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MOTIVATIONAL CHANGE: AN EXAMINATION OF
LONG-TERM MICHIGAN 4-H VOLUNTEERS

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JENNIFER ANN WAGESTER

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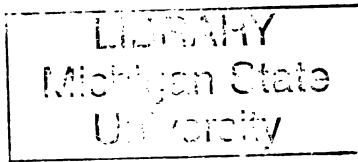
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**MOTIVATIONAL CHANGE: AN EXAMINATION OF
LONG-TERM MICHIGAN 4-H VOLUNTEERS**

By

Jennifer Ann Wagester

A DISSERTATION

**Submitted to
Michigan State University
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ABSTRACT

MOTIVATIONAL CHANGE: AN EXAMINATION OF LONG-TERM MICHIGAN 4-H VOLUNTEERS

By

Jennifer Ann Wagester

The objective of this study is to determine whether or not long-term Michigan 4-H volunteers experience motivational change and, if so, to identify the factors that prompt motivational change, to document how motives change as a result of the motivational change process, and to determine when motivational change occurs. A survey was developed and administered to 200 randomly selected individuals from the study population of 4,138 long-term Michigan 4-H volunteers. The results of the survey indicate motives change for a portion of the sample population.

The respondents were separated into categories based upon the magnitude of motivational change exhibited by their survey responses. Ten respondents were randomly selected from the category consisting of respondents who exhibited the greatest motivational change. They were subsequently interviewed. The interview data indicate, for the sample population: 1) motivational change prompts are primarily their children entering or exiting 4-H, the impact of 4-H on youth or the community, and the impact of their 4-H volunteer-related experiences on themselves; 2) motives change from those primarily related to immediate family or community needs and/or an interest in children to ones primarily related to internal feelings of joy, satisfaction, and fulfillment; and 3) motives change during volunteer service and, specifically, when their children enter or exit 4-H.

The results of this study indicate motivational change is prompted by volunteers' life event changes and changes in volunteers' thoughts and feelings related to volunteering. They also indicate motivational change prompts influence the process of motivational change. The results show volunteers' motives for volunteering change from being primarily needs-based to being more self-actualizing in nature. They support the conceptual framework proposed by this study as a model of the motivational change process. Additionally, the results indicate adults' motivation to volunteer in 4-H is primarily driven by their positive feelings related to children and youth development. The results also connote that a one-component model of adults' motivation to volunteer and a theory of six major factors of motivation describe the motivation of long-term 4-H volunteers.

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**This dissertation is dedicated to the countless volunteers
who make a difference in people's lives every day.**

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CHAPTER I

INTRODUCTION

Volunteerism is recognized as a significant component of American culture, contributing greatly to the country's founding, shaping its society throughout history, and addressing its current social issues (Ellis & Noyes, 1990). Approximately 28% of American adults volunteered with a formal organization within a 12-month period between September 2004 and September 2005, representing 65.4 million people (United States Department of Labor [USDOL], 2005). Each person volunteered an average of 50 hours annually (USDOL, 2005), cumulatively donating 3.27 billion hours to volunteer-oriented organizations. In 2005, the value of a volunteer hour was \$18.04 (Independent Sector, 2006), which indicates the net worth of their 3.27 billion hours was about \$59 billion.

The concept of volunteerism, individuals making significant personal sacrifices for others, has been an area of study within the field of social behavioral sciences for some time (Clary et al., 1998). Volunteerism is typically studied as a form of "helping behavior" (Clary et al., 1998), being recognized as an activity that involves "planning, sorting out of priorities, and matching of personal capabilities and interests with type of intervention" (Benson et al., 1980, p. 89 as referenced by Clary et al., 1998). It is not considered an altruistic phenomenon, one in which people act "without any reward, internal or external, real or psychological" (Walster, Walster, & Berscheid, 1978 as referenced by Francies, 1983, p. 17). Individuals participating in volunteerism are "human beings, engaging in unpaid, uncoerced activities for various kinds of tangible and

intangible incentives, with psychic or intangible incentives being especially important” (Smith, 1981, p. 33).

To volunteer is “to choose to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one’s basic obligations” (Ellis & Noyes, 1990, p. 4). Why volunteers choose to act, in essence their motives for volunteering, has received considerable attention by researchers since the 1960’s. However, in the 1990’s Cnaan and Goldberg-Glen (1991) reported that what is known about why adults volunteer is fragmented as the published research studies are not systematic or consistent, and current review of the literature indicates that this is still the case. The use of varied theoretical frameworks, research methodologies, motive taxonomies, and population samples by researchers studying volunteers’ motives has produced research results that are difficult to connect and synthesize. Thus, adults’ motives for volunteering are not standardized within the field of volunteer administration.

Multiple models for describing the construct of motivation to volunteer exist (Cnaan & Goldberg-Glen, 1991). In general, researchers do not agree on the model’s components (e.g., internal motives, external motives, altruistic motives, egocentric motives, social motives, values) or on the number of the components that constitute motivation to volunteer (Clary et al., 1998; Cnaan & Goldberg-Glen, 1991). Some theorize that motivation to volunteer consists of one component, a commitment to assist others (Cnaan & Goldberg-Glen, 1991; Pinker, 1979 and Titmus, 1971 as referenced by Cnaan & Goldberg-Glen, 1991). Others consider the construct to be comprised of two distinct components (Gidron, 1978 as referenced by Cnaan & Goldberg-Glen, 1991;

Smith, 1981), and some argue that motivation to volunteer consists of up to six components (Clary et al., 1998).

Multiple theories of motivation also exist to explain people's behavior. Those most often cited in the literature are Malsow's hierarchy of needs (Maslow, 1943) and the combination of McClelland's trichotomy of needs (McClelland, 1961) and McClelland's and Atkinson's expectancy motivational theory (Hampton, Summer, & Webber, 1982). Others discussed in the literature include Herzberg's motivation-hygiene theory (Litwin & Stringer, 1968 as referenced by Wilson, 1976), Vroom's two-level expectancy theory (Vroom, 1964), Wlodkowski's (1985) six major factors of motivation, and social exchange theory (West & Turner, 2000).

Though researchers are not unified regarding the motives adults possess for volunteering, a model of human motivation to volunteer, or a theory of human motivation, they appear to agree that 1) volunteers are not altruistic and 2) understanding why adults volunteer is important. Numerous benefits are perceived to be realized by organizations that understand their volunteers' motives. The most heavily cited benefit, by researchers and practitioners alike, is improved volunteer administration (e.g., the functions of volunteer recruitment, development, recognition, and retention) as motivation is a component of almost every volunteer administration model (Culp & Schwartz, 1999).

King and Gillespie (1985) indicate improved volunteer administration, however, can only be sustained through the ongoing, consistent study of volunteers' motives. In their 1985 article, on page 28, they state:

Surveys of volunteer personnel conducted on a regular basis are capable of detecting changes in the goals underlying individual participation (Deci,

1975; Gillespie, 1977). The data gathered from such studies can also uncover shifts in motives for specific or identifiable subgroups ... (Gillespie & King, 1985).

Research by Gidron (1984, as referenced by Cnaan & Goldberg-Glen, 1991) further supports ongoing, consistent study. In 1984, Gidron indicated “the motives that initially influence people to volunteer may differ from those that influence their decision to continue to volunteer” (Cnaan & Goldberg-Glen, 1991, p. 270). The literature, however, does not provide further explanation of motivational change for volunteers.

Motivational Change for 4-H Volunteers

Review of the literature shows that, since the 1960's, 4-H has sought to identify the motives of its adult volunteer population. Four-H is the youth development program of the United States Department of Agriculture (USDA) Cooperative State Research, Education, and Extension Service (CSREES). Its mission is “to empower youth to reach their full potential, working and learning in partnership with caring adults” (United States Department of Agriculture [USDA], n.d.). CSREES operates Extension offices at the state, regional, and county levels in every state and territory of the United States (Cooperative State Research, Education, and Extension Service [CSREES], 2004). Volunteer administrators in these offices mobilize over 600,000 volunteers to assist in carrying out the day-to-day activities necessary for implementation of 4-H at the local level (CSREES, 2004).

Researchers and volunteer administrators affiliated with 4-H have published numerous articles on why adults volunteer in 4-H. In general, 4-H volunteers' motives have remained constant over time. Adults volunteer in 4-H primarily because their children participate in 4-H programs, they want to help people, and they desire to

associate with youth (Brown & Boyle, 1964; Culp, 1997; Culp & Schwartz, 1999; Denmark, 1980-1981; Fritz, Barbuto, Marz, Etling, & Burrow, 2000; Henderson, 1981; Parrott, 1977; White & Arnold, 2003). However, comparison of research results indicates 4-H likely possesses a subgroup of volunteers (i.e., long-term volunteers) who experience motivational change during their tenure.

The percentage of 4-H volunteers who volunteer because their children are in 4-H was about 56% for the 1999 Culp and Schwartz survey of long-term volunteers (those with five or more years of service). This figure is much lower than the 68% to 89% reported for similar studies of the general 4-H population (Culp, 1997; Fritz et al., 2000; Henderson, 1981). Thus, it is likely those who begin volunteering in 4-H because their children are involved, decide to continue volunteering for different motives. Initial research conducted by Culp in 1997 indicates the primary reason 4-H volunteers continue their service is youth-related. However, additional study is needed to determine whether or not 4-H volunteers experience motivational change while volunteering in 4-H, and if so, to learn more about the motivational change process.

Statement of the Problem

As previously discussed, the literature base indicates that understanding why adults volunteer is an important component of volunteer administration. Volunteers' motives can communicate to administrators the most effective ways in which to recruit volunteers, support their development, recognize their contributions, and facilitate their continuing to volunteer. Since adults' motives for volunteering likely change during their volunteer tenure, it is vital for administrators to understand motivational change. This

will allow them to modify their administrative practices as necessary to effectively manage their volunteer forces.

Currently, the field of volunteer administration has limited knowledge regarding motivational change. It is known volunteers' motives for initiating their volunteer service can be different than their motives for continuing service, indicating motivational change has occurred. However, the process of motivational change is not well understood. The field of volunteer administration is in need of studies that further describe the motivational change process – such as what prompts motives to change, how motives change as a result of the motivational change process, and when motives change.

Purpose of the Study

The purpose for conducting this study is to provide the field of volunteer administration with a foundation for understanding motivational change for volunteers. It is intended that the new knowledge generated by this study will assist administrators in improving their practices related to the management of volunteers.

Research Questions

Review of the literature indicates a subgroup of the 4-H volunteer population likely includes volunteers who undergo the motivational change process. The objective of this study is to determine whether or not volunteers within this subgroup experience motivational change and, if so, to answer the following research questions:

1. What factors prompt motivational change?
2. How do motives change as a result of the motivational change process?
3. When does motivational change occur?

Limitations of the Study

The study of an internal, psychological construct through a mixed methods research approach has several limitations.

1. Individuals who agree to participate in this study may be different than those who are not asked to participate or those who do not agree to participate (Bailar, 1989 as referenced by Bickman & Rog, 1998). It is, therefore, possible that the information gathered during this study may not be reflective of the entire population.
2. “Reality is subjective and multiple, as seen by the participants in the study” (Creswell, 1998, p. 75). This means individuals participating in this study may interpret experiences in different ways, making it difficult to provide definitive information about a common phenomenon.
3. Asking participants to address questions related to their past experiences can result in obtaining data that are inaccurate and not reflective of the actual experiences (Phillips, 1994). Thus, the quality of the data is dependent upon the participants’ ability to recall and communicate their thoughts and experiences.
4. Quantitative research involves making inferences about the world and its phenomena through analysis of data that are measurable in nature. As a majority of the data are related to intangible items (e.g., people’s motives, thoughts, and experiences), it is possible for the inferences made during this study to be inaccurate.
5. Qualitative research requires the researcher to interpret data provided by the study participants to identify common categories or themes (Creswell, 1998). As the

researcher is human, it is possible for unintentional bias to be present in data analysis, which may cause the results of this study to be distorted.

6. The study population is a subgroup of the Michigan 4-H volunteer population. Results from this study may not be able to be generalized to the entire 4-H volunteer population or volunteers, in general.

Summary

Motivational change for volunteers is not a well-understood phenomenon within the field of volunteer administration. The intent of this study is to broaden understanding of motivational change by discovering what prompts motives to change, how motives change as a result of the motivational change process, and when motives change. As more becomes known about motivational change for volunteers, administrators can utilize this information to improve their management of volunteers, thereby, positively impacting adults' volunteer experiences while meeting the goals of volunteer-driven organizations.

CHAPTER II

LITERATURE REVIEW

Overview of Volunteerism

Review of the literature indicates volunteerism is considered a significant component of American culture, contributing greatly to the country's founding, shaping its society throughout history, and addressing its current social issues (Ellis & Noyes, 1990). Scholars recognize the start of American volunteerism as during the colonization of Jamestown, Virginia, in 1607 (Ellis & Noyes, 1990). At that time, colonists volunteered through charitable giving and assisting those in their community (Ellis & Noyes, 1990). As the United States struggled to gain independence and establish governance, concerned citizens were documented volunteering their time and resources to developing their nation and its guiding principles (Ellis & Noyes, 1990). Volunteerism later grew through the 1800's and 1900's as population growth caused an increase in available volunteer opportunities (American Red Cross, 1988). Among those opportunities were combating social injustice, reforming inadequate social systems, and aiding people in need (Ellis & Noyes, 1990). Volunteering continues to be prevalent among Americans (USDL, 2005) as they strive to address their needs or the needs of others.

Volunteerism is found in the sectors of "labor and employment, agriculture and food, business and industry, communications, transportation, human services, health care, education, religion, recreation and leisure, cultural arts, environmental quality, justice, public safety, the military, international involvement, and political and social action"

(Ellis & Noyes, 1990, pp. 14-15). From September 2004 to September 2005, approximately 28% of American adults volunteered with a formal organization, representing 65.4 million people (USDL, 2005). Each person volunteered an average of 50 hours annually (USDL, 2005), cumulatively donating 3.27 billion hours to volunteer-oriented organizations. In 2005, the value of a volunteer hour was \$18.04 (Independent Sector, 2006), which indicates the net worth of their 3.27 billion hours was about \$59 billion.

Analysis of volunteer activities indicates religious organizations, youth development, and education/instruction are the three main areas in which volunteers formally serve (Hodgkinson & Weitzman, 1996 as referenced by Brown, 1999; USDL, 2005). These three groups constitute between 54% (Brown, 1999) and 61% (USDL, 2005) of all volunteer activities, with an additional 20% of volunteer activities being related to human services and health services (Brown, 1999). According to Brown (1999), the composite of these five groups is known as “church, children, and charity” (p. 22), which accounts for 75% of volunteer time.

To volunteer is “to choose to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one’s basic obligations” (Ellis & Noyes, 1990, p. 4). In general, volunteering is highest among adults who are white, married, well-educated, middle-aged, and employed (Brown, 1999; USDL, 2005). It appears these characteristics are linked to access to resources, which increases the probability of people volunteering. This correlation is described by Brown (1999, p. 27) as follows:

The relationship between educational attainment and rates of volunteering is particularly striking. People who pursue education beyond high school

volunteer much more than those who do not; college graduates are far more likely to volunteer than high school graduates who do not complete a college degree. Volunteer rates also rise with income. Differences across ethnic groups are correlated with differences in average incomes and educational opportunities and, most simply, in the likelihood of having been asked to volunteer.

Education appears to be a more influential factor than income. “The likelihood of volunteering rises dramatically with education, and less dramatically with income” (Brown, 1999, p. 38).

Volunteering also seems to be related to the status and age of volunteers’ children. “People with children at home are more likely to volunteer than people with no children at home” (Brown, 1999, p. 25). Data, referenced by Brown (1999), indicate parents with children of pre-school age are less likely to volunteer than those with children who are all ages six years and up. Additionally, single parents of children under the age of 18 are less likely to volunteer than their two-parent counterparts (Brown, 1999).

Lifecycle and health are also factors discussed by Brown (1999) and the United States Department of Labor (2005) in regards to their relationship to volunteering. Adults aged 35 years to approximately 54 years are those most often serving as volunteers (Brown, 1999; USDL, 2005). Brown (1999) contributes this phenomenon to people in this age range being more “established in their careers, their personal relationships, and their communities” (p. 28). Married persons are more likely to volunteer than those who have never married or those of other marital statuses (Brown, 1999; USDL, 2005). “Persons in very good or excellent health” (Brown, 1999, p. 38) are also much more likely to volunteer than those in poor health (Brown, 1999). When considering health and age together, once health status is controlled, older adults are just as likely to volunteer as younger individuals (Brown, 1999).

Behavior, attitudes, and motivation appear to influence volunteering as well.

Volunteering is more likely of those who volunteered as youth, regularly attend a place of worship, or are members of secular organizations such as service clubs, fraternities, or bowling leagues (Brown, 1999). Furthermore, people are more likely to volunteer if they think they can make a difference (Brown, 1999). They also need a desire to accomplish something if they are to become motivated to volunteer (Brown, 1999).

Motivation to Volunteer

The motivation to volunteer is a psychological construct still under investigation by researchers. According to Cnaan and Goldberg-Glen (1991, p. 270):

There are many reasons why people volunteer, and many studies about those reasons, yet what is known about MTV [motivation to volunteer] is neither systematic nor consistent. The MTV literature in general, and about direct service in particular, is mostly descriptive. Most studies examine only one program or aggregate volunteer data from a variety of samples (Ellis, 1985). Additionally, the concept of motivation itself is not defined uniformly in these studies (... Smith, 1981).

Six studies regarding adults' motivation to volunteer provide an overview of what is known about this psychological construct. The studies' results are presented in the following table.

Table 1. Motives to Volunteer and Rewards of Volunteering as Identified and Ranked in the Literature from 1991 – 2004.

Research Article	Cnaan & Goldberg-Glen (1991)	Black & Jirovic (1999)	Independent Sector (2001)	Guseh & Winders (2002)	Flynn & Feldheim (2003)	Corrigan & Martin (2004)
Context	Motives	Motives	Motives	Motives	Motives	Rewards
Motives in Order by Rank (1 = Most Influential or Most Often Cited)	<ol style="list-style-type: none"> 1. Opportunity to do something worthwhile. 2. Makes one feel better about one's self. 3. It creates a better society. 4. Opportunity to return fortune. 5. It improves attitude on one's own life situation. 6. Opportunity for relationships. 7. Adhering to agency's goals. 8. Excellent educational experience. 9. Provides challenging activities. 10. Opportunity to work with different age groups. 11. Opportunity to change injustices. 12. It is God's expectation. 13. Agency can provide more for less. 14. Opportunity to vary activities. 15. Broadening horizons. 16. Continuing a family tradition. 17. Able to relate to clients due to one's own similar experience. 18. Free time. 19. There would be no one to carry out this volunteer work. 20. Experience in providing service. 21. Agency is prestigious. 22. People in my community volunteer. 23. Previous contact with professionals in this agency. 24. Knowing a client of this agency. 25. Nothing else to do with time. 26. My employer/school expect it. 27. Gaining practical experience toward paid employment. 28. Loneliness. 	<ol style="list-style-type: none"> 1. Give back to community. 2. Volunteered when younger. 3. To keep busy or stay active. 4. An expression of religious faith. 5. To learn something new. 6. Someone asked me to help out. 	<ol style="list-style-type: none"> 1. Compassion toward people in need. 2. Give back to the community. 3. Those who have more should help those with less. 4. Volunteering is an important activity to people one respects. 5. Someone close is involved in the activity or would benefit from it. 6. To meet new people. 	<ol style="list-style-type: none"> 1. Feel good about self; Believe in cause. 2. Enjoy activity; Help others. 3. Asked to help. 4. Gain experience. 5. Benefited from others. 6. Friend, family involved; Free time. 7. Religious beliefs. 8. Friend, family benefits. 9. Meet people. 10. Group requirement. 11. Benefits career. 12. Media ad. 13. School requirement. 14. Status or prestige. 	<ol style="list-style-type: none"> 1. Help others by serving the community. 2. Make the world a better place. 3. Enjoyment from working with the client population. 4. Socialize with other volunteers. 5. Gain career related experiences. 6. Repay benefits received. 7. Fulfill a requirement. 8. Enhance prestige. 9. Carry out a religious belief. 10. Provide an appeasement of guilt. 	<ol style="list-style-type: none"> 1. Making friends. 2. Personal satisfaction. 3. Helping others. 4. Helped to work with others. 5. Learned from working with others. 6. Feel better about self- accomplishment. 7. Sense of being. 8. Spiritual growth; Recognition. 9. Spending time with others; Higher self esteem; Personal benefit – free services; Getting love from others. 10. Confirmation of career goals.

To address the fragmented literature base, Cnaan and Goldberg-Glen (1991) compiled the findings of published research regarding adults' motives for volunteering. The articles reviewed included studies of adults, college students, and elderly individuals who volunteered in the American Red Cross, nursing homes, day centers for the elderly, community services, Voluntary Action Centers, long-term care units, Junior Leagues, juvenile agencies, Big Brothers, Big Sisters, city management, social agencies, church-related programs, suicide prevention, and hot-lines. A few studies of past volunteers were reviewed as well. Cnaan's and Goldberg-Glen's criteria for considering a motive as valid were that it must be referenced by a minimum of five studies and it must be relevant to their area of interest – human services. As a result of their analysis, 28 common motives for volunteering were identified.

Once the literature review was completed, Cnaan and Goldberg-Glen (1991) surveyed 258 volunteers from over 40 human service agency programs and 104 non-volunteers to determine to what extent each of the 28 motives “contributed to their decision to volunteer (for the volunteers) or would influence their future decision to volunteer (for the nonvolunteers)” (p. 278). The results of their survey provided data for ranking the 28 motives. The rank of the motives, from most influential to least influential, is displayed in Table 1. The highest ranked motives are *opportunity to do something worthwhile, makes one feel better about one's self, it creates a better society, and opportunity to return fortune* (Cnaan & Goldberg-Glen, 1991).

In 1999, Black and Jirovic studied age differences in volunteer participation for volunteers located in the Detroit metropolitan area of southeastern Michigan. They collected data through interviews of 51 volunteers

from Oakland County Mobile Meals and completed surveys of 43 volunteers of Community Services of Oakland. As part of their research they studied the participants' motives for volunteering, ranking them by frequency of response. The results of their study are displayed in Table 1. Black and Jirovic (1999) found that, generally, the motives for volunteering between younger and older adults are not significantly different. The only motive being significantly more prevalent for older adults is the motive "in order to keep busy or stay active" (Black & Jirovic, 1999, p. 44), indicating older adults may volunteer as a use of their leisure time more often than younger individuals.

In 2001, Independent Sector published an updated version of their biennial report *Giving and volunteering in the United States*, a publication produced since the late 1980's. The data for the 2001 report were "obtained from telephone interviews conducted in the months of May, June, and July 2001[,] ... result[ing] in a representative national sample of 4,216 non-institutionalized adult Americans 21 years of age or older" (Independent Sector, 2001, p. 14). As part of the study, the participants indicated their reasons for volunteering. The reasons for volunteering identified by 67.7% or more of the participants are displayed in Table 1. Those most often cited are *compassion toward people in need, give back to the community*, and *those who have more should help those with less*. Disaggregating the data by type of organization shows adults' reasons for volunteering do not appear to differ between different types of organizations (Independent Sector, 2001).

efforts to describe volunteerism in North Carolina. They interviewed North Carolina adult residents aged 18 and over via phone during December 2000. Participants who volunteered “within the preceding three years were asked whether a series of reasons for volunteering applied to them” (Guseh & Winders, 2002, p. 38). Overall, 503 responses were obtained that related to reasons for volunteering. The participants’ reasons for volunteering, and their ranking, are displayed in Table 1. The most often cited reasons for volunteering are *feel good about self*, *believe in cause*, *enjoy activity*, and *help others* (Guseh & Winders, 2002).

In 2003, Flynn and Feldheim researched the recruitment and retention of Florida volunteers. They obtained completed questionnaires from 141 volunteer administrators of nonprofit agencies. Data regarding adults’ motives for volunteering were collected by asking the participants to respond as agree, disagree, and neutral/don’t know to a series of reasons given to complete the statement: “Most people volunteer to ...” (Flynn & Feldheim, 2003, p. 7). The study’s results are displayed in Table 1. The most often cited reasons for volunteering are *help others by serving the community*, *make the world a better place*, and *enjoyment from working with the client population* (Flynn & Feldheim, 2003).

Most recently, Corrigan and Martin (2004) studied volunteerism within the context of social exchange theory. They developed a survey instrument to determine 1) the most often sought rewards associated with volunteerism, 2) the

most common costs associated with volunteerism, and 3) whether or not rewards must equal or exceed costs to keep volunteers active (Corrigan & Martin, 2004). Data were obtained from 177 adults in the states of Ohio, Pennsylvania, and West Virginia who volunteered with one of “six different organizations that assisted hospital patients, underprivileged or at-risk youth, church related concerns, schools, and other miscellaneous services” (Corrigan & Martin, 2004, p. 23). The rewards identified by the participants are listed in Table 1. “The number one cost listed most frequently ... was ... no costs (i.e., ‘none’) during their volunteer experience” (Corrigan & Martin, 2004, p. 25). Thus, “a majority of the participants either chose to ignore the obvious costs associated with volunteering or truly felt that the exchange was not cost laden” (Corrigan & Martin, 2004, p. 25). Though these findings cannot be generalized as motives for volunteering, they provide additional information about the construct of motivation to volunteer.

