant's natural environment. There are many advantages of field experiment. Essentially, the field experiment has all the qualities of the laboratory experiment except that the research is conducted in the real world rather than in the artificial laboratory setting (Bordens & Abbott, 2014). Bordens and Abbott (2014) further posit that as the research is conducted in the real world, one important advantage is that the results easily can be generalized to the real world (i.e., high external validity).

Moreover, Chatterji et al. (2016) also add that field experiments as a method allow the design and implementation of creative treatments to answer relevant questions that are otherwise very hard to address. While the ideal context to study the effect of interest might not be available in observational data, researchers using field experiments can create their own exogenous variation to identify causal relationships cleanly (Chatterji et al., 2016). Second, field experiments are ideally suited to assess specific processes and activities insider firms, where our traditional data sources are unable to provide much detail (Chatterji et al., 2016). More broadly, experiments make it possible to vary one factor at a time and therefore provide "internally" valid estimates. Field experiments allow the researcher to be more confident that any difference between the treatment and control means is due to the intervention (Chatterji et al., 2016). Thus, from the above discussion, this study employs field experimental design to test causal relationship between studied variables. More importantly, experiment in laboratory for sport event volunteer is very difficult to implement. A field experimental design is more likely to be conducted. Finally, field experiments in sport event volunteer context is limited and can provide a window into the potential of this methodology in sport management research (Chatterji et al., 2016).

In addition, on the last day of event, post-experiment interviews are designated to conduct after the game and fan service crew volunteers have completed their duty. A post-experiment interview refers to a small group discussion focused on a particular topic in order to

explore the perspective, experiences and undterstanding of the group of people (Kumar, 2005). post-experiment interview provides an opportunity of unique insight into the potentiality to connected with the real world problem and unbalance in the capital distribution in society (Kamberelis & Dimitriadis, 2011).

In this study, the field experiment and post-experiment interviews were conducted at the Volleyball Nations League which is a joint project between the FIVB, IMG and 21 national federations. This sport event is suitable for the field experiment and post-experiment interview (qualitative approach) because both methodologies reflect the causal relationship and connect to the real-world situation on a large scale of international sport event that involves an international operation and attract a lot of attention from sport event fans not only Thai fans but worldwide.

However, international sport events in Thailand is not new phenomenal for Thai fans but sport event volunteers are quite new and not prevalence in the context of volunteer management in sport events in Thailand. Thus, this international volleyball competition has been using sport event volunteers as a large-scale sport event volunteers' management for three-year consecutively. Therefore, this international sport event gets involved with multi functions including a large volume of volunteers which allowed the researcher to conduct a field experiment and see the effect or causal relationship of participants in the natural environment rather than survey method or in the artificial laboratory setting (Bordens & Abbott, 2014; Lee et al., 2016).

This sport event recruited potential volunteers to work in various functions. The sport event functions consist of management team, fan service crew team, liaison team, reception team, and public announcer team. The management team consists of one volunteer director, one volunteer manager and four volunteer leaders who are responsible for volunteer planning including recruitment, training, orientation and volunteer management overall. The liaison team is responsible for team competitions. This position is also accompany each team players and provide any assistant concern, such as accommodation information, bus arrangement, fitness and training court, and so on. This position required languages skill and problems solving skill. This sport event assigned fifteen volunteers, eight volunteers assist four team players and seven volunteers for substitution and foreign VIP assistant. The reception team is responsible to accommodate special guest of the sport event including the press room, competition committee rooms, player

rooms and sport organization's VIP rooms. This position required a service minded and pleasant look volunteers. This sport event assigns fifteen volunteers working in various areas as mentioned. The public announcer is responsible for competition announcement such as introduce players, referees, substitution requests and any information concern. This position required a public announcement skill, clear tone of voice and speaking talented. This sport event assigned two volunteers which is one male and one female to work for the entire sport event.

Lastly, the fan service crew team is responsible for facilitate fans event. The main responsibility of this position must ensure the tickets and seats are in correct position and zone. They also have to provide basic information concerning to the stadium and sport event such as toilet location, first aids, competition program and etc. This position requires a service minded and teamwork volunteers. This position assigns sixty volunteers to work in four zone of sport event stadium.
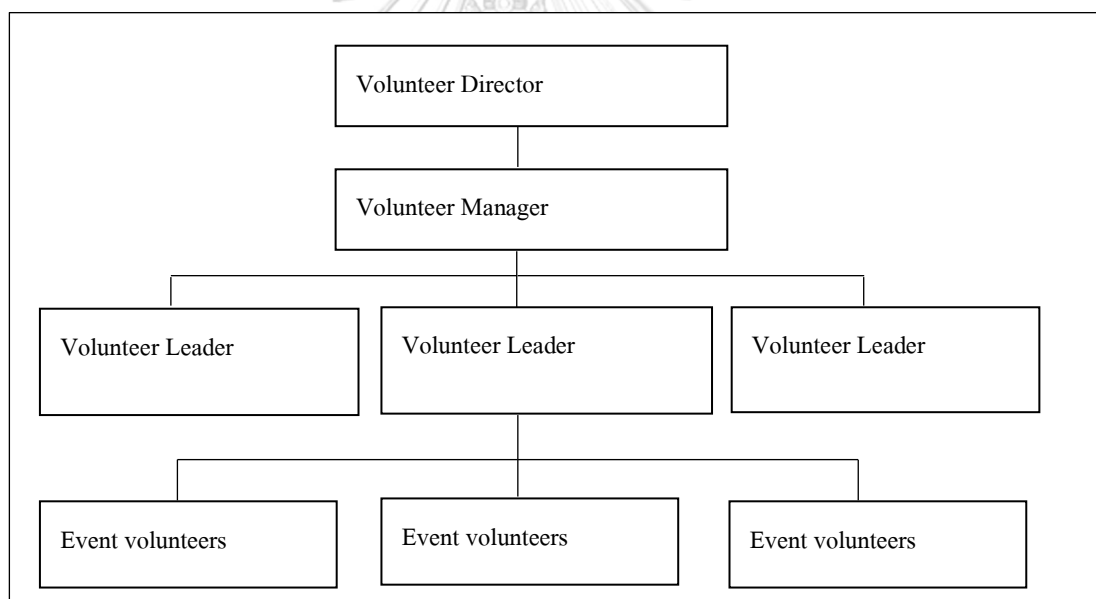
Figure 2: Volunteer functions chart

On this study, the researcher conducts a field experiment with a fan service crew team. The fan service crew team is a large group of volunteers who work for this sport event. Their responsibility and teamwork are key success for their team members and sport event organizer. The fan service crew team need to accommodate more than five thousand of sport event fans who watch the game at stadium in each day of event. By providing a correct information, effective work performance, problem solving skill and work as a team will satisfy sport event fans and

success sport organization's goal. Therefore, a large number of volunteers who play their role as fan service crew and serve a huge amount of sport event fans in each day are required to have an effective team member exchange and social interaction among each other.

1. RESEARCH DESIGN

This study employs a mixed method design: field experiment and post-experiment interview. A field experimental research employing a 2 x 2 between-subjects factorial design is employed.

1.1 Variables

The variables in this study are as follows:

Independent Variables: 2 variables

Social interaction: two levels of social interaction

Using social media (line group messenger) as high social interaction and without social as low social interaction. Line group messenger is an online community which allowed user to chat discuss, exchange knowledge, opinions and experiences on topic of interest (Chung & Buhalis, 2008a). In addition, line chat creates instant messaging on-demand real-time communication and interaction among user (Leung, et al., 2013). Line group messenger becomes a top social media application used for instant messaging and online communication in Thailand (Ministry of Information and Communication Technology, 2017).

Transformational Leadership: transformational leadership and non-transformational leadership.

Transformational leadership is a moderator variable on this study. The study measures transformational leadership of volunteers by the Multifactor Leadership Questionnaire (MLQ) from Bass and Avolio (1990). Three items measured each dimension (idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception, and laissez-faire leadership). All items are presented on a Likert-type scale ranging from "Not at all (0)" to "Frequently, if not always (4)." The score for transformational leadership is determined by averaging the items on the questionnaire. Levels of transformation leadership is specified by score range: High = 9-12, Moderate = 5-8, Low = 0-4. High transformational leader is a volunteer leader who has a score of MLQ from 9-12

Non-transformational leader is a volunteer leader who has a score of MLQ from 0-4

On this study, the researcher was conducted a screening process fan service crew leader on the orientation day. Four volunteer leaders were measured by Multifactor Leadership Questionnaire (MLQ) from Bass and Avolio (1990). There are two volunteer leaders who have score of high transformational leadership and two volunteer leaders who have non-transformational leadership. All four volunteer leaders took responsibility as a leader of Fan Service Crew function of Volleyball Nations League sport event. The act as a leader of Fan Service Crew function must ensure that their team members perform correct duties, facilitate sport fans in guiding seat location and toilet area, provide basic information about games (match details) and solve problems concerning to comfort of sport fans at stadium venue. The Fan Service Crew Leaders took full responsibility of their team member in providing work guidelines, problem solving advice and any assistant needed and also gave a working cooperation with other functions during the period of sport event.

Dependent variable: Perception of Team Member Exchange

This study was recruited 64 subjects. Subjects were assigned by stratified random sampling into 4 groups. Each group were consisted of one leader and fifteen volunteer staff. Each group were faced different situations under the conditions below:

Levels of Social Interaction	Leadership	
	Transformational	Non-transformational
High	T1	T2
Low	T3	T4

Figure 3: Experiment with 2 x 2 Factorial Design

T1: Subjects were in a high social interaction group (using Line group messenger) and led by a transformational leader.

T2: Subjects were in a high social interaction group (using Line group messenger) and led by a non-transformational leader.

T3: Subjects were in a low social interaction group (not using line group messenger) and led by a transformational leader.

T4: Subjects were in a low social interaction group (not using line group messenger) and led by a non-transformational leader.

1.2 Research Instrument

This study employs 2 instruments as follows:

Line group messenger

Questionnaire

A line group messenger was utilized as a tool to increase social interaction among team members. During the event, two groups used a line group messenger as a means to communicate among their respective leaders and team members. The two groups were joined line group messenger on their mobile phone. They were assigned to work in a specific area where they performed duties to accommodate fans of the sport event. They were allowed to use line group messenger to communicate among their team members and their team leaders. For instance, they shared information, post pictures, contact each other, discuss problems and solutions concerning their area of work and responsibility. On the other hand, two other groups without access to line group messenger were perform their duties within their working area according to the traditional modes of communication. They were advised to communicate with other team members and their team leaders face to face. They were allowed to contact each other to share information and ideas, discuss problems and solutions among team members and team leaders.

Questionnaire surveys were used in this study. Measures were used to assess levels of social interaction, transformational leadership, and Team Member Exchange. Measure for social interaction were adapted from Chiu et al. (2006). Measure to assess transformational leadership were adopted from the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1990). Measure to assess Team Member Exchange is adopted from Seers' (1989). Finally, measure to assess motivation to volunteer to sport event were adopted from Bang et al. (2009)'s sport event motivations to volunteer were included to disguise the true purpose of the study.

Social Interaction: the construct is measured using three items from Chiu et al. (2006). All items are presented on a 7-point Likert-type scale ranging from "Strongly Disagree (1)" to

"Strongly Agree (7)." An example of item is "I spent a lot of time interacting with other volunteers through the VNL Volunteer website page".

Transformational leadership: the seven dimensions of transformational leadership were measured by the Multifactor Leadership Questionnaire (MLQ) from Bass and Avolio (1990). Three items measured each dimension (idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception, and laissez-faire leadership). All items are presented on a Likert-type scale ranging from "Not at all (0)" to "Frequently, if not always (4)." The score for transformational leadership is determined by averaging the items on the questionnaire. Levels of transformation leadership is specified by score range: High = 9-12, Moderate = 5-8, Low = 0-4. An example of item is "I make others feel good to be around me". Volunteer leader who has a high point of score were considered by a transformational leadership leader while a volunteer leader who has a low point of score were considered by a non-transformational leadership leader on this research study.

Team Member Exchange: the construct was measured with six items adapted from Seers' (1989) team member exchange scale. All items were presented on a 7-point Likert-type scale ranging from "Strongly Disagree (1)" to "Strongly Agree (7)." An example of item is "Other volunteers let me know when I did something that makes their jobs easier".

Sport Event Volunteer Motivation: the construct was measured motivations to volunteer to sport events with twenty-three items adopted from Bang et al. (2009)'s sport event volunteer motivation scale. All items were presented on a 7-point Likert-type scale ranging from "Strongly Disagree (1)" to "Strongly Agree (7)." An example of item is "I want to develop relationships with others".

Because the above measures are in English, back translation will be conducted by the two experts in both Thai and English. The questionnaire surveys have back translation by Asst.Prof. Thanis Bunsom who is an English lecturer at School of Liberal Arts, King Mongkut's University of Tehnology Thonburi. In addition, the interview guide for post-experiment interviewquestion has back translation by Dr. Kamonchanok Sanmuang, Ph.D Linguistics, University of Central Lancashire (UCLan), England, UK.

Demographic questions eliciting information about gender, age, occupation, and motivation to volunteer are asked. In addition, items regarding general sport event motivations are included to disguise the true purpose of the study.

2. QUESTIONNAIRE ADMINISTRATIONS

The researcher conducts this research by quantitative methods. All respondents answered questions in their local language to eliminate biases associated with an English-only questionnaire (Harzing, 2005). The English version of the questionnaire was translated into Thai by professional translators, who were fluent in both English and Thai, to ensure accuracy and fidelity. After generating a list of items in Thai, these items had to be assessed for content validity. The Thai questionnaire was vetted by five professionals from sports management, one professional from the National Olympic Committee of Thailand and one practitioner from sport event volunteer's management of international sport events in Thailand. The purpose of assessing the questionnaire for content validity was to further examine the definition of the constructs and for each defined dimension, indicate whether the item should be retained, revised or deleted and whether any new items should be added.

2.1 Index of Item Objective Congruence (IOC)

These revised items had to be assessed for Index of Item Objective Congruence (IOC). The list of sample items was reviewed and scrutinized by the five professionals as stated previously. The experts were asked to examine a definition of the construct and for each defined dimension, indicate whether the item should be retained, revised or deleted and whether any new items should be considered. The results were consolidated and evaluated based on clarity of the comments as well as any overlaps in items being indicated for revision and deletion. The results were calculated by IOC as a formula, as follows.

$$IOC = \frac{\sum R}{N}$$

R represents the score of each expert's comment for each item. The experts completed items on a scale ranging from (-1) 'disagree' (0) 'neither agree nor disagree' to (-1) 'agree'. N represents the total number of experts. If the IOC score ranges from 0.5 to 1.00, it means that the item has

content validity. In contrast, if the IOC score is lower than 0.5, it means that item should be revised or deleted (Hair et al., 2014). After the items were assessed for content validity, the result showed that the average of the Index of Item Objective Congruence (IOC) score was 0.98, which mean that the items has content validity (Hair et al., 2014).

2.2 The calculation of Cronbach's alpha coefficients

Moreover, the try out procedure of preliminary questionnaires were conducted for the calculation of Cronbach's alpha coefficients (n = 30). The result showed that the Cronbach's alpha coefficient of social interaction variable (SI) was 0.77, team member exchange variable (TMX) was 0.76 and sport event volunteer motivation variable (SEVM) was 0.76. Furthermore, the average of the Cronbach's alpha coefficient was 0.77, which meant that items had internal consistency and reliability (Hair et al., 2014).

These revised questionnaires were incorporated and subsequently transformed into the pilot instrument. The pilot studies were conducted: (1) a check of the functionality and timing in survey format, and (2) a preliminary questionnaire for the calculation of Cronbach's alpha coefficients. The preliminary questionnaire was analyzed and refined, which resulted in the final survey instrument.

2.3 Pilot study

Firstly, a pilot study was designed into two stages which is during orientation day and during the event day to investigate the effects of social interaction and transformational leadership toward team member exchange among volunteer's group who has a transformational leader and utilizes a line as a social group and another group has non-transformational leader with non-line social group. The study conducted among a convenience sample of sports event volunteers (n = 24). Potential of sport event volunteers were invited and recruited to work for Thailand Dramatic Festival 2018.

The Thailand Dramatic Festival (TDF) represents an international sport event and organized by Thailand Dramatic Works Association on 21st October 2018, Bangkok, Thailand. Qualified volunteers will be arranged into two groups which is Liaison group who utilize line group and has transformational leader to encourage and communicate within their team members. The liaison group will create a line group ahead of the event day while another group is an

operation group who has non-transformational leader, non-line social group and will meet their team members on the orientation day for the first time.

Stage one-the orientation day, two teams were invited to join the orientation program. The orientation program is aimed to provide all useful information of TDF event to The TDF's volunteers and to introduce their team members together with host of the event. In addition, both teams were asked to play team building games that can measure the level of team member exchange or cooperative behavior between team members.

In order to investigate the effects of social interaction and transformational leadership toward team member of TDF's volunteers, the researcher assigned two games for both groups. The first game called "know me as much as you can". The objective of the game is to get to know their team members as much as they can within limited time. That is, players have five minutes to acquire all answers from their team members. Team that obtains the most answers will be the winner. The result of the game is shown as follows.

	Player1	Player2	Player3	Player4	Player5	Player6	Player7	Player8	Total
Liaison Team	70	70	70	70	66	64	43	63	516
Operation Team	50	44	30	45	40	42	49	40	340

Figure 4: Know me as much as you can game

In addition, an independent-samples t-test was conducted to compare a team member exchange between the Liaison team and the Operation team. There was a significant difference in the scores for the Liaison team (M=64.50, SD=9.16) and the Operation team (M=42.50, SD=6.27) conditions; t (14) = 5.60, p=0.00 (Table 1.).

Team	N	M	SD	F	Sig.
Liaison Team	8	64.50	9.16	.249	.00**
Operation Team	8	42.50	6.27		

Figure 5: The comparison of the mean value of team member exchange the Liaison team and the Operation team

** P < .005

The result implies that the experiment group (liaison team who has transformational leader and utilizes line group) has effects on their team work rather than the control group

(operation team who has non-transformational leader and not utilize line group) who has met their team member on that day for the first time.

The second game called "Words hint". Leader of each team will see a hint word and has to communicate to their next one by non-verbal acting and the next one will pass the non-verbal acting till the last person. Team that gives the most correct answers will win this game. The winner of this game is the Liaison team and the result is shown as follows.

Word hint	ทหารเรือ Naval	หอคอย Tower	นมเย็น Cool milk	มอเตอร์ไซต์ Motorcycle	หัวเราะ Laugh	Total score
Liaison Team	✓	✗	✗	✓	✗	2
Operation team	✓	✗	✗	✗	✗	1

Figure 6: Words hint game

Therefore, from the result of both games, the winner is the Liaison team. It is shown that line group and transformational leader increases social interaction over the liaison team and it has the effect on team member exchange rather than the operation team among sport event volunteers.

The second stage-the event day, both teams perform their daily routine according to their job responsibility. The interaction of a liaison team will use line group while an operation time team will use direct face to face communication. Leader of both teams play responsibility for operation of the TDF event. Respondents were individually invited to take the questionnaire after the event. The purpose of this study was to make sure that the amount of time taken to complete the survey was reasonable and consistent, that all pages were presented properly, that there were no usability issues and that comments could be collected and analyzed. The average time to complete the survey questionnaire was no more than 15 minutes. Secondly, the next step in scale development involved data collection from a preliminary sample for the calculation of Cronbach's alpha coefficients.

The preliminary questionnaire was conducted with TDF volunteers who joint the TDF 2018 Bangkok, Thailand (n = 24). Then, the calculation of Cronbach's alpha coefficients was used to internal consistency and reliability using the following formula.

$$\text{Alpha} = \frac{n}{n-1} \left[1 - \frac{\sum S_i^2}{S^2} \right]$$

n represents the total number of items and S_i^2 represents the variance of the score in each item. S^2 represents the variance of total score from all items. Cronbach's alpha coefficients should be at least 0.70 for newly developed measures (Hair et al., 2014). The preliminary questionnaire consistes of three variables to conduct the calculation of Cronbach's alpha coefficients (n=24) including social interaction variable (SI), team member exchange variable (TMX) and sport event volunteer motivation variable (SEVM). The result showed that the Cronbach's alpha coefficient of social interaction variable (SI) was 0.93, team member exchange variable (TMX) was 0.82 and sport event volunteer motivation variable (SEVM) was 0.80. Therefore, the average of the Cronbach's alpha coefficient was 0.85, which meant that items had internal consistency and reliability (Hair et al., 2014).

3. PARTICIPANTS

The participants in this study are sport event volunteers referred to a fans service crew position who is a short-term volunteer and participates in an international sporting event as an individual-serious-leisure without any expectation of financial reward. After having a permission from the organizing committee as well as volunteers to implement the field experiment, stratified random sampling of participants (volunteers) were selected into four groups according to the real event management plan. Moreover, each group were consisted of one leader and 15 volunteer staffs (n = 16). Thus, in total there were four groups and each group were consisted of one leader and fifteen volunteers according to the real event management plan.

According to the real event management plan, sixty-four volunteers (n = 64) (ages over 18 years old) who volunteer as leaders and staff for the 2019 FIVB Volleyball Nations League Thailand were recruited for the study. Since this study employs a field experimental design, sample size determination were based on the real event management plan which yield sixteen subjects per group including a leader and fifteen volunteer staff as mentioned previously. In addition, to ensure that each group consists of different background of subjects and receive comparable number of subjects (i.e. various number of males, females, educational background, and occupations), the investigator were utilized stratified random sampling to assign the subjects into four specific groups.

In terms of leaders for each group, the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1990) were utilized to assess and classify leaders into transformational and non-transformational leaders.

T1: Subjects were in a high social interaction group (using line group messenger) and led by a transformational leader. Members and a leader of this group were allowed to use their mobile phone on duty and they were assigned to join a line group messenger among team members.

T2: Subjects were in a high social interaction group (using line group messenger) and led by a non- transformational leader. Members and a leader of this group were allowed to use their mobile phone on duty and they were assigned to join a line group messenger among team members.

T3: Subjects were in a low social interaction group (not using line group messenger) and led by a transformational leader. Members and a leader of this group were not allowed to use their mobile phone on duty and line group messenger were not created among team members.

T4: Subjects were in a low social interaction group (not using line group messenger) and led by a non- transformational leader. Members and a leader of this group were not be allowed to use their mobile phone on duty and line group messenger were not created among team members.

Inclusion Criteria:

To be included in the study:

1. Subjects must be volunteered males and females.

2. Subjects must be aged between 18-40 years old.

3. Subjects must accept to be in the experiment.

Exclusion Criteria:

To be excluded from the study:

1. Miss more than one day of voluntary work

2. Do not want to continue or unable to participate in the full length of the study or during the study

4. RESEARCH PROCEDURE

The field experiment conducted at the 2019 FIVB Volleyball Nations League Thailand and post-experiment interview conducted on the last day of the event. The questionnaires were distributed to participants by a researcher and research assistants. Five research assistants were a

second year of master degree students from the Department of Sports Management, Faculty of Sports Science, Chulalongkorn University, Thailand. All research assistants were briefed about the process of questionnaire distribution, prior to data collection.

1. Organizing committee of the event gave permission to conduct the field experiment.

2. The volunteered participants who volunteer to work for the event recruited from the event organizer through advertisement and qualify volunteer were invited to join the orientation before the event day. Since the permission has already been given, on the orientation day, the researcher approached a group of volunteers. The screening process were conducted with a fan service crew. Stratified random sampling of participants (volunteers) were selected into four groups according to the real event management plan. The researcher invited experienced volunteers who are willing and eager to be a leader of fan service crew and assessed their leadership by MLQ questionnaire. The selection of fan service crew leader did on this session. Once the subject expresses an interest in participating in the study, the investigator contacted the participants to explain the purpose of the study, its benefits, risks involvement, and the time commitment for undertaking the study. If the subject is still interested in participating, he/she will be invited to attend the orientation as usually done prior to the event. However, the true purpose was not revealed initially to avoid contamination.

3. Prior to the research, participants were informed about the true goal about the Team Member Exchange, due to the fact that the author does not want them to become aware that the author is trying to generate perception of Team Member Exchange with other team members via social media networks (line group messenger). Furthermore, the researcher did a brief group session before starting off their work in order to clarify roles and ensure responsibility of both leaders and fan service crew volunteers. These brief sessions helped to prevent or avoided contamination factors.

4. Screening and Orientation: Screening process did before the orientation. The organizer hosted the interview day to screen and select qualify volunteers. The organizer assigned selecting committees to do the screening by the application lists. All potential volunteer as on the listed got interview by the selecting committees approximately five to ten minutes or as time permitted. The place for screening was arranged at the meeting room of Rajamangala Stadium Huamark, Bangkok. All potential volunteers got informed about date, time and place accordingly. After the

result announced, the participants who volunteers for the 2019 FIVB Volleyball Nations League Thailand were invited to attend the orientation. During the orientation, the participants were informed that they are part of a field experiment about volunteer management. Furthermore, the researcher did a screening process on volunteer leaders by invite four experienced volunteers at a round who willing and eager to be a leader of fan service crew to assess MLQ questionnaire. However, two leaders who have transformational leadership and two leaders who have non-transformational leadership acquired from assessing MLQ questionnaire (if not, the screening process will start another round until the researcher fill up the missing one).

5. For the leaders of each group, those who are assessed to be transformational leaders were assigned into two groups and those who are assessed to be non- transformational leaders were assigned into other two groups.

