





This is to certify that the

dissertation entitled

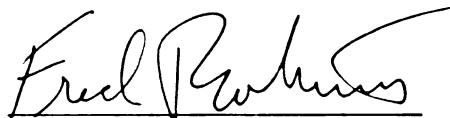
RECRUITING AND RETAINING MINORITY 4-H VOLUNTEERS  
IN TAMPA BAY, FLORIDA

presented by

Diana Lanier Smith

has been accepted towards fulfillment  
of the requirements for

PhD degree in Agricultural & Extension Ed.

  
Major professor

Date August 7, 2000

**PLACE IN RETURN BOX** to remove this checkout from your record.  
**TO AVOID FINES** return on or before date due.  
**MAY BE RECALLED** with earlier due date if requested.

| DATE DUE       | DATE DUE | DATE DUE    |
|----------------|----------|-------------|
| AUG 31 14 2005 |          | DEC 04 2003 |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |
|                |          |             |

**RECRUITING AND RETAINING MINORITY 4-H VOLUNTEERS  
IN TAMPA BAY AREA, FLORIDA**

**By**

**Diana Lanier Smith**

**A DISSERTATION**

**Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of**

**DOCTOR OF PHILOSOPHY**

**Department of Agriculture and Natural Resources Education and  
Communication Systems**

**2000**



## ABSTRACT

### RECRUITING AND RETAINING MINORITY 4-H VOLUNTEERS IN TAMPA BAY AREA, FLORIDA

By

Diana Lanier Smith

4-H in the Tampa Bay area of Florida has encountered difficulty in recruiting and retaining minority adults as volunteers. The researcher's purpose in this investigation was to explore ways in which the 4-H organization can recruit and retain minority volunteers by examining selected characteristics and motives of volunteers, recruitment practices, and perceived barriers to volunteering. This exploratory descriptive study mixed aspects of quantitative and qualitative research. Data were collected and analyzed from 68 mail surveys (55% return rate) and 21 in-depth one-on-one interviews. Volunteers participating in the one-on-one interviews were a part of the sample of 68. Three grand tour questions guided this study.

Study findings regarding characteristics—The sample comprised 87% Blacks/African Americans, 12% Latinos/Hispanics, and 1% Asian/Pacific Islander. Furthermore, 84% were females and 16% were males. The average age was 45 years. Volunteers had lived in their communities an average of 24 years. The majority (51%) were married; furthermore, 57% had children of 4-H age. The most frequently reported (41%) number of children of 4-H age in the household was two. Nearly 50% of the sample had completed at least 2 years of college. With regard to employment type, 52% were employed in professional/education-type careers and 72% were employed full time. Family incomes of \$25,000 to \$100,000 and above were reported by 70% of the sample.

Seventeen percent of the volunteers reported being 4-H alumni, and 59% of the volunteers reporting children of 4-H age said their children were 4-H members. Further, 69% of the volunteers reported that their associates were involved in 4-H. The average years of service was 5; 59% served through community or project clubs. Volunteers used “help” words to define “volunteer”; 68% reported the two words had the same meaning. Eighty-four percent reported volunteering in other organizations.

Study findings regarding motives—Forty-one percent of the volunteers’ motives were identified as achievement, 41% affiliation, 9% power, and 9% a combination of motives.

Study findings regarding recruitment and retention—Top reasons for not volunteering in 4-H were: too busy, conflict with school or work hours, not sure of ability to do job, limited transportation, does not understand 4-H, and no one asked. Volunteers reported having been recruited mainly by other 4-H volunteers. Volunteers revealed many ways in which the 4-H organization can recruit and retain minority 4-H volunteers, including that 4-H must be prepared to address issues of racism and organizational climate if they intend to retain minority volunteers.

Based on the study findings and conclusions, recommendations include: providing orientation and ongoing training to assist in understanding 4-H; designing retention strategies that are related to volunteer motives and community needs; developing recruitment and retention strategies for Latino, Asian, and Native American volunteers; addressing racial issues and providing ongoing training to change organizational climate; and retraining existing staff and hiring more culturally diverse staff.

**This dissertation is dedicated to my father and father-in-law,  
and posthumously, to my mother and mother-in-law.  
They have always provided inspiration and believed in me.**

## **ACKNOWLEDGMENTS**

No project of this scope is ever accomplished without the assistance and cooperation of many people. From the very beginning, my doctoral committee has been very supportive. My sincere appreciation goes to Dr. Fred R. Whims, Chairman, whose encouragement and guidance remained constant throughout this extended process. A special thank you is extended to Dr. Murari Suvedi for his patience during the data analysis. Sincere thanks also is extended to Dr. James Jay for his probing questions and editorial assistance and to Dr. Joanne Keith for her valuable input regarding sampling.

Special thanks also is extended to my many colleagues at University of Florida Extension, Michigan State University Extension, and Ohio State University Extension for their support, assistance, and encouragement.

Sincere appreciation is extended to my friends Eddie and Ruth Sanders, Robert and Dr. Robbie Stewart, and Julianne Price for providing the many comforts of home during my overnight stays. Sincere thanks to my friend and colleague Dr. Theresa Ferrari for inspiring, encouraging, and believing in the little engine that could. Her ecological thinking helped me conceptualize study design and theory development.

Sincere thanks to my sisters, Sylvia Bell, Jacqueline Murcier, Valerie Armstrong, and Cassandra Whitfield, for providing support and encouragement through the years. Sincere thanks goes to my nieces, Natasha Bell, Carla Hart, and Michelle Murcier, for their support. A special thank-you to my sorority sisters, Margaret Miller and Gretta Sancho for reading the early manuscript. Special thanks also is extended to Kirt Dressler and Sue Miller for their editorial assistance.

**Sincere appreciation and thanks also are extended to my husband, Anthony, and my son, Jamal, for their love, support, encouragement, patience, and understanding through the many years of my studies.**

**Finally, grateful acknowledgment is offered to God and our Lord and Saviour Jesus Christ. Without God's grace, none of this would have been possible. It is only through prayer and the grace of God that I was able to complete this task.**

## TABLE OF CONTENTS

|   |      |
|---|------|
| LIST OF TABLES .....                              | xi   |
| LIST OF FIGURES.....                              | xiii |
| Chapter I   |      |
| INTRODUCTION.....                                 | 1    |
| Introduction and Setting of the Problem .....     | 1    |
| Statement of the Problem .....                    | 4    |
| Purpose of the Study .....                        | 4    |
| Research Questions .....                          | 5    |
| Importance of the Study .....                     | 6    |
| Limitations of the Study .....                    | 6    |
| Definitions .....                                 | 7    |
| Model for this Study .....                        | 8    |
| Chapter II  |      |
| REVIEW OF LITERATURE AND RESEARCH .....           | 11   |
| Introduction .....                                | 11   |
| Theories of Motivation.....                       | 12   |
| Altruism .....                                    | 12   |
| Maslow's Hierarchy of Human Needs .....           | 13   |
| McClelland and Atkinson's Theory .....            | 14   |
| Recruiting Minority Volunteers .....              | 16   |
| Organizational Need and Commitment.....           | 16   |
| Trigger-Event Concept.....                        | 18   |
| Personal Commitment and A Sense of Community..... | 19   |
| Ways to Recruit.....                              | 20   |
| Other Factors Influencing Recruitment.....        | 21   |
| Motivating Volunteers.....                        | 24   |
| Retaining Volunteers.....                         | 25   |
| Summary and Conceptual Framework .....            | 29   |
| Chapter III                                       |      |
| METHODOLOGY .....                                 | 31   |
| Design of the Study.....                          | 31   |
| Dependent and Independent Variables .....         | 32   |
| Population and Sample.....                        | 32   |

|  |    |
|--|----|
| Mail Survey .....  | 33 |
| One-on-One Interview .....                                 | 34 |
| Development of the Instruments .....                       | 35 |
| Mail Survey Instrument .....                               | 35 |
| One-on-One Interview Instrument .....                      | 37 |
| Pilot Study .....  | 38 |
| Validity and Reliability .....                             | 39 |
| Data Collection .....                                      | 40 |
| Mail Survey .....  | 40 |
| One-on-One Interview .....                                 | 42 |
| Data Analysis .....  | 43 |
| Nonresponse .....  | 45 |
| Summary .....  | 46 |
| <br>Chapter IV   |    |
| FINDINGS .....   | 47 |
| <br>Findings from the Mail Survey .....                    | 47 |
| Characteristics of the Sample .....                        | 48 |
| Person Variables .....                                     | 48 |
| Person-Related Variables .....                             | 50 |
| Career-Related Variables .....                             | 52 |
| 4-H-Related Variables .....                                | 54 |
| Volunteer-Related Variables .....                          | 55 |
| Volunteer Motivations .....                                | 59 |
| Achievement Motives .....                                  | 60 |
| Affiliation Motives .....                                  | 60 |
| Power Motives .....  | 62 |
| Primary Motives of Volunteers .....                        | 65 |
| Relationship Between Characteristics and Motives .....     | 65 |
| Correlations .....   | 66 |
| Motives and Characteristics .....                          | 69 |
| Reasons for Not Volunteering in the 4-H Organization ..... | 70 |
| Findings From Interviews With Volunteers .....             | 73 |
| Recruitment .....  | 74 |
| How They Were Recruited .....                              | 73 |
| How Minorities Should Be Recruited .....                   | 75 |
| Retention .....  | 77 |
| How Volunteers Can Be Retained .....                       | 78 |
| Reasons for Re-Enrolling .....                             | 80 |
| Reasons for Not Re-Enrolling .....                         | 82 |
| Reasons for Not Volunteering in the 4-H Organization ..... | 85 |
| Other Issues .....   | 86 |
| Summary .....  | 87 |

|   |            |
|---|------------|
| <b>Chapter V</b>  |            |
| <b>SUMMARY OF SIGNIFICANT FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS .....</b> | <b>88</b>  |
| <b>Study Overview .....</b>   | <b>88</b>  |
| <b>Summary of Significant Findings, Conclusions, and Recommendations.....</b>               | <b>90</b>  |
| <b>Characteristics of the Minority 4-H Volunteers.....</b>                                  | <b>90</b>  |
| <b>Person Variables.....</b>  | <b>91</b>  |
| <b>Person-Related Variables.....</b>  | <b>92</b>  |
| <b>Career-Related Variables .....</b>   | <b>93</b>  |
| <b>4-H-Related Variables .....</b>  | <b>94</b>  |
| <b>Volunteer-Related Variables .....</b>  | <b>95</b>  |
| <b>Volunteer Motivations .....</b>  | <b>97</b>  |
| <b>Primary Motives of Volunteers .....</b>  | <b>97</b>  |
| <b>Relationship Between Characteristics and Motives .....</b>                               | <b>99</b>  |
| <b>Reasons for Not Volunteering in the 4-H Organization.....</b>                            | <b>100</b> |
| <b>Reasons Minorities Do Not Volunteer for 4-H? .....</b>                                   | <b>100</b> |
| <b>Recruitment .....</b>  | <b>101</b> |
| <b>How Volunteers Were Recruited .....</b>  | <b>101</b> |
| <b>How Minorities Should Be Recruited.....</b>  | <b>102</b> |
| <b>Retention .....</b>  | <b>103</b> |
| <b>How Volunteers Can Be Retained.....</b>  | <b>103</b> |
| <b>Reasons for Re-Enrolling.....</b>  | <b>104</b> |
| <b>Reasons for Not Re-Enrolling.....</b>  | <b>105</b> |
| <b>Recommendations for Further Research.....</b>  | <b>106</b> |
| <b>Reflections.....</b>   | <b>107</b> |
| <b>Study Summary .....</b>  | <b>109</b> |
| <br><b>Appendix A</b>   |            |
| <b>Human Subjects Approval Letter .....</b>   | <b>111</b> |
| <br><b>Appendix B</b>   |            |
| <b>Florida Cooperative Extension Service Approval Letter .....</b>                          | <b>112</b> |
| <br><b>Appendix C</b>   |            |
| <b>Letter of Introduction to Study/Consent .....</b>  | <b>113</b> |
| <br><b>Appendix D</b>   |            |
| <b>Mail Questionnaire.....</b>  | <b>115</b> |
| <br><b>Appendix E</b>   |            |
| <b>Participant's Acknowledgment of Informed Consent for In-Depth Interview.....</b>         | <b>123</b> |
| <br><b>Appendix F</b>   |            |
| <b>Instrument for In-depth Interview .....</b>  | <b>124</b> |



|   |            |
|---|------------|
| <b>Appendix G</b>   |            |
| <b>Mail Survey–First Follow-Up Post Card Reminder .....</b>                         | <b>126</b> |
| <b>Appendix H</b>   |            |
| <b>Mail Survey–Second Follow-Up Letter .....</b>                                    | <b>127</b> |
| <b>Appendix I</b>   |            |
| <b>Research Questions, Variables, and Survey and Interview Questions .....</b>      | <b>128</b> |
| <b>Appendix J</b>   |            |
| <b>Motive Subscales Item Matrix .....</b>   | <b>133</b> |
| <b>Appendix K</b>   |            |
| <b>Ages of Volunteers, Years Lived in Community, and<br/>Years of Service .....</b> | <b>134</b> |
| <b>Appendix L</b>   |            |
| <b>Early and Late Mail Survey Respondents .....</b>                                 | <b>136</b> |
| <b>Appendix M</b>   |            |
| <b>Mean, Standard Deviation, and Rankings of Motives Statements .....</b>           | <b>137</b> |
| <b>Appendix N</b>   |            |
| <b>Correlations for Characteristics of Volunteers and Motives .....</b>             | <b>139</b> |
| <b>Appendix O</b>   |            |
| <b>Selected Characteristics of Interviewees as Reported On Mail Survey .....</b>    | <b>140</b> |
| <b>REFERENCES .....</b>   | <b>142</b> |

## LIST OF TABLES

|  |           |
|--|-----------|
| <b>Table 1</b>   |           |
| <b>Person Variables: Age, Gender, and Race/Ethnicity of Volunteers.....</b>  | <b>49</b> |
| <b>Table 2</b>   |           |
| <b>Person-Related Variables: Years Lived in Community, Marital Status,<br/>and Children of 4-H Age .....</b>                 | <b>51</b> |
| <b>Table 3</b>   |           |
| <b>Career-Related Variables: Level of Education, Current Employment Status,<br/>Employment Type, and Family Income .....</b> | <b>53</b> |
| <b>Table 4</b>   |           |
| <b>4-H-Related Variables: 4-H Alumni, Children Who Are 4-H Members,<br/>and Associates Involved in 4-H.....</b>              | <b>55</b> |
| <b>Table 5</b>   |           |
| <b>Volunteer-Related Variables: Years of Service and Mode of Service.....</b>  | <b>56</b> |
| <b>Table 6</b>   |           |
| <b>Volunteer-Related Variables: The Meaning of Volunteer .....</b>   | <b>57</b> |
| <b>Table 7</b>   |           |
| <b>Volunteer-Related Variables: Volunteer Efforts .....</b>  | <b>58</b> |
| <b>Table 8</b>   |           |
| <b>Mean Scores, Standard Deviations, and Rankings of the Achievement-<br/>Motive Statements.....</b>                         | <b>61</b> |
| <b>Table 9</b>   |           |
| <b>Mean Scores, Standard Deviations, and Rankings of the Affiliation-<br/>Motives Statements .....</b>                       | <b>63</b> |
| <b>Table 10</b>  |           |
| <b>Mean Scores, Standard Deviations, and Rankings of the Power-<br/>Motive Statements.....</b>                               | <b>64</b> |
| <b>Table 11</b>  |           |
| <b>Primary Motives of Volunteers .....</b>   | <b>65</b> |
| <b>Table 12</b>  |           |
| <b>Correlation Matrix for Achievement-Affiliation-Power-Motives Subscales .....</b>  | <b>67</b> |

|  |           |
|--|-----------|
| <b>Table 13</b>  |           |
| <b>Correlations for Characteristics and Motives of Volunteers .....</b>  | <b>68</b> |
| <b>Table 14</b>  |           |
| <b>Summary of Mean Scores, Standard Deviations and Tests of</b>          |           |
| <b>Significance for Motives and Selected Career-Related, 4-H-Related</b> |           |
| <b>and Volunteer-Related Variables.....</b>                              | <b>70</b> |
| <b>Table 15</b>  |           |
| <b>Mean Scores, Standard Deviations and Rankings of Statements</b>       |           |
| <b>Regarding Reasons for Not Volunteering.....</b>                       | <b>72</b> |
| <b>Table 16</b>  |           |
| <b>Ways the Interviewees Were Recruited as 4-H Volunteers .....</b>      | <b>74</b> |
| <b>Table 17</b>  |           |
| <b>Ways to Retain Volunteers, as Identified by Interviewees.....</b>     | <b>79</b> |
| <b>Table 18</b>  |           |
| <b>Reasons for Re-Enrolling, as Identified by Interviewees .....</b>     | <b>81</b> |
| <b>Table 19</b>  |           |
| <b>Reasons for Not Re-Enrolling, as Identified by Interviewees .....</b> | <b>83</b> |
| <b>Table 20</b>  |           |
| <b>Reasons for Not Volunteering, as Identified by Interviewees.....</b>  | <b>86</b> |

## **LIST OF FIGURES**

|  |           |
|--|-----------|
| <b>Figure 1</b>                        |           |
| <b>Study Model.....</b>                | <b>10</b> |
| <b>Figure 2</b>                        |           |
| <b>Conceptual Framework.....</b>       | <b>30</b> |
| <b>Figure 3</b>                        |           |
| <b>Data Collection Procedures.....</b> | <b>41</b> |

# **CHAPTER I**

## **INTRODUCTION**

### **Introduction and Setting of the Problem**

The 4-H youth educational program of the Cooperative Extension Service (CES) is conducted jointly by the United States Department of Agriculture (USDA), land-grant colleges and universities, and county governments. CES, the educational arm of the USDA, was established in 1914 by the Smith-Lever Act to provide educational programs in informal settings. Land-grant colleges and universities were established by acts of Congress in 1862, 1890, and 1994. In Florida, land-grant universities include the University of Florida (1862 institution) and Florida A&M University (1890 institution). The mission of the Florida 4-H program is to help young people become self-directing, productive, and contributing members of society. The program provides educational experiences through a “learn by doing” approach. The mode of delivery is through clubs, special-interest and short-term programs, day camps, overnight camping, school enrichment, individual study, mentoring, family learning, school-age childcare, and instructional television/video programs (Florida 4-H Youth Programs, 1999). The quality of the 4-H experience depends largely on the level of interaction with caring adult volunteers in the community.

The 4-H program would not exist without volunteers, who are responsible for organizing and conducting activities that help participants develop into contributing members of society. Miller, Rutledge, and Flinchum (1998), Florida 4-H Volunteer Development Design Team leaders, discerned that several societal factors have

influenced volunteerism and volunteer systems that support the Florida 4-H Youth Development Program. These societal changes (greater diversity, more working parents, and increased concern for child protection and safety) have caused 4-H to address new issues associated with volunteer management. Florida 4-H has diversity among volunteers because of expanded program delivery systems and outreach through community organizations. The group must now develop training and other programs to address volunteer diversity, including cultural and ethnic beliefs and practices. Furthermore, Miller et al. indicated that a desired outcome for the Florida 4-H Youth Development Program is the recruitment of a larger and more diverse cadre of 4-H volunteers to work with current volunteers, community leaders, and youth coalitions.

As the United States population becomes more diverse (Lappe & DuBois, 1994), some Extension educators (Bankston, 1992; Hobbs, 2000; Safrit, Smith, & Cutler, 1993; D.L. Smith, 1992, 1995) have reminded 4-H of the need to target and develop volunteer opportunities for minorities. During the 1998-99 4-H program year, 312 minority volunteers were involved in 4-H programs in the Tampa Bay area of Florida (Florida 4-H Youth Program, 1999). The Tampa Bay area includes Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota counties. It has an 11.5% minority population.

Annually, volunteers renew their commitment to the 4-H program by re-enrolling. Each year, a large number of club volunteers choose not to re-enroll, and the number of minority volunteers who choose not to return is greater than the number of White volunteers leaving the program. A lack of volunteers causes a 4-H club to close, and the youths are left without access to 4-H programs unless they have another club in their community. Frequently, minority-led clubs that closed were the sole 4-H presence in their

communities. Therefore, to maintain 4-H involvement, the Extension agent must actively recruit new minority volunteers to organize new clubs. Hass (1979) found that many 4-H club volunteers did not re-enroll because of dissonant factors, including feelings of doubt about their leadership ability, a lack of understanding of 4-H's purpose, and lack of knowledge about working with young people.

The image of 4-H may have some bearing on whether the organization can attract diverse volunteers. Van Horn (1999) believed that the stereotype of 4-H as an organization of White, rural youths has been difficult to overcome. She recommended modifying this traditional expectation and reaching out to a broader spectrum of volunteers (e.g., urban, minority, and college students). Quite often, the sincerity of an organization is questioned when members of one race (Perkins & Wright, 1989) staff it. Chambré (1982) indicated there are many reasons for increasing minority volunteer participation. The quality of services provided would greatly improve, and well-designed programs would attract more minorities, thereby erasing thoughts of tokenism and fostering thoughts of inclusiveness.

Therefore, it is hoped that the findings from an examination of recruitment practices, motivations, and selected characteristics of minority 4-H volunteers in the Tampa Bay area of Florida will help in efforts to retain current volunteers and assist in recruiting additional minority volunteers. Such outcomes will strengthen the 4-H youth development program.

### **Statement of the Problem**

4-H is facing increasing challenges in providing adequate programs and services due to the federal and state governments' unwillingness to fund America's social and informal educational programs. To meet this challenge, many organizations have turned to volunteers to provide goods and services. Many programs will cease to exist without the volunteer force. This is particularly true of 4-H, an organization founded with a strong volunteer component. Like organizations nationwide, 4-H in the Tampa Bay area of Florida has encountered difficulty in recruiting and retaining minority adults as volunteers. One of the reasons for this difficulty is the failure to understand the motivations, sociodemographics, and other characteristics of minority adult 4-H volunteers. A thorough understanding of these components will provide valuable clues to recruiting and retaining minority 4-H volunteers. If 4-H is to continue to serve its diverse youth clientele through volunteers, it is imperative that the minority volunteer force be expanded.

### **Purpose of the Study**

The researcher's purpose in this study was to explore ways in which the 4-H organization can recruit and retain minority volunteers. This was done by examining their characteristics, motives for and perceived barriers to volunteering.



## **Research Questions**

The researcher employed a mixed methodology to explore the recruitment and retention of minority 4-H volunteers, using three “grand tour” research questions.

According to Creswell (1994), a grand tour question is a statement of the question being examined in the study in its most general form (p. 70). Creswell recommended that a researcher ask one or two grand tour questions followed by no more than five to seven subquestions.

***Grand Tour Question 1.*** What are the characteristics of minority 4-H volunteers in terms of the following: age, gender, race/ethnicity, years lived in community, marital status, children of 4-H age, level of education, employment type, employment status, family income, 4-H alumni, children 4-H members, associates involved in 4-H, years of service, mode of service, meaning of volunteer, and scope of volunteer efforts?

***Grand Tour Question 2.*** Are minority 4-H volunteers motivated more by achievement, affiliation, or power?

Subquestion 2.1–What relationships exist between the selected characteristics of volunteers and their motivations?

***Grand Tour Question 3.*** How can minorities be recruited and retained as 4-H volunteers?

Subquestion 3.1–What are some reasons minorities do not volunteer for 4-H?

Subquestion 3.2–How are minority 4-H volunteers currently recruited?

Subquestion 3.3–How should minority 4-H volunteers be recruited?

Subquestion 3.4–What would it take to keep current minority 4-H volunteers?

Subquestion 3.5—What causes minority 4-H volunteers to re-enroll?

Subquestion 3.6—What causes minority 4-H volunteers not to re-enroll?

### **Importance of the Study**

This study will have a direct bearing on how the 4-H organization recruits minority volunteers. The findings should also encourage the 4-H organization to review its volunteer management system, specifically the recruitment and retention components. This study will add to the field and study of volunteerism by helping voluntary-action researchers, volunteer administrators, and other practitioners better understand recruiting and retention techniques for minority involvement.

### **Limitations of the Study**

The researcher recognizes the following limitations of the study:

1. The findings may have direct relevance only to cities and counties in the Tampa Bay area of Florida or areas with similar socioeconomic characteristics.
2. The study data were self-reported and may represent varied interpretations of the questions asked and hence articulations of responses.
3. The study represents respondents' activities and perceptions at a single time.
4. The sample size was small and limited.
5. Researcher bias was a possibility because the researcher is Black and has worked with the 4-H youth program for 20 years.
6. Face-to-face interviews may have biased responses because of the researcher's presence.

7. Triangulation was not used in the case study; therefore, agency validation did not occur.

### **Definitions**

The following terms are defined in the context in which they are used in this study.

**Achievement motive**—Takes pride in accomplishment and tries to do something better than before.

**Affiliation motive**—Concern about one's personal relationship with others.

**ES-237**—An annual Extension youth enrollment report that is generally due in the state 4-H office in the late summer or early fall. This report is a compilation of all youths and volunteers who participated in the 4-H youth program during the previous year.

**EFNEP**—Expanded Food and Nutrition Education Program.

**Enroll/re-enroll**—Submit a leader enrollment form to the local 4-H program office and be accepted as a 4-H volunteer for a period of 1 year.

**Formal volunteering**—Act of helping out or giving time without pay in a structured group or organization.

**4-H age**—Between the ages of 5 and 18 years.

**4-H alumni**—People involved in the 4-H program as youths.

**Associates**—Friends, neighbors, and co-workers whose children are involved in the 4-H program.

**Career-related variables**—Includes level of education, employment type, employment status, and family income.

**4-H club**—An organized group of youth, led by an adult, with a planned program that is carried out throughout all or most of the year.

**4-H-related variables**—Includes 4-H alumni, children 4-H members, and associates involved in 4-H.

**Minority**—Belonging to Black, African American, Hispanic, Latino, Asian, Pacific Islander, Native American, Alaskan Native or American Indian racial/ethnic groups.

**Person variables**—Includes age, gender, and race/ethnicity.

**Person-related variables**—Includes years lived in community, marital status, and children of 4-H age.

**Power motive**—Desire for influence in a group.

**Tampa Bay area**—Includes Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota counties in Florida.

**Volunteer**—To help out; anyone who gives their time, energy and talents to an individual, group or organization without being paid.