Given the variation in the studies discussed above, it is not possible to compile their results and generate a single, definitive list of adults’ motives to volunteer. However, review of these studies indicates, in general, adults are motivated to volunteer to help others and to gain personal benefits (e.g., relationships with others, better self-image, and enjoyment).

Models of Motivation to Volunteer

As with motivation to volunteer, the research results regarding models of motivation to volunteer are not unified. Multiple models for describing the construct of

motivation to volunteer exist (Cnaan & Goldberg-Glen, 1991). These models vary in content and number of components.

According to Cnaan and Goldberg-Glen (1991), “British welfare scholars have contended that the commitment to assist others, although a combination of many motives, is nonetheless a unified whole (Pinker, 1979; Titmus, 1971). Thus it is possible that MTV [motivation to volunteer] also may be a unitary composition of motives” (p. 275). Further study and data analysis conducted by Cnaan and Goldberg-Glen in 1991 provide additional support for a one-component model. They indicate motivation to volunteer, “with a few exceptions, can be expressed as a unidimensional phenomenon” (Cnaan & Goldberg-Glen, 1991, p. 280). Furthermore, Cnaan and Goldberg-Glen concluded volunteers appear to “act not from a single motive or a category of motives but from a combination of motives that can be described overall as ‘a rewarding experience.’ They not only give but they get back some type of reward or satisfaction” (Cnaan & Goldberg-Glen, 1991, p. 281).

Two-component models are suggested by Herzberg’s motivation-hygiene theory (Litwin & Stringer, 1968 as referenced by Wilson, 1976) and Smith’s (1981) two-category model of “egoistic motives (related to tangible rewards) and altruistic motives (related to intangible rewards that result from feeling that one is helping others)” (Cnaan & Goldberg-Glen, 1991, p. 274). Literature review by Cnaan and Goldberg-Glen (1991) indicates “Clary and Miller (1986), Frisch and Gerrard (1981), and Latting (1990) drew on ... [Smith’s (1981)] classification in their two-category model ... In the latter two studies, the authors support their claim by using factor analyses, whereas Clary and Miller (1986) took this classification for granted” (p. 275).

Literature review by Cnaan and Goldberg-Glen (1991) also indicates that a three-component model of altruistic, social, and material has been supported by numerous researchers who include: Adams (1980), Allen (1982), Fitch (1987), Gillespie and King (1985), Knoke (1988), Morrow-Howell and Mui (1989), Phillips (1982), Sills (1957), and Tihanyi (1989). These researchers proposed the three-component model through conceptual reasoning (Cnaan & Goldberg-Glen, 1991). None have performed research to verify the model using statistical analysis (Cnaan & Goldberg-Glen, 1991). They also have not uniformly defined the three components (Cnaan & Goldberg-Glen, 1991).

A six-component model is presented in the literature as well. This model was proposed by Clary et al. (1998) and consists of six functions (i.e., values, understanding, social, career, protective, and enhancement), which are based upon the works of Katz (1960) and Smith, Bruner, and White (1956). To test the six-component model, Clary et al. designed an instrument called the Volunteers Function Inventory (VFI) to collect data on adults' motives for volunteering. The results of Clary et al.'s research indicate the model is supported by statistical analysis, showing six stable, non-overlapping constructs that coincide with the theoretically derived model for motivation to volunteer.

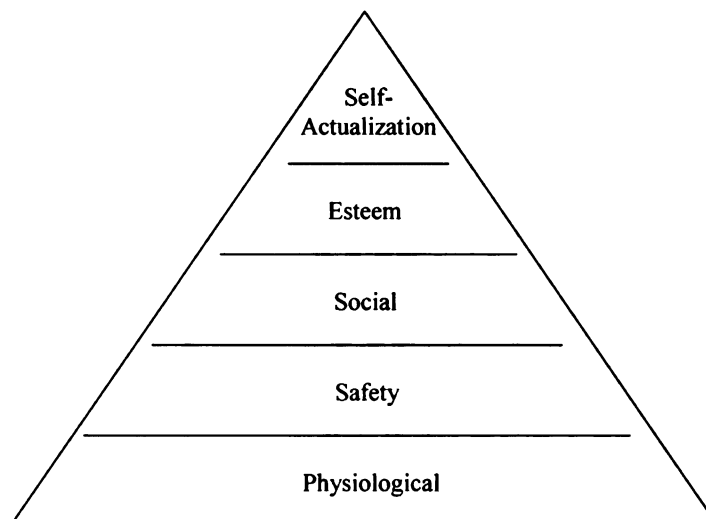
Theories of Motivation

In general, most researchers who study adults' motivation to volunteer consider needs as the primary motive for volunteer service, though the theoretical frameworks on which they base their research vary. The theories most often cited in the literature are Malsow's (1943) hierarchy of needs and the combination of McClelland's (1961) trichotomy of needs and McClelland's and Atkinson's expectancy motivational theory (Hampton et al., 1982). Others discussed in the literature include Herzberg's motivation-

hygiene theory (Litwin & Stringer, 1968 as referenced by Wilson, 1976), Vroom's two-level expectancy theory (Vroom, 1964), Wlodkowski's (1985) six major factors of motivation, and social exchange theory (West & Turner, 2000).

A need is "a condition experienced by the individual as an internal force that leads the person to move in the direction of a goal" (Wlodkowski, 1985, p. 47). Maslow's hierarchy of needs theory is founded upon the basis that all people have differing levels of needs, and as one level of need is satisfied, individuals can move up the hierarchy to address the next level of need (Maslow, 1943). The needs hierarchy is often represented as a triangle, as shown by Figure 1, with physiological needs (basic physical needs for food, water, air, etc.) at the base. According to Maslow (1943), physiological needs are followed by safety needs (the need to be safe from harm; to have security), social needs (the need for affiliation or closeness with others; to be liked), esteem needs (the need to be recognized as a person of value; to have self-respect), and self-actualization (the need to make the most of one's unique abilities; to do for what one is fitted).

Figure 1. Maslow's Hierarchy of Needs.



In 1961, McClelland proposed a content theory of motivation. He suggested human motivation consists of three dominant needs that stem from individuals' thoughts (McClelland, 1961). They are the need for achievement (capacity for taking pride in accomplishment; desire to achieve excellence), the need for power (desire to influence or control others), and the need for affiliation (concern about relationships with others) (McClelland, 1961). "People have all three ... motives, but they vary as to size and how much they are used" (Wilson, 1976, p. 46). The degree to which individuals are motivated by one of the dominant needs influences the type of behaviors that they will display (McClelland, 1961).

Later, research by Atkinson (1977 as referenced by Fritz et al., 2000) extended McClelland's (1961) trichotomy of needs. The result was the expectancy motivation theory, which suggests people's actions are derived from their beliefs that these actions will lead to desired rewards or goals (Hampton et al., 1982). This means, according to McClelland and Atkinson, that people's perceived outcomes are very influential in determining their behavior (Hampton et al., 1982).

Herzberg's motivation-hygiene theory groups factors that influence individuals into hygiene factors and motivators (Litwin & Stringer, 1968 as referenced by Wilson, 1976). Hygiene factors are items associated with an individual's work environment, such as "policies, administration, supervision, working conditions, interpersonal relations, status, security and money" (Wilson, 1976, p. 44). Herzberg proposes that hygiene factors do not motivate people, but their absence demotivates them (Litwin & Stringer, 1968 as referenced by Wilson, 1976). Motivators include "achievement, recognition for accomplishment, challenging work, increased responsibility, and growth and

development” (Wilson, 1976, p. 44). Herzberg suggests that motivators potentially lead to a change in behavior. Research by others indicates Herzberg’s theory may be flawed (Cnaan & Goldberg-Glen, 1991); however, it continues to be referenced in the literature. For example, a study by Wilson (1976) showed 70 directors of volunteer programs described their most “turned on” (p. 44) volunteers as having one or more of Herzberg’s motivators.

Vroom (1964) developed the expectancy theory of motivation, which outlines why people choose to follow a particular course of action (Wilson, 1976). As part of the theory, Vroom introduced the variables of valence, expectancy, and instrumentality. Valence is the importance of the expected outcome (Vroom, 1964). Expectancy is the belief that the action will lead to success (Vroom, 1964). Instrumentality is the belief that success will lead to the expected outcome (Vroom, 1964). According to Vroom, motivation can be calculated as: $\text{motivation} = \text{valence} \times \text{expectancy} \times \text{instrumentality}$. The behavior a person displays to achieve the first level outcome (e.g., success) is significantly influenced by the magnitude of the desire for the second level outcome (e.g., salary increase) (Hampton, Summer, & Webber, 1973 as referenced by Wilson, 1976).

In 1985, Wlodkowski outlined six major factors of motivation to better describe the forces that affect adult learning. The six major factors are based upon the results of research in the area of adult motivation (Wlodkowski, 1985). They are attitude, need, stimulation, affect, competence, and reinforcement (Wlodkowski, 1985).

Attitude is “a combination of concepts, information, and emotions that results in a predisposition to respond favorably toward particular people, groups,

ideas, events, or objects (Johnson, 1980)” (Wlodkowski, 1985, pp. 45-46). In discussing attitude, Wlodkowski (1985) explains it in terms of the least effort principle, considered by psychologists as “whenever possible, apply past solutions to present problems or, whenever possible, apply past reactions to present experiences” (p. 46). According to Wlodkowski, attitudes are learned, typically through experience, and can be modified and changed.

Need is discussed in terms of Maslow’s (1943) hierarchy of needs, as previously referenced in this section.

Stimulation refers to “any change in our perception or experience with our environment that makes us active” (Wlodkowski, 1985, p. 51). “There is considerable evidence that sensory stimulation is important to the development and maintenance of normal motivated behavior (Petri, 1981)” (Wlodkowski, 1985, p. 51). According to Petri (1981 as referenced by Wlodkowski, 1985), a significant amount of research indicates adults have an actual need for stimulation. Therefore, adults maintain their behavior as long as it is novel and complex, to a certain degree (Wlodkowski, 1985). Though once changes stop, boredom can cause adults to choose other paths to maintain alertness (Wlodkowski, 1985).

Affect “pertains to the emotional experience – the feelings, concerns, and passions – of the individual” (Wlodkowski, 1985, p. 52). According to Tomkins (1970 as referenced by Wlodkowski, 1985), numerous psychologists consider emotions as the “chief movers” (p. 52) of behavior. An example provided by Wlodkowski (1985) to further explain this principle involves a college student

whose peer was injured in a car accident, missed class, and needs the college student's notes. Wlodkowski illustrates that the degree of the college student's empathy for the injured peer determines whether or not the college student shares notes from the missed class with the injured peer. Thus, emotion is the driver for the college student's behavior.

Competence theory, according to White (1959 as referenced by Wlodkowski, 1985), "assumes that people naturally strive for effective interactions with their world. By virtue of being a human being, a person is intrinsically motivated to master the environment and finds successful mastery of tasks to be gratifying" (p. 54). "In general, competence is the concept or major motivation factor that describes our innate desire to take the initiative and effectively act upon our environment rather than remaining passive and allowing the environment to control and determine our behavior" (Wlodkowski, 1985, p. 55).

Reinforcement "is any event that maintains or increases the probability of the response it follows" (Vargas, 1977 as referenced by Wlodkowski, 1985, p. 56). Wlodkowski (1985) discusses reinforcement within the theoretical framework of Skinner (1968), which considers behavior change in an "operant" and "instrumental" sense. The example provided by Wlodkowski to describe reinforcement is that of an individual learning to write. "Talking, writing, and reading are operants that can be instrumental in bringing about instructor reinforcement" (Wlodkowski, 1985, p. 56).

Social exchange theory suggests “individuals think about their relationships in economic terms, and then they tally up the costs to compare them to the perceived rewards that are offered (West & Turner, 2000)” (Corrigan & Martin, 2004, p. 22).

According to social exchange theory:

- people are interested in maximizing their profits, rationally calculating costs and rewards;
- people will behave in ways that maximize rewards and minimize costs;
- social relationships are exchanges of valued resources;
- people tend to stay in relationships in which the exchange is viewed as fair and rewarding; and
- people tend to avoid or leave relationships in which the exchange is viewed as unbalanced or unrewarding (West & Turner, 2000).

The theories discussed in this section provide different ways in which to consider the psychological construct of motivation. Evidence of their effectiveness in describing and explaining this construct varies. The theory most often utilized by researchers within the field of volunteer administration is the expectancy motivation theory, proposed by McClelland and Atkinson. This theory states that people’s actions are derived from their beliefs that these actions will lead to desired rewards or goals (Hampton et al., 1982). Many researchers also use Maslow’s (1943) hierarchy of needs and McClelland’s (1961) trichotomy of needs to classify the needs or motives observed in the sample populations of their studies.

Motivational Change for Volunteers

A limited amount of literature exists regarding motivational change for volunteers. It is known adults' motives for starting to volunteer can be different than their motives for continuing to volunteer (Gidron, 1984 as referenced by Cnaan & Goldberg-Glen, 1991). It is also known that regularly surveying volunteers about their motives for participation can detect shifts in motives for the general volunteer population and for identifiable subgroups (Gillespie & King, 1985 as referenced by King & Gillespie, 1985). Given these two data elements, it appears that motivational change occurs in volunteer populations. However, additional information about motivational change for volunteers, or the process by which it occurs, is not discussed in the literature.

Study of Motivational Change for Volunteers

To further study motivational change for volunteers, it is necessary to identify volunteers who have experienced motivational change. Review of the literature shows that, since the 1960's, 4-H has sought to identify the motives of its adult volunteer population. Initial analysis of 4-H volunteer-related studies indicates 4-H possesses a subgroup of the volunteer population (i.e., long-term volunteers) that includes volunteers who likely experience motivational change during their volunteer service. Therefore, this subgroup was selected as the population for this study. Information about 4-H and its volunteers is provided in subsequent paragraphs.

Overview of 4-H

Though the concept of 4-H began throughout rural areas of the United States in the early 1900's, A.B. Graham is credited with starting the program that is today known as 4-H (National 4-H Headquarters, n.d.a). In 1902, Graham started a youth program in

Ohio with the purpose of involving youth in investigating new agricultural discoveries and conveying this information to adults (National 4-H Headquarters, n.d.a). The program focused on experiential learning related to the everyday lives of rural communities (Rasmussen, 1989). Other youth programs began to flourish throughout the rural sector and over time these programs became known as boys' and girls' clubs (Rasmussen, 1989). When Congress passed the Smith-Lever Act of 1914, it created the Cooperative Extension Service within the USDA and included formal reference to boys' and girls' clubs activities (National 4-H Headquarters, n.d.a). These clubs were first recognized as 4-H Clubs in 1918 by Gertrude Warren and in 1922, the USDA began to offer 4-H Club charters as clubs organized (Wessel & Wessel, 1982).

4-H Club activities of the early 1900's primarily focused on innovative agricultural-related activities for boys and home economics-related activities for girls (Rasmussen, 1989). When boys and girls learned new skills and knowledge through their club work, this information was transmitted to their families (Rasmussen, 1989). Utilization of this information by families resulted in improving the quality of life for those in rural communities (Wessel & Wessel, 1982).

The knowledge base for the innovative activities stemmed from research work of the land-grant colleges and USDA (Rasmussen, 1989). The land-grant colleges were established through the Morrill Land-Grant College Acts of 1862 and 1890, which granted public land in the amount of 30,000 acres for each of its Senate and House members to each state (Rasmussen, 1989). According to Rasmussen (1989), the revenue generated from selling the land was used "as a trust fund to endow a college where practical education in agriculture and engineering was emphasized" (p. 23). Through

passage of the Smith-Lever Act of 1914, each land-grant college established a connection with the USDA Cooperative Extension Service, utilizing employees (known as Extension agents) to assist with disseminating information to the public and conducting outreach programs (Rasmussen, 1989). Many of the Extension agents facilitated 4-H clubs as one of their programming responsibilities (Rasmussen, 1989).

As the United States shifted from an agrarian society of the 1900's to the information age of the 21st century, the purpose of 4-H transformed. In the mid-1900's, 4-H moved from connecting rural communities with information available through the USDA and land-grant colleges to focusing on the personal growth of the 4-H members (National 4-H Headquarters, n.d.a). Since that time, 4-H has strove to "help youth become contributing, productive, self-directed members of society"(National 4-H Headquarters, n.d.a). The mission of 4-H is "to empower youth to reach their full potential, working and learning in partnership with caring adults" (USDA, n.d.).

Research indicates 4-H positively impacts youth. A report developed by Kress (n.d.) highlights the findings of Mead, Hirschl, Rodriguez, and Goggin (1999), which show "that young people who participate in 4-H Clubs do better in school, are more motivated to help others, and are developing skills in leadership, public speaking, self-esteem, communication and planning, and are making lasting friendships" (p. 1). Kress (n.d.) further discusses research that compares 4-H members to youth who do not participate in 4-H. According to the work of Astroth and Haynes (2002), youth "who have participated in 4-H for more than a year are significantly better off than youth who did not participate in the program" (Kress, n.d., p. 2). Miller and Bowen (1993) also show "participation in 4-H has a positive influence on children's perceptions of their

competence, coping, and life skills” (Kress, n.d., p. 2.). Boyd, Herring, and Briers (1992) further indicate “4-Hers rate themselves higher than non-4-H peers on working with groups, understanding self, communicating, making decisions, and leadership” (Kress, n.d., p. 2).

Additional research conducted as part of the National 4-H Impact Assessment Project indicates “young people and adults believe that 4-H Youth Development programs reflect very positively the critical elements that researchers identify as essential to positive growth and development” (National 4-H Headquarters, n.d.b, p. 5). The results of a recent study published by Lerner et al. (2005) support this belief. Through analysis, Lerner and his team link participation in youth development programs with five recognized components of positive youth development: competence, confidence, connection, character, and caring (Lerner et al., 2005).

The USDA Cooperative State Research, Education, and Extension Service (CSREES) is the administrating agency for 4-H. CSREES operates Extension offices at the state, regional, and county levels in every state and territory of the United States (CSREES, 2004). These offices employ individuals with a range of areas of expertise who respond to public inquiries and conduct informational sessions and educational workshops (CSREES, 2004). They also mobilize over 600,000 volunteers to assist in carrying out the day-to-day activities necessary for implementing 4-H at the local level (CSREES, 2004).

4-H Volunteers

According to the USDA’s (n.d.) *Annual 4-H Youth Development Enrollment Report* for the 2003 fiscal year, a 4-H volunteer is considered “any adult or youth

recognized by Extension as giving service to the 4-H program without salary or wages from Extension” (p. E3). Statistics referenced in the report show approximately 77% of volunteers work directly with youth. The report states adult volunteers, when their duplication of service is eliminated, consist of 449,966 unique individuals, making up approximately 79% of the total volunteer force. Statistics of this group indicate it is approximately 30% male, 70% female, 88% white, 6% black, 4% Hispanic, less than 1% American Indian or Alaskan Native, and less than 1% Asian or Pacific Islander.

4-H Volunteers’ Motives

Review of the literature shows that, since the 1960’s, 4-H has sought to identify the motives of its adult volunteer population. Researchers and volunteer administrators affiliated with 4-H have published numerous articles on why adults volunteer in 4-H. In general, 4-H volunteers’ motives have remained constant over time. Adults volunteer in 4-H primarily because their children participate in 4-H programs, they want to help people, and they desire to associate with youth (Brown & Boyle, 1964; Culp, 1997; Culp & Schwartz, 1999; Denmark, 1980-1981; Fritz et al., 2000; Henderson, 1981; Parrott, 1977; White & Arnold, 2003).

To definitively determine adults’ motives to volunteer in 4-H, and the ranking of those motives, the technique of meta-analysis was used to compare and summarize different studies’ research results. Meta-analysis is an approach to research integration that utilizes data analysis to quantitatively summarize the results of individual studies (Glass, McGaw, & Smith, 1981). It allows for general conclusions to be formed based upon the results of data analysis of the different studies (Glass et al., 1981). This technique was chosen to consider the 4-H volunteer motive-related literature as a whole

amidst the studies' varied theoretical frameworks, methodologies, and presentation of research results.

Meta-analysis requires the ability to generate a common value from which to analyze the data (Glass et al., 1981). Since many of the articles did not include clearly identified raw data from their research, or their research results were not of a quantifiable nature, it was not possible to calculate the results of all of the 4-H volunteer motive-related studies. Of all the studies conducted, four appear to have been administered through the use of similar research practices and provide enough data to standardize their research results. The meta-analysis results of these four studies are presented in the following table.

Table 2. Results of Meta-Analysis Regarding Adults' Motives for Volunteering in 4-H.

Study	Henderson (1981)	Fritz et al. (2000)	Culp (1997)	Composite	Culp & Schwartz (1999)	Composite
Population	Current Volunteers in Minnesota	Current Volunteers in Nebraska	Current Volunteers in Indiana	Current Volunteers	Volunteers with 5 - 55 Years of Service in Ohio	All Volunteers
Number of Responses	165	330	494	989	201	1190
Unit of Measure	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
	Frequency %	Frequency %	Frequency %	Rank	Rank	Rank
Influence how youth learn and grow	135	302	-	88.2	1	88.2
Express caring and concern for others	135	272	-	82.2	3	82.2
Associate with youth	156	307	343	81.4	4	81.4
4-H is a good organization	-	-	416	84.2	2	76.4
Improve community	140	279	361	78.8	5	74.2
Children/Family member in 4-H	147	278	339	77.2	6	73.6
Like the challenge of the task	124	223	-	70.1	8	70.1
Needed / No one else would do it	123	229	-	71.1	7	62.3
Help people	156	308	152	62.2	9	60.5
Task I can do well	100	194	-	59.3	10	59.3
Teach and lead others / Share skills and talents	133	274	168	58.1	11	57.3
Be involved in making decisions and program planning	101	175	-	55.7	12	55.7
Enjoy working with people	-	-	-	-	105	52.2
						4 (tie)
						13

Henderson (1981), Culp (1997), Culp and Schwartz (1999), and Fritz et al. (2000) utilized survey instruments that asked volunteers to rate motives for volunteering on a 5-point scale (e.g., least important = 1 to most important = 5) or a 7-point scale (e.g., strongly disagree = 1 to strongly agree = 7). Their study populations of current 4-H volunteers are similar, with some variation. Culp surveyed a sample of long-term 4-H volunteers (those serving 5 to 55 years) while the others surveyed a sample of all current volunteers, and each study's population was in a different state (e.g., Minnesota, Indiana, Ohio, and Nebraska). All four of the studies analyzed their data similarly and presented the motives in rank order by mean. The classification (i.e., naming) of motives was also similar among the studies, with the most similarity between Henderson and Fritz et al. Given the available information, it appears Fritz et al. replicated Henderson's study, providing data points for determining if 4-H volunteers' motives have changed over a 20-year period.

Since the four studies use different scales for ranking, and include survey items that are unique to each of their studies, frequencies and frequency percentages are used to compare the data. Each frequency consists of volunteers who answered positively for a motive on the survey instrument (e.g., those who selected 5, 6, or 7 on a 7-point scale ranging from 1 = strongly disagree to 7 = strongly agree). Thus, analysis by frequency is a more generalized approach than ranking by item mean as it cannot account for the degree of value placed on a motive by volunteers. However, it provides a way in which to compare and compile findings across similar research studies that use different survey instruments or rating scales.

The ranking generated from the analysis is different than the ranking presented by the principal investigators in their studies. This is due to the ranking being based upon frequency percentage and not the mean score of the item, which is the value used for ranking by the principal investigators. Though the resulting ranking is different, the analysis provides useful information about adults' motives to volunteer in 4-H. It offers a definitive list of motives; a comparison of the ranking of motives between the subgroups of long-term volunteers, current volunteers in general, and current and long-term (e.g., all) volunteers; and information about how motives have changed (or have not changed) over approximately 20 years.

Comparison of the four studies indicates:

- Four-H volunteers serve for multiple reasons. The total of the frequency percentages was much greater than 100%, which indicates the selection of more than one or two motives per volunteer.
- Approximately 70% to 80% of 4-H volunteers are primarily motivated by youth-related motives. They are interested in helping youth grow, working with youth, and/or being with their children.
- Eighty-two percent of 4-H volunteers highly desire being able to express their care and concern for others.
- Seventy-six percent of adults volunteer in 4-H because they perceive it as a good organization and they want to improve their communities.
- Approximately 60% to 70% of adults volunteer in 4-H because they are motivated by the challenge of tasks, the desire to feel needed, and/or to help others.

- About half of 4-H volunteers serve because they can perform the tasks well, want to teach others, desire to be involved in decision-making regarding 4-H programs, and/or were previously 4-H members.
- Approximately 40% or less of 4-H volunteers serve because of other motives, which are outlined in Table 2.
- Comparison of the Henderson (1981) and Fritz et al. (2000) studies shows 4-H volunteers ranked motives similarly in 1981 and 2000. Thus, adults' motives for volunteering in 4-H appear to have stayed constant over time. Exceptions are that in 2000, 1) less adults volunteered to meet others, 2) less adults volunteered to use leisure time, and 3) more adults volunteered to influence others.
- Identified motives for long-term 4-H volunteers are held by approximately 30% to 50% of the population. Thus, any one motive is not held by a majority of the long-term 4-H volunteer population.
- Identified motives for current 4-H volunteers are held by approximately 10% to 90% of the population. Seven motives are held by 70% or more of the population.

