Analyzing the Motivational Needs of Volunteerism

Among Virginia Adult 4-H Volunteers

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Abstract

Understanding volunteer motivation has been widely recognized by both researchers and administrators as a valuable component of program development. Thus, it is important to explore the motivational needs that contribute to Virginia adult 4-H volunteerism. This quantitative research study was designed to fill a gap in the current volunteer literature regarding our understanding of the motivational needs of Virginia adult 4-H volunteers. The following research questions guided this study:

1. What are the motivations of Virginia adult 4-H volunteers and how are these volunteers distributed in terms of their primary motivational need (power, achievement, or affiliation)?

2. What is the relationship between motivational needs (power, achievement, and affiliation) and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers?

3. To what extent are Virginia adult 4-H volunteers motivated to volunteer for Virginia 4-H?

4. To what extent do motivational needs (power, achievement, and affiliation) differ in urban and rural Virginia adult 4-H volunteers?

5. What are the most prevalent youth experiences influencing adult 4-H volunteerism in Virginia 4-H?

Data were collected from 296 Virginia 4-H volunteers via a 20-item questionnaire utilizing McClelland's Trichotomy of Needs Theory. The results showed that the top three motives for

volunteering with Virginia 4-H were within the achievement and power subscales and included

to teach and lead others, to improve the community, and to have an influence on how young

people learn and grow. Further, a significant positive relationship was revealed between

motivational needs (achievement, affiliation, and power) and satisfaction level. Results also

indicated that the majority of Virginia adult 4-H volunteers described their current motivational

level as "motivated." Additionally, no significant differences were found between the

motivational needs of urban and rural Virginia adult 4-H volunteers and 4-H involvement was

the most prevalent youth experience that influenced the decision to volunteer for 4-H. Based on

the results of this study, implications and recommendations for practice and further research

were suggested.

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Chapter One

Introduction

Non-profit organizations, such as 4-H, provide ways for people to bring about positive change, a way for them to give back to their communities, and ways for them to volunteer where needs are great. Non-profit organizations depend on this generosity to facilitate the accomplishment of their goals and objectives. As reported by Independent Sector (2007), individuals give the equivalent of $280 billion annually in volunteer time.

The majority of non-profit organizations rely heavily on volunteers to assist in serving their clienteles' needs. Without volunteers, a large portion of these needs would either not be met or would require being addressed by paid staff, consuming time and resources. Volunteers are essential to non-profit organizations and enhance program delivery, while reaching a larger population that wouldn't be possible without their involvement and service (Independent Sector, 2007).

For the 1.9 million non-profit organizations in the United States (Internal Revenue Service Data Book, 2006), volunteers are the lifeline. American society as a whole benefits from the commitment, skills, and enthusiasm of those who volunteer (Independent Sector, 1996a).

Statement of the Problem

The 4-H program is one of the major program areas of the Cooperative Extension Service, and, as a non-formal youth educational program, relies on volunteers for its success. Of the 13,378 Virginia adult 4-H volunteers participating in 2008, it is estimated that they donated a monetary value of $1.8 million through in-kind contributions by volunteering their time, talent, and effort to further the goals of the Extension organization (Virginia 4-H ES237 Report, 2008). In order to recruit and work with volunteers, we must first understand their motivations.

Understanding what motivates volunteers is an important element in understanding how best to work with them.

Effectively recruiting, training, organizing, and retaining these volunteers is essential for the continued success of the program. According to Heidrich (1990), to recruit new volunteers, organizations must spend money and time that otherwise could be devoted to the achievement of service or program goals. The recruitment and retention of volunteers are therefore vital processes for many volunteer organizations.

In an era of growing needs and declining revenues, the Virginia 4-H program seeks to expand, enhance, and leverage its impacts through its greatest resource, committed and potential volunteers. The continual need of volunteerism within the Virginia 4-H program indicates a strong call for research to examine 4-H volunteer motivations. Even though much literature has been devoted to understanding what really makes a volunteer satisfied, motivated, and committed to an organization (Allen, 2006; Brudney, 2005; Hager & Brudney, 2004); there is an overall lack of information regarding the motivational needs of Virginia 4-H volunteers.

This lack of knowledge could create a problem for Virginia 4-H because demographically Virginia's 4-H program is different on two major aspects from the three states (Minnesota, Nebraska, and Ohio) where similar studies have been conducted (Culp & Schwartz, 1999; Fritz, Karmazin, Barbuto, & Burrow, 2003; Henderson, 1981). According to national ES237 data, when compared to these three states, the Virginia 4-H youth development program has a higher proportion of minorities (26% vs. Ohio's 13%, Minnesota's 14%, and Nebraska's 10%) and urban participants, those who reside in areas with a population greater than 50,000 (31% vs. Ohio's 16%, Minnesota's 20%, and Nebraska's 28% (National 4-H Enrollment Report, 2007).

Even though 4-H programs exist in all 95 units (counties and cities) across the Commonwealth, the distribution of people living in Virginia is very uneven. In 2005, two out of three Virginians lived in Northern Virginia, Richmond, or Virginia Beach and 85% of the total population resided in the state's eleven metropolitan areas (Blacksburg-Christiansburg-Radford, Charlottesville, Danville, Harrisonburg, Bristol, Lynchburg, Richmond, Roanoke, Virginia Beach-Norfolk-Newport News, Northern Virginia, and Winchester), exceeding Nebraska's 70%, Minnesota's 71% and Ohio's 77% (Cai, 2006; U.S. Census, 2000). With so many Virginians living in urban areas, 4-H is becoming more reliant on urban adult 4-H volunteer leaders. Currently, the percentage of Virginia adult 4-H volunteers living in metropolitan areas is 58% (Virginia 4-H ES237 Report, 2008). Because of this, it is important that the motivational assumptions indicated in the previous studies conducted in Minnesota, Nebraska, and Ohio (Culp & Schwartz, 1999; Fritz, Karmazin, Barbuto, & Burrow, 2003; Henderson, 1981), with predominately rural volunteers (63%, 61%, and 78% respectively) be challenged to determine if the same motivational needs hold true with a more urban populated state and 4-H program. It is unknown whether the motivational needs that motivate a 4-H volunteer in rural Lee County, Virginia are the same or different as one living in urban Alexandria, Virginia. Due to these geographical differences, the findings of previous studies cannot be generalized to Virginia 4-H, creating a void on whether youth experiences and geographic location impact Virginia 4-H volunteer motivation. Furthermore, the previous studies cannot adequately answer the question of which motivational need (affiliation, achievement, or power) motivates Virginia 4-H volunteers more.

Of the 1.68 million Virginians who volunteered in 2007, 35.6% volunteered for religious organizations, 25.5% for educational or youth services organizations, 11.7% for social or

community service organizations, 7.8% for hospital or health organizations, 7.6% for civic, political, professional or international organizations, 3.7% for sport, hobby, cultural or arts organizations, and 8.2% for other organizations (Volunteering in America: State Trends and Rankings in Civic Life, 2007). Therefore, due to the large number of non-profit organizations, the Virginia 4-H program faces great competition for volunteers. Thus, it is necessary to obtain more knowledge about what motivates these people to give freely of their time and efforts. Insufficient knowledge regarding Virginia adult 4-H volunteers' motivational needs may create serious problems that may negatively influence the development of the 4-H program and the efficacy of the work by 4-H agents and specialists. As a direct result of this lack of knowledge, the Virginia 4-H program could have difficulty retaining its adult volunteers. Thus, knowing and understanding Virginia adult 4-H volunteers' motivational needs will assist 4-H agents and specialists in making future decisions regarding recruiting, motivating, training, and retaining vital adult 4-H volunteers.

Purpose of the Study

In Virginia alone, in 2008 13,378 volunteers were committing time and resources to the mission of 4-H (Virginia 4-H ES237 Report, 2008). As managers of volunteers, we are in the business of nurturing and promoting the benefits of volunteerism, not just for today but with a keen eye to what resources will be needed in the future. Successfully engaging youth today may mean resource sustainability in the years to come. Even though Virginia 4-H relies heavily on volunteers, little research has been conducted exploring the motivations and youth experiences that contribute to their willingness to volunteer. Given the important role volunteers play in implementing Virginia 4-H programming and the demographic makeup of the 4-H program, it is pertinent to understand more about the motivations involved in adults becoming Virginia 4-H

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volunteers. Thus, the purpose of this study is to ascertain the relative strength of motivational needs of Virginia adult 4-H volunteers using McClelland's Trichotomy of Needs Theory, the influence of youth experiences on their volunteer efforts, and the relationship between motivational needs (affiliation, achievement, and power) and the self-reported satisfaction level as identified by a sample of 4-H volunteers involved in the Virginia 4-H program.

Research Questions

Specifically, the study addresses the following questions:

1. What are the motivations of Virginia adult 4-H volunteers and how are these volunteers distributed in terms of their primary motivational need (power, achievement, or affiliation)?

2. What is the relationship between motivational needs (power, achievement, and affiliation) and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers?

3. To what extent are Virginia adult 4-H volunteers motivated to volunteer for Virginia 4-H?

4. To what extent do motivational needs (power, achievement, and affiliation) differ in urban and rural Virginia adult 4-H volunteers?

5. What are the most prevalent youth experiences influencing adult 4-H volunteerism in Virginia 4-H?

Answering these questions will help in understanding the motivational needs, motivation, and youth experiences that impact volunteerism among Virginia adult 4-H volunteers.

Significance of the Study

The rising need for volunteerism within the Virginia 4-H program has created a compelling reason to review and re-evaluate existing research regarding 4-H volunteerism.

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Understanding what motivates individuals to volunteer their time and expertise to Virginia 4-H is critical. This information could provide agents, specialists, and others working with these volunteers the knowledge to design recruitment, training, and programming efforts in a way appealing persuasively to the needs of potential volunteers.

Research concerning Virginia 4-H volunteer motivation is restricted, and all studies measuring 4-H volunteer motivation have originated from outside the commonwealth. Even though similar studies have been conducted in the past, there is reason to suspect differences since no similar studies have been done in the southern region, on the east coast, with a comparable sample size, or in a 4-H program where 58% of the volunteers reside in metropolitan areas. A study of this nature is very important to Virginia 4-H. As mentioned earlier, the demographic makeup of the 4-H program differs from the other three programs where similar studies were conducted, making this study unique.

To extend the knowledge base of 4-H volunteer motivation in Virginia and to better serve the number of 4-H volunteers throughout the commonwealth, additional research is needed. This study examines the motivational needs, youth experiences, and motivation of Virginia 4-H volunteers. As a result, this study is noteworthy for several reasons. First, findings from this study can help raise awareness and provide guidance for increasing and sustaining volunteerism within Virginia 4-H. Meeting volunteers' motivational needs will increase the likelihood that they will remain with 4-H. Wilson (1976) argued that volunteer programs tend to fail due to a lack of appropriate management and an oversimplified view of individual motivations. A 4-H program that provides a great deal of structure and guidance might appeal to those motivated by achievement, whereas another might value group consensus and decision making, thus attracting those motivated by affiliation. Recognizing these differences will help enhance and sustain

program effectiveness by targeting recruitment efforts to attract volunteers based upon their motivational needs. In turn, these volunteers will help to reach a larger youth audience than otherwise would be possible by paid staff alone.

Secondly, this study can assist with the development of volunteer programs and recognition. Understanding the motivational needs of Virginia 4-H volunteers and how these variables relate to motivation will assist volunteer managers in adapting their programs to reflect the motivational needs and motivational level of volunteers. Thus, volunteer managers can select volunteers whose motivational needs fit the work to be done, or a role can be fitted to the motivational needs of a volunteer. This adaptation may ensure more engagement from volunteers and increase their knowledge, skills, and abilities in performing their role (Hager & Brudney, 2004; Hange, Seevers & VanLeeuwen, 2002).

Awareness of volunteer motivational needs will also help in determining the specific recognition and appreciation that appeal to those volunteering. For example, those motivated by achievement might feel most appreciated by receiving a certificate of accomplishment, a reference letter, or a place to put completed projects; whereas, those motivated by affiliation might feel more rewarded by a thank you card, a social get together, or a small gift. Public praise, photos with the executive director, or a VIP award might be the best recognition for those motivated by power.

Additionally, Extension agents, specialists, youth-serving organizations, educators, policymakers, and fund developers can use the results presented in this study to shape and develop programs that enable and inspire young people to accept the call to service. Understanding which youth experiences encourage adults to volunteer is key in developing more opportunities for today's youth.

Definition of Terms

Terms to be considered within this study include:

4-H: 4-H is a community of young people across America who are learning leadership,
citizenship and life skills (Kress, 2004). 4-H also creates a supportive environment which
culturally diverse youth and adults can reach their full potential (Cooperative Extension
System, 1994).

Achievement motivation: The need to perform well or the striving for success evidenced by
persistence and effort in the face of difficulties (McClelland, 1961).

Affiliation motivation: A desire to belong, an enjoyment of teamwork, a concern about
interpersonal relationships, and a need to reduce uncertainty (McClelland, 1961).

Altruism: According to the on-line Encarta World English Dictionary (2008) altruism is:

1. Selflessness: an attitude or way of behaving marked by unselfish concern for the
welfare of others.

2. Belief in acting for others' good: the belief that acting for the benefit of others is right
and good.

ES237 Report: The ES237 report is a statistical enrollment summary of each unit's (county or
city) 4-H program for the year.

Metropolitan statistical area: A core urban area composed of counties that make up the core as
well as any surrounding counties that have a high degree of social and economic
integration with the urban core. These areas are designated as metropolitan by having a
population of at least 50,000 residents (U.S. Office of Management and Budget, 2003).

Motive: An affectively charged "push" to work toward and derive satisfaction from a certain
broad class of goals, such as achievement, affiliation, or power (McClelland, 1985).

Need: Deficiency in something useful or necessary to satisfy certain requirements (Middleman &

Rhodes, 1985).

Non-profit organization: According to the U.S. Office of Management and Budget (1997, p. 6), a

non-profit organization is:

(1) Any corporation, trust, association, cooperative, or other organization that:

(i) Is operated primarily for scientific, educational, service, charitable, or similar

purposes in the public interest;

(ii) Is not organized primarily for profit; and

(iii) Uses its net proceeds to maintain, improve, or expand its operations; and

(2) The term non-profit organization includes non-profit institutions of higher education

and hospitals.

In the U.S., the Internal Revenue Service recognizes most non-profit organizations with a

501 (c)(3) classification.

Philanthropy: Voluntary giving or receiving intended for public purposes (Burlingame, 1977).

Power motivation: Characterized by an individual's drive to control and influence others and a

need to persuade and prevail (McClelland, 1961).

Prosocial: Prosocial behavior refers to "voluntary actions that are intended to help or benefit

another individual or group of individuals" (Eisenberg & Mussen, 1989, p. 3). Behaviors

include a broad range of activities: sharing, comforting, rescuing, and helping

(Knickerbocker, 2008).

Volunteer: Anyone over the age of 19 whom, without compensation or expectation of

compensation beyond reimbursement of expenses, performs a task at the direction of and

on behalf of Virginia Cooperative Extension (VCE). A "volunteer" must be officially

accepted and enrolled by VCE prior to performance of the task. Volunteers are not

considered as employees of VCE (McCurley & Lynch, 1996).