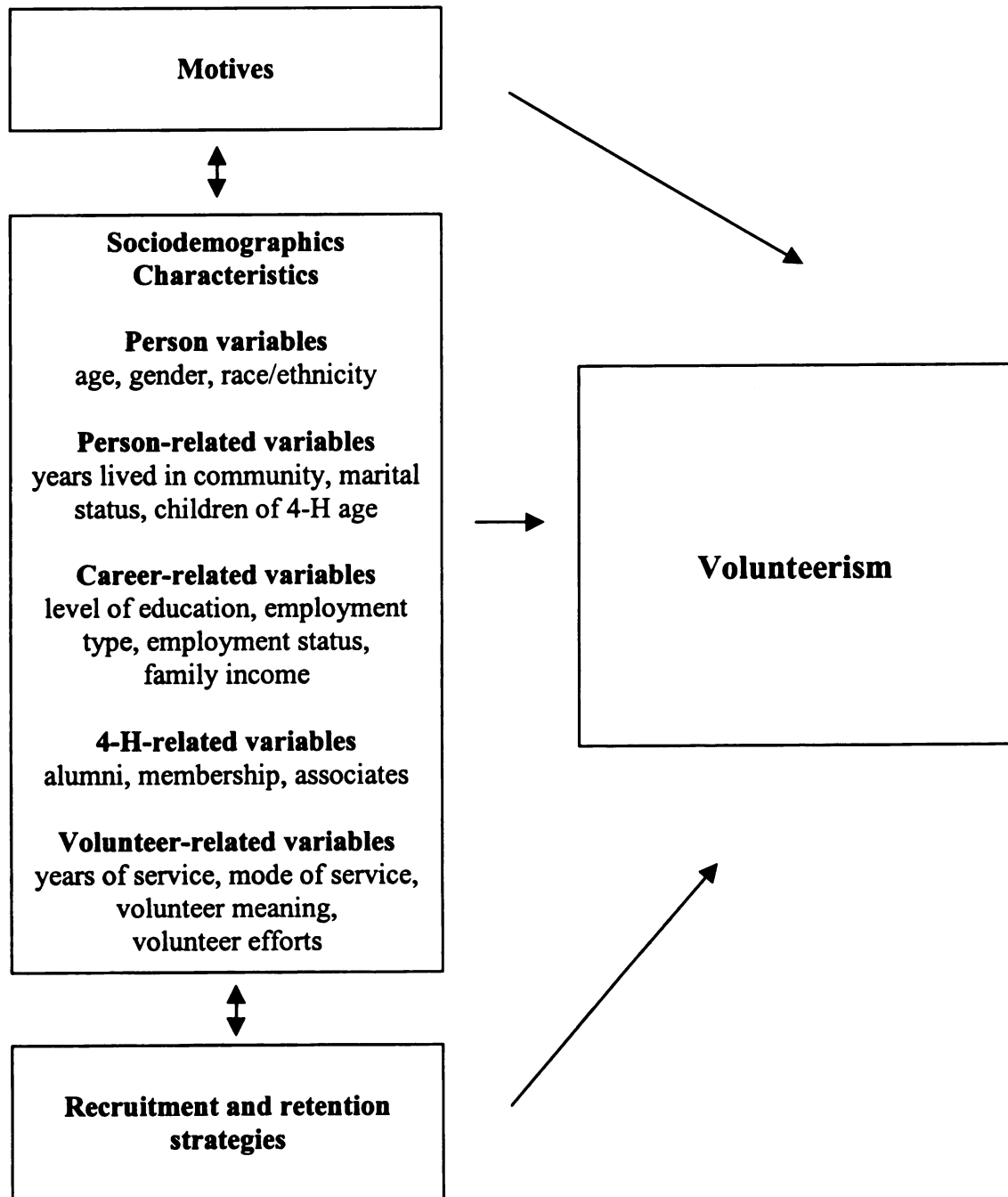
**Volunteer-related variables**—Includes years of service, mode of service, meaning of volunteer, and scope of volunteer efforts.

**Volunteerism**—The activity of volunteers or the entire scope of voluntary services performed.

### **Model for This Study**

Development of the model for this study was guided by McClelland and Atkinson's motives theory (Hampton, Summer, & Weber, 1973; Litwin & Stringer, 1968;

TAXI Design Team, 1994; Wilson, 1976), Maslow's hierarchy of human needs (Knowles, 1972), and altruism theory (D.H. Smith, 1981). Based on the review of literature, the researcher developed a model to represent the variables of interest and to guide the study design and plan for analysis (see Figure 1). Volunteerism may be influenced in three ways—by motives, sociodemographic characteristics, and recruitment and retention strategies. In addition, motives may be influenced by sociodemographics characteristics and recruitment and retention strategies may be influenced by sociodemographics characteristics. Thus, to understand minority 4-H volunteerism motives; the contributions of person, person-related, career-related, 4-H-related, and volunteer-related variables; and recruitment and retention strategies were examined. Motives and recruitment and retention strategies are explored in the review of literature in Chapter II.



**Figure 1: Study model.**

## **CHAPTER II**

### **REVIEW OF LITERATURE AND RESEARCH**

Diversification is a process. It is an attitude of acceptance, an environment of inclusion, a culture, and a commitment to a vision. This process requires thought, planning, time, resources, risk, and change. (Wright, 1992, p. 20)

#### **Introduction**

The volunteer sector has joined the public and private sectors in embracing human diversity. For the volunteer sector, this means recruiting more people of color into its ranks. Before starting a recruitment effort aimed at diversity, it is advantageous for volunteer administrators to review the organization's retention efforts and research data on minority volunteerism. However, few research studies have been conducted on minority volunteerism. Davis (1977), Ellis (1985), Boston (1987), Asche and Janey (1990), Latting (1990), Applebaum (1992), and Safrit, King, and Burcsu (1994) cited the need for research in this area.

Volunteerism often is perceived as a White Anglo-Saxon tradition, yet volunteerism, or helping out, is also a tradition for people of color. According to the Independent Sector (1999), 47% of African-Americans and 46% of Hispanics volunteered during 1998. Hobbs (2000) acknowledged that Latinos volunteer, but the extent to which they do so is not always reflected accurately because it does not fit into the traditional American pattern. Latino volunteering usually occurs first in the family and then in the neighborhood and church, as opposed to within mainstream community-based organizations.

Rauner (1992) believed that commonalities among people of color have existed historically, and that they have implications for volunteer involvement. The commonalities are:

1. Strong family and spiritual traditions that encouraged group members to help each other within tribes and slave quarters, and among newly arrived immigrants.

2. Ethnic associations and organizations that paralleled those of the dominant population.

3. Advocacy for human rights stimulated by minority involvement in military service.

4. Socioeconomic divisions and ethnic cultural traditions that influence volunteer participation.

It is through understanding these commonalities and learning to appreciate diversity in Americans that multicultural volunteerism can be increased and enhanced.

The review of literature is organized around four general themes that are significant in understanding minority volunteerism in America. The themes are theories of motivation, recruiting minority volunteers, motivating volunteers, and retaining volunteers.

## **Theories of Motivation**

### ***Altruism***

Altruism is the unselfish sacrifice for others without the conscious expectation of any benefit. Smith (1981) contended that absolute altruism rarely exists because a person



expects “payback” for the act. The payback may be some type of intrinsic satisfaction or psychic reward.

### ***Maslow’s Hierarchy of Human Needs***

Maslow's hierarchy of human needs, sometimes called the needs theory, has helped many people understand the concept of needs. Maslow (1954) suggested that human needs are somehow ordered or progressive. His hierarchy of human needs has five levels or needs categories; arranged from the most basic to the highest, the levels are:

- Survival (physiological)—the basic need for food, water, air, and sex.
- Safety—the need to be safe from harm; to have security and shelter.
- Social—the need to associate with others; to be liked or loved.
- Esteem—the need to be recognized as a person of value; to be rewarded.
- Self-actualization—the highest need or peak experience; a person will not be ultimately happy until doing what he or she is fitted for.

Maslow contended that human beings are creatures of “want,” and that once a need (want) is met, it is no longer a motivator. The dominant or most basic needs must be satisfied before the needs at the next level become a motivator.

Knowles (1972) concluded that most institutional volunteerism makes assumptions about individuals' motivations for volunteering by appealing to their needs for safety, love, and esteem, and uses a reward system largely geared to the satisfaction of those needs. He further contended that basic survival needs are not relevant to volunteerism. Knowles conceptualized voluntary activities as both opportunities for service to society and learning experiences supplementing other resources for continuing education when volunteerism is motivated by the need for self-actualization. Maslow’s theory provides a framework for understanding at what level a person is functioning when he or she volunteers.

### ***McClelland and Atkinson's Theory***

McClelland and Atkinson's theory, as described by Litwin and Stringer (1968), identified three motives or needs that affect one's work behavior: the need for achievement, the need for affiliation, and the need for power. By understanding the characteristics and behavior patterns of these three motives, one is better able to determine the needs of volunteers (Wilson, 1976).

The need for achievement is defined as the capacity for taking pride in accomplishment and trying to do something better. An achievement-motivated person finds success in a situation that requires excellence or improved performance. Wilson (1976) and the TAXI Design Team (1994) further described an achievement-motivated person as one who:

1. Desires excellence, values doing a good job, sets moderate goals, and takes risks.
2. Wants a sense of important accomplishment and takes personal responsibility for finding solutions to problems.
3. Wants to advance his or her career.
4. Needs concrete feedback.

The need for affiliation is defined as the concern for one's relationships with others. An affiliation-motivated person finds success in being with someone else and enjoying mutual friendship. Wilson (1976) and the TAXI Design Team (1994) further characterized an affiliation-motivated person as one who:

1. Is concerned with being liked and accepted.
2. Dislikes being alone in work and play.

3. Needs warm and friendly relationships and interactions.
4. Likes to help others.

The need for power is defined as the desire to have an influence on others. A power-motivated person finds success in giving advice. Wilson (1976) and the TAXI Design Team (1994) further described a power-motivated person as one who:

1. Likes to lead and give advice (sometimes unsolicited).
2. Wants prestige and job status.
3. Is verbally fluent and forceful.
4. Likes influencing people and activities.
5. Wants his or her own ideas to predominate.

McClelland (as cited in Hampton, Summer & Weber, 1973) clarified the need for power as either personalized (negative) or socialized (positive). In personalized power, “I win, you lose.” In socialized power, “I win, you win.” He cautioned us that if society insists on overlooking the positive use of power, young people will continue to shun leadership positions and roles.

Wilson (1976) contended that if everyone were motivated by the three needs of achievement, affiliation, and power, the task of analyzing the needs of volunteers would be easier. The intensity of the need may vary, depending on the individual and the situation, but people are attracted to environments that appeal to their dominant needs. Further, people volunteer because of what they expect to receive from volunteering (Wilson, 1976, pp. 45-49).

## **Recruiting Minority Volunteers**

### ***Organizational Need and Commitment***

Volunteer administrators in social services and youth organizations are concerned with expanding the pool of volunteers, particularly volunteers of color. Oregon 4-H expressed this concern after successfully recruiting Latino youths, but failing to achieve a corresponding increase in Latino adult volunteers (Hobbs, 2000). Chambré (1982, p. 3) stated that increasing nonwhite participation is intended to:

1. Expand the total number of volunteers.
2. Diversify the group receiving the benefits of doing volunteer work.
3. Improve the quality of services provided when similarities between volunteers and clients are beneficial.
4. Expand the range of opinions represented when volunteers serve in an advisory capacity.

Chambré (1982) conducted a study to identify strategies for recruiting Black and Hispanic volunteer Big Brothers and Big Sisters. Through interviews with 71 individuals who were knowledgeable about or had direct experience with the recruitment of Black and/or Hispanic volunteers, consensus was expressed on two general points:

- (a) well-designed volunteer programs would attract minority volunteers, and (b) recruitment of minority volunteers is affected by the overall characteristics of the organization.

All features of an organization influence whether or not an individual will volunteer. Minority volunteers, as members of groups with traditionally low involvement outside their own communities, are particularly responsive to positive or negative clues. (Chambré, 1982, p. 4)

Perkins and Wright (1989) recognized organizational influence and perception when recruiting volunteers during their Virginia study of 1,202 (3% minority) volunteer rescue squad personnel. Their study findings revealed serious concerns regarding diversity: "The glaring lack of minorities raises the questions as to how long the public will take seriously a white male-oriented service" (p. 4).

As a result of a study of Latino 4-H volunteers in Oregon, Hobbs (2000) recommended that the organization's meeting and work space reflect a diversity of cultures. She also suggested reviewing organizational structures, policies, and practices to identify and change elements that may inhibit the participation of Latino volunteers, and she emphasized the need for long-term commitment to the Latino community. Earlier, the CES had hinted at the need to adapt and devise volunteer programs for the underrepresented in response to a recommendation from its national volunteerism study (University of Wisconsin-Madison, 1986).

Yep and Hollenbeck (1979) stated, that in order for the CES to reach Black and Hispanic audiences effectively, it needs to retrain existing staff or hire new staff who are bilingual and bicultural. Applebaum (1992) and Hobbs (2000) also emphasized the need for volunteers who speak a language other than English to be involved in recruitment. Furthermore, Yep and Hollenbeck noted that the Extension Service's programming for racial minorities tended to concentrate on low-income families without realizing that the majority of racial minorities are not below poverty guidelines.

Recognizing and taking advantage of the "era of volunteerism" will go a long way toward rapidly gaining an organization's commitment to diversity. Nestor and Fillichio (1992) suggested that an organization should invest the greatest effort in attracting new

volunteers, as well as multicultural volunteers. They advocated that organizations should demonstrate that they need all volunteers and value diversity by using materials that emphasize altruistic, rather than personal, reasons for volunteering. Organization also should show that volunteers will use whatever level of skill they have to directly affect the quality of life of others.

In a study of 400 Latinos, Duran and Monroe (1977) found that the bond of Spanish language was a major determinant of interpersonal and impersonal communication. They also discovered that the activity (reading) and location (public library) were positively and significantly related to Latinos' participation in formal voluntary associations. R. Smith (1996) noted that language barrier, cultural insensitivity, and mistrust on both sides are some reasons Latinos might not volunteer. Building a relationship with the Latino community and establishing trust continue to be the best ways to gain entry to that community (Hobbs, 2000).

### ***Trigger–Event Concept***

Sills (1957) found that deciding to volunteer is a two-step process requiring a “trigger event” to transform vague interests and intentions into a tangible action. He concluded, based on his March of Dimes study, that there is a gap in time between becoming aware of an opportunity and actually making a commitment. Furthermore, he stated that any minority recruitment effort must build in the role of a trigger by using staff, volunteers, and community leaders to assist individuals in crystallizing their decision to volunteer.

Data from a study conducted in Pittsburgh (Nehnevajsa & Karelitz, 1976) indicated that Blacks, more often than Whites, relied on other individuals to trigger their decision to volunteer. This may be due to their limited experience with volunteer organizations, particularly outside of their own communities. Similarly, Sills (1957) found that the trigger event most often involved another person known to the volunteer. The actions of another served to crystallize a decision that might have been under consideration for a long time. Sills also found that potential volunteers' interests could be maintained by institutionalizing trigger events.

### ***Personal Commitment and A Sense of Community***

Nestor and Fillichio (1992) recommended that an organization develop an image to which people feel a strong personal attachment, in order to position itself as a group worthy of personal commitment. Such an image would cause people to perceive the group as a community-based organization benefiting people at the local and national levels.

Chambré (1982) found that, when recruiting Blacks and Hispanics, organizations should show consistency between their own goals and methods and the needs and interests of communities where people of color reside. Latting (1990) concluded that recruitment efforts should be directed toward Black volunteers who strongly identify with the Black community and consider themselves socially responsible. Hobbs (2000) suggested spending time learning about the Latino community and individuals within it. That way, the people in the community can observe organization members' respect for the culture. Using people from outside a community to recruit volunteers has proven to be

unsuccessful (Heinsohn, Lewis, & Camasso, 1981). Community-organization techniques and mass media should be combined to reach minorities (Chambré, 1982). Applebaum (1992) suggested targeting youths and young adults from minority communities because this age group represents the future, and can easily be motivated to start taking responsibility for community needs. Appeals from neighborhood children who would be served by a program also have proven to be quite successful in instilling a sense of urgency about community volunteerism (Heinsohn et al., 1981).

### ***Ways to Recruit***

Minority volunteers can be recruited using the same techniques as those used for all volunteers. Special efforts must be made and volunteer administrators must be sensitive to the unique needs of minority volunteers. Don't make them feel as if they are tokens because that is resented. (Chambré, 1982, p. 4)

One of the best methods of recruiting minority volunteers is simply to ask them individually (Chambré, 1982; Hobbs, 2000; Nestor & Fillichio, 1992). Having Latino outreach officers go door-to-door in Latino barrios proved to be effective in recruiting parents for Boy Scouts (Ramos, 1987). Furthermore, Applebaum (1992) noted that word-of-mouth continues to be effective when recruiting minorities. The prevailing opinion among researchers is that recruitment of all volunteers, but particularly Blacks and Hispanics, requires personalized efforts.

Using community organizations and partnering with those organizations are also effective techniques in reaching minorities (Applebaum, 1992; Boston, 1987; Chambré, 1982). Boston recommended surveying a community to determine possible sources of volunteers (churches, parent teacher associations, parent teacher organizations, block associations, registered voters, professional organizations, and community residents who



have children or other family members who are involved in local programs, unions, and the NAACP). Applebaum suggested making presentations to ethno-cultural organizations, including churches, mosques, and temples.

Broadcast media (radio and television) are other avenues for reaching minorities (Applebaum, 1992). Chambré (1982) concluded that mass media and community-organization techniques should be combined to reach minorities because mass media create awareness; however, other researchers have contended that one-on-one contact and community organizations are the best methods for recruiting minorities.

Perkins and Wright (1989) found that the recruitment of minorities, like that of other groups, must be done carefully because mass-media messages are likely to fail miserably. Like everyone else, minorities have become conditioned to ignore "shot-gunned" messages. Further, the simple inclusion of photographs of Blacks and Hispanics in promotional materials is not sufficient (Chambré, 1982). While clearly superior to materials excluding these photographs, such material can still appear as tokenism (Chambré, 1982).

### ***Other Factors Influencing Recruitment***

Other factors to be considered in efforts to recruit minority volunteers include:

1. Advertise the benefits of being involved in a program (Macduff, 1992; Rowland, 1990).
2. Use the sociodemographic characteristics of current volunteers to help with placement and recruiting efforts (Macduff, 1992).

3. Promote the most "attractive" activities available to volunteers and use "hands on" volunteer opportunities as a major recruitment theme (Nestor & Fillichio, 1992).

4. Eliminate screening processes, which discourage volunteers. The delay between when an individual contacts an organization and when that person assumes a volunteer role may unintentionally communicate to a potential volunteer that he or she is not wanted (Chambré, 1982).

The volunteer market can be meaningfully segmented; therefore, focusing on volunteers' differing lifestyles, needs, and desires may lead to effective targeting of particular groups (Heidrich, 1988; Lynch, 1990). Although people in the target group will have different motivational needs, informed guesses can be made about the needs of a majority of individuals in the group. Motivational themes can then be developed to appeal to these perceived desires (Lynch, 1990).

Boston (1987) made specific recommendations on how to recruit low-income Black volunteers, based on his study sample of 101 registered voters (90% Black) from the West Ward of Newark, New Jersey. They were:

1. Determine which specific needs of the community or agency volunteers can meet.

2. Survey the community to determine possible sources of volunteers.

3. Plan how potential volunteers will apply and how those who apply will be screened. An organization should be prepared to go into the community to recruit or provide transportation.

4. Relate volunteer tasks to a community effort.

5. Recruit during the summer, on evenings or weekends.

6. Determine the time period and specific hourly commitment expected.

7. Address training programs to who, what, when, and how. *What*—Content of the training should be based on agency needs and volunteer motivations. *When*—Train in the evening or on weekends at a site near volunteers' homes. *How*—Offer single training sessions: A minimum of one session should address history and philosophy, as well as the general characteristics of people the agency serves; offer skill workshops; explain volunteer ethics. (pp.76-79)

In a study of perceived time availability of 43 volunteers and 192 nonvolunteers, Rowland (1990) concluded that Extension staff seeking volunteers should address volunteers' perceptions of time commitments. It is critical to understand that time availability is partly a matter of perception, not just the actual hours available.

Another opportunity to recruit volunteers is through potential and past clients. Heinsohn et al. (1981) found that many 4-H volunteers usually became volunteers because they had a child in the group or their child wanted to join a 4-H club. Further, many volunteers in the CES were involved in or had exposure to 4-H programs (University of Wisconsin-Madison, 1986).

Recruiting minorities is a slow and continuous process requiring long-term commitment from an organization. And, to be successful, organizations will have to use the personal contacts of minorities who are already in the service (Perkins & Wright, 1989). Finally, any organization attempting to recruit Blacks and other minorities might do well to look beyond the individual motivations and characteristics of potential volunteers to examine barriers the organization may unwittingly have erected that discourage minority participation (Latting, 1990). Grogan (1992) believed that making

culturally diverse people feel not only welcomed but also motivated to become a part of the system requires a new system—a multicultural one.

### **Motivating Volunteers**

Learning why a person does volunteer work (the motivation) is crucial to maintaining volunteers. Wilson (1976) believed that many worthwhile social programs fail because administrators lack management and organizational skills and have oversimplified views of people and motivation. The literature is filled with motivation theories (Hampton et al., 1973; Knowles, 1972; Litwin & Stringer, 1968; Maslow, 1954; D.H. Smith, 1981), but there is very little actual research data concerning race or ethnicity. The present researcher was concerned with applying McClelland and Atkinson's theory of motivation to minority volunteers.

Henderson's (1981) Minnesota study of 200 adult 4-H volunteers indicated that 4-H volunteers were significantly more motivated by affiliation (84%) than by achievement (12%) or by power (4%). The study revealed that the main reason adults volunteered in 4-H was to be with their children. Other significant responses were: "liked helping people," "liked associating with youth," and "wanted to have influence on how people learn and grow." Henderson (1983) further examined her research findings, revealing a significant difference between males and females regarding their altruistic or selfish reasons for volunteering. Whereas men were more likely than women to be altruistic, the data analysis showed there was little difference between the motivations and characteristics of men and women who volunteered in 4-H.

Culp and Schwartz's (1999) study of Ohio 4-H volunteers (98% White) indicated that tenured 4-H volunteers were inspired by an affiliation to begin their volunteer service. Volunteers also were motivated by affiliation to continue service—they liked the contributions they made to the community through 4-H.

In a study of 101 residents (90% Black) in a predominantly Black, low-income, urban area in New Jersey, Boston (1987) found that adults were slightly more achievement motivated (42%) than affiliation motivated (41%). In a North Carolina study of 200 older adults (50 and older), Rouse and Clawson (1992) found that volunteers in youth organizations tended to be more achievement motivated (41%) than affiliation motivated (31%). Further, older adults who volunteered in adult organizations were slightly more affiliation motivated (43%) than achievement motivated (41%).

These study results revealed different motives for volunteering, depending on length of service, race/ethnicity, organization type, gender, and age. Through careful examination, trends and commonalities should emerge emphasizing the importance of understanding volunteers' motivations.

### **Retaining Volunteers**

Macduff (1992) indicated that the retention of volunteers is crucial. It is expensive, both in time and money, continually to train new volunteers. She recommended that volunteer managers closely examine the sociodemographic characteristics of their existing volunteers to determine why certain people volunteer. The information could then be used to show the benefits that accrue from volunteering.

Stevens's (1990) study on the retention and satisfaction of 151 older volunteers living in a metropolitan area indicated that the most frequently cited reason for volunteering was "I feel useful," whereas the most frequently cited reason for dropping out of the volunteer role was "I did not feel useful." According to the researcher, minority representation in the sample (21% Black, 21% Jewish, and 20% Italian) was disproportionately higher than in the population. The volunteers in Stevens's study were older adults who were residentially stable, predominantly female, often of minority status, low in socioeconomic status, and working for nonmonetary reward.

Stevens (1990) recommended targeting older adults who live near agencies in need of volunteer services. Once recruited, however, will they stay? Much depends on the organization's ability to satisfy the volunteer's continuing need for a sense of usefulness.

Stevens (1993) also conducted a study of 119 volunteers who were older women to examine the characteristics associated with volunteer satisfaction and retention. When organizations address the issues of satisfaction and retention, older women may find continued usefulness through volunteer work, which uses their skills and serves the needs of society. The sample included a sizable representation of racial and ethnic minorities, including 25% who were African Americans.

Role theory was the basis for developing the variables for Stevens's (1993) study. Six qualities of the volunteer and the volunteer role contributed to retention and satisfaction. They were role-set interaction, role congruence, role recognition, assistance with transportation, continuity of respect, and pattern of service. Statistically significant findings were as follows:

1. Women who reported having contact with more people reported higher levels of retention and satisfaction (role-set interaction).

2. Women perceiving strong similarities between expectations and experiences tended to have higher levels of retention and satisfaction (role congruence).

3. Women receiving a lot of recognition had higher levels of retention and satisfaction (role recognition).

4. Women receiving assistance or reimbursement were more satisfied (assistance with transportation).

5. A strong similarity between past and current work roles was related to satisfaction (continuity of respect).

6. A positive relationship was found between the number of years involved and level of satisfaction.

Overall, volunteer satisfaction ranged from relatively low to high, with the largest proportion being "moderately satisfied" (43%). Stevens concluded that current and future resources of older women who volunteer could be tapped for the mutual benefit of seniors and society. Volunteer administrators should promote volunteering opportunities for interaction, recognition, and meeting expectations.

Latting's (1990) study of volunteers from the Big Brothers Big Sisters agency was designed to identify possible predictors of volunteer retention. The sample of 145 people was 84% White, 12% Black, 3% Hispanic, and 1% Asian. Approximately 17% of the agency's volunteers were people of color (Blacks, Hispanics, and Asians) and 40% of the clients were of color.

Latting (1990) reexamined data from a previous study to identify differences in the self-reported attitudes, motivations, and personality characteristics of Black and White volunteers. With respect to education, 72% of White respondents and 59% of Black respondents had a college degree, and most held professional positions.

The two groups had significant sociodemographic differences. In comparison to the White volunteers, Blacks were more likely to be female, younger, and with less time served as a volunteer. When age, gender, length of service, and student status were controlled, Blacks were significantly more likely than Whites to indicate altruistic norms for volunteering and to characterize themselves as normatively ethical and caring. They were also more likely to indicate that they had volunteered because it was their "turn to help" and because they felt a duty to contribute to the community. Finally, Blacks were significantly more likely to indicate that they had volunteered because they had "a lot to offer a child." Whites were significantly more likely to volunteer to learn new things. No other significant differences were found between the egoistic motives of Black and White volunteers. Both the Black and White volunteers indicated self-concepts and motivations with altruistic and egoistic components.

Latting (1990) suggested that when attempting to retain Black volunteers in an organization, try to determine the motivation source. The motivation for continued volunteering might stem from a desire for social change, a sense of social responsibility, or a combination of the two.