Motivational Change for 4-H Volunteers

Comparison of the results of the Culp and Schwartz (1999) study to those of Henderson (1981), Culp (1997), and Fritz et al. (2000) indicates it is likely long-term 4-H volunteers experience motivational change during their service to 4-H. The motives held by 70% or more of current 4-H volunteers are shared by about 50% of the long-term 4-H volunteer population. The motives for about 30-50% of the current 4-H volunteer population continue to be present in about 30-50% of the long-term volunteer population.

The motives shared by about 10-20% of the current 4-H volunteer population are held by 30-40% of the long-term volunteer population. Thus, the motives that lead adults to volunteer in 4-H appear to shift during their time with 4-H.

An example of this phenomenon is the percentage of adults who are motivated to volunteer in 4-H because their children participate in 4-H. The percentage of 4-H volunteers who volunteer because their children are in 4-H was about 56% for the 1999 Culp and Schwartz survey of long-term volunteers (those with 5 or more years of service). This figure is much lower than the 68% to 89% reported for the Henderson (1981), Culp (1997), and Fritz et al. (2000) studies. Thus, it is likely those who begin volunteering in 4-H because their children are involved, decide to continue volunteering for different motives. Initial research conducted by Culp in 1997 indicates the primary reason 4-H volunteers continue service is youth-related. However, additional study is needed to determine whether or not 4-H volunteers experience motivational change during their years of service to 4-H, and if so, to learn more about the motivational change process.

Summary

Though the literature indicates researchers are not unified on the motives that adults possess for volunteering, a model of human motivation to volunteer, or a theory of human motivation, they appear to agree that 1) volunteers are not altruistic and 2) understanding why adults volunteer is important. Numerous benefits are perceived to be realized by organizations that understand their volunteers' motives. The most heavily cited benefit, by researchers and practitioners alike, is improved volunteer administration (e.g., the functions of volunteer recruitment, development, recognition, and retention) as

motivation is considered a component of almost every volunteer administration model (Culp & Schwartz, 1999).

King and Gillespie (1985) indicate improved volunteer administration, however, can only be sustained through the ongoing, consistent study of volunteers' motives. In their 1985 article, on page 28, they state:

Surveys of volunteer personnel conducted on a regular basis are capable of detecting changes in the goals underlying individual participation (Deci, 1975; Gillespie, 1977). The data gathered from such studies can also uncover shifts in motives for specific or identifiable subgroups ... (Gillespie & King, 1985).

Research by Gidron (1984, as referenced by Cnaan & Goldberg-Glen, 1991) further supports ongoing, consistent study. In 1984, Gidron indicated "the motives that initially influence people to volunteer may differ from those that influence their decision to continue to volunteer" (Cnaan & Goldberg-Glen, 1991, p. 270). Further explanation of motivational change for volunteers, or the process by which it occurs, is not provided in the literature.

Since the 1960's, 4-H has worked to identify the motives of its adult volunteer population. In general, 4-H volunteers' motives have remained constant over time. Adults volunteer in 4-H primarily because their children participate in 4-H programs, they want to help people, and they desire to associate with youth (Brown & Boyle, 1964; Culp, 1997; Culp & Schwartz, 1999; Denmark, 1980-1981; Fritz et al., 2000; Henderson, 1981; Parrott, 1977; White & Arnold, 2003). Meta-analysis of published studies' results reveals the following:

- Approximately 70% to 80% of 4-H volunteers are primarily motivated by youth-related motives. They are interested in helping youth grow, working with youth, and/or being with their children.
- Eighty-two percent of 4-H volunteers highly desire being able to express their care and concern for others.
- Seventy-six percent of adults volunteer in 4-H because they perceive it as a good organization and they want to improve their communities.
- Approximately 60% to 70% of adults volunteer in 4-H because they are motivated by the challenge of tasks, the desire to feel needed, and/or to help others.

Comparison of research results indicates 4-H has a subgroup of volunteers (i.e., long-term volunteers) that includes volunteers who likely experience motivational change during their volunteer service. This subgroup was selected as the population for this study to broaden understanding of motivational change for volunteers.

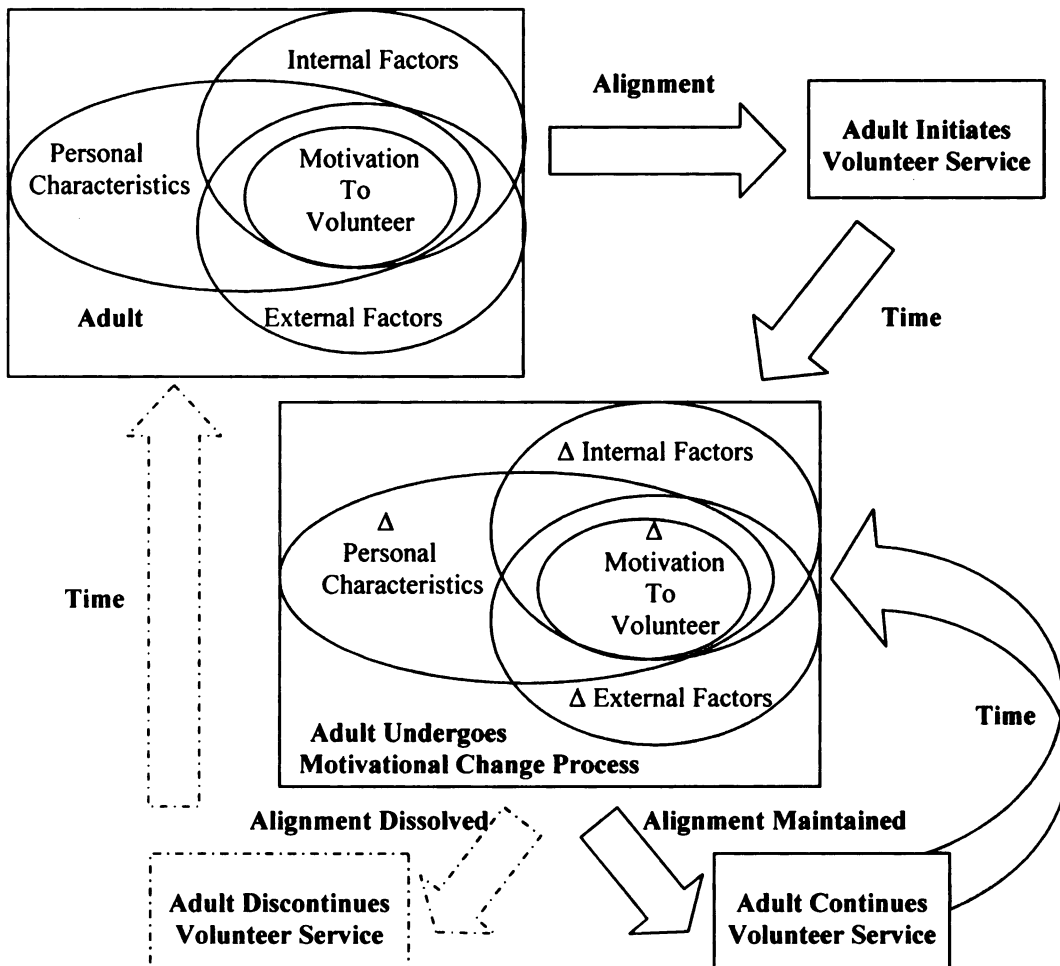
CHAPTER III

METHODOLOGY

Conceptual Framework

A conceptual framework for the process of motivational change was created through review of the literature to guide development of this study's research design. It is depicted below in Figure 2. Development of a conceptual framework was necessary as a theoretical model for this process is not present in the literature.

Figure 2. Conceptual Framework of the Process of Motivational Change within Volunteerism



The conceptual framework indicates adults' personal characteristics, internal factors, and external factors impact their motivation to volunteer. These components influence each other, and when they are aligned, they result in adults volunteering. During volunteer service, adults undergo the process of motivational change, which is shown as the gray box in Figure 2. This causes changes in adults' personal characteristics, internal factors, external factors, and/or motivation to volunteer. When these changes occur, adults continue to volunteer if alignment between the four components is maintained. Over time, the adults who continue to volunteer, once again, undergo the process of motivational change. If alignment between their personal characteristics, internal factors, external factors, and motivation to volunteer is maintained, they continue volunteering.

Though not discussed as part of this study, the literature indicates that if alignment is not present after the process of motivational change occurs, adults will stop volunteering. The volunteers who discontinue service may experience an alignment of their personal characteristics, internal factors, external factors, and motivation to volunteer in the future, prompting them to enter into volunteer service once again. As this phenomenon is not part of this study, the components are represented within Figure 2 as dashed lines and they are not addressed in further detail.

Review of the literature identified multiple personal characteristics and internal and external factors that influence adults' motivation to volunteer. Personal characteristics discussed in the literature include age, race and/or ethnicity, marital status, education level, health, and volunteerism as youth. The internal factors identified in the literature are attitudes, beliefs, behaviors, goals, feelings, needs, self-image, perceptions,

values, and expectations. External factors referenced in the literature consist of variables such as occupation; income level; number, age, and status of children; availability of volunteer opportunities; availability and characteristics of other volunteers; quantity of leisure time; employers' or schools' expectations; family's, friends', and community members' needs and expectations; reinforcement; and cultural and societal norms.

The necessity of alignment of personal characteristics, internal factors, external factors, and motivation to volunteer for prompting and sustaining adult volunteerism is suggested by the literature. For example, adults who lack an attitude of *I can make a difference*, care for children under the age of six, and/or are in poor health are much less likely to volunteer than their peers (Brown, 1999). Thus, all components of adults' life situations appear to influence their motivation to volunteer and impact their involvement in volunteerism.

Research Design

To address the research questions of this study, the research design focused on obtaining information about:

- Whether or not the study participants experienced motivational change, and if so:
 - What changes in internal factors, personal characteristics, and/or external factors prompted changes in motivation to volunteer;
 - How did study participants' motivation to volunteer change as a result of the motivational change process; and
 - When did changes in motivation to volunteer occur.

A research design that incorporated quantitative and qualitative components was used to obtain this information. Quantitative research is a process by which researchers

make inferences about the world and its phenomena through the systematic collection and analysis of data that are measurable in nature. Quantitative research allows researchers to classify information, count items, and conduct statistical analysis to test pre-determined hypotheses (Miles & Huberman, 1994).

Quantitative research was part of the research design because confirming whether or not volunteers experienced motivational change could be conducted by measuring the degree to which they perceived certain events to have occurred. Volunteers' perceptions were measured by conducting a survey that used a ranking process.

A qualitative research component was necessary because, if it was determined that volunteers experienced motivational change, answering the research questions would involve exploration of a process, which cannot be studied appropriately through quantitative research (Creswell, 1998; Maxwell, 1998). "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem" (Creswell, 1998, p. 15). It provides researchers with the ability to conduct research when "variables cannot be easily identified, theories are not available to explain behavior of participants or their population of study, and theories need to be developed" (Creswell, 1998, p. 17). As little is known about the motivational change process for volunteers, plausible relationships among concepts and sets of concepts (e.g., the components within the gray box in Figure 2) had to be identified, generating a theory about this phenomenon (Strauss & Corbin, 1994 as referenced by Creswell, 1998).

Michigan 4-H Volunteer Population

The study population consisted of adults from the 2005-2006 Michigan 4-H volunteer population. According to Michigan State University (MSU) Extension 4-H Youth Development (n.d.), 25,762 adults volunteered as 4-H leaders from September 1, 2005, to August 31, 2006. This population consisted of 8,591 males (33.3%); 17,171 females (66.7%); 24,531 adults not of Hispanic ethnicity (95.2%); 1,231 adults of Hispanic ethnicity (4.8%); 21,983 whites (85.3%); 2,978 blacks or African Americans (11.6%); 245 American Indians or Alaskan Natives (1.0%); 169 Asians (0.7%); 28 Native Hawaiians or Pacific Islanders (0.1%); and 359 adults of multiple races (1.4%) (MSU Extension 4-H Youth Development, n.d.).

Selection of Study Participants

Screening Survey Participants

To study motivational change for volunteers, it is necessary to identify volunteers who have experienced motivational change. According to the meta-analysis results presented in Chapter II, long-term 4-H volunteers are more likely to have experienced motivational change than other 4-H volunteers. Therefore, 200 4-H volunteers with 10 or more years of service were selected to receive the screening survey. The sample size of 200 was chosen based upon the work of Chapin (2003).

In order to identify and contact 200 4-H volunteers with 10 or more years of service, the researcher requested a list of all 4-H volunteers who had served for 10 or more years from the MSU Extension 4-H Youth Development Office. The list was provided in hard copy and the data were sorted by the home address zip codes of the volunteers. The list included duplicate records and records for volunteers who had

recently died. The State 4-H Program Leader and the researcher reviewed the list to remove duplicate records and those of the deceased so that the list only included a single record for each living volunteer. Once this process was completed, the data set included records for 4,138 4-H volunteers. Each record was assigned an identification number, which was determined by the order in which it was displayed in the hard copy list (e.g., the third record in the hard copy list was assigned the identification number of three).

The random number generator located online at <http://random.org> was used to randomly order the 4,138 4-H volunteers by randomly selecting numbers from one to 4,138. The first 200 random numbers of the 4,138 were matched with the 4-H volunteers' identification numbers to select the 200 screening survey participants.

Interview Participants

Analysis of the screening survey's results indicated 33 of the 200 study participants exhibited the greatest motivational change. These individuals were placed in order by their identification numbers. The random number generator located online at <http://random.org> was used to randomly order the 4-H volunteers by randomly selecting numbers from one to 33. The participant with the lowest identification number was assigned the rank of the first of the 33 numbers selected by the number generator, the participant with the second lowest identification number was assigned the rank of the second of the 33 numbers selected by the number generator, etc. The participants with the ranks of one to 10 were selected as the interview candidates.

The 10 interview candidates were contacted by phone to request their voluntary consent to participate in the interview portion of this study. Of the 10 candidates, eight agreed to participate, one declined to participate, and one did not respond to multiple

contact attempts (i.e., multiple phone messages, a letter, and an email). Therefore, participants with ranks of 11 and 12 were selected as additional interview candidates and contacted by phone. Both of them agreed to participate in the interviews.

Data Collection Instruments

Screening Survey

The first portion of this study required the collection of quantitative data to determine if study participants experienced motivational change. To collect these data, a screening survey (Appendix D) was created as no such instrument existed in the literature. The development of the screening survey was based upon the findings of previous studies related to 4-H volunteers' motives for volunteering. Initial drafts of the survey were reviewed by members of the MSU Extension Volunteerism Area of Expertise Team and the North Central Region (NCR) Extension Volunteer Specialists to ensure reliability and validity of the finalized instrument.

The screening survey asked study participants to rank a list of motives based upon their primary and subsequent reasons for starting to volunteer in 4-H and continuing to volunteer in 4-H. The list of motives for starting to volunteer was similar, but not identical, to the list of motives for continuing to volunteer. Of the total eight motives listed for starting and continuing to volunteer, six of the motives were identical. The motives were selected based upon the most likely choices (as indicated by the literature and the State 4-H Program Leader's and NCR Extension Volunteer Specialists' experience) to increase the ease of participant response. Study participants were also given the option to add motives to the list if theirs were not present and to include them in the ranking process. Additionally, the survey asked study participants to provide

demographic information such as age, gender, marital status, race/ethnicity, education level, and previous 4-H membership to expand the number of variables available for data analysis.

Interview Process

An audio-recorded, face-to-face, interview guide approach (Patton, 1990) was used in the second portion of the study to collect the qualitative data necessary to address the research questions. The interviews explored the motivational change process through volunteers' life stories, which allowed participants to communicate significant events and their meanings as related to the research questions (Kotre & Coles, 1996 as referenced by Chapin, 2003).

The interview guide approach, as outlined by Patton (1990), consists of the researcher using the research questions as an outline of topics that are covered during informal conversational interviews. As part of the face-to-face interviews, the study participants were asked to talk about how they became informed about 4-H, what led them to start volunteering in 4-H, what kept them volunteering in 4-H, and whether or not they foresaw themselves volunteering in 4-H in the future. Follow-up interview discussion, conducted by phone, focused on whether or not the participants' experiences were accurately recorded and analyzed during the face-to-face interview process. During follow-up interviews, the participants were also asked to further discuss their motives for volunteering and their motivational change.

Data Collection Procedures

Prior to data collection, approval by the Social Science, Behavioral, Education Institutional Review Board (SIRB) at MSU was obtained to ensure study participants'

rights were upheld throughout the study. An approval letter was provided on March 29, 2006, from Dr. Peter Vasilenko, SIRB Chair (Appendix A).

Screening Survey

The 200 study participants were sent a series of letters, on MSU Extension 4-H Youth Development Office letterhead, and the screening survey in accordance with Dillman's (2000) tailored design method. The tailored design method (Dillman, 2000) requires a total of five opportunities for contact with the participants to yield the best possible response rate. The opportunities for contact, as outlined by Dillman (2000), consisted of:

1. A brief pre-notice letter (Appendix B).
2. A questionnaire mailing with a detailed cover letter (Appendices C and D).
3. A thank you postcard (Appendix E).
4. A replacement questionnaire (Appendices F and D).
5. A final contact (Appendices G and D).

The first three opportunities for contact were mailed as separate entities through the U.S. Postal Service on August 1, 2006; August 11, 2006; and August 18, 2006; respectively. The study participants whose surveys had not been returned within approximately four weeks of the questionnaire mailing were sent a replacement questionnaire through the U.S. Postal Service on September 12, 2006. The study participants whose surveys had not been returned within approximately four weeks of the replacement questionnaire mailing were sent a final contact through the U.S. Postal Service on October 9, 2006.

The envelopes, postcards, and return envelopes were affixed with individual stamps instead of metered postage. This was done to improve the response rate (Dillman, 2000). Additionally, the sender's address on the envelopes and postcards and the return address on the return envelopes were associated with the MSU Extension 4-H Youth Development Office. Since the researcher was not physically located in that office, a MSU Extension 4-H Youth Development Office staff member mailed unopened, returned surveys to the researcher at the end of each week they were received. Returned surveys had postmark dates that ranged from August 14, 2006, to November 9, 2006.

Interview Process

Analysis of the screening survey data identified 33 respondents who exhibited the greatest motivational change. MSU Extension 4-H Youth Educators were contacted to verify that these individuals actively volunteered in 4-H. Ten of the 33 respondents were randomly selected for participation in the interview process as outlined in the Selection of Study Participants section of this document. These individuals were contacted by phone to arrange the date, time, and location of the first interview. Of the 10 face-to-face interviews, four were scheduled in county Extension offices, two were scheduled in restaurants, two were scheduled in public school buildings, and two were scheduled in the study participants' homes. The locations were selected to minimize the amount of travel required by the participants.

After the interviews were scheduled, a packet consisting of an introduction letter (Appendix I) and Interview Consent Authorization Form (Appendix J) was sent to each interview participant. The signed and dated Interview Consent Authorization Forms were obtained from the interview participants before conducting their first interviews.

Prior to conducting the interviews, the researcher conducted two practice interviews. The practice interviews improved the researcher's interview technique along with the delivery and timing of questions. They also tested the digital voice recording device, an Olympus Digital Voice Recorder VN-3100PC, that was used to audio-record the interviews.

After the interviews were conducted, the audio-recordings were transferred from the digital voice recorder to a laptop computer. They were then transcribed while being replayed through use of the software that accompanied the digital voice recorder, Olympus Digital Wave Player for Windows 2000/XP. The interviews varied in length from approximately 20 to 60 minutes. The variability was due to the number of examples or stories that the interview participants opted to use to discuss their thoughts and experiences.

The transcriptions were used to develop written summaries of the study participants' responses to the research questions. The summaries, along with a Follow-up Interview Contact Letter (Appendix M), an Interview Summary Publication Consent Authorization Form (Appendix N), a Follow-up Interview Form (Appendix O), a first draft of the Definitions of Motives Identified through Analysis of Interview Data (Appendix K), a note directing the participant to indicate any needed changes to the first draft of the motive definitions, and a pre-addressed stamped return envelop, were mailed to the interview participants on January 28, 2007, via the U.S. Postal Service. The red pen referenced as enclosed in the Follow-up Interview Contact Letter was accidentally omitted from the mailing. Subsequently, a red pen was mailed to each interview

participant along with an apology and an expression of gratitude for the participant's assistance with the study.

Interview participants returned the review materials from the postmark dates of February 1, 2007, to March 8, 2007. Four of the interview participants did not return their review materials on or before the deadline of February 17, 2007. Those who did not return their materials on-time were contacted by phone to request their doing so immediately. This resulted in the return of the materials within about a week of the phone contact.

Of the 10 summaries, three were returned with no editorial remarks, one was returned with "Looks good!" at the top of the first page with no other editorial remarks, one had a change to one of the motives for continuing to volunteer, one indicated one grammatical edit, one was not returned and numerous changes were noted on the Definitions of Motives Identified through Analysis of Interview Data document, and three were not returned. In all cases, the Interview Summary Publication Consent Authorization Form was returned. Nine of the 10 interview participants returned a completed Follow-up Interview Form as well. The interview participant who did not return the Follow-up Interview Form was contacted by phone to confirm that she did not desire to participate in a follow-up interview.

Nine follow-up interviews were conducted by phone from February 8, 2007, to March 15, 2007. The summaries, or lack thereof, served as the basis for follow-up interview discussion about whether or not the participants' experiences were recorded and analyzed correctly. They also assisted in gathering additional data related to the participants' motives for volunteering and their motivational change.

The interviews averaged approximately 15 to 20 minutes. They were audio-recorded through use of an Olympus Digital Voice Recorder VN-3100PC, a RadioShack Wireless Phone Recording Controller 17-855, and a headset attached to a wireless phone. One of the nine follow-up interviews was not recorded in its entirety due to malfunction of the audio-recorder. The researcher's notes were relied upon for collecting data for this interview.

Data Analysis Procedures

Determining Respondents' Characteristics

The data collected from the returned screening surveys were entered into a Microsoft Excel spreadsheet. Each column within the spreadsheet corresponded to a unique variable and each row within the spreadsheet corresponded to one of the returned surveys. The Microsoft Excel Pivot Table and calculator functions were used to summarize the survey data to determine the characteristics of the respondents.

Detecting and Measuring Motivational Change

Review of the literature indicated an absence of methods or guidelines for measuring motivational change. Therefore, a rubric had to be developed to perform this task. The finalized rubric is located in Appendix H.

Creation of the rubric was based upon the motivational changes that could be detected through use of the screening survey when respondents ranked the motives in numerical order (as requested in the directions of the survey). Survey respondents who gave multiple motives the same rank (i.e., number) limited the ability of the screening survey to detect motivational change. Therefore, their surveys were not analyzed through use of the rubric.

The rubric placed the surveys that met the criteria for analysis into one of four categories, depending upon the motivational changes that were observed. Specific parameters for each category are located in Appendix H. Category 1 indicated no motivational change was detected. Category 2 indicated motivational change was detected and it was the least of the participants whose responses showed motivational change. Category 3 indicated motivational change was detected and it was more than the least, but less than the greatest, of the participants whose responses showed motivational change. Category 4 indicated motivational change was detected and it was the greatest of the participants whose responses showed motivational change.

Answering the Research Questions

After the 10 face-to-face interviews were conducted, the audio-recordings were transcribed into Microsoft Word documents. Then each transcription was coded through use of the initial coding process outlined by Charmaz (2002). Once the initial coding process was completed, selective coding, as described by Charmaz (2002), was performed to sort and synthesize the data.

Following the coding processes, the data were analyzed to identify recurring themes and relationships. To identify motivational change prompts (research question 1), interview participants' references to events, life-changes, circumstances, thoughts, etc. that caused their motives to change were analyzed. To determine how motives change as a result of the motivational change process (research question 2), motives for starting and continuing to volunteer in 4-H were compared. To identify when motivational change occurs (research question 3), interview participants' references to dates, stages of lifecycle, ages of children, etc. were analyzed.

Once the follow-up interviews were completed, Charmaz's (2002) processes of initial coding and selective coding were used to analyze the finalized interview data. The data also were analyzed to solidify the recurring themes and relationships that had been identified during the face-to-face interviews. The results of these analyses were then used to answer the research questions.

Summary

The methodology outlined in this chapter provides the conceptual framework and research design for data collection and analysis focused on understanding motivational change for volunteers. Long-term Michigan 4-H volunteers served as the population for this study. Two hundred Michigan 4-H volunteers with 10 or more years of service were selected as study participants. These individuals were sent a screening survey (Appendix D) to determine if any of them had experienced motivational change.

Through use of a rubric (Appendix H), 33 survey respondents were determined to exhibit the greatest motivational change. Ten of the 33 respondents were selected for interview through a random selection process. The interviews were conducted using the interview guide approach outlined by Patton (1990) to obtain data related to the research questions.

During data collection, the data analysis processes of initial coding and selective coding, as described by Charmaz (2002), were conducted until all interviews and follow-up interviews were completed. This technique assisted in testing the accuracy of the data analysis throughout the course of the interviews (Charmaz, 2002). After completion of each portion of the interview process, the data were analyzed to identify, and then

finalize, the recurring themes and relationships. The results of these analyses were subsequently used to answer the research questions.

CHAPTER IV

RESULTS

Screening Survey Results

Screening surveys were mailed to 200 study participants, three of which were undeliverable due to incorrect addresses. Responses were obtained from 162 of the 197 participants, resulting in a response rate of 82.2%. Surveys from 11 of the respondents could not be included in the study. Of these 11 respondents, two declined participation, four no longer volunteered, two had volunteered for less than 10 years, one completed the survey incorrectly, and two had others in their households complete the surveys instead of them. After omitting these 11 surveys, 151 surveys remained, which indicated 93.2% of the returned surveys yielded usable data.