6. Once the orientation for the volunteers has been finished, leaders and volunteers were assigned into four different groups. Those, including both leaders and volunteers, in the high social interaction condition will have to join VNL line group messenger by using their own personal mobile phone and be allowed to use mobile phone while performing duty. The leaders and volunteers performed their daily voluntary jobs assigned by the organizing committee until the event has finished. To be more specific, the four groups will be assigned into four conditions: (1) using social media as a means for communication and led by a transformational leader, (2) using social media as a means for communication and led by a non- transformational leader, (3) not using social media (using traditional means as usual) and led by a transformational leader, and (4) not using social media (using traditional means as usual) and led by a non- transformational leader.

7. After the last day of event has finished, each volunteer was asked to rate their perceptions of Team Member Exchange by using measure adopted from Seers' (1989) and Social Interaction by using measure adopted from Chiu et al. (2006). In addition, items regarding general sport event motivations are included to disguise the true purpose of the study.

8. Four post-experiment interviews conducted on the last day of the event. The place to conduct a post-experiment interview was designed at the meeting room of VNL 2019 at Indoor Stadium Huamark, Bangkok. The researcher was the moderator of the post-experiment interview. Five research assistants helped in tape recording and accommodated the post-experiment

interview session. Six persons of fan service crew sessions were randomized. Each post-experiment interview session held approximately forty-five minutes to one hour long or depend on situation. Four groups of post-experiment interviews done at the same day which is the last day of the event. The researcher managed the sequence of each team by starting from T1as the first group till T4 as the last group or as the convenience permitted. Tape recording used to collect data and destroyed after project is done. Consent form were singed from all post-experiment interview participants before conducting each group.

9. Job descriptions for Fan Service Crew

9.1 Overview:

The fan service crew position has one mutual goal: to ensure that all sports fans of VNL's event have the utmost fun experience gameday.

9.2 Responsibility:

1. Perform daily duty at designed area for the entire of three days event.

2. Assist sports fans to the assigned seat by welcoming, greeting, checking tickets, and accommodating through the row and seat assigned.

3. Be available to assist the sports fans may be needed. For example, give direction to the toilet, information concerning the gameday for an instant.

4. Working in corporate in team and inter zone.

5. Notifies leader, when any circumstances may occur.

6. Maintains security by following procedures.

7. Keeps a safe and clean working area by complying with procedures, rules, and regulations.

8. Contributes to team effort by accomplishing related results as needed.

10. Job descriptions for Fan Service Crew Leader

10.1 Overview:

The fan service crew leader has one mutual goal: to ensure team members' working efficiency.

10.2 Responsibility:

1. Perform daily duty at the designed area for the entire three days event.

2. Assist team members in accomplishing task objectives.

3. Response and solve sports fans' issues, complaints, and problems quickly to maintain a high level of sports fans' satisfaction and quality service.

4. Inform the event organizer of any circumstances that may occur.

5. Supervise the gameday working procedures, ensuring all team members adhere to standard operating procedures.

6. Maintain effective communication with all related functions to ensure smooth service delivery.

7. Maintain a good working relationship with all team members and functions.

8. Maintains a friendly working environment, cheerful and courteous demeanors at all times.

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┌─────────────────────────────────────────────────────────────────────┐
│           Volunteer VNL 2019 process by the event organizer           │
└─────────────────────────────────────────────────────────────────────┘
                                   │
┌─────────────────────────────────────────────────────────────────────┐
│ Positions requirement, qualifications, application form and interview │
│                   date details via organizer's website               │
└─────────────────────────────────────────────────────────────────────┘
                                   │
                                   ▼
┌─────────────────────────────────────────────────────────────────────┐
│       Positions recruitment for Volleyball Nations League Bangkok     │
│                                                                       │
│   1.   Public Announcer              2. Liaison                       │
│                                                                       │
│   3.   Reception                     4. Fan Service Crew (the largest group) │
└─────────────────────────────────────────────────────────────────────┘
                                   │
                                   ▼
┌─────────────────────────────────────────────────────────────────────┐
│              Set up interview date and interview schedule             │
│                                                                       │
│            (place: Rajamangala Stadium Meeting Room)                  │
└─────────────────────────────────────────────────────────────────────┘
                                   │
                                   ▼
┌─────────────────────────────────────────────────────────────────────┐
│                            Interview result                           │
│                         Orientation announcement                      │
│       via organizer's website (one week after the interview done)     │
└─────────────────────────────────────────────────────────────────────┘
                                   │
                                   ▼
┌─────────────────────────────────────────────────────────────────────┐
│        Orientation and training (one-week prior sport event day)      │
└─────────────────────────────────────────────────────────────────────┘
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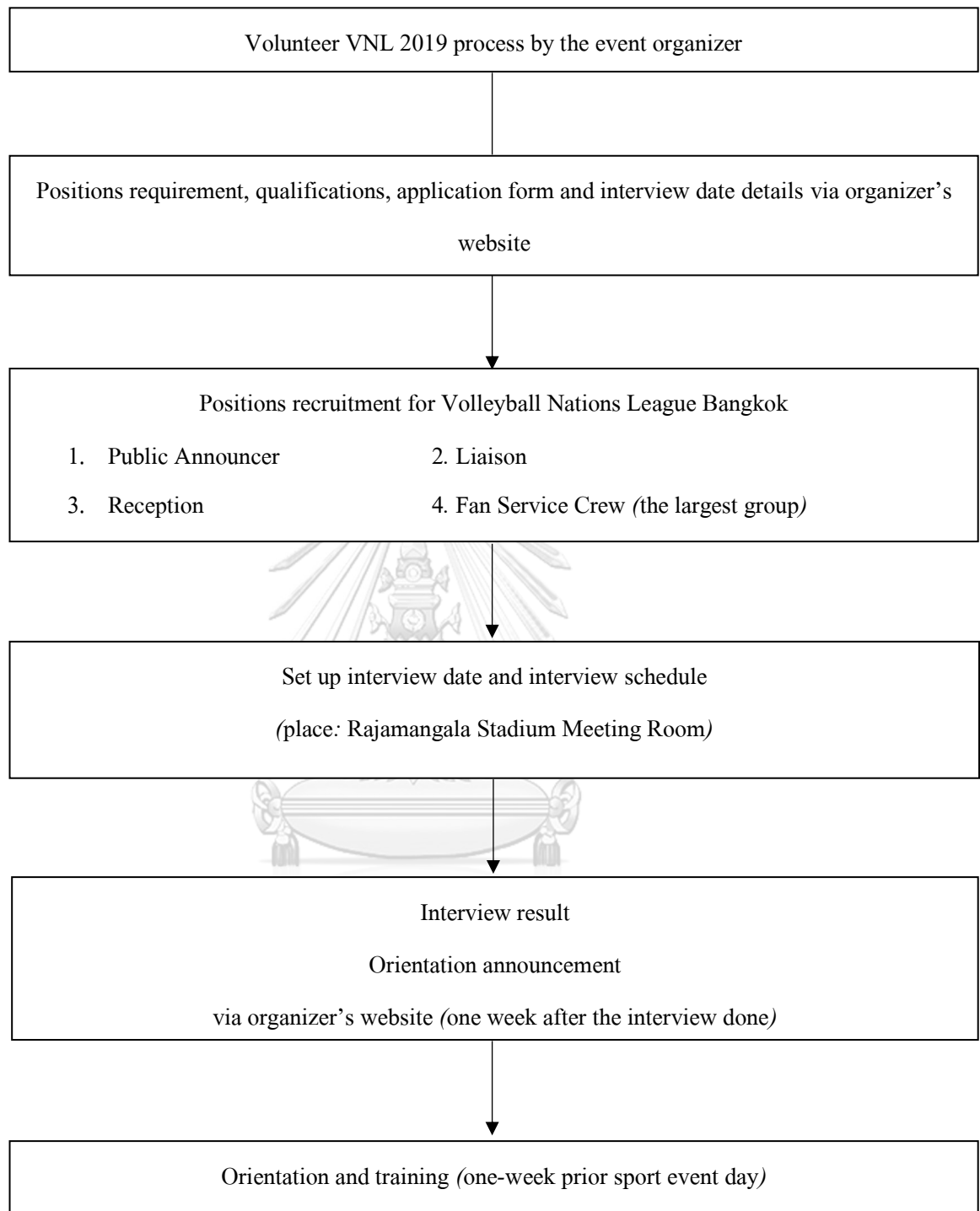
Figure 7: Planning process by the event organizer

Volunteer VNL 2019 process by the researcher

The orientation day

- All volunteers met team members, event organizer and volunteer management team.

- All volunteers participated in group activities, such as self-introduction, icebreaker games and team building games. They also viewed the VDO presentation of the event organizer and joined Q&A session from guest speakers.

- All volunteers learned their job descriptions in details and met team management for consulting.

- The participants were informed that they are part of a field experiment about volunteer management.

- The Fan Service Crew as a sample group met team member and leaders.

- Leaders screening for Transformational leadership *(TFL)* measured by the Multifactor Leadership Questionnaire *(MLQ)* from Bass and Avolio *(1990)*.

- Leaders and Fan Service Crews were assigned into four different groups by stratified random sampling.

- Created line group messenger and invited leaders and members of T1 and T2 to join the group.

- T1 and T2 used LINE Group Messenger as a communication mode throughout the period of the event. While T3 and T4 used normal way of communication (face to face) instead.

- Transformational leaders met team management and ensured their job description.

T1=LINE Group Messenger+TFL	T2= LINE Group Messenger+ Non-TFL
T3=Non-LINE Group Messenger +TFL	T4= Non-LINE Group Messenger + Non-TFL

The event days

- All the Fan Service Crew members performed duty for the entire of three days event.

- Last day of the event

1. Subjects completed the questionnaires:

    1.1 TMX by using measure adopted from Seers'(1989).

    1.2 SIT by using measure adopted from Chiu et al.(2006).

    1.3 SEVEM by using measure adopted from Bang et al.(2009).

    1.4 All subjects received volunteer pin after complete questionnaires.

2. Four post-experiment interviews conducted last day of the event.

    2.1 Six persons of each group were selected by random sampling.

    2.2 Post-experiment interviews arranged at VNL meeting room at

    Indoor Stadium Hua mark. The researcher was the moderator and six research assistances

    did tape recording and accommodate the post-experiment interview.

    2.3 Each group session was approximately forty-five minutes to

one hour or depends on the situation.

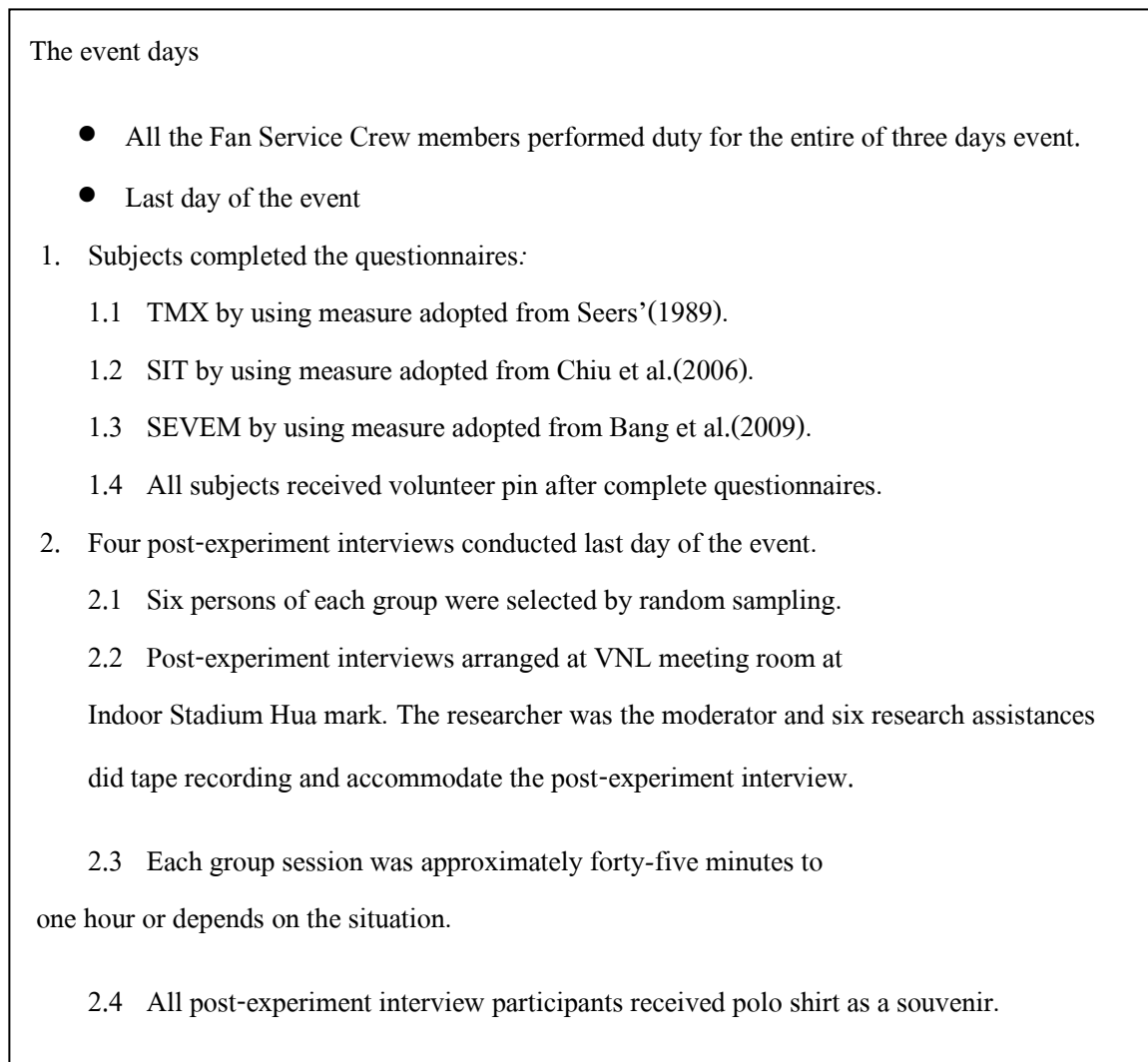   2.4 All post-experiment interview participants received polo shirt as a souvenir.

Figure 8: Planning process by the researcher

5. STATISTICAL ANALYSIS

After receiving all research data, data were screened and edited. SPSS for Windows were used for all data analysis for this field experimental study. Descriptive statistics were calculated for demographics, motivations to volunteers, social interaction, and Team Member Exchange by groups and in total.

Alpha reliability measured the reliability of the items. Independent t-test were conducted to test the main effect and Analysis of Variance (ANOVA) were conducted to test the interaction effect. If there are any significant differences, post-hoc test (LSD) will be employed. Statistical significance was set at the $P<0.05$ level.

The thematic analysis applied to analyse data from post-experiment interview. Thematic analysis refers to a qualitative research techniqe. This technique suites to identify, analyse and report themes within data derived from post-experiment interview (Liamputtong, 2009)
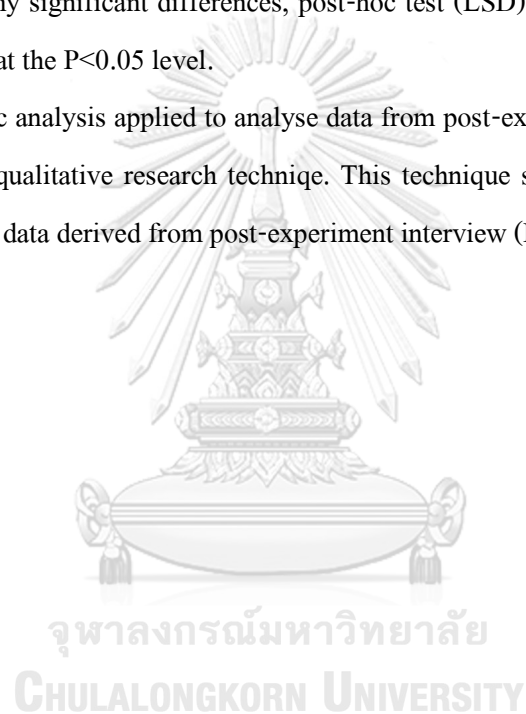
CHAPTER 4

RESULTS

In the following chapter, the study results regarding the effects of social interaction and transformational leadership on the perception of team member exchange of sports event volunteers will be presented. The study mainly aims to determine the effects of social interaction on the sport event volunteers' perception of team member exchange. It also aims to determine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team member exchange. Influencing factors, including social interaction (SI), transformational leadership (TFL) on team member exchange (TMX) of sports event volunteers, will be analyzed. Data analysis for this empirical testing will be described, including:

1. Demographic data

2. Test of general assumptions

3. Measurement scales

4. Comparison of the Mean value between groups

5. Hypothesis testing

    - Analysis of direct effect of social interaction on team member exchange

    - Analysis of moderating effect of transformational leadership on social interaction and team member exchange.

4.1 DEMOGRAPHIC DATA

The study employed a mixed-method design: a field experiment and a Post-experiment interview. A field experimental research using a 2 x 2 between-subjects factorial design was employed. This study recruited 64 subjects. Subjects were assigned by stratified random sampling into four groups. Each group consisted of one leader and fifteen volunteer staff and faced different situations under the conditions below:

Levels of Social Interaction	Leadership	
	Transformational	Non-transformational
High	TREATMENT 1	TREATMENT 2
Low	TREATMENT 3	TREATMENT 4

Figure 1: Experiment with 2 x 2 Factorial Design

TREATMENT 1: Subjects will be in a social interaction group (using LINE group chat) and led by a transformational leader.

TREATMENT 2: Subjects will be in a social interaction group (using LINE group chat) and led by a non-transformational leader.

TREATMENT 3: Subjects will be in a non-social interaction group (not using LINE group chat) and led by a transformational leader.

TREATMENT 4: Subjects will be in a non-social interaction group (not using LINE group chat) and led by a non-transformational leader. To assess the demographic data, gender, age, education, career and volunteer experience were reported in order to understand the characteristics of sport event volunteers in greater details. The initial demographic data from this study were reported in terms of frequency and percentage, as shown in Table 4.1.

Table 4.1 Sport event volunteers' demographic data (n = 60)

Demographic Data	Group	1 SI + TFL		2 SI + Non-TFL		3 Non-SI + TFL		4 Non-SI + Non-TFL		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%
Gender	Male	9	60.0	8	53.3	8	53.3	8	53.3	33	55.0
	Female	6	40.0	7	46.7	7	46.7	7	46.7	27	45.0
Age (years old)	18-25	13	86.7	11	73.3	14	93.3	14	93.3	52	86.7
	26-30	2	13.3	2	13.3	1	6.7	1	6.7	6	10.0
	31-35	0	0.0	1	6.7	0	0.0	0	0.0	1	1.7
	36 or above	0	0.0	1	6.7	0	0.0	0	0.0	1	1.7
Education	Under Bachelor	4	26.7	2	13.3	4	26.7	5	33.3	15	25.0
	Bachelor	11	73.3	11	73.3	11	73.3	10	66.7	43	71.7
	Post Graduate or above	0	0	2	13.3	0	0	0	0	2	3.3
Occupation	Student	12	80.0	11	73.3	13	86.76.7	14	93.3	50	83.3
	Professional career (Lawyer, Doctor etc.)	3	20.0	3	20.0	1		0	0.0	7	11.7
	Management/Business owner	0	0.0	1	6.7	1	6.7	0	0.0	2	3.3
	Employee	0	0.0		0.0	0	0.0	0	0.0	0	0.0
	Retirement	0	0.0		0.0	0	0.0	0	0.0	0	0.0
	Others	0	0.0		0.0	0	0.0	1	6.7	1	1.7
Previous experience as sport event volunteers	1st Time to VNL 2019	6	40.0	5	33.3	4	26.7	0	0.0	15	25.0
	2nd Time to VNL 2018	5	33.3	4	26.7	4	26.7	4	26.7	17	28.3
	3rd Time since WGP 2017	4	26.7	6	40.0	7	26.7	11	73.3	28	46.7

Note * SI= Social Interaction Group; TFL= Transformational Leader Group;

Non-SI= Non-Social Interaction Group; Non-TFL= Non- Transformational Leader Group.

The subjects or sport event volunteers in this study were mostly men in each group (Group SI+TFL 60.0%, Group Non- SI+TFL 53.3%, Group SI+Non-TFL 53.3%, and Group Non-SI+Non-TFL 53.3%).

The age groups with the most volunteers, in descending order, were between 18 and 25 years (Group SI+TFL 86.7%, Group Non-SI+TFL 93.3%, Group SI+ Non-TFL 73.3%, and Group Non-SI+Non-TFL 93.3%), followed by the 26- to 30-year-old (Group SI+TFL 13.3%, Group Non-SI+TFL 6.7%, Group SI+Non-TFL 13.3%, and Group Non-SI+Non-TFL 6.7%), then 31- to 35-year-old (Group SI+Non-TFL 6.7%), and finally   36 and above (Group SI+Non-TFL 6.7%) (Table 4.1).

The majority of the subjects had level of education in Bachelor's degree (Group SI+TFL 73.3%, Group Non-SI+TFL 73.3%, Group SI+Non-TFL 73.3%, Group Non-SI+Non-TFL 66.7%) followed by Under Bachelor's degree (Group SI+TFL 26.7%, Group Non-SI+TFL 26.7%, Group SI+Non-TFL 13.3%, Group No SI+Non-TFL 33.3%) and finally Post Graduate or above (Group SI+Non-TFL 13.3%) (Table 4.1).

Majority of the subjects were mostly student (Group SI+TFL 80.0%, Group Non-SI+TFL 86.7%, Group SI+Non-TFL 73.3%, and Group Non-SI+Non-TFL 93.3%) followed by professional career (lawyer, doctor etc.) (Group SI+TFL 20.0%, Group Non-SI+TFL 6.7%, and Group SI+Non-TFL 20.0%) then management/business owner (Group Non-SI+TFL 6.7%, Group SI+Non-TFL 6.7%) and finally others (Group Non-SI+Non-TFL 6.7%) (Table 4.1).

Most of the subjects had previous experience on 3rd time since WGP 2017 (Group SI+TFL 26.7%, Group Non-SI+TFL 46.7%, Group SI+Non-TFL 40.0%, and Group Non-SI+Non-TFL 73.3%), followed by 2nd time since VNL 2018 (Group SI+TFL 33.3%, Group Non-SI+TFL 26.7%, Group SI+Non-TFL 26.7%, and Group Non-SI+Non-TFL 26.7%), and finally 1st time to VNL 2019 (Group SI+TFL 40.0%, Group Non-SI+TFL 26.7%, Group SI+Non-TFL 33.3%, Group Non-SI+Non-TFL 0.0%) (Table 4.1).

In conclusion, subjects or volunteers participating as sport event volunteers at Volleyball Nations League 2019 were male (55.0%), aged group were between 18-25 (86.7%), mostly a student (83.3%) who study in a bachelor degree (71.7%) and had previous experiences as sport event volunteers for a 3rd time since WGP 2017 (46.7%).

