

# THE INFLUENCE OF PAST EXPERIENCES ON THE MOTIVATION OF ADULT VOLUNTEERS

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(Under the direction of Chris Morgan)

## ABSTRACT

The study reported examined the likelihood of 4-H past experiences contributing to an individual's adult volunteerism. A total of 81 adult volunteers serving at 4-H Summer Camps in 2008 answered a survey questionnaire. With the help of Gil Clary's, Volunteer Functions Inventory (VFI) questionnaire, via the six motivational constructs that compose the VFI, the motivations of 4-H adult volunteers were identified. The values motivational construct, which expresses values and beliefs related to unselfish desire to help others, is the leading motivational construct of 4-H adult volunteers. Of the 81 respondents questioned, 42 replied that they had been involved in 4-H as youth, and a majority of those attributed their present volunteer participation to their past 4-H volunteer service experiences. 4-H alumni view their 4-H experiences as very beneficial as well as continuing to influence them in later life.

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VOLUNTEERS

by

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B.S., The University of Georgia, 2007

A Thesis Submitted to the Graduate Faculty of The University of Georgia in Partial  
Fulfillment of the Requirements for the Degree

MASTER OF AGRICULTURAL LEADERSHIP

ATHENS, GEORGIA

2009

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## ACKNOWLEDGEMENTS

I would like to thank my family for support over my academic career and my Fiancé Jodi for her patience, encouragement, and love.

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## CHAPTER 1

### INTRODUCTION

#### Background

Today, “4-H is a community of six million young people across America learning leadership, citizenship and life skills. The 4-H community also includes 3,500 staff, 518,000 volunteers and 60 million alumni” (National 4-H Council, 2009, paragraph 1). From its conception 4-H has encouraged volunteerism and utilized volunteers to accomplish its mission. The mission of 4-H “is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society. This mission is accomplished, through hands-on learning experiences” (Georgia 4-H, 2005, paragraph 2). 4-H’ers are taught to be productive and contributing members of society as volunteers through hands on learning experiences (Georgia 4-H, 2005). 4-H learning experiences focus on agricultural and environmental issues, agriculture awareness, leadership, communication skills, foods and nutrition, health, energy conservation, and citizenship. 4-H is a club founded on the energy of volunteers who comprise the inner-workings of 4-H; they are the nuts and bolts, the behind-the-scenes individuals that are essential to the success of 4-H clubs around the country (Riley, Schott, & Schultinik, 2001). Without the presence of volunteers, 4-H clubs could not fulfill their mission of impacting communities by developing upstanding youth and young adults.

The vision of National 4-H is to “connect young people with caring adults leading to positive outcomes for youth” (National 4-H Headquarters, 2008, p. 2). It would benefit Cooperative Extension personnel to be able to pinpoint specific individual characteristics that good volunteers possess, and to recruit them so they may have a hand in carrying out the 4-H

mission. Having this knowledge may influence how youth programs are developed and presented. Extension Agents through youth programming may plan more community service activities or change how they are conducted in order to influence youth to become more actively involved within their communities as future adult volunteers. 4-H strives to nurture upstanding youth and raise contributing members of society (Georgia 4-H, 2005).

### Problem Statement

An important issue facing youth serving organizations in the United States is how to best facilitate the development of youth. The future of the nation will soon rest in the hands of today's youth. To become productive and contributing individuals who can be effective and proactive in determining the course of tomorrow's world, today's youth must develop positive leadership knowledge, attitudes, skills, and aspirations. Preparing today's youth for their roles as tomorrow's leaders is a challenge we all face (Fox, Schroeder, & Lodl, 2003). Youth are the future of communities; therefore it is “the goal of youth development programming to prepare youth for adulthood” (Boyd, Herring, & Briers, 1992, paragraph 14). Preparing youth to accept leadership challenges found in communities is important to the success of our nation. Hence, it would be beneficial to 4-H clubs across the nation to be able to demonstrate they are a leading organization in youth development.

One important aspect of youth development is volunteerism. Volunteers are an integral aspect of the success within a community (Safrit & Auck, 2003) and an essential component of the Cooperative Extension Service in the United States. More than 440,000 volunteers deliver 4-H Youth Development programs to American youth annually (National 4-H Headquarters, 2007). It would be of benefit to 4-H clubs around the country to instill in youth a sense of

community and a desire to give back to society in hopes that one day those same 4-H'ers will return as adults and become involved as adult volunteer leaders. This study poses the question: Does participation in 4-H as youth influence adults to become active community volunteers in the future?

### Purpose of the Study

The purpose of this study is to determine the factors that lead adults to volunteer with 4-H youth. Within this study the following research objectives were addressed:

Determine:

1. The demographic characteristics of the participants.
2. The six motivational functions: Values, Understanding, Social, Career, Protective, and Enhancement based on the Volunteer Functions Inventory (Clary, et al., 1998).
3. If activities from youth and college influence adults to volunteer.
4. If activities of the volunteer's children influence adults to volunteer.

### Definition of Terms

4-H Club: 4-H is a community of more than 6.5 million young people across America learning leadership, citizenship and life skills. 4-H in the United States is a youth organization administered by the Cooperative State Research, Education, and Extension Service (CSREES) of the United States Department of Agriculture (USDA) with the mission of engaging youth to reach their fullest potential while advancing the field of youth development. The goal of 4-H is to develop citizenship, leadership, and life skills of youth through mostly experiential learning programs (National 4-H Council, 2008).

4-H Curriculum: 4-H curriculum meets Quality Core Curriculum (QCC's) and Georgia Performance Standards (GPS's). Georgia 4-H has six core values that are taught: 1) Agriculture, 2) Citizenship, 3) Communication, 4) Environment, 5) Family & Consumer Science, and 6) Leadership (The University of Georgia, 2009).

4-H Volunteer: Any adult or youth recognized by Extension as giving service to the 4-H program without salary or wages from Extension (Nebraska 4-H, 2002).

4-H Youth Development Programs: The 4-H Youth Development Program with its direct connection to the research and resources of the Cooperative Extension System's 106 land-grant universities and colleges is strategically positioned to strengthen U.S. global competitiveness and leadership (National 4-H Headquarters, 2009).

Agricultural Experiment Station: Created in 1887 through the Hatch Act, agricultural experiment stations are research centers that conduct scientific investigations to solve problems and suggest improvements in the food and agriculture industry. Experiment station scientists work with farmers, ranchers, suppliers, processors, and others involved in food production and agriculture (South Dakota State University, 2009).

Community Service Learning: Community Service Learning is a form of experiential learning in which youth apply the subject matter they are learning along with critical thinking skills to address genuine community needs (Smith, 1997).

Constructs of the Volunteer Functions Inventory survey: The questions included in the Volunteer Functions Inventory were formed in order to be categorized into six motivational functions served by volunteerism: Protective, Values, Career, Social, Understanding, and Enhancement (Clary, et al., 1998).

Cooperative Extension Service: The Cooperative Extension Service is a nationwide, non-credit educational network. Each U.S. state and territory has a state office at its land-grant university and a network of local or regional offices. These offices are staffed by one or more experts who provide useful, practical, and research-based information to agricultural producers, small business owners, youth, consumers, and others in rural areas and communities of all sizes (USDA, 2009).

Land Grant College: U.S. Congress passed the Morrill Act of 1862 that provided grants of land to states to finance the establishment of colleges specializing in agricultural and the mechanical arts (Encyclopedia Britannica, 2009).

Volunteer: A person who voluntarily undertakes or expresses a willingness to undertake a service (Merriam-Webster, 2008).

### Limitations of the Study

1. The results of this study can only be extended to the population studied, which are volunteers of 4-H youth summer camps within the state of Georgia. Individuals chosen to be part of the research sample cannot be forced to participate in the study; therefore only adult volunteers that want to participate will provide survey information.
2. By distributing the surveys at 4-H events many of the surveyed adults have had experiences with 4-H.
3. Many of the volunteers that are surveyed may be volunteering because of their child's participation at the 4-H event.

### Assumptions of the Study

Questions within the survey pertain to demographic data and questions relating to the background and past experiences of the individual. The responses to these survey questions are assumed to be honest and accurately recalled from memory.

### Significance of the Study

Because 4-H reaches youth at an early age, it has the opportunity to considerably influence the development of adolescence. According to Ladewig and Thomas (1987) skills and attitudes formed during 4-H carry into adulthood; hence the need for 4-H to instill in its members a sense of community. Little research has been conducted related to discovering how participation in 4-H as youth effect member's volunteerism tendencies as adults. One such study was conducted by Pennington and Edwards (2006), which addressed two specific questions: Does 4-H make an impact on the civic engagement of adults? And do former 4-H members view the impact as being greater than that of other programming? Another study by Hairston (2004), discusses the relationship between 4-H youth development and a well planned community

service learning project. But, no study was found that addressed factors that influenced 4-H members to become adult volunteers in the future.

Results of this study may influence the agendas and curriculum of 4-H activities to better provide youth with opportunities to mature and grow, while influencing youth to volunteer as adults. Results may illuminate the importance of community service activities as a tool to develop youth into civic leaders and volunteers, as well as helping youth develop skills, competencies, and knowledge that will benefit them not only as children, but also as adults. Results of this study may impact youth organizations by supplying data that enables them to recruit and maintain adequate numbers of quality adult volunteers that will enable these organizations to function and mold youth into upstanding community citizens. Undoubtedly, there are significant benefits to looking deeper into the relationships of 4-H youth development and adult volunteer tendencies.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

4-H is a youth organization directed by the State Cooperative Extension Service with the mission to “empower youth to reach their full potential, working and learning in partnership with caring adults” (National 4-H Council, 2008, paragraph 1). The 4-H emblem is a four leaf clover with an “H” on each leaf which symbolizes Head, Heart, Hands, and Health. The club’s continuous strive for excellence is stated in the 4-H motto: “To make the best better”, and its slogan “Learn by doing” (Penn State Cooperative Extension, 2008). 4-H is home to over 6.5 million members from ages 5 to 19 in all 50 states (National 4-H Council, 2008). 4-H learning experiences focus on agricultural and environmental issues, agriculture awareness, leadership, communication skills, foods and nutrition, health, energy conservation, and citizenship through hands-on learning. This hands-on approach to learning is implemented through tools such as volunteerism, community service, and service-learning which provide meaningful and educational experiences to fully engage youth (Safrit & Auck, 2003). “4-H Youth Development Programs are essentially focused on creating opportunities for youth to meet developmental needs, and to build important life skills” (National 4-H Headquarters, 1999, paragraph 2). For the past 106 years, 4-H has been helping children and youth reach their fullest potential through learning new life skills, meeting new people, learning responsibility, and building self-confidence (Astroth & Haynes, 2002). “The 4-H model emphasizes four basic developmental needs: belonging, mastery, independence, and service” (Iowa State University Extension, 2008,

p. 1). Youth who engage in 4-H activities and seek support from parents, Extension Agents, and community members are likely to grow into helpful members of their families and upstanding community citizens living a productive and satisfying life (Iowa State University Extension, 2008).

Boys and Girls Clubs, the foundation of 4-H, were first established in the early 1900's by public school educators in response to the need for better agricultural youth education. No one individual is credited with founding the 4-H program, rather the program was fashioned through collective efforts of several individuals over many years. In 1902 A. B. Graham, a school principal from Ohio, began to promote out-of-school vocational agriculture by forming a club of boys and girls with officers, projects, meetings, and record requirements. "This community club model engaged youth through 'learning by doing'" (Arizona Agricultural Experiment Station, 2005, p. 1). Graham sought the help of the Ohio Agricultural Experiment Station and Ohio State University to provide educational assistance. Thomas F. Hunt, Dean of Agriculture at Ohio State University, saw Graham's club as a way to get agricultural research to farm families. These after school clubs were dubbed as corn clubs for boys and canning clubs for girls (Arizona Agricultural Experiment Station, 2005).

Georgia's Boys and Girls Clubs sprang up spontaneously throughout Ohio at about the same time it appeared in other states. The origin of 4-H in Georgia began many miles away with O. J. Kern, an Illinois school superintendent. Kern formed a Boys Corn Club to benefit the children but also with the intent to get parents interested. Kern developed bulletins for the club to use. One of Kern's publications fell in to the hands of W. L. Weber, a professor at the Atlanta based liberal arts college Emory at Oxford. Weber in turn gave the flyer to his good friend G. C. Adams, and fate handled the rest. The history of 4-H in Georgia began with G. C. Adams,

Superintendent of Schools, who in 1904 organized the Boys Corn Club in Newton County, Georgia (Newton County Extension Office, 2008). Girls Tomato and Canning Club work was inaugurated by the University of Georgia's College of Agriculture in 1911. According to the first annual report in 1915, Georgia had 5,507 club girls and 14,275 club boys (Georgia 4-H, 2004).