Thirty-one of the 151 surveys were completed by assigning the same rank to multiple motives. Twenty-two of the 31 surveys assigned multiple motives with the rank of one, five of the 31 surveys assigned multiple motives with ranks of one and two, and four of the 31 surveys assigned multiple motives with ranks of one, two, and three. These surveys accounted for 20.5% of the usable surveys. Assigning multiple motives the same rank limited the ability of the screening survey to detect motivational change. Therefore, these surveys were not analyzed through use of the rubric.

One hundred and sixteen of the 151 surveys were completed by assigning one rank to one motive. Three of the 151 surveys assigned two motives to one rank and one survey assigned three motives to one rank. In all four of these cases, a majority of the motives were assigned to different ranks. Therefore, they were included along with the

116 surveys afore mentioned to result in a total of 120 surveys available for analysis with the rubric.

Of the 120 surveys analyzed through use of the rubric, one was designated Category 1 (0.8%), which indicated no motivational change was detected. Seventeen were designated Category 2 (14.2%), which indicated motivational change was detected and it was the least of the participants whose responses showed motivational change. Sixty-nine were designated Category 3 (57.5%), which indicated motivational change had been detected and it was more than the least, but less than the greatest, of the participants whose responses showed motivational change. Thirty-three were designated Category 4 (27.5%), which indicated motivational change had been detected and it was the greatest of the participants whose responses showed motivational change.

As shown in Table 3, on average, respondents ranked *my children joined 4-H* as their top motive for starting to volunteer in 4-H. The motives *I enjoy working with young people* and *4-H is a good organization* were ranked second and third, respectively. Ranked fourth was the motive *I was in 4-H as a youth*. This was determined by summing the number of individuals who ranked the motives as one, two, or three. Category N/A refers to the 31 surveys that could not be analyzed through use of the rubric. The ranks of one through three were chosen to 1) account for the differences in the way the surveys were completed between the individuals in Category N/A and those in Categories 1 – 4 and 2) give a general indication of the motives that were the most influential in the respondents' decision-making.

Table 3. Motives for Starting to Volunteer in 4-H Ranked One through Three.

Motives	Category 1 (n = 1)	Category 2 (n = 17)	Category 3 (n = 69)	Category 4 (n = 33)	Category N/A (n = 31)	Total
My children joined 4-H	1	15	47	26	25	114
I enjoy working with young people	1	7	44	16	29	97
4-H is a good organization	1	12	36	15	28	92
I was in 4-H as a youth	-	8	34	16	20	78
I was asked	-	3	24	14	21	62
To make a difference in my community	-	2	10	4	27	43
To get involved in my community	-	-	7	3	24	34
My grandchildren joined 4-H	-	1	4	2	11	18
Other	-	3	3	2	1	9

As shown in Table 4, on average, respondents ranked *I enjoy working with young people* and *4-H is a good organization* as their top two motives for continuing to volunteer. The motives *I enjoy it* and *my children are involved in 4-H* were ranked as the third and fourth most selected motives, respectively. This was determined by summing the number of individuals who ranked the motives as one, two, or three.

Table 4. Motives for Continuing to Volunteer in 4-H Ranked One through Three.

Motives	Category 1 (n = 1)	Category 2 (n = 17)	Category 3 (n = 69)	Category 4 (n = 33)	Category N/A (n = 31)	Total
I enjoy working with young people	1	11	54	24	31	121
4-H is a good organization	1	13	44	26	31	115
I enjoy it	-	1	24	16	33	74
My children are involved in 4-H	1	12	39	6	11	69
It makes me feel good	-	2	12	8	29	51
To make a difference in my community	-	2	11	9	28	50
To stay involved in my community	-	2	9	10	25	46
My grandchildren are involved in 4-H	-	3	14	1	18	36
Other	-	3	3	1	1	8

Of the 151 respondents who submitted usable surveys, 99 were females (65.6%) and 52 were males (34.4%). Eighteen did not report their age (11.9%), two were 30 years old (1.3%), seven were between the ages of 31 and 40 (4.6%), 49 were between the ages of 41 and 50 (32.5%), 49 were between the ages of 51 and 60 (32.5%), 18 were between the ages of 61 and 70 (11.9%), seven were between the ages of 71 and 80 (4.6%), and one was between the ages of 81 and 90 (0.7%). Three did not report their education level (2.0%), five did not complete high school (3.3%), 53 were high school graduates (35.1%), 30 had some college (19.9%), 24 possessed associate's degrees (15.9%), 13 possessed bachelor's degrees (8.6%), seven completed graduate coursework (4.6%), 15 achieved master's degrees (9.9%), and one held a doctorate (0.7%).

Thirteen did not report their number of years of service (8.6%), three did not know how many years they had volunteered (2.0%), 15 had volunteered for 10 years

(9.9%), 76 had volunteered from 11 to 20 years (50.3%), 29 had volunteered from 21 to 30 years (19.2%), 10 had volunteered from 31 to 40 years (6.6%), three had volunteered from 41 to 50 years (2.0%), and two had volunteered from 51 to 60 years (1.3%). It is important to note, in many instances, respondents reported their years of service as a number followed by a plus sign to indicate that they may have served more years, but the number they were reporting was the minimum number of years of which they were aware.

Additionally, three did not report their involvement with 4-H as youths (2.0%), 50 had not been involved in 4-H as youths (33.1%), one reported some 4-H involvement as a youth (0.7%), and 97 were involved in 4-H as youths (64.2%). Four did not report their race/ethnicity (2.6%), one noted a race/ethnicity of American (0.7%), and 146 reported their race/ethnicity as white (96.7%). Three did not report their marital status (2.0%), eight reported their marital status as divorced (5.3%), four had not been married (2.6%), four had been widowed (2.6%), and 132 were married (87.4%).

Seven of the 151 respondents did not indicate having children (4.6%) and 144 had children (95.4%). On average, those indicating they were parents had three children. Fourteen did not have children who participated in 4-H (9.3%) and 137 had children who participated in 4-H (90.7%). On average, those indicating their children were involved in 4-H had three children who participated in 4-H.

Eleven did not indicate if they volunteered in organizations in addition to 4-H (7.3%), 42 did not volunteer in organizations outside 4-H (27.8%), and 98 volunteered in other organizations (64.9%). On average, those who volunteered outside 4-H donated their time to two other organizations. Of the types of volunteer organizations served,

3.0% were health care-related, 30.8% were organizations that served their communities, 24.2% were church-affiliated, 38.4% were youth-related, 2.0% were sports-related, and 1.5% were associated with the environment.

Occupations of the 151 respondents varied, with 25 respondents indicating involvement in two or three occupations (16.6%). Seventeen did not report their occupations (11.3%); 18 indicated they were retired (11.9%); 25 were involved in agriculture or worked with animals (16.6%); 23 had occupations that were business-related (15.2%); 21 indicated homemaking as their occupation (13.9%); 17 were involved in education-related jobs (11.3%); 17 were involved in the construction, mechanical, or engineering trades (11.3%); 12 worked in jobs related to health care (7.9%); 10 worked in service-related jobs (6.6%); nine were bus or truck drivers (6.0%); and five held government-related jobs or offices (3.3%).

Seventeen of the 151 respondents did not indicate whether or not they would like a summary of the survey results (11.3%), one indicated indifference (0.7%), 43 did not want a summary of the survey results (28.5%), and 90 wanted a summary of the survey results (59.6%).

Interview Participants

Of the 10 interview participants, seven were females (70%) and three were males (30%). Two did not report their age (20%), three were between the ages of 51 and 60 (30%), three were between the ages of 61 and 70 (30%), and two were between the ages of 71 and 80 (20%). One did not complete high school (10%), three were high school graduates (30%), two had some college (20%), two had associate's degrees (20%), one completed graduate coursework (10%), and one achieved a master's degree (10%).

One did not report the number of years volunteered in 4-H (10%), five had volunteered between 15 and 20 years (50%), two had 21 to 30 years of service (20%), and two indicated volunteering between 31 and 40 years (20%). Five had not been involved in 4-H as youths (50%) and five were involved in 4-H as youths (50%). All 10 reported their race/ethnicity as white (100%). One had been widowed (10%) and nine were married (90%). All 10 interview candidates had children (100%) and all had one or more of their children involved in 4-H (100%). On average, each candidate had three children and three children who were involved in 4-H.

One did not indicate volunteering in organizations in addition to 4-H (10%), one did not volunteer in organizations outside 4-H (10%), and eight volunteered in other organizations (80%). On average, those who volunteered outside 4-H donated their time to two other organizations. Of the types of volunteer organizations served, 10.5% were health care-related, 26.3% were organizations that served their communities, 31.6% were church-affiliated, and 31.6% were youth-related.

Two did not report their occupations. However, it was learned through the interviews that they were currently retired, which resulted in a total of six retired individuals (60%). One was involved in agriculture or worked with animals (10%), two had occupations that were business-related (20%), and one was involved in an education-related job (10%).

Three of the 10 participants did not indicate whether or not a summary of the survey results was desired (30%) and seven wanted a summary of the survey results (70%).

Geographically, the 10 participants volunteered in one of the following counties: Allegan, Barry, Berrien, Cheboygan, Kalamazoo, Lapeer, Livingston, Luce, and Ottawa. They resided in rural and suburban communities located within the upper and lower peninsulas of Michigan.

Interview Results

The data gathered from the interviews are reported in Table 5 on the following page. The interview participants' names are fictional to protect the privacy of the participants. A summary of each interview is located in Appendix L. Definitions for the motives listed in Table 5 and the summaries are located in Appendix K.

Table 5. Interview Data by Participant.

Participant	Motivational Change Prompts	Motives: Start Volunteering	Motives: Continue Volunteering	When Change Occurred
Ann	<ul style="list-style-type: none"> • Own children entered 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Be involved with own children • Be part of the group • Contribute to the group 	<ul style="list-style-type: none"> • Make a difference in children's lives • Enjoy working with children • Rewarding • Give back to 4-H • Perpetuate 4-H • Enjoy volunteering in 4-H 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Barbara	<ul style="list-style-type: none"> • Own children entered 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • 4-H is a great program • Give back to 4-H • Be involved with own children • Be part of the group • Contribute to the group • Be involved in an area of interest 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Rewarding • Give back to 4-H • Be involved with own grandchildren (future) • Enjoy volunteering in 4-H • Part of own life 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Connie	<ul style="list-style-type: none"> • Own children entered 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed • Enjoy working with children • Be involved with own children • Make a difference in children's lives • Be involved in the community 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Rewarding • Give back to the community • Be involved in the community • Needed • Improve quality of own life • Enjoy volunteering in 4-H • Part of own life 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service

Table 5. (cont'd).

Participant	Motivational Change Prompts	Motives: Start Volunteering	Motives: Continue Volunteering	When Change Occurred
Diane	<ul style="list-style-type: none"> • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed • Be involved with own children • Be involved in the community • Enjoy working with children 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Worthwhile use of time • Rewarding • Give back to the community • Needed • Improve quality of own life • Enjoy volunteering in 4-H 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Ellen	<ul style="list-style-type: none"> • Own children exited 4-H • Observed 4-H positively impact young people • Observed 4-H positively impact the community • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Be involved with own children • Be involved in an area of interest 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Worthwhile use of time • Rewarding • Be involved in an area of interest • Make a difference in the community • Needed • Perpetuate 4-H • Enjoy volunteering in 4-H 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Frank	<ul style="list-style-type: none"> • Own children entered 4-H • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • 4-H is a great program • Be involved in the community • Enjoy working with children • Part of own life 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Rewarding • Enjoy volunteering in 4-H • Part of own life 	<ul style="list-style-type: none"> • When own children entered 4-H • When own children exited 4-H • During volunteer service

Table 5. (cont'd).

Participant	Motivational Change Prompts	Motives: Start Volunteering	Motives: Continue Volunteering	When Change Occurred
Gwen	<ul style="list-style-type: none"> • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed • Be involved with own children 	<ul style="list-style-type: none"> • Make a difference in children's lives • Make a difference in the community • Enjoy working with children • Rewarding • Needed • Enjoy volunteering in 4-H 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Harry	<ul style="list-style-type: none"> • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed • Be involved with own children • Enjoy working with children 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Rewarding • Worthwhile use of time • Needed • Perpetuate society • Perpetuate 4-H • Improve quality of own life • Enjoy volunteering in 4-H • Enjoy challenging tasks • Part of own life 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Isabelle	<ul style="list-style-type: none"> • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed • Be involved with own children 	<ul style="list-style-type: none"> • Make a difference in children's lives • Enjoy working with children • Rewarding • Be involved in an area of interest • Perpetuate 4-H • Enjoy volunteering in 4-H 	<ul style="list-style-type: none"> • When own children exited 4-H • During volunteer service
Jack	<ul style="list-style-type: none"> • Own children entered 4-H • Own children exited 4-H • Observed 4-H positively impact young people • Impacted by 4-H volunteer-related experiences 	<ul style="list-style-type: none"> • Needed 	<ul style="list-style-type: none"> • Make a difference in children's lives • Enjoy working with children • Rewarding • Give back to the community • Perpetuate 4-H • Enjoy volunteering in 4-H • Part of own life 	<ul style="list-style-type: none"> • When own children entered 4-H • When own children exited 4-H • During volunteer service

Research Question #1: Motivational Change Prompts

Motivational change prompts for all 10 interview participants were their own children exited 4-H, they observed 4-H positively impact young people, and they were impacted by their 4-H volunteer-related experiences. Frank and Jack indicated motivational change was prompted by their children entering 4-H. Ellen mentioned observing 4-H positively impact the community influenced her motives for volunteering. A summary of motivational change prompts by frequency is provided in Table 6.

Table 6. Motivational Change Prompts by Frequency

Motivational Change Prompts	Volunteers (n = 10)
Observed 4-H positively impact young people	10
Impacted by 4-H volunteer-related experiences	10
Own children exited 4-H	10
Own children entered 4-H	2
Observed 4-H positively impact the community	1

All 10 interview participants were motivated to volunteer to be involved with their children when their children were in 4-H. They valued being part of their children’s growth and development, and they felt it was important for youth to have positive learning experiences. Examples of this are provided by Ann and Barbara as follows:

[Ann:] When I had children I knew there was a club in ... [my town], I thought that 4-H was a good thing, I didn’t know anybody necessarily in the club, I did, it ended up I knew somebody but I didn’t know that I did, and our kids just got involved in it and took the basic, you know, foods and nutrition, sewing, and then because we lived on a farm we did get into some livestock projects and I saw the value of what the kids learned from not necessarily always the projects - I’ve always thought that one of the strong points has been some of the other aspects

[Barbara:] I think any parent wants their kid to learn responsibility and we [my husband and I] knew that 4-H was a good place to learn that and started with rabbits, small projects, and I think it was important that they learned to stick with a project and see it through to the end and have the responsibility, so yeah, that was an easy way to teach them responsibility and to see something through to the end

Over time, their children grew into young adults and became too old to participate in 4-H.

When the interview participants' children were no longer in 4-H, their motives for volunteering changed. This theme was described by two of the interview participants as follows:

[Connie:] It just kind of, I don't know, just because I was a stay-at-home mom or something ... and I just enjoyed the kids and we had standing room only sometimes ... we had a large table ... the kids were all around it ... the older ones would help the little ones ... I just enjoyed them all ... I ... says, well this is it, after my ... [youngest son] graduated ... he graduated high school in '83

[Researcher:] When you first started, did you ever envision the things that you're doing now with 4-H? [Gwen:] No, I thought I would just do it and then when our kids were done we'd be done and stuff and I've stayed involved probably six years now since they've graduated, seven years since they graduated.

During the interview participants' volunteer service, they witnessed youth being positively impacted by participating in 4-H. This was observed in comments similar to the following:

[Ann:] When you put kids at that time five years old or six years old through seniors in high school and you're all in a group and you're running a business meeting, the monthly business meeting, and I see these little kids five years old that are afraid to stand up and lead the pledge and by the time they're seven, you know, their hands are waving and they're excited to stand up and say the pledges or to lead the pledges, to make a motion and to understand what that involves and to second it and how at the beginning they are frightened and to see them gain the confidence to do those things, see those, that's, that's not a project, you know, but that's something that you, you don't get credit for you just, you know, and watch the kids evolve, to starting at that point to going to the point where they can be an officer in the club and be responsible for that, that's not a project

either, but I think the younger ones learn from the older ones and the older ones, ... they're more tolerant of the younger ones

[Diane:] I like to see the children develop in their relationships with each other and in their ability, but we have fun too

[Ellen:] you had to feel good about it because they [the 4-Hers] were just eating it up and they had so many questions and I feel that they went home with a lot that they didn't come with

[Gwen:] you can see the results ... [one of the 4-Hers said] "I got to tell you, I don't know what I would do without this" ... how neat is that

The results indicated interview participants valued the positive growth and development of youth, and their being part of a program that facilitated positive youth development seemed to impact how they felt about their volunteer service. This appeared to result in the interview participants' feeling a sense of satisfaction, pride, and/or fulfillment that caused their motives for volunteering to change. They continued to volunteer because it was rewarding and to make a difference in children's lives. This theme was illustrated in the following interview excerpts:

[Diane:] helping children complete projects and display them has given them confidence in themselves and me a sense of accomplishment

[Gwen:] I was always involved as a parent, I was always the room mom, always went on the field trips, I was always the fun mom, I always kept very active with our kids and 4-H gave me another thing to be active with them that they really enjoyed and they had friends and we could all do together and since they've left other kids have come through here that they're all like my own family now, as a matter of fact, my husband says he comes in the door at night and counts the plates to see who's going to be having dinner, it's enriched our lives, it really has, I mean like, our kids could have gone off to college it could be pretty boring if we didn't have a bunch of kids running around here, so it's fine, it works well with me, I just have a love of doing this, a passion

[Harry: I volunteer because of] the kids ... and the rewards that you get out of it ... if I can get one kid to understand something or enjoy it ... that's all I require, that's my satisfaction

[Isabelle:] being a teacher, you want to give all the kids the opportunity that your kids had and, you know, to get used to a sewing machine and try lots of different crafts and see how creative they can be, get involved in competitions [Researcher:] it sounds like you really derive a lot of enjoyment from their [the kids] growth [Isabelle:] oh yeah, it's a lot of fun, it's neat to see them be successful

While volunteering, the interview participants were impacted by the actions of others and their own corresponding feelings. When people provided positive feedback about events associated with their efforts, they felt good about their volunteer work. As Ellen mentioned:

it's important ... we get feedback ... people that I talk to during a meeting and so on, you know, they were so thrilled and thankful for the meeting ... it makes it worthwhile

When 4-Hers commented they learned something important, they felt their efforts were worthwhile. As Gwen said:

one of the best comments we got was ... my son said, I think he was 20 years old, ... [of] all my jobs and school ... the thing that taught me the most was that 4-H group that we worked together, we played together, we had, you know, morals and we had goals and we worked as a group to reach them, he goes, I learned a lot with that group, and he's right, he did

When adults associated with 4-H behaved negatively, they felt compelled to change the adults' negative behavior or that their service was of greater importance. As Harry stated:

and then my son wanted goats and we got a goat and I went to one of the goat meetings and I got a little disturbed at the fact that the people were worried more about themselves than the kids, and they were arguing back and forth, I said this ain't right, so I spoke up, I said I think you people have missed the whole point, you're worried about what you want to do and not what the kids want to do, so that's where I really got involved, so I, got on, started getting on the committees, and small animal committees, and stuff, where I thought that I might make a change where I had a say in things and been there ever since

Thus, the impact the interview participants' involvement in 4-H had on themselves influenced their motives for continuing to volunteer in 4-H. This theme was characterized in the following comments:

[Ellen:] I've grown a lot, sure ... when I started I didn't know anything about 4-H ... and a lot of other things ... I've learned to speak in front of people ... do a lot of things, organize ... get people to help ... and having a club, that's a number one lesson in organizing and getting things done ... I think I enjoy it all, I guess most of all I enjoy the children, 4-Hers, I enjoy grown up people too, but I feel like I'm really there for the kids

[Frank:] it has made me happy, 4-H has given me things, that you can't explain it, but I'm happy and I'm happy when I'm doing that and I'm happy afterwards

Research Question #2: Change in Motives

Eight interview participants were motivated to start volunteering in 4-H to be involved with their children. As Ann mentioned, I started with "my own kids and helped them through some projects and then I thought that, well, maybe I'll be a leader." Six interview participants started volunteering because they were needed. An example of this was given by Connie when she said "my kids started at school ... a sewing group ... the kids' ... leader moved out of town [so I became the leader]." Four began volunteering because they liked working with children. As Diane mentioned, "it's just a joy to be with them at any age level."

All of the interview participants continued volunteering because they enjoyed volunteering in 4-H. As Frank stated, "I just plain like it ... I enjoy the 4-H aspect, I enjoy the kids ... I learn something every time they do." All of them also continued volunteering to make a difference in children's lives. Examples of this are as follows:

[Ann:] but it's still the growth of the kids in the end that keeps you going and makes you want to stay

[Frank: 4-H] gives them that thing that they can do what they want to do because they've done it, you know, if they choose to have a dog and go and win with it, they've done it, and that gives them that little edge to get into the next project or the next thing in life

[Jack:] when you've got a sixteen year old kid you've got to put some trust in him ... he's two years from being an adult ... he can't go from being a baby to an adult over night, he's got to progress up the ladder and I think 4-H is a real good program for that

Additionally, all 10 interview participants continued volunteering because they felt their volunteer service was rewarding. As some of the interview participants stated:

[Barbara:] I have had a boy in sewing, and he made a stuffed animal and just the pleasure of making that and he was going to give it to his grandma and he was so excited that he had actually made something to give to his grandma, the kids' pride and seeing that is worth ... it, staying involved ... you like to see somebody be proud of what they've done

[Diane:] I get good feelings from doing this and, you know, I'd be sitting at home vegetating if I wasn't out helping somebody do something, so I volunteer ... I like to keep busy, I like to keep involved with children and adults, it keeps me young, keeps me going

[Harry:] I've got awards, and you know, leader of the year ... recognition awards ... and that's nice ... it shows you that they care about you but that ain't why I'm there, they don't have to give me that stuff to keep me ... the reward is the kids ... what they do and their succeeding

The motives that showed the greatest amount of change, as outlined in Table 7, were *enjoy volunteering in 4-H* (+10), *rewarding* (+10), *make a difference in children's lives* (+9), *be involved with own children* (-8), *enjoy working with children* (+5), *perpetuate 4-H* (+5), *4-H is a great program* (+4), and *part of own life* (+4).

Table 7. Change in Motives by Frequency Difference

Motives	Volunteers Start (n = 10)	Volunteers Continue (n = 10)	Difference
Enjoy volunteering in 4-H	0	10	+10
Rewarding	0	10	+10
Make a difference in children's lives	1	10	+9
Enjoy working with children	4	9	+5
Perpetuate 4-H	0	5	+5
4-H is a great program	2	6	+4
Part of own life	1	5	+4
Give back to the community	0	3	+3
Improve quality of own life	0	3	+3
Worthwhile use of time	0	3	+3
Make a difference in the community	0	2	+2
Be involved with own grandchildren	0	1	+1
Enjoy challenging tasks	0	1	+1
Give back to 4-H	1	2	+1
Perpetuate society	0	1	+1
Be involved in an area of interest	2	2	0
Needed	6	5	-1
Be involved in the community	3	1	-2
Be part of the group	2	0	-2
Contribute to the group	2	0	-2
Be involved with own children	8	0	-8

Research Question #3: When Motivational Change Occurs

The motives of all 10 interview participants changed during their service with 4-H and, specifically, when their children exited 4-H. Frank and Jack began volunteering in 4-H prior to their children's involvement. For them, when their children became 4-H members, their motives for volunteering included *be involved with own children*. For all 10 interview participants, when their children exited 4-H, their motives for volunteering no longer included *be involved with own children*. As Diane stated:

at first it was helping the kids ... getting involved teaching some projects
... now it's a little bit different, I'm more involved on the council level

and if I have time I can get involved in a club and if there's interest ... it's one way I can give back to the community

The interview participants could recall when motivational change took place if it was associated with specific events (e.g., children entering or exiting 4-H). However, they could not recall as to when motivational change occurred if it was related to their internal feelings, such as feeling positively about helping kids grow or deriving enjoyment from their volunteer service. In these cases, the interview participants indicated motivational change took place and that it was a result of their volunteer service, happening over a period of time. As Ann said, "it just kind of evolved."

The available interview data suggested motivational change related to a change of internal feelings was the result of multiple events. Many interview participants would say things similar to Diane's comment: "at first it was helping the kids ... now it's a little bit different." Then they would talk about a number of events that supported their current motives for volunteering. This seemed to indicate multiple events impacted their thoughts and feelings, which caused a gradual change in their motives for volunteering over time.