4.2 THE DESCRIPTIVE SUMMARY MEAN SCORES AND SD SCORES OF TMX, VSP, ES, AND TPE

Table 4.2.1 The descriptive summary Mean scores and SD scores of TMX, VSP, ES, and TPE

	Treatment 1*		Treatment 2*		Treatment 3*		Treatment 4*	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Team Member Exchange**	5.87	(0.68)	6.21	(0.59)	5.91	(0.71)	6.01	(0.60)
Volunteer Service Performance**	6.36	(0.75)	6.36	(0.80)	6.31	(0.64)	6.36	(0.80)
Event Satisfaction**	6.33	(0.67)	6.42	(0.65)	6.30	(0.69)	6.34	(0.65)
Team Performance Evaluation**	2.60	(0.21)	2.69	(0.22)	2.75	(0.25)	2.69	(0.22)

Note *   Treatment 1= Social Interaction + Transformational Leader Group,

Treatment 2= Social Interaction + Non-Transformational Leader Group,

Treatment 3=Non-Social Interaction Group + Transformational Leader Group,

Treatment 4 = Non-Social Interaction + Non-Transformational Leader Group

**   Team Member Exchange = TMX, Volunteer Service Performance = VSP,

Event Satisfaction = ES, Team Performance Evaluation = TPE

The Table above showed the summary Mean scores and SD scores of TMX, VSP, ES, and TPE in both social interaction group (Treatment 1and Treatment 2) and non-social interaction group (TREATMENT 3 and TREATMENT 4). TMX is the team member exchange variables on social interaction and transformational leadership, which is rated by the fan service crew position. VSP stands for volunteer performance, which is rated by the audience of the events. ES is a variable of event satisfaction, which is rated by the audience of the events. TPE is a variable of team performance evaluation which is evaluated by the event's evaluators. The group of social interaction included TREATMENT 1 which is using LINE group chat and led by a transformational leader and TREATMENT 2 which is using LINE group chat and led by non-transformational leader. While the group of non-social interaction group are TREATMENT 3

which is not using LINE group chat and led by a transformational leader and TREATMENT 4 which is not using LINE group chat and led by a non-transformational leader.
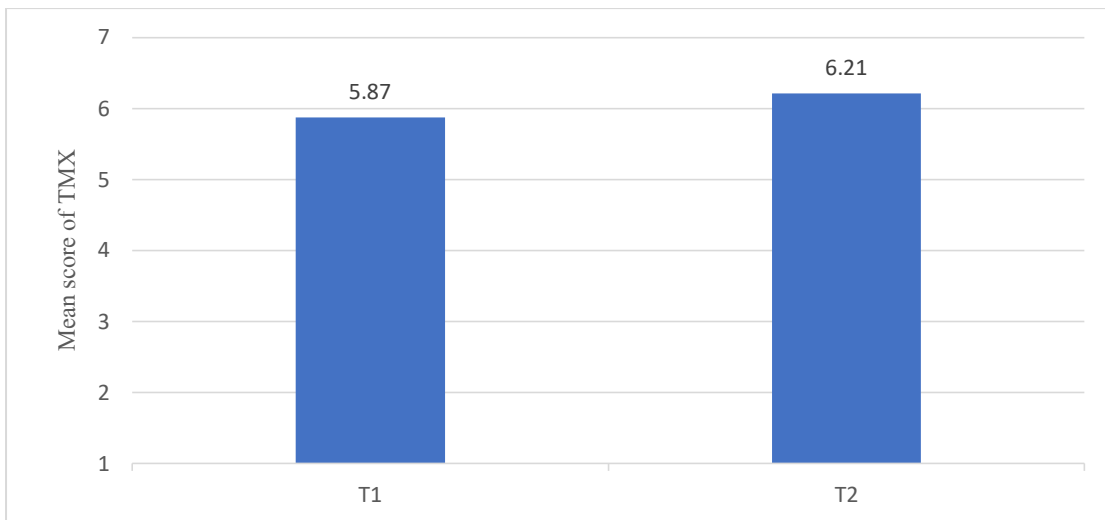
4.3 MAIN EFFECTS OF SOCIAL INTERACTION (SI) ON TEAM MEMBER EXCHANGE (TMX)

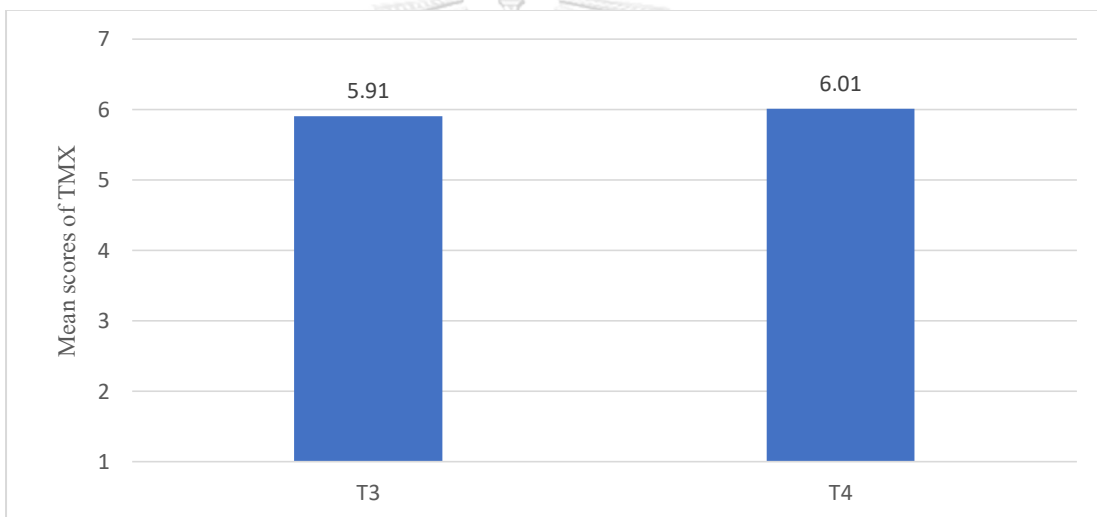**Table 4.3.1 Main effects of SI on Team Member Exchange (Mean and SD) – TMX**

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	5.87 (0.68)	6.21 (0.59)	6.04 (0.64)
Non-Social Interaction	5.91 (0.71)	6.01 (0.60)	5.96 (0.66)

Note*** Mean Score = MS

The result in Table 4.3.1 showed the Mean scores and SD of main effects of Social Interaction (SI) on Team Member Exchange (TMX) in group TMX. The result of TREATMENT 1 which is in a social interaction group (using LINE group chat) and led by a transformational leader has Mean score of 5.87, SD of 0.68. The result of TREATMENT 2 which is in a social interaction group (using LINE group chat) and led by a non-transformational leader has Mean score of 6.21, SD of 0.59. The average Mean score of main effects of social interaction on team member exchange (using LINE group chat) is 6.04, SD of 0.64. While the result of TREATMENT 3 which is in a non-social interaction group (not using LINE group chat) and led by a transformational leader has Mean score of 5.91, SD of 0.71. The result of TREATMENT 4 which is in a non-social interaction group (not using LINE group chat) and led by a non-transformational leader has Mean score of 6.01, SD of 0.60. Furthermore, the average Mean score of non-social interaction on team member exchange (not using LINE group chat) is 5.96, SD of 0.66 respectively.

TREATMENT 1 TREATMENT 2
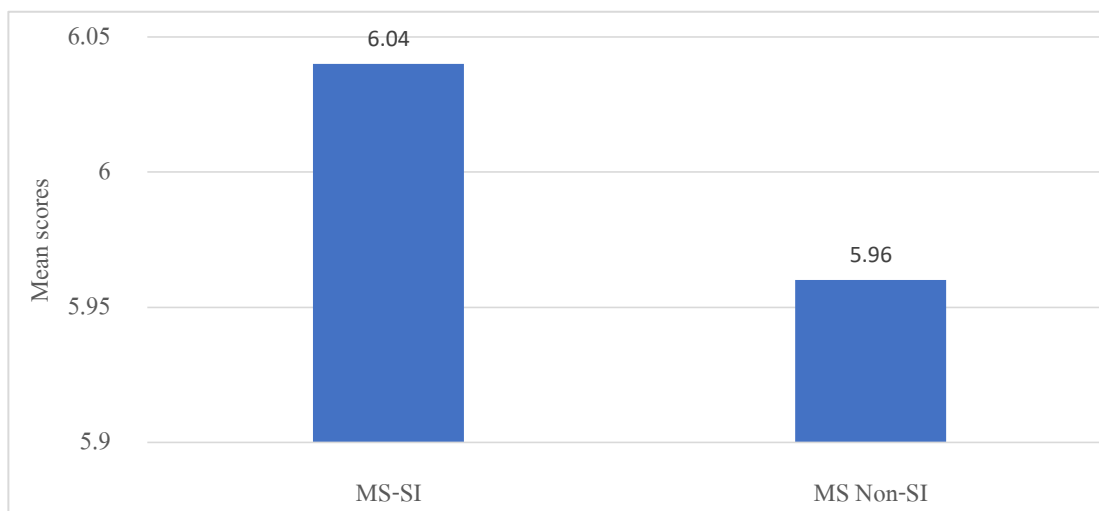

TREATMENT 3 TREATMENT 4

Figure 1 Mean Score of Social Interaction and Non-Social Interaction of TMX

Table 4.3.2 The test of main effects of Social Interaction on Team Member Exchange

Group	Mean	SD	t	df	p
Social Interaction	6.04	(0.49)	.413	28	0.68
Non-Social Interaction	5.96	(0.54)			

The above Table showed the result of t-Test of a Mean score of social interaction and a Mean score of non-social interaction on team member exchange. The MS of social interaction is a Mean score of groups of volunteers using LINE group chat as social interaction. The MS of social interaction give no significantly difference with the MS of non-social interaction which is group of volunteers non-using LINE group chat as social interaction with statistically significant differences at .05 (p=0.68＞0.05). Despite social interaction group (6.04) created higher TMX than non-social interaction group (5.96), the result showed that the social interaction of the sport event volunteers' in both social interaction group and non-social interaction group give no difference significant on perception of team member exchange. Therefore, the first hypothesis was not supported that "the social interaction will influence sport event volunteers' perception of team member exchange.

4.4 MAIN EFFECTS OF TRANSFORMATIONAL LEADERSHIP (TFL) ON TEAM MEMBER EXCHANGE (TMX)

Table 4.4.1 Main effects of TFL on TMX (Mean and SD) – TMX

|	Social Interaction	Non-Social Interaction	Mean score
Transformational Leadership	5.87 (0.68)	5.91 (0.71)	5.89 (0.70)
Non- Transformational Leadership	6.21 (0.59)	6.01 (0.60)	6.11 (0.60)

Note*** Mean Score = MS

This table showed the Mean scores and SD of main effects of transformational leadership on team member exchange of TMX. The Mean score of TREATMENT 1 which is in a transformational group (using LINE group chat) and led by a transformational leader is 5.87, SD of 0.68. The result of TREATMENT 3 which is in also a transformational group (not using LINE group chat) and led by a transformational leader has Mean score of 5.91, SD of 0.71. In addition, the average Mean score of main effects of transformational leadership on team member exchange (using LINE group chat) is 5.89, SD of 0.70.

Furthermore, groups of non-transformational, TREATMENT 2 which is using LINE group chat and led by a non- transformational leader has Mean score of 6.21, SD of 0.59 and TREATMENT 4 which is not using LINE group chat and led by non-transformational leader has Mean score of 6.01, SD of 0.60. Lastly, the result of the average Mean scores of main effects of non-transformational leadership on team member exchange (not using LINE group chat) is 6.11, SD of 0.60 respectively.
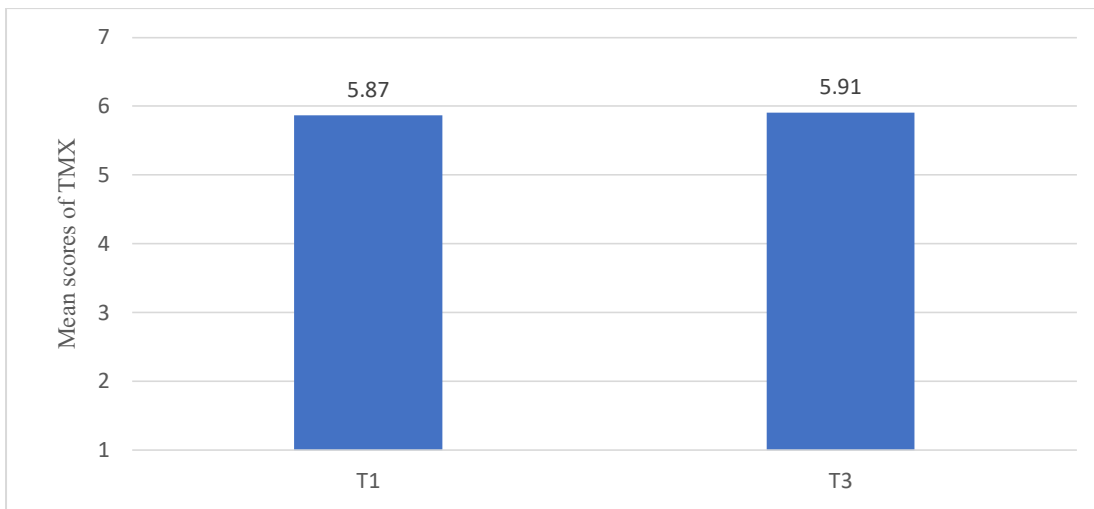
TREATMENT 1 TREATMENT 3
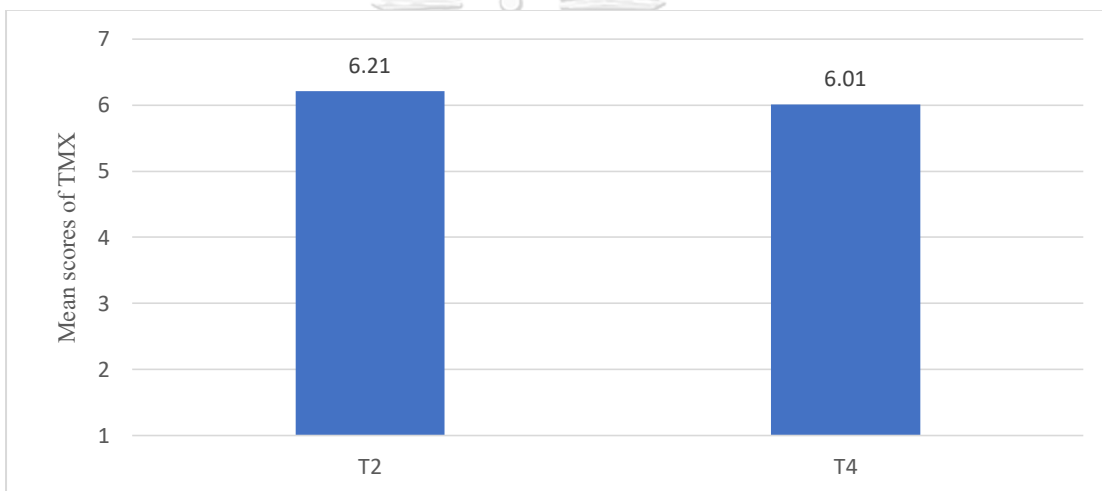
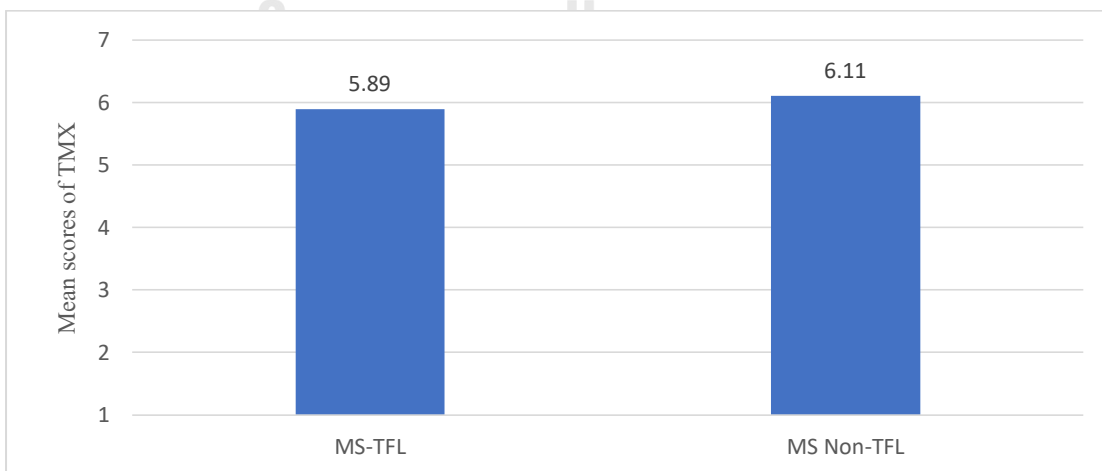**TREATMENT 2 TREATMENT 4**

Figure 2 Mean Score of Transformational Leadership and Non-Transformational Leadership of TMX

Table 4.4.2 The test of main effect of Transformational on Team Member Exchange

Group	Mean	SD	t	df	p
Transformational	5.89	(0.49)	-1.31	28	0.20
Non-Transformational	6.11	(0.43)			

This table showed the result of main interaction effect of a Mean score of transformational leadership and non-transformational leadership on team member exchange. The MS of transformational leadership is a Mean score of groups of volunteers led by transformational leader. The MS of transformational leadership give no significantly difference with a non-transformational leadership with statistically significant differences at .05 (p=0.20＞0.05). The result showed that the transformational leadership of the sport event volunteers' in both transformational group and non-transformational group give no difference significant on perception of team member exchange. Therefore, this result refuses the second hypothesis that "transformational leadership will influence sport event volunteers' perception of team member exchange. Teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non-transformational leaders" accordingly.

4.5 INTERACTION EFFECTS BETWEEN SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON TEAM MEMBER EXCHANGE

Table 4.5.1 Interaction Effects between SI and TFL on Team Member Exchange

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	5.87 (0.68)	6.21 (0.59)	6.04 (0.64)
Non-Social Interaction	5.91 (0.71)	6.01 (0.60)	5.96 (0.66)
Mean score	5.89 (0.70)	6.11 (0.60)	

Note*** Mean Score = MS

In this part of study, the researcher investigate the interaction effects on team member exchange of TREATMENT 1, TREATMENT 2, TREATMENT 3, and TREATMENT 4 which

are social interaction group (TREATMENT 1 and TREATMENT 2 -using LINE group chat), non-social interaction group (TREATMENT 3 and TREATMENT 4 non-using LINE group chat), transformational group (TREATMENT 1 and TREATMENT 3 -led by transformational leader) and non-transformational group (TREATMENT 2 and TREATMENT 4 -non-led by transformational leader) toward perception of team member exchange. The result showed as the following;

Table 4.5.2 Test of Interaction Effects between SI and TFL on Team Member Exchange

Interaction effects	Sum of Squares	df	Mean Square	F	p
Between Groups	1.056	3	.352	.840	.477
Within Groups	23.444	56	.419		
Total	24.500	59			

This table showed the result of interaction effects of TREATMENT 1, TREATMENT 2, TREATMENT 3 and TREATMENT 4 of TMX. TREATMENT 1 and TREATMENT 2 are social interaction groups – using LINE group chat. TREATMENT 3 and TREATMENT 4 are non-social interaction groups-not using LINE group chat.

While TREATMENT 1 and TREATMENT 3 are groups of transformational leadership led by transformational leader, whereas TREATMENT 2 and TREATMENT 4 are group of non-transformational leadership led by non-transformational leader gave no significant with statistically significant differences at .05 (p=0.48>0.05). The result showed that both social interaction and non-social interaction as well as transformational leadership and non-transformational of the sport event volunteers give no difference significant on sport event volunteers' perception of team member exchange. Therefore, this result refuses all hypothesis as mentioned in table 4.4.2 and table 4.3.2.
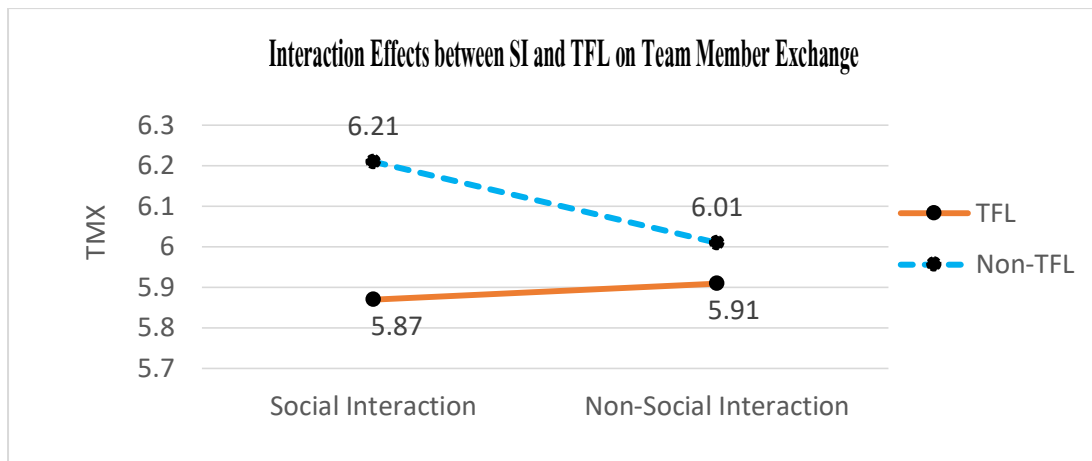
Figure 3 Test of Interaction Effects between SI and TFL on Team Member Exchange

Additional analysis

Table 4.6 Main effects of SI on Volunteer Service Performance (Mean and SD) – VSP

|	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	6.36 (0.75)	6.36 (0.80)	6.04 (0.78)
Non-Social Interaction	6.31 (0.64)	6.36 (0.80)	6.34 (0.72)

Note*** Mean Score = MS

The result in table 4.3.3 showed the Mean scores and SD of main effects of Social Interaction (SI) on volunteer service performance in group VSP. The result of TREATMENT 1 which is in a social interaction group (using LINE group chat) and led by a transformational leader has Mean score of 6.36, SD of 0.75. The result of TREATMENT 2 which is in a social interaction group (using LINE group chat) and led by a non-transformational leader has Mean score of 6.36, SD of 0.80. The average Mean score of main effects of social interaction on volunteer service performance (using LINE group chat) is 6.36, SD of 0.78. While the result of TREATMENT 3 which is in a non-social interaction group (not using LINE group chat) and led by a transformational leader has mean score of 6.31, SD of 0.64. The result of TREATMENT 4 which is in a non-social interaction group (not using LINE group chat) and led by a non-transformational leader has Mean score of 6.36, SD of 0.80. Furthermore, the average Mean score

of main effects of non-social interaction on volunteer service performance (not using LINE group chat) is 6.34, SD of 0.72 respectively.
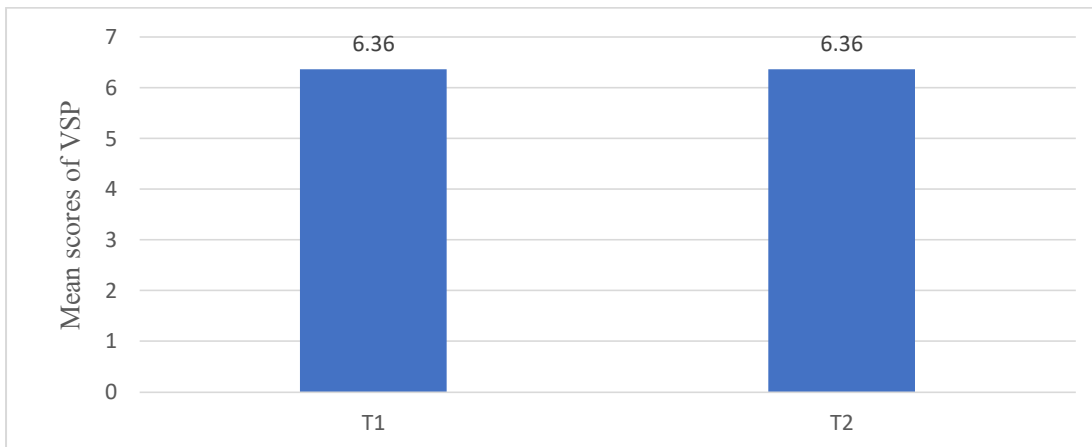
TREATMENT 1 TREATMENT 2
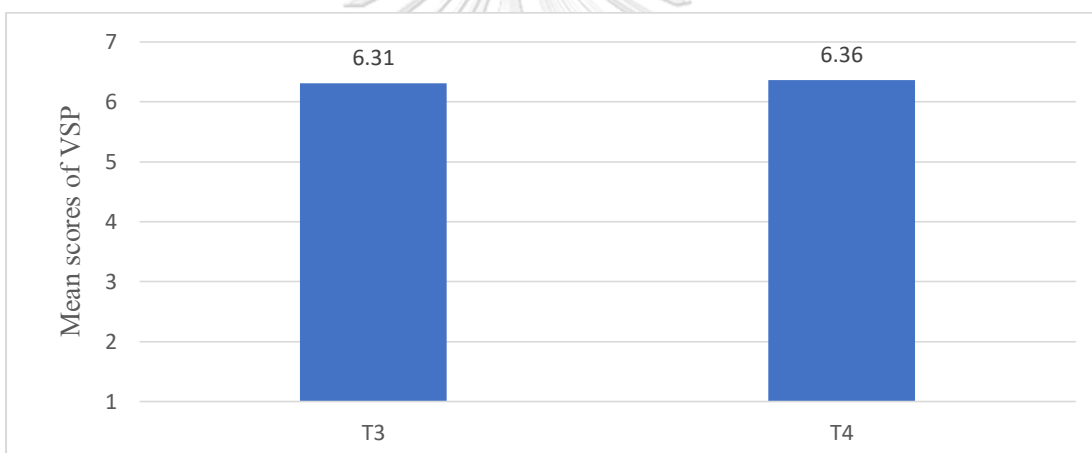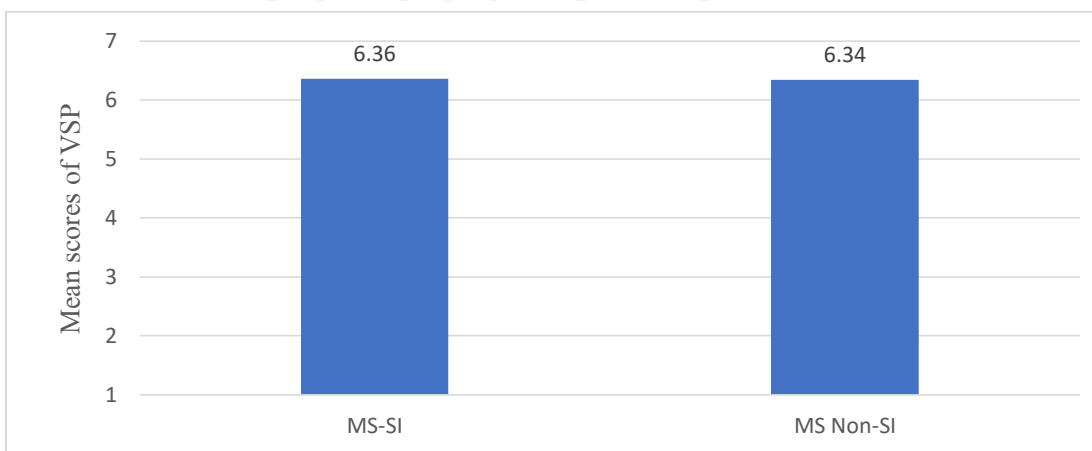

TREATMENT 3 TREATMENT 4

Figure 4 Mean Score of Social Interaction and Non-Social Interaction of VSP

Table 4.6.1 The test of main effect of Social Interaction on Volunteer Service Performance

Group	Mean	SD	t	df	p
Social Interaction	6.36	(0.52)	.298	238	0.56
Non-Social Interaction	6.34	(0.53)			

This table showed the result of main interaction effect of a Mean score of social interaction and a Mean score of non-social interaction on volunteer service performance. The MS of social interaction is a Mean score of groups of volunteers using LINE group chat as social interaction. The MS of social interaction give no significantly difference with the MS of non-social interaction which is group of volunteers non-using LINE group chat as social interaction with statistically significant differences at .05 ($p=0.56>0.05$). The result showed that the social interaction of the sport event volunteers' in both social interaction group and non-social interaction group give no difference significant on volunteer service performance. Therefore, this result refuses the first hypothesis that "the social interaction will influence sport event volunteers' perception of team member exchange. Teams that employ LINE group chat to increase social interaction will receive higher ratings of team member exchange than teams without LINE group chat" accordingly.