Volunteerism: Giving of own free will, time, energies, or talents to any individual or group for

which the volunteer is not paid (Safrit, King, & Burcsu, 1991).

Youth: A person between the ages of 5 and 18, the age of youth membership within the Virginia

4-H program; and receives six hours of educational programming under the direction of a

caring, supportive adult.

Summary

Volunteers comprise one of the largest groups of untapped resources. Just as American

society benefits from volunteerism, volunteers are an essential element to VCE. As part of the

land-grant university system, VCE is based upon the philosophy of providing Virginians

research-based knowledge to address local concerns and issues. Thus, every youth and adult

living within the commonwealth is a potential client. Unfortunately, due to budget restrictions

there will never be enough salaried staff to provide adequate attention to this audience.

Therefore, VCE relies heavily on volunteerism to fill this void.

An underlying foundation within the 4-H youth development program is the development

of a positive relationship with a caring adult. According to the developmental assets research,

every youth should receive guidance and support from three or more non-guardian adults

(Scales, Leffert, & Lerner, 1999). Caring and connectedness within and beyond the family are

found to be powerful factors in protecting young people from negative behaviors and in

encouraging social skills, responsible values, and positive identity (America's Promise – The

Alliance for Youth, 2002). 4-H volunteers' help make certain that all children have at least three

caring adults in their lives.

Because of the importance of voluntary involvement within Virginia 4-H, and the overall lack of research on Virginia adult 4-H volunteer motivation, this study focused on the motivational needs and their relationship to the self-reported motivational level of Virginia adult 4-H volunteers, the difference in motivational needs between urban and rural Virginia adult 4-H volunteers, the satisfaction level of Virginia adult 4-H volunteers in the 4-H program providing them opportunities to fulfill motivational needs, and the influence of youth experiences on 4-H volunteerism. This information can provide a basis for further research, ways to involve more people in 4-H volunteerism, and opportunities to interact more effectively with the volunteers serving Virginia 4-H.

Organization of the Study

This dissertation is organized into five chapters. Chapter One introduced the topic and justification for the research. Chapter Two, a review of relevant literature, focuses on volunteer reasons, motivations, preferences, and the lifelong impact of youth volunteerism. Chapter Three describes the methodology used to collect and analyze data. Chapter Four presents the results of data analysis, while Chapter Five presents the discussion of results, their implications for future practice and research, and concluding thoughts.

Chapter Two

Review of Literature

At some point in life, most people have a desire to give of their time and effort. Many people satisfy this need by volunteering, putting their time, energy and skills to use for the benefits of others (Vineyard & McCurley, 2001). According to the Bureau of Labor Statistics, an estimated 61.8 million people volunteered through or for an organization at least once in 2007, 26% of the U.S. population (2007). As a result, understanding the reasons people volunteer, what motivates them, what they prefer in their volunteer experience, why they continue or stop their volunteer service, and the influence of demographic characteristics are all important areas to volunteer managers, researchers, and non-profit organizations. Consequently, many researchers have examined these major issues and questions surrounding volunteerism. This chapter draws upon their research and contributions to volunteer literature as a foundation for this study.

Theoretical Framework

Motivation has been examined extensively in behavioral research and is included in nearly every volunteer program management model frequently used within Extension (Vineyard & McCurley, 2001), including the ISOTURE model, which consists of seven separate but interrelated volunteer functions (Boyce, 1971). The acronym represents Identification of people who have the competency and attitudes essential to fill specific jobs, Selection of the best qualified individual for the task and motivating them to fill the position, Orientation to the organization and job, Training by providing the knowledge, skills, and abilities to perform the job, Utilization by effectively using volunteer expertise, Recognition of volunteer contributions, and Evaluation of individual performance and the overall program (Boyce). Since its creation,

this model remains an important theoretical foundation for volunteer administration (Dodd & Boleman, 2008; Schmiesing & Safrit, 2007; Strieter & Powell, 2007).

The LOOP model represents locating (selection and recruitment), orienting (informal and formal), operating (education and accomplishment), and perpetuating (evaluation and recognition) volunteers. Each of these four functions represent a different phase in a sequence of the management process, however, these functions are not independent of one another and the activities within these are intended to be blended together (Penrod, 1991).

The GEMS model (generate, educate, mobilize, and sustain) emphasizes that volunteer management is an ongoing process and consists of eighteen phases divided into four main categories. Generate includes conducting an organizational needs assessment, writing position descriptions, identifying, recruiting, screening, and selecting volunteers. Educate includes orientating, protecting, providing resources, and teaching. Mobilize includes engaging, motivating and supervising volunteers. The last letter in the acronym represents sustain, which includes evaluating, recognizing, retaining, redirecting, and disengaging volunteers (Culp, Castillo, Deppe, & Wells, 1998).

Lastly, the PEP model (preparation, engagement, and program), is the most recent model and is the outcome of a thorough comparison of existing volunteer management models. This model has three domains surrounding seven topics that emphasize competencies identified in previous studies. Preparation consists of professional development. Engagement includes recruitment and selection, orientation and training, recognition, and program maintenance. Program encompasses resource development and program advocacy (Safrit, Schmiessing, Gliem, & Gliem, 2005).

Motivation is also the focus of several content theories. Content theories focus on factors that arouse, incite, or influence individual behavior. All these content theories attempt to explain the "why" one is motivated (Hitt, Miller, & Colella, 2006). They are not mutually exclusive, but complimentary. Understanding how these theories relate and differ from one another provides a basis for understanding the motivational needs underlying volunteerism. One of the most well known motivational theories is Maslow's Hierarchy of Needs (Maslow, 1970). Maslow's five areas of needs (physiological, safety, love/belonging, esteem, and self-actualization) are expressed by every individual (Maslow, 1954). Consciously or unconsciously, we set priorities to fulfill these needs. Once a need is met, it is no longer a priority, and we are no longer motivated to fulfill that need. Physiological and safety needs are usually fulfilled first. Most volunteers will volunteer to fulfill higher needs (belonging, esteem, or self-actualization). Volunteers may be involved just because they want to be with or meet new friends, meeting the need for belonging. Others may volunteer for the recognition they receive, a form of esteem. Volunteers with a self-actualization need become involved to develop themselves, learn something new, or perhaps reach their full potential (Maslow, 1954).

Frederick Herzberg's two factor theory, also known as the motivator-hygiene theory, is another very prominent theory in studying motivation (Herzberg, Mausner, & Synderman, 1959). According to Herzberg et al., people are influenced by two factors: hygiene and motivation. Hygiene factors are extrinsic in nature and relate to an individual's working environment (e.g., working conditions, security, company policies) encompassing Maslow's physiological and safety needs. Hygiene factors do not lead to higher levels of motivation, but when absent they will negatively influence an individual's motivation. Motivation factors encompass Maslow's belonging, esteem, and self-actualization needs and are intrinsic conditions relating to

achievement, recognition for accomplishment, satisfaction with the job, etc. Herzberg et al. suggested that these factors must be met in order to motivate an individual into higher performance.

Another commonly used theory to discuss motivation is Alderfer's Existence, Relatedness, and Growth (ERG) theory (1972). This theory agrees with Maslow's Hierarchy of Needs (1954), but collapsed Maslow's hierarchy into three levels: existence, relatedness, and growth, indicating that these levels should be viewed more as a continuum rather than as a hierarchy. Existence is satisfied by the salary earned from a job so that one can purchase necessities such as housing, food, and clothing. This includes Maslow's first two levels, physiological and safety needs. Relatedness needs are met by establishing and maintaining interpersonal relationships, encompassing Maslow's third and fourth levels, belonging and external esteem. Lastly, growth needs encompass Maslow's fourth and fifth level, internal esteem and self-actualization, and are met through personal development (e.g., obtaining a college degree, career success). Alderfer (1972) also agreed with Maslow regarding the satisfaction-progress concept, which indicated that individuals must satisfy lower-level needs first before fulfilling higher-level needs. However, Alderfer introduced the frustration-regression concept, which stated that individuals who fail to satisfy some higher-level needs will often regress to lower level needs that appear easier to satisfy.

Even though all of these models and theories encompass motivation, McClelland's Trichotomy of Needs is one of the most widely used taxonomies examining motivation in research and practice (Barbuto, Trout, & Brown, 2004; Shajahan & Shajahan, 2004). Thus, in formulation of a theoretical perspective for studying volunteer motivation, McClelland's Trichotomy of Needs provides a useful prototype. McCurley and Lynch (1996) stated that a

person volunteers for an organization because there is something to gain from being involved. Volunteers have needs, and in some way their needs are being met through voluntary involvement. Understanding these needs provides insight as to what motivates volunteers. McClelland (1961) theorized that individuals of all cultures are motivated by one of three needs: achievement, power, or affiliation. Although all of us possess all three needs, we possess them in varying degrees.

McClelland's theory serves as the theoretical framework for several studies researching 4-H volunteers (Boz & Verma, 2001; Culp & Schwartz, 1999; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981; Rouse & Clawson, 1992). I choose to use McClelland as the theoretical framework for this study because it provides a comparable basis as to whether Virginia adult 4-H volunteers are motivated by similar needs as 4-H volunteers in other states. Additionally, McClelland's theory can be applied in various settings and provides measurable indicators of motivation (affiliation, achievement, and power). This allows the researcher flexibility to categorize 4-H volunteer motivational needs into these three subscales, regardless of voluntary involvement. Unlike the content theories mentioned earlier, McClelland assumed that the basic needs of an individual have been met when the decision is made to volunteer, therefore, focusing on higher level needs (affiliation, achievement, and power). McClelland's theory encompasses Maslow's belonging, esteem, and self-actualization needs, Herzberg et al.'s motivation factor, and Alderfer's relatedness and growth levels. Tying together these content theories provides a better understanding of the motivational needs underlying voluntary involvement.

In 1994 the USDA Extension Service and National 4-H Council developed a multi-faceted volunteer management training program utilizing McClelland's theory. This program

was titled Taking Anyone to Expanded Involvement (TAXI), and it was written to help develop individuals as volunteer program managers and to increase their understanding of the "best fit" for a volunteer within their program. Overall, the researcher choose McClelland's theory as the theoretical framework for this study because it is arguably the most effective of all motivation theories in analyzing and explaining adult 4-H volunteers' preferred source of motivation. This content theory is the best fit for determining why volunteers are motivated to volunteer for Virginia 4-H. Moreover, this theory works well in studying 4-H volunteers as it is able to identify individual rewards based on motivational needs and links those rewards to volunteer roles for motivational acceleration. Perhaps the most prolific strength of McClelland's theory is its ability to pinpoint motivational needs of volunteers which are learned through copping with one's environment. Together, all of these reasons justify and explain the researcher's choice of McClelland's Trichotomy of Needs as the theoretical framework for this study.

According to McClelland (1961), people are attracted to climates that appeal to their dominant motivational need(s). The more these needs are met, the more they will engage in voluntary behavior (Henderson, 1981). Those motivated by achievement have a drive to excel and do their best while performing appropriately delegated and clearly articulated tasks. Through hard work, skill, and/or perseverance, they are striving for personal achievement of a goal or dream. McClelland found that high achievers differentiate themselves from others by their aspiration to be challenged and to succeed. Some of the tasks within the 4-H program that match well with those motivated by achievement include fund raising, chairing committees, researching, analyzing, and reporting (McCurley & Vineyard, 1986).

The need for power is described as the control or influence to lead others and make an impact. Thus, the need for power is twofold – personal and institutional. Those motivated by

personal power want to direct others and make a difference, while those motivated by

institutional power want to organize efforts and empower others to further the goals of the

organization (McClelland, 1961). Regardless of whether an individual is motivated by personal

or institutional power, as long as their efforts intend to bring about change or benefit others, this

can be looked upon as a positive aspect. It is when overwhelming pressure is self-centered that

power motivation is associated as a negative aspect. Involving those motivated by power in the

4-H program would include giving them tasks that are influential in setting policy and program

direction (e.g., State Extension Leadership Council) or allowing them to exercise authority (e.g.,

club organizational leader) (McCurley & Vineyard, 1986).

Lastly, the need for affiliation is described as the desire to establish, maintain, or restore

friendly and close interpersonal relationships. Those motivated by affiliation seek to be liked and

accepted by others and attach importance to personal interaction. They also hold a high belief in

the goals or ideals of the organization (McClelland, 1961). Volunteers motivated by affiliation

should be considered for tasks involving direct client services and social events (e.g., task force

membership, 4-H club leadership, social event organizer) (McCurley & Vineyard, 1986).

If a voluntary organization is failing in fulfilling these motivational needs, then the

volunteers may choose to discontinue their service. Thus, a great deal of thought should be put

into the programs Virginia 4-H offers, and McClelland's three motivational needs should be

interwoven throughout. Because research has found that one of the best motivators is the work

itself (Culp & Schwartz, 1999; Ellis, 1996; McCurley & Lynch, 1996), volunteer managers must

ensure that those motivated by achievement are placed in tasks that allow for innovation and

accomplishment. Power motivated volunteers should be assigned tasks in which they have an

opportunity to direct or influence others, and those motivated by affiliation should be given tasks that include opportunities for close personal interaction with others.

Even though volunteers do not get paid for their work, volunteer managers should not be reluctant in establishing guidelines and supervising their behavior. Volunteers, regardless of their motivational need, should be given the freedom to express their frustrations, ask for advice, or just vent their feelings. These follow-up meetings with the volunteers can produce positive results by diffusing anger, preventing inappropriate behavior, providing alternative solutions, and/or preventing volunteer burnout (Brudney, 2005). The following references on reasons and motivations for volunteering are based upon McClelland's theory and attempt to explain why people volunteer and why they continue or discontinue their service.

Phenomenon of Volunteerism

"Ask not what your country can do for you – ask what you can do for your country," said President John F. Kennedy during his inaugural address on January 20, 1961, taking the initiative and attempting to tackle the difficult problems facing the nation. The response to his speech was overwhelming; among those who answered his call were not only volunteers for the Peace Corps, created two months later, and Volunteers in Service to American (VISTA), created in the mid-1960s, but also those who joined the military and those who took their professional training in education, law, and medicine to the inner cities. Kennedy's challenge affected the spirit of the nation and established an enduring volunteer culture that has touched the lives of millions (Merrill, 1999).

The United States was built on an ethic of service: service to our fellow citizens and service to our country. From the birth of American democracy, volunteers established a revolutionary form of governance, and volunteers have been at the heart of every social

movement since (Independent Sector, 1996b). While the United States is certainly not the only country that values volunteering, social scientists and historians have often observed that its voluntary spirit is particularly vibrant (Berger, 1991; Ilsley, 1990).

The Corporation for National and Community Service in partnership with the Bureau of Labor Statistics and the U.S. Census Bureau, conducted research to provide a breakdown of the nation's volunteer behavior and habits. According to their report, *Volunteering in America: 2007 State Trends and Rankings in Civic Lif*e, 61.2 million Americans (27% of the population) 16 years of age and older volunteered an average of 36.5 hours/per person, per year, constituting 8.1 billion hours of volunteer service.