In 1908 O. H. Benson, Wright County, Iowa school superintendent, designed a three-leaf clover to be the emblem of the Boys and Girls Clubs, which stood for head, heart, and hands. Benson later suggested that a fourth H be added to the clover which stands for hustle. This last H was later changed to stand for health. The 4-H four leaf clover emblem was adopted in 1911 and has stood for head, heart, hands, and health ever since (Arizona Agricultural Experiment Station, 2005). In 1912, O. H. Benson accomplished another amazing feat by "establishing federal-state-county programs through cooperative agreements, which tied the three entities of Extension work together" (Arizona Agricultural Experiment Station, 2005, p. 2). These cooperative agreements between the Office of Farmer Cooperative Demonstration Work and land-grant colleges promoted youth club work.

Congress passed the Smith-Lever Act in 1914 which provided for the establishment of the Cooperative Extension Service; funded by mutual support of the federal, state and local governments. The Cooperative Extension Service is the largest educational system of its kind in the world and functions as the outreach division of land grant colleges, providing new technologies and expertise to farmers in every county in the nation. "The original mandate of the Extension Service was to assist people of rural America in identifying and solving their farm, home, and community problems" (Comer, Birkenholz, & Stewart, 2004, p 2).

4-H is under the umbrella of the Cooperative Extension Service which was the dream of Seaman Knapp, known as the Father of Extension work. Knapp, an agriculturalist and teacher, had been frustrated that more research had not been done to help the farmer improve his farming methods. He was the primary advocate to further agricultural education. In the 1870's he began campaigning for experimental stations both in agriculture colleges and as free standing stations. Among many other things, Knapp developed Farm Demonstration Work which encouraged farmers to set aside acreage for test plots on their farms; later he headed Farm Demonstration Work within the Department of Agriculture (Bailey, 1945).

The Cooperative Extension Service got its beginnings with the signing of the Morrill Land-Grant Act of 1862, following a political movement calling for the creation of agricultural colleges. Under the act, each eligible state received a total of 30,000 acres of federal land for each member of congress the state had according to the census of 1860. This land, or the proceeds from its sale, was to be used toward establishing and funding the educational institutions. The next act to breathe life into Cooperative Extension was the Hatch Act of 1887. This act gave federal land to states in order to create agricultural experiment stations, which are designed to conduct scientific research to solve problems and suggest improvements in the food and agriculture industry. State agricultural stations created under this act were usually connected with land-grant state colleges and universities. Congress later recognized the need to distribute the knowledge gained at land-grant colleges and experiment stations to farmers and homemakers. The Smith-Lever Act of 1914 started federal funding of the Cooperative Extension Service, establishing Cooperative Extension offices in every county in the state of Georgia (Rasmussen, 1989). This was a realization of Dr. Knapp's own vision, as he expressed 1907.

Let it be the high privilege of this great and free people to establish a republic where rural pride is equal to civic pride, where men of the most refined taste and culture select the rural villa, and where the wealth that comes from the soil finds its greatest return in developing and perfecting that great domain of nature which God has given to us as an everlasting estate (Bailey, 1945, paragraph 30).

“4-H became an official part of the Cooperative Extension Service, along with agriculture and home economics, at about the time Cooperative Extension was officially established by the U.S. Congress in 1914” (University of Florida, 2008, paragraph 8). The term “4-H Club” first appeared in a federal document in 1918, in 1920 the name “4-H Club Work” was adopted, and in 1924 the words “Club Work” were dropped, revealing the name that stands to this day, “4-H” (University of Florida, 2008). At the first National 4-H Club Camp in 1927, State 4-H Leaders adopted the National 4-H Pledge and the 4-H Motto (Arizona Agricultural Experiment Station, 2005). Through the collaborative efforts and initiative of many individuals 4-H had been established and was well on its way.

With the success of the 4-H club it became essential for 4-H leaders to work side by side with adult volunteers. Working with volunteers is an Extension tradition as well as the primary method of delivering 4-H programs, volunteer leaders have been central to the success of the 4-H program since its inception (Culp, 1996; Patton, 1990; Wessel & Wessel, 1982). Extension professionals engage volunteers by involving them in a variety of roles and delegating to them responsibility for projects, programs, events, and activities.

Georgia 4-H clubs are active in every county in the state and home to 200,000, urban and rural, members in grades five through twelve. “4-H has grown into a complex organization providing education in a variety of areas dedicated to the betterment of Georgia's youth” (McGahee & Davies, 2005). The 4-H club is a youth development and outreach program associated with the University of Georgia’s Cooperative Extension Service and is a community

service based organization with the “purpose of assisting youth in gaining knowledge, developing life skills, and forming attitudes that will shape them into independent, productive, and contributing members of society” (McGahee & Davies, 2005). This purpose is accomplished through hands-on learning which includes community service activities. These activities not only allow 4-H members to reach out into the community, but also allow them to grow and develop by gaining knowledge of citizenship, communication, and leadership. The mission of 4-H is clear and is repeated by its members at all functions, through the organization’s pledge: “I pledge: my head to clearer thinking; my heart to greater loyalty; my hands to larger service; my health to better living; for my club, my community, my country and my world” (McGahee & Davies, 2005).

With the current fiscal climate of state and federal funding cuts the accountability of state agencies become very important. To meet these accountability requirements it is important to have supportive evidence at hand that demonstrates the importance and necessity of 4-H (Boyd, Herring, & Briers, 1992). One approach to determining the true effectiveness of 4-H is to survey adults who once were active 4-H members (Ladewig & Thomas, 1987). Youth are still growing, learning, and developing and may or may not realize how participation in 4-H has effected them. Adults, on the other hand, have had years to realize and put into practice the many life-long skills they may have learned while in 4-H. A few studies have tried to determine if participation in 4-H as youth effect member’s volunteerism tendencies as adults (Ladewig & Thomas, 1987; Maass, Wilken, Jordan, Culen, & Place, 2006; Pennington & Edwards, 2006).

In order to provide evidence of 4-H impact on youth development a national study was conducted by Ladewig & Thomas (1987). This USDA study compared 710 former 4-H members, 743 members of other organizations, and 309 nonparticipants in youth organizations. The authors attempted to answer numerous questions with the help of this study. First, in what types of youth development activities did respondents most often participate? 4-H alumni reported their favorite functions to participate in were activities, competitions, and organized clubs. They also mentioned that these 4-H experiences helped them gain knowledge and skills while helping them gain a feeling of self-worth. Second, which youth organization activities were most valuable in the development of life skills? The most useful experience described by 4-H alumni was contact with other 4-H members. 4-H alumni reported that the largest contributions to personal development were learning to work with others, developing a sense of responsibility, gaining self-confidence, and learning how to set reachable goals. Third, are 4-H Alumni more involved in community activities than those who did not participate in 4-H? Results from adults in volunteer roles at community events and organizations were limited; though, 4-H alumni tended to be more involved in community activities than members of other youth organizations. Also, 4-H alumni are more likely to involve their children in the 4-H program and possibly become adult leaders themselves. “Moreover, 4-H alumni and their families more often used the programs and services of the Extension Service” (Ladewig & Thomas, 1987, p. 6). “Despite their positive experiences in youth programs, for most participants much of their experiences were not translated into corresponding levels of adult activity” (Ladewig & Thomas, 1987, p. 7). Fourth, does 4-H make a difference? In terms of adult community involvement, the oldest and most educated 4-H’ers were the most active in community activities as well as Cooperative Extension. Club members gained much value from

participation in 4-H and other youth organizations. “Large percentages of respondents claimed that some of this value was attained from their contact with people; particularly valued were the contributions of adult volunteer leaders, family members, club meetings and competitions. All wanted more leadership opportunities” (Ladewig & Thomas, 1987, p. 7).

A study by Mass, Wilken, Jordan, Culen, & Place (2006), describes how 4-H and other youth programs influence the development of 36 life skills. The study inquired of 223 Oklahoma 4-H alumni who were asked to respond to questions regarding aspects of their 4-H careers. This project sought to better understand how 4-H alumni attribute their life skills to membership in 4-H and other youth development organizations. Nearly all 4-H alumni (92.6%) reported that they had been a member of another youth development organization in addition to 4-H. Among this sample, participation in religious organizations was most frequently identified (65.9%), followed by athletics (58.3%), student council (45.7%), FCCLA (34.5%), and the National FFA Organization (21.1%). A major distinction was identified when respondents compared “Community Service Volunteering” in both 4-H and other youth development organizations. 4-H Alumni reported “Community Service Volunteering” as the second highest life skill that they attributed to 4-H, whereas comparing with other youth development organizations the alumni reported that “Community Service Volunteering” ranked 24<sup>th</sup> in the list of 36 life skills. Forty-five percent of the respondents presently volunteer with 4-H; more than half volunteer with church; and others report volunteering in an assortment of community service activities. The results of the study concluded that alumni of the Oklahoma 4-H program attributed the development of 26 of 36 identified life skills to 4-H and four of 36 to other youth development organizations in which they participated. These results indicate that 4-H should emphasize and advertise the value of its programming and development of key life skills of youth.

A study by Pennington and Edwards (2006) also compared 4-H with other youth development organizations and addressed two specific questions. First, does 4-H make an impact on the civic engagement of adults? Second, if so, do former 4-H members view the impact as being greater than that of other programming? There were two important objectives of this study. The first objective of the study was to describe perceptions of former Oklahoma 4-H Key Club members concerning their applications of “giving” life skills through their civic engagement. According to the researchers, “giving” life skills refers to skills encompassing Community Service Volunteering, citizenship, contribution to group, and leadership. The second objective of the study was to describe perceptions of Oklahoma 4-H Key Club members concerning their attainment of “giving” life skills through participation in “other” youth organizations. The study was based on a population sample of 356 former Oklahoma 4-H Key Club members. The respondents agreed that they were applying the “giving” life skills obtained through participation in 4-H. Ninety-five percent of the sample served as volunteers. More than half volunteered 11 or more hours each month. Nearly 80% of respondents belonged to between one and five organizations. Seventy-five percent of the former 4-H Key Club members claimed to have held leadership positions during the last three years. The perception of “giving” life skills was broken down into four categories: “community service and volunteering,” “citizenship,” “contribution to group efforts,” and “leadership.” Using a five point Likert-type scale “citizenship” among former 4-H Key Club members earned the highest composite mean score (4.30). “Leadership” had the second highest composite mean score (4.13), while “community service and volunteering” (4.11), and “contribution to group effort(s)” (4.07)

were rated third and fourth highest, respectively. Participants rated the impact 4-H versus “other” groups or organizations. Respondents rated 4-H as either approaching or exceeding having a “major” impact on their acquirement of “giving” life skills they applied when engaged in civic activities. On the contrary, the impact of “other” sources of “giving” life skills was rated midway between “moderate” and “major.”

### Youth Development

In today’s society “many young people are not expected to assume any responsibility; instead parents expect the child’s primary responsibility to be to perform well academically” (Rasmussen, 2003, paragraph 3). 4-H paralleled the beliefs of a progressive movement in the early 1900’s which recognized that youth, if given the opportunity, could contribute to society. Youth organizations that do not offer youth leadership positions or responsibility are handicapping them for the future.

Young people are seeking social commitment, a sense of ownership, and meaningful roles in society. Adults who are willing to engage youth in community leadership contribute to their development as productive members of society. Involvement is empowering for anyone, and that includes today’s youth (Rasmussen, 2003, paragraph 5).

Through civic organizations such as church groups, 4-H, and Scouts, youth have been introduced to the idea of community service and have experienced community service activities. These hands on experiences allow youth to realize the importance of volunteerism and the positive impacts that community service has within communities (Rasmussen, 2003). “America’s youth need to be actively engaged in their communities through volunteerism and service that allows them to actively participate in decisions affecting themselves and their families, schools, workplaces, and communities” (Safrit & Auck, 2003, p.1).