Table 4.6.2 Main effect of TFL on Volunteer Service Performance (Mean and SD) – VSP

	Social Interaction	Non-Social Interaction	Mean score
Transformational Leadership	6.36 (0.75)	6.31 (0.64)	6.34 (0.70)
Non- Transformational Leadership	6.36 (0.80)	6.36 (0.80)	6.36 (0.80)

Note*** Mean Score = MS

This table showed the Mean scores and SD of both transformational group and non-transformational group and main effect of transformational leadership on volunteer service performance. The Mean score of TREATMENT 1 which is in a transformational group (using LINE group chat) and led by a transformational leader is 6.36, SD of 0.75. The result of

TREATMENT 3 which is in also a transformational group (not using LINE group chat) and led by a transformational leader has Mean score of 6.31, SD of 0.64. In addition, the average Mean score of main effects of transformational leadership on volunteer service performance (using LINE group chat) is 6.34, SD of 0.70.

Furthermore, groups of non-transformational, TREATMENT 2 which is using LINE group chat and led by a non- transformational leader has Mean score of 6.36, SD of 0.80 and TREATMENT 4 which is not using LINE group chat and led by non-transformational leader has Mean score of 6.36, SD of 0.80. Lastly, the average Mean score of main effects of non-transformational leadership on volunteer service performance (using LINE group chat) is 6.36, SD of 0.80 respectively.
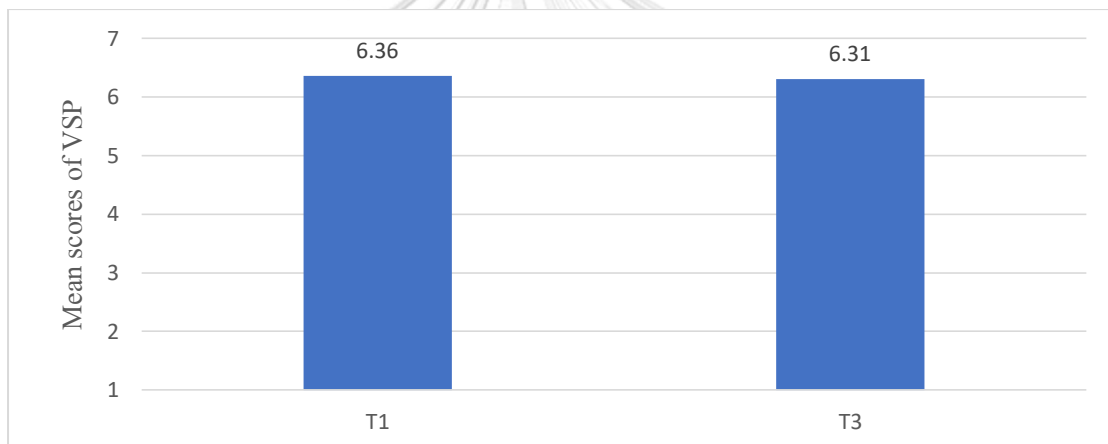
TREATMENT 1 TREATMENT 3
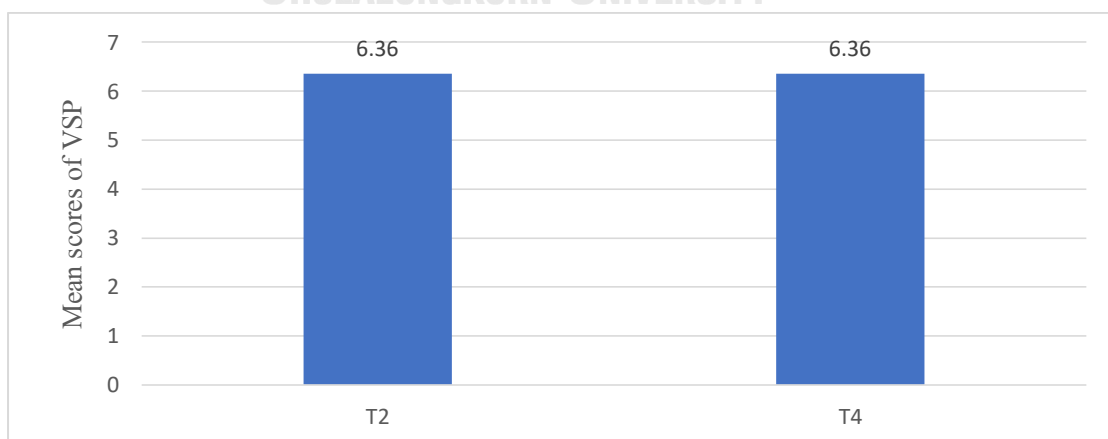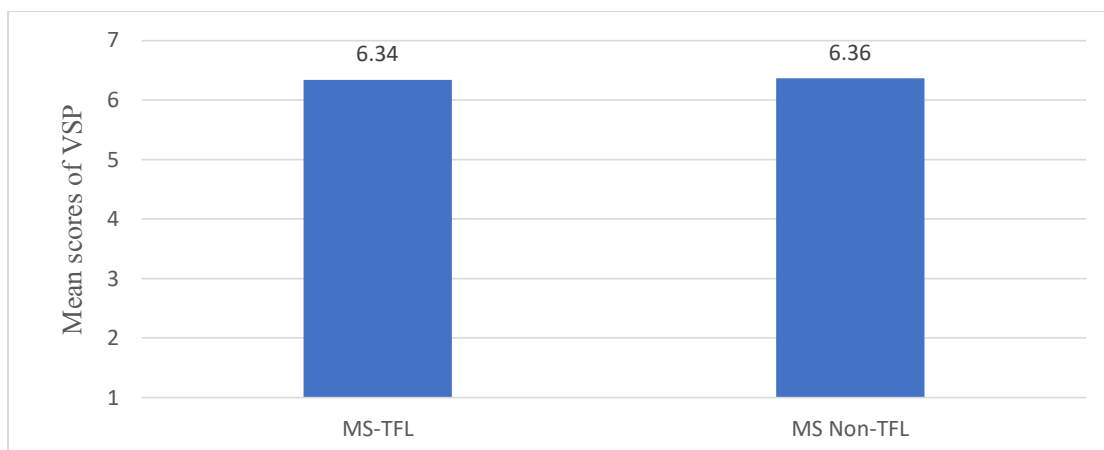

TREATMENT 2 TREATMENT 4

Figure 5 Mean Score of Transformational Leadership and Non-Transformational Leadership of VSP

Table 4.6.3 The test of main effect of Transformational Leadership on Volunteer Service Performance

Group	Mean	SD	t	df	p
Transformational	6.33	(0.50)	-.330	238	0.63
Non-Transformational	6.36	(0.49)			

This table showed the result of main interaction effect of a Mean score of transformational leadership and non-transformational leadership on volunteer service performance. The MS of transformational leadership is a Mean score of groups of volunteers led by transformational leader. The MS of transformational leadership give no significantly difference with a non-transformational leadership with statistically significant differences at .05 (p=0.63>0.05). The result showed that the transformational leadership of the sport event volunteers' in both transformational group and non-transformational group give no difference significant on volunteer service performance. Therefore, this result refuses the second hypothesis that "transformational leadership will influence sport event volunteers' perception of team member exchange. Teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non-transformational leaders" accordingly.

Table 4.6.4 Interaction Effects between SI and TFL on Volunteer Service Performance

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	6.36 (0.75)	6.36 (0.80)	6.36 (0.78)
Non-Social Interaction	6.31 (0.64)	6.36 (0.80)	6.34 (0.72)
Mean score	6.34 (0.70)	6.36 (0.80)	

Note*** Mean Score = MS

In this part of study, the researcher investigate the interaction effects on volunteer service performance of TREATMENT 1, TREATMENT 2, TREATMENT 3, and TREATMENT 4 which are social interaction group (TREATMENT 1 and TREATMENT 2 -using LINE group chat), non-social interaction group (TREATMENT 3 and TREATMENT 4 non-using LINE group chat), transformational group (TREATMENT 1 and TREATMENT 3 -led by transformational leader) and non-transformational group (TREATMENT 2 and TREATMENT 4 -non-led by transformational leader) toward perception of team member exchange. The result showed as the following;

Table 4.6.5 Test of Interaction Effects between SI and TFL on Volunteer Service Performance

Interaction effects	Sum of Squares	df	Mean Square	F	p
Between Groups	.154	3	.051	.091	.965
Within Groups	268.259	476	.564		
Total	268.412	479			

This table showed the result of interaction effects on volunteer service performance of TREATMENT 1, TREATMENT 2, TREATMENT 3 and TREATMENT 4. TREATMENT 1 and TREATMENT 2 are social interaction groups – using LINE group chat. TREATMENT 3 and TREATMENT 4 are non-social interaction groups-not using LINE group chat. While TREATMENT 1 and TREATMENT 3 are groups of transformational leadership led by transformational leader, whereas TREATMENT 2 and TREATMENT 4 are group of non-

transformational leadership led by non-transformational leader gave no significant with statistically significant differences at .05 (p=0.97>0.05). The result showed that both social interaction and non-social interaction as well as transformational leadership and non-transformational of the sport event volunteers give no difference significant on sport event volunteers' perception of team member exchange on volunteer service performance. Therefore, this result refuses all hypothesis as mentioned in table 4.3.2 and table 4.4.2.
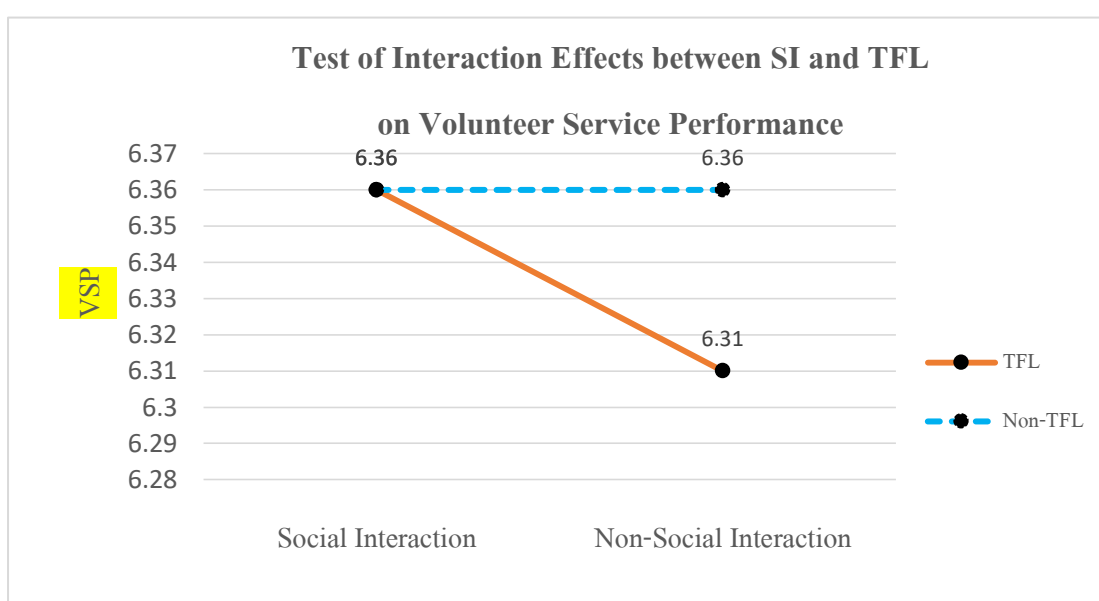
Figure 6 Test of Interaction Effects between SI and TFL on Volunteer Service Performance

Table 4.7.1 Main effects of SI on Event Satisfaction (Mean and SD) – ES

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	6.33 (0.67)	6.42 (0.65)	6.38 (0.66)
Non-Social Interaction	6.30 (0.69)	6.34 (0.65)	6.32 (0.67)

Note*** Mean Score = MS

The result in table 4.3.5 showed the Mean scores and SD of main effects of Social Interaction (SI) on event satisfaction in group ES. The result of TREATMENT 1 which is in a social interaction group (using LINE group chat) and led by a transformational leader has Mean score of 6.33, SD of 0.67. The result of TREATMENT 2 which is in a social interaction group

(using LINE group chat) and led by a non-transformational leader has Mean score of 6.42, SD of 0.65. The average Mean score of main effects of social interaction on event satisfaction (using LINE group chat) is 6.38, SD of 0.66. While the result of TREATMENT 3 which is in a non-social interaction group (not using LINE group chat) and led by a transformational leader has Mean score of 6.30, SD of 0.69. The result of TREATMENT 4 which is in a non-social interaction group (not using LINE group chat) and led by a non-transformational leader has Mean score of 6.34, SD of 0.65. Furthermore, the average Mean score of main effects of non-social interaction on event satisfaction (not using LINE group chat) is 6.32, SD of 0.67 respectively.
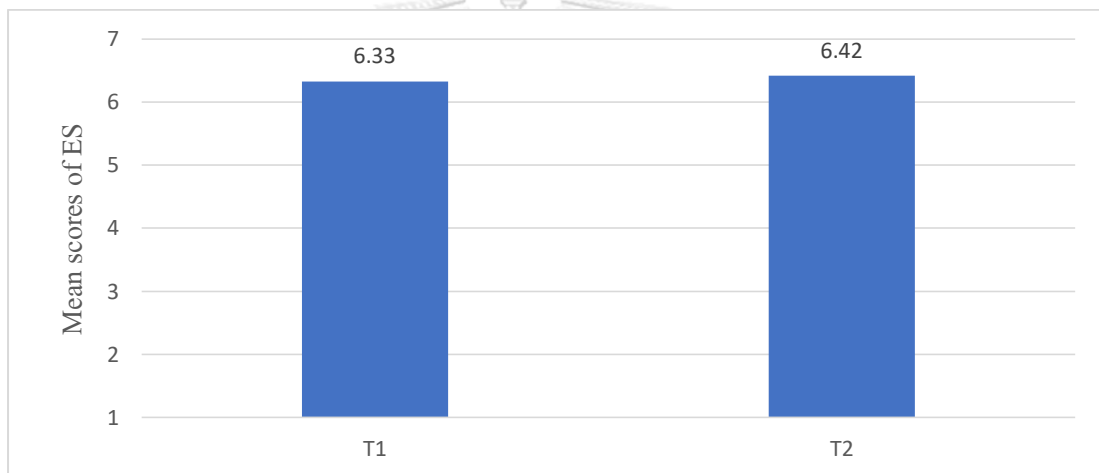
TREATMENT 1 TREATMENT 2
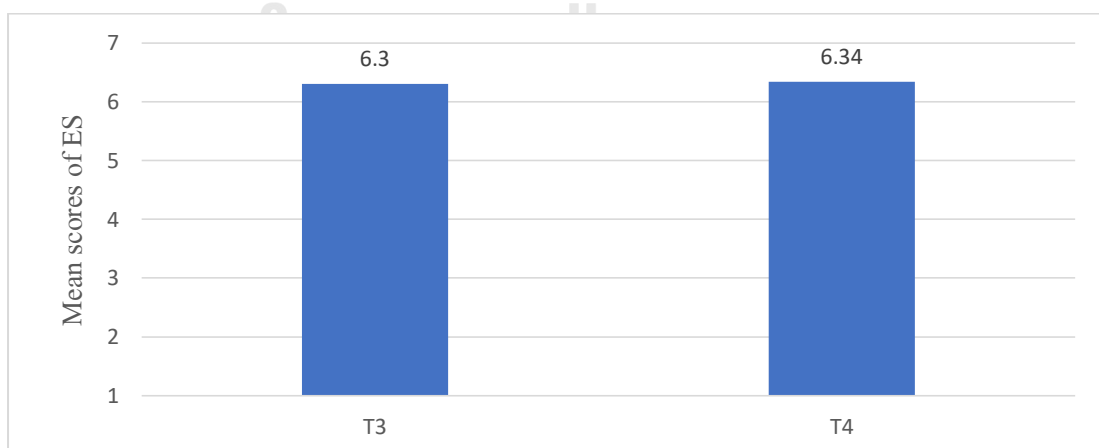
TREATMENT 3 TREATMENT 4
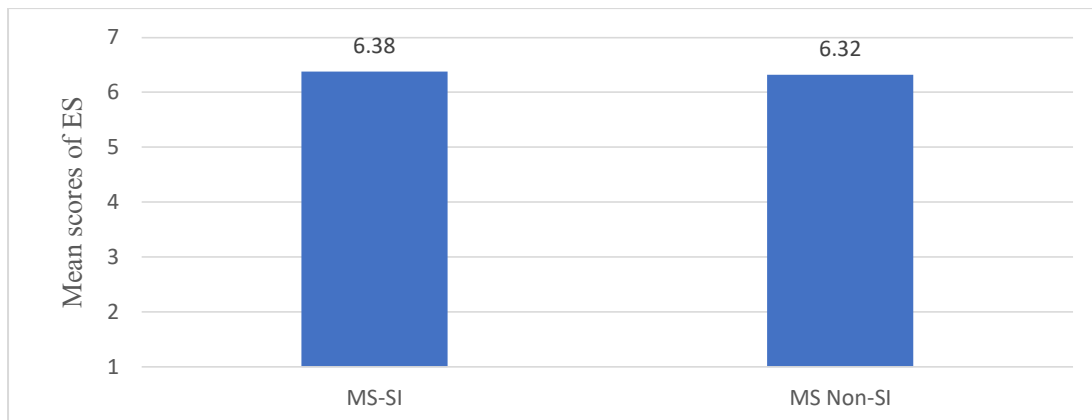
Figure 7 Mean Score of Social Interaction and Non-Social Interaction of ES

Table 4.7.2 The test of main effect of Social Interaction on Event Satisfaction

Group	Mean	SD	t	df	p
Social Interaction	6.37	(0.45)	.918	238	0.77
Non-Social Interaction	6.32	(0.46)			

This table showed the result of main interaction effect of a Mean score of social interaction and a Mean score of non-social interaction on event satisfaction. The MS of social interaction is a Mean score of groups of volunteers using LINE group chat as social interaction. The MS of social interaction give no significantly difference with the MS of non-social interaction which is group of volunteers non-using LINE group chat as social interaction with statistically significant differences at .05 (p=0.77>0.05). The result showed that the social interaction of the sport event volunteers' in both social interaction group and non-social interaction group give no difference significant on event satisfaction. Therefore, this result refuses the first hypothesis that "the social interaction will influence sport event volunteers' perception of team member exchange. Teams that employ LINE group chat to increase social interaction will receive higher ratings of team member exchange than teams without LINE group chat" accordingly.

Table 4.7.3 Main effect of TFL on Event Satisfaction (Mean and SD) -ES

	Social Interaction	Non-Social Interaction	Mean score
Transformational Leadership	6.33 (0.67)	6.30 (0.69)	6.32 (0.68)
Non- Transformational Leadership	6.42 (0.65)	6.34 (0.65)	6.38 (0.65)

Note*** Mean Score = MS

This table showed the Mean scores and SD of both transformational group and non-transformational group and main effect of transformational leadership on event satisfaction. The Mean score of TREATMENT 1 which is in a transformational group (using LINE group chat) and led by a transformational leader is 6.33, SD of 0.67. The result of TREATMENT 3 which is in also a transformational group (not using LINE group chat) and led by a transformational leader has Mean score of 6.30, SD of 0.69. In addition, the average Mean score of main effects of transformational leadership on event satisfaction (using LINE group chat) is 6.32, SD of 0.68. Furthermore, groups of non-transformational, TREATMENT 2 which is using LINE group chat and led by a non- transformational leader has Mean score of 6.42, SD of 0.65 and TREATMENT 4 which is not using LINE group chat and led by non-transformational leader has Mean score of 6.34, SD of 0.65. Lastly, the average Mean score of main effects of non-transformational leadership on event satisfaction (using LINE group chat) is 6.38, SD of 0.65 respectively.
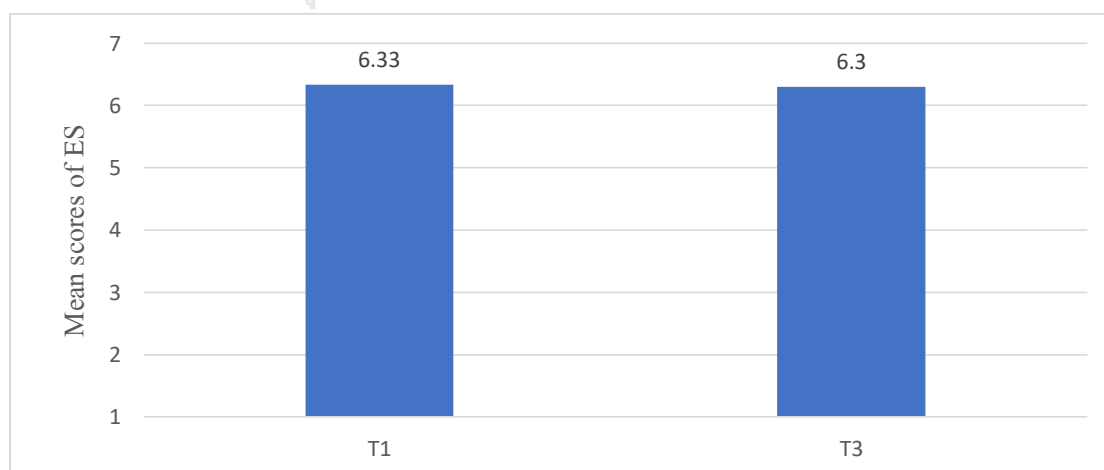

TREATMENT 1 TREATMENT 3
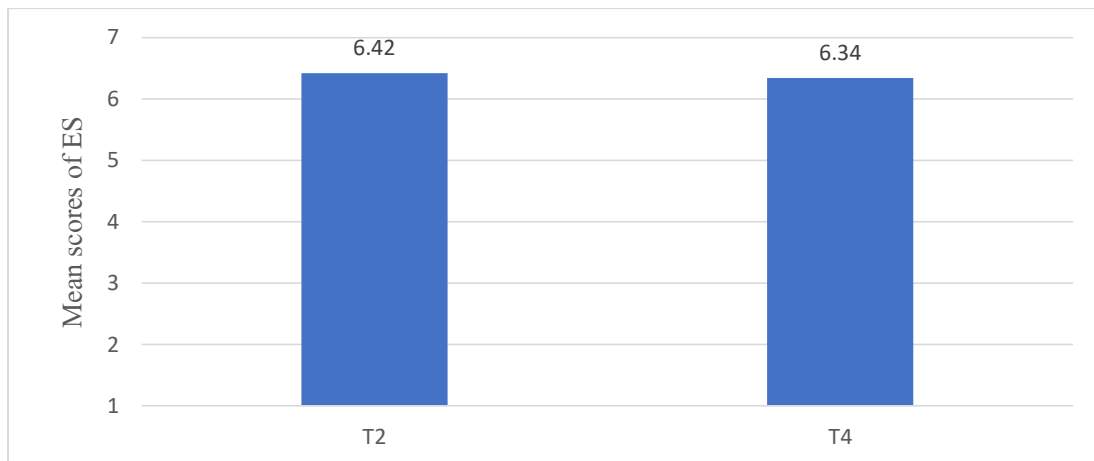
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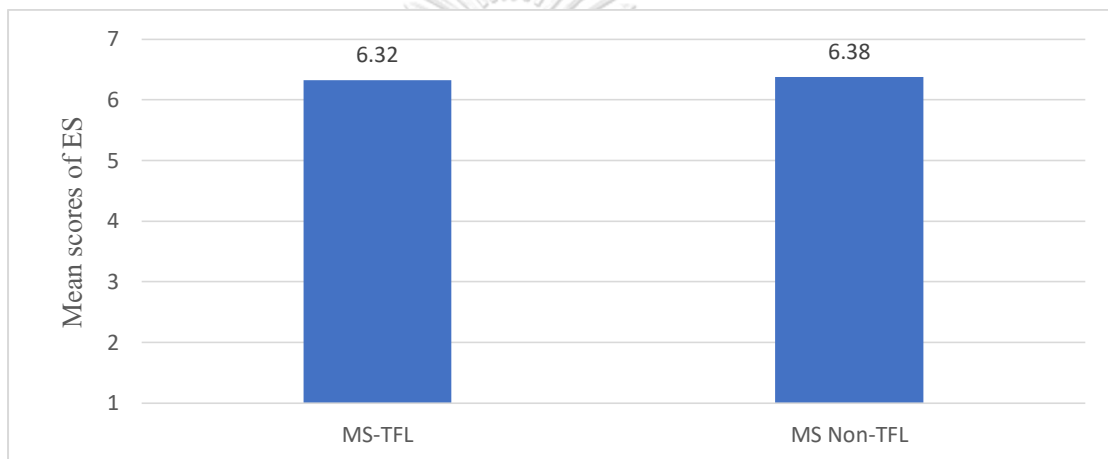
Figure 8 Mean Score of Transformational Leadership and Non-Transformational Leadership of ES

Table 4.7.4 The test of main effect of Transformational leadership on Event Satisfaction

Group	Mean	SD	t	df	p
Transformational	6.31	(0.66)	-1.07	238	0.98
Non-Transformational	6.38	(0.77)			

This table showed the result of main interaction effect of a Mean score of transformational leadership and non-transformational leadership on event satisfaction. The MS of transformational leadership is a Mean score of groups of volunteers led by transformational leader. The MS of transformational leadership give no significantly difference with a non-

transformational leadership with statistically significant differences at .05 (p=0.98>0.05). The result showed that the transformational leadership of the sport event volunteers' in both transformational group and non-transformational group give no difference significant on event satisfaction. Therefore, this result refuses the second hypothesis that "transformational leadership will influence sport event volunteers' perception of team member exchange. Teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non-transformational leaders" accordingly.