In a study of 262 volunteer administrators, volunteer case aides, and retired senior volunteers designed to determine the degree of perceived importance volunteers attached to the organizational conditions of volunteer work, Colomy, Chen and Andrews (1988)

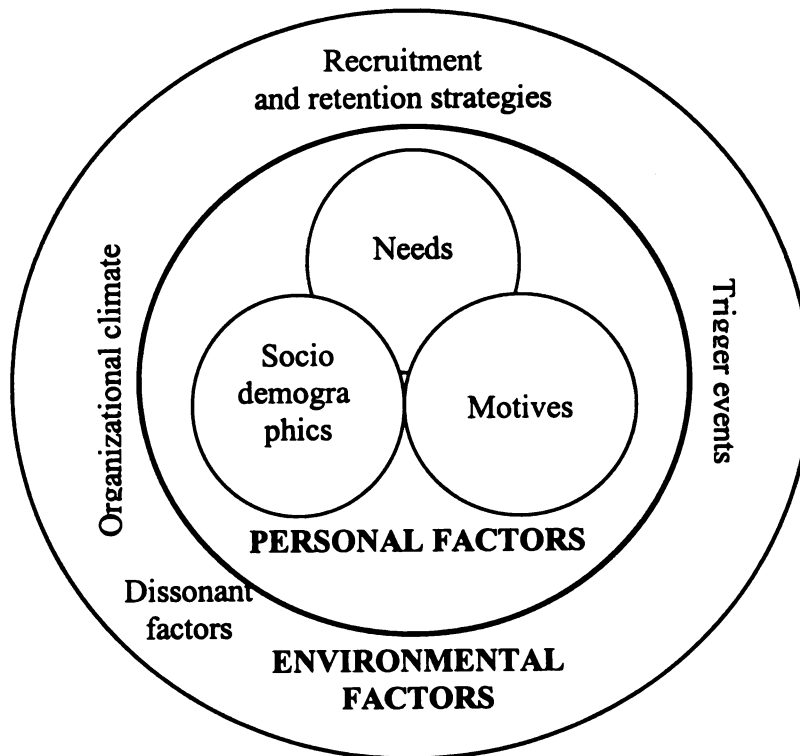


found that intrinsic rewards and situational facilities were important. In general, administrators, case aides, and volunteers regarded situational facilities as very important in their volunteer work. Items ranking high included helping others, clearly defined responsibilities, interesting work, and competence of the immediate supervisor.

The study indicated that, in comparison to the more frequently studied intrinsic and extrinsic rewards, situational facilities were perceived as a very important dimension of volunteer work. Knowledge about intrinsic rewards and situational facilities then can provide a basis for altering programs to increase retention and satisfaction.

### **Summary and Conceptual Framework**

In summary, understanding minority volunteerism as it relates to involvement in a traditional organization is not simple. As depicted in the conceptual framework (see Figure 2), volunteerism is an ecological phenomenon with interactions between person factors and environmental factors. If efforts to recruit and retain minority volunteers are to succeed, such volunteers must be understood and reached within the context of their environment, which is influenced by person and environmental factors.



**Figure 2: Conceptual framework.**

## **CHAPTER III**

### **METHODOLOGY**

In this chapter the researcher describes the methods and procedures used to explore the study participants' sociodemographic characteristics, recruitment techniques, and retention strategies, and to examine the motivational profile of minority adult volunteers serving in the 4-H youth programs in the Tampa Bay area of Florida. Included are discussions of the study design, dependent and independent variables, population and sample, development of the instruments, pilot testing, data collection, data analysis, and nonresponse.

#### **Design of the Study**

The design of the study was a mixed methodology. Mixed aspects of the quantitative and qualitative paradigm were combined at many steps in the design (Creswell, 1994, pp. 177-178). A quantitative design was used to describe selected characteristics and motivations of volunteers, and perceived barriers to 4-H volunteering, using the survey research technique. Survey research allows a researcher to gather data by asking questions of a group of individuals called respondents (Ary, Jacobs, & Razavieh, 1996, p. 427).

The qualitative research design took the form of a case study that was used to explore issues surrounding minority volunteer recruitment and retention in the 4-H youth programs in the Tampa Bay area. Recruitment practices, retention efforts, and circumstances of these 4-H volunteers were viewed in depth. A case study is a qualitative

examination of a single individual or group (Ary et al., 1996). Tampa Bay area minority 4-H volunteers comprised the group studied. According to Yin (1994, p. 2), a case study contributes uniquely to the knowledge of individual, organizational, social, and political phenomena. In this exploratory study, semi-structured surveys were administered during personal interviews.

### **Dependent and Independent Variables**

The dependent variable for this study was volunteerism, and the independent variables were sociodemographic characteristics, motives, and recruitment and retention strategies. A dependent variable is the phenomenon that is the object of the investigation. An independent variable is a factor that is measurably separate and distinct from the dependent variable, but it may relate to the dependent variable (Ary et al., 1996).

### **Population and Sample**

The population investigated in this study was a group of 312 minority adult volunteers who served in or supported the 4-H youth programs in the Tampa Bay area of Florida from September 1, 1998, through August 31, 1999, as reported on the Florida 4-H ES-237. The Tampa Bay area includes Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota counties. According to the Annual Extension Youth Enrollment Report (Florida 4-H Youth Programs, 1999, p. 5), these volunteers supported the 4-H program through the following delivery modes: (a) organized clubs, (b) special-interest/short-term programs/day camps, (c) overnight camping programs, (d) school enrichment, (e) individual study/mentoring/family learning programs, (f) school-age child

care education programs, and (g) instructional television/video programs. Volunteers may have worked directly or indirectly with 4-H youths through one or more of these delivery modes or may have served on a 4-H advisory committee or foundation.

The accessible population for the study was 124 minority adult volunteers who served in or supported the 4-H youth programs in the Tampa Bay area of Florida. Major reasons for the large inaccessible population (188) were that only numerical information was being collected for group enrollments and that volunteers were no longer working with an organization. In studies such as this one, where a minute amount of knowledge is known about the population, Miller (1977) suggested simple random sampling as an appropriate sampling procedure. However, after weighing a variety of factors, the researcher decided to gather data from the entire accessible population. A census is a survey that includes the entire population. Israel (1992a) stated that a census is attractive for small populations because it eliminates sampling error and provides data on all individuals in the population.

### ***Mail Survey***

The sample for the mail questionnaire, the quantitative portion of the study, included 124 minority adult volunteers who served in or supported the 4-H youth programs in the Tampa Bay area of Florida. Sixty-eight (55%) usable questionnaires were returned. Fourteen questionnaires were returned but not analyzed for the following reasons: mail returned as attempted unknown or addressee unknown, volunteer classified as White non-Hispanic, individual no longer worked with the agency, incomplete

questionnaires, and volunteers declined to answer because they did not think they qualified as volunteers.

### ***One-on-One Interview***

For the one-on-one in-depth interview portion of the study, a sample of 28 individuals was purposively identified from the accessible population based on service delivery mode and input from various 4-H agents. According to Ary et al. (1996, p. 480), this nonrandom sampling strategy allows researchers to select purposive samples sufficient to provide maximum insight into and understanding of the phenomenon they are studying. Each county in the Tampa Bay area had at least two volunteers included in the sample. These volunteers were directly involved in or supported the organized 4-H club program from September 1, 1998, through August 31, 1999. They donated their time and energy as organizational or administrative leaders, project leaders, activity leaders, advisory committee members, or foundation board members.

At least three attempts were made to schedule an interview with each volunteer. Telephone calls were placed on different days and times to accommodate varied lifestyles. Twenty-one (75%) telephone calls were successfully completed, resulting in personal interviews being conducted. Three volunteers did not return the researcher's telephone calls after she left voice messages. Two volunteers declined to be interviewed. One volunteer was not contacted because he or she had no answering machine. A continuous effort was made to contact another volunteer, but no interview was scheduled.

This study's sample was 21 for the one-on-one in-depth personal interviews (qualitative) and 68 for the mail questionnaire (quantitative). Volunteers that took part in the interviews were a subset of the 68 volunteers that participated in the mail survey.

### **Development of the Instruments**

Two instruments were developed for this study. They were the Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida Questionnaire (see Appendix D) and the Instrument for In-Depth Interview–Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida (see Appendix F).

#### ***Mail Survey Instrument***

The Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida Questionnaire was developed as the quantitative mail survey research instrument. It consisted of 59 questions organized into four sections:

Section I – Scope of Formal Volunteer Participation

Section II – Reasons for Volunteering

Section III – Reasons for Not Volunteering in the 4-H Organization

Section IV – Sociodemographics

Section I, an adaptation of the instrument used by Boston (1987), contained five questions about the scope of formal volunteer participation, including interpretations of what it means to be a volunteer. These five questions related to Grand Tour Research Question 1.

Section II of the instrument concerned reasons or motives for volunteering. It was developed by Henderson (1981) and adapted by Boston (1987) to measure the motivations of 4-H volunteers in Minnesota and adults in New Jersey, respectively. Twenty-seven 5-point Likert scale items were used to determine the motivation needs of 4-H volunteers in this study. Responses ranged from *strongly disagree* (coded as 1) to *strongly agree* (coded as 5). A neutral response was coded as 3. All items were written as positive statements. Three subsets of motives (achievement, affiliation, and power) could be identified from the 27 items (see Appendix J). An achievement motive was defined as that which influences one to take pride in accomplishment and to try to do something better than before. An affiliation motive was defined as that which influences one to have concern about one's personal relationships. A power motive was defined as that which indicates a desire for influence in a group. Section II of the 4-H questionnaire related to Grand Tour Research Questions 2 and 2.1.

Section III of the instrument concerned reasons for not volunteering in the 4-H organization. It was an adaptation of an instrument used by Safrit et al. (1994) to measure reasons for volunteering of adults in central cities and surrounding communities in Ohio. Similar 4-point Likert scale items were used in this study to determine why minorities do not volunteer in the 4-H organization. The 13-item scale has responses ranging from *never true* (coded as 1) to *always true* (coded as 4). A neutral response was coded as 2. Section III of the 4-H questionnaire related to Grand Tour Research Question 3.1.

Section IV sought sociodemographic information. It was an adaptation of questions used by Boston (1987) and Safrit et al. (1994), and as well as questions



recommended by the study's panel of experts. Section IV of the 4-H questionnaire related to Grand Tour Research Question 1.

### ***One-on-One Interview Instrument***

Instrument for In-Depth Interview - Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida (see Appendix F) was the qualitative one-on-one instrument developed by the researcher and was based on research findings. The five-item open-ended instrument was administered through personal interviews. The two sections of the instrument were:

Section I – Introduction

Section II – Recruitment and Retention Strategies

Section I of the instrument included an overview of the study, and Section II included five open-ended questions that delved further into recruitment and retention strategies. Section II related to Grand Tour Research Questions 3 through 3.6.

In summary, the Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida Questionnaire, used for the quantitative mail survey portion of the study, was an adaptation of three previous research efforts and suggestions from the study's panel of experts. Instrument for In-Depth Interview–Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida, was used for the qualitative portion of the study. It was developed by the researcher and based on research findings. Sections of each instrument were referenced to the appropriate grand tour research question, except for Section I of the in-depth instrument. For a comprehensive listing of grand tour research questions, variables, and items, please see Appendix I.

## **Pilot Study**

A pilot study was conducted for reliability and replication purposes. It is important to gain access to research by seeking the approval of “gatekeepers” (Creswell, 1994, p. 148). Approval to conduct the study was granted by the Michigan State University’s University Committee on Research Involving Human Subjects (UCRIHS) (see Appendix A). Permission also was obtained from the Florida Cooperative Extension Service (see Appendix B) to conduct the study.

According to Yin (1994, p. 74), a pilot study helps the investigator refine plans with respect to both the content of the data and the procedures to be followed. The first questionnaire was mailed to 58 minority adult 4-H volunteers on February 4, 2000, using a modified version of Dillman’s (1978) total design method (see Figure 3). After three waves of mailings, a 36% rate of return was achieved for the mail survey.

In preparation for the one-on-one personal interviews, using the in-depth instrument, the researcher:

1. Trained in the interview methodology by practicing role playing.
2. Contacted 4-H agents in Orange, Seminole, and Volusia counties to reconfirm volunteer status.
3. Consulted with advisors and 4-H agents to select pilot cases and determine the nature of the inquiry (Yin, 1994, p. 74).
4. Met with volunteers who agreed to be interviewed. At the end of the interview, volunteers were asked if there were questions they did not understand.

All four interviewees understood the questions; therefore, no modifications to the questions were necessary. Three interviews were conducted in the volunteers’ homes around the kitchen table, and one interview was conducted at the volunteer’s place of

work, a public housing community. A 100% completion rate was achieved for the one-on-one interviews.

The pilot study served as a useful tool in refining the research procedures. The West Coast 4-H Agents Association also provided valuable input. The group was composed of all 4-H agents working in the Tampa Bay area, except for Hernando County. During the meeting, pilot study procedures were shared with the group. The group recommended adding a personal note such as “Please Help” and “Dated Materials” on the outside of the envelope and postcard. According to the 4-H agents, this would help create a sense of need and urgency. These suggestions were incorporated into the study.

### ***Validity and Reliability***

Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida Questionnaire, is an adaptation of instruments used by Henderson (1981), Boston (1987), and Safrit et al. (1994); therefore some evidence of validity and reliability already existed. Validity is the extent to which a test measures what it is intended to measure. Construct validity means that correct operational measures have been established for the concepts being studied, whereas external validity concerns the domain to which a study’s findings can be generalized (Yin, 1994, p. 33). A panel of experts reviewed the study procedures, the mail questionnaire, and the in-depth instrument to determine construct, face, and content validity. An urban Extension 4-H agent, 4-H volunteer specialist, and Extension program evaluation specialist made up the panel of experts.

Reliability is the degree of consistency of a measuring instrument (Ary et al., 1996). Reliability coefficients were run using the Statistical Package for the Social

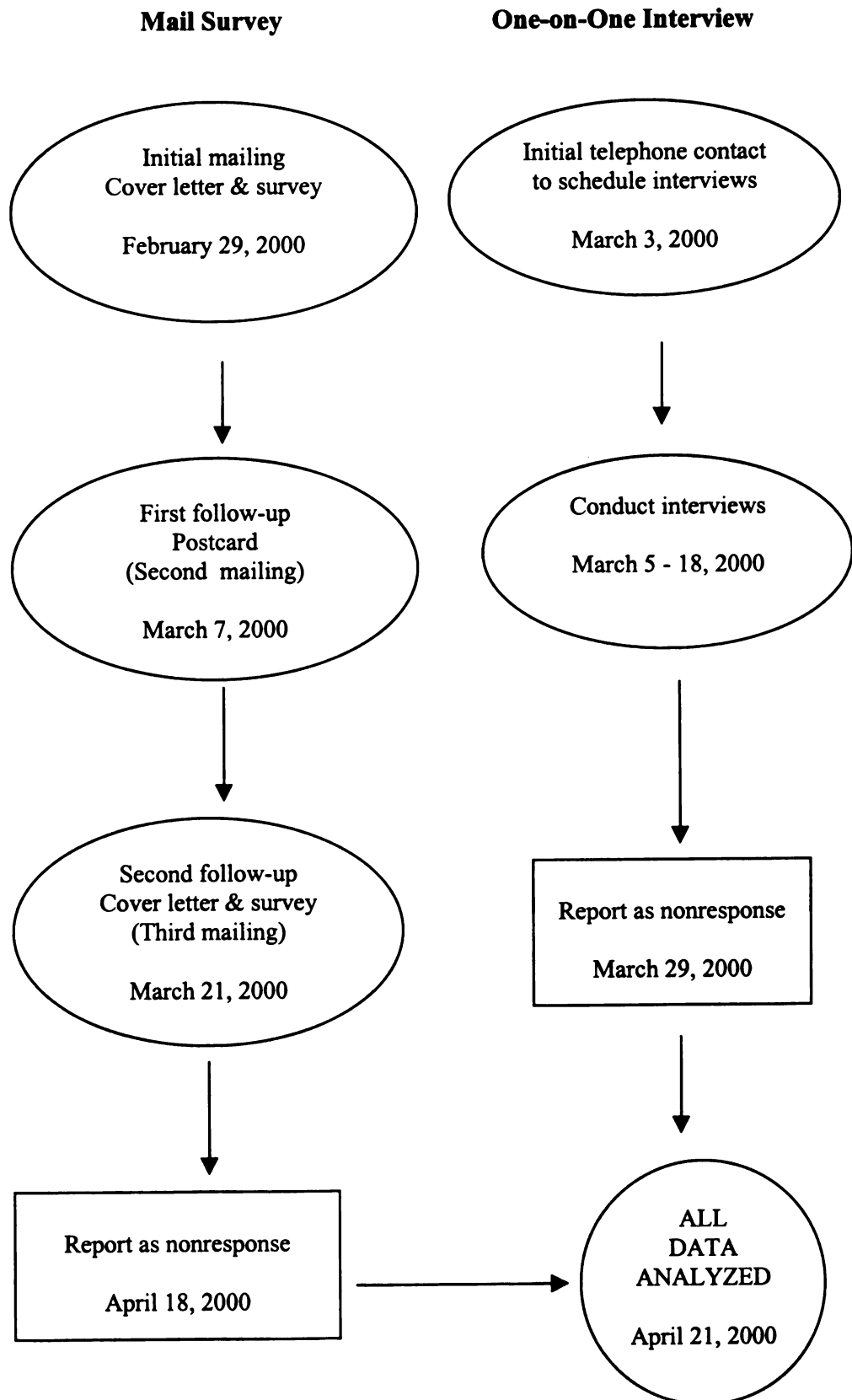
Sciences (SPSS 10.0). The Cronbach alphas were .7276 for the achievement motive subscale, .5785 for the affiliation motive subscale, .8528 for the power motive subscale, and .8626 for the 13 reason scale items. Each motive subscale contained nine scaled items. According to Ary et al. (1996), the degree of reliability needed in a measure depends on the use that is to be made of the results. Based on how the results of this research will be used, the reliability coefficients were found to be at acceptable levels. Also, the researcher used the test-retest, code-recode technique to test for accuracy and consistency in processing the case study findings. The consistency rate was 98% after 3 days.

## **Data Collection**

### ***Mail Survey***

For the mail survey portion of the study, the questionnaire was printed in booklet form (see Appendix D) and distributed using a modified version of Dillman's (1978) total design method (see Figure 3). The first questionnaire, along with a cover letter (see Appendix C) that included an informed consent statement and a return envelope, were mailed February 29, 2000. One week later, March 7, a postcard (see Appendix G) was sent as a reminder to nonrespondents and as a thank-you to respondents. All questionnaires postmarked by March 7, 2000, were entered in a \$100-value gift certificate drawing.

The drawing was held March 14, 2000, and the winner was sent the gift certificate. On March 21, 2000, a replacement questionnaire, a return envelope, and an appropriate cover letter (see Appendix H) were sent to nonrespondents.



**Figure 3: Data collection procedures.**

Throughout the mailing process, the researcher tracked the questionnaires being returned, using a master list compiled at the beginning of the study. As questionnaires were received, their identification numbers were checked off the master list, and their mailing labels were removed for subsequent mailings. This procedure guaranteed that only nonrespondents, as of the mailing date, received follow-up requests.

### ***One-on-One Interview***

For the one-on-one interview portion of the study, the researcher began placing telephone calls to 4-H volunteers on March 3, 2000, to schedule interviews (see Figure 3). This was 3 days after the initial questionnaires were mailed. Three attempts were made on different days and at varying times to contact the 4-H volunteers. Interviews were conducted at various locations and settings depending on the volunteers' preference and availability. Most interviews (57%) were conducted in the volunteers' homes. Home settings were the kitchen table, living room, front porch, front yard, shop/garage, and a picnic table next to a horse stable. The 4-H office was the second choice of location; 19% of the interviews were conducted there. An equal number of interviews (19%) were conducted at the volunteers' workplaces or at a 4-H event. The remaining volunteers (5%) were interviewed at a county ballpark. Interviews were conducted as early as 8:00 a.m. and as late as 8:00 p.m. and lasted an average of 12 minutes.

The researcher was the sole interviewer. There was no need for a Mexican-dialect Spanish interpreter to accompany the researcher because no perceived language barrier existed. Informed consent and permission to audio-tape the interview were obtained from each volunteer before starting the interview (see Appendix E). Volunteers were assured

that the information would be kept confidential, and they were also offered a copy of their interview transcript. No volunteers requested transcripts. During the interview, volunteers were asked five open-ended questions (see Appendix E). The researcher audio-taped the interview and made notes on the in-depth instrument. One tape was used for each interview as suggested by Yin (1994). A professional transcriptionist transcribed all but three of the tapes. The researcher transcribed those tapes because of possible confidentiality problems. All tapes will be destroyed after the study is completed.

In summary, the quantitative data were collected using a questionnaire administered as a mail survey, using a modified version of Dillman's total design method. A 55% rate of return was achieved. The qualitative data were collected by recording responses during in-depth interviews. A 75% interview-completion rate was achieved.

### **Data Analysis**

Quantitative data from the mail questionnaires were recorded and coded into a personal computer using the Statistical Package for the Social Sciences (SPSS 10.0). The data were analyzed using frequency of distribution, *t* tests, analysis of variance (ANOVA), and correlations.

Qualitative data were analyzed using open coding. These data were obtained during the one-on-one interviews (case study) and from the open-ended questions on the mail survey. Yin (1994, p. 102) acknowledged the difficulty of analyzing case study evidence because the strategies and techniques are not well defined. Open coding procedures were used to reduce the information to themes and categories (Creswell, 1994; Strauss & Corbin, 1998). The researcher read the one-on-one interview transcripts a

minimum of three times to identify categories and themes, which were then coded and tabulated, or otherwise combined to address the grand tour research questions of the study. Quotations from volunteers were used to deepen the understanding and validate the categories and themes. The researcher used the test-retest, code-recode technique to check for accuracy and consistency. The consistency rate was 98% after 3 days.

Ten grand tour research questions and subquestions were addressed in this study. Those questions and the statistical procedure used in analyzing each one are as follows:

***Grand Tour Question 1.*** What are the characteristics of minority 4-H volunteers in terms of the following: age, gender, race/ethnicity, years lived in community, marital status, children of 4-H age, level of education, employment type, employment status, family income, 4-H alumni, children 4-H members, associates involved in 4-H, years of service, mode of service, meaning of volunteer, and scope of volunteer efforts? Variables were grouped as person, person-related, career-related, 4-H-related, or volunteer-related. This question was addressed by recording demographic and other selected characteristics of the sample in frequency distribution tables.

***Grand Tour Question 2.*** Are minority 4-H volunteers motivated more by achievement, affiliation, or power? This question was addressed by recording frequency of distribution for all motives combined and separate tables for each motive subset. A rank order also was provided in the tables.

Subquestion 2.1—What relationships exist between the selected characteristics of volunteers and their motivations? Pearson's correlations were calculated to examine relationships between the motives subscales and characteristics. *T* tests and ANOVAs



were used to investigate the differences between motives subscales and selected characteristics of volunteers.

***Grand Tour Question 3.*** How can minorities be recruited and retained as 4-H volunteers? Data collected were recorded in frequency distribution tables. Themes also were identified, and volunteers' quotations were used to deepen the understanding of the issues set forth.

Subquestion 3.1—What are some reasons minorities do not volunteer for 4-H? This question was addressed by recording the frequency distribution of the sample and scale mean scores in rank order. Themes were identified in the case study data, and frequencies were reported. Volunteers' quotations were used to provide deeper understanding.

Subquestion 3.2—How are minority 4-H volunteers currently recruited?

Subquestion 3.3—How should minority 4-H volunteers be recruited?

Subquestion 3.4—What would it take to keep current minority 4-H volunteers?

Subquestion 3.5—What causes minority 4-H volunteers to re-enroll?

Subquestion 3.6—What causes minority 4-H volunteers not to re-enroll?

Analyzing the case study data for themes and reporting frequencies provided answers to these five questions. Volunteers' quotations were used to provide deeper understanding. All variables, research questions, and items on the surveys can be found in Appendix I.

### **Nonresponse**

Nonresponse is a major concern in survey research. Goldhor (1974) stated that nonrespondents frequently are similar to late respondents. Israel (1992b) also stressed the

importance of comparing characteristics of early respondents to those of late respondents as a strategy for dealing with nonresponse.

After follow-up attempts, the mail questionnaire response rate remained below 75%; therefore, early respondents were compared to late respondents to determine the extent to which the results could be generalized. Data for 15 early respondents and 15 late respondents were analyzed. *T* tests were performed on six variables: one person, one person-related, one career-related, one 4-H-related, and two volunteer-related (see Appendix L). No statistically significant differences were found between early and late respondents. However, this may have been due to the small sample and large variability between groups; therefore, predictions cannot be made with confidence.

### **Summary**

In Chapter III, the writer described the methods and procedures used to explore selected characteristics of volunteers, recruitment techniques, and retention strategies, and to examine the motivational profile of minority adult volunteers serving in the 4-H youth programs in the Tampa Bay area of Florida. The chapter also included discussions of the study design, the dependent and independent variables, population and sample, development of the instruments, pilot testing, data collection, data analysis, and nonresponse. The findings are reported in Chapter IV.

## **CHAPTER IV**

### **FINDINGS**

The researcher's purpose in this research study was to describe selected characteristics of minority adult 4-H volunteers serving in the Tampa Bay area and to explore how the 4-H organization can recruit and retain minority volunteers by examining their motives and perceived barriers. The data that were collected from 68 minority 4-H volunteers from the Tampa Bay area who responded to the mail questionnaire and 21 volunteers who were interviewed are described in this chapter. Volunteers that participated in the interviews were a subset of the 68 volunteers. The findings are reported in two main sections – findings from the mail survey and interviews with volunteers. Each section addresses the research questions and includes a general reference to the item content, the statistical procedure used for analysis, and a discussion of the results. In procedures in which ANOVAs were used, a check for homogeneity of variance was conducted using an *F* test. In the discussion of results, all results that were significant at the .05 level are noted.

#### **Findings From the Mail Survey**

A modified Dillman total design method failed to achieve a mail response rate above 75%. Early respondents were compared to late respondents (see Appendix L). No statistically significant differences were found; therefore the results of this study can be generalized to the 4-H minority volunteers in the Tampa Bay area. Even so, this generalization cannot be made with confidence because of the small sample size.

### ***Characteristics of the Sample***

An important question of this study was Grand Tour Question 1: What are the characteristics of minority 4-H volunteers in terms of the following: age, gender, race/ethnicity, years lived in community, marital status, children 4-H age, level of education, employment type, employment status, family income, 4-H alumni, children 4-H members, associates involved in 4-H, years of service, mode of service, meaning of volunteer, and scope of volunteer efforts? The characteristics were divided into five variable types for analysis. They are person, person-related, career-related, 4-H-related, and volunteer-related variables.