In a study conducted by Boyd, Herring, and Briers, 500 leadership life skill surveys were mailed to Texas 4-H'ers from 19 randomly selected counties, of which 309 surveys (62%) were returned. Respondents answered questions about their perceptions regarding their participation in 4-H and non 4-H activities, and how these activities effected their leadership life skill development. Participants' perceptions of 4-H activities were much higher than the perceptions of non 4-H activities. The survey compared leadership life skills such as: working with groups, understanding self, communicating, making decisions, and leadership. When comparing these skills in both 4-H activities and non 4-H activities, the mean scores were significantly higher in favor of 4-H. "Participants' level of leadership life skill development increased as their participation in 4-H activities increased" (Boyd, Herring, & Briers, 1992, paragraph 5). Specific activities that 4-H members described as improving their leadership life skills were serving as an officer, as a committee member, and on 4-H Council, also participating in demonstrations, public speaking, and judging activities. If youth organizations and clubs are not present within a community children get involved with alcohol, tobacco, and drug use becoming "a burden to society instead of contributors" (Boyd, Herring, & Briers, 1992, paragraph 1). According to the authors adolescents who do not participate in youth organizations lack necessary skills needed in adulthood such as: working with others, understanding ones self, communicating, making decisions, and leadership. Children typically gain these skills through experiential learning in youth organizations. "Experiential learning is the cornerstone of 4-H youth programming. 4-H programming intervenes in a youth's life before the seeds of irresponsible behavior are planted" (Boyd, Herring, & Briers, 1992, paragraph 3). The authors also state that "skills and attitudes formed during youth carry over into adulthood" (Boyd, Herring, & Briers, 1992, paragraph 3).

Smith (1997) discussed the important role that Community Service Learning plays in youth development. Hands-on learning experiences have always been incorporated into 4-H activities. “Community Service Learning is a form of experiential learning in which youth apply the subject matter they are learning along with critical thinking skills to address genuine community needs.” (Smith, 1997, p.3). The Service-Learning Cycle includes: (1) Assess Needs, (2) Plan and Prepare, (3) Experience Meaningful Service, (4) Analyze and Generalize, and (5) New Application. According to Smith, Community Service Learning experiences enable youth to learn more, become confident, and improve problem-solving, leadership, and social skills. Smith has concerns that youth today lack meaningful roles within their families and communities, and strive to find their places within society.

Service and volunteering provide opportunities for adolescents to contribute to society in meaningful and valued ways. Providing all young people with opportunities to serve enables them to become contributors, problem solvers and partners with adults in improving their community and the larger society (Smith, 1997, p. 4).

In short, 4-H Community Service Learning experiences provide opportunities for youth to attain life skills, encourages them to fill leadership roles, and develop into future community volunteers.

A study conducted by Hairston (2004), echoed the thoughts of Smith (1997) describing how community service projects play a very important role in 4-H youth development. According to Hairston, Community Service Learning encompasses three methods that assure its success. First, is to help youth develop skills and attitudes that lead to civic engagement and caring. Second, is to utilize a formal curriculum while carrying out the project. Third, after the community service project is completed, set aside some time for thoughtful reflection. 4-H programs seek to develop successful models for community service learning in order to

contribute to the educational development of youth. The sample size consisted of 425 4-H delegates at Virginia's annual 4-H Congress who were given the opportunity to choose from among 24 different Community Service Learning projects in which to participate. The projects were designed to follow the steps of the Community Service Learning cycle. The cycle is based upon the experiential learning model, which emphasizes learning by doing. Service learning allows youth to develop skills, gain knowledge and experiences that prepare them for future demanding community service projects. The reflection process is one of the most important aspects of the Community Service Learning Cycle and should be interwoven during the project planning process, during project involvement, and after the project is complete. According to Hairston (2004) the results indicated that 42% of delegates recognized the positive feelings of helping others. Delegates shared that their participation in the project made them aware of less fortunate individuals and helped them gain an appreciation for helping individuals in need. The delegates were also excited because they felt that they had contributed to community improvements. In conclusion, the results of this study support the idea that doing something constructive and useful for the general public evokes a feeling of belonging, which makes the individual more likely to contribute to ones own community in the future.

#### Adult Volunteers

In 2001, 83.9 million American adults served in some kind of volunteer activity, representing 44% of the adult population. These volunteers are equivalent to over 9 million full-time employees at a value of \$239 billion dollars (Independent Sector, 2008). Many societies view volunteers in a positive light and encourage people to participate in volunteer activities. The volunteered time and skills of professionals is an enormous resource for community clubs and organizations, which they rely on heavily to carry out activities.

Volunteering is marked by several key characteristics: The helper must seek out the opportunity to help, the helper arrives at this decision after a period of deliberation, the helper provides assistance over time, and the helper's decisions about beginning to help and about continuing to help are influenced by whether the particular activity fits with the helper's own needs and goals (Clary & Snider, 1999, p.156).

“Those most ready to volunteer typically have a history of volunteering or serving in some unpaid position during their youth. Others learn to volunteer through early experiences in school, sports, clubs, church groups, 4-H and Scouts” (Culp, 1996, p. 1). Individuals will become continuous volunteers only if their specific motivational needs are met. For example, many parents volunteer to benefit their children. A recognizable group of volunteers are mothers who accompany their children to school, church, or 4-H functions. “They become involved as classroom aides, chaperones on excursions, or helpers at special events; they are found on parent advisory boards and may be active volunteers or committee chairpersons” (Culp, 1996, p. 46).

The relationship between volunteers and the organizations they serve is defined by two elements: volunteer motivations and organizational needs. The point of contact between volunteer motivations and organizational needs is the actual volunteer experience, which has the potential to satisfy the needs of both the organization and the volunteer (Culp, 1997, p.1).

Volunteers serve their specific organizations because they expect certain motivational needs to be met through their volunteering experiences. “Determining what motivates individuals to volunteer is a key component of volunteer administration. Identifying and learning to fulfill personal volunteerism motivations may reduce turnover by improving volunteer satisfaction and retention” (Culp, 1997, p.1). The presence or absence of these motivational needs affects a volunteer's behavior and attitude. If volunteer participation is forced on individuals, particularly young people, they may shy away from volunteer opportunities in the future. Though, if individuals personally choose to participate in volunteer activities and are given personal control of their courses of action, they are more likely to volunteer in the future

(Clary & Snider, 1999). Partaking in community service activities or as volunteer leaders evokes a strong sense of humanity in an individual. Volunteers may learn new skills, the importance of teamwork, and become sources of new ideas and problem solvers. In general, “doing something useful for society evokes a feeling of belonging and contributing that sustains individuals even when the work is difficult” (Hairston, 2004, paragraph 15).

Fletcher and Major (2004) studied medical students’ motivations to volunteer. The researchers utilized Clary’s (1998) Volunteer Functions Inventory (VFI) which measures six common motives to volunteers. The research study found that the women respondents rated all of the motives on the VFI higher than did the men. This finding “may be consistent with social role theory, in that women are more motivated toward volunteer activities than men are” (Fletcher & Major, 2004, p.113). Though women rated the motives more strongly, both the women and the men ranked the motives in the same order, beginning with: Values, Understanding, Enhancement, Social, Career, and Protective. Most importantly the researchers concluded that “both genders value the importance of volunteering for humanitarian concern for others and gaining an understanding of newly acquired skills” (Fletcher & Major, 2004, p.113).

#### Adult Volunteers in 4-H

Volunteers are a strong force behind the success of 4-H. “Volunteers are the base of many of our programs, whether they volunteer on boards, as 4-H leaders or as Master Gardeners, each volunteer breathes new vigor into our programs” (Riley & Schott, 2001, p.1). Volunteers are an integral part of Cooperative Extension and 4-H clubs; they have been the key to success of 4-H programs since the club’s inception (Wessel & Wessel, 1982). With the current fiscal climate of state and federal funding cuts fewer resources are available for 4-H Agents to utilize, making the contributions of 4-H volunteers essential (Patton, 1990). “Extension professionals

engage volunteers by involving them in a variety of roles and delegating to them responsibility for projects, programs, events, and activities” (Culp, McKee, & Nestor, 2007, p.1). Naturally, 4-H relies on nearly 440,000 volunteers to deliver youth development programs (National 4-H Headquarters, 2007). Individuals serve as 4-H adult volunteers for many reasons, but a major driving force behind 4-H volunteerism is that adult volunteers view the 4-H club as a credible, worthwhile, useful, and beneficial organization by which they enjoy making a difference in the lives of youth and receive satisfaction by helping others and becoming a part of the 4-H family (White & Arnold, 2003; Culp, 1997).

In finding volunteers, 4-H Agents should search for 4-H alumni. Due to the beneficial experiences that youth encountered in 4-H and the lasting impressions that 4-H has made on their lives they are likely to give back to the organization that gave them so much. 4-H alumni are more likely to involve their children in the 4-H program and possibly become adult leaders themselves. 4-H alumni are aware of the importance of 4-H and are likely to carry out their volunteer duties in a way which motivates youth to stay involved.

Many adults would like to serve as 4-H leaders, but due to organizational skills, temperament, knowledge about a subject, and other competencies, they may or may not be qualified to serve as adult volunteer leaders. Due to the fact that adult volunteers spend many hours educating and supervising 4-H'ers it has become crucial for 4-H Agents to be able to identify and distinguish those adults that would make good volunteers and those adults that would not.

Culp, McKee, and Nestor (2007) identified 32 competencies that are displayed by community volunteers. The researchers sought to identify certain competencies that adult volunteers will need to possess in order to effectively teach youth programs in the next decade. Communication was the highest competency which was identified by 41.26% of the respondents. Organizing and planning skills was second highest being listed by 36.78% of the respondents. Subject matter skills were ranked third at 31.61% of the respondents. The other top ranked competencies are as follows, from highest to lowest: interpersonal skills, leadership, ages and stages of youth development, technology and computer skills, youth/adult partnerships, patience, and lastly was time management and availability. The importance of knowing which competencies are utilized most often while interacting with youth is crucial for both the volunteer as well as the 4-H agent. The potential volunteer needs to know what it takes to thrive as a youth volunteer. Likewise, the 4-H agent needs to be familiar with these competencies in order to foresee and envision particular adults in the role of a 4-H adult volunteer.

4-H programs and activities are always in need of adult volunteer's expertise and supervision. Mothers, fathers, and other young adults are working or otherwise busy during after-school 4-H programs and therefore unable to volunteer. Rouse and Clawson (1992) discussed the possibilities of 4-H Agents recruiting older adults to volunteer. The senior population of the U.S. can be an extremely important resource, especially as volunteers. "Volunteer activities give older adults opportunities to share their experience, wisdom, and skills with youth, adults, and other older adults" (Rouse and Clawson, 1992, paragraph 1). Motives and incentives used to attract adult volunteers attempt to influence volunteer's need for achievement, affiliation, and power. Achievement motives influence an individual to strive for success and take pride in excellence. An affiliation motive influences a person to be concerned

about their relationships with others. Power motives influence an individual to seek influence and control. The necessity for an organization to meet a volunteer's need for achievement, affiliation, and power is crucial by affecting the individual's performance and desire to volunteer in the future (Rouse and Clawson, 1992). Rouse and Clawson (1992) conducted a study consisting of 346 adults age 50 and over, residing in the Piedmont region of North Carolina. These adult volunteers represented organizations and clubs such as: 4-H, Boy Scouts, Girl Scouts, the Foster Grandparent program, mobile meals, and urban ministry, along with many others. According to the study respondents were encouraged by the achievement and affiliation motives, while others described their motives as "using skills they perform well, using their time constructively, improving their community, and learning new things" (Rouse and Clawson, 1992, paragraph 10). Eighty-five point five percent of the respondents agreed that they enjoyed spending time with youth. Involving older citizens in 4-H activities will provide youth with additional positive role models and access to skilled and knowledgeable adults. Older adults should be given the opportunity to contribute to their society by utilizing their skills and knowledge to influence youth and other adults. "As Extension positions itself for the future, viewing older adults as potential volunteers is imperative. For older adults interested in productive roles, we must design attractive, meaningful, and satisfying volunteer positions" (Rouse and Clawson, 1992, paragraph 11).

### Theoretical/Conceptual Model

The Volunteer Functions Inventory (VFI) instrument was founded on the functionalist theory and designed by Clary, who approached volunteerism from a motivational perspective. He developed a motivational analysis which strives to understand “the processes that move people to action – the processes that initiate, direct, and sustain action” (Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998, p. 1517).

In order to answer these questions Clary adopted the functional analysis approach to motivation which is “concerned with the reasons and the purposes, the plans and the goals, that underlie and generate psychological phenomena – that is, the personal and social functions being served by an individual’s thoughts, feelings, and actions” (Clary, et al., 1998, p. 1517). This functionalist theory consists of several ideals. The first functional approach looks into personal and social processes that initiate, direct, and maintain action (Katz, 1960). Second, people may perform the same service activities in order to fulfill different individual motives. Third, to begin volunteer service activities and continue to perform those activities individuals must have their motivational concerns met through situations encountered in those service activities. Finally, research supports key functionalist themes (Snyder & Cantor, 1998).