Table 4.7.5 Interaction Effects between SI and TFL on Event Satisfaction

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	6.33 (0.67)	6.42 (0.65)	6.38 (0.66)
Non-Social Interaction	6.30 (0.69)	6.34 (0.65)	6.32 (0.67)
Mean score	6.32 (0.68)	6.38 (0.65)	

Note*** Mean Score = M

In this part of study, the researcher investigate the interaction effects on event satisfaction of TREATMENT 1, TREATMENT 2, TREATMENT 3, and TREATMENT 4 which are social interaction group (TREATMENT 1 and TREATMENT 2 -using LINE group chat), non-social interaction group (TREATMENT 3 and TREATMENT 4 non-using LINE group chat), transformational group (TREATMENT 1 and TREATMENT 3 -led by transformational leader) and non-transformational group (TREATMENT 2 and TREATMENT 4 -non-led by transformational leader) toward perception of team member exchange. The result showed as the following;

Table 4.7.6 Test of Interaction Effects between SI and TFL on Event Satisfaction

Interaction effects	Sum of Squares	df	Mean Square	F	p
Between Groups	.947	3	.316	.715	.543
Within Groups	210.192	476	.442		
Total	211.139	479			

This table showed the result of interaction effects on event satisfaction of TREATMENT 1, TREATMENT 2, TREATMENT 3 and TREATMENT 4. TREATMENT 1 and TREATMENT 2 are social interaction groups – using LINE group chat. TREATMENT 3 and TREATMENT 4 are non-social interaction groups-not using LINE group chat. While TREATMENT 1 and TREATMENT 3 are groups of transformational leadership led by transformational leader, whereas TREATMENT 2 and TREATMENT 4 are group of non-transformational leadership led by non-transformational leader gave no significant with statistically significant differences at .05 (p=0.54>0.05). The result showed that both social interaction and non-social interaction as well as transformational leadership and non-transformational of the sport event volunteers give no difference significant on sport event volunteers' perception of team member exchange on volunteer service performance. Therefore, this result refuses all hypothesis as mentioned in table 4.3.6 and table 4.4.6.
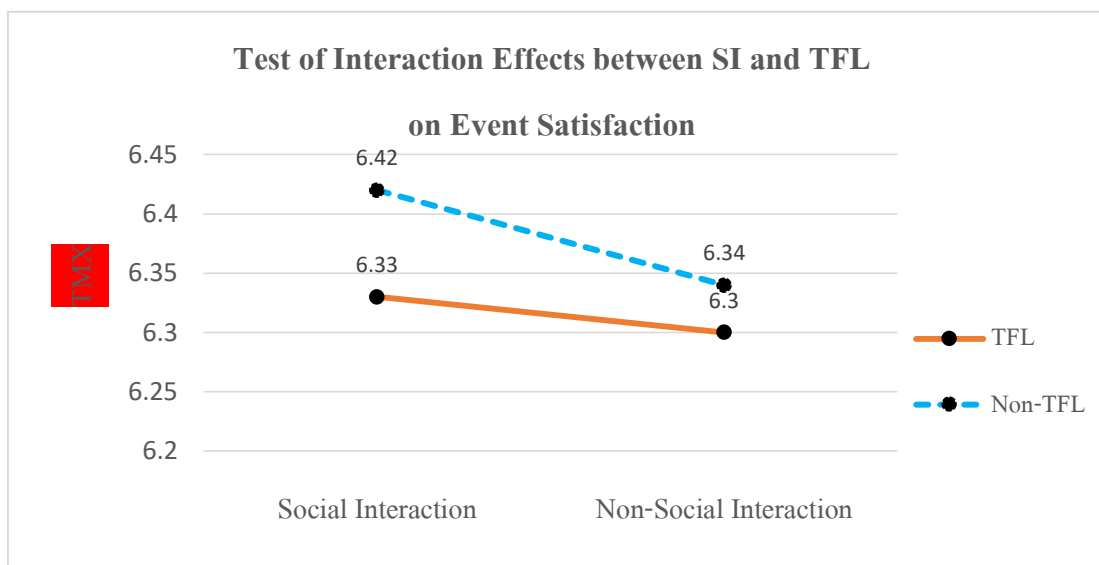
Figure 9 Test of Interaction Effects between SI and TFL on Event Satisfaction

Table 4.8.1 Main effects of SI on Team Performance Evaluation (Mean and SD) – TPE

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	2.60 (0.21)	2.69 (0.22)	2.65 (0.22)
Non-Social Interaction	2.75 (0.25)	2.69 (0.22)	2.72 (0.24)

Note*** Mean Score = MS

The result in table 4.3.7 showed the Mean scores and SD of main effects of Social Interaction (SI) on Team Performance Evaluation in group TPE. The result of TREATMENT 1 which is in a social interaction group (using LINE group chat) and led by a transformational leader has Mean score of 2.60, SD of 0.21. The result of TREATMENT 2 which is in a social interaction group (using LINE group chat) and led by a non-transformational leader has Mean score of 2.69, SD of 0.22. The average Mean score of main effects of social interaction on team performance evaluation (using LINE group chat) is 2.65, SD of 0.22. While the result of TREATMENT 3 which is in a non-social interaction group (not using LINE group chat) and led by a transformational leader has Mean score of 2.75, SD of 0.25. The result of TREATMENT 4 which is in a non-social interaction group (not using LINE group chat) and led by a non-transformational leader has Mean score of 2.69, SD of 0.22. Furthermore, the average Mean score

of main effects of non-social interaction on event satisfaction (not using LINE group chat) is 2.72,

SD of 0.24 respectively.
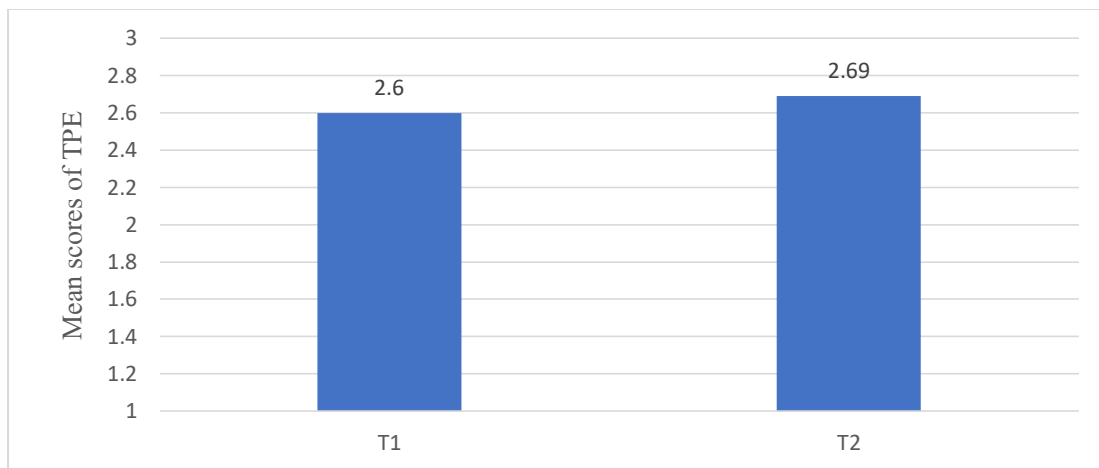
TREATMENT 1 TREATMENT 2
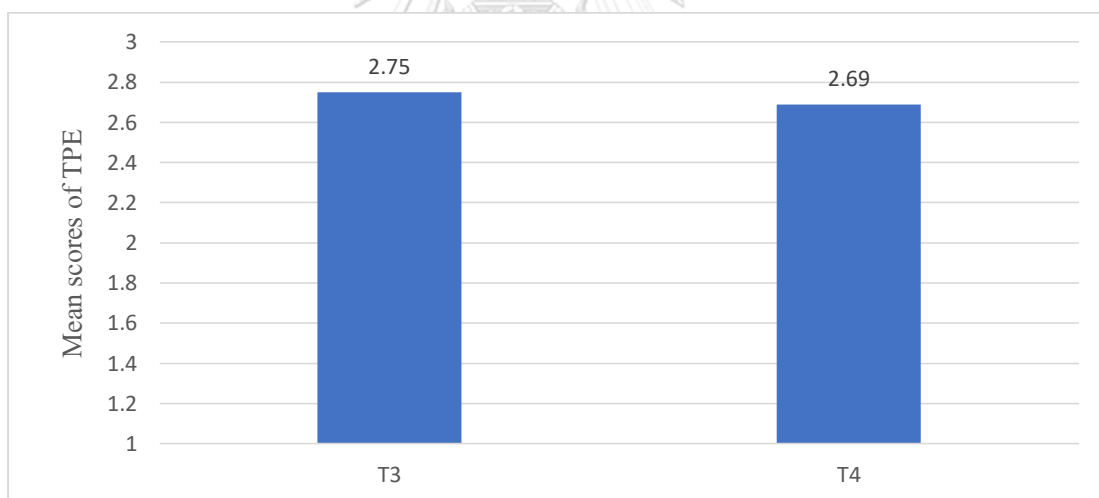
TREATMENT 3 TREATMENT 4
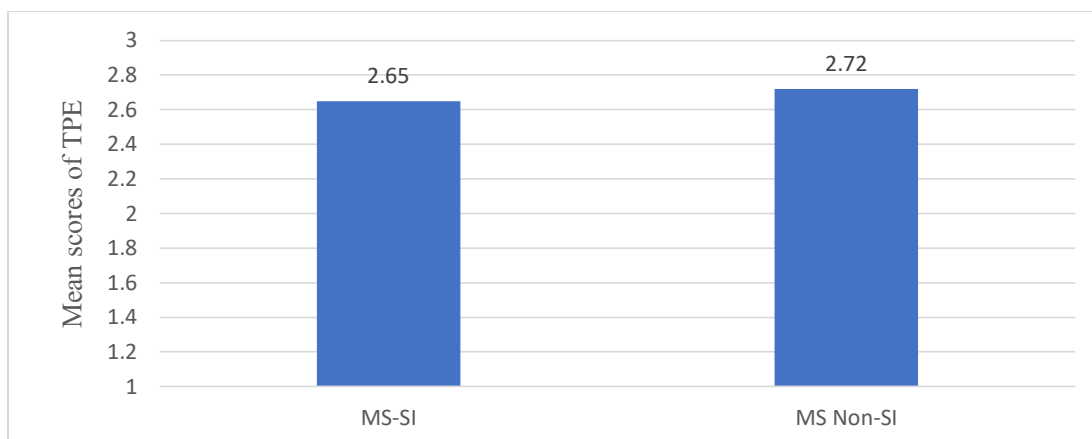
Figure 10 Mean Score of Social Interaction and Non-Social Interaction of TPE

Table 4.8.2 The test of main effect of Social Interaction on Team Performance Evaluation

Group	Mean	SD	t	df	p
Social Interaction	2.64	(0.21)	-.504	6	0.73
Non-Social Interaction	2.72	(0.23)			

This table showed the result of main interaction effect of a Mean score of social interaction and a Mean score of non-social interaction on team performance evaluation. The MS of social interaction is a Mean score of groups of volunteers using LINE group chat as social interaction. The MS of social interaction give no significantly difference with the MS of non-social interaction which is group of volunteers non-using LINE group chat as social interaction with statistically significant differences at .05 (p=0.73>0.05). The result showed that the social interaction of the sport event volunteers' in both social interaction group and non-social interaction group give no difference significant on team performance evaluation. Therefore, this result refuses the first hypothesis that "the social interaction will influence sport event volunteers' perception of team member exchange. Teams that employ LINE group chat to increase social interaction will receive higher ratings of team member exchange than teams without LINE group chat" accordingly.

Table 4.8.3 Main effect of TFL on Team Performance Evaluation (Mean and SD) -TPE

	Social Interaction	Non-Social Interaction	Mean score
Transformational Leadership	2.60 (0.21)	2.75 (0.25)	2.68 (0.23)
Non- Transformational Leadership	2.69 (0.22)	2.69 (0.22)	2.69 (0.22)

Note*** Mean Score = MS

This table showed the Mean scores and SD of both transformational group and non-transformational group and main effect of transformational leadership on team performance evaluation. The Mean score of TREATMENT 1 which is in a transformational group (using LINE group chat) and led by a transformational leader is 2.60, SD of 0.21. The result of TREATMENT 3 which is in also a transformational group (not using LINE group chat) and led by a transformational leader has Mean score of 2.75, SD of 0.25. In addition, the average Mean score of main effects of transformational leadership on team performance evaluation (using LINE group chat) is 2.68, SD of 0.23.

Furthermore, groups of non-transformational, TREATMENT 2 which is using LINE group chat and led by a non- transformational leader has Mean score of 2.69, SD of 0.22 and TREATMENT 4 which is not using LINE group chat and led by non-transformational leader has Mean score of 2.69, SD of 0.22. Lastly, the average Mean score of main effects of non-transformational leadership on team performance evaluation (using LINE group chat) is 2.69, SD of 0.22 respectively.
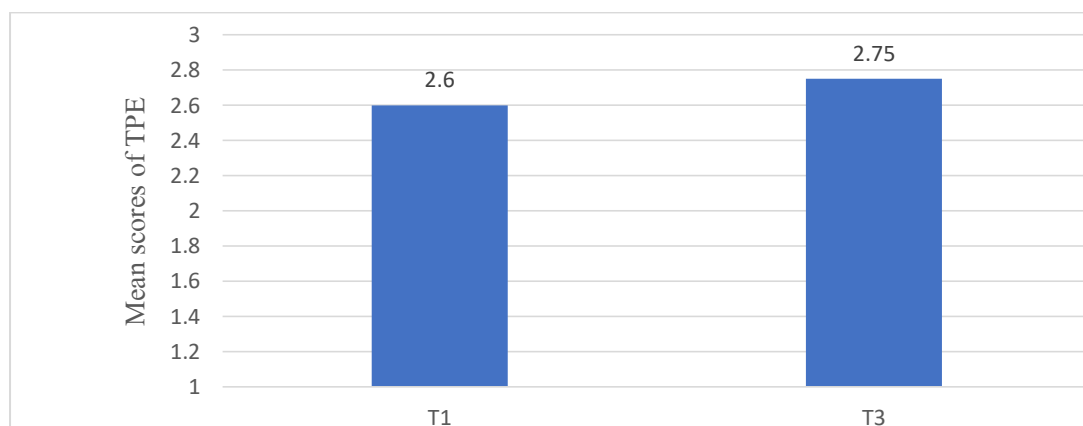
TREATMENT 1 TREATMENT 3
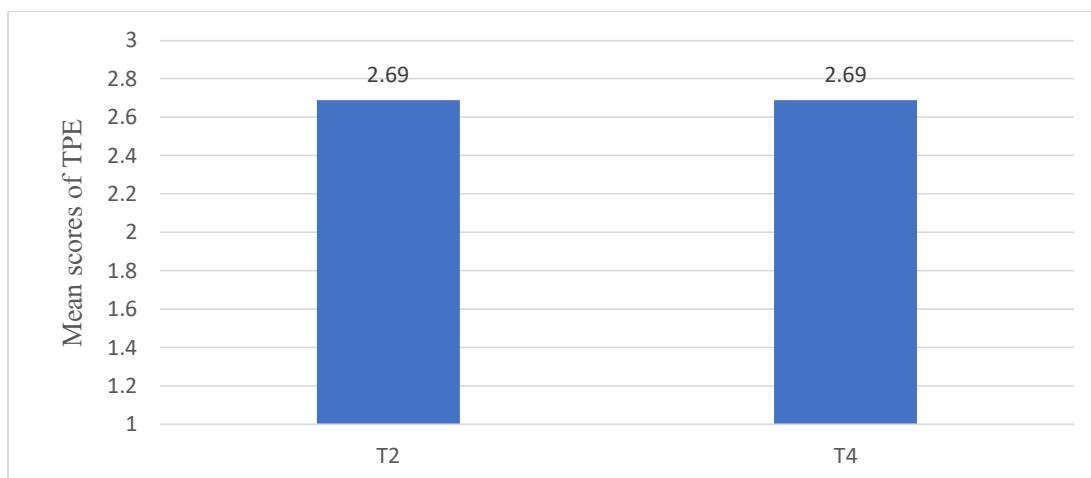
TREATMENT 2 TREATMENT 4
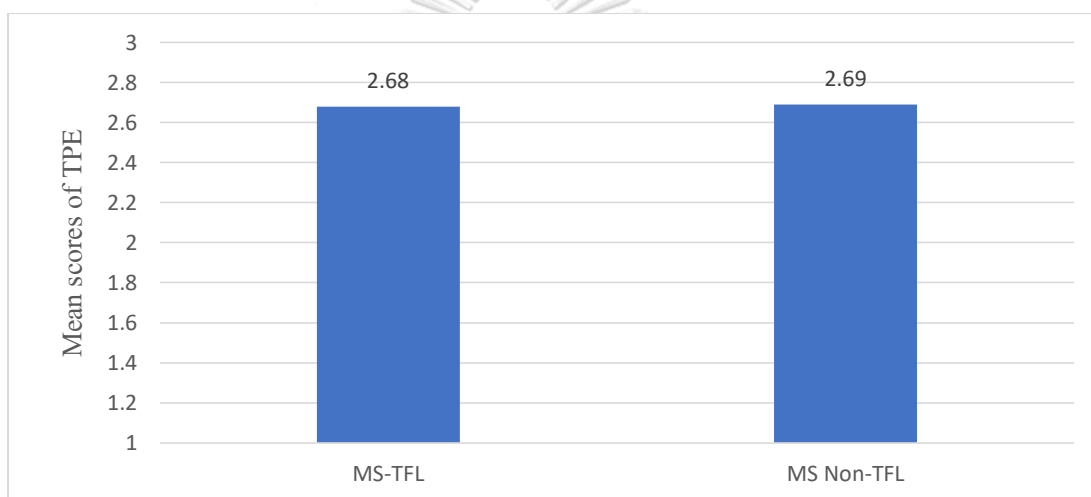
Figure 11 Mean Score of Transformational Leadership and Non-Transformational Leadership of TPE

Table 4.8.4 The test of main effect of Transformational on Team Performance Evaluation

Group	Mean	SD	t	df	p
Transformational	2.67	(0.21)	-1.03	6	0.93
Non-Transformational	2.69	(0.22)			

This table showed the result of main interaction effect of an average Mean score of transformational leadership and non-transformational leadership on team performance evaluation. The MS of transformational leadership is an average Mean score of groups of volunteers led by

transformational leader. The MS of transformational leadership give no significantly difference with a non-transformational leadership with statistically significant differences at .05 (p=0.93>0.05). The result showed that the transformational leadership of the sport event volunteers' in both transformational group and non-transformational group give no difference significant on team performance evaluation. Therefore, this result refuses the second hypothesis that "transformational leadership will influence sport event volunteers' perception of team member exchange. Teams that are led by a transformational leader will receive higher ratings of team member exchange than teams with non-transformational leaders" accordingly.

Table 4.8.5 Interaction Effects between SI and TFL on Team Performance Evaluation

	Transformational Leadership	Non-Transformational Leadership	Mean score
Social Interaction	2.60 (0.21)	2.69 (0.22)	2.65 (0.22)
Non-Social Interaction	2.75 (0.25)	2.69 (0.22)	2.72 (0.24)
Mean score	2.68 (0.23)	2.69 (0.22)	

Note*** Mean Score = MS

In this part of study, the researcher investigate the interaction effects on team performance evaluation of TREATMENT 1, TREATMENT 2, TREATMENT 3, and TREATMENT 4 which are social interaction group (TREATMENT 1 and TREATMENT 2 - using LINE group chat), non-social interaction group (TREATMENT 3 and TREATMENT 4 non-using LINE group chat), transformational group (TREATMENT 1 and TREATMENT 3 -led by transformational leader) and non-transformational group (TREATMENT 2 and TREATMENT 4 -non-led by transformational leader) toward perception of team member exchange. The result showed as the following;

Table 4.8.6 Interaction Effects of Team Performance Evaluation

Interaction effects	Sum of Squares	df	Mean Square	F	p
Between Groups	.050	3	.017	.329	.805
Within Groups	.605	12	.050		
Total	.655	15			

This table showed the result of interaction effects on team performance evaluation of TREATMENT 1, TREATMENT 2, TREATMENT 3 and TREATMENT 4. TREATMENT 1 and TREATMENT 2 are social interaction groups – using LINE group chat. TREATMENT 3 and TREATMENT 4 are non-social interaction groups-not using LINE group chat. While TREATMENT 1 and TREATMENT 3 are groups of transformational leadership led by transformational leader, whereas TREATMENT 2 and TREATMENT 4 are group of non-transformational leadership led by non-transformational leader gave no significant with statistically significant differences at .05 (p=0.81>0.05). The result showed that both social interaction and non-social interaction as well as transformational leadership and non-transformational of the sport event volunteers give no difference significant on sport event volunteers' perception of team member exchange on team performance evaluation. Therefore, this result refuses all hypothesis as mentioned in table 4.3.8 and table 4.4.8.
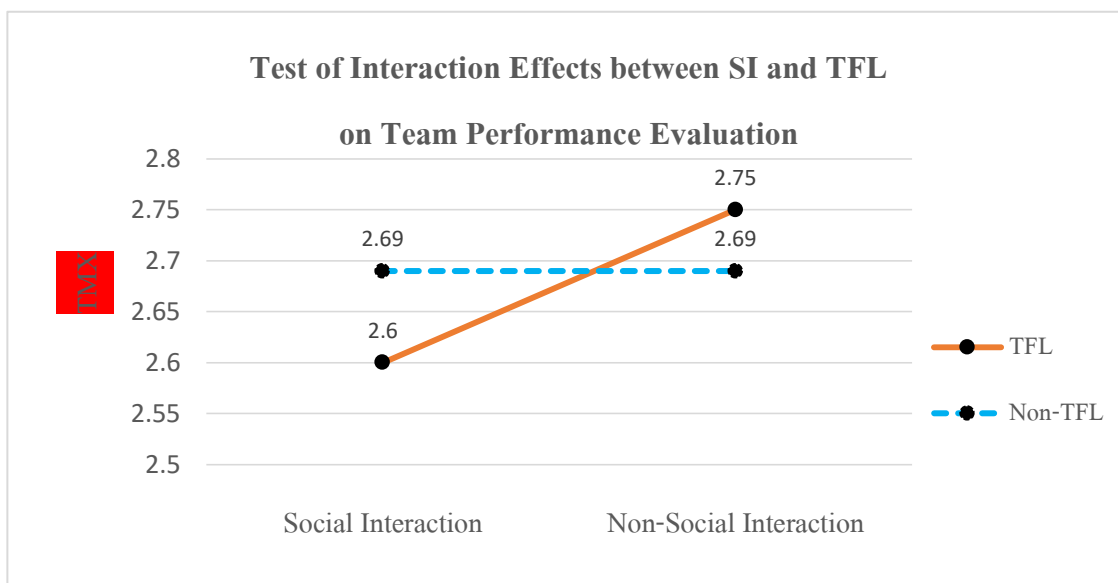
Figure 12 Test of Interaction Effects between SI and TFL on Team Performance Evaluation

Post-experiment interview

Four post-experiment group interviews were conducted on the last day of the event. After the last game of the last day event, six persons of the fan service crew sessions were randomly selected to attend the focus group session. Ten questions concerning social interaction and transformational leadership on their perception of team-member exchange were asked to each member.

Questions concerning social interaction determine how often they spend time on their communication and interaction via LINE group chat. Each experiment group (social interaction groups) team members and the control group (non-social interaction group) team members freely expressed their perception as the interview session was conducted for forty-five minutes to one hour long.

Table Table 5 Summary of question concerning social interaction variable

RESPONSES ANSWER	SELDOM	SOMETIMES	OFTEN	NEVER
EXPERIMENT GROUP	1 (8.33%)	3 (25%)	8 (66.66%)	0
CONTROL GROUP	0 (0%)	2 (16.6%)	10 (83.33%)	0

The experiment groups were both groups that applied LINE group chat as social interaction. Team members of the experiment use LINE group chat to communicate and interact with each other. As Table 5 describes, the post-experiment interview results showed that more than half of the experiment group members often spend time communicating and interacting with each other (66.66%). They are often communicating and interact via LINE group chat in the following details;

1. sharing information of event and general topic

2. want to bond relationship for a good teamwork

3. want to share previous to team and new members

4. want to make new friends

5. want to help and support team

For example; *Participant 1: "I talk more to my team because I want to make new friends. I think to get to know each other more helpful to get teamwork".*

Participant 2: "I talk to talk and share information more often to my team because we can know and have the same thing at the same time."

Participant 3: "I talk to my team more often because I used to work for this event before. I want to help my team and I want to make new friends".

Participant 4: "I often talk to my team. Especially before the game because we have more time to talk to each other. We talk about working routine and general topic."

Participant 5: "I always talk to my team because I want to get to know each other more and it can help us to work as a team."

The rest of team members spend some time (25%) and seldom time (8.33%) on LINE group chat because they are new to the event and not a talkative type of person respectively.

For example; *Participant 6: "I don't talk much because I am not a talkative person. But I think I am a helpful person. I will look and see if the team need help. I try to cooperate and work as a team as much as I can".*

Participant 7: "I talk to them sometimes because I feel like I am new to this event".