Additional Findings

Interview data showed, in some cases, the interview participants changed their volunteer roles to accommodate their change in motives for volunteering. During their service, the interview participants would become more involved in administrative activities and less involved in activities directly serving 4-Hers or vice versa. They would also become more involved in leadership positions, such as becoming a 4-H council member or a project superintendent for the fair. Examples of these changes were observed in the following interview excerpts:

[Connie:] I don't have a club [now] but I'm ... like a resource person ... historian ... and I always say well I'm getting too old for this ... [they say] oh no no no no we need you ... if they get into a little predicament, I'll say way back when we did it this way

[Frank:] I've been on corporation board ... I was president of the council for seven years ... I was district chairman at one time ... they're just stuff I like to do ... the club was on the side of that

[Harry:] I've changed over time. My roles have changed over time. I actually gave up leadership ... [of the poultry area] and I got more involved ... with the council and stuff where it might make a change for the kids ... 'cause I sure don't want to see the program die, because too much good comes out of it ... [many of the 4-Hers] have made a future for themselves or turned into something [because they were in 4-H]

Interview results also indicated formal professional development did not greatly influence nine of the 10 interview participants' motives for continuing to volunteer. However, nine of the 10 interview participants mentioned that one of the things they enjoyed about volunteering in 4-H was learning. Ann did not mention professional development or learning during the interview. Barbara, Connie, Diane, Frank, and Isabelle indicated they liked learning and gave examples of some of the opportunities 4-H gave them to learn. As some of them mentioned:

[Barbara:] I've been up to Kettunen Center and if it ever works out that when they have like the international conferences up there, if it works out that we [my husband and I] can go up there or I can go up there, then it's good to get revived

[Connie:] we have quite a few older 4-H leaders ... and they're still Gung Ho ... and they go up to Kettunen Center ... then they bring all that information back ... and show us the projects that they've made ... it's a learning process for me too ... because if I want to learn something from them they're willing to teach me and so forth

[Diane:] I have been to leader meets in the area ... there is networking ... but I think I've learned a lot about relating to children from them

Gwen, Harry, and Jack sought information outside 4-H, viewing 4-H personnel as nice people, but not necessarily experts in their areas of interest. As Gwen candidly stated, “the stuff [educational material] that you get is so, some of it’s so outdated.” Ellen indicated learning and participating in formal professional development was one of the reasons she stayed involved. When asked by the researcher if her enjoyment for kids is what kept her involved, she responded:

that and you learn a lot too ... I always try to attend seminars and learn things that I can pass on to the children ... I learned public speaking and negotiating and a lot of things from being in 4-H ... you learn a lot of things, it’s a well-rounded program

Additionally, analysis of the interview data showed the participants’ experiences corresponded with the conceptual framework proposed in Chapter III. During the interviews, participants discussed their personal characteristics, internal factors, and external factors, which influenced their motivation to volunteer. Examples of each of these components are as follows:

- Personal characteristics: health, age, and marital status. As Harry stated, I’ll keep volunteering “as long as I can still get up and go” and Frank said “I don’t consider myself old yet.” Connie also mentioned, “when my husband was sick ... I says, well, I’ll make as many meetings as I can, but ... [when he passes away] I might need you more than you need me.”
- Internal factors: beliefs, feelings, needs, values, and expectations. As mentioned by Harry, “if I didn’t believe in it I wouldn’t be there, if I didn’t believe in the kids I wouldn’t be there ... it’s worthwhile, it’s a good bunch of kids,” by Gwen, “I absolutely love the kids and I love what we do,” by Ann, “I still see these kids

developing and I just think that it's so valuable," and by Barbara, "it's a great organization."

- External factors: status of children; availability and characteristics of other volunteers; quantity of leisure time; family's, friends', and community members' needs and expectations; reinforcement; and cultural and societal norms. As said by Gwen, "when our first [child] was about ... nine years old ... we got involved," by Ellen, "the help is always needed," by Connie, "sometimes you don't have the time, but ... you can always squeeze a little time out," by Frank, "my dad was a leader," by Barbara, "when the kids love it, I like it, it makes it fun," and by Gwen, "we help make good citizens."

Analysis of interview data also suggested alignment of personal characteristics, internal factors, external factors, and motivation to volunteer was necessary to result in adults volunteering. As some of the interview participants stated:

[Ann:] I don't see myself not doing it ... [but] my husband will be 65 ... is he going to retire ... what are we going to do ... we're in a changing mode

[Barbara:] when you're asked to [volunteer] ... and somebody appreciates what you're doing and you like the kids ... it just all fits together

[Diane:] I get good feelings from doing this and ... I'd be sitting at home vegetating if I wasn't out helping somebody ... we'll see how my health is next year and I'll just keep going

[Harry:] it just seemed to work out ... it's been a good 30 years ... when I retired back in 2000 my wife said, so now you're going to give up 4-H and everything, and I says well probably ... well I've even gotten more involved ... [I stay] basically [for] the kids

Furthermore, the continuous nature of the conceptual framework, which indicates motivational change can take place multiple times during volunteers' service, was supported. As noted in Appendix L, Frank and Jack experienced

motivational change more than once while volunteering in 4-H. Both experienced motivational change when their children entered 4-H and when their children exited 4-H. Jack also experienced motivational change when, at one point during his service, he was motivated to volunteer to mediate the behavior of other 4-H volunteers.

Summary

Screening survey results indicated a majority of the adults within the sample population of long-term Michigan 4-H volunteers experienced motivational change during their service in 4-H. Volunteers' motivational changes were qualitatively measured through use of a rubric (Appendix H), which showed that the degree of the motivational changes varied from none to three subsequently higher levels. Interview results indicated interview participants' children entering or exiting 4-H, the impact of 4-H on youth or the community, and the impact of their 4-H volunteer-related experiences on themselves were the main factors associated with prompting motivational change.

The interview participants were primarily motivated to begin volunteering in 4-H to be involved with their children, because they were needed, and/or because they liked working with children. All of the interview participants continued volunteering because they enjoyed volunteering in 4-H, wanted to make a difference in children's lives, and felt their volunteer service was rewarding. The motives that showed the greatest amount of change were *enjoy volunteering in 4-H* (+10), *rewarding* (+10), *make a difference in children's lives* (+9), *be involved with own children* (-8), *perpetuate 4-H* (+5), *enjoy working with children* (+5), *4-H is a great program* (+4), and *part of own life* (+4).

The motives of all 10 interview participants changed during their service with 4-H and when their children exited 4-H. The interview participants could recall when motivational change took place if it was associated with specific events. However, they could not recall as to when motivational change occurred if it was related to their internal feelings. The available interview data suggested motivational change related to a change of internal feelings was the result of multiple events. These events seemed to have continually reinforced the interview participants' thoughts and feelings, which resulted in a gradual change in their motives for volunteering.

Interview data indicated, in some cases, the interview participants changed their volunteer roles to accommodate their change in motives for volunteering. It also showed formal professional development did not greatly influence most of the interview participants' motives for volunteering in 4-H. Though, a majority of the interview participants indicated learning was one of the things they enjoyed about volunteering in 4-H. Additionally, the interview data provided evidence that supported the design and composition of the conceptual framework proposed in Chapter III.

CHAPTER V

DISCUSSION

Understanding Motivational Change for Volunteers

The results of this study provide a foundation for understanding motivational change for volunteers. They indicate:

- Interview participants' children entering or exiting 4-H, the impact of 4-H on youth or the community, and the impact of their 4-H volunteer-related experiences on themselves are the main factors associated with prompting motivational change. Thus, motivational change appears to be initiated by 1) life event changes volunteers experience as a result of progression through their lifecycle and 2) changes in volunteers' thoughts and feelings that are caused by their volunteer-related experiences.
- Interview participants started volunteering primarily for motives related to immediate family or community needs and/or their interest in children. Over time, their motives changed and they continue volunteering primarily for motives related to their internal feelings of joy, satisfaction, and fulfillment. This suggests motives change from being primarily needs-based to being more self-actualizing in nature as a result of the motivational change process.
- Interview participants could identify when their motives changed as a result of a specific life event. They could not identify when their motives changed if the change was prompted by changes in their thoughts and feelings. Therefore, the

process of motivational change appears to be influenced by the factors that prompt motivational change.

- Interview participants' volunteer experiences support the design and composition of the conceptual framework proposed in Chapter III. This suggests the conceptual framework can serve as a model of the motivational change process for volunteers.

Understanding Long-Term 4-H Volunteers' Motivation

Motivation to Volunteer

Analysis of the interview results indicates interview participants' motivation to volunteer in 4-H is primarily driven by their positive feelings for children and helping children learn and develop. This is illustrated by the youth-centric nature of interview participants' motives. For example:

- When interview participants talked about volunteering because their children were in 4-H, they did so because they wanted to be part of their children's lives and support their growth. As Barbara mentioned:

it was really nice that my girls and I get along, even though they might not say this, but I think we get along well enough that they all learned how to sew from me and they all learned how to cook from me and then I taught international relations and they took that

- When interview participants talked about their service being rewarding, it was rewarding because they felt their efforts positively impacted children. As Diane commented, "it gives the kids a lot of satisfaction when they complete their projects and it gives me a lot of satisfaction to work with them."
- When interview participants talked about 4-H being a great program, it was great because they attributed it to helping kids grow. As Jack stated:

when you've got a sixteen year old kid you've got to put some trust in him ... he's two years from being an adult ... he can't go from being a baby to an adult over night, he's got to progress up the ladder and I think 4-H is a real good program for that

- When interview participants talked about enjoying volunteering in 4-H, they talked about how much they liked it when kids were interested in learning or when kids were excited about an activity. As Ellen said, “just this weekend, you had to feel good about it because they [the 4-Hers] were just eating it up and they had so many questions and I feel that they went home with a lot that they didn't come with.”

Models of Motivation to Volunteer

Four models of motivation to volunteer are available in the literature. They consist of one-, two-, three-, or six-component models. The results of this study suggest the one-component model accurately describes the motivation of the study participants. This model describes motivation to volunteer as acting “not from a single motive or a category of motives but from a combination of motives that can be described overall as ‘a rewarding experience.’ They [volunteers] not only give but they get back some type of reward or satisfaction” (Cnaan & Goldberg-Glen, 1991, p. 281).

The survey respondents' who completed their surveys by assigning the rank of one to multiple motives indicate the combination of those motives is what causes them to volunteer. Additionally, when asked why they volunteered, many of the interview participants described motives that, when unified, equate to a positive, rewarding experience. Examples of this are present in the following interview excerpts:

[Barbara:] when you're asked to [volunteer] ... and somebody appreciates what you're doing and you like the kids ... it just all fits together

[Diane:] I get good feelings from doing this and, you know, I'd be sitting at home vegetating if I wasn't out helping somebody do something, so I volunteer ... I like to keep busy, I like to keep involved with children and adults, it keeps me young, keeps me going

[Frank:] it has made me happy, 4-H has given me things, that you can't explain it, but I'm happy and I'm happy when I'm doing that and I'm happy afterwards

Theories of Human Motivation

Six different theories of human motivation are most often cited in the literature.

Of those six theories, interview results indicate Wlodkowski's (1985) theory of six major factors of motivation describes the motivation of the interview participants. All six factors were discussed by the participants during the interviews. Examples of these factors are provided below.

1. Attitude: The interview participants possess a predisposition to respond favorably to children, youth development, and 4-H. They have children, like working with children, feel helping youth learn and grow is important, and, overall, have a positive perception of 4-H. As Barbara mentioned:

I think any parent wants their kid to learn responsibility and we [my husband and I] knew that 4-H was a good place to learn that and started with rabbits, small projects, and I think it was important that they learned to stick with a project and see it through to the end and have the responsibility

2. Need: The interview participants possess a variety of needs. The need most often cited is the need to assist their children and/or to help others. As Ellen stated:

I just like the program [4-H] and I like to be doing something for the community and that seemed to me to be the most interesting and get the most results ... I enjoy being helpful, yeah, if anybody whether 4-H or not, you know, asked, or I thought needed my help or asked for it, I guess I'd have a hard time turning it down

3. Stimulation: The interview participants display a desire to be active participants in their environment. They like being busy and continuing to learn. As Connie said, “it is an outing from me, it’s a learning process, and if I can help somebody, well, along the way, I enjoy it,” and as Diane mentioned, “I like to keep busy, I like to keep involved with children and adults, it keeps me young, keeps me going.”
4. Affect: The interview participants have feelings, concerns, and passions for making a difference in the lives of youth. They love to watch youth learn, grow, excel, and achieve. As Gwen stated:

I love to watch kids grow and I love to watch kids improve and I love to educate them ... I love doing this ... it’s all about the passion and ... helping someone out and having fun doing it and making it a learning experience, all these things can be wrapped up into one
5. Competence: The interview participants possess a desire to effectively act upon their environment rather than remaining passive. They want to do something to make a difference in the lives of children. For example, when Harry was asked if difficult circumstances would make him less involved he said, “no probably more involved, I like a challenge ... you’ve got to teach the kids what’s right ... that’s what it’s all about, teaching the kids.”
6. Reinforcement: The interview participants receive and appreciate positive feedback from those involved in 4-H, especially from the 4-Hers. As two interview participants mentioned:

[Ellen:] it’s important ... we get feedback ... people that I talk to during a meeting and so on, you know, they were so thrilled and thankful for the meeting ... it makes it worthwhile

[Harry:] every year’s a great thing ... just the kids completing their projects and doing stuff and coming up and giving you a hug or coming up and thanking you

This finding does not coincide with motivational theories typically used when discussing the motivation of 4-H volunteers. Maslow's hierarchy of needs (Maslow, 1943) and McClelland's trichotomy of needs (McClelland, 1961) are most often used to describe and categorize 4-H volunteers' motives in the literature. A majority of studies referenced in the literature gathered information about 4-H volunteers' motives through pre-established survey questions that limited the scope of data collection. Therefore, it is possible that the current body of literature does not fully describe adults' motivation to volunteer in 4-H. The results of this study indicate 4-H volunteers' motivation may be more broad and complex than originally outlined in the literature and that it may require a combination of theories to adequately describe it.

Suggestions for Future Research

Replicate this Study

It is recommended that future research replicates this study. The sample sizes of 200 and 10 are small. Therefore, the results of this study may not reflect motivational change for the more than 4,000 long-term Michigan 4-H volunteers. Replication of this study with larger sample sizes will provide additional information regarding motivational change for the study population. The results of such studies will aide in confirming whether or not this study's results can be generalized to all long-term Michigan 4-H volunteers.

Replication of this study with different 4-H volunteer populations is also recommended. Results of the meta-analysis outlined in Chapter II indicate long-term 4-H volunteers possess motives that are different than those of the entire 4-H volunteer population. Therefore, generalizing the results of this study to other 4-H volunteer

populations may not be possible. Further research, however, can determine whether or not significant differences exist between 4-H populations that vary to guide generalization of data.

Additionally, it is recommended that future research replicates this study with different volunteer populations. Four-H is an organization that focuses on youth development, which is only one of the various areas in which adults can volunteer (Ellis & Noyes, 1990). Studies of adults who volunteer in youth development organizations outside of 4-H and adults who volunteer in organizations outside of youth development are needed. Comparison of results of these studies can determine whether or not 4-H volunteers, volunteers in youth development organizations outside of 4-H, and volunteers in organizations outside of youth development are similar or different to guide generalizing data between these different volunteer populations.

Compare Motives in Different Contexts

The research methodology of this study is substantially different than the research methodologies employed by many of the previous studies regarding adults' motivation to volunteer. For example, the studies included in the meta-analysis outlined in Chapter II do not differentiate between starting and continuing to volunteer. Thus, comparison of the results of this study with the results of the meta-analysis is limited.

In general, it appears the results of this study coincide with the meta-analysis results. The survey participants continue volunteering primarily because they enjoy working with children, their children are in 4-H, and they believe 4-H is a good organization. These motives are ranked three, six, and four, respectively, in the results of the meta-analysis (displayed in Table 2). Additionally, many of the motives held by the

interview participants for continuing to volunteer are similar to those identified in the meta-analysis results. However, this evidence is speculative.

When the studies included in the meta-analysis were conducted, their study participants were active volunteers. Therefore, it is likely the motives discussed in these studies relate to the motives for continuing to volunteer identified in this study.

However, it is unknown as to whether or not the context of a motive influences its meaning. The literature does not indicate whether a motive for volunteering is different than a motive for starting to volunteer and/or a motive for continuing to volunteer. It is recommended that future research compares motives within different contexts to assist in generalizing findings between studies.

Use Quantitative Research Methods to Study Motivational Change

The results of this study confirm that motivational change occurs within the study population of long-term Michigan 4-H volunteers. They also provide information about the motivational change process. It is recommended that the results of this study are used as a foundation for designing quantitative research studies that expand what is known about motivational change.

For example, survey instruments can be used to obtain quantitative data regarding volunteers' motivational changes. Survey instruments can collect data regarding the characteristics of volunteers who exhibit motivational change and volunteers who do not exhibit motivation change to determine if statistically significant differences exist between these two populations. They can determine the frequency at which volunteers' life event changes and/or changes in their thoughts and feelings prompt motivational

change. They can also quantify the frequency at which motivational change occurs during adults' volunteer service.

Additionally, interview discussion can be used to generate quantitative data regarding the number of times study participants mention a particular motive, a motivational change prompt, etc. Analysis of this quantitative data can then be conducted through comparison of means, frequencies, and variances to learn more about volunteers' motivational changes.

Further Test the Conceptual Framework

The results of this study support the conceptual framework described in Chapter III as a model of the process of motivational change for volunteers. However, the conceptual framework requires further testing to determine whether or not it is a valid model of this process. It is recommended that future research tests the validity of the conceptual framework's design and composition.

If sufficient evidence is present to consider it a valid model, research is recommended to determine if the model accurately represents the process of motivational change for volunteers outside of this study's population. As more becomes known about the process of motivational change for volunteers, researchers should continue refining the model to reflect additional research findings.

Summary

The results of this study provide a foundation for understanding motivational change for volunteers. They indicate:

- Motivational change for volunteers is initiated by 1) life event changes volunteers experience as a result of progression through their lifecycle and 2) changes in

volunteers' thoughts and feelings that are caused by their volunteer-related experiences.

- Motives change from being primarily needs-based to being more self-actualizing in nature as a result of the motivational change process.
- The factors associated with prompting motivational change influence the process of motivational change.
- The conceptual framework proposed in Chapter III can serve as a model for the process of motivational change for volunteers.

Additionally, the results of this study expand what is known about long-term 4-H volunteers' motivation. Analysis of the study's results connotes:

- Interview participants' motivation to volunteer in 4-H is primarily driven by their positive feelings related to children and youth development.
- The one-component model of motivation to volunteer describes the motivation of the study participants.
- Wlodkowski's (1985) theory of six major factors of motivation describes the motivation of the interview participants.

Further research is necessary to determine whether or not the findings of this study can be 1) generalized to other 4-H volunteer populations, 2) generalized to volunteer populations outside of 4-H, and 3) compared to the findings of other studies regarding volunteers' motivation. It is recommended that future research replicates this study, compares motives in different contexts, and uses quantitative research methods to guide the generalization of data between different volunteer populations and different research studies. Future research is also recommended to further test the validity of the

conceptual framework's design and composition and to refine the conceptual framework, as necessary, to reflect additional research findings.

APPENDICES

APPENDIX A

SOCIAL SCIENCE, BEHAVIORAL, EDUCATION INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

MICHIGAN STATE
UNIVERSITY

Initial IRB
Application
Determination
Exempt

April 6, 2006

To: David KRUEGER
302 Natural Resources
MSU

Re: IRB # X06-224 Category: EXEMPT 1-2
Approval Date: March 29, 2006

Title: UNDERSTANDING THE PROCESS OF MOTIVATIONAL CHANGE FOR VOLUNTEERS

The Institutional Review Board has completed their review of your project. I am pleased to advise you that your project has been deemed as exempt in accordance with federal regulations.



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202 Olds Hall
East Lansing, Michigan
48824-1046
517-355-2180
Fax: 517-432-4503

www.humanresearch.msu.edu
SIRB & BIRB: IRB@msu.edu
CRIRB: crib@msu.edu



MSU is an affirmative-action
equal-opportunity institution.

The IRB has found that your research project meets the criteria for exempt status and the criteria for the protection of human subjects in exempt research. Under our exempt policy the Principal Investigator assumes the responsibilities for the protection of human subjects in this project as outlined in the assurance letter and exempt educational material. The IRB office has received your signed assurance for exempt research. A copy of this signed agreement is appended for your information and records.

Renewals: Exempt protocols do not need to be renewed. If the project is completed, please submit an *Application for Permanent Closure*.

Revisions: Exempt protocols do not require revisions. However, if changes are made to a protocol that may no longer meet the exempt criteria, a new initial application will be required.

Problems: If issues should arise during the conduct of the research, such as unanticipated problems, adverse events, or any problem that may increase the risk to the human subjects and change the category of review, notify the IRB office promptly. Any complaints from participants regarding the risk and benefits of the project must be reported to the IRB.

Follow-up: If your exempt project is not completed and closed after three years, the IRB office will contact you regarding the status of the project and to verify that no changes have occurred that may affect exempt status.

Please use the IRB number listed above on any forms submitted which relate to this project, or on any correspondence with the IRB office.

Good luck in your research. If we can be of further assistance, please contact us at 517-355-2180 or via email at IRB@msu.edu. Thank you for your cooperation.

Sincerely,

Peter Vasilenko, Ph.D.
SIRB Chair

C: Jennifer Wagester
12037 Charlotte Hwy
Portland, MI 48875

APPENDIX B

PRENOTICE LETTER TEXT

August 1, 2006

[Name]
[Address]
[City], [State] [Zip]

A few days from now you will receive in the mail a request to fill out a brief survey for an important research project being conducted by Michigan State University.

The purpose of the survey is to find out why adults start and continue their service with 4-H.

I am writing in advance because many people like to know ahead of time that they will be contacted. This research project is an important one that will help direct Michigan's 4-H Youth Development Program activities to better serve its volunteers. It is also likely to significantly impact the field of volunteer administration by enhancing what is known about volunteers' motivations.

Thank you for your time and consideration.

Sincerely,

Jennifer A. Wagester
Graduate Student
Michigan State University

APPENDIX C

SURVEY COVER LETTER TEXT

August 11, 2006

[Name]

[Address]

[City], [State] [Zip]

I am writing to ask your help with a study of Michigan 4-H Volunteers that is being conducted by Michigan State University (MSU). This study is part of an effort to learn why adults start and continue their service with 4-H.

You have been selected because you are an adult with ten or more years of service in Michigan 4-H. In total, only 200 4-H volunteers with ten or more years of service will be asked to participate in this study. Of those who complete the enclosed survey, ten will be asked to participate in two interviews to learn more about their experiences with 4-H.

Results from this study will help direct Michigan's 4-H Youth Development Program activities to better serve its volunteers. This study is also likely to significantly impact the field of volunteer administration by enhancing what is known about volunteers' motivations.

Please consider taking a few minutes to complete the enclosed survey and return it in the enclosed envelope. Those selected for interviews will be contacted over the next few months. For this reason, the survey asks for your name and contact information. All information gathered from the surveys and follow-up interviews will be confidential. Your privacy will be protected to the maximum extent allowable by law. Responses to the surveys, and interview questions, will be compiled and reported without any identifying information.

By completing and returning the enclosed survey, you are indicating your voluntary agreement to participate in this study and your voluntary agreement to possibly be contacted for interview. If you have questions or comments about this study, please contact me by phone at [phone number] or by email at gottsc10@msu.edu or Dr. Dave Krueger, the researcher working on this study with me, at kruege20@msu.edu. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact, anonymously if you wish, Dr. Peter Vasilenko, Chair of the Social Science, Behavioral, Education Institutional Review Board (SIRB) at Michigan State University. Dr. Vasilenko can be reached by telephone at (517) 355-2180, by FAX at (517) 432-4503, email at irb@msu.edu, or regular mail at 202 Olds Hall, Michigan State University, East Lansing, MI 48824.

Thank you for considering participating in this study.

Sincerely,

Jennifer A. Wagester
Graduate Student
Michigan State University

APPENDIX D

SURVEY INSTRUMENT

Michigan 4-H Volunteer Survey

Directions: Rank your primary (i.e., most important, main) reason for becoming a 4-H volunteer as #1 and then rank other applicable reasons as #2, #3, and so on until all reasons are ranked. If your reason for becoming a 4-H volunteer is not listed below, write it in the space for "Other:" and include it in your ranking process. If any of the reasons do not apply to you, write "N/A" in the "Rank" column. Once you have ranked your reasons for becoming a 4-H volunteer, repeat this same process to rank your reasons for continuing to volunteer in 4-H. If you have any questions about completing this survey, please contact Jennifer Wagester by phone at [phone number] or email at gottsc10@msu.edu.

	Rank
I started volunteering in 4-H because...	1 = Most Important N/A = Not Applicable
my children joined 4-H	
my grandchildren joined 4-H	
I was in 4-H as a youth	
I was asked	
I enjoy working with young people	
4-H is a good organization	
I wanted to make a difference in my community	
it was a way to get involved in my community	
Other:	
I continue volunteering in 4-H because...	1 = Most Important N/A = Not Applicable
my children are involved in 4-H	
my grandchildren are involved in 4-H	
I enjoy working with young people	
4-H is a good organization	
it makes me feel good	
I want to make a difference in my community	
it is a way to stay involved in my community	
I enjoy it	
Other:	

- over -

Demographic Information

Name _____

Address _____

Telephone (____) _____ **Email** _____

Gender ____ Male ____ Female **Age** ____ **Years as a 4-H Volunteer** ____

Level of Education ____ Some High School ____ High School Graduate

____ Some College ____ Associate's Degree

____ Bachelor's Degree ____ Graduate Coursework

____ Master's Degree ____ Doctorate

Occupation _____

I was involved in 4-H as a youth ____ Yes ____ No

Race / Ethnicity ____ White ____ Hispanic ____ Asian / Pacific Islander

____ Black ____ American Indian / Alaskan Native

____ Other: _____

Marital Status ____ Married ____ Divorced ____ Widowed ____ Never Married

Number of Children ____ **Number of Children Who Participated in 4-H** ____

I volunteer with other organizations ____ Yes ____ No

If yes, in what organizations do you volunteer?