Through the use of functional analysis Clary sought to determine the specific motivations that volunteers fulfill while participating in community service activities. By analyzing the motivations that are fulfilled by participation in volunteer service, six motivational functions served by volunteering were identified: Values, Understanding, Social, Career, Protective, and Enhancement (Clary, et al., 1998). “These six functions are consistent with the results of

previous studies of people's reasons for volunteering. Thus, the framework of the functional approach systematizes and organizes a literature that was previously largely atheoretical in orientation" (Clary & Snyder, 1999, p. 156). These functions are defined as follows (See Figure 1):

Values: Express values and beliefs related to an individual's altruistic and humanitarian desires to help others. By volunteering people are able to fulfill these charitable desires. Therefore a person's values influence their expectations in a given situation. Intrinsic motivation theory states that people will engage in activities for which they have passion and deeply held values (Deci, 1971).

Understanding: Clary et al. (1998) defines the Understanding construct as a way for the volunteer "to permit new learning experiences" and "the change to exercise knowledge, skills, and abilities" (p. 1518). Alderfer's ERG theory states that people have different levels of motivation related to existence, relatedness, and growth (Alderfer, 1972). Similar to Maslow's hierarchy, at the level existence people are motivated to survive. Once this level is met, people move to relatedness in which social needs are addressed such as relationships, identity, and position within society. The next and final level of growth, in which we grow intellectually and creatively, is having the desire to learn and to teach others what we have learned.

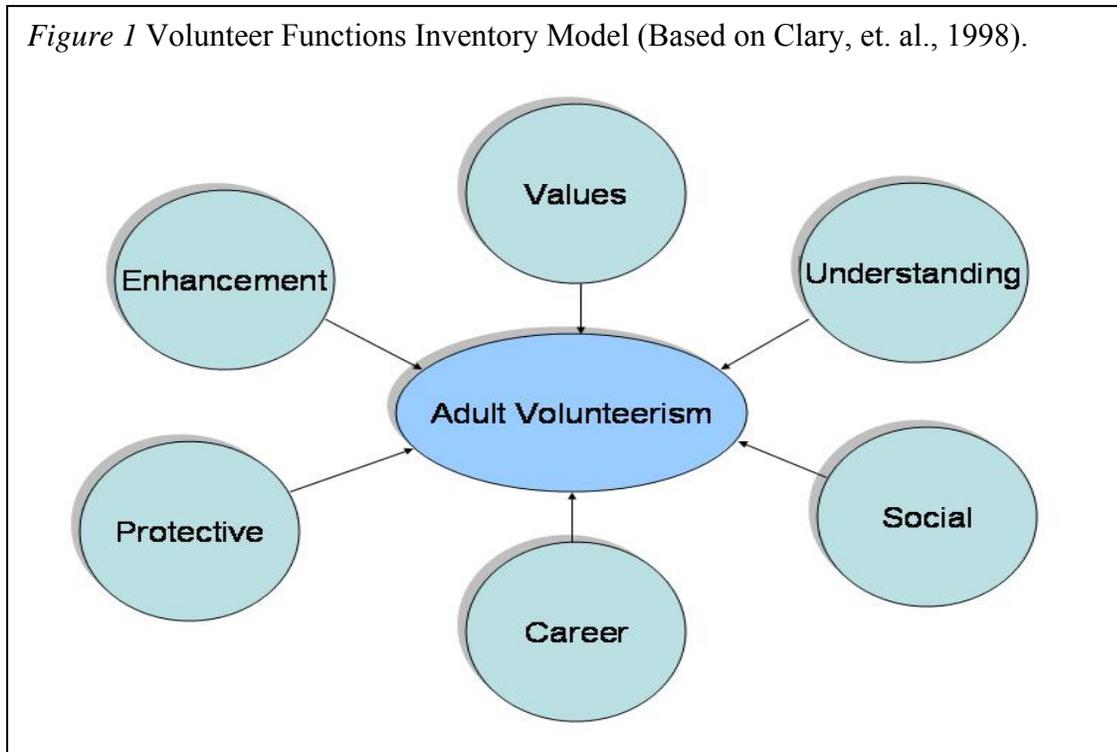
Social: Reflects on individual's motivations due to their relationship with others. The Social construct describes opportunities through volunteering, to be with one's friends and to be apart of favored activities. Herzber's motivation-hygiene theory states that relationships with other people in a work environment effect an individual's motivation to complete a task (Miner, 2005).

Career: Individuals may be concerned with the career-related benefits obtained through volunteer work. Expectancy theory states that people will do things that they expect will bring them pleasure or reward (Vroom, 1964). With the Career construct, people expect that by volunteering they will develop skills or relationships that will assist them in their career.

Protective: Expresses how individuals may volunteer to protect their ego from negative features, to reduce guilt for being more fortunate than others, and may serve as a means to address one's own personal problems. Escape theory states that people will engage in activities that allow them to escape from some part of themselves or an environment with which they are not satisfied (Baumeister, 1990).

Enhancement: Illustrates how individuals may employ defensive processes to guard one's self-esteem and ego. Attribution theory states that people have a natural desire to perceive events in such a way that enhances, or at least maintains, one's ego (Kelley, 1967). Similarly, volunteers want to perceive their volunteer activities in a way that enhances their ego.

Figure 1 Volunteer Functions Inventory Model (Based on Clary, et. al., 1998).



Clary, et al., (1998) concluded that the core propositions of a functional analysis of volunteerism are that acts of volunteerism that appear to be quite similar on the surface may reflect markedly different underlying motivational processes and that the functions served by volunteerism manifest themselves in the unfolding dynamics of this form of helpfulness, influencing critical events associated with the initiation and maintenance of voluntary helping behavior.

### Conclusion

The results of the previous articles reinforce the notion that participation in 4-H does educate and influence youth while giving them the tools needed to be active community volunteers in the future. Participation in 4-H community service projects provides youth with “giving” life skills, new information, and knowledge related to service/volunteering, citizenship, contribution to groups and leadership; which in turn increases their confidence to contribute to community enhancement. 4-H members who had been involved in 4-H community service

activities feel they had contributed to community improvements and are more likely as adults, to vote, serve in formal leadership positions, and become active community volunteers.

“Participation in 4-H encourages members to be engaged in service activities. There is a strong commitment to helping others in their community or neighborhood both currently and in the near future” (Safrit & Auck, 2003, p. 7). “The experiences they had in 4-H continue to influence them in later life” (Radhakrishna and Sinasky, 2005, paragraph 1). Individuals who are active 4-H volunteers believe in the message of 4-H which is described by the 4-H motto to, “Make the best better” and view 4-H youth as the future of our communities, our country, and our world. When compared with other youth organizations “4-H membership was rated as having a high, positive self image” (Ladewig & Thomas, 1987, p. 6). 4-H offers many opportunities for youth to improve themselves and their communities. 4-H clubs across the country need continuous support from their state governments and local communities in order to carry on its tradition of positively affecting children’s lives by influencing youth to develop into future leaders and become integral parts of their community.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This chapter describes the methods and procedures used in conducting this study and includes the details regarding research design, instrumentation, data collection, and data analysis. In order to determine the factors that lead adults to volunteer with 4-H youth, research was conducted to determine the motivations of adult 4-H volunteers. A total of 81 adult volunteers serving at Georgia 4-H Summer Camps in 2008 answered a survey questionnaire. The Volunteer Functions Inventory (VFI) was used to collect data associated with adult 4-H volunteer motivations. Data gathered from this research instrument were then analyzed for interpretation.

#### Research Design

The research method employed in this study was a causal-comparative approach used to determine the factors that lead adults to volunteer with 4-H youth. Glatthorn (1998) stated that the causal-comparative method of research, also called *ex post facto* research, is aimed at establishing cause-and-effect relationships. The researcher chose an *ex post facto* study design because causes are studied after they have presumably had an effect on another variable (Borg, 1979). “The causal-comparative method is aimed at the discovery of possible causes for a behavior pattern by comparing subjects in whom this pattern is present with similar subjects in whom it is absent or present to a lesser degree” (Borg, 1979, p. 445). This design allowed the researcher to examine adult volunteers in order to determine the motivating factors influencing volunteer behavior; concentrating on the past experiences of the respondents in community service based youth organizations such as 4-H, and other community organizations.

Since there is little control over the independent variable the researcher cannot use randomness in selection of respondents. The causal-comparative approach allowed the researcher to gather significant adult volunteer information and data via open-ended questions and the Volunteer Functions Inventory which uses a Likert-type scale.

The causal-comparative method is often used to help determine cause-and-effect relationships in lieu of experiments because many relationships in education do not permit experimental manipulation. Because the researcher does not know whether a particular variable is a cause or result of the behavior pattern being studied, interpretation of causal-comparative findings are limited. Despite this problem the causal-comparative method is useful for identifying possible causes of observed variations in behavior patterns (Borg, 1979).

### Context

The questionnaire was administered to adult volunteers who attended 2008 Georgia 4-H Summer Camps via camp managers and the U.S. mail. The five Georgia 4-H facilities include: Rock Eagle, Camp Wahsega, Camp Fortson, Camp Burton, and Camp Jekyll.

### Survey Research

Survey research has proven to be a sound method by which to gather data from respondents. “It is a widely used method of research in sociology, business, political science, and government, as well as in education” (Ary, Jacobs, & Razavieh, 2002, p. 375). Authors that have conducted research with 4-H volunteers using the survey method are as follows: Culp (1996, 1997), Culp, McKee, and Nestor (2005, 2007), Culp and Schwartz (1998), Rouse and Clawson (1992), and White and Arnold (2003).

### Population and Sample

The population studied was a convenience sample of 4-H adult volunteers attending Georgia 4-H Summer Camp in 2008. There were no attempts to generalize with this sample. Previous research has effectively used convenience samples for research include Culp & Schwartz (1998), Lemons, Brashears, Burris, Akers, & Loneragan (2008), Williams, Frazee, Burris, Akers, & Green (2008), Smith, Park, & Sutton (2007), Jennings, Brashears, Burris, Davis, & Brashears (2007), and Kitchel, Jenkins, & Robinson (2007). The study was treated as a time and place sample (Oliver & Hinkle, 1982). Questionnaires were distributed to adult volunteers at five 4-H camps, and 81 questionnaires were returned. Because a convenience sample was used, the findings of this study cannot be extended beyond the participants.

### Institutional Review Board (IRB)

The University of Georgia requires all research studies involving human subjects to have approval prior to commencement of the study. A proposal was submitted and approved by IRB and found to be in compliance with UGA and federal regulations protecting the rights of human subjects. The following project number was assigned to this study: 2008-10866-0.

### Instrumentation

The survey instrument was divided into four sections. The first section consisted of both yes/no and open-ended questions. This section attempted to identify respondent's past 4-H participation, other youth organization participation, to what factors respondents attributed their volunteerism, and also asked respondents to estimate the number of days volunteered annually. The second section attempted to gather information regarding respondents' high school and collegiate club participation. This section gathered information concerning individual's past experiences with youth organizations, and their level of leadership within those organizations to

help determine if those experiences had any influence on the participant's decision to volunteer. The third section consisted of the Volunteer Functions Inventory (VFI). The VFI was developed by Clary, Snyder, Ridge, Copeland, Stukas, & Haugen (1998), and consists of 30 Likert-type questions pertaining to volunteer motivations. Each question's score could range between 1 and 4, with a score of 1 meaning "Strongly Disagree" and a score of 4 denoting "Strongly Agree." The survey questions could then be categorized into six factors of volunteer motivation: Protective, Values, Career, Social, Understanding, and Enhancement. These findings enabled the researcher to determine the underlying motivational factors of volunteerism of participants. The VFI instrument is designed to measure the motivations of currently active volunteers, and was supported by existing questionnaires used by: Bradford and Israel (2008), Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998), Clary and Snyder (1999), Esmond and Dunlop (2004), Fletcher and Major (2004), Okun, Barr, and Herzog (1998). The fourth and final section of the questionnaire was a profile which collected demographic characteristics of the respondents such as age, gender, ethnicity, marital status, education completed, employment status, and occupation. Researchers modified Clary's VFI by also inquiring about demographic and leadership data within the survey questionnaire.

#### Instrument Reliability and Validity

Ary, Jacobs, & Razavieh (2002) defined "the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring" (p. 249). The reliability of the VFI's six constructs were determined by the developers via Cronbach's alpha coefficients to be: Career, 0.89; Enhancement, 0.84; Social, 0.83; Understanding, 0.81; Protective, 0.81; and Values, 0.80 (Clary et al., 1998). Researchers asked respondents to recall demographic

information. Questions were written so participants could “recall simple and related to recent events” (Dillman, 2000, p. 37). It was believed that participants could accurately and reliably provide the needed data. The demographic items posed no considerable reliability risks (Dillman, 2000).