However, the control groups are both groups that did not apply LINE group chat but use normal way of communication which is face to face to communicate and interact among team members. The post-experiment interview results showed that more than half of the control group members often spend time communicating and interacting with each other (83.33%). They are often communicating and interact in the following details;

1. sharing information

2. want to create a good teamwork

3. want to make new friends

4. want to share previous experience

5. want to help and support team

For example; *Participant 8: "I like to make new friends. So, I talk to them more often, and I want to know more about this event".*

Participant 9: "I talk to my team more often because I found that some people are new here, and I feel like making friends with them."

Participant 10: "I talk to my team more often because I used to work for this event before. I want to help my team and I want to make new friends".

Participant 11: "I always talk to them; I share information about work and in general. First day I talk only work and most information concern work. After we know each other more then we talk in any topics."

Participant 12: "I talk to them a lot because my team is very friendly and I think volunteers are very friendly person attitude."

The rest of team members spend some time (16.6%) in communication and interact to team because they are new to the event and not a talkative type of person.

For example; *Participant 13: "I sometimes talk to my team because I am new to this VNL. They said that I am a quiet person, but if I have any problems, I will ask for help from team members."* Furthermore, the experiment group team members mentioned that they often spend time chatting via LINE group during the off-service time because they have more time for communication and interaction. The off-service time including; break time, mealtime, and before the game and after the game. Besides, team members who sometimes spend via LINE group chat mention that they do not rely on the LINE group chat because they want to pay attention to their duty during the service time. Paying attention to the LINE group chat will distract them from duty. However, they also point out that LINE group chat is an excellent tool to keep the picture or evidence of the situation to team members. If there is an urgent situation or circumstance, they will keep the group informed by taking pictures or details of the LINE group cases.

For example; *Participant 14: "I did not spend that much time with LINE group messenger because I have to work. But if I have free time I will catch up, I will check LINE group messenger and I do response to LINE group as well."*

Participant 15: "I am not always active to the group because I am not using mobile phone at all time but when I have free time, I will look at the LINE group chat and I will respond to the group immediately."

On the other hand, team member of the control group spends most of the time on communication and interaction before work and after work especially during briefing time.

Table 6 Summary of question concerning transformational leadership variable

RESPONSES ANSWER	THE LEADER DOES INFLUENCE	THE LEADER DOES NOT INFLUENCE	THE LEADER DOES NOT MUCH INFLUENCE
EXPERIMENT GROUP	7 (58.33%)	4 (33.33%)	1 (8.33%)
CONTROL GROUP	0 (0%)	4 (33.33%)	8 (66.66%)

Questions concerning transformational leadership is determines how transformational leadership is influenced on their perception of team member exchange. Each experiment group (transformational leader groups) team members and the control group (non-transformational

leader group) team members freely expressed their perception as the interview session was conducted for forty-five minutes to one hour long.

The experiment groups are both groups that lead by the transformational leader. Transformational leaders perform duty as part of team members. The transformational leader has the primary responsibility to supervise team members' working procedures, solve problems, assist team members, and maintain team members' working environment and relationship. The post-experiment interview results showed that more than half of the experiment group of team members perceived that their team leader influences the team on team member exchange (58.33%), followed by team members perceived that their team leader does not influence the team on team member exchange (33.33%) and team members perceived that their team leader does not influence team on team member exchange (8.33%) respectively. The acts of the leader that influence team members in the perception of team member exchange are as the following details;

1. provide working information in the LINE group chat

2. encourage and cheer up team members

3. available to support and solve the problems for the team

4. always listen to team members

5. give working guideline and solving problem procedures

For example; *Participant 16: "My team leader always listens to our idea, available to solve problem for us"*

Participant 17: "She always gives information about work and nay nice to know thing to LINE group messenger. She always encourages and cheer up team members and most of the time she fixes the problem for us."

Participant 18: "My team leader always shows up and support our team."

Participant 19: "She is kind and available for us all the time. She shares and give working information for us. It is good for us to work as a team."

However, the control groups are both groups that lead by the non-transformational leader. The non-transformational leaders perform duty as part of team members. The non-transformational

leader has the primary responsibility to supervise team members' working procedures, solve problems, assist team members, and maintain team members' working environment and relationship. The post-experiment interview results showed that more than half of the control group of team members perceived that their team leader does not influence the team on team member exchange (66.66%) and the rest of team members perceived that their team leader does not influence team on team member exchange (33.33%) respectively. The acts of the leader that does not influence team members in the perception of team member exchange are as the following details;

1. provide working information for team

2. act as normal role as one of team members

3. available to support and helpful

4. give no pressure in working environment

For example; *Participant 20: "My team leader did not much influence on our team. I think she does not a kind of talkative person but I know that she is always available for our team. She keeps us informed anything s about work and daily life."*

Participant 21: "She is good leader. She is helpful. Her action did not give us pressure on working. We talk to each other because want to share and let our team has the same information that make our team become more teamwork."

Participant 22: "My team leader does not much influence us to do team member exchange. Her action is natural acting. She does not act like she is our leader but she is one of our team members. We talk more to each other in team because we feel like we are a good team and everyone is helpful. So, we want to talk, discuss or share information to each other. We want to create a good team and happy working experiences."

Participant 23: "My leader is a kind person. She takes care of team member very well. I like her because her action is unlike a boss style. She gives us a freedom to work together which so well because we can talk in team for anything and we can share any information together. I don't think she has influence on team member exchange because when we share or ask for any idea form team members, we don't feel like she has influence over that."

Besides, both the experiment group team members and the control group team members mentioned that their team leaders play a useful role in supporting and listening to team members' ideas. Team members feel happy to be part of the team. They also mention that team members create hand signals for working cooperation and increase the fun working environment.

For example; *Participant 24: "My team leader always encourages us to share ideas. For instance, we have group signal to corporate working when volleyball fans enter each area."*

In conclusion, the result from the post-experiment interview showed that social interaction affects the sport event volunteers' perception of team member exchange in the experiment group. Team members of the experiment group use LINE group chat to communicate and interact with each other. They create team member exchange to share working information and previous volunteer experiences to team members, to get to know each other and bond relationship, to encourage team members, and to help and support a great team work. However, a team member in the control group typically does social interaction as they did not apply LINE group chats to communicate and interact among team members but face to face communication. The post-experiment interview shows that the typical communication method also affects the sport event volunteers' perception of team member exchange in the control group. Team members of the control group create team member exchange for the same purpose as the experiment group. Additionally, team members of the control group spend most of the time on communication and interaction before work and after work, especially during the briefing.

Furthermore, transformational leadership in the experiment group affects sport event volunteers' perception of team member exchange. The post-experiment interview results showed that the transformational leader's acts influence team members to perceive team member exchange. The transformational leader provides working information and guideline to team members, encourages and supports teamwork, and is available to solve problems and always listen to team members' idea. On the other hand, the control groups are both groups that lead by the non-transformational leader. The non-transformational leadership did not affect sport event volunteers' perception of team member exchange. The non-transformational leader empowers

team members in the control group to work and support each other as a team. However, team members in both the experiment and the control group feel great to work as a team. They work in a fun working environment and perceived working empowerment to achieve the event's goal as a team together.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter is the discussion and conclusion of the research thesis entitled "effects of social interaction and transformational leadership on sport event volunteers' perception of team member exchange". This chapter is divided into four sections: a summary of key finding, discussion, recommendations for future study and limitation of the study. The study aims to examine the effects of social interaction and transformational leadership on sport event volunteers' perception of team member exchange. Furthermore, the interaction effect between social interaction and transformational leadership will also be examined

The results are discussed based on three purposes of the study, which are as follow;

1. To determine the effect of social interaction on the sport event volunteers' perception of team member exchange.

2. To determine the effect of transformational leadership on the sport event volunteers' perception of team member exchange.

3. To determine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team member exchange.

The results are discussed based on three research hypotheses of the study, which are as follow;

1. The social interaction will influence sport event volunteers' perception of team-member exchange. Teams that employ social media to increase social interaction will receive higher ratings of team-member exchange than teams without social media.

2. Transformational leadership will influence sport event volunteers' perception of team-member exchange. Teams that are led by a transformational leader will receive higher ratings of team-member exchange than teams with non-transformational leaders.

3. There will be an interaction effect between social interaction and transformational leadership on the perception of team-member exchange: A team led by a transformational leader that employs social media to increase higher social interaction will receive significantly higher ratings of team-member exchange than will teams in the other conditions.

In this study, the researcher conducts a mixed-method research design, including experimental field research and qualitative approach. The researcher has chosen the international volleyball league championship (The FIVB Volleyball Nations League), a joint project between the FIVB, IMG, and 21 national federations, as a sample study to generate data that can be used as a baseline for future sports event management guidelines. This sports event recruited potential volunteers to work in various functions. The sport event functions consist of the management team, liaison team, reception team, public announcer team, and fan service crew team. In this study, the participant was a sports event volunteer referred to a fans service crew position, a short-term volunteer, and participates in an international sporting event as an individual-serious-leisure without any financial reward expectation. Such a fan service crew team is responsible for facilitating the fans' event. This position's primary responsibility must ensure that the tickets and seats are in the correct position and zone. They also have to provide the necessary information concerning the stadium and sports event such as toilet location, first aids, competition program, etc. This position requires a service-minded and teamwork attitude. This position assigns sixty volunteers to work in four-zone of sports event stadium.

According to the real event management plan, sixty-four volunteers (n = 64) (ages over 18 years old) who volunteer as leaders and staff for the 2019 FIVB Volleyball Nations League Thailand were recruited for the study. Since this study employs an experimental field design, sample size determination was based on the real event management plan that yields sixteen subjects per group, including a leader and fifteen volunteer staff. Besides, to ensure that each group consists of different subjects and receive a comparable number of subjects (i.e., various number of males, females, educational background, and occupations), the investigator utilizes stratified random sampling to assign the subjects into four specific groups.

Four post-experiment interviews were conducted on the last day of the event. The place to conduct a post-experiment interview was designed at the meeting room of VNL 2019 at Indoor Stadium Huamark, Bangkok. The researcher was the moderator of the post-experiment interview. Five research assistants helped in tape recording and accommodated the post-experiment interview session. Six persons of fan service crew sessions were randomized. Each post-

experiment interview session held approximately forty-five minutes to one hour long or depend on the situation. Four groups of post-experiment interviews were done simultaneously, which is the last day of the event. The researcher managed each team's sequence by starting from T1as the first group till T4 as the last group or as the convenience permitted. Tape recording is used to collect data and is destroyed after the project is done. All post-experiment interview participants signed consent forms before conducting each group.

DISCUSSION

According to the field experiment study's real purpose, the researcher conducted a study to comply with the real volunteer management plan. As a fan service crew position, sports event volunteers were assigned into four groups and performed duties for the entire three-day event. Each group of sport event volunteers consisted of team members with various backgrounds and experiences. Team members performed duties as routine work to facilitate sports fans of the event. Each game day, team members facilitate sports fans to the seat assigned as indicated on the ticket and provide any assistance to satisfy the sports fans' game experience. This job task is low complexity of tasks and requires service-minded volunteers and team members' cohesive attitude. Besides, each team members have to deal with the problem that may occur during the game day. For example, seat duplicated, in-service assigned seat, and unruly sports fans need to fix it immediately to satisfy the sports fans concerned. Experienced volunteers may solve problems confidently and professionally. However, new face volunteers may need support from team members or leaders to deal with the event's circumstances.

From the quantitative research, all participants fill out surveys. The survey investigated two independent variables: social interaction and transformational leadership toward the dependent variable, team member exchange. The experimental group applied LINE group chats as a tool to raise social interaction among team members while control group use normal way communication. Within the experimental group, social interaction means communication and interaction among team members. They communicate and interact on various topics ranging from daily life to work life. The result of survey indicates that the experimental group has no significantly difference from the control group with the statistically significant differences at .05 ($p=0.68 > 0.05$). The social interaction as it means communication and interaction among team

members may play a vital role in bonding relationship among team members especially similar people (Robertson and Wardrop, 2012). However, in working environment as in filed experimental study may give difference result. Based on the result, live sports event has uncontrollable and unpredictable conditions. That means any factors can affect social interaction and assumption as the experimental design can give a different result, which is a discovery in the study. While working as a volunteer at the fan service crew position, team members have the primary responsibility to facilitate the seating of sports fans who come to enjoy the event's game. In such a congested area around the stadium where sports fans enter the area, the fan service crew must perform duty immediately as the service fluctuates demand, intangibility, and perishability. Hence, in the service time of live sports events, the social interaction by using LINE group chat among team members may not play a vital role in team member exchange. It is implied that to create team member exchange while performing duty in live sports events, the fan service crew may rely on other factors such as previous experience, background similarly, and low complexity of the task. In addition, in the service time, the fan service crew have to serve thousands of sports fans who have unpredictable of expectation but satisfaction. To serve sports fans or to solve any problems that occurred are needed immediate actions. In this case, previous experience plays a significant role in promoting social interaction to create team member exchange, whether from team members or leaders. Previous experiences as the fan service crews knew their responsibility, knew how to deal with sports fans, and knew how to do and when to do team member exchange. These previous experiences are value and promote team member exchange instead that rely on social interaction. Based on the similar background of team members, this factor reduces the barriers of making social interaction. Moreover, team members with similar background increase attractiveness and promote team member exchange in-group cohesion (Greene et al., 1985; Staehle, 1999). The fan service crews are group of volunteers who mostly the fan of volleyball and are also at the same age and same friendly attitude. These similarly characters attract them to get to know each other more. They share the same common interesting thing and gain trust. Hence, it is easy for them to do team member exchange. Another point is the low complexity of the task that may contaminate social interaction and affect team member exchange of team members. As mentioned, the fan service crew position is an uncomplex task. Team members need to facilitated sports fans during the game day, and this position required a primary service mind

attitude person. The task's low complexity promotes social interaction and team-member exchange because tasks of a less complicated nature tend to rely more on good communication and organization between the team members (Higgs, Plewnia, & Ploch, 2005).

From qualitative research, four post-experiment groups interview were conducted on the last day of the event. After the last game of the last day event, six persons of the fan service crew sessions were randomly selected to attend the focus group session. Ten questions concerning social interaction and transformational leadership on their perception of team-member exchange were asked to each member.

Questions concerning social interaction determine how often they spend time on their communication and interaction via LINE group chat. Each experiment group (social interaction groups) team members and the control group (non-social interaction group) team members freely expressed their perception as the interview session was conducted for forty-five minutes to one hour long. The post-experiment interview results showed that more than half of the experiment group members often spend time communicating and interacting with each other (66.66%). Team members spend time communicating and interacting among team members to get to know each other, sharing information in both event information and general topics such as previous team members' previous experience. These communication and interaction bond team relationships and gain team members' trust as the formation stage where team members seek a team familiarization (Tuckman, 1965). In the formation stage, the experiment groups utilize the LINE group in increasing their social interaction. Social interaction plays a vital role in team member exchange during this formation stage because each team consists of team members such as first-time volunteers, experienced volunteers, and volleyball fans. They want to be part of the team to develop team relationships through communication and interaction processes. Therefore, social interaction united them and created a team member exchange in the team's forming stage. However, after the game finish and the team members have been through the team development process already, a team member's perception may change. Social interaction as a variable factor may not be the only factor that affects the perception of team member exchange of sport event volunteers, particularly sports events. Likewise, the result of team member exchange perception between the experimental groups and the control group gives no significant difference at the statistically significant differences at .05 (p=0.68>0.05). In both teams, the experiment groups and

the control group have the same result that social interaction's effect gives no significant difference. This result indicates that more factors may affect the perception of team member exchange. For instance, the control groups that do not apply the LINE group chat increase team members' social interaction. The team member does social interaction to create team member exchange from other factors—for example, briefing time before the game provides an opportunity for team members to do social interaction. Experienced team members shared their previous experiences, event information, and working guideline with team members. New members ask and discuss teamwork effectiveness. The same character of volunteers attracts each other to communicate and interact within the team. All these factors play a significant on the perception of team member exchange. Moreover, while working, team members of the experiment group may not rely on LINE group chat because they want to focus on serving sports fans. Keeping monitoring LINE group chat may negatively impact the team and may not provide prompt service to sports fans.

The question concerning transformational leadership determines how transformational leadership affects the perception of team member exchange. A transformational leader led the experiment groups while a non-transformational leader led the control groups. In general, both groups' leader has the primary responsibility to supervise team members' working procedures, solve problems, assist team members, and maintain team members' working environment and relationship. The leaders and team members work as a team through the entire sports event. The field-experiment results showed that the transformational leadership of the sport event volunteers' in both transformational and non-transformational groups significantly influences the perception of team member exchange with statistically significant differences at .05 (p=0.20>0.05). Both teams do team member exchange even they lead by a different type of team leader. It means that the transformational leader influences team members to do team member exchange from the beginning of the formation stage of the team development process. Transformational leaders' acts give a sense of trust in the team, and team members gain trust from each other. Therefore, team members feel more comfortable exchanging ideas and information together. Moreover, team members and leaders have the mutual goal to be part of the game's success. As the transformational leader always listens and support team member and encourage them to have confidence in team cohesion. Another point is that team members gain empowerment from team

leaders as team members mentioned that their leaders always listen to ideas and support them. They feel empowered to work as a team because when the team gives or shares any idea as team member exchange, they got feedback and responded as empowerment to deal with sports fans. Therefore, this empowering leadership factor also affects team member exchange.

From qualitative research, the post-experiment interview has an interesting finding as it found that most sport event volunteers feel comfortable with their leader. Their leader makes them feel like part of the great teamwork. They do not feel any pressure from working nor feeling controlled by their leader. Their tasks are challenged to handle with volleyball fans yet still enjoy working together as a team. This finding shows no barrier to the relationship between leader and team members, and team members feel empowered by their support and encouragement. The finding also supports the study of Bass (1985) and Bass and Bass (2008) that transformational leader fosters a relationship with team members through personal, emotional and inspiration reciprocates. Besides, empowering leadership is the positive empowerment to the team members as it enhances motivation, sharing power, allocating autonomy and responsibilities to their team members to achieve the working goal (Cheong et al., 2019; Sharma & Kirkman, 2015). In both groups, empowerment plays a vital role in team member exchange because team members have a mutual goal to make the event successful. In the experiment groups, team members gain empowerment by the transformational leader and social interaction, enhancing the team's mutual understanding. Therefore, team members act responsively in performing the duty by empowering leadership to complete their task as a team's mutual goal. Even though a team member led by a non-transformational leader in the control group yet affects team member exchange.

CONCLUSION

In conclusion, the study contributes to the management of sport event volunteers, where particular team member exchange is crucial in promoting teamwork among sport event volunteers. The objectives of this study are 1) to examine the effects of social interaction and transformational leadership on the sport event volunteers' perception of team-member exchange and 2) to examine the interaction effect between social interaction and transformational leadership on the sport event volunteers' perception of team-member exchange. This study employed a field experiment and a focus group interview at the 2019 FIVB Volleyball Nations League Thailand.

Subjects (n = 64) were assigned by stratified random sampling into four groups. Each group has one leader and fifteen volunteer staff. Four post-experiment interviews were conducted on the last day of the event. An independent t-test was conducted to test the main effect, and an Analysis of Variance (ANOVA) was conducted to test the interaction effect. The thematic analysis was used to analyze data from the post-experiment interviews. The result showed that social interaction and transformational leadership did not significantly affect sport event volunteers' perception of team member exchange. However, the post-experiment interview results indicate that, instead of social interaction and leadership, previous experience, background similarly, mutual interest, and empowering leadership are vital factors for the perception of team member exchange.

The research hypotheses were not supported because social interaction and transformational leadership are not the only two factors that affect sport event volunteers' perception of team member exchange. It implies that sports event volunteer management's entire process may not rely on the only factor or specific factor to create team member exchange. Each factor may significantly affect the perception of team member exchange at various team development stages. For example, social interaction and transformational leadership play a vital role in bonding relationships among team members in the formation stage. Team members rely on social interaction, and transformational leaders foster team member exchange. Once the team has developed to a performing stage, which the team already established, team members may create team member exchange by the effect of other factors; for instance, previous experience, background similarly, mutual interest and empowering leadership.

Nevertheless, even though the research hypotheses were not supported the study, and the findings may be different from other studies (e.g., Alge, Wiethoff, & Klein, 2003; Nahapiet & Ghoshal, 1998; Tsai & Ghoshal, 1998) yet it contributes to the volunteer management, and all these factors are interesting to further investigation. Hence, dealing with sport event volunteers is challenging for sport event organizers to achieve mutual benefit and success. The sports event organizer, especially the volunteer leader, must clearly understand how important social interaction and leadership are in team member exchange. Social interaction and leadership are not vital factors to promote team member exchange for the entire team working process, but others do

as mention. This study expands the knowledge of these two factors for better comprehensive to sport event volunteers' stakeholder.

LIMITATIONS OF THE STUDY AND SUGGESTION

1. The sporting event was organized for three days, which is considered a short event. The event's length may affect the social interaction of sport event volunteers differently. Future studies should investigate a more prolonged event to gain more findings in sports event volunteer management.

2. In this study, the researchers focused on the fan service crews as the sample group. The majority of the samples in this position are comprised of students who may have had the same characters and backgrounds. However, according to the real management of activities, there are more volunteer planning functions, such as liaison, press, and reception. In the future study, there should be a study of cross functions of volunteer management for an international sports event regarding social interaction factors, cooperation, or working rotation of volunteers.

Contributions of the study

Academic Contributions

1. The results may further understand the casual relationship among independent variables (social interaction and transformational leadership) and dependent variable (team member exchange) in sports events volunteering. Contribution to variables is thought to be useful applied context, ideal for guiding academic research toward understanding how the relationship between people is built, interacted, exchanged and managed.

2. The result may further understand the knowledge on sport event volunteers' management, particularly the part of social interaction, team member exchange, and transformational leadership as factors that influence sports event volunteers' perception.

3. The research methodology may broaden academic research toward understanding how to conduct an experimental field design in a real sports event, which may further knowledge of sports event volunteering and reflect the causal relationship among sport event team members rather than typical pattern, e.g., conducting a survey.

Practical contributions

1. The result may further help managers and sports event organizers resolve volunteer training, working outcome, recruitment, and retention issues on volunteer management efforts. It expands the knowledge of volunteer managers on increasing social interaction and team member exchange among their team. Furthermore, understanding the impacts of social interaction and transformational leadership on sport event volunteers' perception of team member exchange and how to increase those factors may give guidance for managers' level to deal with sport event volunteers who join each sports event from various backgrounds motivational factors.

2. Sports events, as the large scale of international events, rely on volunteers' dedication. To better understand volunteers in sports events, such as motivations and perception toward sport event volunteering, can facilitate sport event organizers in dealing with sport event volunteers and create mutual success, especially in sports events where sport event volunteers are relatively new and not prevalent utilized.

3. The result may further understand sports events volunteering and serve sport event organizers, especially sport event volunteers' managers, in dealing with their team followers. The impact of social interaction among team members may give benefits and example for a team leader who influences how his/her team members create strong social interaction and increase team member exchange, which may link to sport event volunteers' perception and performance to their team.

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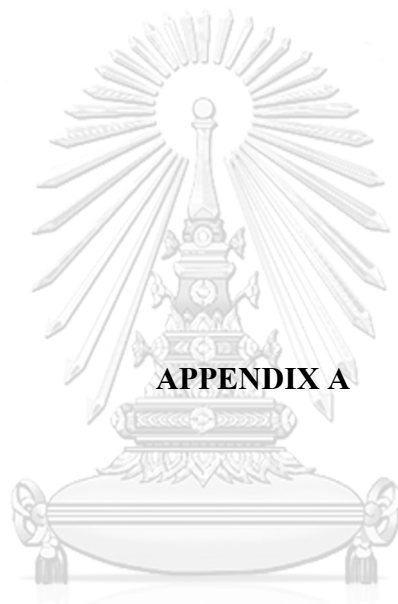
APPENDIX A

AF 02-12

The Research Ethics Review Committee for Research Involving Human Research Participants, Health Sciences Group, Chulalongkorn University
Jamjuree 1 Building, 2nd Floor, Phyathai Rd., Patumwan district, Bangkok 10330, Thailand, Tel/Fax: 0-2218-3202 E-mail: eccu@chula.ac.th

COA No. 043/2019

Certificate of Approval

Study Title No. 291.1/61 : EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE

Principal Investigator : MR. KASIDECH TREETHONG

Place of Proposed Study/Institution : Faculty of Sports Science, Chulalongkorn University

The Research Ethics Review Committee for Research Involving Human Research Participants, Health Sciences Group, Chulalongkorn University, Thailand, has approved constituted in accordance with the International Conference on Harmonization – Good Clinical Practice (ICH-GCP).

Signature: *Prida Tasanapradit* Signature: *Nuntaree Chaichanawongsaroj*

(Associate Professor Prida Tasanapradit, M.D.) (Assistant Professor Nuntaree Chaichanawongsaroj, Ph.D.)