I would like a copy of the summary of the survey results ____ Yes ____ No

Thank you for your assistance!

APPENDIX E

THANK YOU POSTCARD TEXT

August 18, 2006

Last week, a survey seeking information about why you started and continue your volunteer service with Michigan 4-H was mailed to you.

If you have already completed and returned the survey, please accept our sincere thanks. If not, please do so within the next few days. We are especially grateful for your help because it is only by asking people like you to share your thoughts and experiences that we can understand why people choose to volunteer in 4-H.

If you did not receive a survey, or if it was misplaced, please call me at [phone number] or email me at gottsc10@msu.edu and I will mail one to you.

Jennifer A. Wagester, Graduate Student
Michigan State University

APPENDIX F

REPLACEMENT SURVEY LETTER TEXT

September 12, 2006

[Name]
[Address]
[City], [State] [Zip]

About three weeks ago I sent a survey to you that asked about why you started and continue volunteering in 4-H. To the best of our knowledge, it has not yet been returned.

We are writing again because of the importance that your survey has for helping to get accurate results. Although we sent surveys to a total of 200 people, it's only by hearing from nearly everyone that we can ensure the results are valid.

Please consider taking a few minutes to complete the enclosed survey and return it in the enclosed envelope. By completing and returning this survey, you are indicating your voluntary agreement to participate in this study and your voluntary agreement to possibly be contacted for follow-up interview. Your privacy will be protected to the maximum extent allowable by law. Responses to the surveys, and interview questions, will be compiled and reported without any identifying information.

If you have questions or comments about this study, please contact me by phone at [phone number] or by email at gottsc10@msu.edu or Dr. Dave Krueger, the researcher working on this study with me, at kruege20@msu.edu. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact, anonymously if you wish, Dr. Peter Vasilenko, Chair of the Social Science, Behavioral, Education Institutional Review Board (SIRB) at Michigan State University. Dr. Vasilenko can be reached by telephone at (517) 355-2180, by FAX at (517) 432-4503, email at irb@msu.edu, or regular mail at 202 Olds Hall, Michigan State University, East Lansing, MI 48824.

Thank you for considering participating in this study. If for any reason you prefer not to participate in this study, please let us know by returning a note or blank survey in the enclosed stamped envelope.

Sincerely,

Jennifer A. Wagester
Graduate Student
Michigan State University

APPENDIX G

FINAL CONTACT LETTER TEXT

October 9, 2006

[Name]
[Address]
[City], [State] [Zip]

During the last two months we have sent you several mailings about an important research study we are conducting for Michigan State University.

Its purpose is to learn about why adults choose to start and continue volunteering in 4-H. Results from this study will help direct Michigan's 4-H Youth Development Program activities to better serve its volunteers.

The study is drawing to a close, and this is the last contact that will be made with 4-H volunteers selected to participate in the study.

We are sending this final contact by priority mail because of our concern that people who have not responded may possess different reasons for volunteering than those who have. Hearing from everyone helps ensure that the survey results are as accurate as possible.

Please consider taking a few minutes to complete the enclosed survey and return it in the enclosed envelope. By completing and returning this survey, you are indicating your voluntary agreement to participate in this study and your voluntary agreement to possibly be contacted for follow-up interview. Your privacy will be protected to the maximum extent allowable by law. Responses to the surveys, and interview questions, will be compiled and reported without any identifying information.

If you have questions or comments about this study, please contact me by phone at [phone number] or by email at gottsc10@msu.edu or Dr. Dave Krueger, the researcher working on this study with me, at kruege20@msu.edu. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact, anonymously if you wish, Dr. Peter Vasilenko, Chair of the Social Science, Behavioral, Education Institutional Review Board (SIRB) at Michigan State University. Dr. Vasilenko can be reached by telephone at (517) 355-2180, by FAX at (517) 432-4503, email at irb@msu.edu, or regular mail at 202 Olds Hall, Michigan State University, East Lansing, MI 48824.

Thank you for considering participating in this study. If for any reason you prefer not to participate in this study, please let us know by returning a note or blank survey in the enclosed stamped envelope.

Sincerely,

Jennifer A. Wagester, Graduate Student
Michigan State University

APPENDIX H

RUBRIC FOR DETECTING AND QUALITATIVELY MEASURING MOTIVATIONAL CHANGE OF SCREENING SURVEY RESPONDENTS

Background Information

The screening survey asked study participants to rank a list of motives based upon their primary and subsequent reasons for starting to volunteer in 4-H and continuing to volunteer in 4-H. The list of motives for starting to volunteer was similar, but not identical, to the list of motives for continuing to volunteer. Of the total eight motives listed for starting and continuing to volunteer, six of the motives were identical. The motives were selected based upon the most likely choices (as indicated by the literature and experts in volunteerism) to increase the ease of participant response. Study participants were also given the option to add motives to the list if theirs were not present and include these additional motives in the ranking process.

Criteria for Analysis of the Screening Survey

Were the motives ranked so that only one rank was assigned to a motive, or if multiple motives were assigned the same rank, only two or three of the motives out of the eight possible shared the same rank?

- A. If yes, use the data for selection of interview candidates.
- B. If no, do not use the data for selection of interview candidates.

Rationale: When multiple motives are assigned the same rank, the ability to detect and to measure motivational change with a fair level of certainty is decreased, increasing the error of the analysis.

Qualitative Measurement Categories

Category 1: Motivational change is not detected.

- All motives listed in starting and continuing to volunteer (i.e., the six identical motives) are ranked in the same order.

AND

- The four motives that are not identical (two motives for starting to volunteer and two motives for continuing to volunteer) are omitted from the ranking process.

AND

- If additional motives are included, they are listed and ranked identically for starting and continuing to volunteer.

Category 2: Motivational change is detected. The degree of motivational change is considered the least of the participants whose responses indicated motivational change.

- All motives listed in starting and continuing to volunteer (i.e., the six identical motives) are ranked in the same order.

AND

- One or more of the four motives that are not identical (two motives for starting to volunteer and two motives for continuing to volunteer) are included in the ranking process.

AND

- If additional motives are included, they are listed and ranked identically for starting and continuing to volunteer.

Category 3: Motivational change is detected. The degree of motivational change is considered to be more than the least, but less than the greatest, of the participants whose responses indicated motivational change.

- The motives listed in starting and continuing to volunteer (i.e., the six identical motives) are ranked in similar, but not identical, order.

Example: The motive *I enjoy working with young people* is ranked one rank level above *4-H is a good organization* in starting to volunteer and is then ranked one rank level below *4-H is a good organization* in continuing to volunteer.

OR

- Of the six identical motives and the additional motives (if applicable), one or two are: 1) ranked in starting to volunteer and omitted from continuing to volunteer or 2) ranked in continuing to volunteer and omitted from starting to volunteer.

AND

- One or more of the four motives that are not identical (two motives for starting to volunteer and two motives for continuing to volunteer) are included in the ranking process.

Category 4: Motivational change is detected. The degree of motivational change is considered to be the greatest of the participants whose responses indicated motivational change.

- The #1-ranked motive for starting to volunteer is different than the #1-ranked motive for continuing to volunteer.

AND

If the #1-ranked motive for starting to volunteer is *my children joined 4-H* or *my grandchildren joined 4-H* and the #1-ranked motive for continuing to volunteer is *my grandchildren are involved in 4-H* or *my children are involved in 4-H*, respectively, the motives are not considered to be different. The rationale for this is that the underlying motive for volunteering is the involvement of a family member.

AND

- The rank of one or more of the six identical motives for starting to volunteer is two or more rank levels larger or smaller than its rank in continuing to volunteer.

AND

- Of the six identical motives and additional motives (if applicable), one or more are: 1) ranked in starting to volunteer and omitted from continuing to volunteer or 2) ranked in continuing to volunteer and omitted from starting to volunteer.

OR

- The ranks of two or more of the six identical motives for starting to volunteer are two or more rank levels larger or smaller than their respective ranks in continuing to volunteer.

OR

- Of the six identical motives and additional motives (if applicable), three or more are: 1) ranked in starting to volunteer and omitted from continuing to volunteer or 2) ranked in continuing to volunteer and omitted from starting to volunteer.

AND

- One or more of the four motives that are not identical (two motives for starting to volunteer and two motives for continuing to volunteer) are included in the ranking process.

APPENDIX I

INTERVIEW CONTACT LETTER TEXT

November 8, 2006

[Name]
[Address]
[City], [State] [Zip]

Dear [Name]:

Thank you for completing the survey you received this fall and for agreeing to participate in the interview portion of this study. I sincerely appreciate your willingness to share your experiences with 4-H. To ensure that your rights as a study participant are upheld, I have enclosed a form that describes the study and requests your consent for participation. Please bring it with you to the interview so that I may keep it on file for record keeping purposes.

During the interview, I would like to learn more about why you became a 4-H volunteer, why you have chosen to continue volunteering in 4-H, your involvement in 4-H, and how 4-H has impacted your life. The interview will be audio-taped for accuracy. After the interview I will transcribe our discussion into text and then develop a summary of the main points. Once the summary is complete, I will send it to you to review and then schedule a time for us to talk via phone to ensure that the summary is accurate.

After this process is completed for everyone being interviewed, I will review the summaries and develop a report that provides general information about what was learned from the surveys and interviews. Responses to the surveys and interview questions will be compiled and reported without any identifying information. All information that you provide as part of this study is confidential.

If you have questions about the interviews, please contact me at [phone number] or via email at gottsc10@msu.edu or Dr. Dave Krueger, the researcher working on this study with me, at kruege20@msu.edu. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact, anonymously if you wish, Dr. Peter Vasilenko, Chair of the Social Science, Behavioral, Education Institutional Review Board (SIRB) at Michigan State University. Dr. Vasilenko can be reached by telephone at (517) 355-2180, by FAX at (517) 432-4503, email at irb@msu.edu, or regular mail at 202 Olds Hall, Michigan State University, East Lansing, MI 48824.

Thank you, once again, for your willingness to be interviewed. I look forward to seeing you at [time and location of interview].

Sincerely,

Jennifer A. Wagester
Michigan State University Graduate Student

APPENDIX J

INTERVIEW CONSENT AUTHORIZATION FORM

Name: _____

Telephone: _____

As a 4-H alumnus and graduate student at Michigan State University, I am very interested in better understanding the experiences of volunteers in 4-H. It is my hope that the information you provided on the survey and the information gathered through these interviews will assist 4-H in designing more effective support systems for volunteers.

You are being asked to participate in a series of two interviews about your volunteer experience with 4-H. The first interview will be held face-to-face in November 2006. A written summary of the first interview will be mailed to you for review. It is anticipated that the summary will be available in early January 2007. The second interview is planned for late January 2007. It will take place via phone and will focus on ensuring that the first interview summary is correct.

Each interview will be audio-taped to help ensure accuracy of information. The audiotapes will be kept in a locked box and destroyed after the data is transcribed and analyzed. Your participation in this study is completely voluntary and the information gathered will be kept confidential. Your privacy will be protected to the full extent allowable by law. Your name will not be used in any final reports or articles that result from this work. Only the researchers will have access to any identifying information that you provide as a result of the interviews.

If you choose to withdraw from this study prior to its completion, all information that you have provided will be destroyed and omitted from the study.

Thank you for considering participating in this study.

Sincerely,

Jennifer A. Wagester
Michigan State University Graduate Student

Your signature below indicates your voluntary agreement to participate in the interview portion of this study. This form will be kept on file for three years following study completion in accordance with federal regulation.

Signature: _____

Date: _____

Please Print Name Here: _____

APPENDIX K

DEFINITIONS OF MOTIVES IDENTIFIED THROUGH ANALYSIS OF INTERVIEW DATA

4-H is a great program: People are motivated to volunteer in 4-H because it is a program that positively impacts youth, the community, etc. and has many attributes.

Be involved in an area of interest: People are motivated to volunteer in 4-H because it allows them to continue working within an area that they enjoy and find interesting (e.g., sewing, horses, livestock).

Be involved in the community: People are motivated to volunteer in 4-H because it provides them with ways to meet people in the community, to interact with community members, and/or to contribute to the community (i.e., do their part).

Be involved with own children: People are motivated to volunteer in 4-H because their children are 4-H members and they want to be part of their children's activities.

Be involved with own grandchildren: People are motivated to volunteer in 4-H because their grandchildren are 4-H members and they want to be part of their grandchildren's activities.

Be part of the group: People are motivated to volunteer in 4-H because they want to have positive relationships with other parents and/or volunteers in the program.

Contribute to the group: People are motivated to volunteer in 4-H because they want to be helpful to other parents and/or volunteers in the program (i.e., do their part).

Enjoy challenging tasks: People are motivated to volunteer in 4-H because the goals they aim to accomplish require them to test their knowledge, patience, skills, etc.

Enjoy volunteering in 4-H: People are motivated to volunteer in 4-H because they like what they do and consider a majority of their volunteer duties/activities as fun and/or enjoyable.

Enjoy working with children: People are motivated to volunteer in 4-H because they like working with children. They consider children fun to be with and derive enjoyment from interacting with them.

Give back to 4-H: People are motivated to volunteer in 4-H as a way to express their being thankful for 4-H's contributions to themselves, their children, and/or other individuals with whom they connect.

Give back to the community: People are motivated to volunteer in 4-H as a way to express their being thankful for the contributions of their community to themselves and/or their family members or for the good fortune with which they have been bestowed.

Improve quality of own life: People are motivated to volunteer in 4-H as a way to continue life enriching activities (e.g., keep learning, keep busy, keep active, stay “young”) in the retirement stage of their life cycle.

Make a difference in children’s lives: People are motivated to volunteer in 4-H because they consider their involvement in 4-H as a way to help children learn, grow, develop, have positive experiences, refrain from negative behaviors, and acquire skills to become better people and be successful in life.

Make a difference in the community: People are motivated to volunteer in 4-H because they consider their involvement in 4-H as a way to positively impact the community.

Needed: People are motivated to volunteer in 4-H because they were asked; their knowledge, skills, or talents were needed; there were opportunities for them to be involved that others had not filled; their involvement was necessary to improve the 4-H program (e.g., advocate for kids’ best interests, refine an existing part of the program); they were encouraged by other volunteers; and/or their fellow volunteers told them they could not quit volunteering.

Part of own life: People are motivated to volunteer in 4-H because volunteering in 4-H is part of who they are – it is the way in which they connect with the community; it offers them activities to enjoy with their spouses, children, and/or other family members; it gives them a family outside of their biological family; and/or it is part of their identity.

Perpetuate 4-H: People are motivated to volunteer in 4-H because they want to make 4-H available to future generations, which in some cases includes their grandchildren or other children with whom they connect.

Perpetuate society: People are motivated to volunteer in 4-H because they consider it a way in which to positively impact the future of society by enriching the lives of children who will one day be adults.

Rewarding: People are motivated to volunteer in 4-H because it provides them with positive feelings (e.g., satisfaction, fulfillment, a sense of accomplishment), valued experiences (e.g., staying connected with youth), and/or valued outcomes (e.g., youth development).

Worthwhile use of time: People are motivated to volunteer in 4-H because they have time available and consider their involvement in 4-H as a way to make a difference with that time.

APPENDIX L
INTERVIEW SUMMARIES

Interview Summary #1: Ann

Background Information

Ann is a 63-year-old, white female who is retired. She is married and resides with her husband on a farm in a rural community. Ann was not involved in 4-H as a youth. She graduated from high school and completed college coursework. She has two grown children and both of them participated in 4-H. Ann has volunteered in 4-H for over 25 years. She also volunteers in her church.

Why did she begin volunteering in 4-H?

When her children became old enough to participate in 4-H, she involved them in a local 4-H club. She wanted her children to have activities for their spare time that were constructive and positive learning experiences. She knew of a 4-H club that was active in her community. She had not been in 4-H as a youth, but had known a cousin who had been involved, so she had a positive perception of 4-H. Her girls did not request their being in the 4-H club, nor did they have any friends in the club at that time that would have prompted their wanting to be involved. As she mentioned:

I had a cousin who was involved in 4-H, but I never was ... when I had children I knew there was a club in [our area] ... and I thought that 4-H was a good thing ... [my children] needed something to do ... at that age because there wasn't a lot of things ... [available] in our area ... our kids just got involved in it ... and I saw the value of what the kids learned

She first volunteered as a parent, helping her kids with projects. She wanted to be an involved parent and had the time to be one as she did not work outside the home. Helping her children complete projects gave her the confidence to become a project leader in areas in which she was familiar and interested. As she stated:

I [started with] ... my own kids and helped them through some projects and then I thought that, well, maybe I'll be a leader ... [cooking and sewing] are things I know and I can share them

Her decision to become a project leader was based upon her desire "to be a part of the group and be helpful to the group." She did not feel as though she was obligated to participate because her children were involved in the club, nor did she feel as though she had important skills or knowledge that needed to be passed on to children.

Why does she continue volunteering in 4-H?

As a project leader, she hosted activities at her home in which 4-Hers would come and learn more about her project area. She felt that this was worthwhile. As she said, "[I] had kids come into the home ... we had flour and stuff flying all over the house, but you know, it was worth it." Through this experience she watched the kids learn and grow in

knowledge, skills, character, and social interaction. One of her examples of this is as follows:

I see these little kids five years old that are afraid to stand up and lead the pledge and by the time they're seven, you know, their hands are waving and they're excited to stand up and say the pledges or to lead the pledges, to make a motion and to understand what that involves and to second it, and how at the beginning they are frightened and to see them gain the confidence to do those things ... you watch the kids evolve ... to the point where they can be an officer in the club and be responsible for that ... I think the younger ones learn from the older ones and the older ones, I have found in the 4-H situation anyway, that they're more tolerant of the younger ones ... and I think that is also a strength

Her children continued to participate in 4-H throughout their teen years. When her children went to college, they did not stay involved in 4-H. Becoming an "empty nester" was a significant life changing event for her. When her children were at home she was busy supporting their activities, when they left home she felt a void and desired to continue being involved with children. Continuing to volunteer in 4-H provided her with a way to give children the same positive experiences her children had and to give back to a program that had such a positive impact on her children.

She continues to volunteer in 4-H because it's a program that helps kids grow and learn in a safe, caring environment. Helping kids evolve into confident, skilled, and successful citizens is important to her. She feels that 4-H is more than a program that gives kids things to do – it's a vehicle for youth development. As she said:

I've watched kids sit down and try to fill out an application for something. If you've filled out any award forms for 4-H, you've learned that. So when you go to apply for a job, you're not frightened by that interview process, you've done it. Again, that's not a project that's just something that you've been able to get competence with by your experience in 4-H ... how are [kids] ... going to learn [life skills] ... if [they] ... don't have that opportunity to go through those experiences ... how nice [it is] ... to learn [them] ... under some guidelines or a comfort zone where [kids] ... can have some support in learning those things ... I've watched it with my own kids, I've watched it with other kids in my club

Seeing the kids develop is rewarding to her. She enjoys watching 4-Hers gain confidence, learn new skills, help their peers, and become more tolerant of each other. She also likes having an outlet for her energy now that she's retired. As she mentioned:

it's been great since I'm not working full-time to have that outlet ... to have something to put some energy into ... I like that part ... besides enjoying the benefits that I see the kids getting, it gives me some outlet, which I like ... but it's still the growth of the kids in the end that keeps you going and makes you want to stay

Being involved in the community or the positive interaction she has had with other adults in the club were not large factors in her decision to continue volunteering. She also has not had any major conflicts or negative situations with parents or other adults that would discourage her from continuing to be involved.

She has loved being involved with 4-H. She enjoys working with the kids and other adults in her club. She plans to continue volunteering with 4-H as long as she is of benefit to the kids.

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none"> • Be involved with own children • Be part of the group • Contribute to the group 	<ul style="list-style-type: none"> • Give back to 4-H • Make a difference in children's lives • Enjoy working with children • Rewarding • Perpetuate 4-H • Enjoy volunteering in 4-H

What caused her reasons for volunteering to change over time and when did the changes take place?

- While volunteering, she watched kids being positively impacted by their involvement in 4-H. This was rewarding to her and made her feel as though she was making a difference in children's lives.
- During her volunteer service, she has enjoyed working with children and many of the other leaders and volunteers.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased. However, at that time she became motivated to give back to 4-H as a way to express her appreciation for the positive impact that it had on her children.
- She continues to volunteer even though her children are grown to give other children the same opportunities her children had through 4-H (i.e., perpetuate 4-H).

Interview Summary #2: Barbara

Background Information

Barbara is a 51-year-old, white female who is married. She and her husband reside in a rural community and both of them were in 4-H as youths. Barbara has three grown children and all of them participated in 4-H. She graduated from high school, has completed college coursework, and serves as a school administrative assistant. Barbara has volunteered in 4-H for approximately 18 years. She also volunteers in church and school activities.

Why did she begin volunteering in 4-H?

Growing up, she was a 4-H member and considered it a good experience. She appreciated the volunteers who taught her the right way to do things and was grateful for the knowledge and skills she received through her participation. As she stated:

I was in 4-H when I was a youngster ... I took mostly cooking and sewing ... [my 4-H leader] was wonderful and gave me enough knowledge that I now am teaching sewing ... and I appreciated that she taught the basics ... the good way, the 4-H way, to do everything ... she was an excellent teacher

When her children became old enough to participate in 4-H, she got them involved in a local 4-H club. Her children didn't initiate their being involved. As she mentioned:

I think any parent wants their kid to learn responsibility and we [my husband and I] knew that 4-H was a good place to learn that and started with rabbits, small projects, and I think it was important that they learned to stick with a project and see it through to the end and have the responsibility

She tried to match her children with their interests, and she was thankful that their 4-H leader was very attuned to her children, giving them avenues for having the same positive experiences that she and her husband had as 4-Hers.

She began volunteering because she admired her past 4-H leaders and considered their contributions to her own growth and development significant. As she said "I just admired those people and I thought if it hadn't been for those people where would I be." She and her husband also wanted to be involved with their kids' activities and liked being involved with them. She didn't feel like they were obligated to volunteer. Four-H gave them a way to continue being involved in things that they enjoyed (e.g., sewing, raising animals) while helping kids learn. Additionally, they liked being part of the group and contributing to the group's activities.

Why does she continue volunteering in 4-H?

She continues to view 4-H as a great program, with great people involved and a variety of programs that give everyone options to fit their interests or try things until they find what they like. She is also grateful for the positive impact that it has had on her children. As she stated, “it’s a good, good program and we will always be grateful to 4-H for pointing our kids in the direction that’s given them a good career, something that they like.”

When asked why she stays involved now that her kids are grown, she said:

the kids’ excitement, I have had a boy in sewing, and he made a stuffed animal and just the pleasure of making that and he was going to give it to his grandma and he was so excited that he had actually made something to give to his grandma, the kids’ pride and seeing that is worth ... it, staying involved ... you like to see somebody be proud of what they’ve done

She likes to see the kids having fun, to have fun with them, and to see them being proud of what they’ve done. When the kids love what they are doing and want to be there, that makes her happy. One of the examples she mentioned is as follows:

my favorite was the international relations ... because ... that was fun, I mean it was easy, it was quick, you had a big variety of kids ... it was always funny and fun to make the crafts ... I just like crafts anyhow ... then the cooking came in ... and then our fourth meeting was to find somebody that had been in that country ... the kids just loved that, and I guess when the kids love it, I like it, it makes it fun to teach ... which always makes somebody happy, that you haven’t wasted your time ... you know what they like

She is proud of the 4-Hers’ accomplishments and values helping them grow and experience new things. She feels that it’s important for them to have basic skills that aren’t taught in school or aren’t necessarily provided by their parents (e.g., how to sew on a button or hem a pair of pants). She also continues to see 4-H as a vehicle for helping children find their career paths.

She considers the 4-Hers as her kids. Many have stayed in contact with her in a variety of ways and have communicated how much they enjoyed, appreciated, or learned in 4-H over the years. She has considered this one of the positive aspects of volunteering in 4-H.

When asked if connection with other volunteers keeps her involved, she said, “we’ve met wonderful, wonderful people that are leaders in 4-H ... you just end up staying in contact with them, remaining friends with them.” Decreased interaction with parents over the years as parent involvement has declined hasn’t impacted her decision to continue volunteering. Though it does make it seem as though her volunteering is needed more now than in the past to ensure that important basic skills carry on to the next generation.

Her husband still volunteers, her job allows her to be off during the summer, and she likes kids and relates well to them. These things have helped her continue volunteering.

She also foresees the future involvement of her grandkids as another incentive to continue volunteering. As she mentioned, “I love my grandkids, so whatever they want me to do ... they’ll have me wrapped around their little finger and I’ll say yes.” Her children and their families live nearby and she wants to be able to be a part of her grandkids’ lives and learning experiences. Her children are already talking about their kids’ future 4-H projects.

In many ways, 4-H has become part of her life and her involvement in the community. As she stated, “it’s just part of your life, your involvement in the community, your friends.” Through her volunteering she’s been able to stay current on things as they have changed and to try and learn new things. She considers this a positive part of her involvement. She does not foresee becoming more involved, such as taking on the role as a club coordinator, but she plans to continue leading activities in her areas of expertise as needed.

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none"> • 4-H is a great program • Give back to 4-H • Be involved with own children • Be part of the group • Contribute to the group • Be involved in an area of interest 	<ul style="list-style-type: none"> • 4-H is a great program • Give back to 4-H • Make a difference in children’s lives • Rewarding • Be involved with own grandchildren (future) • Enjoy volunteering in 4-H • Part of own life

What caused her reasons for volunteering to change over time and when did the changes take place?