The survey instrument was validated by the developers. Validity was supported using a laboratory and field study “in which the extent to which volunteers’ experiences matched their motivations predicted satisfaction and future intentions” (Clary et al., 1998, p. 1516). “Each aspect engages the motivations underlying volunteerism and permits empirical tests of hypothesis derived from the functional account of volunteerism” (Clary et al., 1998, p. 1522). Both the demographics and the high school and college organization section of the questionnaire were validated by a panel of experts.

#### Data Collection Procedures

The researcher used a questionnaire to determine the possibility of a link between 4-H youth participation and adult volunteerism. With permission from the Associate State 4-H Leader the researcher contacted the five 4-H Camp Managers and asked them to distribute the survey instrument to adult 4-H volunteers during the remaining weeks of the 2008 Georgia 4-H Summer Camp season. Participants were advised of the purpose of the study and their rights as participants, and signed a consent form. Questionnaires were distributed at Adult/Leader meetings of each week of summer camp. The participants had the rest of the week, if needed, to complete the questionnaires and return them to Leadership Counselors at succeeding

Adult/Leader meetings. To increase respondent numbers, Cooperative Extension administrators were asked to contact regional and county offices to request that they distribute questionnaires to previous camp volunteers. The respondents returned the completed questionnaires to the researcher at a designated address.

### Data Analysis

After gathering all completed questionnaires from participants, all responses for each item were obtained and analyzed while using a personal computer and appropriate analysis. The researcher analyzed the data using SPSS 16.0 for Windows software program. SPSS (Statistical Package for the Social Sciences) is among the most widely used programs for statistical analysis in social science. This software was chosen because of its availability to the researcher and its ease to utilize for the most widely used statistical techniques. SPSS includes many features such as: statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (Harvard University, n.d.).

Data collected with the questionnaire was labeled and categorized as nominal, ordinal, or interval. The researcher asked volunteers at Georgia 4-H summer camps to participate in a research project of common professional interest. The attempted census of an accessible population was treated as a time and place sample, and inferential statistics were used in the analyses (Oliver & Hinkle, 1982). To evaluate data, t-tests and an analysis of variance (ANOVA) were computed to analyze means between groups (Miller, 1998). The researcher utilized these evaluation methods with a convenience sample because of support from the following studies. A previous study by Rhoades & Irani (2007) utilized t-tests in a convenience sample of 51 students enrolled in greenhouse education courses. A study by Wolfe, Retallick, Martin, & Steiner (2007) used ANOVA to identify significant differences among a population of

College of Agriculture faculty members at Iowa State University. Also, Lemons, Brashears, Burris, Akers, & Loneragan (2008) conducted a study using a correlational analysis with a convenience sample of attendees of the 2007 Cattle Industry Annual Convention Tradeshow. The researcher used inferential statistics beyond what should be used with this type of sample. Inferential statistics were used because they were noted as beneficial to gain a better understanding of the participants. Frequencies and percentages were calculated for the purpose of analysis and interpretation of nominal data. The correlation coefficient Spearman's rho was used to determine correlations between ordinal data. When measuring ordinal data Spearman's rho may be used (Miller, 1998). Means and standard deviations were used to analyze and interpret interval data. In descriptive statistics the use of mean and standard deviation may be used to measure central tendency and variability interval scales (Miller, 1998).

## CHAPTER 4

### FINDINGS

#### Introduction

In order to identify the factors that lead adults to volunteer with 4-H youth, research was conducted to evaluate the motivations of adult 4-H volunteers. A total of 81 adult volunteers serving at 4-H Summer Camps in 2008 answered a survey questionnaire. The Volunteer Functions Inventory was used to collect data associated with adult 4-H volunteer motivations. Data gathered from this research instrument were then analyzed for interpretation. These findings are limited to the convenience sample studied.

#### Findings

##### Objective 1: Determine the demographic characteristics of the participants

A reliability analysis is not needed with demographic data because individual items are used to describe participants' individual characteristics. Reliability is defined as “the extent to which measurements are repeatable” (Nunnally, 1978, p. 191). If a demographic item is true one day, it is highly likely that demographic characteristic would be true the following day if the questionnaire were given to the same participant, excluding a large change in the life of that participant. Respondents had a minimum of zero children and a maximum of eight, the average being 2.28. Out of 80 respondents the minimum age was 22, while the maximum age was 69, with an average age of 44.58. Adults volunteered a minimum of one day annually and a maximum of 300 days, with an average of 51.88 days volunteered (see Table 1).

Table 1  
*Participant Demographics*

	Min	Max	Mean	Std. Deviation
Number of children ( <i>n</i> = 66)	0	8	2.28	1.178
Age ( <i>n</i> = 80)	22	69	44.58	10.743
Number of days volunteered ( <i>n</i> = 73)	1	300	51.88	55.096

According to findings, out of 81 respondents 49 were female and 32 were male. Though, a specific number of male and female volunteers must be met during overnight events, to ensure male adult supervision in male cabins and female adult supervision in female cabins. Ethnicity may play a significant role on who 4-H professionals should consider recruiting. Out of 62 respondents: 52 were Caucasian, seven were Black, two were other, and one respondent was Native American. Findings indicate that 86.5% of respondents had some form of higher education. Out of 81 respondents, 11 graduated high school, 24 completed some college, five earned an Associates Degree, 16 earned a Bachelors Degree, 22 earned a Masters Degree, and three respondents had earned their Doctorate. Respondents had a variety of employment circumstances. Five respondents were students, four worked part-time, 64 worked full-time, 13 were retired, and two were unemployed. Out of 81 respondents 11 had never been married, 59 were currently married, two had been widowed, and nine respondents were divorced (see Table 2).

Table 2  
*Adult Volunteer Demographics*

		Frequency	Percent
Gender ( <i>n</i> = 81)	Female	49	60.5%
	Male	32	39.5%
Ethnicity ( <i>n</i> = 62)	Caucasian	52	83.9%
	Black	7	11.3%
	Other	2	3.2%
	Native American	1	1.6%
Education ( <i>n</i> = 81)	High School	11	13.6%
	Some College	24	29.6%
	Associates Degree	5	6.2%
	Bachelors Degree	16	19.8%
	Masters Degree	22	27.2%
	Doctorate	3	3.7%
Employment Status ( <i>n</i> = 81) (Some respondents were a combination of the following)	Student	5	5.6%
	Part-Time	4	4.9%
	Full-Time	64	79.0%
	Retired	13	16.0%
	Unemployed	2	2.5%
	Marital Status ( <i>n</i> = 81)	Never Married	11
Married		59	72.8%
Widowed		2	2.5%
Divorced		9	11.1%
Separated		0	0%

Note: The number of respondents for Ethnicity is lower because not all participants responded to this question.

Objective 2: Determine the motivational functions of participants

Six volunteer motivation constructs were measured in this study. Each of the six constructs consisted of five questions to determine the reliability of the VFI. According to Ary, Jacobs & Razavieh (2002), “Cronbach alpha is an internal-consistency reliability coefficient that measures the extent to which the scores of the individual items agree with one another” (p. 558). The six motivational constructs are measured foremost by Cronbach’s alpha. This study determined the Cronbach’s alpha of the six motivational constructs to be: Values, 0.81; Understanding, 0.85; Social, 0.78; Enhancement, 0.89; Protective, 0.86; and Career, 0.90 (see Table 3).

Table 3  
*Cronbach’s Alpha for VFI*

	Current Study	Clary et al. (1998)
Values	0.81	0.80
Understanding	0.85	0.81
Social	0.78	0.83
Enhancement	0.89	0.84
Protective	0.86	0.81
Career	0.90	0.89

Researchers used t-tests and analysis of variance (ANOVA) on several respondent variables. For this study alpha was set at 0.05. When respondents were grouped by gender significant differences were found in the Career construct ( $p = 0.030$ ) between males ( $M = 2.48$ ) and females ( $M = 2.87$ ), and the Enhancement construct ( $p = 0.048$ ) between males ( $M = 2.88$ ) and females ( $M = 3.15$ ). When respondents were grouped by employment status a significant difference was found in the Social construct ( $p = 0.023$ ) between students ( $M = 2.76$ ), part-time employees ( $M = 4.00$ ), full-time employees ( $M = 3.29$ ), the retired ( $M = 3.14$ ), and the unemployed ( $M = 3.60$ ). When respondents were grouped by youth organization membership

significant differences were found in the Protective construct ( $p = 0.030$ ) between members ( $M = 2.73$ ) and non-members ( $M = 3.80$ ), in the Values construct ( $p = 0.000$ ) between members ( $M = 3.66$ ) and non-members ( $M = 4.00$ ), and in the Social construct ( $p = 0.003$ ) between members ( $M = 3.25$ ) and non-members ( $M = 3.40$ ). When respondents were grouped by FFA membership a significant difference was found in the Enhancement construct ( $p = 0.030$ ) between members ( $M = 2.80$ ) and non-members ( $M = 3.13$ ). When respondents were grouped by 4-H membership significant differences were found in the number of days volunteered ( $p = 0.014$ ) between members ( $M = 37.07$ ) and non-members ( $M = 73.10$ ), and also in high school leadership ( $p = 0.005$ ) between members ( $M = 9.21$ ) and non-members ( $M = 5.50$ , see Table 4).

Table 4  
ANOVA and t-tests for Selected Group Variables

Grouping	Analysis	Variable		<i>n</i>	Mean	Significance
Gender	t-tests	VFI Career	Male	32	2.48	0.030
			Female	47	2.87	
	t-tests	VFI Enhancement	Male	32	2.88	0.048
			Female	49	3.15	
Employment Status	ANOVA	VFI Social	Student	5	2.76	0.023
			Part-time	1	4.00	
			Full-time	62	3.29	
			Retired	11	3.14	
			Unemployed	2	3.60	
Youth Organization Member	t-tests	VFI Protective	Member	76	2.73	0.030
			Non-Member	2	3.80	
	t-tests	VFI Values	Member	79	3.66	0.000
			Non-Member	2	4.00	
	t-tests	VFI Social	Member	79	3.25	0.003
			Non-Member	2	3.40	
FFA Member	t-tests	VFI Enhancement	Member	21	2.80	0.030
			Non-Member	60	3.13	
4-H Member	t-tests	Days Volunteered	Member	43	37.07	0.014
			Non-Member	30	73.10	
	t-tests	High School Leadership	Member	47	9.21	0.005
			Non-Member	34	5.50	

Researchers wanted to look closer at the relationship between employment status and the Social construct. T-tests were run and significant differences were found in the Social construct ( $p = 0.009$ ) between students ( $M = 2.76$ ) and full-time employees ( $M = 3.29$ ). Significant differences were also found in the Social construct ( $p = 0.033$ ) between students ( $M = 2.76$ ) and the unemployed ( $M = 3.60$ ) (see Table 5).

Table 5  
*t-tests for Social Construct*

Employment Status	<i>n</i>	Mean	Significance
Students	5	2.76	0.009
Full-time	62	3.29	
Students	5	2.76	0.033
Unemployed	2	3.60	

Researchers ran Spearman's rho correlations on VFI constructs and questionnaire variables to determine if relationships existed between data. The correlation between the Protective construct and the number of days volunteered was  $r = -0.137$ . There was a significant correlation between the Protective construct and age ( $r = 0.261$ ). Significant correlations were found between the Values construct and the number of days volunteered ( $r = -0.019$ ), and between age ( $r = 0.092$ ). There was a significant correlation between the Career construct and the number of days volunteered ( $r = -0.282$ ). The correlation between the Career construct and age was  $r = 0.054$ . The correlation between the Social construct and the number of days volunteered was  $r = -0.020$ , and between age was  $r = 0.160$ . The correlation between the Understanding construct and the number of days volunteered was  $r = 0.014$ , and between age was  $r = 0.069$ . Lastly, the correlation between the Enhancement construct and the number of days volunteered was  $r = -0.209$ , and between age was  $r = 0.178$  (see Table 6).

Table 6  
*Correlations of VFI Constructs and Selected Variables*

VFI Construct	Number of Days Volunteered	Age
Protective Values	-0.137	0.261*
Career	-0.019	0.092
Social	-0.282*	0.054
Understanding	-0.020	0.160
Enhancement	0.014	0.069
	-0.209	0.178

\* $p < 0.05$ , 2-tailed

Objective 3: Determine if activities from youth & college influence adults to volunteer

An objective of this study was to determine if individuals who participate in 4-H as youth are more likely to become volunteers as adults. The results of this analysis revealed that 42 (51%) respondents did participate in 4-H as youth. Of those ( $n = 42$ ) respondents, 37 (88.1%) attributed their present volunteer participation to their past 4-H volunteer service experiences (see Table 7).