Chairman Secretary

Date of Approval : 8 February 2019 Approval Expire date : 7 February 2020

The approval documents including;

1) Research proposal

2) Patient/Participant Information Sheet and Informed Consent Form
   Protocol No .... 291·1/61
3) Researcher Date of Approval ... - 8 FEB 2019
4) Questionnaire Approval Expire Date... - 7 FEB 2020

The approved investigator must comply with the following conditions:
1. The research/project activities must end on the approval expired date of the Research Ethics Review Committee for Research Involving Human Research Participants, Health Sciences Group, Chulalongkorn University (RECCU). In case the research/project is unable to complete within that date, the project extension can be applied one month prior to the RECCU approval expired date.
2. Strictly conduct the research/project activities as written in the proposal.
3. Using only the documents that bearing the RECCU's seal of approval with the subjects/volunteers (including subject information sheet, consent form, invitation letter for project/research participation (if available).
4. Report to the RECCU for any serious adverse events within 5 working days
5. Report to the RECCU for any change of the research/project activities prior to conduct the activities.
6. Final report (AF 03-12) and abstract is required for a one year (or less) research/project and report within 30 days after the completion of the research/project. For thesis, abstract is required and report within 30 days after the completion of the research/project.
7. Annual progress report is needed for a two- year (or more) research/project and submit the progress report before the expire date of certificate. After the completion of the research/project processes as No. 6.

AF 01-12

คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย

254 อาคารจามจุรี 1 ชั้น 2 ถนนพญาไท เขตปทุมวัน กรุงเทพฯ 10330

โทรศัพท์ โทรสาร: 0-2218-3202 E-mail: eccu@chula.ac.th

COA No. 043/2562

ใบรับรองโครงการวิจัย

โครงการวิจัยที่ 291.1/61 : การมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

ผู้วิจัยหลัก : นายกมิต์เดช ศรีทอง

หน่วยงาน : คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย

คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย ได้พิจารณา โดยใช้หลัก ของ The International Conference on Harmonization – Good Clinical Practice (ICH-GCP) อนุมัติให้ดำเนินการศึกษาวิจัยเรื่องดังกล่าวได้

ลงนาม.. ลงนาม..

(รองศาสตราจารย์ นายแพทย์ปรีดา ทัศนประดิษฐ) (ผู้ช่วยศาสตราจารย์ ดร.นันทรี ชัยชนะวงศาโรจน์)

ประธาน กรรมการและเลขานุการ

วันที่รับรอง : 8 กุมภาพันธ์ 2562 วันหมดอายุ : 7 กุมภาพันธ์ 2563

เอกสารที่คณะกรรมการรับรอง

1) โครงการวิจัย

2) ข้อมูลสำหรับกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัยและใบยินยอมของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย

3) ผู้วิจัย เลขที่โครงการวิจัย 291.1/61

วันที่รับรอง - 8 ก.พ. 2562

4) แบบสอบถาม วันหมดอายุ - 7 ก.พ. 2563

เงื่อนไข

1. ข้าพเจ้ารับทราบว่าเป็นการผิดจริยธรรม หากดำเนินการเก็บข้อมูลการวิจัยก่อนได้รับการอนุมัติจากคณะกรรมการพิจารณาจริยธรรมการวิจัยฯ

2. หากใบรับรองโครงการวิจัยหมดอายุ การดำเนินการวิจัยต้องยุติ เมื่อต้องการต่ออายุต้องขออนุมัติใหม่ล่วงหน้าไม่ต่ำกว่า 1 เดือน พร้อมส่งรายงานความก้าวหน้าการวิจัย

3. ต้องดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด

4. ใช้เอกสารข้อมูลสำหรับกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย ใบยินยอมของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย และเอกสารเชิญเข้าร่วมวิจัย (ถ้ามี) เฉพาะที่ประทับตราคณะกรรมการเท่านั้น

5. หากเกิดเหตุการณ์ไม่พึงประสงค์ร้ายแรงในสถานที่เก็บข้อมูลที่ขออนุมัติจากคณะกรรมการ ต้องรายงานคณะกรรมการภายใน 5 วันทำการ

6. หากมีการเปลี่ยนแปลงการดำเนินการวิจัย ให้ส่งคณะกรรมการพิจารณารับรองก่อนดำเนินการ

7. โครงการวิจัยไม่เกิน 1 ปี ให้ส่งแบบรายงานสิ้นสุดโครงการวิจัย (AF 03-12) และบทคัดย่อผลการวิจัยภายใน 30 วัน เมื่อโครงการวิจัยเสร็จสิ้น สำหรับโครงการวิจัยที่เป็นวิทยานิพนธ์ให้ส่งบทคัดย่อผลการวิจัย ภายใน 30 วัน เมื่อโครงการวิจัยเสร็จสิ้น

บันทึกข้อความ

ส่วนงาน คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 โทร.0-2218-3202

ที่ จว ๒๖ /2562 (อ) **วันที่** ๑๓ กุมภาพันธ์ 2562

เรื่อง แจ้งผลผ่านการพิจารณาจริยธรรมการวิจัย

เรียน คณบดีคณะวิทยาศาสตร์การกีฬา

สิ่งที่ส่งมาด้วย เอกสารแจ้งผ่านการรับรองผลการพิจารณา

      ตามที่นิสิต/บุคลากรในสังกัดของท่านได้เสนอโครงการวิจัยเพื่อขอรับการพิจารณาจริยธรรมการวิจัย จากคณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย นั้น ในการนี้ กรรมการผู้ทบทวนหลักได้เห็นสมควรให้ผ่านการพิจารณาจริยธรรมการวิจัยได้ ดังนี้

      โครงการวิจัยที่ 291.1/61 เรื่อง การมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา (EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE) **ของ นายกษิดิ์เดช ตรีทอง** นิสิตระดับดุษฎีบัณฑิต

      จึงเรียนมาเพื่อโปรดทราบ

(ผู้ช่วยศาสตราจารย์ ดร.นันทรี ชัยชนะวงศาโรจน์)
กรรมการและเลขานุการ
คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน
กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย

AF05-07

หนังสือแสดงความยินยอมเข้าร่วมการวิจัย

ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการ

แลกเปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา รายการ VNL 2019 BANGKOK

ทำที่...

วันที่.............เดือน.............พ.ศ.

เลขที่ ประชากรตัวอย่างหรือผู้มีส่วนร่วมในการวิจัย...

ข้าพเจ้า ซึ่งได้ลงนามท้ายหนังสือนี้ ขอแสดงความยินยอมเข้าร่วมโครงการวิจัย

ชื่อโครงการวิจัย ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลก
เปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

ชื่อผู้วิจัย   นายกษิดิ์เดช ศรีทอง

ที่อยู่ที่ติดต่อ   บ้านเลขที่ 10/32 ถนนกรุงเทพกรีฑาแยก 7 แขวงหัวหมาก เขตบางกะปิ กรุงเทพมหานคร 10240
                       โทรศัพท์ 084-6239541

ข้าพเจ้า ได้รับทราบรายละเอียดเกี่ยวกับที่มาและวัตถุประสงค์ในการทำวิจัย รายละเอียดขั้นตอนต่าง ๆ ที่จะต้อง
ปฏิบัติหรือได้รับการปฏิบัติ ความเสี่ยง/อันตราย และประโยชน์ซึ่งจะเกิดขึ้นจากการวิจัยเรื่องนี้ โดยได้ อ่านรายละเอียด
ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด และได้รับคำอธิบายจากผู้วิจัย จนเข้าใจเป็นอย่างดีแล้ว

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้ ตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยข้าพเจ้า ยินยอม
เข้ารับการสัมภาษณ์กลุ่มในวันสุดท้ายของการแข่งขัน โดยมีประเด็นในการ สัมภาษณ์กลุ่มเกี่ยวกับการเป็นอาสาสมัคร
กิจกรรมพิเศษเชิงกีฬา การทำงานร่วมกันเป็นทีม การมีปฏิสัมพันธ์ร่วมกันระหว่างการทำงานในทีม ระหว่างทีมและ
กับหัวหน้างาน รวมทั้งคุณลักษณะของหัวหน้างาน ที่มีผลต่อการทำงานร่วมกันเป็นทีมซึ่งข้าพเจ้ามีสิทธิถอนตัวออกจากการ
วิจัยเมื่อใดก็ได้ตามความประสงค์ โดยไม่ต้องแจ้งเหตุผลซึ่งการถอนตัวออกจากการวิจัยนั้น จะไม่มีผลกระทบในทางใด
ๆ เช่น ผลทางการศึกษา ต่อข้าพเจ้าทั้งสิ้นข้าพเจ้าได้รับคำรับรองว่าผู้วิจัยจะปฏิบัติต่อข้าพเจ้าตามข้อมูลที่ระบุไว้ใน
เอกสารชี้แจงผู้เข้าร่วมการ วิจัย และข้อมูลใด ๆ ที่เกี่ยวข้องกับข้าพเจ้า ผู้วิจัยจะเก็บรักษาเป็นความลับ โดยจะนำเสนอ
ข้อมูลการวิจัยเป็นภาพรวมเท่านั้น ไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวข้าพเจ้า

หากข้าพเจ้าไม่ได้รับการปฏิบัติตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าสามารถร้องเรียน
ได้ที่คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย 254 อาคารจามจุรี
1 ชั้น 2 ถนนพญาไท เขตปทุมวัน กรุงเทพฯ 10330 โทรศัพท์/โทรสาร 0-2218-3202 E-mail: eccu@chula.ac.th

ข้าพเจ้าได้ลงลายมือชื่อไว้เป็นสำคัญต่อหน้าพยาน ทั้งนี้ข้าพเจ้าได้รับสำเนาเอกสารชี้แจงผู้เข้าร่วมการวิจัย
และสำเนาหนังสือแสดงความยินยอมไว้แล้ว

ลงชื่อ...

ลงชื่อ...   (...)
       (นายกษิดิ์เดช ศรีทอง)   ผู้มีส่วนร่วมในการวิจัย
          ผู้วิจัยหลัก

ลงชื่อ...   ลงชื่อ...
(ผู้ช่วยศาสตราจารย์ ดร. ฉัตรชัย ฉัตรปุณญกุล)   (...)
      อาจารย์ที่ปรึกษาวิทยานิพนธ์   พยาน

เลขที่โครงการวิจัย   891.1/61
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4. กระบวนการการวิจัยที่กระทำต่อกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย มีดังนี้

4.1 การเก็บรวบรวมข้อมูลวิจัยในครั้งนี้ มีผู้วิจัยหลัก จำนวน 1 คน และมีผู้ช่วยวิจัยในการเก็บรวบรวมข้อมูล เป็นนักศึกษาปริญญาโท ชั้นปีที่ 2 แขนงวิชาการจัดการการกีฬา คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย จำนวน 5 คน

4.2 การวิจัยครั้งนี้ใช้แบบสอบถามด้านภาวะผู้นำหุ่งองค์ประกอบเพื่อคัดกรองอาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่มีภาวะผู้นำการเปลี่ยนแปลง 2 คนและไม่มีภาวะผู้นำการเปลี่ยนแปลง 2 คน เพื่อปฏิบัติหน้าที่หัวหน้าทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา รายการวอลเลย์บอล เนชั่นส์ ลีก 2019 กรุงเทพมหานคร ขอให้ท่านตอบแบบสอบถามเกี่ยวกับภาวะผู้นำหุ่งองค์ประกอบ ซึ่งใช้ระยะเวลาในการตอบแบบสอบถาม ประมาณ 10-15 นาที โดยผู้วิจัยหลักและผู้ช่วยวิจัยจะทำการแจกและเก็บรวบรวมข้อมูลด้วยตนเองในวัน ฝึกอบรมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ก่อนการแข่งขันกีฬาวอลเลย์บอล เนชั่นส์ ลีก จะเริ่มขึ้น โดยแบบสอบถามแบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามด้านข้อมูลพื้นฐานของอาสาสมัครกิจกรรมพิเศษเชิงกีฬา จำนวน 5 ข้อ
ตอนที่ 2 แบบสอบถามด้านภาวะผู้นำหุ่งองค์ประกอบจำนวน 21 ข้อ

เมื่อท่านตอบแบบสอบถามเสร็จสิ้นแล้ว โปรดส่งคืนแบบสอบถามแก่ผู้วิจัยหลักและผู้ช่วยวิจัยโดยทันที (ทั้งนี้ข้อมูลจากการตอบแบบสอบถามจะถูกทำลายและลบทิ้งทั้งหมดภายหลังจากเสร็จสิ้นงานวิจัย)

5. การเข้าร่วมงานวิจัยไม่มีอันตรายร้ายแรงหรือความเสี่ยงต่อท่าน แต่อาจจะรบกวนเวลาส่วนตัวของท่านบ้าง

6. ประโยชน์ในการเข้าร่วมงานวิจัย ท่านจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมงานวิจัยในครั้งนี้ แต่งานวิจัยนี้จะเป็นประโยชน์ในเชิงวิชาการในการพัฒนางานวิจัยต่อไป โดยสามารถนำไปพัฒนาระบบการจัดการอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ในด้านของการปฏิสัมพันธ์ทางสังคม การแลกเปลี่ยนระหว่างสมาชิกในกลุ่ม แรงจูงใจในการเป็นอาสาสมัครกิจกรรมพิเศษเชิงกีฬา รวมถึงความเป็นผู้นำการเปลี่ยนแปลงที่ส่งผลต่อการทำงานเป็นทีมของอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ซึ่งอาจส่งผลทำให้เกิดประสิทธิภาพในการทำงานเป็นทีม

7. การเข้าร่วมเป็นกลุ่มตัวอย่างในการวิจัยเป็นไปโดยสมัครใจ โดยท่านสามารถปฏิเสธที่จะตอบแบบสอบถามการวิจัยได้ทุกขณะ โดยไม่ต้องให้เหตุผล และไม่สูญเสียผลประโยชน์ที่พึงได้รับ และไม่มีผลกระทบใด ๆ ทั้งสิ้น

8. หากท่านมีข้อสงสัยสามารถสอบถามเพิ่มเติมกับผู้วิจัยได้ตลอดเวลา ข้อมูลที่เกี่ยวข้องกับท่านจะเก็บเป็นความลับ หากมีการเสนอผลการวิจัยจะเสนอเป็นภาพรวม ข้อมูลใดที่สามารถระบุถึงตัวท่านได้จะไม่ปรากฏในรายงานการวิจัย

9. หากท่านไม่ได้รับการปฏิบัติตามข้อมูลดังกล่าวสามารถร้องเรียนได้ที่ คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 254 อาคารจามจุรี 1 ชั้น 2 ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน กรุงเทพฯ 10330 โทรศัพท์ 0-2218-3202 E-mail: eccu@chula.ac.th

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ข้อมูลสำหรับกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย

ชื่อโครงการวิจัย ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงของสมาชิกใน
ทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

ชื่อผู้วิจัยหลัก นาย กษิดิ์เดช ตรีทอง ตำแหน่ง นิสิตระดับดุษฎีบัณฑิต

สถานที่ติดต่อผู้วิจัย บ้านเลขที่ 10/32 ถนนกรุงเทพกรีฑาแยก 7 แขวงหัวหมาก เขตบางกะปิ
กรุงเทพมหานคร 10240

โทรศัพท์ (ที่ทำงาน) - **โทรศัพท์ที่บ้าน** -

โทรศัพท์มือถือ 084 623 9541 E-mail : natt_treethong@yahoo.com

เรียน ผู้มีส่วนร่วมในการวิจัยทุกท่าน (หัวหน้าทีมเจ้าหน้าที่อำนวยความสะดวกผู้เข้าชมการแข่งขัน)

1. ขอเรียนเชิญท่านเข้าร่วมในการวิจัยเรื่อง "ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการ
เปลี่ยนแปลงของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา" ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการวิจัย มี
ความจำเป็นที่ท่านควรทำความเข้าใจว่างานวิจัยทำเพราะเหตุใด และเกี่ยวข้องกับอะไร กรุณาใช้เวลาในการ
อ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบ และสอบถามข้อมูลเพิ่มเติมหรือข้อมูลที่ไม่ชัดเจนได้ตลอดเวลา

2. โครงการวิจัยนี้เป็นการวิจัยเชิงทดลองเพื่อศึกษาผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำ
การเปลี่ยนแปลงของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา โดยมีวัตถุประสงค์การวิจัยดังนี้

1. เพื่อศึกษาผลกระทบจากการมีปฏิสัมพันธ์ทางสังคมต่อการรับรู้ถึงการแลกเปลี่ยนของสมาชิกใน
ทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

2. เพื่อศึกษาผลกระทบจากการเป็นผู้นำการเปลี่ยนแปลงต่อการรับรู้ถึงการแลกเปลี่ยนของสมาชิก
ในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

3. เพื่อศึกษาผลกระทบจากการมีปฏิสัมพันธ์ระหว่างการปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำ
การเปลี่ยนแปลงที่มีต่อการรับรู้ของอาสาสมัครกิจกรรมพิเศษเชิงกีฬาเกี่ยวกับการแลกเปลี่ยนของสมาชิกในทีม

3. รายละเอียดของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย มีดังนี้

3.1 ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ อาสาสมัครกิจกรรมพิเศษเชิงกีฬารายการวอลเลย์บอล
เนชั่นส์ ลีก 2019 กรุงเทพมหานคร ตำแหน่งหัวหน้าทีม จำนวน 4 คน แบ่งออกเป็น 4 กลุ่ม กลุ่มละ 1 คน
ปฏิบัติหน้าที่หัวหน้าทีมเจ้าหน้าที่อำนวยความสะดวกผู้เข้าชมการแข่งขัน โดยอาสาสมัครกิจกรรมพิเศษเชิง
กีฬากลุ่มนี้จะมีความรับผิดชอบและปฏิบัติงานร่วมกับอาสาสมัครกิจกรรมพิเศษเชิงกีฬา จำนวน 15 คน
ในการอำนวยความสะดวกผู้เข้าชมการการแข่งวอลเลย์บอลในสนามกีฬาอินดอร์ สเตเดี้ยม หัวหมาก ทั่วทั้ง
สนามตามพื้นที่เข้าชมที่ได้กำหนดไว้ และปฏิบัติหน้าที่ครบทั้ง 3 วัน หรือตามกำหนดตารางจัดการแข่งขันที่
วางไว้

3.2 เกณฑ์การคัดเข้าของประชากร

1. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาเพศชายและเพศหญิง

2. อาสาสมัครกิจกรรมพิเศษเชิงกีฬามีอายุตั้งแต่ *18-40* ปี

3. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ยินยอมเข้าร่วมงานวิจัย

3.3 เกณฑ์การคัดออกของประชากร

1. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ขาดการเข้าร่วมงานตั้งแต่ 1 วันเป็นต้นไป

2. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ไม่ต้องการปฏิบัติหน้าที่ต่อหรือไม่สามารถเข้าร่วมปฏิบัติงานได้
ตลอดระยะเวลาการแข่งขัน

เลขที่โครงการวิจัย 891.1/61

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- 7 ก.พ. 2563

4. กระบวนการการวิจัย ที่กระทำต่อกลุ่ม ระยะเวลาหรือผู้มีส่วนร่วมในการวิจัย มีดังนี้

4.1 การเก็บรวบรวมข้อมูลวิจัยในครั้งนี้ มีผู้วิจัยหลัก จำนวน 1 คน และมีผู้ช่วยวิจัยในการเก็บรวบ
รวมข้อมูล เป็นนิสิตดุษฎีบัณฑิตปริญญาเอก ชั้นปีที่ 2 แขนงวิชาการจัดการการกีฬา คณะวิทยาศาสตร์การกีฬา
จุฬาลงกรณ์มหาวิทยาลัย จำนวน 5 คน

4.2 การวิจัยครั้งนี้เป็นแบบสอบถามในการเก็บรวบรวมข้อมูลจาก อาสาสมัครกิจกรรมพิเศษเชิงกีฬา
รายการวอลเลย์บอล เนชั่นส์ ลีก 2019 กรุงเทพมหานคร ปฏิบัติหน้าที่ในตำแหน่งเจ้าหน้าที่ด้านอำนวยความ
สะดวกผู้เข้าชมการแข่งขัน หากท่านยินดีเข้าร่วมงานวิจัย ขอให้ท่านตอบแบบสอบถามเกี่ยวกับ ผลของการ มี
ปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา
ซึ่งใช้ระยะเวลาในการตอบแบบสอบถามประมาณ 10-15 นาที โดยผู้วิจัยหลักและผู้ช่วยวิจัยจะทำการแจก
และเก็บรวบรวมข้อมูลด้วยตนเองหลังจากจบการแข่งขันกีฬาวอลเลย์บอล เนชั่นส์ ลีก วันสุดท้าย โดย
แบบสอบถามแบ่งออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามด้านข้อมูลพื้นฐานของอาสาสมัครกิจกรรมพิเศษเชิงกีฬา จำนวน 5 ข้อ
ตอนที่ 2 แบบสอบถามด้านความเกี่ยวพันของปฏิสัมพันธ์ทางสังคม จำนวน 3 ข้อ
ตอนที่ 3 แบบสอบถามด้านการแลกเปลี่ยนระหว่างสมาชิกในกลุ่ม จำนวน 6 ข้อ
ตอนที่ 4 แบบสอบถามด้านแรงจูงใจในการเป็นอาสาสมัครในการแข่งขันวอลเลย์บอลฯ จำนวน 23 ข้อ
เมื่อท่านตอบแบบสอบถามเสร็จสิ้นแล้ว โปรดส่งคืนแบบสอบถามแก่ผู้วิจัยหลักและผู้ช่วยวิจัยโดยทัน
ที (ทั้งนี้ข้อมูลจากการตอบแบบสอบถามจะถูกทำลายและลบทิ้งทั้งหมดภายหลังจากเสร็จสิ้นงานวิจัย)

เมื่อเสร็จสิ้นการตอบแบบสอบถามก็จะดำเนินการสัมภาษณ์แบบกลุ่มทั้ง 4 กลุ่ม โดยวิธีการสุ่มอาสา
สมัครกิจกรรมพิเศษเชิงกีฬากลุ่มละ 6 คน เพื่อดำเนินการสัมภาษณ์กลุ่มประมาณ 45 นาที ถึง 1 ชั่วโมง หรือ
ขึ้นอยู่กับสถานการณ์และมีการบันทึกเสียงระหว่างการดำเนินการสัมภาษณ์กลุ่มด้วยในห้องประชุมสนามกีฬา
อินดอร์ สเตเดียม หัวหมากซึ่งจัดเตรียมไว้สำหรับอาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ปฏิบัติงานในการแข่งขัน
รายการนี้ โดยมีประเด็นในการสัมภาษณ์กลุ่มเกี่ยวกับการเป็นอาสาสมัครกิจกรรมพิเศษเชิงกีฬา การทำงาน
ร่วมกันเป็นทีม การมีปฏิสัมพันธ์ร่วมกันระหว่างการทำงานในทีม ระหว่างทีมและกับหัวหน้างาน รวมทั้ง
ประเด็นของการมีปฏิสัมพันธ์ร่วมกัน คุณลักษณะของหัวหน้างานที่มีผลต่อการทำงานร่วมกันเป็นทีม

5. การเข้าร่วมงานวิจัยไม่มีอันตรายร้ายแรงหรือความเสี่ยงต่อท่าน แต่อาจจะรบกวนเวลาส่วนตัวของ
ท่านบ้าง

6. ประโยชน์ในการเข้าร่วมงานวิจัย ท่านจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมงานวิจัยในครั้งนี้
แต่งานวิจัยนี้จะเป็นประโยชน์ในเชิงวิชาการในการพัฒนางานวิจัยต่อไป โดยสามารถนำไปพัฒนาระบบการจัด
การอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ในด้านของการปฏิสัมพันธ์ทางสังคม การแลกเปลี่ยนระหว่างสมาชิกใน
กลุ่ม แรงจูงใจในการเป็นอาสาสมัครกิจกรรมพิเศษเชิงกีฬา รวมถึงความเป็นผู้นำการเปลี่ยนแปลงที่ส่งผลต่อ
การทำงานเป็นทีมของอาสาสมัครกิจกรรมพิเศษเชิงกีฬาซึ่งอาจส่งผลทำให้เกิดประสิทธิภาพในการทำงานเป็นทีม

7. การเข้าร่วมเป็นกลุ่มตัวอย่างในการวิจัยเป็นไปโดยสมัครใจ โดยท่านสามารถปฏิเสธที่จะตอบแบบสอบ
ถามการวิจัยได้ทุกขณะ โดยไม่ต้องให้เหตุผล และไม่สูญเสียผลประโยชน์ที่พึงได้รับและไม่มีผลกระทบใด ๆ ทั้งสิ้น

8. หากท่านมีข้อสงสัยสามารถสอบถามเพิ่มเติมกับผู้วิจัยได้ตลอดเวลา ข้อมูลที่เกี่ยวข้องกับท่านจะเก็บ
เป็นความลับ หากมีการเสนอผลการวิจัยจะเสนอเป็นภาพรวม ข้อมูลใดที่สามารถระบุถึงตัวท่านได้จะไม่
ปรากฏในรายงานการวิจัย

9. หากท่านไม่ได้รับการปฏิบัติตามข้อมูลดังกล่าวสามารถร้องเรียนได้ที่ คณะกรรมการพิจารณา
จริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 254 อาคารจามจุรี 1 ชั้น 2 ถนนพญาไท แขวงวังใหม่ เขต
ปทุมวัน กรุงเทพฯ 10330 โทรศัพท์ 0-2218-3202 E-mail: eccu@chula.ac.th

AF 04-07

ข้อมูลสำหรับกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย

ชื่อโครงการวิจัย ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงของสมาชิกใน
ทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

ชื่อผู้วิจัยหลัก นาย กษิดิ์เดช ตรีทอง ตำแหน่ง นิสิตระดับดุษฎีบัณฑิต

สถานที่ติดต่อผู้วิจัย บ้านเลขที่ 10/32 ถนนกรุงเทพกรีฑาแยก 7 แขวงหัวหมาก เขตบางกะปิ
กรุงเทพมหานคร 10240