- While volunteering, she watched kids being positively impacted by their involvement in 4-H. This was rewarding to her and made her feel as though she was making a difference in children’s lives. Additionally, she found that she enjoyed volunteering in 4-H and over time, it has become part of her life.
- When her youngest child was no longer in 4-H, the reasons related to her children’s involvement ceased. However, future plans for grandchildren’s involvement give her a new reason to continue volunteering.

Interview Summary #3: Connie

Background Information

Connie is a 75-year-old, white female who was recently widowed. She is retired and resides on a farm in a rural community. She grew up in a large city, was not in 4-H as a youth, and graduated from high school. Connie has seven grown children and all of them participated in 4-H. Connie has volunteered in 4-H for over 35 years. She also volunteers in church and community activities.

Why did she begin volunteering in 4-H?

She was raised in the city and was not in 4-H as a child. When she married her husband, they moved next to his family's farm and she became a new member of a rural community. During their marriage she had children and stayed at home to raise them. She first learned about 4-H when her oldest girls became involved in 4-H through a club that met at their school.

4-H seemed to offer a variety of different activities for her children and good learning experiences. She encouraged her children to participate in 4-H and worked with them on their projects as a supportive and involved parent. In talking about their activities she mentioned, "we taught them how to plant seeds ... and make certain crafts... then ... [my] boys got into gardening ... a couple of the boys got into woodworking and rocket-making ... as a leader was available." Her husband helped with the project areas in which she was not very familiar.

During her involvement with 4-H she was asked to help monitor exhibits at the fair. She agreed to help out as she could give her time and felt that being an active participant in the community was important. As she said, "sometimes you don't have the time, but, you know, you can always squeeze a little time out." She enjoyed helping at the fair and learning along the way. She mentioned that, "our fair used to be in the middle of the year ... at that time ... zucchini was just one of the squashes that was coming up here ... it was something new ... the kids and a lot of people didn't know [about it and we'd talk about it] ... so I learned a lot from taking care of the building and so forth."

When her kids' club leader moved out of town, she became the club leader. Her primary reason for becoming a leader was for the kids – hers and others. She enjoyed being with children and helping them learn and grow. To her, 4-H offered opportunities for children to learn through completion of their projects. Becoming a leader also made getting together easier as she does not drive automobiles. Additionally, she felt that she had the time to be involved because she didn't work outside the home and she was always involved with her kids' activities. This is illustrated the following comments she made about her experiences:

my kids started at school ... a sewing group ... the kids' ... leader moved out of town [so I became the leader] ... we're in the rural area, no buses no nothing and I don't drive ... since they were interested in [4-H] ... and

I don't work ... I just got involved with the kids ... whether it was a school thing or not ... just because I was a stay-at-home mom or something ... and I just enjoyed the kids and we had standing room only sometimes ... we had a large table ... the kids were all around it ... the older ones would help the little ones ... I just enjoyed them all

At about the same time she became a club leader she also became treasurer of the county 4-H council. The previous treasurer had died and the county 4-H agent asked her to help out by filling the position for a short time. Becoming the treasurer helped her get to know more people in the community and to participate in activities outside of her homemaking responsibilities. As she stated, "that got me out of being just a homebody ... and I got to meet a lot more people ... I moved from ... [the city] here and got married ... and I didn't know ... people ... that well."

Why does she continue volunteering in 4-H?

Her involvement in 4-H as an assistant at the fair, club leader, and treasurer spanned more than two decades. Her later years of service included being a part of multiple committees and serving as a resource and historian. In total, her service to 4-H currently stands at 35 years and counting.

When her last child graduated from school, she thought that she was done volunteering in 4-H. But her service to 4-H was always needed and there were always opportunities ready for her to be involved, so she just kept volunteering. Her husband was also supportive of her volunteering, at a minimum he served as her chauffeur, which she feels helped her stay involved.

Whenever she thinks she's going to slow down and stop being involved in 4-H, her 4-H peers tell her she can't – they need her. She would tell her 4-H peers, "well I ... [am] just about ready to hang up my hat" then they would say "oh no you can't do that you can't do that ... you've got to stay on" and then she would say "well okay." They consider her a valuable resource. She has extensive knowledge of the last four decades of 4-H, a strong commitment to serving her community, and a true love of children and helping them grow.

Continuing to volunteer in 4-H helps her support the children in her community and also return the support that her community gave to her children when they were young. As she stated, when the kids "have ... anything for school or a fundraiser or something, I says well, somebody helped my kids, I got to help their kids ... I just automatically, it just flows." She considers this part of life and its continuous cycle. She thinks a lot of the parents who give their time to their kids and marvels at the wonderful things kids do.

4-H has kept her learning, which is something that she enjoys and thinks is important to staying active. She considers the breadth of programs offered by 4-H as an attribute. As she stated:

kids now-a-days need a direction to go and if you can keep them busy they don't get into bad habits and I think 4-H is wonderful ... there's so many branches to 4-H that you can find something for everybody and if somebody wants something and we don't have it we'll try to ... find them a leader ... you've got to find things kids are interested in

She often has 4-H alumni stop and talk with her when she's in the community and thinks of that as a positive aspect of being a volunteer. She enjoys talking with them about when they were in 4-H, their families, and what they are currently doing. As she mentioned, "oh yeah, ... [it's fun for me], I'll come home and say guess who knew me and I didn't know them ... once ... [4-Hers] get to be teenagers and you don't see them for a few years [you don't recognize them because] ... they change quite a bit."

She also considers her 4-H activities as nice get-togethers and outings that help her stay connected with her community members. She said, "it is an outing from me, it's a learning process, and if I can help somebody, well, along the way, I enjoy it." She likes being part of the groups, completing their tasks, and then making time for fun too. The people involved in 4-H serve as a wonderful peer group. She has felt that having positive activities to be involved in after her husband passed away has helped keep her going.

She truly enjoys 4-H, learning, and helping children. Her own children, grandchildren, and fellow 4-H volunteers and staff members are important parts of her life. As she said, "the 4-Hers keep me going ... I'm going to grow older with the kids ... I'm enjoying every bit of it."

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
Monitor Fair Exhibits <ul style="list-style-type: none"> • Needed 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Rewarding • Give back to the community • Needed • Be involved in the community • Improve quality of own life • Enjoy volunteering in 4-H • Part of own life
Club Leader <ul style="list-style-type: none"> • Needed • Enjoy working with children • Be involved with own children • Make a difference in children's lives 	
Treasurer <ul style="list-style-type: none"> • Needed • Be involved in the community 	

What caused her reasons for volunteering to change over time and when did the changes take place?

- While volunteering, she has watched kids being positively impacted by their involvement in 4-H. This was rewarding to her and made her feel as though she was involved in a worthwhile program.
- Throughout the years, she has found that she enjoys volunteering in 4-H. It helps her continue to learn and keep busy even though she's well into retirement (i.e., improve quality of life). It also has become part of her life, keeping her connected with people and involved in the community.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased.
- She is grateful for the support that the community gave to her children when they were growing up. She continues to volunteer as a way to give back to the community and support the kids in her community.

Interview Summary #4: Diane

Background Information

Diane is a white female who is married. She did not indicate her age. Diane and her husband reside in a small town. She grew up outside of the United States and was not in 4-H as a youth. Diane has a master's degree and is a retired school teacher. She has five grown step-children and all of them participated in 4-H. Diane has volunteered in 4-H for over 15 years. She also volunteers in church and school activities.

Why did she begin volunteering in 4-H?

She grew up outside of the U.S. and was not familiar with 4-H. She became a teacher and married an American widower with children. She then moved to Michigan and became a full-time mother and did not work outside the home. The youngest child was nine years old and the oldest was 18 years old. They were already involved in 4-H and being a supportive parent helped her learn more about it.

The other 4-H leaders encouraged her to get involved with 4-H. This is what led her to begin volunteering. As she said:

[my] kids were involved in 4-H and ... the other leaders in the community asked me to get involved and I had the skills to help kids with the sewing projects at that time ... so I got involved in sewing club, that was like a family club

She didn't feel obligated to volunteer nor did her children request her to do so. It was a way for her to be involved with her children and to meet people in the community. She also thinks it's a joy to be with children. As she mentioned, "it's just a joy to be with them at any age level whether they're my kids or somebody else's."

Why does she continue volunteering in 4-H?

Even though her children have grown into adults and are no longer 4-H members, she continues to volunteer with 4-H as a 4-H club leader and part of the 4-H council. She considers her involvement with 4-H as very fulfilling. Helping children learn and grow gives her a lot of satisfaction. She likes seeing children involved in constructive activities, forming positive relationships, and learning. She also enjoys the fun that they have as part of this process and feels a sense of accomplishment when the children complete their projects. Some of her comments that illustrate this are as follows:

it gives the kids a lot of satisfaction when they complete their projects and it gives me a lot of satisfaction to work with them ... it's very fulfilling to pass on your skills to younger children who are interested in learning ... [it's a way of] having [kids] ... share with each other and complement each other and tell each other that you're doing really well or I'll show you how to do this ... seeing those kids, you know, concentrate and share

with each other and help one another and even compliment one another, its sort of benefited all our self-esteem ... I like to see the children develop in their relationships with each other and in their ability, but we have fun too

She likes learning new things and being involved in 4-H gives her opportunities for “getting to know children at different age levels ... [and] what they’re thinking about.” She sees having a weekly commitment with children as a way to stay aware of what children enjoy, which helps her better relate to her grandchildren. She also enjoys helping her 4-Hers become more active in community service and teaching them generosity. As she stated, “we always try to do something for the community ... for giving as gifts not hoarding them for ourselves, but to be generous and teach that to the kids.” Additionally, she considers her volunteering in 4-H as a way she can give back to the community.

Positively contributing to the community is important to her. She feels good about helping people and considers volunteering as a worthwhile use of her time. She said:

I get good feelings from doing this and, you know, I’d be sitting at home vegetating if I wasn’t out helping somebody do something, so I volunteer at several different things and I like to keep busy, I like to keep involved with children and adults, it keeps me young, keeps me going

People also make her feel needed and express their appreciation for her efforts. She feels that she’s making a positive difference and providing a good service to the community.

During her service to 4-H she has had many positive experiences and stated, “I think it’s a wonderful organization.” Watching her children grow through 4-H was a “marvelous” experience for her. She was able to “see the good that 4-H has done ... [for her] kids and other ones.” To her, one of the most meaningful things about being involved in 4-H is seeing kids having wonderful opportunities and making use of them.

She foresees herself continuing as a 4-H volunteer indefinitely as long as she is in good health. As she stated, “I always make time for 4-H.”

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none">• Needed• Be involved with own children• Be involved in the community• Enjoy working with children	<ul style="list-style-type: none">• 4-H is a great program• Make a difference in children’s lives• Enjoy working with children• Worthwhile use of time• Rewarding• Give back to the community• Needed• Improve quality of own life• Enjoy volunteering in 4-H

What caused her reasons for volunteering to change over time and when did the changes take place?

- While volunteering, she has watched kids being positively impacted by their involvement in 4-H. This was rewarding to her and made her feel as though she was involved in a wonderful program. She considers the time she gives to 4-H as worthwhile. It allows her to make a difference for kids in her community.
- Throughout the years, she has found that she enjoys volunteering in 4-H. It helps her continue to learn and keep busy even though she's now retired (i.e., improve quality of life).
- Volunteering in 4-H keeps her connected with youth. It also gives her an opportunity to help them learn about generosity and giving back to the community, which she feels is both important and rewarding.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased.
- As she spent more time in the community, she no longer needed to volunteer in 4-H as a way to meet people in the community. For her, volunteering became a way to give back to her community.

Interview Summary #5: Ellen

Background Information

Ellen is a 79-year-old, white female who is retired. She is married and resides with her husband on a farm in a rural community. Ellen and her husband were in 4-H as youths and have two grown children who both participated in 4-H. Ellen has an associate's degree and has completed graduate coursework. She did not indicate as to how many years she has volunteered in 4-H. She also volunteers in her church and community.

Why did she begin volunteering in 4-H?

As a teenager she was a 4-H member and considered it a positive experience. She did not get back involved with 4-H until her children were old enough to participate. At that time she was a co-Cub Scout leader. Some of the programs that were available through 4-H complimented the scouting activities. This led her, and the co-Cub Scout leader, to get involved in 4-H and form their own 4-H club. As she mentioned:

another lady and I were in Cub Scouts and then because of some of the programs that were offered in 4-H also were something I could use in Scouts we got involved in 4-H and it just grew from there

Her husband had been in 4-H as a youth, and supported her being involved, but he worked long hours farming and was not active in the club or as a volunteer.

She felt that it was important for her children to have constructive learning activities and tried to match them with their interests. Her daughter's love of horses, which she shared, is what lead her to be very active in 4-H. As she said, "then my daughter's love for horses, which was kind of mine too, she got really involved in the horse program and that's where I still am."

When she first started volunteering, her county's 4-H horse program was in need of assistance. She became very involved in helping organize the horse program, seeking additional information and ideas from her work with the state level horse developmental program and educational opportunities at Michigan State University and Kettunen Center.

Why does she continue volunteering in 4-H?

She enjoys working with children, likes the 4-H program, and feels that community service is important. So once her children outgrew 4-H, she kept with it. For her, continuing to be involved in 4-H leadership positions (e.g., horse superintendent, fair board, etc.) seemed to be the best way to make a difference in her community. As she stated, "I guess I just like the program and I like to be doing something for the community and that seemed to me to be the most interesting and get the most results."

She enjoys every aspect of her service. To her, 4-H is fun. Even the challenges that are sometimes brought about by the adults who are involved do not upset her. Though, she enjoys the children the most and volunteers to continue to support them. She sees great value in helping children learn and grow and in giving them outlets for their time and energy. Her comments that illustrate this include the following:

I think I enjoy it all, I guess most of all I enjoy the children, 4-Hers, I enjoy grown up people too, but I feel like I'm really there for the kids ... it gives kids something to do ... it's really interesting ... to see ... [the junior leaders] come in and how enthusiastic they are about learning what you have to offer ... and they really like it, and you know, it's worthwhile

Through volunteering, she has been able to continue learning and also share her knowledge and skills with others. She considers this a positive aspect of her service that has helped her stay involved. She helps with various training and educational sessions and also attends some as a participant to learn new things. As she stated, "I always try to attend seminars and learn things that I can pass on to the children, so you learn it too, I learned public speaking and negotiating and a lot of things from being in 4-H ... you learn a lot of things." Sometimes she gets tired by the end of the training, but it's the kind of tired associated with accomplishment and fulfillment.

She feels good when youth and adults give positive comments and express their being thankful for having the training. This makes her feel that what she did was worthwhile. This is illustrated by her comments, as follows:

you had to feel good about it because ... [the 4-Hers] were just eating it up and they had so many questions and I feel that they went home with a lot that they did not come with ... people that I talk to during a meeting and so on, you know, they were so thrilled and thankful for the meeting ... it makes it worthwhile

She feels that the individuals who are involved in 4-H are great people – "top of the crop." She likes working with them and also connecting with her community. Working with such great people and establishing good relationships with others has helped her continue volunteering. She considers it "a lot more fun to be involved and communicate with people." It is sometimes challenging to get other people to help with 4-H, which makes her feel that her service continues to be needed. She wants to see 4-H continue to thrive in her community.

She feels that she has grown a lot while volunteering in 4-H and has enjoyed learning and the growth process. She likes to keep busy, enjoys being helpful, and plans to continue her service to 4-H and the community as long as her health lets her. She currently serves as a mentor for the 4-H agent, as a member of various committees, and as a resource person for numerous activities.

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none">• Be involved with own children• Be involved in an area of interest	<ul style="list-style-type: none">• 4-H is a great program• Make a difference in children's lives• Enjoy working with children• Worthwhile use of time• Rewarding• Be involved in an area of interest• Make a difference in the community• Needed• Perpetuate 4-H• Enjoy volunteering in 4-H

What caused her reasons for volunteering to change over time and when did the changes take place?

- While volunteering, she has had a variety of positive experiences.
 - She has seen kids being positively impacted by their involvement in 4-H, which makes her feel that she is making a difference in their lives and part of a great program.
 - People in 4-H have been very supportive, helping her improve the 4-H program and contributing to her own personal growth.
 - She has enjoyed all parts of her volunteer service, especially working with children.
 - After completing a task, such as helping with a training session, she has been rewarded with feelings of fulfillment and accomplishment. When the people involved gave positive comments or expressed their thankfulness, she felt that what she did was worthwhile.
 - She has seen the positive impact that a strong 4-H program has made on the community and desires to help keep the program going (i.e., perpetuate 4-H).
 - She has been asked to help and feels needed, especially since it is sometimes difficult to find people willing to volunteer.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased.

Interview Summary #6: Frank

Background Information

Frank is a 69-year-old, white male who is retired. He is married and resides with his wife in a rural community. Frank grew up on a farm, was in 4-H as a youth, and completed school through the eleventh grade. He has three grown children and all of them participated in 4-H. He has volunteered in 4-H for 37 years and does not volunteer in other organizations.

Why did he begin volunteering in 4-H?

He grew up on a farm in the country as part of a large family. During his up-bringing he developed a very strong commitment to community involvement. Knowing and helping family and neighbors were part of life.

All of his family members, including him, were involved in 4-H. For him, 4-H was a part of life and a wonderful learning experience. As he mentioned, “my dad was a leader ... [and] I grew up with older brothers and older sisters in [4-H] ... we showed at a lot of fairs around the state ... getting yourself prepared to go to the fair is one of the best things in the world.”

After he became too old to participate as a member, he started volunteering a few years later. As he said, “I was out of 4-H about three years ... we used to raise trotting ponies ... the kids in our group wanted to have a 4-H club with trotting ponies so I got back in and I was the leader for the whole county.”

His love of children helped him make the decision to volunteer. When asked why he decided to become a leader, he stated, “I like kids, I was from a big family.” Growing up, he was always around kids. He loves to work with kids and to be a positive part of their lives.

Why does he continue volunteering in 4-H?

He enjoys all parts of his involvement with 4-H – leading club activities, serving in leadership positions, helping with events, working with parents, etc. As he stated, “I’ve been on corporation board ... I was president of the council for seven years ... I was district chairman at one time ... they’re just stuff I like to do.” Currently, he’s sheep superintendent and a 4-H club leader.

He thinks that the education kids receive is very important. To him, 4-H is a way for kids to learn things that will help and guide them for the rest of their lives. He likes to be a part of kids’ learning and learning along with them. An example of this is as follows:

any time that you can take a kid and work with him and get him to stand up in front of a group here and tell his thing, he’s learned something and

he'll carry that all of his life ... no more than going to a town meeting ...
and saying what you think ... I think that all comes from speaking as a kid

During his service, he has watched 4-H have a positive impact on his children and some of his grandchildren. Two of his grandchildren are currently 4-H members in his club and he is glad to have them. Though if they decided not to be in 4-H, he would still volunteer.

When asked about what makes the biggest impact on him he said, "the maturity of kids after they start to where they leave." He enjoys watching kids learn, excel, and grow. Fair time for him is a time of excitement, accomplishment, and fulfillment as he watches the kids participate in competitions and do their best. As he stated:

there's a high in there that gets to you, knowing that the animals look good, and that you've done good with them and that the kids all have done what they wanted to do at that point and when you get to the fair they're not all going to do what they want to do, but they've done everything up to that point as a group ... I enjoy seeing them kids excel ... [but] when a kid looses and he thinks he ought have won, you can sit down and talk with him and when you both walk away you're both happy, you know, it isn't that you want to make him feel good or make him feel bad but you don't want him to hurt ... sometimes mom and dad can't give you the right answer, where an outsider could

His wife volunteers with 4-H, which has helped him continue to be involved. The good relationships he has with parents, volunteers, and Extension staff also help him stay on.

Being a part of 4-H has made him happy and he foresees himself volunteering in 4-H indefinitely. As he mentioned, "it's made me happy, 4-H has given me things, that you can't explain it, but I'm happy, and I'm happy when I'm doing that and I'm happy afterwards." When he talked about continuing to volunteer he said, "I'm going to go until I can't go anymore, 'cause I enjoy it ... [and] it's part of you ... [when] you've been in 4-H all your life ... you'll always be there, and I will."

Summary of why he started and continues volunteering

Reasons He Started Volunteering	Reasons He Continues to Volunteer
<ul style="list-style-type: none">• 4-H is a great program• Be involved in the community• Enjoy working with children• Part of own life	<ul style="list-style-type: none">• 4-H is a great program• Make a difference in children's lives• Enjoy working with children• Rewarding• Enjoy volunteering in 4-H• Part of own life

What caused his reasons for volunteering to change over time and when did the changes take place?

- While volunteering, he has had many positive experiences.
 - He has seen kids being positively impacted by their involvement in 4-H, which makes him feel that he is making a difference in their lives.
 - He has enjoyed all parts of his volunteer service, especially working with children.
 - Being a volunteer in 4-H has made him happy. He is happy while volunteering and happy afterwards. It gives him a great sense of enjoyment to help kids and be part of a worthwhile program.
- When his children were in 4-H, one of his reasons for continuing to volunteer was to be involved with them.
- He still considers involvement in the community important. However, overtime, it has become less of a motivator than in the past. His many years of service to the community through 4-H and other activities make him feel as though he has accomplished being involved. He now volunteers because he enjoys it.

Interview Summary #7: Gwen

Background Information

Gwen is a white female who is married. She did not indicate her age. Gwen and her husband reside in a rural community on a horse farm with a large equestrian facility. Gwen was involved with horses as a youth, but was not a 4-H member. She has two grown children who both participated in 4-H. Gwen has a bachelor's degree and has completed graduate coursework. She serves as an executive director for a philanthropic organization. Gwen has volunteered in 4-H for 16 years. She also volunteers in her community.

Why did she begin volunteering in 4-H?

Growing up, she was involved with horses but did not participate in 4-H as a youth. Later, as an adult, she moved to the county, married, and had children. When her children were eight or nine years old, she started looking for constructive activities for their time. They had horses and she thought that 4-H had a pretty good horse program. So she got them involved in 4-H, which allowed them to meet other children in the area, have fun as a family, and keep them busy during the summer when school was not in session. As she explained:

I was really involved in horses and I wanted to keep our kids involved with horses and 4-H had a pretty good program and it was a fun thing to do and they got to meet other kids that were involved with horses and that's why we started

Her kids had a leader who was new and not very active with the club. The leader dropped out after the first year, so she became a club leader and has been one ever since. She wanted to be actively involved with her kids and had the time as a stay-at-home mom to do so. As she mentioned, "4-H gave me another thing to be active with them that they really enjoyed and they had friends and we could all do together."

Why does she continue volunteering in 4-H?

She thought she'd just volunteer until her kids were through it. As she said, "I thought I would just do it and then when our kids were done we'd be done ... I've stayed involved probably six years now since they've graduated." While her kids were in 4-H, she saw firsthand the positive impact that it had on them. An example she gave of this is as follows:

one of the best comments we got was ... my son said, I think he was 20 years old, ... [of] all my jobs and school ... the thing that taught me the most was that 4-H group that we worked together, we played together, we had, you know, morals and we had goals and we worked as a group to reach them, he goes, I learned a lot with that group, and he's right, he did

When talking about the impact 4-H has had on her life, she mentioned, “since they’ve left [my kids went to college] other kids have come through here that they’re all like my own family now, as a matter of fact, my husband says he comes in the door at night and counts the plates to see who’s going to be having dinner, it’s enriched our lives, it really has.”

She enjoys her work with the kids, and stated, “I love to watch kids grow and I love to watch kids improve and I love to educate them.” Her club now teaches the children of some of her past 4-Hers, which is a positive sign for their club. Their focus on building good citizens, teamwork, hard work, and high moral and ethical standards has turned their club into a group that functions more as a cohesive team than a club. As she said, “we’ve always called ourselves a team, and we’re more of a team than a club.”

The kids want to be there, learn, and stay. They also express how much 4-H has meant to them and done for them. She considers her club as one of the more progressive and proactive 4-H groups in the county. They are very involved in community service and active in the community.

She loves volunteering, is very active in 4-H, has a vision, and wants to move forward. Others involved with 4-H believe in her and want her there, but they aren’t willing to donate their time. This is a challenge that she constantly tries to overcome. It is distressing to her to see many of the leaders just serving because their children are involved, instead of serving because they have a passion for 4-H. As she stated, “I love doing this ... it’s all about the passion and ... helping someone out and having fun doing it and making it a learning experience.” During her 4-5 years as board president she’s watched volunteerism decline amongst the leaders and has worked to reverse this trend.

Over the years she has encouraged many of her friends to get involved in 4-H and has built a wonderful support group. That support group has been helpful to her, but it has not been critical to keeping her volunteering. She has a passion from within that sustains her efforts. She likes to make things happen, take things to the next level, and positively impact the people around her, especially young people. Making the best better is a way of life for her. Throughout her service to 4-H she has learned and grown as a person and enjoyed that process. As she explained:

[volunteering in 4-H is] something that I thought I’d never do, I just kind of fell into it, and I was good at it, and I loved it, and I made it work, and I became an expert on it ... [I’ve grown,] I see the world through new eyes, I work with it differently

Currently, she’s very busy working with youth development and horses outside the 4-H program. She has brought on additional 4-H leaders to assist with her club and will probably be less involved with the club in the future, though still very involved with kids and horses. She sees herself eventually growing out of 4-H. She would prefer to be involved with programs that are more flexible and have less criteria and paperwork. According to her, there’s “too much paperwork ... and way too [many] ... deadlines ... [MSU Extension] need[s] to make these things more user-friendly.”