Table 7  
*Adult Volunteer Past Experiences*

	Frequency	Percent
Did you participate in any 4-H volunteer service activities as a youth? ( $n = 80$ )		
Yes	42	52.5%
No	38	47.5%
Do you attribute your present volunteer participation to your past 4-H volunteer service experiences? ( $n = 42$ )		
Yes	37	88.1%
No	5	11.9%

Comparisons were made between 4-H'ers and non-4-H'ers regarding the number of days volunteered and high school leadership. When comparing the number of days volunteered, significant differences ( $p = 0.005$ ) were found between 4-H'ers ( $M = 37.07$ ), non-4-H'ers ( $M = 73.10$ ). Similarly, when the level of high school leadership was analyzed, significant differences ( $p = 0.005$ ) were found between 4-H'ers ( $M = 9.21$ ), non-4-H'ers ( $M = 5.50$ ) (see Table 8).

Table 8  
*t-tests for 4-H & Non-4-H Members*

	Non-4-H Member		4-H Member		Significance
	<i>n</i>	<i>M</i>	<i>n</i>	<i>M</i>	
Number of days volunteered	30	73.10	43	37.07	0.005
High School Leadership	34	5.50	47	9.21	0.005

Researchers ran Spearman's rho correlations on selected variables. When respondents were grouped by number of children correlations were found between number of days volunteered ( $r = 0.236$ ), high school leadership ( $r = -0.197$ ), college leadership ( $r = 0.040$ ), organization member ( $r = -0.160$ ), officer of organization ( $r = -0.183$ ), and education ( $r = -0.213$ ). When respondents were grouped by number of days volunteered correlations were found between high school leadership ( $r = 0.011$ ), college leadership ( $r = 0.192$ ), organization member ( $r = -0.014$ ), officer of organization ( $r = 0.069$ ), and education ( $r = -0.049$ ). When respondents were grouped by high school leadership significant correlations were found between college leadership ( $r = 0.583$ ), organization member ( $r = 0.285$ ), officer of organization ( $r = 0.864$ ), and education ( $r = 0.529$ ). When respondents were grouped by college leadership significant correlations were found between organization member ( $r = 0.360$ ), officer of organization ( $r = 0.665$ ), and education ( $r = 0.608$ ). When respondents were grouped by

organization member a correlation was found between officer of organization ( $r = 0.006$ ) and a significant correlation was found between education ( $r = 0.461$ ). Lastly, when respondents were grouped by officer of organization (college as well as high school club officers) a significant difference was found with education ( $r = 0.549$ , see Table 9).

Table 9  
*Correlations of Selected Variables*

Variable	1	2	3	4	5	6
Number of children	0.236	-0.197	0.040	-0.160	-0.183	-0.213
Number of days volunteered (1)		0.011	0.192	-0.014	0.069	-0.049
High school leadership (2)			0.583*	0.285*	0.864*	0.529*
College leadership (3)				0.360*	0.665*	0.608*
Organization Member (4)					0.006	0.461*
Officer of organization (5)						0.549*

\* $p < 0.05$ , 2-tailed

Note: 1 = Number of days volunteered per year, 2 = High school leadership, 3 = College leadership, 4 = Organization Member, 5 = Officer of organization, 6 = Education

Data regarding high school and college organizational participation was gathered from respondents and analyzed by the researcher. Respondent's level of organizational participation was compared to their number of days volunteered as adults. Respondents were separated into two categories "Members" who are defined as individuals that were either classified as a member or committee chair in their respectable organizations, and "Officers" who were individuals that participated in clubs at levels higher than committee chair such as local officer, district officer, and state officer. Out of 16 high school clubs and organizations measured, "Members" volunteered more days on average than did "Officers." Similarly, out of 11 collegiate clubs and organizations measured, "Members" volunteered more days on average than did "Officers" (see Table 10).

Table 10

*Club and Organizational Participation and Number of Days Volunteered*

	<i>n</i>	Average days volunteered per Member	<i>n</i>	Average days Volunteered per Officer
<b>High School</b>				
Athletics	40	55.7	2	25.0
Band	24	42.4	3	53.0
Boy Scouts	9	41.5	3	31.7
Church/Religious	54	52.1	12	56.4
Debate	9	44.1	3	22.5
Drama	15	53.4	4	22.9
FBLA	10	73.8	6	61.5
FCCLA	3	25.0	1	42.5
FFA	11	101.3	9	39.5
Foreign Language	8	49.8	5	33.5
Girl Scouts	17	74.7	3	70.0
JROTC	2	15.0	1	50.0
Student Council	17	44.7	11	42.5
National Honor Society	12	49.8	8	51.8
4-H	25	29.1	21	44.7
Other	15	48.4	6	49.3
<b>College</b>				
Athletics	13	46.9	3	53.3
Band	2	150.0	-	-
Church/Religious	29	57.4	4	52.9
Collegiate 4-H	6	38	1	77.0
Collegiate FFA	-	-	1	75.0
Debate	2	151.0	1	40.0
Honor Society	9	65.3	5	78.8
ROTC	2	37.5	2	35.0
Sorority/Fraternity	11	68.4	4	48.7
Student Government	10	45.8	4	58.3
Other	6	63.4	3	48.8

Objective 4: Determine if activities of the volunteer's children influence adults to volunteer

One reason for adults to volunteer at 4-H events was that their children were active 4-H members attending the event. Of the 69 respondents who had children, 55 (79.7%) said their children were involved in 4-H and 14 (20.3%) respondents said that their children were not involved in 4-H (see Table 11).

Table 11  
*Adult Volunteer's Children 4-H Involvement*

	Frequency	Percent
Have your children been involved in the 4-H Club? ( <i>n</i> = 69)		
Yes	55	79.7%
No	14	20.3%

## CHAPTER 5

### RESULTS AND CONCLUSIONS

#### Introduction

This chapter describes the results and conclusions discovered while conducting this study. In order to determine the possibility of a link between 4-H youth participation and adult volunteerism, research was conducted to evaluate the motivations of adult 4-H volunteers. A total of 81 adult volunteers serving at 4-H Summer Camps in 2008 answered a survey questionnaire. The Volunteer Functions Inventory was used to collect data associated with adult 4-H volunteer motivations. Data gathered from this research instrument were then analyzed for interpretation.

#### Results and Conclusions

Based on the study findings, numerous factors lead adults to volunteer with 4-H youth. Along with primary data, the researcher also made use of secondary resources in the form of published articles and literature to analyze the survey results. The findings from this study support research by Ladewig & Thomas (1987); Maass, Wilken, Jordan, Culen, & Place (2006); and Pennington & Edwards (2006), which found that 4-H alumni attributed their present community involvement to life skills learned through 4-H.

#### Objective 1: Determine the demographic characteristics of the participants

It is important for Extension Educators to be aware of volunteer demographics and how these descriptive profiles may either remain constant or change over time. “Potential volunteers must be identified before they can be recruited, screened, selected, oriented, educated, empowered, recognized, evaluated or retained. Identifying who is most likely to volunteer is a key component of a volunteer recruitment initiative” (Culp, 1996, p. 46).

The following are demographics from respondents of this study. County Agents should not assign age criterion to volunteers; adults of all ages have something to offer to their county 4-H clubs. This study found that the average age of adult volunteers at 4-H summer camps was 44.58 years old with the minimum age being 22 and the maximum age being 69. These findings are consistent with those of Culp, McKee, and Nestor (2005) who found through a national study an average volunteer age of 46.33.

Women, predominantly mothers and those who are employed, are more likely than men to volunteer with the elderly or youth. Nationally, 32% of women volunteered, compared with 25% of men (RTI International, 2006). A comparison of gender differences in adult volunteers attending 4-H summer camp echoed the national findings. Of 81 respondents, 49 (60.5%) were female while 32 (39.5%) respondents were male. These results may reflect those of Georgia 4-H members. The 2007 Georgia 4-H Annual Report stated that active 4-H members were 53% female and 47% male (Georgia 4-H Foundation, 2007). Volunteer gender results in this study may be effected by adult volunteer cabin assignments during summer camp as regulations require, there must be at least one adult per cabin aligning with gender.

Community service among citizens of a community is viewed highly in the eyes of others and is a desired component of a democratic society. "Identifying distinct ethnic and gender differences in community service might help to tailor and target volunteer recruitment efforts, as well as to critically examine current Extension practices and their appeal to various groups" (Smith, 2005, paragraph 5). During this study 62 respondents described their ethnicity to be: 52 (83.9%) Caucasian, 7 (11.3%) Black, 2 (3.2%) Other, and 1 (1.6%) Native American. These

results also correlate with those findings of the 2007 4-H Annual Report. According to the report 59% were white, 35% were black, 1.80% were unreported, 1.79% were Asian, 1.72% were Multi-race, 0.54% were American Indian, and 0.09% were Pacific Islander (Georgia 4-H Foundation, 2007).

The marital status of individuals may or may not dictate volunteer participation. This study found that 59 (72.8%) were married, 11 (13.6%) were never married, 9 (11.1%) were divorced, and 2 (2.5%) were widowed. These findings are similar to those of Culp (1996) who found that 7.89% of 4-H volunteer leaders were single while 87.25% were married.

Psychologists view community service through volunteerism “as an example of behavior that reflects a high level of human development” (Smith, 2005, paragraph 1). It would make sense that as the level of education attained increased, the more time the individual would volunteer. Therefore, this study asked respondents of their educational status: High School 11 (13.6%), some college 24 (29.6%), Associates degree 5 (6.2%), Bachelors degree 16 (19.8%), Masters degree 22 (27.2%), and Doctorate 3 (3.7%). It seems that 4-H clubs may attract individuals that have pursued higher education as volunteers. Compared with the results from Culp, McKee, and Nestor (2005) respondents’ educational level were as follows: Some high school (1.36%), high school graduate (30.43%), Certification (22.87%), Bachelors degree (30.04%), Masters degree (13.76%), and Doctorate (1.55%). Culp, McKee, and Nestor (2005) found that 68.22% of respondents have some form of education beyond high school level. Culp’s statistic is similar but smaller than the findings of this study which found that 86.5% of respondents pursued education beyond high school. Likewise, results of the 2005 study found that 45.35% of respondents earned a Bachelors degree or higher, while this study found a higher percentage of respondents 50.7% earning a Bachelors degree or higher.

Many different individuals with unique situations are drawn to volunteering with 4-H youth. 4-H Agents should not withhold from asking individuals who work full-time, thinking they are too busy to volunteer. “The busier people's lives are the more likely they are to volunteer, be that through their workplace, church, community or children's school” (RTI International, 2006, paragraph 7). Findings from this study support the previous quote saying that busy people are more likely to volunteer than not. Seventy-nine percent of volunteers questioned worked full-time, while only 4.9% worked part-time; 16% were retired, 5.6% were students, and 2.5% were unemployed. However, it is important to note that numerous respondents indicated on their questionnaire that they were unemployed due to retirement, and other respondents were students working part-time. These findings indicated that many volunteers were retired. The state of Georgia seems to have an able and willing retired population from which to recruit volunteers. A greater effort may need to be made to reach out to this population. These findings are somewhat similar to those of Culp, McKee, & Nestor (2005) which found 61.7% of volunteers worked full-time, while 21.1% worked part-time, 16.4% were unemployed, and 0.8 were disabled.

#### Objective 2: Determine the motivational functions of participants

By using Clary's VFI (Volunteer Functions Inventory), researchers sought to determine what motivational factors influence adults to volunteer at 4-H functions. The six motivational constructs tested were the:

- Values construct, which express's values and beliefs related to unselfish humanitarian desire to help others.
- Understanding construct, which emphasizes involvement in activities to satisfy a desire to learn.

- Social construct, which describes the opportunity to be with one’s friends and to engage in favored activities.
- Enhancement construct, which improves an individual’s self-esteem and ego.
- Protective construct, which gives an individual an escape from negative qualities or feelings related to ego.
- Career construct, which emphasizes an individual to seek potential career-related benefits.

Below are results of this study compared with those results of Clary et al. 1998. As a reminder the current study used a four point Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). Clary’s study used a seven point Likert-type scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate, see Table 12).