Volunteerism varies widely according to the type of organization. The types of organizations to which volunteers affiliate include religious (35%), educational or youth service (27%), and social or community service (13%). Lower rates of participation are reported in organizations related to hospital or other health (8%), civic, political, professional or international (7%), other (7%), and sport, hobby, cultural or arts (4%). Furthermore the reality is that volunteers usually participate in four broad activity areas, fundraising or selecting items to raise money (29%), collecting, preparing, distributing or serving food (25%), engaging in general labor (22%), and teaching or tutoring (21%) (Corporation for National and Community Service, 2007).

Reasons for Volunteering

Understanding why people volunteer their time and services makes it easier to find volunteers, organize their work, and recognize their contributions (Independent Sector, 2008). Realizing that not everyone is motivated by the same factors is very important. Volunteering is, for some, a way of returning to the community some benefit received (need for achievement).

For others, it is an ineffable experience that makes the volunteer "feel good and needed" (need for affiliation). Yet for others, it can be a transforming experience, changing one's perspective of people, community, and society, while defining one's purpose in life and making an impact (need for power) (Independent Sector). As a volunteer manager, these reasons are important to recognize as they will guide understanding of why volunteers are joining, not joining, or leaving their organization. In order to more effectively attract and retain volunteers, Gittell (1980) proposed that one needs to understand and appeal to volunteers' motives.

Motivations that Influence Volunteering

Many studies have examined the motivational factors of individuals who donate their services to various organizations. Using McClelland's theory, the researcher was able to categorize these findings into McClelland's three motivational needs (affiliation, achievement, and power). These findings constitute the factors that contribute to an individual's overall motivational need.

One of the major motivational factors for volunteering is the mere enjoyment of giving something worthwhile to society (achievement need) (Brudney, 2005). Other motivational factors include sharpening one's job skills (Heidrich, 1988), testing new careers, building a resume (Chapman, 1985), and/or a desire to feel useful (achievement need) (Anderson & Moore, 1978). Others have suggested that people volunteer to influence others, make an impact, or lead a worthwhile project (power need) (Atkinson & Birch, 1978; Fitch, 1987; Flynn & Webb, 1975; Gluck, 1979). Wilson (2000) found that the desire for meeting new people and friendly interpersonal relationships (affiliation need) were directly connected to the motivational levels of volunteers. There is consistency though within volunteer literature that altruism (an affiliation need), prosocial behavior (an achievement need), social affiliation (an affiliation need), and

personal belief in the cause (a power need) are major motivational factors for volunteers, regardless of organization or type of volunteer.

Several studies (Guseh & Winders, 2002; Independent Sector, 2001; Safrit, King, & Burcsu, 1991) reported that volunteers were motivated to action primarily by altruistic factors, defined as unselfish behavior or self-sacrifice for the welfare of others. Customarily, there is a long tradition of seeing volunteering as a form of charity, based on altruism and selflessness (Allen & Rushton, 1983; Brunero, 2002; Ellis, 1994; Quick, 1985). Volunteerism was considered as the willingness of people to work on behalf of others without the expectation of self-gain, tangible or intangible (Gora & Nemerowicz, 1985). However, there has been debate over whether it is more realistic to view volunteering as non-altruistic and more as an exchange where both sides derive benefits (Ellis, 1996; Shulman, 1982; Smith, 1981; Van Til, 1988). For example, Reichlin (1982) found that recruitment strategies focusing on external rewards (achievement need) (e.g., college credit) have become more common than strategies stressing internal rewards (affiliation need) (e.g., helping those in need) as a reason for volunteering. Such work suggested that non-altruistic motivational factors are important to volunteer behavior (Culp & Schwartz, 1999; Culp, 1997; Fitch, 1987). On the other hand, a Gallup poll (2004) examining volunteer motivation found that most volunteers became involved because they wanted to do something useful and help others. This suggested that altruistic motivational factors are more influential.

Concerning this debate over voluntary reasons, altruism vs. non-altruism, researchers are currently using the term "prosocial behavior" in place of altruism. Prosocial behavior refers to voluntary actions that are designed to help or benefit others without the restriction of personal payoff (Eisenberg & Mussen, 1989). Therefore, with prosocial motives, volunteers are no longer

required to be selfless. Even though volunteering does involve the desire to serve others, this doesn't exclude achievement motivational factors, such as sharpening job skills and career development.

One might then ask, without the restriction of personal payoff, how is volunteerism different from community service (e.g., neighbor beautification) or service learning (e.g., a student studying Spanish volunteering as a translator in a hospital)? There is no difference if the community service is being conducted by someone of their own free will. However, if the community service is being conducted due to a school requirement (e.g., must have 25 hours of community service in order to graduate) or a judge's order (e.g., convicted of a crime and sentenced 100 hours of community service), this is not a voluntary act and not considered prosocial behavior (Merrill, 1999).

For many volunteers, social affiliation is vital, and this has been supported and upheld in the literature (Culp, 1997; Gidron, 1977; McCurley & Lynch, 1996; Shulman, 1982; Smith, 1981). Family ties, social interaction, and the feeling of belonging give volunteers the incentive to start and continue their volunteer efforts. Many people volunteer because they were recruited by a friend or family member. When a friend or family member personally asks one to volunteer, it is often hard to say "no" (Berger, 1991). Furthermore, people often find lifelong friendships through volunteer work. While meeting people is often an added bonus, many people choose to volunteer primarily to develop friendships (Culp; Henderson, 1981; McCurley & Lynch; Pearce, 1983b; Perkins, 1989; Wandersman, Florin, Friedmann & Meier, 1987). Social affiliation serves as a major motivational factor for volunteers in a variety of voluntary organizations.

People who volunteer because of their personal belief in the cause have the strongest level of commitment to the voluntary organization (Klein, Sondag & Drolet, 1994; Mckee, 2003;

Smith, 1981). Volunteers who derive their motivation from passion and influencing others (power need), regardless of personal sacrifice, are the ones who are most dedicated and motivated to serve. In conclusion, altruism or prosocial behavior, social affiliation, and a personal belief in the cause are all major motivational factors for most volunteers.

Motivations that Influence 4-H Volunteerism

Although volunteers are involved in all program areas of VCE, no other area of program delivery depends so heavily on volunteers as the 4-H program. Since the beginning of the 4-H program in 1902, volunteers have provided energy, time, and resources to ensure that 4-H programming is available to young people across the state and nation. With 4-H relying on the work of volunteers to reach out to as many youth as possible, the need is high for positive, caring adults who are passionate about the well-being of youth. When considering the age range of 4-H youth (5-18) it is critical that our volunteers serve as adult mentors. All youth are susceptible to certain risk factors (drugs, alcohol, teen pregnancy) however, these risks can be significantly reduced when they are exposed to positive 4-H experiences where adult volunteers serve as nurturing mentors (Jones, 2007).   Connecting a caring adult with a 4-H member can change risky behavior into positive energy. While some 4-Hers tend to emulate the qualities of their adult mentor, others develop a sense of guidance, value, stability, and love that may not have previously been evident. Though, the vast majority of youth will develop the desire to portray the positive behaviors they witnessed from their adult mentor, which is critical to them becoming contributing, motivated, and responsible adults (Strengthening Positive Youth Development Environments, 2005).

Over the past 50 years, numerous researchers have conducted studies on what motivates individuals to volunteer for 4-H and using McClelland's Trichotomy of Needs Theory, the

reasons identified are contributing factors to McClelland's overall motivational needs (affiliation, achievement, and power). Although not exactly alike, three research studies Minnesota (Henderson, 1981), Nebraska (Fritz, Karmazin, Barbuto & Burrow, 2003), and Ohio (Culp & Schwartz, 1999) provide beneficiary material to the study presented here. These three studies are used as comparisons throughout this research as they all used the same theoretical framework as this study.

In the fall of 1978, Henderson (1981) studied 165 Minnesota adult 4-H volunteers and found the primary motivational need of these volunteers to be affiliation. Factors contributing to their involvement were: spending time with their own children, the opportunity to help others, associating with young people, and having an influence on the development of youth. In the Ohio study, Culp and Schwartz (1999) studied 279 4-H volunteers with an average tenure rate of 18.7 years and discovered that affiliation was the strongest motivational need in the decision for these volunteers to begin and continue their volunteer service to 4-H. Furthermore, the Nebraska study found that rural and urban volunteers were more alike than different as they both were predominately motivated by affiliation needs followed by achievement and power needs (Fritz, Karmazin, Barbuto & Burrow, 2003).

Findings from additional research investigating motivations of 4-H volunteers are similar to the highlighted studies mentioned earlier. The results of these studies can be tied to McClelland's achievement-affiliation-power framework however, in contrast; these studies are concerned more with the factors that motivate 4-H volunteers rather than the motivational need. Brown and Boyle (1964) completed some of the earliest research in six urbanized areas within the U.S. (Michigan, Colorado, Oregon, Missouri, Georgia, and New York) identifying 4-H volunteers' own children as the primary motivational factor to volunteer. Later, Parrott (1977), in

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an all female Oklahoma study, concluded that 4-H volunteers' desire to help people, sense of duty, and enjoyment of the experience were most frequently cited as motivational factors. Smith and Bigler (1985) studied Ohio 4-H volunteers and found that being asked to volunteer by a current 4-H volunteer was the strongest motivational factor for these volunteers. However, Rohs (1986) revealed through his research with Ohio 4-H volunteers that factors such as being involved in 4-H as a youth, having children in the program, and the attractiveness of the program, all have a direct influence on the motivation to volunteer for 4-H.

Similarly, these early findings are consistent with current research investigating the motivations of 4-H volunteers. Hutchins, Seevers, and Van Leeuwen (2002) found that the primary motivational factors for New Mexico 4-H volunteers were that their own children were involved with 4-H, that 4-H was a good program, and they found enjoyment in working with the youth. Schmiesing, Soder, and Russell (2005) discovered that individuals' values (altruism) were very important in motivating Ohio 4-H volunteers to become engaged.

Changes in Voluntary Behavior

One interesting point volunteer literature reveals is that motivational factors influencing volunteerism, tend to change over time and activity level, regardless of organization. Researchers have suggested that the motivational factors influencing the decision to first volunteer are unlike those that influence continuation (Gidron, 1984; Oda, 1991; Winniford, Carpenter & Stanley, 1995). As volunteers join an organization and progress through the "group cycle," initial motivational factors will likely change as a result of socialization and satisfaction. The group cycle originally described by Jack Gibb (1964) and further developed by Kathleen Dannemiller (1992) can assist volunteer managers in helping volunteers adjust and feel more comfortable and satisfied within a group. Elements of the cycle are: membership (concern of acceptance into the

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group); control (concern of how the group will work together as well as establishing the individual role of the volunteer); and goal formation (concern of the group goals and objectives and how the individual's volunteer goals will be integrated into the overall goals). As volunteers start to feel more comfortable and satisfied with their volunteer role, initial motivational factors such as providing a service, contributing to society or personal benefits seem to subside overtime. Factors such as enjoyment of work and the sense of making a real difference are more influential in the decision to continue volunteering.

McCurley and Lynch (1996) pointed out that changing life situations can cause a person's motivational need to vary (e.g., marriage, pregnancy, illness, or unemployment); therefore, impacting the supervision and recognition of volunteers. When a change occurs in a volunteer's life there may also be a change in the factors that motivate them. Taking into consideration these changes, a volunteer manager may need to adjust a volunteer's task, hours, and/or type of recognition. For example, someone who was once motivated to volunteer because of their need for affiliation may now be motivated by their need for achievement due to recently becoming unemployed. Volunteer managers "need to be flexible about the volunteer experience so that we provide the volunteer with the motivational 'pay-check' he or she finds satisfactory" (p. 109). Understanding that volunteer motivations change over time and situations is imperative, not only in motivating volunteers to join but in encouraging them to continue their volunteer service.

Volunteer Preferences

Authors of volunteer literature concur that volunteers desire some form of recognition; short-term, goal-oriented assignments; training; and support (Bradner, 1999; Ellis, 1996; Ilsely, 1990; Little, 1999; Monear, 1994; Rouse & Clawson, 1992). As a result of the previously

discussed cultural perception that volunteerism should be more altruistic in nature (Smith, 1981),

recognition is not noted on surveys as one of the primary motivational factors for volunteering

(Culp & Schwartz, 1999; McCurley & Lynch, 1996; Seevers, Graham, & Conklin, 2007).

However, literature indicates that volunteer recognition is important to most volunteers. Among

adult 4-H volunteers, the most noted and meaningful form of recognition is given directly from

the 4-H member(s) with who they interact (e.g., personal hand-written thank you note) (Culp &

Schwartz, 1999; Fritz et. al, 2003; Henderson, 1981). Whether it is called recognition,

appreciation, or award, this acknowledgment is closely associated with volunteer motivation

(McCurley & Lynch, 1996; Safrit, King & Smith, 1992; Vineyard, 1981).

Moreover, according to Ellis (1996), adults, especially baby boomers, desire short-term,

goal-oriented, volunteer assignments. Volunteers want to see value from their donated time.

Anecdotally, there is evidence that if volunteers complete a short-term project successfully, they

are more likely to continue their volunteer service (Ellis). Therefore, rather than making a long-

term commitment from the beginning, volunteers who accept a series of short assignments are

more likely to stay with the voluntary organization. In addition, goal-oriented assignments help

volunteers know what is expected of them and how their efforts contribute to the goal, bringing a

sense of accomplishment to volunteers when the goal is met.

Lastly, a number of studies have investigated the importance of training and support

within voluntary organizations (Knoke, 1981; Schindler-Rainman, 1985; Seevers, Graham &

Conklin, 2007; Van Winkle, Busler, Bowman & Manoogian, 2002; Westphal & Childs, 1994).

Volunteers value quality training to make their contributions effective and efficient. Those who

receive on-going training are more confident in their abilities and function better, reducing the

number of problems for the organization in the long run (Cook, Kiernan & Ott, 1986; Sigler &

Leenhouts, 1985; Van Horn, Flanagan & Thomson, 1999). Training also provides volunteers with an opportunity for personal growth and enrichment. Knowledge, skills, and experience gained as a result of voluntary training can be transferred to other parts of volunteers' personal and professional lives (Fisher & Cole, 1993). In summary, volunteers are most happy when they are recognized and valued, provided short-term, goal-oriented assignments, and adequately trained and supported.

Lifelong Impact of Youth Volunteerism and Engagement

What influence does volunteering as a youth have on volunteering throughout one's lifetime? Considerable research has been done on this topic and confirmed that there is a positive correlation between volunteerism during youth and life-long civic engagement involving voting, trust in government, and involvement in voluntary organizations (Jennings, 2002; Stewart, Settles, & Winter, 1998; Youniss, McLellan, & Yates, 1997). Steve Culbertson, President and CEO of Youth Service America, is quoted saying "an ethic of service cannot simply be turned on like a switch when a young adult turns 18 but rather an ethic of civic engagement must be developed beginning in our youth" (Nichols, 2002, p. 1).

In 2002, Independent Sector and Youth Service of America published *Engaging Youth in Lifelong Service,* a report illustrating that adults who volunteered during their childhood are twice as likely to volunteer as those who began their volunteer efforts later in life. In fact, this research found that of the 44% of respondents who were currently volunteering, two-thirds of these volunteers began volunteering in their youth. Additionally, it noted that being involved in a youth development organization such as 4-H related to higher levels of volunteerism as an adult. Survey results also indicated that high levels of community involvement as a youth equated to high levels of community involvement as an adult. Independent Sector concluded that

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involvement in a youth development organization is a "powerful predictor of several adult behaviors: the propensity to volunteer, the propensity to give, and the amount one gives" (money and/or time) (Independent Sector, p.10).