#### ***Person Variables***

Person variables are characteristics a person cannot change. These variables include age, gender, and race/ethnicity. Volunteers were asked what year they were born and their gender. The ages of the volunteers were determined by subtracting the year they were born from 1999. The youngest member of the volunteer sample was 18 years old and the oldest was 73; the range was 55 years. The mean age was 45.10 years ( $SD = 12.26$ ). A complete listing of ages can be found in Appendix K. The variables of age, gender, and race/ethnicity are reported in Table 1. The sample was divided into four age groups based on the standard deviation and mean years. The largest group (40.3%) was composed of volunteers between the ages of 45 and 57, followed by the 33 to 44 age group (32.3%), and then the 58 to 73 age group (14.5%). The smallest group (12.9%) was composed of volunteers between the ages of 18 and 32. The sample had 57 (83.8%) females and 11 (16.2%) males.

Volunteers were asked their racial/ethnic background. A White non-Hispanic category was included on the questionnaire just in case the volunteer's race/ethnicity had been previously miscoded on the Florida 4-H ES-237 Report. Four questionnaires were disqualified for this reason and were not included in the data analysis. The sample had 59 (86.8%) Blacks/African Americans, eight (11.8%) Hispanics/Latinos, and one (1.4%) Asian/Pacific Islander. In summary, as shown in Table 1, the sample was primarily Black/African American, female, and between 45 and 57 years old.

**Table 1**  
***Person Variables: Age, Gender, and Race/Ethnicity of Volunteers***

| <b>Variable</b>        | <b><i>n</i></b> | <b><i>M</i></b>  | <b><i>SD</i></b> | <b>Range</b> |
|------------------------|-----------------|------------------|------------------|--------------|
| Age                    | 62              | 45.10            | 12.26            | 55           |
| <b>Variable</b>        | <b><i>n</i></b> | <b>Frequency</b> | <b>%</b>         |              |
| <b>Age</b>             | 62              |                  |                  |              |
| 18-32 years            |                 | 8                | 12.9             |              |
| 33-44 years            |                 | 20               | 32.3             |              |
| 45-57 years            |                 | 25               | 40.3             |              |
| 58-73 years            |                 | 9                | 14.5             |              |
| Total                  |                 | 62               | 100.0            |              |
| <b>Gender</b>          | 68              |                  |                  |              |
| Male                   |                 | 11               | 16.2             |              |
| Female                 |                 | 57               | 83.8             |              |
| Total                  |                 | 68               | 100.0            |              |
| <b>Race/Ethnicity</b>  | 68              |                  |                  |              |
| Black/African American |                 | 59               | 86.8             |              |
| Hispanic/Latino        |                 | 8                | 11.8             |              |
| Asian/Pacific Islander |                 | 1                | 1.4              |              |
| Total                  |                 | 68               | 100.0            |              |

### ***Person-Related Variables***

Person-related variables included years lived in the community, marital status, and children of 4-H age. The person-related variables are reported in Table 2.

Volunteers were asked how many years that they had lived in the community. The mean length of time respondents had lived in their communities was 23.98 years ( $SD = 14.63$ ). The range was 56 years, extending from 0 to 56. A complete listing of years lived in the community can be found in Appendix K. Respondents were divided into four groups of years lived in the community, based on standard deviation and mean. Twenty-three (36.5%) volunteers reported having lived in their respective communities 9 to 23 years. Eighteen (28.6%) volunteers had lived in their communities 24 to 39 years. Twelve (19.0%) volunteers reported having lived in their communities 40 to 56 years. Ten (15.9%) volunteers had lived in their communities 0 to 8 years.

Volunteers also were asked to report their marital status. The majority (50.7%) of the volunteers were married. Single, never-married volunteers made up the second largest group (17.9%). Persons who were divorced (16.4%), widowed (10.4%), and married but separated (4.6%) followed these groupings.

Volunteers were asked to report whether they had children of 4-H age in their household and how many. Twenty-nine (42.6%) volunteers reported that they did not have children of 4-H age in their households. Thirty-nine (57.4%) volunteers reported having children of 4-H age. Of the respondents who reported children of 4-H age, the largest group (41.0%) comprised volunteers with two children, followed by those with one child (35.9%), then volunteers with three children (12.8%). A household of 10 children of 4-H age was reported by 5.1% of the volunteers with children.

**Table 2**  
***Person-Related Variables: Years Lived in Community, Marital Status, and Children of 4-H Age***

| <b>Variable</b>          | <b><i>n</i></b> | <b><i>M</i></b> | <b><i>SD</i></b> | <b>Range</b> |
|--------------------------|-----------------|-----------------|------------------|--------------|
| Years lived in community | 63              | 23.98           | 14.63            | 56           |

| <b>Variable</b>                                    | <b><i>n</i></b> | <b>Frequency</b> | <b>%</b> |
|--|-----------------|------------------|----------|
| <b>Years Lived in Community</b>                    | 63              |                  |          |
| 0-8 years  |                 | 10               | 15.9     |
| 9-23 years   |                 | 23               | 36.5     |
| 24-39 years  |                 | 18               | 28.6     |
| 40-56 years  |                 | 12               | 19.0     |
| Total  |                 | 63               | 100.0    |
| <b>Marital Status</b>                              | 67              |                  |          |
| Single, never married                              |                 | 12               | 17.9     |
| Married  |                 | 34               | 50.7     |
| Married, but separated                             |                 | 3                | 4.6      |
| Divorced   |                 | 11               | 16.4     |
| Widowed  |                 | 7                | 10.4     |
| Total  |                 | 67               | 100.0    |
| <b>Have Children of 4-H Age</b>                    | 68              |                  |          |
| Yes  |                 | 39               | 57.4     |
| No   |                 | 29               | 42.6     |
| Total  |                 | 68               | 100.0    |
| <b>Number of Children of 4-H Age per Household</b> | 39              |                  |          |
| 1 child  |                 | 14               | 35.9     |
| 2 children   |                 | 16               | 41.0     |
| 3 children   |                 | 5                | 12.8     |
| 4 children   |                 | 1                | 2.6      |
| 5 children   |                 | 1                | 2.6      |
| 10 children  |                 | 2                | 5.1      |
| Total  |                 | 39               | 100.0    |

Two (2.6%) volunteers each reported having four and five children of 4-H age in the household. In summary, most volunteers were married, had two children of 4-H age in the household, and had lived in their communities 9 to 23 years.

### ***Career-Related Variables***

Career-related variables included level of education, employment type, current employment status, and family income. The career-related variables are reported in Table 3.

Volunteers were asked to indicate their highest level of education. The largest group (29.4%) in the sample had at least some college, followed by persons with graduate degrees (26.5%), then those with 4-year college degrees (16.2%). Making up the next groups were persons who had completed high school/GED (8.8%), then those with a 2-year college degree and some high school (4.4%), and those with some graduate work (2.9%).

Further, volunteers were asked to report their employment type. The majority (51.5%) of the volunteers reported being employed in professional/education occupations. Skilled workers made up 15.2% of the sample, followed by those in managerial positions (12.1%) and clerical and business employment (9.1%). Less than 8% of the volunteers reported being homemakers. About 5% classified their employment type as other.

Volunteers also were asked to report their current employment status. The majority (71.7%) of the volunteers reported being employed full time. Equal numbers (11.9%) reported either being employed part time or being retired.



**Table 3**  
***Career-Related Variables: Level of Education, Current Employment Status, Employment Type, and Family Income***

| <b>Variable</b>           | <b><i>n</i></b> | <b>Frequency</b> | <b>%</b> |
|---------------------------|-----------------|------------------|----------|
| <b>Level of Education</b> | <b>68</b>       |                  |          |
| Some high school          |                 | 3                | 4.4      |
| Completed high school/GED |                 | 6                | 8.8      |
| Technical or trade school |                 | 5                | 7.4      |
| Some college              |                 | 20               | 29.4     |
| Two-year college degree   |                 | 3                | 4.4      |
| Four-year college degree  |                 | 11               | 16.2     |
| Some graduate work        |                 | 2                | 2.9      |
| Graduate degree           |                 | 18               | 26.5     |
| Total                     |                 | 68               | 100.0    |
| <b>Employment Type</b>    | <b>66</b>       |                  |          |
| Skilled worker            |                 | 10               | 15.2     |
| Clerical worker           |                 | 4                | 6.1      |
| Business                  |                 | 2                | 3.0      |
| Managerial                |                 | 8                | 12.1     |
| Professional/education    |                 | 34               | 51.5     |
| Homemaker                 |                 | 5                | 7.6      |
| Other                     |                 | 3                | 4.5      |
| Total                     |                 | 66               | 100.0    |
| <b>Employment Status</b>  | <b>67</b>       |                  |          |
| Employed full-time        |                 | 48               | 71.7     |
| Employed part-time        |                 | 8                | 11.9     |
| Unemployed by choice      |                 | 1                | 1.5      |
| Retired                   |                 | 8                | 11.9     |
| Other                     |                 | 2                | 3.0      |
| Total                     |                 | 67               | 100.0    |
| <b>Family Income</b>      | <b>57</b>       |                  |          |
| \$9,999 or less           |                 | 4                | 7.0      |
| \$10,000 to \$24,999      |                 | 13               | 22.8     |
| \$25,000 to \$49,999      |                 | 26               | 45.6     |
| \$50,000 to \$74,999      |                 | 9                | 15.8     |
| \$75,000 to \$99,999      |                 | 4                | 7.0      |
| \$100,000 and over        |                 | 1                | 1.8      |
| Total                     |                 | 57               | 100.0    |

Three percent reported other as their employment status, and less than 2% were unemployed by choice.

Volunteers were asked to report their total family income for 1999. The largest percentage (45.6%) of volunteers reported family incomes of \$25,000 to \$49,999, followed by those with family incomes of \$10, 000 to \$24,999 (22.8%). The third largest group (15.8%) had family incomes of \$50,000 to \$74,999. Equal numbers (7%) reported family incomes of \$9,999 or less and \$75,000 to \$99,999. About 2% reported a family income at the \$100,000 and over level.

In summary, the most volunteers had some college and were employed full time in professional/education careers. They also had family incomes of \$25,000 to \$49,999.

#### ***4-H-Related Variables***

4-H-related variables included 4-H alumni, having children who were 4-H members, and having associates involved in 4-H. The 4-H-related variables are shown in Table 4.

Volunteers were asked whether they were 4-H alumni. Eighty-three percent said they were not 4-H alumni, whereas 17% reported that they were 4-H alumni. When asked whether any of their children were 4-H members, 65.7% of the respondents said no and 34.3% said yes. Twenty-nine volunteers previously reported that they did not have children of 4-H age in their households. Volunteers also were asked whether any of their associates were involved in 4-H. Sixty-nine percent said that their associates were involved in 4-H, whereas 31% reported that they were not involved. In summary, a

majority of the volunteers were not 4-H alumni, yet, if they had children of 4-H age, they were members and their associates were involved in 4-H.

**Table 4**  
***4-H-Related Variables: 4-H Alumni, Children Who Are 4-H Members, Associates Involved in 4-H***

| <b>Variable</b>                          | <b><i>n</i></b> | <b>Frequency</b> | <b>%</b> |
|--|-----------------|------------------|----------|
| <b>4-H Alumni</b>                        | 65              |                  |          |
| Yes                                      |                 | 11               | 16.9     |
| No                                       |                 | 54               | 83.1     |
| Total                                    |                 | 65               | 100.0    |
| <b>Have Children Who Are 4-H Members</b> | 67              |                  |          |
| Yes                                      |                 | 23               | 34.3     |
| No                                       |                 | 44               | 65.7     |
| Total                                    |                 | 67               | 100.0    |
| <b>Associates Involved in 4-H</b>        | 65              |                  |          |
| Yes                                      |                 | 45               | 69.2     |
| No                                       |                 | 20               | 30.8     |
| Total                                    |                 | 65               | 100.0    |

#### ***Volunteer-Related Variables***

Volunteer-related variables included years of service, mode of service, meaning of volunteer, and scope of volunteer efforts. Years of service and mode of service are reported in Table 5.

Volunteers were asked to report how long they had been a 4-H volunteer. The range of years of service was 17 years; the shortest tenure was 1 year and the longest was 18 years. The mean was 4.53 years ( $SD = 3.96$ ). A complete listing of years of service can

be found in Appendix K. Respondents were divided into three volunteer-service groups, based on standard deviation and mean.

**Table 5**  
***Volunteer-Related Variables: Years of Service and Mode of Service***

| <b>Variable</b>  | <b><i>n</i></b> | <b><i>M</i></b> | <b><i>SD</i></b> | <b>Range</b> |
|------------------|-----------------|-----------------|------------------|--------------|
| Years of service | 68              | 4.53            | 3.96             | 17           |

| <b>Variable</b>                  | <b><i>n</i></b> | <b>Frequency</b> | <b>%</b> |
|----------------------------------|-----------------|------------------|----------|
| <b>Years of Service</b>          | 68              |                  |          |
| 1 year                           |                 | 14               | 20.6     |
| 2-8 years                        |                 | 43               | 63.2     |
| 9-18 years                       |                 | 11               | 16.2     |
| Total                            |                 | 68               | 100.0    |
| <b>Mode of Service</b>           |                 |                  |          |
| Community or project club        | 68              |                  |          |
| Checked                          |                 | 40               | 58.8     |
| Not checked                      |                 | 28               | 41.2     |
| School enrichment or school club | 68              |                  |          |
| Checked                          |                 | 16               | 23.5     |
| Not checked                      |                 | 52               | 76.5     |
| After school program             | 68              |                  |          |
| Checked                          |                 | 21               | 30.9     |
| Not checked                      |                 | 47               | 69.1     |
| Camp                             | 68              |                  |          |
| Checked                          |                 | 9                | 13.2     |
| Not checked                      |                 | 59               | 86.8     |
| 4-H advisory or 4-H foundation   | 68              |                  |          |
| Checked                          |                 | 14               | 20.6     |
| Not checked                      |                 | 54               | 79.4     |
| 4-H EFNEP                        | 68              |                  |          |
| Checked                          |                 | 1                | 1.5      |
| Not checked                      |                 | 67               | 98.5     |
| Other                            | 68              |                  |          |
| Checked                          |                 | 5                | 7.4      |
| Not Checked                      |                 | 63               | 92.6     |

The largest group (63.2%) comprised volunteers who had served 2 to 8 years, followed by those who had served 1 year (20.6%). The smallest group (16.2%) had served 9 to 18 years.

Volunteers were asked where (mode) they volunteered in the 4-H program. Community or project club was checked most frequently (40), followed by after school program (21) and school enrichment or school club (16). Service through the 4-H advisory or 4-H foundation was checked 14 times. Less frequently checked were camp (9), other (5), and EFNEP (1).

Volunteers then were asked their definition or perception of what it means to be a volunteer. Fifty-nine (86.8%) volunteers provided definitions whereas 9 (13.2%) did not. The researcher read the definitions and developed a key word list so that the volunteers' responses could be coded. Most definitions (88%) were grouped according to key words. The words used to describe the meaning of volunteer are reported in Table 6.

**Table 6**  
***Volunteer-Related Variables: The Meaning of Volunteer (n=59)***

| <b>Words Used to Define</b> | <b>Frequency of Mention</b> |
|-----------------------------|-----------------------------|
| Help                        | 28                          |
| Giving                      | 17                          |
| Compensation                | 11                          |
| Community                   | 10                          |
| Willing                     | 8                           |
| Unrelated Words             | 7                           |
| <b>Total</b>                | <b>81</b>                   |

The words “help, help out, helping” were mentioned by volunteers 28 times to define “what it means to be a volunteer.” The words “give, giving, gives” were mentioned 17 times. Words relating to compensation were mentioned 11 times. Terms used included “no money,” “non-paid,” “without pay,” “without being paid,” “without the expectation of payment,” “without expecting anything financial in return,” “don’t receive any money,” and “no compensation.” “Community, community service, community assistance” were mentioned 10 times. The words “willing, willingly, commit, committed” were mentioned eight times. Seven volunteers provided definitions, but they did not use any of the above-mentioned key words to define what it means to be a volunteer. The frequency of mention exceeded the sample size because some volunteers used several key words to define volunteer.

Volunteers were asked if the words “volunteer” and “help out” had the same meaning to them, and whether they had volunteered or helped out in organizations other than 4-H. Table 7 shows the responses to the two key questions concerning volunteer efforts.

**Table 7**  
***Volunteer-Related Variables: Volunteer Efforts***

| <b>Question</b>   | <b><i>n</i></b> | <b>Yes<br/>%</b> | <b>No<br/>%</b> |
|---|-----------------|------------------|-----------------|
| Do the words “volunteer” and “help out” have the same meaning to you? | 65              | 67.7             | 32.4            |
| Have you volunteered or helped out with organizations other than 4-H? | 67              | 83.6             | 16.4            |

The majority (67.7%) of volunteers stated that the words “volunteer” and “help out” had the same meaning to them, whereas 32.3% indicated that they did not have the same meaning. An overwhelming number of volunteers (83.6%) indicated that they volunteered for or helped out organizations other than 4-H. Only 16.4% reported that they had not volunteered for or helped out organizations other than 4-H.

In summary, the volunteer-related variables covered a wide array of volunteer issues. In general, volunteers had been involved in 4-H for about 5 years through the community or project club mode. They also provided service to organizations other than 4-H. Volunteers used words such as “help” and “give” to define volunteer. Most often, they used the words “volunteer” and “help out” interchangeably.

### ***Volunteer Motivations***

A principal research question of the study was Grand Tour Question 2: Are minority 4-H volunteers motivated more by achievement, affiliation, or power? Volunteers responded to 27 positively written statements addressing these three motives using a Likert-type scale ranging from *strongly disagree* (coded as 1) to *strongly agree* (coded as 5). A neutral response was coded as 3. Statements were ranked according to the means. The statement with the highest mean (4.56) was “I am a volunteer or help out in my community because I like helping people.” This was followed by “I am a volunteer or help out because I want to have influence on how young people learn and grow” (4.53). The statement with the lowest mean score (2.01) was “I volunteer or help out because I like to receive recognition or attention for what I’ve done.” A comprehensive listing of these results can be found in Appendix M.

To examine the motivational profile of minority 4-H volunteers in the Tampa Bay area, questions were recoded into the achievement, affiliation, and power motives. A summary of all questions measured by each motive can be found in Appendix J.

### ***Achievement Motives***

An achievement motive was defined as that which influences one to take pride in accomplishment and try to do something better than before. Volunteers were asked to indicate their level of agreement with each of nine statements that focused on the achievement motive. Statements were ranked according to the means. The achievement statement with the highest mean (4.51) was "I volunteer or help out because it is a way to improve my community." This was followed by "I volunteer or help out because I want to learn new things" (4.13). The statement with the lowest mean (2.62) was "I volunteer because I want to gain experience and skills which might lead to employment." Table 8 shows the mean scores, standard deviations, and rankings of the achievement-motive statements.

### ***Affiliation Motives***

An affiliation motive was defined as that which influences one to have concern about one's personal relationships. Volunteers were asked to indicate their level of agreement with each of the nine statements that focused on the affiliation motive. Statements were ranked according to the means. The affiliation statement with the highest mean (4.56) was "I am a volunteer or help out in my community because I like helping people." This was followed by "I volunteer or help out because I like associating with



**Table 8**  
***Mean Scores, Standard Deviations, and Rankings of the Achievement-Motive Statements***

| <b>Achievement-Motive Statements</b>  | <b><i>n</i></b> | <b><i>M</i></b>    | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|--------------------|------------------|----------------|
| I volunteer or help out because it is a way to improve my community.  | 68              | 4.51               | 0.74             | 1              |
| I volunteer or help out because I want to learn new things.   | 68              | 4.13               | 0.91             | 2              |
| I am a volunteer or help out because it is something I can do well.   | 68              | 3.96               | 0.92             | 3              |
| I have goals for what I want to accomplish as a volunteer.  | 68              | 3.78               | 1.08             | 4              |
| I am a volunteer because I like the challenge of the task.  | 68              | 3.76               | 0.96             | 5              |
| I am a volunteer because it is a constructive use of my leisure time.   | 68              | 3.43               | 1.26             | 6              |
| I like to receive feedback from the volunteer organization and staff about how I am doing.                        | 68              | 3.31               | 1.15             | 7              |
| I am a volunteer or help out because I feel an obligation to the organization because of what it has done for me. | 68              | 2.63               | 1.22             | 8              |
| I volunteer because I want to gain experience and skills which might lead to employment.                          | 68              | 2.62               | 1.11             | 9              |
| Scale Mean  | 3.57            | Standard Deviation | .63              |                |

young people” (4.44). The statement with the lowest mean (2.15) was “I volunteer or help out because I can’t say ‘no’ when I’m asked.” Table 9 shows the mean scores, standard deviations, and rankings of the affiliation-motive statements.

### ***Power Motives***

A power motive was defined as that which indicates a desire for influence in a group. Volunteers were asked to indicate their level of agreement with each of nine statements that focused on the power motive. Statements were ranked according to the means. The power statement with the highest mean (4.53) was “I am a volunteer or help out because I want to have influence on how young people learn and grow.” This was followed by “I volunteer or help out because I want to teach and lead others” (4.07). The statement with the lowest mean (2.01) was “I volunteer or help out because I like to receive recognition or attention for what I’ve done.” Table 10 shows the mean scores, standard deviations, and rankings of the power-motive statements.

**Table 9**  
***Mean Scores, Standard Deviations, and Rankings of the Affiliation-Motive Statements***

| <b>Affiliation-Motive Statements</b>  | <b><i>n</i></b> | <b><i>M</i></b>    | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|--------------------|------------------|----------------|
| I am a volunteer or help out in my community because I like helping people.                 | 68              | 4.56               | 0.76             | 1              |
| I volunteer or help out because I like associating with young people.                       | 68              | 4.44               | 0.80             | 2              |
| I volunteer or help out because it is a way I can express my caring and concern for others. | 68              | 4.34               | 0.89             | 3              |
| I am a volunteer because I want to be with my child(ren) in the program.                    | 68              | 3.74               | 1.39             | 4              |
| I volunteer or help out because it gives me a chance to meet other volunteers.              | 68              | 3.71               | 0.99             | 5              |
| I prefer to work with groups of people rather than alone when volunteering.                 | 68              | 3.65               | 1.14             | 6              |
| I am a volunteer in my neighborhood because I feel needed.                                  | 68              | 3.31               | 1.16             | 7              |
| I volunteer or help out because it is important to me that people like me.                  | 68              | 2.38               | 1.13             | 8              |
| I volunteer or help out because I can't say "no" when asked.                                | 68              | 2.15               | 0.98             | 9              |
| Scale Mean  | 3.59            | Standard Deviation | .58              |                |

**Table 10**  
***Mean Scores, Standard Deviations, and Rankings of the Power-Motive Statements***

| <b>Power-Motive Statements</b>  | <b><i>n</i></b> | <b><i>M</i></b>    | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|--------------------|------------------|----------------|
| I am a volunteer or help out because I want to have influence on how young people learn and grow. | 68              | 4.53               | 0.84             | 1              |
| I volunteer or help out because I want to teach and lead others.                                  | 68              | 4.07               | 0.89             | 2              |
| I am a volunteer because I like to be involved in making decisions and program planning.          | 68              | 3.56               | 1.06             | 3              |
| I like being involved in the leadership role the volunteering provides.                           | 68              | 3.25               | 1.06             | 4              |
| I volunteer or help out because I like to be responsible for programs and activities.             | 68              | 3.24               | 1.12             | 5              |
| I volunteer or help out because I want to have influence over others.                             | 68              | 2.93               | 1.34             | 6              |
| I enjoy being able to “do my own thing” within the volunteer organization.                        | 68              | 2.66               | 1.07             | 7              |
| I receive status in my community because I am a volunteer.  | 68              | 2.15               | 1.04             | 8              |
| I volunteer or help out because I like to receive recognition or attention for what I’ve done.    | 68              | 2.01               | 1.06             | 9              |
| Scale Mean  | 3.16            | Standard Deviation | .59              |                |

### ***Primary Motives of Volunteers***

Volunteers have primary motives for volunteering (Litwin & Stringer, 1968). Motive mean scores were obtained for each volunteer. The highest mean score was considered to be a volunteer's primary motive. If the mean scores were equal, they could not be clearly identified with one primary motive; therefore, an "other" category was established. Volunteers primarily associated with achievement and affiliation motives each represented 41.18% of the sample. In addition, volunteers primarily associated with power and other motives each represented 8.82% of the sample. The results concerning primary motives of volunteers are displayed in Table 11.

**Table 11**  
***Primary Motives of Volunteers***

| <b>Motive</b> | <b><i>N</i></b> | <b>%</b> |
|---------------|-----------------|----------|
| Achievement   | 28              | 41.18    |
| Affiliation   | 28              | 41.18    |
| Power         | 6               | 8.82     |
| Other         | 6               | 8.82     |
| Total         | 68              | 100.00   |

### ***Relationships Between Characteristics and Motivations***

Grand Tour Subquestion 2.1 was: What relationships exist between the selected characteristics of volunteers and their motivations? In addition to examining whether minority volunteers were motivated more by affiliation, achievement, or power, the

researcher also addressed the question of whether there were relationships between the motives and selected characteristics of volunteers.

### ***Correlations***

To answer this question, bivariate relationships were examined using Pearson's  $r$ . According to Guilford (1956) and Williams (1992), an  $r$  above .70 should be considered a high correlation with a marked or strong relationship, and an  $r$  between .4 and .7 should be considered a moderate correlation with a substantial relationship. In addition, Guilford and Williams considered an  $r$  between .2 and .4 as a low correlation with a definite but small relationship, and an  $r$  less than .2 as a slight correlation with an almost negligible relationship. According to Weisberg, Krosnick, and Bowen (1996), values higher than .3 are rare in survey research, even correlations of .1 may be reported as important. For this study, a value of  $\geq .20$  (a low correlation with a definite but small relationship) was considered large enough to be meaningful.

***Correlations between motive subscales.*** A correlation matrix was computed to examine the relationships between the motive subscales (Table 12). The correlations were computed for a sample of  $N = 68$ . All were significant at  $p < .01$ . The motive subscales had a moderate correlation and a substantial relationship (approximately  $r = .68$ ) with each other. These results are shown in Table 12.

There was a significant high correlation with a marked positive relationship between affiliation and achievement ( $r = .74$ ). There was a significant moderate correlation with a substantial positive relationship between power and achievement ( $r = .65$ ). There was a significant moderate correlation with a substantial positive

relationship between affiliation and power ( $r = .66$ ). The relationship between the motives was such that when one increased, the other increased, or when one decreased, the other decreased. As a participant's achievement motives (pride in accomplishment) for volunteering increased so did his or her affiliation motives (concern for personal relationship and others), and power motives (influence). As a participant's achievement motives for volunteering decreased so did his or her affiliation and power motives.