Table 12  
*VFI Construct Summary*

	Current Study		Clary et al., 1998	
	Mean	Std. Deviation	Mean	Std. Deviation
Values	3.68	0.11	5.82	1.00
Understanding	3.39	0.09	4.91	1.32
Social	3.28	0.06	2.59	1.30
Enhancement	3.05	0.27	4.27	1.43
Protective	2.78	0.12	2.61	1.37
Career	2.61	0.09	2.74	1.64

Adult volunteers sacrifice many hours to supervise and coach 4-H youth, so it is no surprise that the Values construct ( $M = 3.68$ ) was the highest motivating factor of adult 4-H volunteers. As previously stated, 42 respondents had been involved in 4-H as youth. It appears that 4-H alumni who volunteer at 4-H events understand the impressions the club has left on their lives, and in turn volunteer to enable today’s youth to gain the same benefits. It may be fair to say that volunteers in general, disregarding their club affiliations, volunteer to help others and don’t expect anything in return.

4-H's slogan is "Learn by doing", which provides the impetus for many 4-H events to have classes and learning opportunities incorporated into the schedule. While volunteering on behalf of others many adults gain knowledge through instructional courses taught at 4-H events, which may explain why the Understanding construct ( $M = 3.39$ ) ranks as the second highest motivational factor in volunteerism.

In order for 4-H functions to take place volunteers must be present. Those adult volunteers who serve county 4-H programs continuously over a period of time meet new people and form a network of friends throughout the county, district, and state and look forward to meeting with their friends at 4-H events. 4-H functions are just as much of a social event for adults as it is for the children. Ranking as the third highest motivating factor for adult volunteers is the Social construct ( $M = 3.28$ ).

The Enhancement construct ( $M = 3.05$ ) ranked as the fourth highest motivational factor. Individuals who contribute their time and energy to humanitarian causes gain a sense of dependability and feel good about themselves, improving their self-esteem and ego. Individuals who volunteer time after time surely feel a sense of self gratification that influences them to continue volunteering.

The Protective construct ( $M = 2.78$ ) which ranked fifth, relates to the Enhancement construct. Many adults live and work in a stressful, intimidating, and demoralizing environment, therefore 4-H provides an outlet or escape for those individuals. Feeling of self satisfaction that individuals gain from volunteering aides in the enlightening of the spirit and the healing of a broken ego.

Lastly, the Career construct ( $M = 2.61$ ) was the least motivating factor to adult volunteers. If the Values construct was ranked first, then it would make sense that the Career construct would be ranked low. Individuals may not be thinking about benefiting their careers if they were volunteering for charitable reasons. Mass, Wilken, Jordan, Culen, & Place (2006) conducted a similar study announcing “the results of the study concluded that alumni of the Oklahoma 4-H program attributed the development of 26 of 36 identified life skills to 4-H” (paragraph 19).

An ANOVA was used to determine significant differences between employment status and the Social construct. When participants were grouped by employment status, significant differences were found within the Social construct ( $p = 0.023$ ), which describes the opportunity to be with one’s friends and to engage in favored activities. This study found significant differences with the Social construct specifically between students ( $M = 2.76, n = 5$ ) and full-time employees ( $M = 3.29, n = 62$ ) ( $p = 0.009$ ), and between students ( $M = 2.76, n = 5$ ) and the unemployed ( $M = 3.60, n = 2$ ) ( $p = 0.033$ ). Demographics of these three groups may reveal the reasons behind these results. Student demographic findings indicate three were male, three were not married, three had children involved in 4-H, and the average age was 34.6 years. Due the age and marital status these students do not appear to be traditional students, but older individuals who may be going back to college. Full-time employed respondents had the average age of 42.66, 22 were male, 42 were female, and 68.8% of respondents had children involved in the 4-H club. Lastly, the unemployed respondent demographics were very similar. The two unemployed individuals were both female, both married, both homemakers, both had children involved in 4-H, and their average age was 45 years old.

The demographic differences between students, full-time employees, and the unemployed are very unique. In some studies students are sometimes viewed the same as unemployed, but the findings of this study indicate that there are differences between these two groups. Students may be unemployed but they are enrolled in school which may be similar to a full-time job. Likewise, students may be compared to full time employees because both groups have full-time schedules; one is a full-time student and the other is employed full-time. This analysis tells us that students are not similar to full-time employees or the unemployed, but that they are very different. Overall, these findings indicate that students should not be casually compared to other employment groups, even though it seems plausible when participants are grouped based on youth organization activity.

Regarding the Social construct, full-time employees scored higher than did students. This finding indicates that the Social construct is not as a motivating factor for students as 4-H volunteers. Students do have a social network, but it seems as if the majority of their network is outside of 4-H. The student would likely have a higher Social construct score if that individual was a 4-H alumnus. On the contrary, full-time employees may have a stronger connection with the prospect of social networking opportunities through 4-H. Four-H events may act as an escape from the work week. Even when students were compared with unemployed individuals they scored lower. When comparing means of the Social construct to students ( $M=2.76$ ), full-time employees ( $M = 3.29$ ), and the unemployed ( $M = 3.60$ ), students scored the lowest. This significant trend suggests an area for further research. 4-H Agents should concentrate on different motivating factors other than the Social construct when recruiting student volunteers.

4-H Agents and administrators should not turn away volunteers because of age. Any individual, regardless of age, has something to offer the 4-H program and its members. According to findings of this study age had significant correlation with the Protective construct ( $r = 0.261$ ). It may be that older individuals more easily recognize their blessings as well as their missed opportunities as a youth and feel an obligation to volunteer their time and energy to specific organizations or to their communities in general.

The researcher used t-tests to analyze selected variables. When participants were grouped by gender, significant differences were found between males and females in the Enhancement and Career constructs. Gender of individuals appears to influence the Enhancement construct ( $p = 0.048$ ). Females ( $M = 3.15$ ) are also more likely than males ( $M = 2.88$ ), to use volunteerism to improve one's self-esteem and ego. Gender also seems to influence the Career construct ( $p = 0.030$ ), which emphasizes an individual to seek potential career-related benefits from volunteering. Females ( $M = 2.87$ ) had a higher average than males ( $M = 2.48$ ) in regards to the Career construct, thus females feel strange that by volunteering they can improve their career.

The Career construct had a significant negative correlation with the number of days per year an individual volunteers ( $r = -0.282$ ). The Career construct is an indicator of volunteer's intentions to gain career-related benefits. The studies findings indicate that as the number of days volunteered increases, the Career construct score decreases. It seems as though respondents who volunteer a large number of days do not volunteer to benefit their career, but to benefit others.

According to findings of this study FFA members had a significant difference with the Enhancement construct ( $p = 0.030$ ). Participants that were past FFA members ( $M = 2.80$ ) were less likely than non-members ( $M = 3.13$ ) to volunteer to aid with improving one's self-esteem and ego. It seems as if FFA alumni do not have as strong a need to improve self-esteem as do non-FFA members. Maybe the act of participating in clubs and organizations increases an individual's self-esteem enabling them to be more self confident.

### Objective 3: Determine if activities from youth & college influence adults to volunteer

This study sought to determine if youth activities from youth and college influence adults to volunteer, as recommended by Culp (1996) who found that adult volunteers who participate in 4-H do so primarily due to previous 4-H membership. The results of this analysis revealed that 42 (52.5%) respondents did participate in 4-H as youth. Of those respondents ( $n = 42$ ), 37 (88.1%) attributed their present volunteer participation to their past 4-H volunteer service experiences. The 38 (47.5%) non-4-H members who volunteer likely have motives to do so, or have past experiences that influence their volunteerism.

Researchers tried to determine the average number of days per year an adult would volunteer. Findings indicated that adults volunteered an average of 51.88 days per year. Simultaneously, researchers wanted to identify prior leadership experiences of high school and collegiate students as other researchers recommended (Allen, Ricketts, & Priest, 2007; and Park & Dyer, 2005). The researcher attempted to make an association between prior leadership experiences and the average days volunteered as adults. The study distinguished between "Members" and "Officers" when calculating days volunteered. In the high school category "Members" volunteered more days on average than did "Officers", likewise, college club "Members" also volunteered more days on average than did "Officers." High school clubs and

organizations that instilled civic responsibility are as follows ranking from most days volunteered to least in terms of “Members”: FFA (101.3), Girl Scouts (74.7), FBLA (73.8), Athletics (55.7), Drama (53.4), Church/Religious (52.1), Foreign Language (49.8), National Honor Society (49.8), Other (48.4), Student Council (44.7), Debate (44.1), Band (42.4), Boy Scouts (41.5), 4-H (29.1), FCCLA (25), and JROTC (15).

High school clubs and organizations that instilled civic responsibility are as follows ranking from most days volunteered to least in terms of “Officers”: Girl Scouts (70), FBLA (61.5), Church/Religious (56.4), Band (53), National Honor Society (51.8), JROTC (50), Other (49.3), 4-H (44.7), FCCLA (42.5), Student Council (42.5), FFA (39.5), Foreign Language (33.5), Boy Scouts (31.7), Athletics (25), Drama (22.9), and Debate (22.5). Girl Scouts and FBLA were in the top three organizations for both “Members” and “Officers.” College volunteerism statistics were somewhat similar.

College figures for “Members” are as follows: Debate (151), Band (150), Sorority/Fraternity (68.4), Honor Society (65.3), Other (63.4), Church/Religious (57.4), Athletics (46.9), Student Government (45.8), Collegiate 4-H (38), and ROTC (37.5).

College figures at the “Officers” level: Honor Society (78.8), Collegiate 4-H (77), Collegiate FFA (75), Student Government (58.3), Athletics (53.3), Church/Religious (52.9), Other (48.8), Sorority/Fraternity (48.7), Debate (40), ROTC (35), and Band (20). It was disconcerting to find 4-H alumni not contributing as many days to community service as most clubs and organizations. 4-H was near the bottom of the list on three of the four categories. These findings contradict the conclusions of Ladewig & Thomas (1987) who stated that 4-H alumni tended to be more involved in community activities than members of other youth organizations. The findings may be different due to the fact that Ladewig and Thomas (1987)

conducted a national study among 710 former 4-H members, 743 former members of other youth clubs and organizations, and 309 non-participants in organizations. This study was conducted among 42 4-H alumni and 38 non-4-H'ers and only sampled adult volunteers from Georgia 4-H Summer Camps. A larger sample size and regional differences could explain the contradicting findings of these two studies.

When looking at youth who were involved in clubs or organizations in leadership positions it was found that a significant correlation existed between college leadership and high school leadership ( $r = 0.583$ ). Researchers weighted the level of organizational participation by assigning points for each stage of involvement: Member = 1, Committee Chair = 2, Local Officer = 3, Officer above local level = 4 and State Officer = 5. High school leadership is defined as individuals who were involved in organizations during secondary school. Similarly, college leadership is defined as individuals who were involved in organizations during college. The respondent's scores were calculated then assessed. Findings showed that individual leadership participation in high school carries over to college. Once a person is appointed to a leadership role they may recognize their abilities as a leader and enjoy the situations and environment that accompany those responsibilities; therefore, the individual is more prone to seek leadership opportunities. Similarly, this study showed a significant correlation between high school leadership ( $r = 0.529$ ), college leadership ( $r = 0.608$ ) and the level of education. It seems as though the youth who obtained and participated in leadership positions pursued higher education.

Organization members ( $r = 0.461$ ) and Organization officers ( $r = 0.549$ ) also had significant correlations with education. Organization members are defined as those individuals who were associated and participated in one or more clubs and organizations without holding office. Organization officers are those members who sought and obtained offices higher than committee chair. It seems as though being involved in any club or organization at any level increased the likelihood of youth to seek and obtain higher education. Though, it is obvious that only individuals who attend a college institution can be involved in collegiate clubs and organizations.

When participants were grouped as having past 4-H membership significant differences appeared with Days Volunteered ( $p = 0.005$ ). Sadly, 4-H alumnus ( $M = 37.07$ ) volunteered fewer days on average than non-4-H members ( $M = 73.10$ ). This information was crucial for the researchers to determine if individuals who participated in 4-H as youth were more likely to become volunteers in the future. This finding points out that past 4-H members volunteer less hours than non 4-H'ers. On a good note, 4-H membership had a significant difference with high school leadership ( $p = 0.005$ ), which found that 4-H'ers ( $M = 9.21$ ) served in more leadership positions on average in high school than did non-4-H'ers ( $M = 5.50$ ). This is encouraging because 4-H provides many leadership opportunities for its members. This finding is also understandable if non-4-H'ers did not participate in any after school clubs or organizations and did not have leadership opportunities to take part in.