Ideological benefits are also evident with youth who volunteer and adults who volunteered as youth. The foundation for this benefit is found in service learning, in which youth are motivated to volunteer for a specific cause they believe to be highly important, such as homelessness or AIDS. In turn, they engage in volunteer work in their area of interest, a homeless shelter or AIDS clinic, for example. In these instances, youth acquire moral education as well as experiential opportunities (Yates & Youniss, 1999).

The Ronya and George Kozmetsky (RGK) Center for Philanthropy and Community Service at the University of Texas at Austin disseminated surveys in 2001 and 2002 regarding college students' volunteer experiences. Included in the survey were both volunteer habits and motivations. Out of the 1,514 university student respondents, the 76% who volunteered during high school continued to volunteer during college in the year the survey was distributed (RGK, 2002). Referring to volunteer motivation, 80% of the total number of students who volunteered in the previous year did so because they felt it was their "civic duty" (RGK, p. 3). It can be concluded that volunteering as a youth has an impact, not only on the possibility that an individual will volunteer as an adult, but also on the formation of moral judgment and ideological motivators.

Historically, 4-H has focused on the development and growth of youth and it continues to do so today. Youth who are immersed in 4-H programming develop life skills helping them prepare for adult roles requiring both leadership and decision-making (Van Horn, Flanagan, & Thomson, 1998). Howard (2001) concluded that "the developmental life skills children gain

through 4-H participation and involvement have lasting impacts" (p. 2). Through national impact studies (Christenson & Warner, 1985; Ladewig & Thomas, 1987; Lerner, Lerner, & Phelps, 2008) it was reported that the impact of 4-H on civic engagement not only develops skills and attitudes in one's childhood, which carries over into adulthood, but also yields long-term benefits for all program areas of Extension. Through these studies, 4-H members and alumni indicated that they are positively impacting their communities and the nation as a result of their involvement in 4-H.

Influence of Demographic Characteristics on Volunteerism

The Bureau of Labor Statistics of the U.S. Department of Labor reported that between September 2006 and September 2007, 26% of the U.S. population volunteered. Of those, 51% were female volunteers while 49% were males. Consistent with previous years, females volunteered at a higher rate than males across the characteristics of age, race, educational level, and employment status. Volunteerism continues to be most likely among those who are 35 to 54 years of age, Caucasian, more highly educated, employed part-time, and married with children under the age of 18.

Volunteer literature complements the Bureau of Labor Statistics report in finding that demographic characteristics highly influence volunteerism. According to Sundeen (1992), the higher one's socio-economic status (education, occupation, and/or income) the more likely one will volunteer and continue their voluntary service. Lammers' (1991) study found that educational level is significantly and positively linked to the length of time trained volunteers continue their voluntary service. In a two-year study of volunteers, Burke and Hall (1986) found that more education and a higher occupational status were good indicators of commitment and performance. Additionally, in a study of Big Brothers Big Sisters volunteers who were defined

as successful in that they completed the expected period of service, the majority of these volunteers were older and had attained higher education (Spitz & MacKinnon, 1993).

Regarding the 440,093 4-H volunteers nationwide (National 4-H Headquarters, 2005), previous studies indicate that the demographic profile of a "typical" adult 4-H volunteer is a Caucasian college graduate female (Culp, 1997; Hsieh, 2000), 40-43 years of age, married with two to three children living in the household (Culp, McKee & Nestor, 2005), a previous 4-H member (Culp; Culp, McKee & Nestor; Hsieh; Rohs, 1986), and has an annual household income between $30,000-$50,000 (Culp, McKee & Nestor). A "typical" 4-H volunteer closely mirrors that of a "typical" American with the exception of a "typical" American being between the ages of 45-54, a high school graduate, and having a higher annual household income of $50,000-$74,999 (U. S. Census, 2007). In sum, to effectively engage volunteers, volunteer managers must first understand the characteristics that define and identify who they are. Becoming familiar with demographic characteristics and their relationship to volunteer participation provides useful information on who is most likely to volunteer (Rohs). Therefore, demographic characteristics are critically important in understanding volunteer motives and behavior.

Demographics make a difference as to what kind of volunteer work people become involved with, the amount of time they donate, their motivation for volunteering, and whether or not they volunteer (Rooney, Mesch, Chin, & Steinberg, 2005; Wilson, 2000). For example, most studies indicate that Caucasians volunteer more than African-Americans (Bryant, Jeon-Slaughter, Kang, & Tax, 2003; Gallagher, 1994; Sundeen, 1992). However, when African-Americans are asked to volunteer, the difference between the two races disappear (Latting, 1990; O'Neill, 2001; Rooney et al.). Knowing this information can help volunteer managers recruit and

retain volunteers based upon demographic characteristics and preferences. Taking a closer look at those who currently volunteer for 4-H, determining what motivates them to do so, and then using this information to identify new volunteers increases both the scope and efficiency of 4-H programs (Greene, 1992; Ilsley & Niemi, 1981; King & Lynch, 1998; Shure, 1988; Smith, 2001).

Influence of Employers on Volunteerism

Corporate volunteering, in which businesses support and encourage employees to volunteer within the community, has become an accepted and common business practice in the United States (Points of Light, 2009). In a nationwide survey of the largest U.S. companies, 1,800 in total, 92% of respondents indicated that they endorsed and provided assistance for employee volunteerism (Wild, 1993). Encouragement is provided through avenues such as recognition, publicity of volunteer opportunities, board membership, company sponsored volunteer programs, ongoing endorsement by CEOs, and release time from work. There are many barriers to keep those in paid work from volunteering; however, employers can help remove these barriers through a corporate volunteer program. Research states that individuals may not proactively look for volunteer work but they are more likely to volunteer if asked and presented with an opportunity (Culp, McKee, & Nestor, 2005; Ellis, 1996; McCurley & Lynch, 1996). Because of this, corporate volunteering is very successful, as many people want to volunteer but just need encouragement and opportunities brought to them. By removing these barriers, employers increase the chance of employee volunteerism by making volunteer work more accessible and attractive (Backhaus, Stone, & Heiner, 2002).

Critics of corporate volunteering argue whether it is really "volunteering" (Roozen, DePelsmacker, & Bostyn, 2001). Volunteerism, as defined earlier, is the giving of one's own free will, time, energies, or talents to any individual or group for which the volunteer is not paid

(Safrit, King, & Burcsu, 1991). Corporate volunteering doesn't always fit this definition. Therefore, many businesses are now using the term "employee community involvement" to dissolve these definitional arguments.

Variations in Methodology

Overall, volunteer literature includes a variety of quantitative and qualitative methodologies and measures. There are several studies that incorporate closed-ended techniques such as Omoto and Snyder's (1995) study concerning motivations of volunteers serving people with HIV and AIDS. Another example is Mjelde-Mossey, Chi, and Chow's (2002) study of aging Chinese professionals regarding volunteer expectations, preferences, motivations, and barriers. Other studies have chosen to incorporate open-ended techniques like Allison, Okun and Dutridge's (2002) study assessing volunteer motives by comparing responses to open-ended probes and Likert rating scales. Additionally, some researchers have used a mixture of techniques, integrating surveys, interviews, and data sets. This appears to be a popular approach in 4-H research methodologies. The Volunteer Functions Inventory (Clary & Snyder, 1991), a validated scale, is also a popular choice in volunteer research used to compare volunteer activity and motivations. The variation in methodologies is an asset to volunteer literature as it brings depth and triangulation to the findings.

Independent Sector

Independent Sector, founded in 1980, and based in Washington, D.C., is a nonpartisan coalition of voluntary organizations, foundations, religious congregations, social welfare groups, and corporate giving programs. Independent Sector encourages philanthropy, volunteerism, non-profit initiatives, and citizen action across the United States (O'Connell, 1997). This vast network, collectively referred to as the "independent sector," is independent from the other two

sectors in America: the private sector (business) and the public sector (government). Prior to 1980, there was no single organization in the nation concerned with preserving and enhancing the entire nonprofit community. There are over one million nonprofit organizations concerned with specific issues and causes in the U.S., and Independent Sector is concerned with the well-being and future of the entire non-profit community (Independent Sector, 2001). This national leadership forum of over 600 organizations leads, strengthens, and mobilizes the charitable community. Accomplished by promoting public policies that help non-profits serve their community, strengthening the effectiveness of organizations, bringing together non-profit leaders to develop ideas and take action, and leading and encouraging the non-profit community to be a powerful voice for the common good (O'Connell).

Since 1980, Independent Sector has built a substantial body of ground-breaking research about the non-profit sector. For example, their *Giving and Volunteering in the United States* Signature Series of research has investigated trends in philanthropic and voluntary behavior of American citizens. This research series, sponsored by the MetLife Foundation, has provided a comprehensive picture of the why, how, and who behind U.S. generosity, both in time and money. This type of research contributes to a better understanding of the nonprofit sector by the general public and policy makers (Bancuk, 2008).

Motivations of Adult 4-H Volunteers in Minnesota

Karla Henderson is a professor in the Department of Parks, Recreation, and Tourism Management at North Carolina State University. Her 1981 dissertation research, *Motivations and Selected Characteristics of Adult Volunteers in Extension 4-H Youth Programs in Minnesota,* served as the basis for more current 4-H related research. Culp and Schwartz (1999) used Henderson's (1981) study as a basis for their research in analyzing whether Ohio 4-H volunteers

were motivated to serve because of the public recognition they receive. Fritz et. al. (2003) used Henderson's survey instrument in their research of urban and rural Nebraska adult 4-H volunteers to measure the primary motivators of these volunteers. Given Henderson's permission (Appendix B), her survey instrument will also be used in this study to analyze the motivational needs of Virginia adult 4-H volunteers. Henderson's instrument was chosen because of its practical and heuristic value and its close relationship to McClelland's theory. Henderson developed the survey instrument based on McClelland's definitions for affiliation, achievement, and power as they relate to reasons for volunteering. The list of motivational statements included in the instrument were a direct result of her literature review and relate specifically to why one may be motivated to volunteer for 4-H. Henderson divided these statements into McClelland's three motivational needs, and a group of Minnesota Extension 4-H staff were asked to indicate whether or not the statements measured affiliation, achievement, or power in their opinion. As a result, there was at least two-thirds agreement on what motivational need the statements were measuring. Additionally, her incorporation of a Likert scale allows measurement of the intensity and direction of agreement as related to the motivational factors indicated in the statements (Henderson). Henderson's research and survey instrument contribute to a better understanding of the motivational needs of adult 4-H volunteers and the instrument is the best fit for this study.

Summary

Chapter 2 provided the theoretical and conceptual framework for the study. McClelland's Trichotomy of Needs Theory provided a useful prototype for this study. The researcher included an appropriate literature review in each of the following volunteer topic areas: reasons for volunteering, volunteer motivations, motivational changes in volunteer behavior, volunteer preferences, lifelong impact of youth volunteerism and engagement, and influence of

demographic characteristics on volunteerism. Additionally, a review of literature on variations in volunteer methodology, on Henderson's research instrument, and on the Independent Sector organization was provided.

The literature review revealed that researchers in the field have spent much time studying the concept of volunteerism. This research proves to be useful in understanding volunteer motivations, preferences, and dislikes. However, research on the motivational needs of Virginia 4-H volunteers has not been identified. Research on this topic is critical as the demographics of Virginia 4-H differ from other states where this topic has been investigated. Though studies have been conducted geographically on the motivations of urban and rural 4-H volunteers, research has been limited. In Brown and Boyle's (1964) 4-H study discussed earlier, they found that the majority of urban volunteers once lived on a farm. However, currently, the majority of Virginia adult 4-H volunteers reside in a metropolitan areas and have never lived on a farm, creating a need for more current research. Even more recently, in the Nebraska 4-H study (Fritz, Karmazin, Barbuto, & Burrow, 2003), only 30% of the population lived in a metropolitan area, which is very different from the 85% of urban Virginians living in metropolitan areas. The need for more research on how geographic location relates to motivational needs of volunteers is a recognized concern (Cnaan & Goldberg-Glen, 1991; Wymer, Riecken & Yavas, 1996), and this study on Virginia adult 4-H volunteers offers useful research.

From this review, it can be noted that volunteer managers must be dedicated to continually meeting their volunteers' motivational needs as well as preparing themselves to lead volunteer programs that best maximize volunteer contributions to their organization. Additionally, volunteer managers will need to be flexible to deal with the changing volunteer base to appropriately serve their clientele's needs. Therefore, innovative programs should be

developed to anticipate and meet these evolving needs. The purpose of this study was to examine

the motivation of Virginia adult 4-H volunteers through an examination of motivational needs,

youth experiences, and geographic location. The following chapter will focus on the

methodological issues surrounding this study.

Chapter Three

Methodology

This chapter describes the methodology used in this research study to gather and analyze data related to Virginia 4-H adult volunteers. Sections of this chapter provide a description of the sample, instrument, data collection procedures, statistical procedures employed for data analysis, limitations, and delimitations.

Sample

In an effort to understand the motivational needs and motivational level among Virginia 4-H volunteers, a survey was sent to adults registered as 4-H volunteers during the 2008 4-H year (October 1, 2007 – September 30, 2008). The Virginia 4-H enrollment data consists of individual names and contact information for 6,068 adult volunteers. A base sample size of 362 returned and completed surveys was determined to be necessary for this population. This determination was made based on a 5% margin of error, a 95% confidence level, the budget for this study, and the practicality of collecting data. According to Dillman (2007), surveys distributed to specific groups (e.g., members of an organization, teachers, and nurses), have a higher return rate when the topic is of particular relevance to the group. However, taking into consideration the possibility of non-respondents, the sample size was increased to 600 based on a 60% return rate assumption and a proportional stratified distribution of surveys to each of the six districts.

Using enrollment data maintained by the Virginia 4-H Program, registered volunteers were sorted into their respective district using the 4-H Plus data management program. During 2009, VCE was divided into six districts: Central, Northeast, Northern, Northwest, Southeast, and Southwest. Using proportional stratified sampling to ensure a representative sample of the

entire state (urban and rural), 66 volunteers were randomly selected from the Central District that constitutes 11% of the total adult 4-H volunteer population, 72 from the Northeast District that constitutes 12% of this population, 138 from the Northern District that constitutes 23% of this population, 144 from the Northwest District that constitutes 24% of this population, 72 from the Southeast District that constitutes 12% of this population, and 108 from the Southwest District that constitutes 18% of this population (Table 1).

Table 1

Proportional Stratified Sampling of Virginia Adult 4-H Volunteers

District	Number and Percentages of Volunteers	Proportional Stratified Sample Size
Central	645 (11%)	66 (11%)
Northeast	736 (12%)	72 (12%)
Northern	1,424 (23%)	138 (23%)
Northwest	1,467 (24%)	144 (24%)
Southeast	702 (12%)	72 (12%)
Southwest	1,094 (18%)	108 (18%)
Total	6,068 (100%)	600 (100%)

Urbaniak and Plous's Research Randomizer (2008) was used to select these volunteers.