**Table 12**  
***Correlation Matrix for Achievement–Affiliation–Power–Motive Subscales***

|             | Achievement | Affiliation |
|-------------|-------------|-------------|
| Affiliation | .744*       | —           |
| Power       | .649*       | .660*       |

\* $p < .01$

***Correlations between characteristics and motives.*** Another correlation was computed to examine the relationships between the characteristics of volunteers and their motives (Table 13). No attempt was made to examine correlations between characteristics and individual motive subscale items. Most motives were not correlated (at the .20 threshold) with the volunteer's demographic characteristics. Even correlations reported as statistically significant might differ with a larger sample. Examination of the data showed that correlations of  $r = .24$  and above were at significant,  $p = .05$ , and correlations of  $r = .45$  and above were significant at  $p = .01$ . The correlations were computed for a sample of  $N = 68$ . Thirteen correlations met or exceeded the threshold value of .20. The five statistically significant correlations are shown in Table 13 and are discussed here.

A low correlation with a definite but small negative relationship was found between power motive and *marital status* ( $r = .28$ ). Moderate correlations with substantial positive relationships were found between *having associates involved in 4-H* and achievement motives ( $r = .46$ ) and affiliation motives ( $r = .48$ ). *Service through the camp mode* had a low correlation and a definite but small positive relationship with achievement motives ( $r = .24$ ) and affiliation motives ( $r = .26$ ).

**Table 13**  
***Correlations for Characteristics and Motives of Volunteers***

| Variables                        | Motive      |             |       |
|----------------------------------|-------------|-------------|-------|
|                                  | Achievement | Affiliation | Power |
| <b>Person</b>                    |             |             |       |
| Age                              |             |             | -.21  |
| Gender                           |             |             | -.22  |
| <b>Person-Related</b>            |             |             |       |
| Marital status                   |             |             | -.28  |
| <b>Career-Related</b>            |             |             |       |
| Family income                    |             |             | .22   |
| <b>4-H-Related</b>               |             |             |       |
| Associates involved in 4-H       | <b>.46</b>  | <b>.48</b>  | .23   |
| <b>Volunteer-Related</b>         |             |             |       |
| Mode of service                  |             |             |       |
| Community or project club        |             |             | -.23  |
| After school                     | .21         |             |       |
| Camp                             | <b>.24</b>  | <b>.26</b>  | .20   |
| Volunteers w/other organizations | .20         |             |       |

*Note.* Table is grouped by variable type and motives. All correlations of .24 and above are in bold type. All correlations of .24 and above significant at  $p < .05$ , all correlations of .45 and above significant at  $p < .01$ .



### ***Motives and Characteristics***

All meaningful correlations ( $r \geq .20$ ) were further examined using appropriate statistical tests. No significant differences were found with motives and most variables. This was probably due to the small size and although five variables were found to have differences, these findings may differ with an increased sample size. Only statistically significant differences are reported in Table 14.

***Employment status.*** *T*-tests were used to test for differences between employment status and affiliation motive. Employment status was divided into two groups: employed full-time and other. There was a difference found between the employment status groups and the affiliation motive,  $t = 2.25, p = .03$ .

***Associates involved in 4-H.*** *T*-tests were used to test for differences between associates involved in 4-H and achievement and affiliation motives. Associates involved in 4-H was divided into two groups: yes and no. There were differences found between the associates involved in 4-H groups and achievement motive,  $t = 4.07, p = .01$  and affiliation motive,  $t = 4.29, p = .01$ .

***Mode of service-camp.*** *T* tests were used to test for differences between mode of service-camp and achievement and affiliation motives. Mode of service-camp was divided into two groups: checked and not checked. There were differences found between the mode of service-camp groups and achievement motive,  $t = 1.97, p = .05$ , and affiliation motive,  $t = 2.16, p = .03$ .

**Table 14**  
**Summary of Mean Scores, Standard Deviations, and Tests of Significance for**  
**Motives and Selected Career-Related, 4-H-Related, and Volunteer-Related**  
**Variables**

| Variable                          |                    | <i>n</i> | <i>M</i> | <i>SD</i> | Test of Significance                 |
|-----------------------------------|--------------------|----------|----------|-----------|--------------------------------------|
| <b>Employment Status</b>          |                    |          |          |           |                                      |
| Affiliation                       | Employed full-time | 48       | 3.49     | 0.59      | <i>t</i> (66) = 2.25, <i>p</i> = .03 |
|                                   | Other status       | 20       | 3.82     | 0.49      |                                      |
| <b>Associates Involved in 4-H</b> |                    |          |          |           |                                      |
| Achievement                       | Yes                | 45       | 3.75     | 0.54      | <i>t</i> (63) = 4.07, <i>p</i> = .01 |
|                                   | No                 | 20       | 3.13     | 0.63      |                                      |
| Affiliation                       | Yes                | 45       | 3.76     | 0.42      | <i>t</i> (63) = 4.29, <i>p</i> = .01 |
|                                   | No                 | 20       | 3.17     | 0.68      |                                      |
| <b>Mode of Service – Camp</b>     |                    |          |          |           |                                      |
| Achievement                       | Checked            | 9        | 3.95     | 0.53      | <i>t</i> (66) = 1.97, <i>p</i> = .05 |
|                                   | Not checked        | 59       | 3.51     | 0.63      |                                      |
| Affiliation                       | Checked            | 9        | 3.96     | 0.44      | <i>t</i> (66) = 2.16, <i>p</i> = .03 |
|                                   | Not checked        | 59       | 3.53     | 0.58      |                                      |

### ***Reasons for Not Volunteering in the 4-H Organization***

Grand Tour Subquestion 3.1 was: What are the reasons minorities do not volunteer for 4-H? Volunteers were asked to indicate their level of agreement with 13 statements concerning why some minorities may or may not volunteer or help out in the 4-H organization, using a Likert-type scale ranging from *never true* (coded as 1) to *always true* (coded as 4). A neutral response was coded as 2. Statements were ranked according to the means. The mean scores, standard deviations, and rankings for each statement are shown in Table 15.

The reason with the highest mean (2.97) was “too busy.” This was followed by “conflict with work or school hours” (2.79), “not sure of their abilities to do the job” (2.62), “limited transportation” (2.62), “does not understand 4-H’s purpose” (2.60), and “no one asked” (2.59). The statement with the lowest mean was “costs too much” (1.96).

Eighteen volunteers provided additional comments on the mail survey. Responses from the open-ended questions corroborated many of the reasons chosen by other respondents concerning why minorities do not volunteer in 4-H and also provided insight into deeper issues. Issues that emerged included the need to bring 4-H into minority communities with an emphasis on nonagricultural projects, feeling intimidated because of the lack of minorities in leadership roles, and differences in perceptions of 4-H in urban and rural areas.

**Table 15**  
***Mean Scores, Standard Deviations, and Rankings of Statements Regarding Reasons for Not Volunteering***

| <b>Statements</b>                         | <b><i>n</i></b> | <b><i>M</i></b>    | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|--------------------|------------------|----------------|
| Too busy                                  | 68              | 2.97               | 0.62             | 1              |
| Conflict with work or school hours        | 68              | 2.79               | 0.76             | 2              |
| Not sure of their abilities to do the job | 68              | 2.62               | 0.79             | 3 (tie)        |
| Limited transportation                    | 68              | 2.62               | 0.91             | 3 (tie)        |
| Does not understand 4-H's purpose         | 68              | 2.60               | 0.95             | 5              |
| No one asked                              | 68              | 2.59               | 1.03             | 6              |
| Absence of supportive environment         | 68              | 2.56               | 0.89             | 7              |
| Have no interest in 4-H                   | 68              | 2.50               | 0.94             | 8 (tie)        |
| Requires long-term commitment             | 68              | 2.50               | 0.87             | 8 (tie)        |
| Lack of leadership ability                | 68              | 2.32               | 0.92             | 10             |
| Language and cultural differences         | 68              | 2.29               | 0.99             | 11 (tie)       |
| Lack of knowledge in working with youth   | 68              | 2.29               | 0.93             | 11 (tie)       |
| Costs too much                            | 68              | 1.96               | 0.95             | 13             |
| Scale Mean                                | 2.63            | Standard Deviation | .48              |                |

## **Findings From Interviews With Volunteers**

Presented in this section are the findings from the one-on-one interviews with a sample of 21 minority 4-H volunteers who served in the Tampa Bay area from September 1, 1998, through August 31, 1999. These volunteers were a subset of the mail survey participants. Characteristics of these volunteers can be found in Appendix O. The interviews were conducted to determine how the volunteers were recruited and how to retain them in the 4-H organization. The volunteers also were asked to provide suggestions for the recruitment and retention of minority volunteers in the 4-H organization. Guiding this part of the study was Grand Tour Question 3: How can minorities be recruited and retained as 4-H volunteers?

### ***Recruitment***

Findings from the interviews regarding recruitment are summarized in this section. The researcher asked the volunteers questions related to their recruitment experiences and how they would go about recruiting minorities for the 4-H organization. Provided in the following paragraphs is an analysis of the responses and a summary related to volunteer recruitment.

### ***How They Were Recruited***

Grand Tour Subquestion 3.2 was: How are minority 4-H volunteers currently recruited? This question addressed how minorities currently involved in 4-H first came into the program. During the analysis of interviewee data, three themes emerged. These volunteers had been recruited by another 4-H volunteer, had initiated their own service by

contacting the 4-H office, or had been recruited by the 4-H agent. The ways in which minority 4-H volunteers were recruited are shown in Table 18.

**Table 16**  
*Ways the Interviewees Were Recruited as 4-H Volunteers (n=21)*

| <b>Ways Recruited</b> | <b>Frequency</b> | <b>%</b> |
|-----------------------|------------------|----------|
| Other 4-H volunteers  | 10               | 47.6     |
| Contacted 4-H office  | 6                | 28.6     |
| 4-H agent             | 5                | 23.8     |
| Total                 | 21               | 100.0    |

Ten (47.6%) volunteers had been recruited by other 4-H volunteers, mainly the organizational leaders, whereas six (28.6%) had initiated their own 4-H volunteer experience by contacting the 4-H office. Two of the volunteers who contacted the 4-H office did so because of partnering opportunities emphasized at work. Five (23.8%) interviewees had been recruited by the 4-H agent. The recruitment methods provided a simple framework for identifying how these 21 volunteers came into the 4-H organization.

The following comments made by the interviewees provide a deeper understanding of how they were recruited. “. . . and of course, where the kids go, dad goes,” “I just wanted to go along. I wanted to be involved with what she was doing,” and “. . . I got involved through my children in a home school group.” Many volunteers spoke of their 4-H volunteerism as evolving. Their children were involved, so they became involved.

A few volunteers began their volunteer experience because no one else would take the club or they thought they were assigned to it. The following statements reflect this: “. . . 4-H agent encouraged me to go ahead and take it [the club] since the other lady had moved,” and “. . . kind of assigned me and encouraged me and . . . it [a program at work] fit directly into what 4-H was all about.” Another volunteer mentioned becoming a volunteer because the 4-H club had become too large: “it was overwhelming, so I called the 4-H office to find out how many members it took to start a club.”

In summary, current 4-H volunteers mainly had been recruited most by other 4-H volunteers. However, volunteers frequently evolved into their role because of children and a sense of commitment.

### ***How Minorities Should be Recruited***

Grand Tour Subquestion 3.3 was: How should minority 4-H volunteers be recruited? This question addressed how current minority volunteers would recruit other minority volunteers into the 4-H organization. During the analysis of the data, four themes emerged: modes of recruitment, marketing approach, program exposure, and organization climate.

The suggested modes of recruitment were through parents and children; community groups and community leaders; churches and schools; fraternities and sororities; friends, neighbors, co-workers, and family members; and the 4-H club. Four volunteers mentioned recruiting through churches and schools as a suggested mode. No other dominant pattern or theme emerged regarding modes of recruitment. In addition to

the aforementioned modes of recruitment, volunteers stated that personal contacts and just asking people seemed to work: “. . . direct it through the child’s interest.”

Most suggestions on how to recruit minorities focused on more complex issues. Eight volunteers indicated that a full-scale, sophisticated marketing approach designed to show the full scope of 4-H is needed to recruit minorities. Comments included: “. . . letting them know that it is not just a White organization,” and “4-H has a tendency to be perceived as this rural agricultural farm type of program for kids and it’s much broader than that.”

Program exposure was another theme that emerged. Six volunteers said they would expose more minorities to the 4-H program through their children before trying to recruit them as volunteers. Sharing the benefits of the program is crucial to recruitment efforts. Statements that reflect this are: “I’m still learning every month,” “It is an opportunity to grow in ways that are not typical for African Americans,” and “. . . by finding out what their personal and community needs are, then showing them the benefits of 4-H, and matching those benefits with their needs.”

The organization’s climate seemed to have some influence on whether these volunteers would recruit other minorities into the 4-H organization. Two volunteers indicated that people’s comfort level has to be addressed in order to recruit them as volunteers. Statements reflecting this are: “A minority leader makes them feel a little more comfortable,” “If you have a club that has some minorities in it, they are more apt to become a part of it,” and “. . . so, I guess you could recruit them if you could make them feel comfortable while they are there.” Another volunteer suggested organizing a team of minority volunteers to “get the word out.”



One volunteer indicated that he or she would not recruit minorities into the 4-H organization because of the prevailing attitude of racism: “I don’t think it’s a good program for minorities. I think there is too much prejudice, and only if you’re a certain color do you fit into the 4-H program in . . . County.”

In summary, the minority volunteers interviewed for this study were recruited into the 4-H organization through a variety of modes. The church and school were the most prevalent suggested modes for future recruitment. Further, the interviewees suggested that a full-scale marketing approach showing the scope and benefits of the program should be designed. Exposing more youths and adults to the program will help make volunteer gains faster. Last, the organization’s climate (perceived or real) affects whether minority volunteers will recruit other minorities into the 4-H organization.

### ***Retention***

The purpose of this section is to summarize the findings from the interviews regarding retention. The researcher asked the volunteers one question directly related to retention and two questions related to re-enrolling and not re-enrolling. Provided in the subsequent paragraphs are an analysis of the responses and summary related to volunteer retention.

#### ***How Volunteers Can Be Retained***

Grand Tour Subquestion 3.4 was: What is it going to take to keep current minority 4-H volunteers? This question addressed retaining 4-H volunteers. Three

interviewees were no longer involved in the 4-H program and did not respond to this question. From the analysis of interview responses, five volunteer types emerged:.

1. Life-timers or people who needed very little incentive to remain with 4-H.
2. Volunteers who were uncertain whether they would continue after their children left the program.
3. Volunteers who needed more support, communication, encouragement, and information to remain.
4. Volunteers who would remain as long as the group continued to benefit the community and maintained the current level of service.
5. Volunteers who had to reconcile time management conflicts if they were to remain.

Table 17 shows the responses to how can volunteers be retained.

Five (27.8%) volunteers indicated that they were life-timers and that very little incentive was needed to keep them as volunteers. Statements such as “I’m sold on the program. I see how it benefits kids,” “You know I’m a life-timer,” and “As long as I’m able to fog a mirror, I will be a 4-H volunteer” reflect this. One life-timer acknowledged that deteriorating health could be a factor in no longer being a volunteer: “I plan to stay involved as long as my health doesn’t deteriorate any more than it has already.”

Four (22.2%) volunteers reported that they were uncertain what it would take to keep them as volunteers because their children would be leaving 4-H soon. This uncertainty was expressed in the following statement: “I might be able to serve some, but I won’t be able to serve a lot.” One volunteer expressed uncertainty but also welcomed a

challenge, as reflected in this statement: “Maybe the challenge of going into an area that has not been reached or where there has been difficulty keeping participation.”

**Table 17**  
***Ways to Retain Volunteers, as Identified by Interviewees (n=18)***

| <b>Ways to Retain</b>  | <b>Frequency</b> | <b>%</b>     |
|--|------------------|--------------|
| Life-timers (health)   | 5                | 27.8         |
| Uncertain, when children out of 4-H  | 4                | 22.2         |
| Communications, support encouragement, more information, and recruit more volunteers | 4                | 22.2         |
| Continues to benefit community and maintain current level of service                 | 3                | 16.7         |
| Time issues  | 2                | 11.1         |
| <b>Total</b>   | <b>18</b>        | <b>100.0</b> |

Four (22.2%) volunteers indicated they would continue as 4-H volunteers with support and encouragement, as well as more information and communication from the 4-H office. They also wanted to see the recruitment of more volunteers. “Just constantly keeping me updated, open communication,” stated one volunteer. Three (16.7%) volunteers indicated they would continue as long as the current level of service was maintained and they could see the benefits to the minority community. The statement “. . . see that 4-H is benefiting the minorities and other communities for which I serve” reflects this.

Learning to manage time more wisely was reported by two (11.1%) volunteers as a factor determining whether they would continue. They suggested delegating more and not feeling that one has to be at every 4-H function, thus avoiding burnout. The statement “. . . matter of time and really being able to delegate authority and empowering others . . .” reflects those thoughts.

In summary, volunteers identified several ways to retain them in the 4-H organization. A substantial number indicated that very little incentive was needed because they were life-timers. Others volunteers expressed uncertainty about continued service after their children left 4-H, whereas a few welcomed a new challenge. Continued communication, support, encouragement, and more information from the 4-H office was seen as a way to retain current volunteers. Some volunteers need to see benefits in the minority community. The time management issue, maintaining the current level of service, and recruiting more volunteers all had some influence on the retention of current minority volunteers.

### ***Reasons for Re-Enrolling***

Grand Tour Sub-question 3.5 was: What causes minority 4-H volunteers to re-enroll? This question confused some volunteers. After the researcher clarified and re-directed the question, four volunteers still misunderstood the question and provided reasons for not re-enrolling. Three themes emerged during the data analysis. They were: (a) personal satisfaction, commitment, active involvement, and family involvement;

(b) understanding and awareness of 4-H scope, seeing benefits, the group's being community-based, and having supportive 4-H staff; and (c) having the time and being asked. Frequencies of responses to these re-enrolling themes are shown in Table 18.

**Table 18**  
***Reasons for Re-Enrolling as Identified by Interviewees (n = 17)***

| <b>Themes</b>  | <b>Frequency</b> | <b>%</b> |
|--|------------------|----------|
| Personal satisfaction, commitment, active involvement, family involvement              | 9                | 52.9     |
| Understand and aware of 4-H scope, See benefits, community-based, supportive 4-H staff | 6                | 35.3     |
| Have the time, if they are asked   | 2                | 11.8     |
| Total  | 17               | 100.0    |

Nine (52.9%) interviewees stated that minority volunteers re-enroll because of personal satisfaction, being committed, and family involvement. The statements "I just enjoy it . . . the atmosphere . . . the kids," and " . . . they are involved with the 4-H and just committed" reflect this. Most frequently their children were 4-H members; " . . . they've got a kid in there."

Six (35.3%) interviewees stated that minority volunteers re-enroll because they understand 4-H, are aware of the program scope, see the benefits, realize the program is community based, and appreciate having supportive staff. The following statements reflect those sentiments: " . . . the ones that have gotten into the organization as volunteers learn the program and experience the advantages of being a part of

volunteering,” “They see the advantages for their community, ” and “[they are] really willing to help you get started, help with the paperwork, it really makes a difference.”

Two (11.8%) interviewees said they re-enrolled because they had the time and someone asked them to continue.

In summary, the interviewees said volunteers re-enroll in the 4-H program for a number of reasons or factors. Most frequently, they re-enroll because of personal satisfaction, being committed and involved, and because they have family involved. Further, some volunteers re-enroll because they understand the 4-H program, are aware of its scope, see the benefits to youths and the community, and have a supportive 4-H staff person. Having the time and being asked were also reasons for re-enrolling.

### ***Reasons for Not Re-Enrolling***

Grand Tour Sub-question 3.6 was: What causes minority 4-H volunteers not to re-enroll? This question asked volunteers to take a closer look at the negative side of re-enrolling—not re-enrolling. Four themes emerged during the data analysis. They were:

1. Not interested in 4-H, not committed, inactive club, a change in personal goals and lifestyle.
2. No follow-up by 4-H staff, poor communication, lack of training, and not understanding 4-H.
3. Lack of time and money, overwhelmed, and burned out.
4. Not feeling useful, feeling like an outsider, not addressing racial issues, and not having opportunities to relate to other minorities.

Frequencies of mention to these four overriding themes regarding reasons for not re-enrolling are reported in Table 19.

**Table 19**  
***Reasons for Not Re-Enrolling, as Identified by Interviewees***

| <b>Themes</b>  | <b>Frequency of Mention</b> |
|--|-----------------------------|
| Not interested in 4-H, not committed, inactive club, change in personal goals and lifestyle  | 10                          |
| No follow-up by 4-H staff, poor communication, lack of training, don't understand 4-H  | 10                          |
| Lack of time and money, overwhelmed, and burned out  | 6                           |
| Not feeling useful, feeling like an outsider, not addressing racial issues, not having opportunities to relate to other minorities | 4                           |
| Total  | 30                          |

Themes focusing on discontinued interest or commitment, clubs being inactive, and changes in personal goals and lifestyle were mentioned 10 times by volunteers. Statements expressing these views were: "I believe a lot of them are not really interested in 4-H," "Maybe there weren't activities that kept them interested," "Sometimes they just move on to other ventures in their lives," "When you have found the tremendous benefits . . . the experiences, you can't put a price tag on them," and "If you're not really familiar with the total dynamics of what 4-H has to offer, you've missed so much."

Reasons centering on lack of follow-up by 4-H staff, poor communication, lack of training, and not understanding 4-H also were mentioned 10 times. Statements that reflect

this theme are “The lack of being able to communicate with the actual administrators of 4-H,” “I think that the [reason for] low enrollment is not having the support and follow-up of recruitment,” and, “They don’t receive the help they need with organizing things.”

Lack of time and money, and feelings of being overwhelmed and burned out, were mentioned six times as reasons for not re-enrolling. Still, some volunteers found a way to continue--“There are times that I don’t want to meet, but we do,” and “You sometimes just wear out. I’m close to that point now.”

The theme of not feeling useful, feeling like an outsider, participating in a group that ignores racial issues, and not having opportunities to relate to other minorities was mentioned four times. Statements reflecting these attitudes were: “. . . It would take too long for them to become a part . . . so rather than endure that uncomfortable feeling they find another group, ” and “There was this racial incident and basically nothing was done.”

In summary, volunteers identified several reasons why minorities do not re-enroll in 4-H. The more prevalent reasons centered on loss of interest, lack of commitment, inactive club, changes in personal goals and lifestyle, and poor communication and lack of training. Other reasons identified were lack of time and money, feelings of being overwhelmed and burned out, feeling like an outsider, and participating in a group that ignores racial issues.



### ***Reasons for Not Volunteering in the 4-H Organization***

The interview findings regarding not volunteering in 4-H are presented in this section. Guiding the inquiry was Grand Tour Sub-question 3.1: What are the reasons minorities do not volunteer for 4-H? This question asked volunteers to take a closer look at 4-H volunteering. Whereas one volunteer stated she did not know why minorities do not volunteer for 4-H, three themes did emerge during the analysis of data from the remaining interviewees. They were:

1. Don't understand program, scope or benefits, 4-H not visible, office location not close to where people live, and program costs.
2. Time constraints, taking care of basic needs, money, and apathy.
3. Feeling unwelcome, not seeing their own, seeing 4-H as organization that's for nonminorities, and not being asked.

Frequencies of mention to these three themes for not volunteering are reported in Table 20.

Not understanding the 4-H program, its scope or benefits, office location, and program costs were mentioned 16 times as reasons why minorities do not volunteer for 4-H. The following statements reflect these attitudes: "Don't know what 4-H is all about and they're kind of scared . . . they don't want to be thought of as . . . not knowledgeable," "Not aware 4-H still exists or how to find out where they are. I don't think the African American community is even familiar with the Cooperative Extension Service, let alone 4-H and its youth development program," and "Because it's not close to where I live, sometimes I can't be involved,"

**Table 20**  
***Reasons for Not Volunteering, as Identified by Interviewees***

| <b>Themes</b>  | <b>Frequency of Mention</b> |
|--|-----------------------------|
| Don't understand program, scope and benefits, 4-H not visible, office location not close to where people live, and program costs | 16                          |
| Time constraints, taking care of basic needs, money and apathy   | 10                          |
| Feeling unwelcome, don't see their own, see 4-H as organization that's for nonminorities, no one asked                           | 5                           |
| <b>Total</b>   | <b>31</b>                   |

Time constraints, taking care of basic needs, money, and apathy were mentioned 10 times by volunteers. Statements reflecting this are: “. . . there's just not enough hours in the day,” “Money is a big thing. I spend a lot of money,” and “People start looking for excuses on why they can't be involved.”

Themes of feeling unwelcome, of not seeing their own, not enough minority outreach, seeing 4-H as an organization for nonminorities, and no one asked were mentioned five times. Statements reflecting this shared theme were: “They don't see many of their own there. . . . you can't help but feel uncomfortable . . . I know it was that way with for me,” and “. . . they are not asked.”

In summary, interviewees identified several reasons why minorities do not volunteer for 4-H. The majority of the reasons mentioned by volunteers pertained to not understanding the 4-H program, its scope or benefits, visibility of the program and office location, program costs, time constraints, taking care of basic needs, money, and apathy.

Other reasons identified were feeling unwelcome, not seeing their own, and seeing 4-H as an organization for nonminorities.

### ***Other Issues***

Eighteen interviewees provided additional responses when asked, "Are there any other reasons minorities do not volunteer that haven't been covered?" Responses centered on stereotypic images, staff needs, and perceived closed society of 4-H. Statements reflecting these concerns were: "Minorities generally associate 4-H with farming, which in most instances has a negative connotation dating back to slavery," and "Others feel intimidated because of the lack of visibility of other minorities serving in leadership roles." Additional statements supporting these views were: "There are no 4-H staff members that go into neighborhoods where minorities live, to encourage them to join and volunteer," and "It is a tight clique and hard to become part of it."

### **Summary**

In Chapter IV, the writer presented the findings from the mail survey and one-on-one interviews. Data on characteristics, motives for volunteering, and recruitment and retention strategies were offered by the study participants. The findings from the mail survey came from 68 minority 4-H volunteers who served in the Tampa Bay area from September 1, 1998, through August 31, 1999. Twenty-one volunteers that participated in the mail survey also participated in the one-on-one interviews. The volunteers provided valuable information on the research topic, however, only significant findings will be presented and discussed in Chapter V.

## CHAPTER V

### SUMMARY OF SIGNIFICANT FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

#### Study Overview

McClelland and Atkinson's motives theory, as described by Litwin and Stringer (1968), provided the theoretical foundation for this study of recruiting and retaining minority 4-H volunteers in Tampa Bay area, Florida. The motives and perceived barriers of 68 minority adult 4-H volunteers were investigated and 21 of them provided deeper insight into recruitment and retention issues by participating in one-on-one interviews.