โทรศัพท์ (ที่ทำงาน) - **โทรศัพท์ที่บ้าน** -

โทรศัพท์มือถือ 084 623 9541 **E-mail :** natt_treethong@yahoo.com

เรียน ผู้มีส่วนร่วมในการวิจัยทุกท่าน (เจ้าหน้าที่อำนวยความสะดวกผู้เข้าชมการแข่งขัน)

1. ขอเรียนเชิญท่านเข้าร่วมในการวิจัยเรื่อง "ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการ
เปลี่ยนแปลงของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา" ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการวิจัย มี
ความจำเป็นที่ท่านควรทำความเข้าใจว่างานวิจัยทำเพราะเหตุใด และเกี่ยวข้องกับอะไร กรุณาใช้เวลาในการ
อ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบ และสอบถามข้อมูลเพิ่มเติมหรือข้อมูลที่ไม่ชัดเจนได้ตลอดเวลา

2. โครงการวิจัยนี้เป็นการวิจัยเชิงทดลองเพื่อศึกษาผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำ
การเปลี่ยนแปลงของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา โดยมีวัตถุประสงค์การวิจัยดังนี้

1. เพื่อศึกษาผลกระทบจากการมีปฏิสัมพันธ์ทางสังคมต่อการรับรู้ถึงการแลกเปลี่ยนของสมาชิกใน
ทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

2. เพื่อศึกษาผลกระทบจากการเป็นผู้นำการเปลี่ยนแปลงต่อการรับรู้ถึงการแลกเปลี่ยนของสมาชิก
ในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา

3. เพื่อศึกษาผลกระทบจากการมีปฏิสัมพันธ์ระหว่างการปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำ
การเปลี่ยนแปลงที่มีต่อการรับรู้ของอาสาสมัครกิจกรรมพิเศษเชิงกีฬาเกี่ยวกับการแลกเปลี่ยนของสมาชิกในทีม

3. รายละเอียดของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย มีดังนี้

3.1 ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ อาสาสมัครกิจกรรมพิเศษเชิงกีฬารายการวอลเลย์บอล
เนชั่นส์ ลีก 2019 กรุงเทพมหานคร จำนวน 60 คน ปฏิบัติหน้าที่ในตำแหน่งเจ้าหน้าที่อำนวยความสะดวก ผู้
เข้าชมการแข่งขัน โดยอาสาสมัครกิจกรรมพิเศษเชิงกีฬากลุ่มนี้จะถูกแบ่งออกเป็น 4 กลุ่ม ๆ ละ 15 คน ปฏิบัติ
หน้าที่ในการอำนวยความสะดวกผู้เข้าชมการการแข่งวอลเลย์บอลในสนามกีฬาอินดอร์ สเตเดี้ยม หัวหมาก ทั่ว
ทั้งสนามตามพื้นที่เข้าชมที่ได้กำหนดไว้ และปฏิบัติหน้าที่ครบทั้ง 3 วัน หรือตามกำหนดตาราง
จัดการแข่งขันที่วางไว้

3.2 เกณฑ์การคัดเข้าของประชากร

1. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาเพศชายและเพศหญิง

2. อาสาสมัครกิจกรรมพิเศษเชิงกีฬามีอายุตั้งแต่ *18-40* ปี

3. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ยินยอมเข้าร่วมงานวิจัย

3.3 เกณฑ์การคัดออกของประชากร

1. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ขาดการเข้าร่วมงานตั้งแต่ 1 วันเป็นต้นไป

2. อาสาสมัครกิจกรรมพิเศษเชิงกีฬาที่ไม่ต้องการปฏิบัติหน้าที่ต่อหรือไม่สามารถเข้าร่วมปฏิบัติงานได้
ตลอดระยะเวลาการแข่งขัน

เลขที่โครงการวิจัย 891. 1/61
วันที่รับรอง - 8 ก.พ. 2562
วันหมดอายุ - 7 ก.พ. 2563

1/2

APPENDIX B

ชุดที่

คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามงานวิจัยเรื่อง

"ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลก
เปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา"

(EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON

SPORT EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE)

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<u>**คำชี้แจงแบบสอบถาม**</u>

1. แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับบัณฑิตศึกษา   หลักสูตรวิทยาศาสตรดุษฎี
บัณฑิต

แขนงวิชาการจัดการการกีฬา คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย แบบสอบถามนี้มี
วัตถุประสงค์   ในการคัดกรองภาวะความเป็นผู้นำการเปลี่ยนแปลงอาสาสมัครกิจกรรมพิเศษเชิงกีฬา
เพื่อปฏิบัติหน้าที่ในตำแหน่งหัวหน้างานอาสาสมัครกิจกรรมพิเศษเชิงกีฬา โดยแบ่งออกเป็น 2 ตอน
ดังนี้

ตอนที่ 1 ข้อมูลพื้นฐานของอาสาสมัคร

ส่วนที่ 2 แบบสอบถามด้านภาวะผู้นำหุงองค์ประกอบ

2. แบบสอบถามนี้สำหรับอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ที่ต้องการคัดเลือกเพื่อปฏิบัติหน้าที่
ในตำแหน่ง

หัวหน้างาน โดยในการตอบแบบสอบถามขอความกรุณาท่านโปรดตอบทุกข้อคำถามและตอบตาม
ความเป็นจริง เพื่อให้ได้ข้อมูลที่สมบูรณ์ที่สุด เพื่อจะนำไปสู่ผลการวิจัยที่ถูกต้องและเป็นประโยชน์
ในทางวิชาการ

3. การตอบแบบสอบถามของท่าน จะไม่มีผลกระทบต่อการปฏิบัติงานของท่านแต่อย่างใด
เพราะข้อมูล

ที่ได้จะนำไปประมวลผลและนำเสนอในภาพรวมเท่านั้น โดยคำตอบในแบบสอบถามจะถือเป็น
ความลับและใช้

ประโยชน์ทางการวิจัยเท่านั้น

      สุดท้ายนี้ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความกรุณาจากท่าน และขอขอบคุณ ในความ
อนุเคราะห์ ในการให้ข้อมูลที่เป็นประโยชน์ต่อการวิจัยมา ณ โอกาสนี้

ขอแสดงความนับถือ

นายกษิดิ์เดช ตรีทอง

นิสิตปริญญาเอก แขนงวิชาการจัดการการกีฬา

คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย

ผู้วิจัย

ตอนที่ 1: ข้อมูลพื้นฐานของอาสาสมัคร

คำชี้แจง โปรดทำเครื่องหมาย ✔ ลงใน ( ) หนึ่งข้อ หนึ่งคำตอบ ที่ตรงกับสภาพความเป็นจริงของท่านในปัจจุบัน

1. เพศ
   ( ) ชาย   ( ) หญิง
2. อายุ
   ( ) 18 – 25 ปี   ( ) 26 – 30 ปี
   ( ) 31 – 35 ปี   ( ) มากกว่า 35 ปี
3. สถานภาพสมรส
   ( ) โสด   ( ) สมรสแล้ว   ( ) หย่าร้าง/ แยกกันอยู่/ หม้าย
4. ระดับการศึกษา
   ( ) ต่ำกว่าระดับปริญญาตรี   ( ) ปริญญาตรี   ( ) สูงกว่าปริญญาตรี
5. อาชีพ
   ( ) นักเรียน/ นักศึกษา   ( ) วิชาชีพเฉพาะทาง (ทนายความ แพทย์ เป็นต้น)
   ( ) ผู้บริหาร/ เจ้าของธุรกิจ   ( ) ลูกจ้าง
   ( ) เกษียณอายุ   ( ) อื่น ๆ (โปรดระบุ) ....
6. ประสบการณ์การเป็นอาสาสมัครรายการแข่งขันกีฬา
   ( ) มี 1 ครั้ง
   ( ) มากกว่า 1 ครั้ง
   ( ) ไม่มี

ตอนที่ 2: แบบสอบถามด้านภาวะผู้นำหุองค์ประกอบ

คำชี้แจง แบบสอบถามส่วนนี้เป็นการบรรยายลักษณะความเป็นผู้นำของท่านโดยมีทั้งสิ้น 21 รายการ
โปรดทำเครื่องหมาย ✔ ลงในช่องที่ท่านเห็นว่าตรงกับตัวท่าน โดยมีเกณฑ์การพิจารณาดังนี้

4 คะแนน	หมายถึง	บ่อยครั้ง แต่ไม่เสมอไป
3 คะแนน	หมายถึง	ค่อนข้างบ่อย
2 คะแนน	หมายถึง	บางครั้ง
1 คะแนน	หมายถึง	นาน ๆครั้ง
0 คะแนน	หมายถึง	ไม่เลย

ข้อ	รายการ	ระดับความคิดเห็น				
		บ่อยครั้ง แต่ ไม่เสมอไป	ค่อนข้าง บ่อย	บางครั้ง	นาน ๆ ครั้ง	ไม่เลย
1	ฉันทำให้เพื่อนร่วมงานรู้สึกดีเวลาที่อยู่ใกล้ฉัน	4	3	2	1	0
2	ฉันใช้คำพูดที่ฟังเข้าใจง่าย สั้นและกระชับเพื่อชี้แจง การทำงานให้กับเพื่อนร่วมงาน	4	3	2	1	0
3	ฉันสามารถชี้แนะแนวทางแก้ไขปัญหาให้เพื่อนร่วมงานได้	4	3	2	1	0
4	ฉันช่วยให้เพื่อนร่วมงานสามารถพัฒนาตัวเองได้	4	3	2	1	0
5	ฉันบอกเพื่อนร่วมงานว่าต้องทำอะไรบ้างเพื่อจะได้รับ คำชมในการทำงาน	4	3	2	1	0
6	ฉันรู้สึกพึงพอใจเมื่อเพื่อนร่วมงานทำงานได้ตาม มาตรฐานที่ตกลงกันไว้	4	3	2	1	0
7	ฉันรู้สึกพึงพอใจที่เพื่อนร่วมงานมีรูปแบบการทำงานในแนวทางเดิมตลอด	4	3	2	1	0
8	เพื่อนร่วมงานมีความเชื่อมั่นในตัวฉันเป็นอย่างยิ่ง	4	3	2	1	0

ข้อ	รายการ	ระดับความคิดเห็น				
		บ่อยครั้ง แต่ ไม่เสมอไป	ค่อนข้าง บ่อย	บางครั้ง	นาน ๆ ครั้ง	ไม่เลย
9	ฉันสร้างภาพลักษณ์ที่ดีเพื่อก่อให้เกิด ความมั่นใจกับทีมงานในการทำงานให้ บรรลุเป้าหมาย	4	3	2	1	0
10	ฉันเสนอมุมมองใหม่ ๆ ในการทำงานแก่ เพื่อนร่วมงาน	4	3	2	1	0
11	ฉันสามารถให้ข้อเสนอแนะเกี่ยวกับการ ทำงานกับ เพื่อนร่วมงานได้	4	3	2	1	0
12	ฉันให้การยอมรับหรือของรางวัลกับ เพื่อนร่วมงานเมื่อ ทำงานได้สำเร็จตาม เป้าหมาย	4	3	2	1	0
13	ฉันจะไม่ปรับเปลี่ยนวิธีการทำงาน เมื่อ เห็นว่าการทำงานของทีมเป็นไปอย่าง ราบรื่น	4	3	2	1	0
14	ฉันรู้สึกยินดีกับวิธีการทำงานของทีม	4	3	2	1	0
15	เพื่อนร่วมงานมีความยินดีและภูมิใจที่ได้ ร่วมงานกับฉัน	4	3	2	1	0
16	ฉันมีส่วนช่วยให้เพื่อนร่วมงานค้นพบ ความหมายของ การทำงานของพวกเขา	4	3	2	1	0
17	ฉันทำให้เพื่อนร่วมงานฉุกคิดถึงประเด็น บางอย่างที่เกี่ยวข้องกับการทำงานที่พวก เขาไม่เคยนึกถึงมาก่อน	4	3	2	1	0
18	ฉันให้ความสำคัญและความใส่ใจกับ เพื่อนร่วมงานที่ถูก มองข้ามเป็นพิเศษ	4	3	2	1	0
19	ฉันทำให้เพื่อนร่วมงานเห็นความสำคัญ ของผลสำเร็จ จากการทำงาน	4	3	2	1	0
20	ฉันบอกให้เพื่อนร่วมงานทราบถึง มาตรฐานในการทำ งานเพื่อให้งาน สำเร็จตามจุดประสงค์ที่ตั้งไว้	4	3	2	1	0

ข้อ	รายการ	ระดับความคิดเห็น				
		บ่อยครั้ง แต่ ไม่เสมอไป	ค่อนข้าง บ่อย	บางครั้ง	นาน ๆ ครั้ง	ไม่เลย
21	ฉันไม่เรียกร้องอะไรเพิ่มเติมจากเพื่อน ร่วมงานนอก จากมีความจำเป็นจริง ๆ เท่านั้น	4	3	2	1	0

APPENDIX C

ชุดที่

คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามงานวิจัยเรื่อง

"ผลของการมีปฏิสัมพันธ์ทางสังคมและความเป็นผู้นำการเปลี่ยนแปลงที่มีต่อการรับรู้ของการแลก
เปลี่ยนของสมาชิกในทีมอาสาสมัครกิจกรรมพิเศษเชิงกีฬา"

(EFFECTS OF SOCIAL INTERACTION AND TRANSFORMATIONAL LEADERSHIP ON SPORT

EVENT VOLUNTEERS' PERCEPTION OF TEAM MEMBER EXCHANGE)

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คำชี้แจงแบบสอบถาม

4. แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับบัณฑิตศึกษา หลักสูตรวิทยาศาสตรดุษฎี
บัณฑิต

แขนงวิชาการจัดการการกีฬา คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย แบบสอบถามนี้มี
วัตถุประสงค์ ในการคัดกรองภาวะความเป็นผู้นำการเปลี่ยนแปลงอาสาสมัครกิจกรรมพิเศษเชิงกีฬา
เพื่อปฏิบัติหน้าที่ในตำแหน่งหัวหน้างานอาสาสมัครกิจกรรมพิเศษเชิงกีฬา โดยแบ่งออกเป็น 4 ตอน
ดังนี้

ตอนที่ 1 ข้อมูลพื้นฐานของอาสาสมัคร

ตอนที่ 2 แบบสอบถามด้านความเกี่ยวพันของปฏิสัมพันธ์ทางสังคม (SIT)

ตอนที่ 3 แบบสอบถามด้านการแลกเปลี่ยนระหว่างสมาชิกในกลุ่ม (TMX)

ตอนที่ 4 แรงจูงใจในการเป็นอาสาสมัครในการแข่งขันวอลเลย์บอลรายการเนชันส์ลีก (VNL)
SEVM

5. แบบสอบถามนี้สำหรับอาสาสมัครกิจกรรมพิเศษเชิงกีฬา ที่ปฏิบัติหน้าที่ในตำแหน่งเจ้าหน้าที่
อำนวยความ

สะดวกผู้เข้าชมการแข่งขันวอลเลย์บอล รายการวอลเลย์บอล เนชั่น ลีกส์ 2019 กรุงเทพมหานคร โดย
ในการตอบ แบบสอบถามขอความกรุณาท่านโปรดตอบทุกข้อคำถามและตอบตามความเป็นจริง เพื่อให้
ได้ข้อมูลที่มีความสมบูรณ์ ที่สุด ซึ่งจะนำไปสู่ผลการวิจัยที่ถูกต้องและเป็นประโยชน์ในทางวิชาการ

6. การตอบแบบสอบถามของท่าน จะไม่มีผลกระทบต่อการปฏิบัติงานของท่านแต่อย่างใด เพราะข้อมูล

ที่ได้จะนำไปประมวลผลและนำเสนอในภาพรวมเท่านั้น โดยคำตอบในแบบสอบถามจะถือเป็นความลับและใช้

ประโยชน์ทางการวิจัยเท่านั้น

สุดท้ายนี้ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความกรุณาจากท่าน และขอขอบคุณ ในความอนุเคราะห์ ในการให้ข้อมูลที่เป็นประโยชน์ต่อการวิจัยมา ณ โอกาสนี้

ขอแสดงความนับถือ

นายกษิดิ์เดช ตรีทอง

นิสิตปริญญาเอก แขนงวิชาการจัดการการกีฬา

คณะวิทยาศาสตร์การกีฬา จุฬาลงกรณ์มหาวิทยาลัย

ผู้วิจัย

ตอนที่ 1: ข้อมูลพื้นฐานของอาสาสมัคร

คำชี้แจง โปรดทำเครื่องหมาย ✔ ลงใน ( ) หนึ่งข้อ หนึ่งคำตอบ ที่ตรงกับสภาพความเป็นจริงของท่านในปัจจุบัน

7. เพศ

( ) ชาย   ( ) หญิง

8. อายุ

( ) 18 – 25 ปี   ( ) 26 – 30 ปี

( ) 31 – 35 ปี   ( ) มากกว่า 35 ปี

9. สถานภาพสมรส

( ) โสด   ( ) สมรสแล้ว   ( ) หย่าร้าง/ แยกกันอยู่/ หม้าย

10. ระดับการศึกษา

( ) ต่ำกว่าระดับปริญญาตรี   ( ) ปริญญาตรี   ( ) สูงกว่าปริญญาตรี

11. อาชีพ

( ) นักเรียน/ นักศึกษา   ( ) วิชาชีพเฉพาะทาง (ทนายความ แพทย์ เป็นต้น)

( ) ผู้บริหาร/ เจ้าของธุรกิจ   ( ) ลูกจ้าง

( ) เกษียณอายุ   ( ) อื่น ๆ (โปรดระบุ) ....

12. ประสบการณ์การเป็นอาสาสมัครรายการแข่งขันกีฬา

( ) มี 1 ครั้ง

( ) มี มากกว่า 1 ครั้ง

( ) ไม่มี

ตอนที่ 2: แบบสอบถามด้านความเกี่ยวพันของการปฏิสัมพันธ์ทางสังคม (SIT)

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องคะแนนซึ่งตรงกับความคิดเห็นตัวท่านมากที่สุด โดยมี
เกณฑ์การพิจารณาดังนี้

7 คะแนน	หมายถึง	เห็นด้วยอย่างยิ่ง
6 คะแนน	หมายถึง	เห็นด้วย
5 คะแนน	หมายถึง	ค่อนข้างเห็นด้วย
4 คะแนน	หมายถึง	เฉย ๆ
3 คะแนน	หมายถึง	ค่อนข้างไม่เห็นด้วย
2 คะแนน	หมายถึง	ไม่เห็นด้วย
1 คะแนน	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น						
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ค่อนข้างเห็นด้วย	เฉย ๆ	ค่อนข้างไม่เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1	ฉันรักษาความสัมพันธ์กับอาสาสมัครคนอื่น ๆอย่างใกล้ชิดผ่านกลุ่มแชต อาสาสมัคร VNL บนไลน์กลุ่ม	7	6	5	4	3	2	1
2	ฉันใช้เวลาส่วนใหญ่กับการมีปฏิสัมพันธ์กับอาสาสมัครคนอื่น ๆ ผ่านกลุ่มแชตอาสาสมัคร VNL บนไลน์กลุ่ม	7	6	5	4	3	2	1
3	ฉันติดต่อสื่อสารกับอาสาสมัครคนอื่น ๆผ่านกลุ่มแชตอาสาสมัคร VNL บนไลน์กลุ่มอยู่บ่อย ๆ	7	6	5	4	3	2	1

ตอนที่ 3: แบบสอบถามด้านการแลกเปลี่ยนระหว่างสมาชิกในกลุ่ม (TMX)

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องคะแนนซึ่งตรงกับความคิดเห็นตัวท่านมากที่สุด โดยมี
เกณฑ์การพิจารณาดังนี้

7 คะแนน	หมายถึง	เห็นด้วยอย่างยิ่ง
6 คะแนน	หมายถึง	เห็นด้วย
5 คะแนน	หมายถึง	ค่อนข้างเห็นด้วย
4 คะแนน	หมายถึง	เฉย ๆ
3 คะแนน	หมายถึง	ค่อนข้างไม่เห็นด้วย
2 คะแนน	หมายถึง	ไม่เห็นด้วย
1 คะแนน	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น						
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ค่อนข้างเห็นด้วย	เฉย ๆ	ค่อนข้างไม่เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1	ฉันมีส่วนช่วยทำให้การทำงานของทีมอาสาสมัครง่ายขึ้น	7	6	5	4	3	2	1
2	อาสาสมัครคนอื่น ๆเห็นความสำคัญของการมีส่วนร่วมของฉัน	7	6	5	4	3	2	1
3	อาสาสมัครท่านอื่นมักจะร้องขอความช่วยเหลือจากฉันเวลาที่งานของพวกเขายุ่ง	7	6	5	4	3	2	1
4	ฉันมักเสนอตัวช่วยเหลืออาสาสมัครคนอื่น เมื่อเห็นว่างานของพวกเขายุ่ง	7	6	5	4	3	2	1
5	ฉันได้ช่วยอาสาสมัครคนอื่น ๆ ทำงาน ที่เขาได้รับมอบหมายจนสำเร็จ	7	6	5	4	3	2	1
6	อาสาสมัครคนอื่น ๆ เต็มใจช่วยเหลืองานที่ฉันได้รับมอบ หมายจนสำเร็จ	7	6	5	4	3	2	1

ตอนที่ 4: แรงจูงใจในการเป็นอาสาสมัครในการแข่งขันวอลเลย์บอลรายการเนชันส์ลีก (VNL) SEVM

คำชี้แจง โปรดทำเครื่องหมาย ✔ ลงในช่องคะแนนซึ่งตรงกับความคิดเห็นตัวท่านมากที่สุด โดยมีเกณฑ์การพิจารณาดังนี้

7 คะแนน	หมายถึง	เห็นด้วยอย่างยิ่ง
6 คะแนน	หมายถึง	เห็นด้วย
5 คะแนน	หมายถึง	ค่อนข้างเห็นด้วย
4 คะแนน	หมายถึง	เฉย ๆ
3 คะแนน	หมายถึง	ค่อนข้างไม่เห็นด้วย
2 คะแนน	หมายถึง	ไม่เห็นด้วย
1 คะแนน	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	รายการ	ระดับความคิดเห็น						
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ค่อนข้างเห็นด้วย	เฉย ๆ	ค่อนข้าง ไม่เห็น ด้วย	ไม่เห็นด้วย	ไม่เห็น ด้วยอย่างยิ่ง
1	ฉันต้องการช่วยงานจนสุดความสามารถ	7	6	5	4	3	2	1
2	ฉันต้องการทำสิ่งที่มีคุณค่า	7	6	5	4	3	2	1
3	ฉันรู้สึกว่าการช่วยเหลือผู้อื่นเป็น เรื่องสำคัญ	7	6	5	4	3	2	1
4	ฉันต้องการทำให้การแข่งขันรายการนี้สำเร็จลุล่วงได้ด้วยดี	7	6	5	4	3	2	1
5	กิจกรรมอาสาสมัครสร้างสังคมให้ดี ขึ้น	7	6	5	4	3	2	1
6	ฉันอยากสร้างปฏิสัมพันธ์กับผู้อื่น	7	6	5	4	3	2	1
7	ฉันอยากทำงานกับผู้คนที่มาจากหลากหลาย	7	6	5	4	3	2	1
8	ฉันอยากพบปะผู้คน	7	6	5	4	3	2	1
9	ฉันอยากพัฒนาความสัมพันธ์กับผู้อื่น	7	6	5	4	3	2	1

ข้อ	รายการ	ระดับความคิดเห็น						
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ค่อนข้างเห็นด้วย	เฉย ๆ	ค่อนข้าง ไม่เห็น ด้วย	ไม่เห็นด้วย	ไม่เห็น ด้วยอย่างยิ่ง
10	ฉันอยากมีประสบการณ์ด้านงานอาสาสมัครในประวัติงานของฉัน	7	6	5	4	3	2	1
11	ฉันอยากเพิ่มประสบการณ์ในการ ทำงานจริง	7	6	5	4	3	2	1
12	ฉันมีโอกาสคนรู้จักคนใหม่ ๆ ที่อาจช่วยเรื่องการงานของฉันได้	7	6	5	4	3	2	1
13	ฉันอยากเพิ่มประสบการณ์ที่เกี่ยว ข้องกับการทำงานอาสาสมัคร	7	6	5	4	3	2	1
14	ฉันอยากเพิ่มประสบการณ์ที่อาจเป็นประโยชน์กับหน้าที่การงานของฉัน	7	6	5	4	3	2	1
15	การทำงานอาสาสมัครทำให้ฉัน รู้สึกเป็นที่ต้องการของผู้อื่น	7	6	5	4	3	2	1
16	ฉันมีโอกาสในการค้นหาจุดแข็งของ ตัวเองได้	7	6	5	4	3	2	1
17	ฉันรู้สึกว่าตัวเองเป็นคนสำคัญ	7	6	5	4	3	2	1
18	ฉันสามารถเห็นมุมมองใหม่ ๆจาก การทำงานได้มากขึ้น	7	6	5	4	3	2	1
19	ฉันอยากได้เครื่องแบบของ งานแข่งขันหรือสินค้าลิขสิทธิ์	7	6	5	4	3	2	1
20	ฉันอยากได้ตั๋วเข้าชมงานหรือ เข้างานได้โดยไม่เสียค่าใช้จ่าย	7	6	5	4	3	2	1
21	ฉันชอบงานแข่งขันกีฬา	7	6	5	4	3	2	1
22	ฉันชอบกีฬา	7	6	5	4	3	2	1
23	ฉันชอบมีส่วนร่วมในกิจกรรมกีฬา	7	6	5	4	3	2	1

VITA

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