#### Objective 4: Determine if activities of the volunteer's children influence adults to volunteer

Trying to confirm the quote that “parents most readily volunteer in efforts benefiting their children” (Culp, 1996, p. 1), researchers attempted to determine if adults volunteer in 4-H because of their children's 4-H membership as recommended by Culp, (1996; and 1997) and White & Arnold, (2003). This study asked respondents if their children had been involved in 4-H. Out of 69 respondents who had children, 55 (79.7%) said their children were involved in 4-H and 14 (20.3%) respondents said their children were not involved in 4-H. It seems as if a child's organizational participation may influence parents to volunteer with that particular organization

The researcher ran Spearman's rho correlations on questionnaire variables to determine if relationships existed between data. The number of children a volunteer has positively correlates with the number of days per year an individual volunteers ( $r = 0.236$ ). As recommended by Culp (1996) the researcher asked respondents how many children they had. Respondents ( $n = 66$ ) answered the question with a range of 0-8 children, and an average of 2.28. Children's extra curricular activities seem to effect parent volunteerism. One reason for this may be that if parents have to accompany their children to after school activities they may as well get involved as volunteers. Findings indicate the more children a parent has, the more activities they attend, and the more days they volunteer.

In conclusion, many unique individuals volunteer at Georgia 4-H Summer Camps for numerous reasons. These volunteer motivations need to be identified, analyzed, and shared with 4-H agents and Extension Service personnel to better match specific volunteer motivations to what 4-H has to offer, in hopes of discovering and recruiting potential new volunteers. Programs initiated through 4-H seek to “Make the best better” and in terms of civic engagement

strengthens a youth's motivation and commitment to helping others in their community or neighborhood both currently and in the future. 4-H alumni, even after having left 4-H long ago, view their 4-H experiences as positive. It appears that the experiences they had in 4-H continue to affect them in later life influencing them to become 4-H volunteers. Other individuals become 4-H volunteers because of their children's involvement. When children get involved in clubs or organizations some parents desire to become involved as chaperones, instructors, Scoutmasters, or coaches, actively becoming adult volunteers.

By using Clary's Volunteer Functions Inventory (VFI) researchers discovered that adults volunteered at Georgia 4-H Summer Camps in 2008 predominantly due to the Values, Understanding, and Social constructs. Four-H alumni as well as non-4-H'ers understand the benefits and potential life changing opportunities available through the 4-H club and in turn volunteer to enable today's youth to experience those opportunities and to gain those benefits. Through their involvement, 4-H'ers as well as adult volunteers make an entirely new network of friends. Four-H events act as a temporary escape from monotonous day-to-day activities and are accepting of all individuals. Yes, 4-H is a club for youth to learn and experience new things and to obtain life-long skills, but 4-H is equally suited for social networking and making friends that last a lifetime. These motivational functions seem to have profound influences on adult volunteerism at Georgia 4-H Summer Camps. Adults are more likely to become involved as 4-H volunteers due to previous 4-H membership, their own children's involvement, or by understanding the benefits the 4-H program has to offer.

## Practical Implications

In a time when budget constraints are affecting Cooperative Extension programs and personnel, findings of this study should be documented and shared with all stakeholders, especially Extension educators, administrators, and other development personnel in order to make informed decisions about the Georgia 4-H program. Extension educators may also use the findings as a marketing and recruiting tool for 4-H programs; communicating the positive impact that 4-H has on young people and the process of developing them into upstanding community citizens. These efforts will help attract and retain youth in the 4-H program. The practical implications of this study are as follows:

- 4-H activities and curriculum positively influence youth and have lasting impacts throughout adulthood
- 4-H administrators should discover which motivational constructs volunteers seek and create volunteer experiences to meet those needs.

4-H administrators should:

- Recruit 4-H alumni as volunteers
- Recruit retired individuals to volunteer
- Recruit 4-H members' parents to volunteer
- Not be discouraged to ask full-time employees to volunteer
- Make sure that 4-H events are educational not only for the 4-H'ers but also for the volunteers
- Understand that 4-H functions are a social event for both 4-H'ers and volunteers
- Understand that 4-H functions act as an getaway from home and work environments
- Understand that individuals volunteer based on a strong humanitarian desire to help others

### Implications for Future Research

This study utilized Clary's Volunteer Functions Inventory to identify particular adult 4-H volunteer motivations. Using the VFI researchers discovered many interesting qualities of 4-H volunteers and revealed specific traits that 4-H Agents can use to their advantage, enabling them to pinpoint and recruit future volunteers. This study only focused on present volunteers and attempted to learn why they volunteer their time, energy, and expertise. It would be interesting and worthwhile to determine the different motivational constructs between volunteers and non-volunteers. 4-H Agents are now aware of present volunteer motivations, but future studies are needed to enhance the knowledge of non-volunteer motivations, or the lack there of.

An interesting finding was that student volunteers did not have a very high Social construct score. As a reminder, the Social construct describes the opportunity to be with friends and to participate in favored activities. Further testing should be conducted to determine why students differ so greatly on the Social construct than employed and unemployed individuals.

Future studies need to be conducted to either confirm or refute the findings that 4-H alumnus do not volunteer as many days on average as do non-4-Hers. If other studies do indeed discover that 4-H alumnus volunteer more than non-4-Hers, this information could be used by state 4-H administrators to promote 4-H clubs and used to provide evidence for continued state and local funding.

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## APPENDICES



University of Georgia  
 College of Agricultural and Environmental Sciences  
 Department of Agricultural Leadership, Education, and Communication  
 121 Four Towers; Athens, GA 30602 - P: 706.542.7913 F: 706.542.0262

Dear Adult 4-H Volunteer:

Thank you for agreeing to participate in a research study entitled "The influence of past experiences on adult volunteers." The purpose of this study is to determine the motivating factors that lead adults to volunteer with 4-H youth. By discovering these motivating factors 4-H Agents will be able to adjust youth activities and programs to better influence children's volunteer behavior, which in turn may influence adult volunteerism. Your identity will not be associated with your responses in any published format.

If you have any questions about this research project, please feel free to call or email me at (706) 296-3304 or [marcuse@uga.edu](mailto:marcuse@uga.edu). Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602; telephone (706) 542-3199; email address [irb@uga.edu](mailto:irb@uga.edu).

By participating in this questionnaire, you are agreeing to participate in the above described research project.

Thank you for your consideration.

Sincerely,

*Marcus Eason*

**Please answer the following questions as thoroughly as possible:**

	Yes	No
If you have children, how many children do you have and what is the age range of your children? Number: _____ Range of ages: From _____ to _____ (years)		
Have your children been involved in a 4-H Club?	<input type="checkbox"/>	<input type="checkbox"/>
Did you participate in any 4-H volunteer service activities as a youth?	<input type="checkbox"/>	<input type="checkbox"/>
Do you attribute your present volunteer participation to your past 4-H volunteer service experiences?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, which 4-H activities do you attribute to your present volunteer participation?		
Are there other organizations or experiences that influenced you to participate as a volunteer? Please list those organizations below.		
What other organizations have you volunteered with?		
Approximately how many days per year do you volunteer?		

**Volunteer Functions Inventory (VFI)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I am concerned about those less fortunate than myself	1	2	3	4
2. I am genuinely concerned about the particular group I am serving	1	2	3	4
3. I feel compassion toward people in need	1	2	3	4
4. I can do something for a cause that is important to me	1	2	3	4
5. I feel it is important to help others	1	2	3	4
6. My friends volunteer	1	2	3	4
7. People I am close to want me to volunteer	1	2	3	4
8. Others to whom I am close place a high value on community service	1	2	3	4
9. Volunteering is an important activity to the people I know best	1	2	3	4
10. People I know share an interest in community service	1	2	3	4
11. No matter how bad I've been feeling, volunteering helps me to feel better	1	2	3	4
12. By volunteering I feel less lonely	1	2	3	4
13. Volunteering helps me work through my own personal problems	1	2	3	4
14. Volunteering is a good escape from my own troubles	1	2	3	4
15. Doing volunteer work relieves me of some of the guilt over being more fortunate than others	1	2	3	4
16. I can learn more about the cause for which I am working	1	2	3	4
17. Volunteering allows me to gain a new perspective on things	1	2	3	4
18. Volunteering lets me learn through direct hands-on experience	1	2	3	4
19. By volunteering I can learn how to deal with a variety of people	1	2	3	4
20. By volunteering I can explore my own strengths	1	2	3	4
21. Volunteering can help me get my foot in the door at a place where I would like to work	1	2	3	4
22. I can make new contacts that might help my business or career	1	2	3	4
23. Volunteering allows me to explore different career options	1	2	3	4
24. Volunteering will help me succeed in my chosen profession	1	2	3	4
25. Volunteering experience will look good on my resume	1	2	3	4
26. Volunteering makes me feel important	1	2	3	4
27. Volunteering increases my self-esteem	1	2	3	4
28. Volunteering makes me feel needed	1	2	3	4
29. Volunteering is a way to make new friends	1	2	3	4
30. Volunteering makes me feel better about myself	1	2	3	4

**Please indicate what clubs and organizations you participated in as a youth and the level at which you were involved. Please check all boxes that apply**

Jr & High school	Member	Committee chair	Local officer	Officer above local level	State officer
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boy Scouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church/Religious Youth Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FBLA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FCCLA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FFA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girl Scouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JROTC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Honor Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please indicate what collegiate clubs and organizations you participated in and the level at which you were involved. Please check all boxes that apply**

College	Member	Committee chair	Local officer	Officer above local level	State officer
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church/Religious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiate 4-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiate FFA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honor Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Sorority/ Fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please tell us about yourself:**

<b>Age:</b> _____ years	<b>Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Ethnicity:</b> ( <i>Describe your ethnicity as you feel appropriate: Caucasian, Black, Latino, Native American, Hispanic, European, Asian descent, etc.</i> )	<b>Highest Education Completed:</b> <input type="checkbox"/> High school graduate <input type="checkbox"/> Some college <input type="checkbox"/> Associates degree <input type="checkbox"/> Bachelors degree <input type="checkbox"/> Masters degree <input type="checkbox"/> Doctoral degree
<b>Marital Status:</b> <input type="checkbox"/> Never married <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced <input type="checkbox"/> Separated	<b>Employment Status:</b> <input type="checkbox"/> Student <input type="checkbox"/> Employed part time <input type="checkbox"/> Employed full time <input type="checkbox"/> Retired <input type="checkbox"/> Unemployed
<b>Occupation:</b> ( <i>stay-at-home parent, teacher, account manager, sales, retail, self-employed, etc.</i> )	
<b>If you have additional information that you would like to share, please write in the space provided here:</b>	

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**THANK YOU!**

**Thank you for assisting us with this research.  
Your responses will help us improve our volunteer service programs and youth curriculum.**



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**The University of Georgia**®

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Office of The Vice President for Research  
DHHS Assurance ID No. : FWA00003901

Institutional Review Board  
Human Subjects Office  
612 Boyd GSRC  
Athens, Georgia 30602-7411  
(706) 542-3199  
Fax: (706) 542-3360  
www.ovpr.uga.edu/hso

**APPROVAL FORM**

**Date Proposal Received:** 2008-06-03

**Project Number:** 2008-10866-0

Name	Title	Dept/Phone	Address	Email
Dr. Chris Morgan	PI	Agricultural Leadership, Education, and Communication 2835 Four Towers #116 706-542-7102		acm@uga.edu
Mr. Marcus Eason	CO	Alec - Agri Lead, Edu. & Comm. 2835 706-542-7102		marcuse@uga.edu

**Title of Study:** The influence of past experiences on the motivation of adult volunteers

**45 CFR 46 Category:** Administrative 2  
**Parameters:**  
None;

**Change(s) Required for Approval:**  
None;

**Approved :** 2008-06-24    **Begin date :** 2008-06-24    **Expiration date :** 2013-06-23

*NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.*

**Number Assigned by Sponsored Programs:**

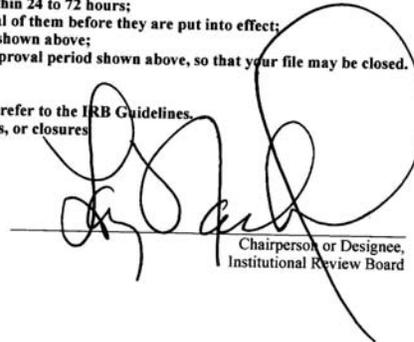
**Funding Agency:**

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

- ... of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
- ... of any significant changes or additions to your study and obtain approval of them before they are put into effect;
- ... that you need to extend the approval period beyond the expiration date shown above;
- ... that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines.  
Use the attached Researcher Request Form for requesting renewals, changes, or closures  
Keep this original approval form for your records.



Chairperson or Designee,  
Institutional Review Board