Measures developed by Henderson (1981), Boston (1987), and Safrit et al. (1994) were adapted for the mail survey portion of the study. The instrument included 27 motive statements, 13 reason statements, and demographic items. The instrument, Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida Questionnaire, was administered using a modified version of the Dillman total design method (see Appendix D and Figure 3).

A second instrument was also developed based on research findings. That instrument, Instrument for In-depth Interview–Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida, was composed of five open-ended questions administered during one-on-one interviews (see Appendix F).

The research questions were: *Grand Tour Question 1*. What are the characteristics of minority 4-H volunteers in terms of the following: age, gender, race/ethnicity, years lived in community, marital status, children of 4-H age, level of education, employment type, employment status, family income, 4-H alumni, children

4-H members, associates involved in 4-H, years of service, mode of service, meaning of volunteer, and scope of volunteer efforts?

***Grand Tour Question 2.*** Are minority 4-H volunteers motivated more by achievement, affiliation, or power?

Subquestion 2.1–What relationships exist between the selected characteristics of volunteers and their motivations?

***Grand Tour Question 3.*** How can minorities be recruited and retained as 4-H volunteers?

Subquestion 3.1–What are some reasons minorities do not volunteer for 4-H?

Subquestion 3.2. How are minority 4-H volunteers currently recruited?

Subquestion 3.3– How should minority 4-H volunteers be recruited?

Subquestion 3.4–What would it take to keep current minority 4-H volunteers?

Subquestion 3.5–What causes minority 4-H volunteers to re-enroll?

Subquestion 3.6–What causes minority 4-H volunteers not to re-enroll?

To address the research questions, exploratory analyses were conducted. Descriptive statistics were used to present the findings. Univariate analysis consisted of *t* tests, ANOVAs, and Pearson correlations. The motive subscales were statistically significant and positively correlated with each other. Significant findings, conclusions, and recommendations are presented in the following paragraphs, organized by research topics. Also included in the chapter are recommendations for further study, reflections, and a study summary.

## **Summary of Significant Findings, Conclusions, and Recommendations**

The researcher's purpose in this study was to explore ways in which the 4-H organization can recruit and retain minority volunteers. This was done by examining their motives for and perceived barriers to volunteering.

### ***Characteristics of the Minority 4-H Volunteers***

Research Grand Tour Question 1 addressed the characteristics of minority 4-H volunteers in terms of the following: age, gender, race/ethnicity, years lived in community, marital status, children of 4-H age, level of education, employment type, employment status, family income, 4-H alumni, children 4-H members, associates involved in 4-H, years of service, mode of service, meaning of volunteer, and scope of volunteer efforts? These characteristics were categorized as person, person-related, career-related, 4-H-related, and volunteer-related variables.

Age, gender, and race/ethnicity were the person variables. The person-related variables were years lived in community, marital status, and children of 4-H age. Career-related variables were level of education, employment type, employment status, and family income. 4-H-related variables were 4-H alumni, children 4-H members, and associates involved in 4-H. Volunteer-related variables were years of service, mode of service, meaning of volunteer, and scope of volunteer efforts. Findings pertaining to volunteers participating in the mail survey are described first, followed by findings regarding volunteers who participated in the one-on-one interviews.

### ***Person Variables—Age, Gender, and Race/Ethnicity***

***Findings.*** The sample comprised 87% Blacks/African Americans, 12% Hispanics/Latinos, and 1% Asian/Pacific Islander. Furthermore, 84% were females and 16% were males. The average age was 45 years. The youngest volunteer participating in the study was 18 years old, whereas the oldest was 73. Less than 7% of the volunteers participating in the study were 65 years or older.

***Conclusions.*** This study's findings on age were similar to previous studies (Culp & Schwartz, 1999; University of Wisconsin-Madison, 1986) yet differed with those in Heinsohn et al.'s (1981) study where volunteers were younger. Furthermore, the findings from this study on gender were similar to previous studies (Boston, 1987; Culp & Schwartz, 1999; Heinsohn et al., 1981; University of Wisconsin-Madison, 1986) where the majority were female. Additionally, this study's findings on race/ethnicity were similar to the Boston (1987) study where the majority were Black/African Americans, yet differed with previous Extension and 4-H studies (Culp & Schwartz, 1999; University of Wisconsin-Madison, 1986) where volunteers were less likely to be minorities. The study findings also support the idea that minorities do volunteer at alarming rates (Independent Sector, 1999). An unexpected finding in this study was that minorities volunteer in 4-H at approximately the same rate they appear in the Tampa Bay area population (Florida 4-H Youth Programs, 1999; U.S. Dept. of Commerce, 1991).

***Recommendations.*** To increase the number of males volunteering in 4-H, volunteer opportunities (projects) being offered should be examined and expanded to cross gender lines. Volunteer opportunities should be created and designed to take advantage of the senior population in the Tampa Bay area. The number of

Hispanic/Latino, Asian/Pacific Islander, and Native American 4-H volunteers should be increased by networking with cultural organizations and asking people of color to volunteer. Communities that have high concentrations of diverse cultural groups living within their boundaries should be targeted.

***Person-Related Variables—Years Lived in Community, Marital Status, and Children of 4-H Age***

***Findings.*** Volunteers had lived in their communities an average of 24 years. The majority (51%) were married, whereas 18% were single, 16% were divorced, 10% were widowed, and 5% were married but separated. Fifty-seven percent had children of 4-H age, and 43% did not. The most frequently reported (41%) number of children of 4-H age in the household was two, followed by one child 4-H age in the household (40%). Two households had 10 children of 4-H age.

***Conclusions.*** This study's findings regarding years lived in the community differed from previous studies (Independent Sector, 1992; Safrit et al., 1994). Furthermore, the findings from this research are consistent with those from previous studies (Heinsohn et al., 1981; University of Wisconsin-Madison, 1986) with regard to marital status where the majority were married with a sizeable numbers of single persons volunteering. This study's findings regarding children of 4-H age, were similar to several studies (Boston, 1987; Culp & Schwartz, 1999; Hass, 1979; University of Wisconsin-Madison, 1986) that reported adults and volunteers having young children in their households.

An unexpected finding in this study was the high number of years volunteers that had lived in the communities, considering the transient Florida population. Volunteers in



this study tended to have been residents of their communities more about 50% of their lives. This remarkable difference in years lived in the community far exceeded the national volunteerism study findings.

***Recommendations.*** Families with children should be targeted, with family volunteering opportunities being promoted. Single persons should be targeted as a source of volunteers by promoting 4-H through singles groups, Parents Without Partners, and similar groups. Packets should be developed for newcomers to the community to encourage them to volunteer in 4-H. Representatives of 4-H should participate in local volunteer resource centers to attract newcomers and winter residents.

***Career-Related Variables—Level of Education, Employment Type, Employment Status, and Family Income***

***Findings.*** Fifty percent of the sample had completed at least 2 years of college. The largest number (29%) of volunteers had “some college” as their highest level of education. The next largest group held graduate degrees (27%), followed by those with 4-year degrees (16%). Only 4% of the sample had not graduated from high school. With regard to employment type, 52% were employed in professional/education-type careers, whereas 15% were employed as skilled workers, and 12% in managerial careers. Only 8% reported homemaker as their employment type. Seventy-two percent of the volunteers were employed full time, whereas 24% were employed part time or retired. Seventy percent of the volunteers reported family incomes of \$25,000 to \$100,000 and over. Only 7% reported a family income of \$9,999 or less.

***Conclusions.*** The findings from this study regarding level of education were similar to previous studies (Applebaum, 1992; Culp & Schwartz, 1999; University of

Wisconsin-Madison) where more than half of the volunteers reported having had some college or higher yet differed with Boston's (1987) study. Additionally, findings from this study regarding employment status, were consistent with previous studies (Applebaum, 1992; Heinsohn et al., 1981; Rouse & Clawson, 1992; University of Wisconsin-Madison, 1986) where the majority were employed. This study's findings regarding employment type differed from the national Extension volunteer study (University of Wisconsin-Madison, 1986) where adults were less likely to be employed in professional careers. This study's findings regarding family income differed from previous studies (Boston, 1987; Culp & Schwartz, 1999; University of Wisconsin-Madison, 1986) where lower incomes were reported. Furthermore, unexpected findings of this study were that volunteers were mainly concentrated in professional and educational types of careers and reported high family incomes.

***Recommendations.*** Meaningful volunteer opportunities should be designed for people who are employed full time in mainly professional and education careers. This should give them an opportunity to share their expertise with youths. The stereotype that minority means poor should be forgotten, and volunteer opportunities should be designed for the more educated individuals with higher incomes.

#### ***4-H-Related Variables—4-H Alumni, Children 4-H Members, and Associates Involved in 4-H***

***Findings.*** Eighty-three of the volunteers reported they were not 4-H alumni, while 17% said they were. Fifty-nine percent of the volunteers with children said their children were also 4-H members, whereas 41% were not 4-H members. Forty-three percent of the

respondents did not have children of 4-H age. Further, 69% of volunteers reported that their associates were involved in 4-H, whereas 31% said they were not.

**Conclusions.** Findings of the current study were similar to a previous study (Hass, 1979) with regard to children being 4-H members. The study's findings on 4-H alumni differed from previous studies (Hass, 1979; University of Wisconsin-Madison, 1986) where volunteers reported being involved in 4-H as a child. Associates involved in 4-H was not mentioned in previous 4-H studies, therefore no conclusions were drawn. An interesting study finding was, though fewer minorities than Whites are 4-H alumni, comparable numbers of their children are members.

**Recommendations.** More volunteers should be involved in the 4-H program through their children. Members and associates should be encouraged to promote 4-H and volunteer opportunities. True partnerships should be established between 4-H and 1890 land-grant institutions.

***Volunteer-Related Variables—Years of Service, Mode of Service, Meaning of Volunteer, Scope of Volunteer Efforts***

**Findings.** Volunteers in this study had an average of 5 years of service. Sixty-three percent of the volunteers had 2 to 8 years of service, whereas 21% had 1 year of service, and 16% had 9 to 18 years of service.

With regard to mode of service, checked most frequently were community or project club (40), after-school program (21), school enrichment (16), and 4-H foundation or advisory committee (14). Checked less frequently were camp (9), other (5), and EFNEP (1). Most volunteers participated in 1.6 modes of service.

Volunteers were asked to provide a definition for the word “volunteer”; 59% of them did so. The words most commonly used to define volunteer were “help out” (28), “giving” (17), “compensation” (11), “community” (10), and “willing” (8). With regard to whether the words “volunteer” and “help out” have the same meaning, 68% of the volunteers agreed that the terms had the same meaning, while 32% indicated they did not. Eighty-four percent of the 4-H volunteers in this study reported volunteering for other organizations besides 4-H.

**Conclusions.** This study’s findings on years of service (tenure) were similar to Applebaum’s (1992) study, but differed from Culp and Schwartz’s (1999) Ohio 4-H volunteer study. Previous researchers have not addressed the mode of 4-H service, therefore no conclusions were drawn. With regard to words used to define volunteer, this study’s findings were similar to previous studies (Applebaum, 1992; *Black people and volunteering*, 1988; Mostyn, 1983).

Regarding whether the words “volunteer” and “help out” have the same meaning, the findings from the present study are similar to those from Boston’s (1987) study. This study’s findings regarding scope of volunteer effort were similar to previous studies (Applebaum, 1992; Boston, 1987; Hass, 1979; University of Wisconsin-Madison, 1986) where volunteers and adults reported serving in more than one activity. Unexpected findings of this study were the high years of service and the mode of service – community or project clubs.

**Recommendations.** The phrase “help out” should be used in the minority community because it is less formal than “volunteer,” yet it appears to achieve the same or better results in obtaining volunteers. Short-term volunteer opportunities should be sought out because many volunteers are involved in other organizations. Middle management opportunities should be designed for tenured volunteers to use their skills. Also, a volunteer retention plan should be designed to increase tenure in the organization.

### ***Volunteer Motivations***

#### ***Primary Motives of Volunteers***

Grand Tour Question 2 addressed whether minority 4-H volunteers were motivated more by achievement, affiliation, or power. An achievement motive was defined as that which influences one to take pride in accomplishment and to try to do something better than before. An affiliation motive was defined as that which influences one to have concern about one’s personal relationships. A power motive was defined as that which indicates a desire for control and influence in a group. Volunteers indicated their level of agreement with 27 statements addressing these three motives, using a Likert-type scale ranging from *strongly disagree* (coded as 1) to *strongly agree* (coded as 5). A neutral response was coded as 3.

**Findings.** Statements were ranked according to the means. Statements with the highest mean scores were “I am a volunteer or help out in my community because I like helping people” (4.56, affiliation), “I am a volunteer or help out because I want to have influence on how young people learn and grow” (4.53, power), and “I volunteer or help out because it is a way to improve my community” (4.51, achievement). The statement

with the lowest mean score (2.01, power) was “I volunteer or help out because I like to receive recognition or attention for what I’ve done.” Top achievement statements were “improve community” and “learn new things.” Top affiliation statements were “like helping people” and “associating with young people.” Top power statements were “how young people learn and grow” and “want to teach and lead.”

The findings indicated that the volunteers participating in this study were equally (41%) associated with achievement and affiliation motives and equally (9%) associated with power and other motives. The other category was “volunteers evenly motivated between motives.”

**Conclusions.** These findings differed from those from previous 4-H studies (Culp and Schwartz, 1999; Henderson, 1981) and Rouse and Clawson’s (1992) study of older adults and more closely reflect the findings from Boston’s (1987) study of low-income urban residents. Henderson and Culp and Schwartz found that 4-H volunteers were significantly more affiliation motivated whereas, Rouse and Clawson discovered that older adults who volunteered in youth organizations tended to be more achievement motivated. Boston found that low-income residents were slightly more achievement motivated. The findings from this study seem to indicate that race/ethnicity and age may account for differences in volunteer motivations more so than does economic level.

**Recommendations.** Existing 4-H curricula like TAXI that incorporate the McClelland and Atkinson model should be used to design opportunities for volunteers with achievement and affiliation motives. Volunteers’ motivations should be reviewed periodically because they might change.

### ***Relationships Between Characteristics and Motives***

What relationships exist between the characteristics of volunteers and their motivations?

***Findings.*** Moderate correlations with substantial positive relationships were found between the motive subscales. Another correlation was computed to examine the relationships between the characteristics of volunteers and motives. Most motives were not correlated (at the .20 threshold) with the demographic characteristics due to the small sample size. Even correlations reported as statistically significant may differ with a larger sample. Thirteen correlations met or exceeded the threshold value of .20; five were significant at the  $p < .05$  level.

All correlations ( $r \geq .20$ ) were examined using appropriate statistical tests. No significant relationships were found between motives and most characteristics. This was probably due to the small sample size. Although five characteristics were found to have statistically significant relationships, these findings also may differ with an increased sample size.

***Conclusions.*** Although statistically significant correlations, relationships, and differences were found, these findings cannot be predicted with confidence because of the small sample size. Therefore, no conclusions were drawn concerning relationships between characteristics and motives.

***Recommendations.*** No definite answer exists regarding motivation of volunteers. Psychologists continue to study motivation theories. Further research is needed in this area to address the issue. By understanding volunteer motivations, volunteer coordinators can better serve volunteers and enhance their quality of service.

## ***Reasons For Not Volunteering in the 4-H Organization***

### ***Reasons Minorities Do Not Volunteer for 4-H?***

Grand Tour Subquestion 3.1 was: What are the reasons minorities do not volunteer for 4-H? Volunteers were asked to indicate their level of agreement with 13 statements concerning reasons some minorities may or may not volunteer or help out in the 4-H organization. Response options ranged from *never true* (coded as 1) to *always true* (coded as 4). A neutral response was coded as 2.

***Findings.*** Statements were ranked according to the means. Top reasons were “too busy” (2.97), “conflict with work or school hours” (2.79), “not sure of abilities to do job” (2.62), “limited transportation” (2.62), “does not understand 4-H” (2.60), and “no one asked” (2.59). Responses to the open-ended question on the mail questionnaire and in the one-to-one interviews added depth to these reasons, but also delved into others focusing on organizational issues. Issues emerging from the open-ended questions were: the need to bring 4-H into minority communities with an emphasis on nonagricultural projects, feeling intimidated because of the lack of minorities in leadership roles, and differences in perceptions of 4-H in urban and rural areas.

Three major themes emerged from the analysis of the interview data. The majority of the reasons mentioned by volunteers were identified as either organizational issues and or personal issues. Organizational issues were (a) don’t understand program, scope or benefits, 4-H not visible, office location not close to where people live, and program costs, and (b) feeling unwelcome, not seeing their own, seeing 4-H as organization that’s for non-minorities, and not being asked. Personal issues were time constraints, taking care of basic needs, money, and apathy.



**Conclusions.** This study's findings were similar to the previous studies (Independent Sector, 1992; Safrit et al., 1994) where the top reasons for not volunteering were being too busy and personal schedule too full. Furthermore, the study's findings were similar to previous studies (Applebaum, 1992; Latting, 1990; Perkins and Wright, 1989; Van Horn, 1999) where organizational climate, stereotypes, racism and prejudice, and race/ethnicity composition of staff were reported as possible barriers to minority access.

**Recommendations.** Barriers to involving minorities in the 4-H program should be identified and racial issues addressed. They do not go away. A task force should be established to inform staff members of community needs and the necessity of becoming a part of the community. Existing 4-H staff should be retrained and more culturally diverse staff hired. 4-H should be examined objectively, being honest about the 4-H image in the community.

## ***Recruitment***

### ***How Volunteers Were Recruited***

**Findings.** An important question in the study was how minority 4-H volunteers currently are recruited. This information was obtained during the one-on-one interviews. Current volunteers most often were recruited by other volunteers (48%) or initiated their own volunteer experience by contacting the 4-H office (28%). They were less likely to be recruited by a 4-H agent (24%).

**Conclusions.** These findings were corroborated by those from the Heinsohn et al. (1981) study on recruiting low-income 4-H volunteers and national volunteer studies

(Independent Sector, 1999; University of Wisconsin-Madison, 1986) in which most volunteers became involved because friends, relatives, or other volunteers asked them. An unexpected finding of the study was that 4-H volunteers were least likely to be recruited by the 4-H agent.

***Recommendations.*** The technique of asking others to volunteer should be used. 4-H staff should develop a volunteer recruitment plan to include having current volunteers identify people of color who have an interest in youths and inviting them to 4-H club meetings. Once they become involved, they should be asked to volunteer.

### ***How Minorities Should Be Recruited***

***Findings.*** An important question for the study concerned how minority 4-H volunteers should be recruited. This information was obtained during the one-on-one interviews. Suggested modes of recruitment were through parents and children, community leaders and groups, fraternities and sororities, friends, neighbors, co-workers, and the 4-H club. Just asking someone was also mentioned. Volunteers indicated that a full-scale marketing approach was needed, showing the entire scope of 4-H and the benefits and program exposure. The organization's climate also plays a major role in recruitment efforts. A person must feel comfortable in the organization. Some suggestions included organizing teams of minority volunteers to get the word out. One volunteer would not recruit minorities in the 4-H organization because of prevailing attitudes of racism.

***Conclusions.*** This study's findings were consistent with previous studies (Applebaum, 1992; Hobbs, 2000; Yep and Hollenbeck, 1979) that found in order for

Extension to reach African American and Hispanic audiences effectively, the organization needs to retrain existing staff or hire new staff who are bilingual and bicultural; and have volunteers who speak a language other than English involved in recruitment. Furthermore, this study's findings support findings reported earlier by Heinsohn et al. (1981) where they found that many volunteers became involved in 4-H because they had a child in the group or their child wanted to join a 4-H club. Additionally, this study's findings indicate agreement with Chambré (1982) idea of combining mass media and community-organization techniques to create awareness.

***Recommendations.*** The 4-H organization should recommit itself to diversity, examine the organizational climate, and reassign duties. The annual Civil Rights Compliance Review and "all reasonable efforts" process should be made more meaningful by establishing short-term goals of program diversity. Paid and unpaid staff should be challenged to create new true partnerships with community groups and cultural organizations. Existing staff should be retrained and more culturally diverse staff hired, including persons whose first language is not English. Extension and 4-H must acknowledge that recruiting minorities is a slow and continuous process and be willing to invest resources over the long term.

## ***Retention***

### ***How Volunteers Can be Retained***

***Findings.*** An important question of the study concerned what it would take to keep current minority 4-H volunteers. The volunteers in this study identified several ways to retain them in 4-H. Many volunteers viewed themselves as "life-timers" and indicated

very little was needed to maintain them in the organization. The majority of suggestions were beyond the scope of the organization. Personal-theme issues were time, health, and their children would soon be leaving 4-H. Organizational issues were continuing communication and support, recruiting more volunteers, and seeing the visible benefits to the community.

**Conclusions.** This study's findings were similar to previous studies (Independent Sector, 1992; Safrit et al., 1994) where health was found to be a major reason for volunteers discontinuing service. Furthermore, the study's findings were similar to Stevens (1990) who discovered that volunteers continued their service as long as they felt useful, and Latting (1990) who discovered a sense of duty to contribute to the community was what kept volunteers involved. By addressing organizational issues of continuing communication and support, recruiting more volunteers, and seeing the visible benefits to the community, current volunteers can be retained.

**Recommendations.** Communication between the 4-H office and volunteers needs to be increased. A recruitment plan should be developed and organizational leaders should be helped with recruitment, if necessary. Middle management opportunities should be designed for volunteers who think they can no longer serve at the club level when their children are out of 4-H. The community aspect of 4-H should continue to be emphasized, and volunteer's motives should be revisited.

### ***Reasons for Re-Enrolling***

**Findings.** An important question of the study concerned what causes minority 4-H volunteers to re-enroll. Most often volunteers re-enroll because they understand the

4-H program, its scope, and the benefits in the community. Further, some volunteers re-enroll because they are committed, find personal satisfaction in volunteering, and are actively involved or a family member is. Some volunteers re-enroll because they have the time and someone asked.

**Conclusions.** This study's findings were similar to Hass (1979) who reported that leaders who re-enrolled indicated a greater agreement with the aims, objectives, and philosophy of 4-H and had the ability to explain their role as leaders. Furthermore, the study's findings lend support to Rowland's (1990) study on time where availability was found to be a matter of perception, not just hours.

**Recommendations.** Leadership training should be provided to volunteers to help them better understand the 4-H program. Ongoing training should be furnished, addressing organizational and personal growth and development issues.

### ***Reasons for Not Re-Enrolling***

**Findings.** Another important question of the study concerned what causes minority 4-H volunteers not to re-enroll. Respondents indicated that most volunteers do not re-enroll because they don't understand 4-H, their club is inactive, or personal interests changed. Other volunteers do not re-enroll because of no staff follow-up, poor communications, lack of training, organization not addressing racial issues, and feeling like an outsider. Others lack time or money, or are overwhelmed or burned out.

**Conclusions.** This study's findings support Hass's (1979) concept of dissonant factors, that included the lack of leadership ability, lack of understanding of 4-H purposes, or lack of knowledge about working with young people as reasons or not

re-enrolling. Additionally, this study's findings are consistent with findings of Applebaum's (1992) study, where he found that an organization's climate had a large impact on whether minorities would continue their service.

***Recommendations.*** The 4-H organization must be honest with itself and address racial issues. A training program should be developed for new leaders, and mentors should be assigned. Cultural diversity and ages and stages of youth development should be included as training components. Communication between 4-H staff and volunteers should be increased.

### **Recommendations for Further Research**

Based on the findings of this study and the literature review, several aspects of volunteering are recommended for future study.

1. Examine the relationships between motives (achievement, affiliation, and power) and characteristics of volunteers.
2. Examine the perceptions of "cliques" and a "closed society" of 4-H.
3. Examine trigger events and dissonant factors.
4. Determine how to achieve loyalty equivalent to fraternities and sororities.
5. Examine the influence of homeschooling on the 4-H program.

Others aspects of volunteering that may also warrant further research are:

- Examine traditions of volunteering in African American, Hispanic, Asian, and Native American cultures.
- Investigate the differences between tenured White 4-H volunteers and tenured minority 4-H volunteers.

- Examine the correlation between mode of involvement and years of volunteer service.
- Examine the influence of associates involved in 4-H on years of volunteer service.
- Explore the concept of “evolution” from 4-H parent to 4-H volunteer.
- Examine differences between minority 4-H volunteers living in urban, suburban, and rural communities.
- Delve further into perceived differences between helping out and volunteering in different ethnic groups.

### **Reflections**

From this study, it is clear that the 4-H program in the Tampa Bay area needs a major overhaul. On one hand, this researcher was very proud to be connected with an organization that is fundamentally positive and productive for young people. However, she was deeply saddened by many of the participant’s responses regarding organizational climate and lack of staff support.

Most minority 4-H volunteers who were contacted for this study welcomed the opportunity to be interviewed, and all of them were comfortable with this interviewer. Only a few of the individuals who were approached declined a personal meeting. The interviewees were generally knowledgeable of the 4-H program and its mission and objectives. The one exception was a first-year volunteer who was no longer with the program because her child had lost interest in 4-H.

The 4-H program appears to be reaching different segments of the population, but not enough. For example, several volunteers home schooled their children, and others were involved in large animal projects. However, no interviewees lived in public housing, except for one who took part in the pilot study. One volunteer was employed by a community outreach agency located in a low-income neighborhood of single-family homes. There was also a void of 4-H EFNEP volunteers in the study. Only one of the seven Tampa Bay area counties has 4-H EFNEP. It is unclear why 4-H EFNEP volunteers were not moderately represented in this study. Perhaps 4-H EFNEP is not considered a full-fledged member of the 4-H family, or maybe EFNEP volunteers do not respond to people outside of their community.

Another problem is volunteer reporting. The ES-237 should be re-examined because it is inaccurate and misleading. For example, in the data, individuals who do not consider themselves volunteers are reported as such without their knowledge. In the Tampa Bay area alone, only 40% of the minority adult volunteers were accessible fewer than 5 months after the report was submitted.

Overall, the study indicates that the 4-H organization is deficient in retaining minority volunteers. Eight years ago, Grogan (1992), an Extension educator, concluded that Extension needed a new system – a multi-culturally oriented one to recruit minorities. Without major organizational changes and sincere efforts to attract and retain minority adult volunteers, it is doubtful whether this fine 4-H organization can ever draw and maintain a strong minority representation in its ranks. If this is so, many African Americans, Hispanics, and other ethnic-minority adults and youths will miss the unique



and positive character-building experience that 4-H membership has provided to young people for nearly a century.

### **Study Summary**

The purpose of this research study was to explore how the 4-H organization can better recruit and retain minority volunteers. The method to achieve this purpose was examining the motives and perceived barriers of minority volunteers.