Instrument

Written permission was granted from Independent Sector (Appendix A) as well as from Karla Henderson (1981) (Appendix B) to use and adapt preexisting instruments to suit the needs of this study. Independent Sector's (2001) use of multiple individual-level variables to explain voluntary behaviors and motivations makes the instrument relevant to this study. Currently,

Independent Sector's nationwide surveys provide the most historic and widely used data on individual volunteerism in the United States.

The survey for this study was designed to collect data on volunteer motivational needs in an effort to understand Virginia adult 4-H volunteer motivations. Motivation was measured using 27 statements developed by Henderson (1981) and based on McClelland's Trichotomy of Needs Theory (1961). These 27 statements were measured using the Likert scale (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree, and 0=not applicable) and per Henderson (1981) were collapsed into three primary motivation subscales: achievement, affiliation, and power (Appendix C). Questions from Independent Sector's instrument were used to collect data on youth organizational involvement and demographic characteristics. The value of these instruments was to discern identifiable motivations within the sample and relate them to five variables: motivational needs, motivational level, motivational satisfaction, youth organization involvement, and geographic location.

The survey included an introductory letter explaining the study and directions to complete the survey. The survey results permit exploration of needs and motivations that motivate Virginia adult 4-H volunteers, the extent they are currently motivated to volunteer for Virginia 4-H, the relationship between motivational needs and volunteer satisfaction, the influence of youth experiences on Virginia 4-H volunteerism, and the extent motivational needs differ among urban and rural Virginia adult 4-H volunteers.

Validity and reliability of the Independent Sector instrument. Independent Sector's 2001 *Giving and Volunteering in the United States* survey is seventh in a series of surveys that collect data on charitable and voluntary behavior of Americans 21 years of age or older. The first survey was conducted in 1994. Independent Sector regularly establishes construct validity of the

instrument through a national advisory group of scholars and practitioners. Validity refers to the instrument's ability to measure what it is said to measure (Huitt, 1998). Thus, this panel of experts in philanthropy and volunteerism revised the 1999 survey to reflect improvements based upon previous findings and incorporated additional variables important to nonprofit organizations, creating the 2001 instrument.

Ary, Jacobs, and Razavich (1996) defined reliability as "the extent to which a measure yields consistent results; the extent to which scores are free of random error" (p. 268). Reliability of Independent Sector's questions and clarity of the instructions were established through previous pilot tests and modifications were made accordingly. Independent Sector made great efforts to ensure that respondents were not misinterpreting the questions. For instance, it is likely that respondents will vary in their definition of volunteering and whether or not it includes things such as soliciting for donations, mentoring, voluntary membership on a committee or board, or driving a friend to the store. Researchers recognize that specific questions generate more accurate data than general ones (Converse & Presser, 1986). Therefore, Independent Sector used a more practical approach and asked specific questions about voluntary behavior rather than relying on general ones. Additionally, Independent Sector realized that respondents have a difficult time recalling household voluntary behavior even if they had the knowledge at one time. Thus, their 2001 survey, unlike any of the previous six, only asked about individual volunteering and did not rely on the respondent's recall of voluntary activities completed by other members living in their household.

Validity and reliability of the Motivations of Adult 4-H Volunteers in Minnesota instrument. Henderson's instrument, *Motivations and Characteristics of Adult Volunteers in Extension 4-H Youth Programs in Minnesota,* established face and content validity during its

first use in 1979 through a group of professionals including a consultant from measurement services at the University of Minnesota and twenty Extension staff members in Iowa and Minnesota. More recently in 2000, face and content validity were again confirmed through a review panel conducted by the University of Nebraska's Extension faculty and graduate students. In addition to the Nebraska 4-H study, Henderson's instrument was also used in the Ohio 4-H study (Culp & Schwartz, 1999) providing a basis of comparison for this study.

Regarding reliability, unlike Independent Sector's instrument, Henderson's instrument was piloted and statistically tested by Nebraska Cooperative Extension faculty to determine reliability in 2000. They found the Cronbach's Alpha reliability coefficient for internal consistency to be .89. Using Nunnally's (1967) criteria as a guideline, the instrument was deemed as reliable.

Given that the researcher adapted and combined the Independent Sector and the motivations of Adult 4-H Volunteers in Minnesota instruments, the revised instrument was pilot tested by ten Virginia adult 4-H volunteers to determine reliability and validity. Using a convenience sample, ten Montgomery County adult 4-H volunteers were invited to participate in the pilot test (Appendix D). As an incentive to increase participation, participants were provided a free dinner for their time. Of this group, 100% participated. Because these participants were a convenience sample they were not included in the data analysis of the final study. As a follow-up, the pilot test participants provided feedback and recommendations for instrument improvement through a focus group discussion (Appendix E). Using information collected from the pilot study participants, improvements were made to the questionnaire before it was distributed to the sample. Improvements included: the addition of "some college" in question 4 (what is the highest level of education you completed?); the revision of question 7 from "how

many children do you have?" to "how many dependents did your household declare on your 2008 income taxes?"; the combination of two questions ("how many children do you have living in your household who are of 4-H age, 5-18 years old?" and "how many of these children are currently enrolled in 4-H?") into one (question 8 – "how many children do you have who are of 4-H age, 5-18 year old?____ Of those, how many are currently enrolled in 4-H?"); revision of the income categories in question 9 to reflect the categories within U.S. census data reports; the addition of "if less than one year, how many months have you served?" to question 12; the revision of two motivational statements ("as a 4-H volunteer, I enjoy being able to do my own thing" and "I am a 4-H volunteer because I can't say no when I'm asked") within question 14 to "as a 4-H volunteer, I enjoy the flexibility of working in projects and activities that I am interested in" and "I am a 4-H volunteer because I was personally asked by someone," respectively; the revision of one opportunity ("to do your own thing") within question 15 to "to work in a project or activity that you are interested in"; the addition of "other" in question 19; and the revision of question 20 from "list below any other youth experiences that you think should have been included that were influential in your decision to become an adult 4-H volunteer" to "list below any other experiences you think were influential in your decision to become an adult 4-H volunteer."

Data Collection Procedure

A formal review and approval of this study by the Virginia Tech Institutional Review Board preceded any data collection (IRB # 09-266, August 2009). Informed consent information was included in the introductory letter accompanying the survey. The informed consent information described the study, the researcher, and how the sample members were randomly chosen to participate in the study. Data collection occurred during the months of September and

October 2009 with data analysis beginning in October 2009. The timeline for data collection is illustrated in Appendix F.

The researcher administered the survey using the Tailored Design Method outlined by Dillman (2007). This included a maximum of five contacts with each person within the sample: a pre-notice letter (Appendix G), first survey mailing (Appendix H & I), a thank you postcard (Appendix J), a fourth contact (Appendix K), and a final contact (Appendix L). Virginia Cooperative Extension and Virginia 4-H paid for the postage, printing, and data entry costs associated with this study. Additional costs were paid by the researcher. The researcher sent a pre-notice letter via U.S. mail using addresses provided in 4-H Plus (the data enrollment system for all 4-H members and volunteers), advising participants that in two weeks they will receive instructions for completing the survey as well as the survey instrument. This two-week period allowed time to collect and replace any returned pre-notice letters due to undeliverable addresses. Volunteers selected to participate who had undeliverable addresses were omitted from the study and replaced with a randomly selected volunteer in their respective district. Replacements were made during this two-week period only and a total of 20 volunteers were replaced. Ten letters were returned after the first survey mailing and those individuals were automatically omitted from the study and were not replaced. After the two week period, the introductory letter, survey instrument, and self-addressed, stamped return envelope were mailed via U.S. mail to each person identified in the sample. Two weeks following the first survey mailing, participants received a thank you postcard, thanking those who had already completed the survey and encouraging those who had not yet completed the study to respond.

The researcher randomly assigned individual study identification numbers to the members of the sample. This was to maintain respondent anonymity to all, with the exception of

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the researcher, and to monitor those who had or had not completed the survey. Each returned survey was dated and the participant was removed from any further contact regarding completion of the survey.

Two weeks after the reminder postcard, the fourth contact was made to those participants who had not responded. This contact included all the information for completing the survey as well as another self-addressed, stamped return envelope. Participants received a fifth and final contact two weeks following as a final attempt to encourage response. After an additional week with no response, the remaining participants (n= 241) were counted as non-respondents.

Non-response error is defined as "the result of people who respond to a survey being different from sampled individuals who did not respond, in a way relevant to the study" (Dillman, 2000, p. 11). Thus, even if the target response rate is achieved, non-response error could still exist. Therefore, in an effort to control for this type of error, early and late respondents were compared on demographic characteristics (race, gender, geographic location) to determine if any statistical difference exists. This comparison was done using Chi-Square analysis. The results of the analysis indicated that no significant statistical differences exist between early and late responders on the basis of race ($X^2 = 1.534$, p>.05), gender ($X^2 = .174$, p>.05), or geographic location ($X^2 = .811$, p>.05). Miller and Smith (1983) reported that late respondents are similar to non-respondents. Late respondents were comprised of those responding after the third contact (Lindner, Murphy, & Briers, 2001). Additionally, in a second attempt to control for non-response error, respondents and non-respondents were compared on demographic characteristics (race, gender, geographic location) to determine if any statistical difference exists. Chi-Square analysis was also used in this comparison. The results of the analysis indicated that no significant statistical differences exist between responders and non-responders on the basis of race ($X^2 = $

.640, p>.05), gender (X^2 = .850, p>.05), or geographic location (X^2 = .640, p>.05). Because no statistical differences existed, literature states that the results can be generalized to the population (Diem, 2002; Dillman, 2007).

It is widely agreed that the more attempts made to contact respondents, the greater the chances of their returning the survey (Dillman, 1991; Linsky, 1975; Scott, 1961). For example, Schaefer and Dillman (1998) reported that from published studies the average response rate for surveys with staged contact attempts is as follows: a single contact, the response rate was 29%, with two contacts it was 41%, and with three or more contacts the response rate was 57%. The target response rate for this study is 60%. However, every attempt will be made to collect as many surveys as possible. To help with this, a total of 600 surveys were distributed to assist with receiving the base sample size of 362 completed surveys. In an additional attempt to increase the response rate, McClelland's theory was interwoven in the pre-notice letter, survey introduction letter, and in the fourth contact letter. To appeal to those motivated by power, the following sentence was included in these letters: "As a direct result of your participation, these results can shape the direction of Virginia 4-H by influencing future decisions in recruiting and retaining dedicated 4-H volunteers such as you." This statement addresses their desire to influence others. For those motivated by achievement, participants were informed that their responses are very important and will have a direct impact on the future of Virginia 4-H, connecting with their desire to improve and make a difference. Last, to attract those motivated by affiliation, participants were encouraged to join us in this effort as their help is needed and is critical to the success of this study. This approach attempted to reinforce the idea that they are needed and part of a larger group.

Data Analysis

Analysis of the data collected from the survey instrument was done with the Statistical Package for Social Science (SPSS) 16.0 ®. Data analysis began with the researcher conducting a confirmatory factor analysis to test items for reliability.

The survey instrument used in this study assumed that nine items constituted each of the three constructs (affiliation, achievement, and power). Up until now, a factor analysis was never conducted on these constructs to determine alignment of items. Thus, a confirmatory factor analysis was conducted on each construct to determine if the nine motivational statements formulating each of the three constructs supported affiliation, achievement and power. Each factor analysis was conducted using nine motivational statements, principal component extraction, varimax rotation, and a rotated score of $\geq .5$ for group inclusion.

Following the factor analysis, data analysis began on the research questions. Appendix M illustrates which survey questions and analysis were used to answer each research question. For the first question, data analysis examined the motivations and motivational needs of Virginia adult 4-H volunteers. This was done using descriptive statistics to generate frequency statistics and distributions.

According to Miller (1998), descriptive statistics are the most appropriate statistical analysis for describing and exploring data. Open-ended responses to survey question 14 (other motivators that you think should have been included that are important to you when volunteering your time to 4-H) were analyzed for similarities using the NVivo Qualitative Analysis Software (2008). Responses were then categorized by the researcher into common themes and reported as qualitative findings.

To determine the motivations of Virginia adult 4-H volunteers, mean scores were used to verify which statements were most and least influential in motivating these volunteers. The second part of the question, how are these volunteers distributed in terms of their primary motivational need; was answered by giving all participants' responses a score. The scores per response were as follows: one for strongly disagree, two for disagree, three for agree and four for strongly agree. Participants were given a missing value for those motivational statements that were not applicable in order to exclude them from analysis. All of the individual scores per statement were analyzed to determine the mean score for each statement. The mean scores for each statement were analyzed to determine the mean score for each subscale. The subscale mean score informed the researcher of which motivational need (affiliation, achievement, and power) motivates Virginia adult 4-H volunteers more.

According to McClelland (1970), the motivational needs are not mutually exclusive from one another; therefore, all individuals have some aspects of affiliation, achievement, and power that motivate them. McClelland theorized that only one of the motivational needs is operative as a motivator at any one time. Because these needs are not mutually exclusive, the individual scores for all participants, for each subscale, were used in calculating the subscale mean scores to determine the primary motivational need(s) of Virginia adult 4-H volunteers.

Missing or incomplete data is a common problem in many fields of research and particularly in survey research measuring attitudes and behaviors (Raymond, 1987; Raaijmakers, 1999; Cool, 2000). The prevalence of this problem has permitted researchers to use a variety of approaches when dealing with missing data (e.g., deletion or imputation). When choosing an approach, it is important to consider the following factors: sample size, amount of variables missing, if data is missing at random and proportion of missing data (Witta, 1994; Raaijmakers,

1999). According to Raymond & Roberts (1987), the amount of missing data and whether it is missing at random or not are the most essential factors to consider. Because sample size is imperative to the analysis of this study, replacement of missing data is a more practical choice than deletion.

In this study, missing values (those questions left blank by the participant) within survey questions 13 and 15 were replaced using mean substitution. This approach replaces the missing values with the mean score of that particular motivational statement. For example, if a participant failed to answer one of the motivational or satisfaction statements, the mean score for that statement replaced the missing value. Literature states that in Likert-type scales, such as this survey, the maximum and minimum scores for all items are the same. The items' theoretical means and standard deviations are equal and there is no increase in difficulty over items. Under these conditions, mean substitution can be used to effectively replace missing values (Rubin, 1976; Raymond & Roberts, 1987; Kromrey & Hines, 1994; Helms, 1999: Raaijmakers, 1999). Due to the nature of the remaining survey questions being more personal or demographic in nature, missing values for these questions were not replaced.

The second research question explores the relationship between motivational needs and the satisfaction level with Virginia 4-H in providing adult 4-H volunteers opportunities to fulfill their motivational needs. All responses given by participants, regarding their satisfaction with Virginia 4-H in providing opportunities to fulfill their motivational needs, were given a score, i.e., one for very dissatisfied, two for dissatisfied, three for satisfied, and four for very satisfied. A missing value was assigned to those motivational statements that were not applicable to their satisfaction. All of the individual scores were analyzed to determine the satisfaction mean score for each statement. The mean scores for each statement were then analyzed to determine the

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mean scores for each subscale. Furthermore, data were analyzed per subscale to determine the relationship between motivational needs and satisfaction. Correlation between motivation means and volunteer satisfaction means for each motivational need were analyzed using Spearman Rank Correlation Coefficient.