She really cares about kids and foresees herself helping kids and being involved with kids and horses regardless of the direction that 4-H takes. As she mentioned:

I get very involved with [the kids] ... and we try to teach basic values and morals ... nothing's for free, you have to work for it ... we turn out great citizens ... it's fun to watch all that happen

When it was rumored that 4-H might cease to exist, she was okay with that because she has developed a strong youth development horse program that works regardless of its affiliation. She sees the impact that her work has on kids and that motivates her to continue volunteering.

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none">• Needed• Be involved with own children	<ul style="list-style-type: none">• Make a difference in children's lives• Make a difference in the community• Enjoy working with children• Needed• Rewarding• Enjoy volunteering in 4-H

What caused her reasons for volunteering to change over time and when did the changes take place?

- During her volunteer service, she has seen kids learn and grow as part of their involvement in 4-H. This is very rewarding for her and she desires to continue to help kids develop and make a positive difference in their lives.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased.
- While volunteering she found that she enjoyed it, loved working with children, and had a strong drive to make a difference for kids and her community. Continuing to be involved in 4-H gave her a way to continue with something she felt was worthwhile.

Interview Summary #8: Harry

Background Information

Harry is a 61-year-old, white male who is retired. He is married and resides with his wife in a community that has changed from rural to suburban over the past 10 years. Harry raised birds as a youth, did not participate in 4-H, and graduated from high school. He has five grown children and two of them participated in 4-H. He has volunteered in 4-H for 19 years.

Why did he begin volunteering in 4-H?

He began with 4-H as an involved parent, supporting his sons' interests. A few years later, the leader of a club that one of his sons was involved in wanted to stop working with poultry, an animal species in which his son was interested. As a youth, he had experience with birds, which gave him some knowledge of and an interest in this area. So he became a leader and began to work at growing the number of children involved in poultry, which had only three kids at that time. As he recounted:

I started when I was eight raising pigeons ... so I've always had birds ... my ... son came along and he wanted to be in it and so we started out with poultry ... we had sheep ... we did 4-H and we also did open class ... there was a guy ... [who] had the poultry group ... and he did a couple other things ... [he] wanted to give up poultry so I ended up taking over poultry as the leader and then I worked on it and had it grow and grow with kids

Why does he continue volunteering in 4-H?

While serving as a leader, one of his sons wanted to work with goats. So they bought a few goats and began attending meetings that focused on goats. At the meetings he listened to adults argue about what they wanted instead of what the kids were interested in, which led him to become more involved with committees. He felt that his efforts were needed to ensure decisions were made in the kids' best interests instead of for the interests of the adults. As he explained:

my son wanted goats and we got a goat and I went to one of the goat meetings and I got a little disturbed at the fact that the people were worried more about themselves than the kids and they were arguing back and forth, I said this ain't right, so I spoke up, I said I think you people have missed the whole point, you're worried about what you want to do and not what the kids want to do, so that's where I really got involved, so I, got on, started getting on the committees, and small animal committees, and stuff, where I thought that I might make a change

After his own kids became too old to participate in 4-H, he stayed on as a volunteer. He continues to volunteer because of the kids and the rewards he receives from volunteering.

As he mentioned, “the reward is the kids ... what they do and their succeeding.” He wants the kids to do their best, but his best is defined in terms of enjoyment. His source of pride and satisfaction come from the kids feeling proud and satisfied about their accomplishments. As he stated, “it’s not for my pride, it’s for their pride ... well you’re proud too.” He also enjoys it when the kids give him hugs or thank him for his help.

When asked why he continues volunteering, he mentioned he really likes to get involved and keep busy, and things in his life have supported his involvement. As he stated, “it just seemed to work out ... it’s been a good 30 years.” Volunteering is a big commitment of time and resources. He volunteered when he was working and does it now that he is retired. He mentioned, “when I retired back in 2000, my wife said, so now you’re going to give up 4-H and everything, and I says well probably ... well I’ve even gotten more involved ... [I stay] basically [for] the kids.”

He sees the kids in 4-H as good kids who are happy to do what they are doing and love their projects. He thinks of kids as future citizens who won’t grow up right if they are not taught properly or about the past. As he said, “kids are the future and if you don’t teach them properly or even what the past was ... they don’t understand.” He also likes “the challenge to teach kids,” which has helped him continue volunteering.

During his service to 4-H he has filled a variety of roles. He has been a part of numerous committees and is currently a member of the 4-H council and the 4-H representative to the fair board. He gave up being a leader a few years ago to devote more time to being a part of administrative group activities to bring about positive changes for the kids. And even though he has not been happy with some of the changes that MSU Extension has made to the program, he sticks with it. An example of this is as follows:

I’ve changed over time. My roles have changed over time. I actually gave up leadership [of the poultry area] ... and I got more involved ... with the council and stuff where it might make a change for the kids ... ‘cause I sure don’t want to see the program die, because too much good comes out of it ... [many of the 4-Hers] have made a future for themselves or turned into something [because they were in 4-H]

He tells people about 4-H wherever he goes and feels that outreach activities are an important part of keeping 4-H alive.

Sometimes he does not agree with everyone, but that doesn’t upset him - he likes challenges. As he said, challenges “probably ... [make me get] more involved, I like a challenge.” He tries to help parents change their thinking so that they focus on their children instead of themselves. To him it’s important to “expect ... [kids] to be where they’re at” not where parents or other adults are at. He feels that he has been able to bring about a change of mind for some, though he doesn’t consider his interaction with adults as a reason for volunteering.

Over the years he has encouraged some of his family members to become involved and has made many friends. He feels that the people who are involved with 4-H are great people who support each other. According to him:

there's a certain crew ... there's about 10% of the people who get out and really drive ... and it's the same 10% all the time ... it's a family ... and we don't give it up easy ... it is a family

He also enjoys it when new volunteers come to 4-H with new ideas. To him, "there's some new ... [volunteers who] come along ... that's what we need ... my ideas are old fashioned ... we need new stuff out there ... to help the old people understand and change and I'm willing to change."

Throughout his service to 4-H he has received awards and recognition of his activities. But that is not why he stays with 4-H. As he stated:

[I volunteer because of] the kids ... and the rewards that you get out of it ... if I can get one kid to understand something or enjoy it ... that's all I require, that's my satisfaction

He likes volunteering, believes in 4-H, and believes in the kids. Positively impacting kids and being a part of their lives fulfills his life and he considers his service to 4-H as worthwhile. He plans to be involved as long as he is able. As he stated, "I'll be involved 'as long as I can still get up and go ... [because of] involvement with the kids, making life better for them, I guess, and it fulfills our life.'"

Summary of why he started and continues volunteering

Reasons He Started Volunteering	Reasons He Continues to Volunteer
<ul style="list-style-type: none"> • Needed • Be involved with own children • Enjoy working with children 	<ul style="list-style-type: none"> • 4-H is a great program • Make a difference in children's lives • Enjoy working with children • Rewarding • Worthwhile use of time • Needed • Perpetuate society • Perpetuate 4-H • Improve quality of own life • Enjoy volunteering in 4-H • Enjoy challenging tasks • Part of own life

What caused his reasons for volunteering to change over time and when did the changes take place?

- When his children were no longer in 4-H, the reason related to his children's involvement ceased.
- During his volunteer service, he has seen kids learn and grow as part of their involvement in 4-H. This has been very rewarding for him. It makes him feel that he is making a difference in kids' lives, part of a great program, and contributing to the future of society. He continues volunteering to ensure the 4-H program remains strong (i.e., perpetuate 4-H).
- When he retired, he thought he would give up volunteering. But instead, he became more involved. He considers 4-H a worthwhile use of his time. Volunteering is a way for him to make a difference for children and remain active in retirement (i.e., improve quality of own life).
- Throughout the years, he has found that he enjoys volunteering in 4-H and the challenges associated with it.
- He has been involved in 4-H for a long time and the people involved in 4-H have become a close family that is a positive part of his life.

Interview Summary #9: Isabelle

Background Information

Isabelle is a 52-year-old, white female who is married. She and her husband reside in a rural community and both were involved in 4-H as youths. She has three grown children and all of them participated in 4-H. Isabelle has a bachelor's degree, has completed graduate coursework, and is a school teacher. She has volunteered in 4-H for 16 years. She also volunteers in her church and school.

Why did she begin volunteering in 4-H?

Growing up, she participated in 4-H and said that "it was a very positive experience." Her husband was also in 4-H as a youth and was a very active member. When they returned to the area in which she grew up, her "oldest was in fifth grade ... [her husband] said, lets get the kids involved in 4-H."

They both wanted to give their children positive learning experiences and activities for their time. As she mentioned, we "look[ed] for good things for them to be involved in." She returned to 4-H as an involved parent, supporting her children's projects along with her husband. The kids had a great first year and became more active as they matured. As she recounted:

we went and bought rabbits and ... [the kids] started showing rabbits and had a great first year ... then we went to pigs and that was great, because I think our kids did pigs all the years that they could, our daughter till she was 20 did pigs, and it was just a good experience all around

When her son was in sixth grade she wanted him to learn how to sew, so she inquired about her old 4-H club. It was still there, but the club was not very active. So she helped revive the club and became a leader in the club. As she explained:

my son in sixth grade then was old enough and I wanted him to know how to sew ... so I inquired about whether ... [my old club] was still alive and well and it was, not very active but still was an active club, so we kind of revived ... [it] then my son learned to sew ... and it's just kind of kept on from there

Why does she continue volunteering in 4-H?

She considers her family's involvement in 4-H a good experience. As 4-H members, her children learned and grew, acquired skills, and had experiences that they have used throughout their lives and shared with others. As she stated, "it's just been a really good growing experience for our whole family and it's just been a good thing." For example, "I've very proud of my son because he's a leader now and passing on information to other kids ... it was really neat ... for him learn to sew ... and then teach his wife to sew ... that's why you do it."

When her children had grown too old to participate in 4-H, she stayed as a leader “for the kids.” She enjoys working with children and being a positive part of their lives. As she commented, “being a teacher, you want to give all the kids the opportunity that your kids had and, you know, to get used to a sewing machine and try lots of different crafts and see how creative they can be ... it’s a lot of fun, it’s neat to see them be successful.” She also enjoys being involved in sewing and other areas in which she’s interested.

She considers her work with 4-H as providing her with another way to connect with the kids she teaches. While volunteering, she has grown and feels as though she now sees kids a little more broadly. She values practical knowledge and learning as a part of life, understanding that growth is more than just scholastic achievement. As she described:

[we] have farm kids here and I just love sitting down to talk with them about their feeder calves or about how the steer’s doing ... and it makes another way that I can connect with kids that might not be great mathematicians or wonderful readers but are wonderful kids ... that’s just been a great thing ... real life, that’s real learning, that’s the stuff that will stick with them ... you want them to succeed in all areas ... 4-H helps catch kids that have other strengths ... I think you do see kids a little more broadly

Through her involvement she has met many people, though she doesn’t see this as a large part of why she volunteers. To her, “it’s just so neat to be part of a world-wide organization that does good everywhere it is.” She feels “a fair amount” of responsibility to the kids and does what she can to support them. As she stated, “it might not be perpetuating unless we make sure that it is ... it’s very dependent upon us [to keep our club going].”

While volunteering, she recognizes that her “reasons for leading are different” and she is getting ready for another big change. In the near future, she will be traveling from her home to volunteer in a different endeavor. Her 4-H leader role will be filled by another person. She is not sure how she will re-enroll while being away and understands that she may be taken off the roster. She is not sure how she will feel about it and does not know what she will have to do to get back into volunteering when she returns home, but she has a positive outlook. She feels that she has been able to help others begin volunteering in 4-H, so “if this is ... [her] last year to do 4-H than that’s okay.”

She hopes to continue volunteering in 4-H when she returns home and looks forward to doing so. Four-H will always be a positive part of her life and the lives of her family members. As she mentioned, “I think I’ll always have an identification with 4-H.”

Summary of why she started and continues volunteering

Reasons She Started Volunteering	Reasons She Continues to Volunteer
<ul style="list-style-type: none">• Needed• Be involved with own children	<ul style="list-style-type: none">• Make a difference in children's lives• Enjoy working with children• Rewarding• Be involved in an area of interest• Perpetuate 4-H• Enjoy volunteering in 4-H

What caused her reasons for volunteering to change over time and when did the changes take place?

- During her volunteer service, she has seen her own children and others learn and grow as part of their involvement in 4-H. This has been rewarding to her. She likes working with children and making a positive difference in their lives.
- While volunteering, she has found that she enjoys it. She likes being able to help kids in areas in which she's interested (e.g., sewing) and she likes helping them learn things that they can use throughout their lives.
- When her children were no longer in 4-H, the reason related to her children's involvement ceased.
- She continues to volunteer even though her children are grown to give other children the same opportunities her children had through 4-H (i.e., perpetuate 4-H).
- As she plans to volunteer away from home for the next few years, she has found another person to continue leading in her place. Therefore, being needed is no longer a reason for her to continue volunteering in 4-H.

Interview Summary #10: Jack

Background Information

Jack is a 51-year-old, white male who is retired. He is married and resides with his wife on a farm in a rural community. Jack participated in 4-H as a youth and graduated from high school. He has two grown children who both participated in 4-H. Jack has volunteered in 4-H for 26 years. He also volunteers in the community.

Why did he begin volunteering in 4-H?

He grew up locally and was part of a family that made volunteering in the community a part of life. When his oldest child was about three years old, he and his wife were asked to help with a 4-H club in the community. The lady who led the club was in need of extra help in the horse area. They agreed to help her. Both of them enjoyed working with young people, had an interest in horses, and foresaw their kids being in 4-H. As he explained:

[my wife and I] both started [volunteering] in horses, I showed horses [in 4-H] ... I showed horses too as an adult ... [it fit my interests and] I do [like working with young people] ... it's kind of getting now where I don't know so many of the young kids, but that group that ... grew up with our kids, I had a lot of fun with those kids

Why does he continue volunteering in 4-H?

Throughout the years he has had different reasons for continuing as a volunteer. He started out because he was asked, then to support his kids' involvement, later to give back to the community, along the way to protect the kids' best interests, and now because he enjoys working with young people and wants to ensure 4-H is available to future generations. He considers 4-H a valuable learning experience for kids and is involved to support them. As he stated:

when you've got a sixteen year old kid you've got to put some trust in him ... he's two years from being an adult ... he can't go from being a baby to an adult over night, he's got to progress up the ladder and I think 4-H is a real good program for that

He is strict with the kids, tells them like it is, and expects them to be responsible and take pride in what they do. The kids like and respect him, and they express that from time-to-time. He considers this a positive part of being a volunteer. He also likes to have fun and instigate a little mischief (i.e., harmless pranks). He considers the rules and regulations that he has to follow as one of the harder parts of volunteering. Though, he still finds ways to have fun without breaking too many of them. As he said:

I think ... the department of risk management needs to take a serious look [at the rules] ... it sure has taken a whole lot of the fun out of it ... TP

[toilet paper] is harmless fun ... but TP falls under the code of conduct policy ... fair's about TP-ing your neighbor's camper and stuff like that

He and his wife have a large community through their involvement with 4-H. He likes to see the kids that were involved when their kids were in 4-H. He also has fun watching the kids of past 4-Hers learn and grow. As he mentioned, "another aspect of this is we're seeing little Suzy and Johnny now ... their mother and dad were little Suzy and Johnny when we started ... you get to watch them kids [grow]." Though, he doesn't consider this a large part of why he still volunteers.

Mainly, he is still involved because he really enjoys volunteering in 4-H and being involved with kids. He also volunteers in activities outside of 4-H that involve many of the 4-Hers. To him, it is great to see the kids and the animals, teach the kids, and see the animals' progress, which indicates the kids' progress. The kids' projects interest him and he likes to help them. As he explained:

we do our weigh-ins ... it's interesting to me ... at the weigh-ins you get to see the kids, you see the animals, and you get to put your input in and ... [see their] progress, and [tease them a little] ... and if they took any of your heel at all about feeding their steer ... you can see [it]

Over time, his roles as a 4-H volunteer have changed. Many of the activities he and his wife were involved with required a tremendous amount of time, work, and challenges. They have shifted their responsibilities to areas that they consider more fun to work with and less time intensive. Being able to change roles to better fit his interests has helped him remain a volunteer.

Many of his family members are involved in 4-H and one of his kids is now a 4-H leader. They all get along and he considers this a nice part of being involved. When the researcher mentioned that it sounded like 4-H was a big family to him, he said, "basically it is." His wife also continues to volunteer in 4-H and they help and support one another. However, when he was asked if he would volunteer if she no longer did, he said, "yeah, I enjoy it."

He has encountered his share of adversity while volunteering in 4-H. Sometimes he doesn't agree with board or council members or other leaders and tells them so, or he does what he thinks is right regardless of their opinions. He also gets frustrated at times by the changes in the 4-H program, the attitudes of parents, or the lack of commitment or "know-how" of volunteers. Additionally, he thinks that 4-H has some challenges ahead as emphasis on agriculture diminishes within the community. These things, however, do not discourage him from continuing to volunteer. As he stated:

I enjoy it ... you know, sometimes there's some major ... conflicts on the fair board between personnel ... I just kind of ... roll on ... I think 4-H, as things progress, has a long, long road to hoe in the next 10 years ... [I] look at 4-H as agriculture, I know 4-H ... [is] broad ... I'm thinking that you're going to see 4-H ... the animal part of that ... almost dwindle away

... we've gone through some real ugly times around here and I've always had this philosophy, when it's all done we'll be here to pick up the pieces and travel on

He is spending time where he enjoys it and has never considered what he would be doing if he wasn't volunteering in 4-H. As he mentioned, "I'm kind of looking forward to next year and it ain't even here ... yeah [it's part of life] for right now ... you just plan it in your schedule."

Summary of why he started and continues volunteering

Reasons He Started Volunteering	Reasons He Continues to Volunteer
<ul style="list-style-type: none"> • Needed 	<ul style="list-style-type: none"> • Make a difference in children's lives • Enjoy working with children • Rewarding • Give back to the community • Perpetuate 4-H • Enjoy volunteering in 4-H • Part of own life

What caused his reasons for volunteering to change over time and when did the changes take place?

- While volunteering, he has watched kids learn and grow through their involvement with 4-H. This has been very rewarding to him. He enjoys working with children and being a positive part of their lives.
- At times during his service, he has felt that he needed to continue volunteering to advocate for the best interests of kids instead of those of the adults. However, he currently does not consider this a reason for volunteering. The areas in which he is involved have stabilized and function well.
- When his children were in 4-H, one of his reasons for continuing to volunteer was to be involved with them.
- Being involved in 4-H was a very worthwhile experience for his children. He continues to volunteer, even though they have grown, to ensure it is available to future generations (i.e., perpetuate 4-H) and to give back to the community.
- Over time 4-H has become part of his life. He has never considered what he would be doing if he wasn't volunteering in 4-H. He enjoys volunteering in 4-H and plans to always be involved.

APPENDIX M

FOLLOW-UP INTERVIEW CONTACT LETTER TEXT

January 28, 2007

[Name]
[Address]
[City], [State] [Zip]

Dear [Name],

I would like to thank you for taking the time to talk with me about your involvement with 4-H. The interviews conducted in November 2006 were very helpful in discovering more about why people start and continue volunteering. Each person who was interviewed contributed significantly to the research project. Everyone's comments were insightful, and I believe that the results of this study will be of great assistance to individuals involved in 4-H, as well as those involved in other volunteer-oriented organizations.

A summary of our discussion is enclosed. It is in the form of answers to the following research questions:

1. Why did you start volunteering in 4-H?
2. Why do you continue volunteering in 4-H?
3. What caused your reasons for volunteering to change over time and when did the change(s) take place?

I need your help to ensure that the answers to the research questions are correct and as specific as possible. Please take a few moments to review the summary and note any corrections that are needed (a red pen is enclosed to help with this task). To do this, you may find it helpful to:

1. Read and make corrections to the text under the first two questions: *Why did s/he begin volunteering in 4-H?* and *Why does s/he continue volunteering in 4-H?*
2. Review the reasons listed in the table under *Summary of why s/he started and continues volunteering*. Then find each reason on the list that is enclosed, read the definition, and make a decision as to whether or not that reason accurately portrays why you decided to volunteer. If the reason is correct, keep it in the table and if not, cross it out of the table.

Important note: In steps 2 and 3, it is important to distinguish between what you consider a reason for volunteering and what you consider to be a nice part of volunteering. For instance, you may really enjoy interacting with other volunteers as part of your service to 4-H, but that may not have been why you chose to volunteer in 4-H.

3. Review the list of reasons to identify ones that may pertain to why you volunteer, but were left out of the table under *Summary of why s/he started and continues*

volunteering. If there are reasons for your volunteering that were not listed in the table, please write them under the appropriate column.

4. Review your reasons for starting and continuing to volunteer. Then think about what caused them to change over time and when that change (or changes) took place. Please make notes about your thoughts on the back of the paper, if helpful.
5. Review the statements outlined under the last question: ***What caused his/her reasons for volunteering to change over time and when did the changes take place?*** Determine if the statements are accurate and specific or if they need to be changed. If tremendous changes are needed, cross out the text and write the correct answers on the back of the paper.

Once you have reviewed the summary and made corrections, please send the corrected summary back to me in the enclosed envelop along with the completed Authorization Form and Follow-Up Interview Form by **February 17, 2007**. The Authorization Form pertains to whether or not you will allow the finalized version of the enclosed summary to be published as part of a report on the research findings (e.g., my dissertation). The Follow-Up Interview Form lets me know when we can discuss the summary and any corrections that are needed.

You are welcome to contact me by phone at [phone number] whenever you have questions or need assistance with this process. The best times to reach me are after 5 p.m. Monday – Friday and anytime between 7 a.m. and 9 p.m. on Saturday and Sunday. Also, feel free to call me instead of making corrections and filling out the forms if it is easier to tell me what changes are needed than to make notes on the paper. I want to make it as easy as possible for you to help me verify the accuracy of the information, and I am willing to do whatever I can to assist you.

If you have questions or comments about this study, please contact me by phone or by email at gottsc10@msu.edu or Dr. Dave Krueger, the researcher working on this study with me, at kruege20@msu.edu. If you have questions or concerns about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you can contact, anonymously if you wish, Dr. Peter Vasilenko, Chair of the Social Science, Behavioral, Education Institutional Review Board (SIRB) at Michigan State University. Dr. Vasilenko can be reached by telephone at (517) 355-2180, by FAX at (517) 432-4503, email at irb@msu.edu, or regular mail at 202 Olds Hall, Michigan State University, East Lansing, MI 48824.

Once again, thank you for taking the time to be a part of this study. I appreciate your assistance and look forward to working with you to finalize the study's results.

Sincerely,

Jennifer A. Wagester
Michigan State University Graduate Student

APPENDIX N

INTERVIEW SUMMARY PUBLICATION CONSENT AUTHORIZATION FORM

Name: _____

Telephone: _____

The purpose of this form is to request your permission to allow an anonymous summary of your interviews to be published. The interviews that were conducted in November 2006 showed that the life events and experiences of each volunteer were very important in determining his or her reasons for volunteering. As each volunteer's life is unique, it would be helpful to include a summary of each volunteer's interviews in the report that results from this research.

Each summary will have no identifying information so that your identity remains confidential. This means that it will be very unlikely, if not impossible, for others to read the summary and associate it with you. As with the data gathered throughout this study, your privacy will be protected to the full extent allowable by law. Only the researchers will have access to any identifying information that you provide as a result of the interviews.

If you choose to withdraw from this study prior to its completion, all information that you have provided will be destroyed and omitted from the study.

Thank you for your consideration.

Sincerely,

Jennifer A. Wagester
Michigan State University Graduate Student

Your signature below indicates your voluntary agreement to allow a summary of your interviews, with no identifying information, to be published as part of the study's results. This form will be kept on file for three years following study completion in accordance with federal regulation.

Signature: _____

Date: _____

Please Print Name Here: _____

APPENDIX O

FOLLOW-UP INTERVIEW FORM

Name: _____

Telephone: _____

The purpose of the follow-up interview is to discuss the initial answers to the research questions (i.e., the summary of your November 2006 interview) to ensure that the answers become as accurate and as specific as possible. Your thoughts and experiences are very valuable, and it is essential for them to be correctly represented in this study.

The follow-up interview will be conducted by phone and will probably last about 30 minutes. Please indicate at which phone number you should be contacted for the interview. Also, please note which dates and times work best for you. I will contact you by phone to confirm the date and time of the interview so that you can plan accordingly. I can conduct interviews at anytime on Saturdays or Sundays. During the weekdays, it is easiest for me to conduct interviews in the early morning (7 a.m. – 9 a.m.) or evenings (4 p.m. – 9 p.m.). However, I can make arrangements as necessary to accommodate your schedule.

All follow-up interviews must be conducted before February 25, 2007. Please try to select a date and time that will allow at least five days between when you mail this form and when you would like to conduct the interview so that the post office has enough time for delivery.

Telephone for Interview: _____

Date and Time of Interview: _____
(First Choice)

Date and Time of Interview: _____
(Second Choice)

Thank you for finding the time to talk with me once again. Your assistance is greatly appreciated.

Sincerely,

Jennifer A. Wagester
Michigan State University Graduate Student

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