Volunteers participating in this study were equally (41%) driven by achievement and affiliation motives and also equally (9%) driven by power and other motives. A closer examination of the characteristics of each motive type provides many solutions to recruiting and retaining minority volunteers and also endorses diversity in the volunteer force. However, it is clear that much of the recruitment effort will be wasted unless sufficient attention is given to particular issues of volunteer retention. Obviously, when minorities leave at a greater rate, after a shorter period of service, than groups that have traditionally been active in mainstream organizations, there is a clear need for organizational change, particularly change with a multicultural perspective.

It is hoped that this study has provided some useful points of reference and suggestions for recruiting and retaining minority 4-H volunteers. The findings demonstrate that an organization hoping to be successful in recruitment and retention of minority volunteers (and volunteers in general) will likely need to confront racism and the perception of racism at all levels. The results of this study will be used to develop guidelines for recruiting and retaining these volunteers. According to the literature, this process is often a difficult task, and this finding was borne out by the current study.

However, this researcher's results also revealed that a potential for success exists through the willingness by some current minority adult 4-H volunteers to expand their roles as volunteers, if the opportunity to do so is provided to them. Results also revealed that much more organized planning and training is needed for effective recruitment and retention efforts. Once the factors of motivation, needs, and interests of both 4-H members and volunteers have been established, a mutually supportive relationship can be established and enhanced.

## APPENDIX A

### HUMAN SUBJECTS APPROVAL LETTER

#### MICHIGAN STATE UNIVERSITY

January 26, 2000

TO: Frederick WHIMS  
410 Agriculture Hall

RE: IRB# 00-015 CATEGORY:1-C  
APPROVAL DATE: January 26, 2000

TITLE: RECRUITING AND RETAINING MINORITY 4-H VOLUNTEERS IN TAMPA  
BAY AREA, FLORIDA

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project.

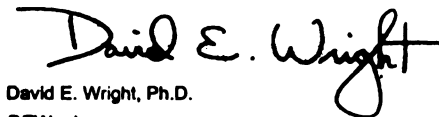
**RENEWALS:** UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Projects continuing beyond one year must be renewed with the green renewal form. A maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for a complete review.

**REVISIONS:** UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

**PROBLEMS/CHANGES:** Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of further assistance, please contact us at 517 355-2180 or via email: [UCRIHS@pilot.msu.edu](mailto:UCRIHS@pilot.msu.edu). Please note that all UCRIHS forms are located on the web: <http://www.msu.edu/unit/vprgs/UCRIHS/>

Sincerely,



David E. Wright, Ph.D.

DEW: ab

cc: Diana Lanier Smith  
11755 Laurel Oak Ln.  
Parrish, FL 34219



**OFFICE OF  
RESEARCH  
AND  
GRADUATE  
STUDIES**

University Committee on  
Research Involving  
Human Subjects

Michigan State University  
246 Administration Building  
East Lansing, Michigan  
48824-1048

517/355-2180

FAX: 517/353-2878

Web: [www.msu.edu/user/ucrths](http://www.msu.edu/user/ucrths)  
E-Mail: [ucrths@msu.edu](mailto:ucrths@msu.edu)

*The Michigan State University  
IDEA is Institutional Diversity:  
Excellence in Action.  
MSU is an affirmative-action,  
equal-opportunity institution.*

## APPENDIX B

### FLORIDA COOPERATIVE EXTENSION SERVICE APPROVAL LETTER



UNIVERSITY OF  
**FLORIDA**

**Cooperative Extension Service**

Institute of Food and Agricultural Sciences

P.O. Box 110210  
Gainesville, FL 32611-0210  
phone: 352-392-1761  
email: cw@gnv.ifas.ufl.edu

January 26, 2000

Ms. Diana L. Smith  
11755 Laurel Oak Lane  
Parrish, FL 34219

re: request to conduct doctoral research

Dear Ms. Smith:

Thank you for the thorough outline of your proposed research on minority volunteers in the 4-H program in the Tampa Bay region of our state. With this letter I am approving your request with the understanding that you will work closely with our state 4-H office to assure that you are in compliance with any state or federal rules or regulations concerning the confidentiality of data that you will need to collect from us. Please work with our State 4-H Leader, Mr. Damon Miller in this regard.

We look forward to seeing the results of your study and hope that it will give us some insight as we work towards making traditional and non-traditional 4-H programs as diverse as our state's population.

Let me also take this opportunity to welcome you back to the state as a faculty member again. I am sure that the research on your doctorate will be a valuable addition to your work as a 4-H agent.

Sincerely,

A handwritten signature in cursive script, appearing to read "Christine Waddill".

Christine Waddill, Director  
Florida Cooperative Extension Service

cc: Larry Arrington  
Damon Miller  
Marilyn Norman

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, age, handicap or national origin.  
COOPERATIVE EXTENSION WORK IN AGRICULTURE, HOME ECONOMICS, STATE OF FLORIDA, IFAS, UNIVERSITY OF FLORIDA,  
U.S. DEPARTMENT OF AGRICULTURE, AND BOARDS OF COUNTY COMMISSIONERS COOPERATING.

## **APPENDIX C**

### **LETTER OF INTRODUCTION TO STUDY/CONSENT**

(Includes consent statement & to be placed on letterhead)

February 25, 2000

Dear 4-H Volunteer,

Your 4-H volunteer work in classrooms, clubs, and after school programs benefits so many youth in the Tampa Bay area. You are helping to make a difference in the lives of today's youth by helping them become competent and caring individuals.

You are being invited to participate in a study to learn more about recruiting and retaining minority 4-H volunteers. The Florida Cooperative Extension Service, specifically the State 4-H Office, has given its support for the study. Your participation will help the 4-H programs in the Tampa Bay area and the State with future minority volunteer recruitment and retention efforts.

Your involvement in this study is voluntary and does not affect your relationship to 4-H. The enclosed questionnaire should take about 20 minutes to complete. If you decide to participate in this study, please return your completed questionnaire in the postage-paid envelope provided within 7 days. *You indicate your voluntary agreement to participate by completing and returning this questionnaire.*

You may be assured of complete confidentiality. *Your privacy will be protected to the maximum extent allowable by law.* All results will be treated with strict confidence and the subjects will be referred to as groups of respondents in any report of the research.

The identification number on the questionnaire allows us to check your name off the mailing list when your completed survey is returned and enter your name in a drawing for a \$100 value gift. The \$100 value gift is Outback Steakhouse and Olive Garden Restaurant certificates. *To qualify for the drawing, your questionnaire must be postmarked by March 3, 2000.* The drawing will be held March 10, 2000. The identification number also will facilitate the sending of follow-up questionnaires, if needed.

There is no risk of injury to you by participating in this research study. The risk involved is no more than one would experience in regular daily activities.

**This research project is being conducted for a doctoral study at Michigan State University. When the research is completed, its results will be available at the 4-H office. If you would like a personal copy, please indicate your preference on the questionnaire. You may also be contacted for an in-depth interview.**

**If you have questions about this research study, Diana can be reached at (941) 776-5101. If you have questions regarding your rights as a subject, contact Michigan State University, University Committee on Research Involving Human Subjects Chair, David E. Wright at (517) 355-2180.**

**Thank you very much for your participation in this 4-H volunteerism study.**

**Sincerely,**

**Cora Meares  
Extension Agent, 4-H Youth Development  
Pinellas County**

**Diana L. Smith  
Doctoral Candidate and Project Director**

**Enclosures**

## **APPENDIX D**

### **MAIL QUESTIONNAIRE**

# **Recruiting and Retaining Minority 4-H Volunteers In Tampa Bay Area, Florida**

## **Questionnaire**



*"You indicate your voluntary agreement to participate by completing and returning this questionnaire."*

## **Section I      Scope of Formal Volunteer Participation**

Please answer the following questions. You may also share any additional information about a topic.

1.      How long have you been a 4-H volunteer? \_\_\_\_\_ Years (WRITE NUMBER)

2.      I volunteer for the following 4-H program(s).  
(CIRCLE AS MANY AS APPLY)

- 1      Community or Project Club
- 2      School Enrichment or School Club
- 3      After School Program
- 4      Camp
- 5      4-H Advisory or 4-H Foundation
- 6      4-H EFNEP
- 7      Other (specify) \_\_\_\_\_

3.      What is your definition or perception of what it means to be a volunteer?

---

---

---

4.      Do the words “volunteer” and “help out” have the same meaning to you?  
(CIRCLE ONE)                      NO                      YES

5.      Have you volunteered or helped out with organizations other than 4-H?  
(CIRCLE ONE)                      NO                      YES

Please briefly describe your involvement

---

---



## Section II Reasons for Volunteering

The following statements are reasons why some people volunteer or help out in their school or community. Please review this list of statements and **based on your personal experiences**, indicate how strongly you agree or disagree with the statement about why you volunteer.

|     |   | Strongly<br>Disagree | Disagree | Undecided | Agree | Strongly Agree |
|-----|---|----------------------|----------|-----------|-------|----------------|
| 6.  | I am a volunteer because I want to be with my child(ren) in the program.                          | 1                    | 2        | 3         | 4     | 5              |
| 7.  | I am a volunteer or help out because I want to have influence on how young people learn and grow. | 1                    | 2        | 3         | 4     | 5              |
| 8.  | I volunteer or help out because it is a way to improve my community.                              | 1                    | 2        | 3         | 4     | 5              |
| 9.  | I volunteer or help out because I like associating with young people.                             | 1                    | 2        | 3         | 4     | 5              |
| 10. | I am a volunteer or help out in my community because I like helping people.                       | 1                    | 2        | 3         | 4     | 5              |
| 11. | I volunteer or help out because it is a way I can express my caring and concern for others.       | 1                    | 2        | 3         | 4     | 5              |
| 12. | I volunteer or help out because it gives me a chance to meet other volunteers.                    | 1                    | 2        | 3         | 4     | 5              |
| 13. | I volunteer or help out because I want to learn new things.                                       | 1                    | 2        | 3         | 4     | 5              |
| 14. | I prefer to work with groups of people rather than alone when volunteering.                       | 1                    | 2        | 3         | 4     | 5              |
| 15. | I volunteer because I want to gain experience and skills which might lead to employment.          | 1                    | 2        | 3         | 4     | 5              |
| 16. | I volunteer or help out because I want to have influence over others.                             | 1                    | 2        | 3         | 4     | 5              |

- |     |   |           |
|-----|---|-----------|
| 17. | I am a volunteer or help out because I feel an obligation to the organization because of what it has done for me. | 1 2 3 4 5 |
| 18. | I volunteer or help out because I like to be responsible for programs and activities.                             | 1 2 3 4 5 |
| 19. | I am a volunteer or help out because it is something I can do well.   | 1 2 3 4 5 |
| 20. | I volunteer or help out because it is important to me that people like me.  | 1 2 3 4 5 |
| 21. | I enjoy being able to "do my own thing" within the volunteer organization.  | 1 2 3 4 5 |
| 22. | I have goals for what I want to accomplish as a volunteer.  | 1 2 3 4 5 |
| 23. | I volunteer or help out because I can't say "no" when I'm asked.  | 1 2 3 4 5 |
| 24. | I receive status in my community because I am a volunteer.  | 1 2 3 4 5 |
| 25. | I like to receive feedback from the volunteer organization and staff about how I am doing.                        | 1 2 3 4 5 |
| 26. | I am a volunteer because I like to be involved in making decisions and program planning.                          | 1 2 3 4 5 |
| 27. | I volunteer or help out because I want to teach and lead others.  | 1 2 3 4 5 |
| 28. | I volunteer or help out because I like to receive recognition or attention for what I've done.                    | 1 2 3 4 5 |
| 29. | I like being involved in the leadership role that volunteering provides.  | 1 2 3 4 5 |
| 30. | I am a volunteer because I like the challenge of the task.  | 1 2 3 4 5 |
| 31. | I am a volunteer in my neighborhood because I feel needed.  | 1 2 3 4 5 |
| 32. | I am a volunteer because it is a constructive use of my leisure time.   | 1 2 3 4 5 |

### **Section III    Reasons for Not Volunteering in the 4-H Organization**

The following statements are reasons why some minorities may not volunteer or help out in the 4-H organization. Please review this list of statements and **based on your experiences and perceptions** indicate by circling one response a question, if you think these reasons are **always true, sometimes true, never true or you are undecided.**

- |     |   |                                  |
|-----|---|----------------------------------|
| 33. | Not sure of their abilities to do the job                                       | Always Sometimes Never Undecided |
| 34. | Too busy  | Always Sometimes Never Undecided |
| 35. | Have no interest in 4-H   | Always Sometimes Never Undecided |
| 36. | Limited transportation  | Always Sometimes Never Undecided |
| 37. | Lack of leadership ability  | Always Sometimes Never Undecided |
| 38. | Absence of supportive environment   | Always Sometimes Never Undecided |
| 39. | Requires long-term commitment   | Always Sometimes Never Undecided |
| 40. | No one asked  | Always Sometimes Never Undecided |
| 41. | Costs too much  | Always Sometimes Never Undecided |
| 42. | Language and cultural differences   | Always Sometimes Never Undecided |
| 43. | Lack of knowledge in working with youth   | Always Sometimes Never Undecided |
| 44. | Does not understand 4-H's purpose   | Always Sometimes Never Undecided |
| 45. | Conflict with work or school hours  | Always Sometimes Never Undecided |
| 46. | Are there any other reasons that haven't been covered? NO YES, Briefly describe |                                  |
-

#### **Section IV    Demographics**

Please respond to the following items so that we may learn more about 4-H volunteers in the Tampa Bay area.

47.    Gender (CIRCLE ONE)

- 1        Male
- 2        Female

48.    Racial/Ethnic Background (CIRCLE ONE)

- 1        Black/African American
- 2        Hispanic/Latino
- 3        American Indian/Alaskan Native
- 4        Asian/Pacific Islander
- 5        White – Non Hispanic Origin

49.    Marital Status (CIRCLE ONE)

- 1        Single, never married
- 2        Married
- 3        Married, but separated
- 4        Divorced
- 5        Widowed

50.    Do you have children between the ages of 5 and 18? (CIRCLE ONE)

- 1.        No
- 2.        Yes How many? \_\_\_\_\_ (WRITE NUMBER)

51.    Are any of your children 4-H members? (CIRCLE ONE)

- 1.        No
- 2.        Yes

52.    Are any of your friends, neighbors, or co-workers involved in 4-H? (CIRCLE ONE)

- 1        No
- 2        Yes

53. Are you a 4-H alumni? (CIRCLE ONE)

- 1 No
- 2 Yes

54. What is the highest level of education you have completed? (CIRCLE ONE)

- 1 8 years or less
- 2 Some High School
- 3 Completed High School or GED Certificate
- 4 Technical or Trade School Certificate
- 5 Some College
- 6 Two-year College Degree
- 7 Four-year College Degree
- 8 Some Graduate Work
- 9 Graduate Degree

55. Are you presently? (CIRCLE ONE)

- 1 Employed full time
- 2 Employed part time
- 3 Laid-off or out of work
- 4 Unemployed by choice
- 5 Retired
- 6 Student full time
- 7 Student part-time
- 8 Other, please explain \_\_\_\_\_

56. Which of the following occupations best describes your employment type? (CIRCLE ONE)

- 1 Skilled worker
- 2 Clerical worker
- 3 Business
- 4 Managerial
- 5 Professional/education
- 6 Homemaker
- 7 Other, please explain \_\_\_\_\_

57. What was your total family income during the 1999 tax year? (CIRCLE ONE)

- 1 \$9,999 or less
- 2 \$10,000 to \$24,999
- 3 \$25,000 to \$49,999
- 4 \$50,000 to \$74,999
- 5 \$75,000 to \$99,999
- 6 \$100,000 and over

58. How long have you lived in this community? \_\_\_\_\_ Years

59. What year were you born? 19 \_\_

Would you like a personal copy of the research report when the study is completed?  
(CIRCLE ONE)                      NO      YES

*Thank you very much! This completes our survey and we appreciate your time.*

## **APPENDIX E**

### **PARTICIPANT'S ACKNOWLEDGMENT OF INFORMED CONSENT FOR IN-DEPTH INTERVIEW**

#### **Title of Research Study: Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida.**

- **Purpose:** The purpose of the study is to examine recruitment and retention strategies for minority volunteers in the 4-H program in the Tampa Bay area of Florida.
- **Procedures:** Participant's will be asked to answer five questions during a taped interview. The investigator will transcribe the tape and tabulate results. All responses will be kept confidential. The data will be discussed in the total study and in any presentations by referring to groups of respondents.
- **Time Commitment:** The interview will take about 20 minutes.
- **Risks:** The risks involved with participation in this study are no more than one would experience in regular daily activities.
- **Benefits:** There is no direct benefit to the participant. The results of the study will be useful to the 4-H programs in the Tampa Bay area of Florida by providing valuable information on minority volunteer recruitment and retention.
- **Confidentiality:** Data gathered will be treated with strict confidence. "Your privacy will be protected to the maximum extent allowable by law."
- **Contact Information:** If you have questions about the study, contact Diana L. Smith at (941) 776-5101. If you have questions regarding your rights as a subject, contact Michigan State University, University Committee on Research Involving Human Subjects Chair, David E. Wright, at (517) 355-2180.
- **Consent Statement:** I have read and understand the procedures and voluntarily participate in this study. I can decide not to continue at any time during the interview.

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F

### INSTRUMENT FOR IN-DEPTH INTERVIEW

#### Recruiting and Retaining Minority 4-H Volunteers in Tampa Bay Area, Florida

##### Section I Introduction

1. Interviewer introduces herself and reminds 4-H volunteer of the scheduled appointment. Thank again for agreeing to the interview.
2. Indicate to the 4-H volunteer that the interviewer is working on an educational project whose purpose is to examine recruitment and retention strategies for minority volunteers in the 4-H program in the Tampa Bay area of Florida. Indicate that this interview is a part of a larger study that included a mail survey.  
  
“I would like to ask you a few important questions that will help me better understand minority volunteer involvement in 4-H. There are no right or wrong answers. Please answer the questions based on your own experiences and perceptions. Your responses will be confidential. Thank you for taking the time to answer these questions.” Indicate that the interview will take approximately 20 minutes.
3. Briefly review *Participant’s Acknowledgement of Informed Consent* form and get signature.

Date of Interview: \_\_\_\_\_

Time of Interview: Began at \_\_\_\_\_ Ended at \_\_\_\_\_

Total Time: \_\_\_\_\_



**Section II      Recruitment and Retention Strategies**  
**(TO BE TAPE RECORDED)**

1.      Please share with me how you were recruited as a 4-H volunteer.
  
2.      How would you recruit minority volunteers into the 4-H organization?
  
3.      What is it going to take to keep you as a 4-H volunteer?
  
4.      Why do you think many minorities do not volunteer for 4-H?
  
5.      What causes minority 4-H volunteers to re-enroll? Not to re-enroll?

*Thank you very much! This completes our survey and we appreciate your time.*

## APPENDIX G

### MAIL SURVEY–FIRST FOLLOW-UP POST CARD REMINDER



Diana L. Smith, Project Director  
Minority 4-H Volunteer Study  
11755 Laurel Oak Lane  
Parrish, FL 34219



- Strengthen volunteer recruitment and retention strategies
- Continue to be a positive youth development organization



Dear 4-H Volunteer:

Last week a questionnaire seeking information about minority 4-H volunteers in the Tampa Bay area was mailed to you. It is a part of a research project that concerns minority volunteers who serve in the Tampa Bay area of the Florida 4-H Youth Programs.

Please accept our sincere thanks, if you have already completed and returned your questionnaire. If not, please do so today. Further, if by chance you did not receive the first questionnaire, or it has been misplaced, please call me collect at (941) 776-5101, immediately, and I will send you another one in the mail today.

In order that the study results may accurately reflect the area's volunteers, it is very important that yours be included. Thank you very much for your participation.

Sincerely,

Diana L. Smith  
Doctoral Student and Project Director

## **APPENDIX H**

### **MAIL SURVEY–SECOND FOLLOW-UP LETTER**

(to be sent out to non –respondents three weeks after initial mailing and includes another questionnaire)

March 21, 2000

Dear 4-H Volunteer:

About three weeks ago I wrote to you seeking information on your 4-H volunteer work and the reasons you volunteer. As of today, I have not received your completed questionnaire.

I believe the information on minority 4-H volunteers that is being sought will be useful for a number of 4-H groups and counties. It will be specifically useful to the 4-H youth programs in the Tampa Bay area. Moreover, it should prove to be useful to the 4-H program nationally. In addition, it will be of interest both to other volunteer's administrators and to researchers who study volunteerism. The information will be especially applicable to the important areas of volunteer recruitment and volunteer retention.

I am writing to you again because of the significance each questionnaire has to the usefulness of the study. In order for us to obtain the most accurate possible picture of the Tampa Bay area 4-H youth programs as a group, it is essential that each volunteer return a completed questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

Diana L. Smith  
Doctoral Candidate and Project Director

Enclosure

## APPENDIX I

### RESEARCH QUESTIONS, VARIABLES, AND SURVEY AND INTERVIEW QUESTIONS

| Research Question  |   |
|--|---|
| Variable Name  | Survey or *Interview Question   |
| <p style="text-align: center;"><b>Grand Tour Question 1</b></p> <p>What are the characteristics of minority 4-H volunteers in terms of the following? – age, race, gender, income, employment, employment type, education, length of service, type of 4-H volunteer, 4-H alumni, marital status, number of children, 4-H members, 4-H associates, residency, volunteer meaning, volunteer efforts.</p> |   |
| Age  | 59. What year were you born? 19   |
| Racial/ethnic Background   | 48. Racial/ethnic background (CIRCLE ONE): Black/African American; Hispanic/Latino; American Indian/Alaskan Native; Asian/Pacific Islander; White-Non Hispanic Origin   |
| Gender   | 47. Gender (CIRCLE ONE) Male Female   |
| Income   | 57. What was your total family income during the 1999 tax year? (CIRCLE ONE); \$9,999 or less; \$10,000 to \$24,999; \$25,000 to \$49,999; \$50,000 to \$74,999; \$75,000 to \$99,999; \$100,000 and over   |
| Employment   | 55. Are you presently? (CIRCLE ONE); Employed full time; Employed part time; Laid off or out of work; Unemployed by choice; Retired; Student full time; Student part time; Other, please explain  |
| Employment Type  | 56. Which of the following occupations best describes your employment type? (CIRCLE ONE); Skilled worker; Clerical worker; Business; Managerial; Professional/education; Homemaker; Other, please explain   |
| Education  | 54. What is the highest level of education you have completed? (CIRCLE ONE); 8 years or less; Some High School; Completed High School or GED Certificate; Technical or Trade School Certificate; Some College; Two-year College Degree; Four-year College Degree; Some Graduate Work; Graduate Degree |
| Years of Service   | 1. How long have you been a 4-H volunteer? _____ Years  |
| Mode of Service  | 2. I volunteer for the following 4-H program(s). (CIRCLE AS MANY AS APPLY); Community or Project Club; School Enrichment or School Club; After School Program; Camp; 4-H Advisory or 4-H Foundation; 4-H EFNEP; Other (specify)   |
| 4-H Alumni   | 53. Are you a 4-H alumni? (CIRCLE ONE); No; Yes   |

| <b>Variable Name</b>   | <b>Survey or *Interview Question</b>  |
|--|---|
| <b>Marital Status</b>  | 49.Marital Status (CIRCLE ONE); Single, never married; Married; Married, but separated; Divorced; Widowed |
| <b>Children of 4-H Age</b>   | 50. Do you have children between the ages of 5-18? (CIRCLE ONE); No; Yes How many?                        |
| <b>4-H Member</b>  | 51. Are any of your children 4-H members? (CIRCLE ONE); No; Yes   |
| <b>4-H Associates</b>  | 52. Are any of your friends, neighbors, or co-workers involved in 4-H? (CIRCLE ONE); No; Yes              |
| <b>Residency</b>   | 58.How long have you lived in this community? _____ Years   |
| <b>Volunteer Meaning</b>   | 3. What is your definition or perception of what it means to be a volunteer?                              |
|  | 4. Do the words "volunteer" and "help out" have the same meaning to you? No Yes                           |
| <b>Volunteer Efforts</b>   | 5. Have you volunteered or helped out with organizations other than 4-H? No Yes                           |
|  | 5a.Please briefly describe your involvement.  |
|  |   |
| <p style="text-align: center;"><b>Grand Tour Question 2</b></p> <p>Are minority 4-H volunteers motivated more by affiliation, power, or achievement?</p> |   |
| Responses– Strongly agree, disagree, undecided, agree, strongly agree  |   |
| <b>Affiliation</b>   | 6.I am a volunteer because I want to be with my child(ren) in the program.                                |
|  | 9.I volunteer or help out because I like associating with young people.                                   |
|  | 10.I am a volunteer or help out in my community because I like helping people.                            |
|  | 11.I volunteer or help out because it is a way I can express my caring and concern for others.            |
|  | 12.I volunteer or help out because it gives me a chance to meet other volunteers.                         |
|  | 14.I prefer to work with groups of people rather than alone when volunteering.                            |
|  | 20. I volunteer or help out because it is important to me that people like me.                            |
|  | 23.I volunteer or help out because I can't say "no" when I'm asked.                                       |
|  | 31.I am a volunteer in my neighborhood because I feel needed.   |

| Variable Name   | Survey or *Interview Question  |   |   |
|---|--|---|---|
| Power   | 7. I am a volunteer or help out because I want to have influence on how young people learn and grow.                 |   |   |
|   | 16.I volunteer or help out because I want to have influence over others.   |   |   |
|   | 18.I volunteer or help out because I like to be responsible for programs and activities.                             |   |   |
|   | 21.As a volunteer, I enjoy being able to “do my own thing” within the volunteer organization.                        |   |   |
|   | 24.I receive status in my community because I am a volunteer.  |   |   |
|   | 26. I am a volunteer because I like to be involved in making decisions and program planning.                         |   |   |
|   | 27. I volunteer or help out because I want to teach and lead others.   |   |   |
|   | 28.I volunteer or help out because I like to receive recognition or attention for what I’ve done.                    |   |   |
|   | 29. I like being involved in the leadership role that volunteering provides.   |   |   |
| Achievement   | 8.I volunteer or help out because it is a way to improve my community.   |   |   |
|   | 13.I volunteer or help out because I want to learn new things.   |   |   |
|   | 15.I volunteer because I want to gain experience and skills which might lead to employment.                          |   |   |
|   | 17.I am a volunteer or help out because I feel an obligation to the organization because of what it has done for me. |   |   |
|   | 19.I am a volunteer or help out because it is something I can do well.   |   |   |
|   | 22. I have goals for what I want to accomplish as a volunteer.   |   |   |
|   | 25.I like to receive feedback from the volunteer organization and staff about how I am doing.                        |   |   |
|   | 30.I am a volunteer because I like the challenge of the task.  |   |   |
|   | 32.I am a volunteer because it is a constructive use of my leisure time.   |   |   |
| 2.1 What relationships exist between the characteristics of volunteers and their motivations? |  |   |   |
| Selected Characteristics  | Affiliation Motive<br>6, 9, 10, 11, 12, 14, 20, 23, 31   | Power Motive<br>7, 16, 18, 21, 24, 26, 27, 28, 29 | Achievement Motive<br>8, 13, 15, 17, 19, 22, 25, 30, 32 |
| Variable Name   | Survey or *Interview Question  |   |   |

|  |  |
|--|--|
| <b>Grand Tour Question 3</b><br>How can minorities be recruited and retained as 4-H volunteers?  |  |
| <b>3.1</b> How are minority 4-H volunteers currently recruited?  |  |
| Present Recruitment Strategies   | *1. Please share with me how you were recruited as a 4-H volunteer.      |
|  |  |
| <b>3.2</b> How should minority 4-H volunteers be recruited?  |  |
| Future Recruitment Strategies  | *2. How would you recruit minority volunteers into the 4-H organization? |
| <b>3.3</b> What would it take to keep current minority 4-H volunteers?   |  |
| Retention Strategies   | *3. What is it going to take to keep you as a 4-H volunteer?             |
| <b>3.4</b> What causes minority 4-H volunteers to re-enroll?   |  |
| Re-Enroll  | *5a. What causes minority 4-H volunteers to re-enroll?                   |
| <b>3.5</b> What causes minority 4-H volunteers not to re-enroll?   |  |
| Not Re-Enroll  | *5b. What causes minority 4-H volunteers not to re-enroll?               |
| <b>3.6</b> What are some reasons why minorities do not volunteer for 4-H?  |  |
| Reasons for Not Volunteering   | *4. Why do you think many minorities do not volunteer for 4-H?           |
| The following statements are reasons why some minorities may not volunteer or help out in the 4-H organization. . . . .if you think these reasons are - Always true, sometimes true, never true, undecided |  |
| Abilities  | 33. Not sure of their abilities to do the job                            |
| Busy   | 34. Too busy   |
| Interest   | 35. Have no interest in 4-H  |
| Transportation   | 36. Limited transportation   |
| Lead ability   | 37. Lack of leadership ability   |
| Commitment   | 39. Requires long-term commitment  |
| Asked  | 40. No one asked   |

| <b>Variable Name</b> | <b>Survey or *Interview Question</b>   |
|----------------------|--|
| Differences          | 42. Language and cultural differences  |
| Knowledge            | 43. Lack of knowledge in working with youth  |
| Understand           | 44. Does not understand 4-H's purpose  |
| Conflict             | 45. Conflict with work or school hours   |
| Other reasons        | 46. Are there any other reasons that haven't been covered? No Yes,<br>Briefly describe |