The Spearman Rank Correlation Coefficient analysis determines the difference between ranks for each pair (Coolidge, 2000). In this study, there are seven pairs for affiliation and achievement and eight pairs for power within the subscales; one pair for each motivational statement. The formula for Spearman's r is: $r_s = 1 - \dfrac{6\sum D^2}{N(N^2 - 1)}$ in which N = the number of pairs that are ranked. The D score is the difference between the pairs of ranks on the first variable ranked, the second variable ranked, and so forth. The number "6" in the formula is a constant and remains the same regardless of the numbers of ranked variables. To determine significance level for positive correlation, the researcher must refer to the significance table for Spearman's r. The table reveals that an r value of at least .683 is necessary to reject the null hypothesis (no relationship) at the $p < .05$ level.

The third research question investigates the extent Virginia adult 4-H volunteers are currently motivated to volunteer for Virginia 4-H. This question was addressed using descriptive statistical analysis. Those reporting "not at all motivated" were asked a follow up question to determine why this was the case. Their open-ended responses were analyzed for similarities using the NVivo Analysis Software (2008) and reported as qualitative findings.

The fourth research question explored the extent to which motivational needs (achievement, affiliation, and power) differ in urban and rural Virginia adult 4-H volunteers. This question was analyzed using Independent Sample T-test statistics. The t-test for independent groups determines whether there are significant differences between two

independent groups' means on the same dependent variable (Coolidge, 2000). There are specific assumptions that must be met in order to use the t-test appropriately. They are as follows:

1. The two groups must be independent of one another. The participants must be different in each group; no participant is allowed to represent both groups.

2. The dependent variable must be normally distributed. The t-test and its critical values are based upon the assumption that the dependent variable (motivational need) comes from a population that is normally distributed.

3. The two groups must have approximate equal variance on the dependent variable. This can be checked by using the Levene's Test for Equality of Variances. If the Levene's Test is significant (p < .05), the two variances are significantly different. If it is not significant (p > .05), the two variances are not significantly different; that is, the two variances are approximately equal and the third assumption has been met. When concluding significance, if the t value exceeds the critical value on the t distribution table at the *p* < .05 significance, then the null hypothesis (no relationship) can be rejected.

The final research question addressed the influences of youth experiences on Virginia adult 4-H volunteer motivation and was analyzed using frequency statistics. Additionally, descriptive statistics were used to generate frequencies and distributions to determine which youth experience had the most influence on participants becoming adult 4-H volunteers. Survey question 20, other experiences you think were influential in your decision to become an adult 4-H volunteer, will be analyzed for similarities using the NVivo Qualitative Analysis Software (2008). Similar responses will be grouped together and reported as qualitative findings.

Limitations and Delimitations

This study contained several limitations, some inherent to survey research and some unique to this study. Survey research maintains an inherent risk of self-report bias, minimization, and embellishment (Gall, Gall, & Borg, 2005). There is also a risk of respondent error. A limitation was discovered when the factor analyses were conducted, two of the achievement items, two of the affiliation items, and one of the power items within the original constructs had to be deleted from analysis as they did not reach the >.5 cut off score. Thus, the instrument used in this study may be measuring something other than the original theoretical constructs. However, the researcher felt comfortable analyzing the data based on the original constructs because the items provided for volunteering were based on an extensive literature review, the definitions for affiliation, achievement and power, and was pilot tested by representatives of the relevant population. A limitation also exists in the nature of the survey construction. Because the data were collected through a questionnaire and self-reporting methods, the information that participants provided may have been limited by the structure of the questionnaire. In addition, a limitation also existed within the enrollment system, 4-H Plus. There was a lack of information available on all Virginia 4-H volunteers as some volunteers did not complete the enrollment form which omitted them from the enrollment system and this study. The final limitation of this study was the small sample size (600) and 55% return rate. While this return rate is high for surveys of this type and complexity, the researcher acknowledged that 45% of volunteers did not participate and 5,468 volunteers were not invited to participate. If these volunteers all differed in the factors motivating them to volunteer for Virginia 4-H, the findings regarding the population may be somewhat skewed. Financial resources did not permit all volunteers to be surveyed or further follow-up with non-respondents.

In regard to delimitations, the population under examination was adult 4-H volunteers of the Virginia Cooperative Extension Service. These volunteers do not necessarily provide an accurate representation of all volunteers or all 4-H volunteers nationwide. Thus, results of this study should be generalized only to adult 4-H volunteers in Virginia.

Summary

This chapter described the research study in terms of the sample, instrument, data collection procedure, data analysis, limitations, and delimitations. The study was a comprehensive look at volunteerism among Virginia adult 4-H volunteers and was conducted quantitatively using descriptive statistics (frequencies and measures of central tendency), Spearman Rank Correlation Coefficient, and Independent Sample t-test analyses. Qualitative analysis was also conducted to analyze open-ended responses. The population under study includes Virginia adult 4-H volunteers. Using stratified sampling, 600 participants were selected to participate in the study. The survey instrument, adapted from Independent Sector (2001) and Henderson (1981), was used in a mailed survey to gather information from participants. The following chapter will report the results of this study.

Chapter Four

Results

This chapter presents findings of the research study described in chapter three. The purpose of this study was to ascertain the relative strength of motivational needs of Virginia adult 4-H volunteers using McClelland's Trichotomy of Needs Theory, the influence of youth experiences on their volunteer efforts, and the relationship between motivational needs and the self-reported satisfaction level as identified by a sample of 4-H volunteers involved in the Virginia 4-H program.

Survey Response Rate

The raw data for this research were obtained by a mailed survey sent to a proportional stratified random sample of adult 4-H volunteers in Virginia. The data presented in these results were gathered from 296 usable surveys mailed back to the researcher by participants in the target population. The initial base sample size was 600. There were 10 surveys returned after the replacement deadline as "undeliverable." There were 349 total respondents, resulting in an initial return rate of 58%. However, 53 of those surveys were unusable because those respondents stated that they did not consider themselves a 4-H volunteer. Thus, 296 of those 349 returned surveys were deemed usable, resulting in an initial usable survey rate of 49%. Per Dillman's (1994) method of calculating response rate when sampling from a population of potential unusable respondents, the response rate is 55% (600 minus 53 unusable, minus 10 undeliverable results in 537 potential target population respondents; 296 usable responses divided by 537 potential equals a 55% response rate).

Demographic Profile of Virginia Adult 4-H Volunteers

The following gives explanation of the demographic characteristics of the 296 Virginia

adult 4-H volunteers responding to the survey.

Gender, ethnicity, and race. Seventy-two percent (n=214) of the respondents were female

while 28% (n=82) were male. In terms of ethnicity and race, 99% identified themselves as non-

Hispanic or Latino (n=292) while 1% identified as Hispanic or Latino (n=4). Ninety-two percent

(n=271) of respondents were white (n=271), 7% were black or African American (n=22), two

respondents identified themselves as American Indian or Alaskan Native (1%), and one

respondent self-identified as Asian (0%) (Appendix N).

Highest level of education. Eighty-six percent of the respondents had an educational level

above high school. One-hundred and one respondents (34%) received a bachelor's degree, 56

(19%) received a master's degree, 52 (18%) attended some college, 36 (12%) received a high

school diploma as their highest level of education, 30 (10%) received an associate's degree, 15

(5%) received a technical degree, and 6 (2%) attended a few years of high school. (Appendix N).

Employment status. Over one-half (60%) of the Virginia adult 4-H volunteers who

responded were employed full-time (n=178), 12% (n=36) were employed part-time, 10% (n=30)

were not employed, 13% (n=37) were retired, 1% (n=4) were students, 1% (n=4) were employed

full-time and part-time, and less than one percent were employed full-time and a student (1%,

n=2), employed part-time and a student (1%, n=2), retired and a student (0%, n=1), employed

full-time and retired (0%, n=1), and employed part-time and retired (0%, n=1) (Appendix N).

Marital status. Over three-fourths of the respondents were married (80%, n=237). The

remaining 20% were divorced (7%, n=21), single (7%, n=20), widowed (5%, n=16), or did not

respond to the question (1%, n=2) (Appendix O).

Number of dependents declared on 2008 income taxes. The average number of dependents in the households of Virginia adult 4-H volunteers who responded to this study was three (sd= 1.59), the mode number of dependents was two, and the range of the number of dependents was 0 to more than 7. In this study, 91 (31%) of Virginia adult 4-H volunteers had two dependents, 62 (21%) had no dependents, 58 (20%) had one dependent, 72 (24%) had 3-6 dependents, 3 (1%) had seven or more dependents and 10 (3%) did not respond to the question (Appendix O).

Number of children who are 4-H age-eligible (5-18 years old). Virginia adult 4-H volunteer respondents had an average of two children (sd=1.17) 5-18 years old, the mode was no children, and the range was from 0 to 6 children. Half (50%) of Virginia adult 4-H volunteers had one or two children, 24% (n=70) and 26% (n= 75), respectively. One-hundred twenty-five (42%) had no children, 15 (5%) had three children, 6 (2%) had four children, 4 (1%) had five children, and 1 (0%) had six children (Appendix O).

Number of children currently enrolled in Virginia 4-H. Virginia adult 4-H volunteer respondents had an average of two children (sd=1.03) currently enrolled in 4-H. The mode number of children currently enrolled was zero and the range was 0 to 6 children. One-hundred forty-six (50%) of adult 4-H volunteers did not have a child currently enrolled in 4-H. Seventy-two (24%) had one child currently enrolled, 57 (19%) had two children enrolled, 8 (3%) had three children enrolled, 5 (2%) had four to six children enrolled, and 8 (3%) did not respond to the question (Appendix O).

Annual household income. The mode of the respondent's annual household income was $50,000-$74,999. There were 65 (22%) adult 4-H volunteers whose annual household incomes were $50,000-$74,999, 64 (22%) were over $100,000, 58 (20%) were $75,000-$99,999, 44

(15%) were $35,000-$49,999, 23 (8%) were $25,000-$34,999, 10 (3%) were $15,000-$24,999, 9

(3%) were under $15,000, and 23 (8%) did not respond to the question (Appendix P).

Age and residence. Respondents were asked to report their actual age on the survey

instrument. From those responses, the average age of Virginia adult 4-H volunteers within this

study was 49 years old, the mode was 48 years old, the median was 47.5 years old and the range

was 22-86 years old. Fifty-five percent of respondents were 49 years old or younger (n=164)

while 41% (n=121) were 50 years of age or older. Appendix P provides a more detailed account

of the respondents' ages. Of the 296 volunteers responding to this survey, 169 (57%) resided in

an urban locality while 127 (43%) resided in a rural locality (Appendix P).

Length of service. The respondents' range of length of service (including the year the

study was conducted, 2009) as a Virginia adult 4-H volunteer was less than one year to more

than 20 years. The average length of service was seven years, the mode was two years, and the

median was five years. Over one-half (54%, n= 159) of the adult 4-H volunteers have served

Virginia 4-H five or fewer years and 27 volunteers (9%) have served 20 or more years

(Appendix Q).

Factor Analyses and Reliability Scores - Motivation

If an instrument is internally consistent according to an acceptable reliability score (e.g.,

Cronbach's Alpha), then the items are sufficiently intercorrelated (Ary, Jacobs & Razavieh,

1996). In other words, the items are all contributing to the measure of the same construct.

However, the question is, what construct(s)? Assessing the items on an instrument to determine

what construct(s) are contributing to respondents' scores can be accomplished using factor

analysis. As a result of the factor analyses conducted for this study (Tables 2-4), the five items

that were unique (i.e., had a factor loading score of $\leq$ .5) were eliminated. The five items that

were discarded included two achievement items, "I am a volunteer in order to gain experience and skills which might lead to employment" and "I am a volunteer because I feel an obligation to 4-H because of what it has done for me"; two affiliation items, "I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program" and "I am a 4-H volunteer because I like helping people"; and one power item, "I am a 4-H volunteer because I want to have influence over others." With the deletion of these five items, the researcher realized that regarding Virginia adult 4-H volunteer respondents, this instrument may be measuring something other than the original theoretical constructs. However, the researcher felt comfortable analyzing the data based on the original constructs (affiliation, achievement, and power) because the survey items measuring volunteer motivation were based on an extensive literature review, definitions of affiliation, achievement, and power, and were piloted tested for this study as well as in previous studies by representatives of the relevant population (Culp & Schwartz, 1999; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981). The three factors (achievement, affiliation, and power) accounted for 44% of the total variability.

After deletion of the motivational statements indicated by the factor analyses, reliability scores were determined for each of the three motivational factors (achievement, affiliation, and power). The Cronbach's Alpha (assessment of the internal consistency of the items constituting a factor) was .77 for achievement, .67 for affiliation, and .80 for power (Tables 5-7), suggesting that the factors are relatively reliable (Nunnally 1967). In Henderson's study (1981) which used the same instrument to measure motivation, similar reliability scores were also found, .77 for achievement, .81 for affiliation, and .79 for power.

Table 2

Factor Analysis – Achievement Motivation

Achievement Items	Factor Loadings
I like the challenge of the task	.725
I have goals for what I want to accomplish as a volunteer	.679
It is a constructive use of my leisure time	.666
I want to learn new things	.637
It is a task I can do well	.616
It is a way to improve my community	.548
I like to receive feedback from members about how I am doing	.545
Gain experience and skills which might lead to employment	.447*
I feel an obligation to 4-H because of what it has done for me	.326*

Note. Principal component analysis was used as the extraction method.

*These items were deleted for remaining analyses as they did not meet the > .5 loading score.

Table 3

Factor Analysis – Affiliation Motivation

Affiliation Items	Factor Loadings
It is a way I can express my caring and concern for others	.689
Gives me a chance to meet other volunteers	.685
I feel needed in the program	.682
I like associating with youth	.573
It is important to me that people like me	.558
I prefer to work with groups of people rather than alone	.556
I was personally asked by someone	.516
I like helping people	.474*
I want to be with my child(ren) in the 4-H program	.371*

Note. Principal component analysis was used as the extraction method.

*These items were deleted for remaining analyses as they did not meet the > .5 loading score.

Table 4

Factor Analysis – Power Motivation

Power Items	Factor Loadings
I like to be responsible for 4-H programs	.768
I like to be involved in making decisions and program planning	.742
I like being involved in the leadership of the program	.676
I want to teach and lead others	.667
I receive status in my community	.607
I like to receive recognition	.579
I want to have influence on how young people learn and grow	.577
I enjoy the flexibility of working in projects and activities that I am interested in	.522
I want to have an influence over others	.499*

Note. Principal component analysis was used as the extraction method.

*This item was deleted for remaining analyses as it did not meet the > .5 loading score.