## **APPENDIX J**

### **MOTIVE SUBSCALES ITEM MATRIX**

| <b>REASONS FOR VOLUNTEERING<br/>Motive Subscales Item Matrix</b> |                    |              |
|--|--------------------|--------------|
| <b>VARIABLES</b>   |                    |              |
| <b>Achievement</b>   | <b>Affiliation</b> | <b>Power</b> |
| 8  | 6                  | 7            |
| 13   | 9                  | 16           |
| 15   | 10                 | 18           |
| 17   | 11                 | 21           |
| 19   | 12                 | 24           |
| 22   | 14                 | 26           |
| 25   | 20                 | 27           |
| 30   | 23                 | 28           |
| 32   | 31                 | 29           |

## APPENDIX K

### AGES OF VOLUNTEERS, YEARS LIVED IN COMMUNITY, AND YEARS OF SERVICE

| VARIABLES |           |                          |           |                  |           |
|-----------|-----------|--------------------------|-----------|------------------|-----------|
| Age       |           | Years Lived in Community |           | Years of Service |           |
| Years     | Frequency | Years                    | Frequency | Years            | Frequency |
| 18        | 1         | 0                        | 1         | 1                | 14        |
| 20        | 1         | 1                        | 1         | 2                | 13        |
| 21        | 1         | 2                        | 4         | 3                | 11        |
| 23        | 2         | 5                        | 2         | 4                | 8         |
| 26        | 1         | 6                        | 1         | 5                | 3         |
| 29        | 1         | 8                        | 1         | 6                | 2         |
| 31        | 1         | 9                        | 1         | 7                | 4         |
| 33        | 1         | 10                       | 4         | 8                | 2         |
| 34        | 2         | 13                       | 1         | 10               | 6         |
| 35        | 2         | 14                       | 2         | 11               | 2         |
| 36        | 1         | 15                       | 4         | 15               | 1         |
| 37        | 2         | 16                       | 1         | 17               | 1         |
| 38        | 1         | 18                       | 3         | 18               | 1         |
| 39        | 1         | 19                       | 2         | Total            | 68        |
| 40        | 2         | 20                       | 3         | Missing          | 0         |
| 41        | 4         | 22                       | 1         | Total            | 68        |
| 42        | 1         | 23                       | 1         |                  |           |
| 43        | 2         | 25                       | 2         |                  |           |
| 44        | 1         | 26                       | 1         |                  |           |
| 45        | 2         | 29                       | 1         |                  |           |
| 46        | 3         | 30                       | 4         |                  |           |
| 47        | 3         | 33                       | 4         |                  |           |
| 48        | 3         | 35                       | 2         |                  |           |
| 49        | 2         | 36                       | 1         |                  |           |
| 51        | 3         | 37                       | 1         |                  |           |
| 52        | 2         | 38                       | 1         |                  |           |
| 53        | 1         | 39                       | 1         |                  |           |
| 55        | 1         | 40                       | 4         |                  |           |
| 56        | 3         | 41                       | 2         |                  |           |
| 57        | 2         | 45                       | 1         |                  |           |
| 58        | 2         | 47                       | 2         |                  |           |
| 59        | 1         | 50                       | 1         |                  |           |

| VARIABLES |           |                          |           |                  |           |
|-----------|-----------|--------------------------|-----------|------------------|-----------|
| Age       |           | Years Lived in Community |           | Years of Service |           |
| Years     | Frequency | Years                    | Frequency | Years            | Frequency |
| 62        | 1         | 51                       | 1         |                  |           |
| 63        | 1         | 56                       | 1         |                  |           |
| 65        | 1         | Total                    | 63        |                  |           |
| 67        | 1         | Missing                  | 5         |                  |           |
| 68        | 1         | Total                    | 68        |                  |           |
| 73        | 1         |                          |           |                  |           |
| Total     | 62        |                          |           |                  |           |
| Missing   | 6         |                          |           |                  |           |
| Total     | 68        |                          |           |                  |           |

## APPENDIX L

### EARLY AND LATE MAIL SURVEY RESPONDENTS

| Variable                          | Type | Return | <i>n</i> | <i>M</i> | <i>SD</i> | <i>t</i> | <i>p</i> |
|-----------------------------------|------|--------|----------|----------|-----------|----------|----------|
| Age                               | P    | Early  | 14       | 47.43    | 9.26      | 1.26     | .40      |
|                                   |      | Late   | 15       | 42.00    | 13.44     |          |          |
| Years lived in community          | PR   | Early  | 15       | 22.60    | 14.67     | 0.30     | .43      |
|                                   |      | Late   | 14       | 20.86    | 16.82     |          |          |
| Level of education                | CR   | Early  | 15       | 7.13     | 2.03      | 1.68     | .54      |
|                                   |      | Late   | 15       | 5.93     | 1.87      |          |          |
| 4-H alumni                        | 4-H  | Early  | 15       | 1.07     | 0.26      | 0.66     | .19      |
|                                   |      | Late   | 14       | 1.14     | 0.36      |          |          |
| Years of service                  | VR   | Early  | 15       | 5.53     | 4.56      | 1.30     | .07      |
|                                   |      | Late   | 15       | 3.80     | 2.40      |          |          |
| Volunteer & help out same meaning | VR   | Early  | 14       | 1.79     | 0.43      | 1.06     | .29      |
|                                   |      | Late   | 15       | 1.60     | 0.51      |          |          |

*P* < .05

**Note.** P = Person, PR = Person-Related, CR = Career-Related, 4-H = 4-H-Related, and VR = Volunteer-Related.

## APPENDIX M

### MEAN, STANDARD DEVIATION, AND RANKINGS OF MOTIVES STATEMENTS

| <b>Motives Statements</b>   | <b><i>M</i></b> | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|------------------|----------------|
| I am a volunteer or help out in my community because I like helping people. (Affiliation)                 | 4.56            | 0.76             | 1              |
| I am a volunteer or help out because I want to have influence on how young people learn and grow. (Power) | 4.53            | 0.84             | 2              |
| I volunteer or help out because it is a way to improve my community. (Achievement)                        | 4.51            | 0.74             | 3              |
| I volunteer or help out because I like associating with young people. (Affiliation)                       | 4.44            | 0.80             | 4              |
| I volunteer or help out because it is a way I can express my caring and concern for others. (Affiliation) | 4.34            | 0.89             | 5              |
| I volunteer or help out because I want to learn new things. (Achievement)                                 | 4.13            | 0.91             | 6              |
| I volunteer or help out because I want to teach and lead others. (Power)                                  | 4.07            | 0.89             | 7              |
| I am a volunteer or help out because it is something I can do well. (Achievement)                         | 3.96            | 0.92             | 8              |
| I have goals for what I want to accomplish as a volunteer. (Achievement)                                  | 3.78            | 1.08             | 9              |
| I am a volunteer because I like the challenge of the task. (Achievement)                                  | 3.76            | 0.96             | 10             |
| I am a volunteer because I want to be with my child(ren) in the program. (Affiliation)                    | 3.74            | 1.39             | 11             |
| I volunteer or help out because it gives me a chance to meet other volunteers. (Affiliation)              | 3.71            | 0.99             | 12             |
| I prefer to work with groups of people rather than alone when volunteering. (Affiliation)                 | 3.65            | 1.14             | 13             |

| <b>Motives Statements</b>   | <b><i>M</i></b> | <b><i>SD</i></b> | <b>Ranking</b> |
|---|-----------------|------------------|----------------|
| I am a volunteer because I like to be involved in making decisions and program planning. (Power)                                | 3.56            | 1.06             | 14             |
| I am a volunteer because it is a constructive use of my leisure time. (Achievement)   | 3.43            | 1.26             | 15             |
| I like to receive feedback from the volunteer organization and staff about how I am doing. (Achievement)                        | 3.31            | 1.15             | 16 tie         |
| I am a volunteer in my neighborhood because I feel needed. (Affiliation)  | 3.31            | 1.16             | 16 tie         |
| I like being involved in the leadership role that volunteering provides. (Power)  | 3.25            | 1.06             | 18             |
| I volunteer or help out because I like to be responsible for programs and activities. (Power)                                   | 3.24            | 1.12             | 19             |
| I volunteer or help out because I want to have influence over others. (Power)   | 2.93            | 1.34             | 20             |
| I enjoy being able to "do my own thing" within the volunteer organization. (Power)  | 2.66            | 1.07             | 21             |
| I am a volunteer or help out because I feel an obligation to the organization because of what it has done for me. (Affiliation) | 2.63            | 1.22             | 22             |
| I volunteer because I want to gain experience and skills which might lead to employment. (Achievement)                          | 2.62            | 1.11             | 23             |
| I volunteer or help out because it is important to me that people like me. (Affiliation)  | 2.38            | 1.13             | 24             |
| I receive status in my community because I am a volunteer. (Power)  | 2.15            | 1.04             | 25 tie         |
| I volunteer or help out because I can't say "no" when I'm asked. (Affiliation)  | 2.15            | 0.98             | 25 tie         |
| I volunteer or help out because I like to receive recognition or attention for what I've done. (Power)                          | 2.01            | 1.06             | 27             |

## APPENDIX N

### CORRELATIONS FOR CHARACTERISTICS OF VOLUNTEERS AND MOTIVES

| Variables                        | Achievement | Affiliation | Power      |
|----------------------------------|-------------|-------------|------------|
| <b>Person</b>                    |             |             |            |
| Age                              | .07         | .05         | .21        |
| Gender                           | .05         | .02         | .22        |
| Race                             | .06         | .04         | .08        |
| <b>Person-Related</b>            |             |             |            |
| Years lived in community         | .08         | .11         | .02        |
| Marital status                   | .16         | .18         | <b>.28</b> |
| Have children 4-H age            | .05         | .12         | .19        |
| <b>Career-Related</b>            |             |             |            |
| Level of education               | .05         | .00         | .04        |
| Employment type                  | .09         | .06         | .18        |
| Employment status                | .01         | .14         | .12        |
| Family income                    | .12         | .10         | .22        |
| <b>4-H-Related</b>               |             |             |            |
| 4-H alumni                       | .18         | .17         | .16        |
| Children 4-H age                 | .01         | .08         | .16        |
| Associates involved in 4-H       | <b>.46</b>  | <b>.48</b>  | .23        |
| <b>Volunteer-Related</b>         |             |             |            |
| Years of service                 | .07         | .02         | .13        |
| Mode of service                  |             |             |            |
| Community or project club        | .03         | .01         | .23        |
| School enrichment or club        | .04         | .06         | .06        |
| After school                     | .21         | .08         | .18        |
| Camp                             | <b>.24</b>  | <b>.26</b>  | .20        |
| Advisory or foundation           | .03         | .06         | .08        |
| EFNEP                            | .05         | .08         | .08        |
| Other                            | .04         | .06         | .03        |
| Volunteer/help out same meaning  | .16         | .08         | .04        |
| Volunteers w/other organizations | .20         | .18         | .06        |

*Note.* Table is grouped by variable type and motives. All correlations of 0.24 and above are in bold type. All correlations 0.24 and above significant at  $p < .05$ , all correlations 0.45 and above significant at  $p < .01$ .

## APPENDIX O

### SELECTED CHARACTERISTICS OF INTERVIEWEES AS REPORTED ON MAIL SURVEY

Person and Selected Person-Related Variables – Age, Gender, Race/Ethnicity, Marital Status, Number of Children 4-H Age per Household, and Years Lived in the Community of Interviewees

| Variable                 | <i>N</i>  | <i>M</i>  | <i>SD</i> | Range |
|--------------------------|-----------|-----------|-----------|-------|
| Age                      | 21        | 44.48     | 10.58     | 38    |
| Person Variable          | Frequency |           |           | %     |
| Age                      | 21        |           |           |       |
| 18-32 years              |           | 3         |           | 14.3  |
| 33-44 years              |           | 6         |           | 28.6  |
| 45-57 years              |           | 10        |           | 47.6  |
| 58-73 years              |           | 2         |           | 9.5   |
| Total                    |           | 21        |           | 100.0 |
| Gender                   | 21        |           |           |       |
| Male                     |           | 4         |           | 19.0  |
| Female                   |           | 17        |           | 81.0  |
| Total                    |           | 21        |           | 100.0 |
| Race/Ethnicity           | 21        |           |           |       |
| Black/African American   |           | 15        |           | 71.4  |
| Hispanic/Latino          |           | 5         |           | 23.8  |
| Asian/Pacific Islander   |           | 1         |           | 4.8   |
| Total                    |           | 68        |           | 100.0 |
| Person-Related Variable  | <i>N</i>  | Frequency |           | %     |
| Years Lived in Community | 20        |           |           |       |
| 0-8 years                |           | 2         |           | 10.0  |
| 9-23 years               |           | 7         |           | 35.0  |
| 24-39 years              |           | 6         |           | 30.0  |
| 40-56 years              |           | 5         |           | 25.0  |
| Total                    |           | 20        |           | 100.0 |



| <b>Person Variable</b>          |    | <b>Frequency</b> | <b>%</b> |
|---------------------------------|----|------------------|----------|
| <b>Marital Status</b>           | 21 |                  |          |
| Single, never married           |    | 3                | 14.3     |
| Married                         |    | 12               | 57.1     |
| Married, but separated          |    | 0                | 0.0      |
| Divorced                        |    | 6                | 28.6     |
| Widowed                         |    | 0                | 0.00     |
| Total                           |    | 21               | 100.0    |
| <b>Have Children of 4-H Age</b> | 21 |                  |          |
| Yes                             |    | 18               | 85.7     |
| No                              |    | 3                | 14.3     |
| Total                           |    | 21               | 100.0    |

## REFERENCES

- Applebaum, S. (1992). Recruiting and retaining volunteers from minority communities: A case study (Doctoral dissertation, University of Toronto, 1992). *Dissertation Abstracts International*, 54, 0138.
- Ary, D., Jacobs, L.C., & Razavieh, A. (1996). *Introduction to research in education* (5<sup>th</sup> ed.). Fort Worth, TX: Holt, Rinehart & Winston.
- Asche, J., & Janey, J. (1990). Research on volunteerism: Researchers' interests and practitioners' need. *The Journal of Volunteer Administration*, 8(2), 16-38.
- Bankston, J. (1992). Factors related to recruitment and retention of ethnic minority youth in the Ohio 4-H program (Doctoral dissertation, The Ohio State University, 1992). *Dissertation Abstracts International*, 53, 3777.
- Black people and volunteering*. (1988). London: Black Perspectives in Volunteering Group and Advance.
- Boston, M., Jr. (1987). A survey of residents in a predominately Black, low income urban area on volunteerism in community recreation (Doctoral dissertation, New York University, 1987). *Dissertation Abstracts International*, 48, 1538.
- Chambré, S.M. (1982). Recruiting Black and Hispanic volunteers: A qualitative study of organizations' experiences. *The Journal of Volunteer Administration*, 1(1), 3-10.
- Colomy, P., Chen, H., & Andrews, G.L. (1988). Situational facilities and volunteer work. *The Journal of Volunteer Administration*, 6(2), 20-25.
- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Culp, K. III., & Schwartz, V. J. (1999). Motivating adult volunteer 4-H leaders. *Journal of Extension*. 37(1). [On line]. Available: <http://www.joe.org/joe/1999february/rb5.html>.
- Davis, K.E. (1977). Blacks and voluntary action. In B. Hanlon (Ed.), *The best of Voluntary Action Leadership*. Arlington, VA: The National Volunteer Center.
- Dillman, D.A. (1978). *Mail and telephone surveys: The total design method*. New York: John Wiley & Sons.

- Duran, D.F., & Monroe, M.E. (1977). *The Latino communications project: An investigation of communication patterns and organizational activity among Mexican, Cuban, and Puerto Rican residents of Chicago*. Final Report. (ERIC Document Reproduction Service No. ED 157 535)
- Ellis, S.J. (1985). Research on volunteerism...what needs to be done. *Journal of Voluntary Action Research*, 14(2), 11-14.
- Florida 4-H Youth Programs. (1999). *Florida 4-H ES-237 and related reports*. Gainesville, FL: Author.
- Goldhor, H. (1974). *The use of late respondents to estimate the nature of non-respondents*. Washington, DC: U.S. Office of Education. (ERIC Document Reproduction Service No. ED 083 309)
- Grogan, S. (1992, Winter). Diverse cultures-CES welcome. *Journal of Extension*, 30, 3.
- Guilford, J.P. (1956). *Fundamental statistics in psychology and education*. New York: McGraw-Hill.
- Hampton, D.R., Summer, C.E., & Weber, R.A. (1973). *Organizational Behavior and the Practice of Management*. Glenview, IL: Scott, Foresman.
- Hass, G. (1979, March-April). Holding on to 4-H leaders. *Journal of Extension*, 17, 10-13.
- Heidrich, K.W. (1988). Volunteers' lifestyles: A market segmentation study (Doctoral dissertation, University of Illinois at Urbana-Champaign, 1988). *Dissertation Abstracts International*, 49, 2731.
- Heinsohn, A.L., Lewis, R.B., & Camasso, A. E. (1981). *Recruiting low-income volunteers for 4-H youth programs*. University Park: The Pennsylvania State University.
- Henderson, K. A. (1981, January-February). Motivating the adult 4-H volunteer. *Journal of Extension*, 19, 19-27.
- Henderson, K. A. (1983). The motivation of men and women in volunteering. *The Journal of Volunteer Administration*, 1(3), 20-24.
- Hobbs, B. B. (2000). *Recruiting and supporting Latino volunteers*. Corvallis: Oregon State University Extension Service.
- Howe, N. (1999). *The Tampa area-Area demographics-Seven county profiles*. Tampa Bay Partnerships. [Online]. Available: <http://www.tampabay.org/7county.asp>.

- Independent Sector. (1992). *Giving and volunteering in the United States: Findings from a national survey*. Washington, DC: Author.
- Independent Sector. (1999). *Giving and volunteering in the United States: Findings from a national survey (executive summary)*. Washington, DC: Author.
- Israel, G. D. (1992a). *Determining sample size* (Fact Sheet PEOD-6). Gainesville: Florida Cooperative Extension Service.
- Israel, G. D. (1992b). *Sampling issues: Nonresponse* (Fact Sheet PEOD-9). Gainesville: Florida Cooperative Extension Service.
- Knowles, M. (1972). Motivation in volunteerism: Synopsis of a theory. *The Journal of Voluntary Action Research*, 1(2), 27-29.
- Lake, P.C. (1971, January). *On recruiting low-income volunteers* (Special Series) Boulder, CO: National Information Center of Volunteerism.
- Lappe, F.M., & DuBois, P.M. (1994). *The quickening of America*. San Francisco, CA: Jossey Bass.
- Latting, J. K. (1990). Motivational differences between Black and White volunteers. *Nonprofit and Voluntary Sector Quarterly*, 19(2), 121-136.
- Litwin, G.W., & Stringer, R.A., Jr. (1968). *Motivation and organizational climate*. Boston, MA: Harvard University.
- Lynch, R. (1990, Fall). Targeted volunteer recruiting. *Voluntary Action Leadership*, 24-28.
- Macduff, N. (1992, Winter). Retention: The + and - of volunteers. *Voluntary Action Leadership*, 19.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Brothers.
- Miller, D. (1977). *Handbook of research design and social measurement*. New York: McKay.
- Miller, D., Rutledge, J., & Flinchum, M. (1998). FL719 (1862)/FL219 (1890) Volunteer development, July 10, 1998. [On-line]. Available: <http://www.ifas.ufl.edu/~smpweb/fl719.htm>
- Mostyn, B. (1983). The meaning of volunteer work: A qualitative investigation. In S. Hatch (Ed.), *Volunteers: Patterns, meanings, and motives*. Berkhamsted, England: The Volunteer Centre.

- Nehnevajsa, J., & Karelitz, A.P. (1976). *Perspectives on motivations of volunteers: Pittsburgh SMSA*. Pittsburgh: University of Pittsburgh, Center for Urban Research.
- Nestor, L.G., & Fillichio, C. (1992, Winter). Recruitment strategies - What the American Red Cross discovered. *Voluntary Action Leadership*, 15-16.
- Perkins, K.B., & Wright, T. (1989). *Characteristics and survival potential of volunteer nonprofit EMS corporations: A Virginia sample* (Professional Paper #13). Blacksburg: Virginia Cooperative Extension Service, Center for Volunteer Development.
- Ramos, G. (1987, July 6). Latino Scouts look for a few good parents. *Los Angeles Times*. (Home edition).
- Rauner, J. (1992). Multicultural perspectives in history of American volunteerism. *The Journal of Volunteer Administration*, 10(2), 1-8.
- Rouse, S. B., & Clawson, B. (1992). Motives and incentives of older adult volunteers. *Journal of Extension*. 30(3). [On line]. Available: <http://www.joe.org/joe/1992fall/a1.html>.
- Rowland, V. (1990). Volunteer time. *Journal of Extension*. 28(3). [On line]. Available: <http://www.joe.org/joe/1990fall/a8.html>.
- Safrit, R.D., King, J.E., & Burcsu, K. (1994). *A study of volunteerism in Ohio cities and surrounding communities: A project to link applied research with community action*. Columbus: Ohio State University Extension.
- Safrit, R.D., Smith, W., & Cutler, L. (1993). *The Ohio 4-H BLAST! Program*. Columbus: Ohio State University Extension.
- Sills, D. (1957). *The volunteers*. Glencoe, IL: Free Press.
- Smith, D. H. (1981). Altruism, volunteers, and volunteerism. *Journal of Voluntary Action Research*, 10(1), 21-36.
- Smith, D. L. (1992). *Diversity in Cooperative Extension Service*. Unpublished report, Michigan State University, Department of Agricultural and Extension Education.
- Smith, D. L. (1995). *Developing diversity in your volunteer force*. Unpublished report, Michigan State University, Department of Agricultural and Extension Education.
- Smith, R. (1996). Why organized charities fail to connect with Latinos. *LatinoLink*. [On line]. Available: <http://www.latino.com/opinion/1110hte3.htm>

- SPSS. (1999). *SPSS base 10.0 applications guide*. Chicago: Author.
- Stevens, E.S. (1990). Utilizing a "rich" resource: Older volunteers. *The Journal of Volunteer Administration*, 8 (2), 35-38.
- Stevens, E.S. (1993). Older women who volunteer: Tapping a valuable resource. *The Journal of Volunteer Administration*, 11(4), 9-14.
- Straus, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- TAXI Design Team. (1994). *Red TAXI trainer's guide: Training volunteer managers to get going*. Washington, DC: USDA Extension Service and National 4-H Council.
- United States Department of Commerce. (1991). *1990 census of population, general population characteristics, Florida*. Washington, DC: Bureau of Census.
- University of Wisconsin-Madison. (1986). *Partners in action: Community volunteers Cooperative extension agents: Phase II – Volunteers' views: Findings, conclusions, and implications*. Madison: University of Wisconsin-Madison, Department of Continuing and Vocational Education.
- Van Horn, B.E. (1999). Changes and challenges in 4-H (Part two). *Journal of Extension*. 37(1). [On line]. Available: <http://www.joe.org/joe/1999february/ent.html>
- Vilardo, T., & Gomez, J. (1989). *Ethnicity and volunteerism: A study of the North York public school system*. North York, Ontario: Board of Education for the City of North York.
- Weisberg, H.F., Krosnick, J.A., & Bowen, B.D. (1996). *An introduction to survey research, polling, and data analysis* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Williams, F. (1992). *Reasoning with statistics: How to read quantitative research* (4<sup>th</sup> ed.). Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.
- Wilson, M. (1976). *The effective management of volunteer programs*. Boulder, CO: Volunteer Management Associates.
- Wright, B. (1992, Winter). Some notes on recruiting and retaining minority volunteers. *Voluntary Action Leadership*, 20.
- Yep, B., & Hollenbeck, M. (1979, March/April). A way to reach minorities: Multicultural awareness. *Journal of Extension*, 17, 4-9.

Yin, R.K. (1994). *Case study research: Design and methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

MICHIGAN STATE UNIV. LIBRARIES



31293020486282