Table 5

Cronbach's Alpha – Achievement Motivation ($\alpha = .77$)

Achievement Items	Factor Loadings
I like to receive feedback from members about how I am doing	.766
It is a way to improve my community	.760
It is a task I can do well	.750
I want to learn new things	.746
I have goals for what I want to accomplish as a volunteer	.742
It is a constructive use of my leisure time	.737
I like the challenge of the task	.728

Table 6

Cronbach's Alpha – Affiliation Motivation (α = .67)

Affiliation Items	Factor Loadings
I was personally asked by someone	.686
I like associating with youth	.644
I prefer to work with groups of people rather than alone	.640
It is important that people like me	.634
Gives me a chance to meet other volunteers	.617
It is a way I can express my caring and concern for others	.612
I feel needed in the program	.588

Table 7

Cronbach's Alpha – Power Motivation (α = .80)

Power Items	Factor Loadings
I enjoy the flexibility of working in projects and activities that I am interested in	.796
I want to have influence on how young people learn and grow	.794
I like to receive recognition	.794
I receive status in my community	.787
I want to teach and lead others	.786
I like being involved in the leadership of the program	.778
I like to be involved in making decisions and program planning	.768
I like to be responsible for 4-H programs	.762

Motivations of Virginia Adult 4-H Volunteers

Research question one: What are the motivations of Virginia adult 4-H volunteers and how are

these volunteers distributed in terms of their primary motivational need (power, achievement, or

affiliation)?

To determine what motivated these volunteers, respondents were asked to indicate their

level of agreement for each of the 27 reasons they may volunteer their time and services to

Virginia 4-H. Volunteers were asked to respond on a 4-point Likert-type scale ranging from

1=strongly disagree to 4=strongly agree. Not applicable responses were coded as missing data.

Frequency distributions were obtained for each of the questions regarding motivations. The

results are included in Table 8 and were ranked by their mean scores which were the best

measures of central tendency. Percentages for item agreement were also given.

Two motivational statements tied for the highest mean score (3.35), "I am a 4-H

volunteer because I want to teach and lead others," and "I volunteer in 4-H because it is a way to

improve my community." The statement, "I volunteer because I want to have influence on how

young people learn and grow" was the third highest mean score (3.33). The first two of these

statements were items within the power and achievement subscales, respectively, and the third

was an item within the power subscale.

The three lowest mean scores, all in the power subscale, were "I am a 4-H volunteer

because I like to receive recognition for being a volunteer" (1.91), "I receive status in my

community because I am a 4-H volunteer" (2.22), and "I volunteer in 4-H because I like to be

responsible for 4-H programs" (2.57).

Regarding the distribution of Virginia adult 4-H volunteers and their primary

motivational need, results indicate that they are motivated by achievement (3.06), closely

followed by affiliation (3.04) and then power (2.78) (Table 9).

Table 8

Virginia Adult 4-H Volunteer Responses to Motivational Statements

Survey Items	Strongly Disagree 1		Disagree 2		Agree 3		Strongly Agree 4		NA		Item Means	Subscale Means
Achievement subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
I volunteer in 4-H because it is a way to improve my community.	1	0	7	2	173	58	112	38	3	1	3.35	
As a 4-H volunteer, I like to receive feedback from members about how I am doing.	4	1	23	8	183	62	72	24	14	5	3.14	
I am a 4-H volunteer because I want to learn new things.	4	1	34	11	174	59	71	24	13	4	3.10	
I am a 4-H volunteer because it is a task I can do well.	1	0	18	6	215	73	45	15	17	6	3.08	
I am a 4-H volunteer because it is a constructive use of my leisure time.	6	2	40	13	176	59	56	19	18	6	3.01	
I am a 4-H volunteer because I like the challenge of the task.	7	2	45	15	182	61	54	18	8	3	2.98	
As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer.	10	3	70	24	161	54	31	10	24	8	2.78	
Overall Achievement Mean Score												3.06
Affiliation subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
I am a 4-H volunteer because I like associating with youth.	2	1	5	2	183	62	100	34	6	2	3.31	
I am a 4-H volunteer because it is a way I can express my caring and concern for others.	3	1	22	7	203	69	55	19	13	4	3.09	
Volunteering in 4-H give me a chance to meet other volunteers.	5	2	24	8	198	67	61	21	8	3	3.09	
As a 4-H volunteer, I prefer to work with groups of people rather than alone.	7	2	52	18	161	54	63	21	13	4	2.98	
I am a 4-H volunteer because I feel needed in the program.	7	2	42	14	184	62	51	17	12	4	2.98	
I am a 4-H volunteer because I was personally asked by someone.	20	7	49	17	129	44	70	24	28	9	2.92	
As a 4-H volunteer, it is important to me that people like me.	11	4	44	15	185	62	41	14	15	5	2.91	
Overall Affiliation Mean Score												3.04
Power subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
I am a 4-H volunteer because I want to teach and lead others.	0	0	23	8	141	48	126	43	6	2	3.35	
I volunteer because I want to have influence on how young people learn and grow.	1	0	16	5	160	54	116	39	3	1	3.33	
As a 4-H volunteer, I enjoy the flexibility of working in projects and activities that I am interested in.	3	1	12	4	183	62	83	28	15	5	3.23	
I like being involved in the leadership of the 4-H program.	6	2	45	15	173	58	48	16	24	8	2.96	
I volunteer because I like to be involved in making decisions and program planning.	11	4	84	28	153	52	29	10	19	6	2.72	
I volunteer in 4-H because I like to be responsible for 4-H programs.	12	4	107	36	123	42	20	7	34	11	2.57	
I receive status in my community because I am a 4-H volunteer.	33	11	140	47	78	26	7	2	38	13	2.22	
I am a 4-H volunteer because I like to receive recognition for being a volunteer.	64	22	162	55	31	10	5	2	34	11	1.91	
Overall Power Mean Score												2.78

Note. Items were rated on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, NA=Not Applicable.

Table 9

Primary Motivational Need of Virginia Adult 4-H Volunteers

Motivational Subscale	Mean Score
Achievement	3.06
Affiliation	3.04
Power	2.78

Open-ended responses to question 14, other motivators that are important when volunteering time to 4-H, were analyzed for similarities using the NVivo Software (2008). The top three additional motivators that were identified were: helping youth develop life skills and making a positive difference in their lives, supporting Virginia Cooperative Extension to ensure the continuation of Virginia 4-H, and serving as a positive role model for youth. Additional responses are provided in Table 10.

Table 10

Other Important Motivators when Volunteering Time to 4-H

Motivators	Frequency
Helping youth develop life skills and making a positive difference in their lives	22
Supporting Virginia Cooperative Extension to ensure the continuation of Virginia 4-H	12
Serving as a positive role model for youth	10
Promoting agricultural education in youth	9
Having fun	8
Fulfilling a need in the community by helping underrepresented youth	7
Giving youth the opportunity to experience something different	7
Sharing one's knowledge and skills	7
Receiving respect, personal responsibility, and honesty	5
Helping youth accomplish their goals	4
Encouraging more participation	3
Helping 4-Hers use their leisure time constructively	3
Seeing children smile	3
Spending time with spouse	3
Partnering and networking with community agencies	2

Factor Analyses and Reliability Scores - Satisfaction

In addition to the motivational statements, factor analyses were also conducted on each of the three factors (affiliation, achievement, and power) to determine if the nine satisfaction statements formulating each of these three groups were items supporting affiliation, achievement, and power. These factor analyses were conducted using principal component extraction and varimax rotation (Tables 11-13). The factor analyses conducted on each of the three satisfaction factors (affiliation, achievement, and power) revealed that the nine satisfaction statements formulating each of the three satisfaction groups were indeed items supporting affiliation, achievement, and power.

Table 11

Factor Analysis – Achievement Satisfaction

Achievement Items	Factor Loadings
To perform tasks well	.877
To challenge yourself	.829
To accomplish goals	.809
To use your leisure time constructively	.803
To contribute back to the program	.796
To improve your community	.790
To learn new things	.786
To receive feedback from members about how you are doing	.670
To gain experience and skills which might lead to employment	.609

Note. Principal component analysis was used as the extraction method.

Table 12

Factor Analysis – Affiliation Satisfaction

Affiliation Items	Factor Loadings
To feel needed and valued by those you volunteer with and/or for	.871
To express your caring and concern for others	.835
To meet other volunteers	.830
To work with groups of people	.829
To associate with youth	.814
To feel liked by those you volunteer with and/or for	.806
To help people	.738
To volunteer because someone personally asked you	.718
To be with your child(ren) in the 4-H program	.621

Note. Principal component analysis was used as the extraction method.

Table 13

Factor Analysis – Power Satisfaction

Power Items	Factor Loadings
To be involved in the leadership of the 4-H program	.823
To teach and lead others	.812
To be involved in making decisions and program planning	.806
To have an influence on how young people learn and grow	.801
To receive status in your community	.792
To be responsible for 4-H programs	.784
To have influence over others	.783
To work in a project or activity that you are interested in	.747
To receive recognition	.739

Note. Principal component analysis was used as the extraction method.

The reliability for each of the three satisfaction factors was determined using SPSS 16.0. The Cronbach's alpha scores for achievement, affiliation, and power were .91, .92 and .92 respectively (Tables 14-16). Using Nunnally's (1967) criteria as a guideline, a Cronbach's alpha

between .80 and .99 indicates that the reliability of the items are "good," and between .70 and .79

indicates that the reliability of the items are "acceptable."

Table 14
Cronbach's Alpha – Achievement Satisfaction (α = .91)

Achievement Items	Factor Loadings
To gain experiences which might lead to employment	.917
To receive feedback from members about how you are doing	.912
To learn new things	.905
To improve your community	.904
To contribute back to the program	.904
To accomplish goals	.903
To use your leisure time constructively	.903
To challenge yourself	.901
To perform tasks well	.898

Table 15
Cronbach's Alpha – Affiliation Satisfaction (α = .92)

Affiliation Items	Factor Loadings
To be with your child(ren) in the 4-H program	.923
To volunteer because someone personally asked you	.918
To help people	.916
To feel liked by those you volunteer with and/or for	.910
To associate with youth	.910
To work with groups of people	.909
To express your caring and concern for others	.909
To meet other volunteers	.908
To feel needed and valued by those you volunteer with and/or for	.905

Table 16

Cronbach's Alpha – Power Satisfaction (α = .92)

Power Items	Factor Loadings
To receive recognition	.918
To work in a project or activity that you are interested in	.917
To be responsible for 4-H programs	.915
To have influence over others	.915
To receive status in your community	.914
To have an influence on how young people learn and grow	.913
To teach and lead others	.913
To be involved in making decisions and program planning	.913
To be involved in the leadership of the 4-H program	.912

Relationship Between Motivational Needs and Volunteer Satisfaction

Research question two: What is the relationship between motivational needs (power, achievement, and affiliation) and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers?

To determine the volunteers' satisfaction levels, respondents were asked to indicate their level of satisfaction for each of the 27 opportunities. Volunteers were asked to respond on a 4-point Likert-type scale ranging from 1=strongly disagree to 4=strongly agree. Not applicable responses were excluded as missing data. Frequency distributions were obtained for each of the questions regarding satisfaction. The results are included in Table 17 and were ranked by their mean scores, which are the best measures of central tendency. Percentages for item agreement were also given.

The Spearman Rank Correlation Coefficient was used to determine if there was a relationship between motivational needs and volunteer satisfaction. The results indicated that there was a significant positive relationship at the .01 level between achievement motivation and achievement satisfaction (r_s = .423, p<.01), between affiliation motivation and affiliation satisfaction (r_s = .422, p<.01), as well as between power motivation and power

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Table 17

Satisfaction in Fulfillment of Motivational Needs as Perceived by Virginia Adult 4-H Volunteers

Motivational statements	Very Dissatisfied 1		Dissatisfied 2		Satisfied 3		Very Satisfied 4		N/A		Item Means	Subscale Means
Affiliation subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
Be with your child(ren) in the 4-H program	4	1	0	0	78	26	129	44	85	29	3.57	
Associate with youth	3	1	2	1	161	54	124	42	6	2	3.40	
Help people	5	2	6	2	153	52	131	44	1	0	3.39	
Express your caring and concern for others	3	1	2	1	182	61	100	34	9	3	3.32	
Work with groups of people	3	1	3	1	190	64	92	31	8	3	3.29	
Feel needed and valued in the program	7	2	6	2	167	56	82	28	34	11	3.24	
Volunteer (being asked by someone to volunteer)	9	3	8	3	146	49	79	27	54	18	3.22	
Meet other volunteers	5	2	6	2	184	62	71	24	30	10	3.21	
Feel liked by others	6	2	10	3	178	60	63	21	39	13	3.16	
Total affiliation mean												3.31
Achievement subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
Accomplish goals	4	1	5	2	176	59	86	29	24	8	3.54	
Improve your community	3	1	5	2	169	57	110	37	9	3	3.34	
Contribute back to the program	3	1	5	2	161	54	91	31	36	12	3.31	
Learning new things	3	1	7	2	173	58	96	32	17	6	3.30	
Challenge yourself	5	2	2	1	192	65	78	26	19	6	3.24	
Perform tasks well	4	1	2	1	195	66	77	26	18	6	3.24	
Use your leisure time constructively	5	2	4	1	175	59	75	25	37	12	3.24	
Receive feedback from members about how you are doing	6	2	18	6	188	63	36	12	48	16	3.02	
Gain experience and skills which might lead to employment	7	2	13	4	99	33	23	8	154	52	2.97	
Total achievement mean												3.24
Power subscale	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
Influence how young people learn and grow	4	1	3	1	157	53	122	41	10	3	3.39	
Work in a project or activity that you are interested in	5	2	2	1	156	53	122	41	11	4	3.39	
Teach and lead others	4	1	3	1	172	58	103	35	14	5	3.33	
Have an influence over others	3	1	3	1	194	65	61	21	35	12	3.20	
Be involved in the leadership of the 4-H program	6	2	7	2	175	59	65	22	43	14	3.18	
Be responsible for 4-H programs	4	2	11	4	167	56	59	20	54	18	3.16	
Be involved in making decisions and program planning	6	2	13	4	183	62	55	19	39	13	3.12	
Receive recognition	7	2	11	4	133	45	30	10	115	39	3.03	
Receive status in your community	5	2	8	3	132	45	22	7	129	44	3.02	
Total power mean												3.20

Note. Items were rated on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, NA=Not Applicable.

satisfaction (r_s=.391, p<.01) (Table 18). This means that there is a positive significant relationship between Virginia adult 4-H volunteers who are motivated by achievement, affiliation, or power and their satisfaction level with Virginia 4-H in providing them opportunities to fulfill their motivational needs.

Table 18

Spearman Rank Correlation Coefficient – Motivation and Satisfaction

Subscale	Motivation	Satisfaction
Achievement	.423*	.423*
Affiliation	.422*	.422*
Power	.391*	.391*

*Correlation is significant at the 0.01 level (2-tailed).

Motivational Level of Virginia Adult 4-H Volunteers

Research question three: To what extent are Virginia adult 4-H volunteers motivated to volunteer for Virginia 4-H?

Descriptive statistics were used to examine these results. The greatest percentage (39%) of Virginia 4-H volunteers sampled identified their current level of motivation as "motivated," followed by 21% who indicated being "highly motivated" and 21% who indicated being "somewhat motivated." Table 19 provides a more detailed account of the responses regarding the motivational level of Virginia adult 4-H volunteers.

Those reporting "not at all motivated" (8%) were asked a follow-up question to determine why this was the case. Their open-ended responses were analyzed for similarities using the NVivo software (2008). The common themes indicated by volunteers for not being motivated were: their children are no longer involved in 4-H or have aged out of the program (19 years old) (n = 8), lack of or poor leadership from Extension staff (n = 7), once becoming

involved they discovered that they do not like working with youth (n = 3), lack of time or too

busy to volunteer (n = 3), and lack of communication from club leaders and/or Extension staff (n

= 2) (Table 20).

Table 19
Motivational Level of Virginia Adult 4-H Volunteers (n=296)

	Frequency	Percent
Not at all motivated	23	8
Somewhat motivated	61	21
Motivated	117	39
Highly motivated	62	21
Extremely motivated	20	7
No response	13	4
Total	296	100

Table 20
Reasons Given by Respondents Who Were Not At All Motivated

Reasons	Frequency
Their children are no longer involved in 4-H or have aged out of the program	8
Lack of or poor leadership from Extension staff	7
Do not like working with youth	3
Lack of time	3
Lack of communication	2

Motivational Needs of Urban and Rural 4-H Volunteers

Research question four: To what extent do motivational needs (power, achievement, and

affiliation) differ in urban and rural Virginia adult 4-H volunteers?

An independent sample t-test was used to determine these results. The t-test failed to reveal a statistically significant difference between the mean of achievement motivation for urban 4-H volunteers ($\bar{x}$ = 3.07, sd = .40) and rural 4-H volunteers ($\bar{x}$= 3.05, sd = .41), $t(248)$ = .24;(p =.81, α >.05). Furthermore, the t-test failed to reveal a statistically reliable difference between the mean of affiliation motivation for urban 4-H volunteers ($\bar{x}$ = 3.03, sd = .38) and rural 4-H volunteers ($\bar{x}$= 3.05, sd = .38), $t(243)$ = .52;(p = .60, α >.05). The t-test also revealed the same results for the difference between the mean of the power motivation for urban 4-H volunteers ($\bar{x}$= 2.79, sd= .44) and rural volunteers ($\bar{x}$ = 2.77, sd = .42), $t(218)$ = .42; (p = .67, α > .05). Therefore, this study did not find a statistically significant difference in urban and rural Virginia adult 4-H volunteers in terms of their motivational needs.

Youth Experiences

Survey results indicated that Virginia adult 4-H volunteers were very active in their youth. Forty-five percent (n = 133) were 4-H members, 64% (n = 190) were members in another youth organization , 64% (n = 190) participated in volunteer work, 51% (n = 152) were encouraged to volunteer by their parents/guardians, 50% (n = 149) were encouraged to volunteer by a significant adult other than a family member, and 49% (n = 146) grew up in a household where their parents/guardians were active in volunteer work.

Research question five: What are the most prevalent youth experiences influencing adult 4-H volunteerism in Virginia 4-H?

These data were analyzed using frequencies. The largest percentage (28%, n = 82) of Virginia adult 4-H volunteer respondents indicated their involvement in 4-H as their most prevalent youth experience influencing their decision to volunteer. Fifty volunteers

(17%) indicated that their involvement in other youth organizations besides 4-H was the most prevalent youth experience influencing their decision to volunteer for 4-H, and 17% (n = 49) indicated that "other" experiences were their most prevalent youth experience influencing 4-H volunteerism. Table 21 gives the complete breakdown of prevalent youth experiences.

Table 21
Influence of Most Prevalent Youth Experience (n=296)

Influence	Frequency	Percent
Being a 4-H member	82	28
Belonging to another youth organization	50	17
Other	49	16
Participating in volunteer work	32	11
Being encouraged by significant adult	28	9
Growing up with parents/guardians active in volunteer work	28	9
Being encouraged to volunteer by parents/guardians	13	4
No Response	14	5

Note. Respondents were asked to indicate one experience that had the most influence on their decision to become a Virginia 4-H volunteer.

Open-ended responses received as "other" prevalent youth experiences were analyzed for similarities using the NVivo software (2008). The common themes identified by volunteers as "other" youth experiences that were influential in their decision to volunteer were: not having 4-H or another club experience as a child (n = 9), parental involvement (n=3), church involvement (n = 2), growing up in a rural environment (n = 2), becoming a 4-H All Star (n = 1), and feeling left out as a child (n=1) (Table 22). Thirty-one of the responses were not applicable as the respondents misunderstood the question and listed experiences that occurred in their adult life rather than in their youth.

Table 22
Other Prevalent Youth Experiences

Other Youth Experiences	Frequency
Not having 4-H or another club experience as a child	9
Parental involvement	3
Church involvement	2
Growing up in a rural environment	2
Being a 4-H All Star	1
Feeling left out as a child	1

Other Experiences

Survey question 20 asked volunteers to list any other experiences they thought were influential in their decision to become an adult 4-H volunteer. Their responses were analyzed using the NVivo qualitative analysis software (2008). The primary motive Virginia adult 4-H volunteers identified was, "my child is involved and being a volunteer provides me an opportunity to spend time them" (n = 51). This motive was followed by 17 motives which span across all three motivational needs. Table 23 provides a detailed listing of these motives. These findings are not surprising as McClelland (1970) indicated that the motivational needs (achievement, affiliation, and power) are not mutually exclusive from one another; therefore, all individuals have some aspects of achievement, affiliation, and power that motivate them. From these "other" motives, two foci become apparent: (a) Parents become involved because of their children's involvement, and (b) Virginia 4-H has established itself as a credible, beneficial, and valuable organization.

Table 23

Other Experiences Influencing Decision to Volunteer for Virginia 4-H

Other Experiences	Frequency
My child is involved and 4-H provides an opportunity to spend time with them	51
Voluntary involvement in other organizations	30
High regard for the people who are involved (Extension Agents, leaders, etc.)	27
4-H helps youth learn life skills	24
Provide similar 4-H opportunities they experienced growing up	23
Provide opportunities to promote agricultural education in youth	16
Church involvement	14
Share knowledge and skills	10
Be a positive role model to youth	10
4-H is a wonderful organization	8
Did not have the opportunity to be involved in 4-H growing up	7
Fill a need in the community	7
Provide youth opportunities to experience something new and different	6
Provide children a way to use their leisure time constructively	3
Spousal involvement	3
Stay in touch with youth	2
Ensure an active 4-H program in their locality	2
4-H is fun	2

Summary

The following results are based on analyses performed on the information contained in this chapter. The following statements are made in relation to the research questions of this study. The motivations of Virginia adult 4-H volunteers were analyzed and results indicate that those who responded were primarily motivated by achievement, followed by affiliation and then power. Of the 27 motivational statements, the three receiving the highest mean score were being able to teach and lead others, improving the community, and having an influence on how young people learn and grow. This study also found a significant positive relationship between Virginia adult 4-H volunteer respondents who are motivated by achievement, affiliation, or power and

their satisfaction level with Virginia 4-H in providing them opportunities to fulfill their

motivational needs. Furthermore, on a scale of not at all motivated to extremely motivated,

Virginia adult 4-H volunteer respondents indicated that they consider themselves "motivated" to

volunteer for 4-H. No statistically significant differences were found between motivational needs

and urban and rural adult 4-H volunteers. The largest percentage of Virginia adult 4-H volunteer

respondents (28%) attributed their own 4-H experience as the most prevalent youth experience

influencing their decision to become a 4-H volunteer.

Chapter Five

Conclusions, Implications, and Recommendations

This chapter explains the connections between the results of this study and the literature while revisiting McClelland's Trichotomy of Needs theory and its usefulness in understanding volunteer motivation. This chapter also proposes recommendations for Virginia 4-H and Virginia Cooperative Extension and further research. In order to address these topics, this chapter is divided into three sections. The first section discusses the conclusions of this study and how they helped answer the research questions. The second section discusses the implications of this study and recommendations for Virginia 4-H and Virginia Cooperative Extension, while the third section suggests recommendations for future research that may be undertaken to further investigate 4-H volunteers' motivations. The results of this study provided insight into Virginia adult 4-H volunteerism and confirmed some of what was already known from previous research.

Conclusions

To effectively engage volunteers, volunteer managers must first understand the characteristics that define and identify who they are. Becoming familiar with demographic characteristics and their relationship to volunteer participation provides useful information on who is most likely to volunteer (Rohs, 1986). Therefore, demographic characteristics are critically important in understanding volunteer motives and behavior.

Data analysis of the demographic characteristics of Virginia adult 4-H volunteer respondents permitted the researcher to conclude that the common profile of a volunteer within this sample was a white, non-Hispanic, married female, who has obtained a bachelor's degree, is 49 years old, and has been a 4-H volunteer for at least seven years. She resides in an urban locality, is employed full-time, and has an annual household income of $50,000-$74,999. In her

household, she is most likely to have two dependents, none of whom are 4-H age-eligible or currently enrolled in 4-H. This demographic profile is similar to previous research and is in line with national and state trends of volunteerism (Appendix R) (U.S. Bureau of Labor Statistics, 2008; U.S. Census Bureau, 2007). Thus, the researcher was able to conclude that the demographic profile of an adult 4-H volunteer across time and location has been relatively stable.

Most surprising was the high percentage of Virginia adult 4-H volunteer respondents who did not have any children who were 4-H age eligible (42%) or any children who were currently enrolled in the 4-H program (50%). This study failed to ask if respondents had grandchildren currently enrolled or if they had children previously enrolled; even so, these findings are a indication of Virginia 4-H's ability to attract volunteers regardless if they have children currently involved or not. Contrary to previous research, these findings failed to align with the top reason previous research indicated volunteers were motivated to volunteer for 4-H, their child's involvement (Boz & Verma, 2001; Culp III, 1997; Culp & Schwartz, 1999; Denmark, 1971; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981; Parrott, 1977). Even though 48% of respondents had children currently enrolled in the program and 58% had children who were 4-H age eligible, the researcher concluded that Virginia adult 4-H volunteer respondents were motivated by factors other than their children.

The survey instrument used in this study adapted and combined the Independent Sector and the motivations of Adult 4-H Volunteers in Minnesota instruments. The motivation and satisfaction of Virginia adult 4-H volunteers were measured using the 27 statements developed by Henderson (1981) and based on McClelland's Trichotomy of Needs Theory (1961). Unlike Henderson's study, factor analyses were conducted in this study to determine if the motivational

items constituting achievement, affiliation, and power would be grouped as such. Results of these analyses indicated that five items measuring motivation were unique, they had a factor loading score of ≤.5, therefore, these items were deleted, customizing further analysis to reflect respondents. Even so, the factors that were produced represented fairly well the original elements of the constructs (affiliation, achievement, and power). As a result, the researcher felt comfortable using the basis of the original constructs for data analysis.

Unlike Henderson's study, the survey instrument in this study was also used to analyze satisfaction; therefore factor analyses were conducted on the satisfaction items as well. Results revealed that the nine items formulating each of the subscales were all items supporting affiliation, achievement, and power. After analyzing the motivation and satisfaction reliability scores (Cronbach's Alpha) for this study, the researcher concluded that the survey instrument was a better measure of satisfaction than motivation when analyzing Virginia adult 4-H volunteer respondents.

Research question one: What are the motivations of Virginia adult 4-H volunteers and how are these volunteers distributed in terms of their primary motivational need (power, achievement, or affiliation)?

The researcher found that the most frequently mentioned reasons by respondents for volunteering with Virginia 4-H were to teach and lead others, to improve the community, and to have an influence on how young people learn and grow. The first two of these motivators were tied with the highest mean score (3.35) and were items within the power and achievement subscales, respectively. Having an influence on how young people learn and grow, a power motive, received the third highest mean score (3.33). This finding differed from that of previous research, which found the top three motivational statements to all be from the affiliation subscale

(Culp & Schwartz, 1999; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981). However, the researcher concluded and previous research supported the notion that respondents of this study were motivated to serve by reasons that are cause based (Atkinson & Birch, 1978; Culp, 1997; Henderson; Rouse & Clawson, 1992). Causes identified in this study were teaching, leading, improving and influencing others. Thus, in order for Extension to attract and retain volunteers it will need to consider these motives in all volunteer tasks and activities. Literature states that volunteering for a cause that one is interested in provides satisfaction in knowing that they are making a difference in the lives of others and within the organization they are contributing their time (Rouse & Clawson). Additionally, these findings concurred with Klein, Sondag and Drolet (1994), McKee (2003), and Smith (1981), who stated that volunteers deriving their motivation from passion and influencing others were the ones who were most dedicated and motivated to serve. Overall, these causes are important to recognize as they will guide understanding of why volunteers are joining, not joining, or leaving the organization.

Conversely, the motivations that were mentioned least often by respondents were also in the power subscale and were "I am a 4-H volunteer because I like to receive recognition," "I receive status in my community because I am a 4-H volunteer," and "I volunteer in 4-H because I like to be responsible for 4-H programs." Similar to previous findings (Culp & Schwartz, 1999; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981), the results of this study indicated that the power subscale had the lowest overall mean score. Given the cultural perception that volunteerism is viewed by most as an act which is based on altruism and selflessness (Allen & Rushton, 1983; Brunero, 2002; Ellis, 1994; Quick, 1985), it is not surprising that motives providing self-gain such as recognition and status were not highly noted on the survey. However, the researcher was able to conclude that if the two power motives not

seen as culturally acceptable when volunteering were discarded ("I receive status in my community because I am a 4-H volunteer" and "I am a 4-H volunteer because I like to receive recognition for being a volunteer"), the overall power mean score would be 3.03, which is in line with the other two subscales (achievement 3.06 and affiliation 3.04).

Given that the mean scores for each subscale were so closely clustered, the researcher did not feel comfortable concluding that Virginia adult 4-H volunteers were more motivated by one need than another. The low variability between mean scores may be a product of the sample and the homogeneity of the group as those surveyed were all current 4-H volunteers. Thus, the researcher concluded that the survey instrument was not able to measure motivational needs and was a better measure of the individual factors that motivated respondents. Other researchers (Culp & Schwartz, 1999; Fritz, Barbuto, Marx, Etling, & Burrow, 2000; Henderson, 1981) who have used this instrument to analyze 4-H volunteers also found the mean scores of achievement, affiliation, and power to be closely clustered. Therefore, the researcher concluded that even though the survey instrument may be reliable as mentioned earlier, it may not be valid and should not be used to analyze motivational needs due to its inability to accurately distinguish between achievement, affiliation, and power.

Research question two: What is the relationship between motivational needs (power, achievement, and affiliation) and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers?

The researcher examined the relationship between motivational needs and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers. The researcher found a significant positive relationship between achievement, affiliation, and power and respondent's satisfaction level with Virginia 4-H in providing them opportunities to fulfill motivations. From these results,

the researcher was able to conclude that survey respondents were satisfied with the opportunities

Virginia 4-H afforded to them and were even satisfied with the statements that were least

mentioned regarding motivation, receiving recognition and status. As mentioned earlier, even

though recognition and status are not highly noted on surveys, volunteer literature has indicated

that recognition is important to most volunteers and closely associated with volunteer motivation

(McCurley & Lynch, 1996; Safrit, King & Smith, 1992; Vineyard, 1981).

Research question three: To what extent are Virginia adult 4-H volunteers motivated to

volunteer for Virginia 4-H?

The researcher investigated the extent to which Virginia adult 4-H volunteers were

currently motivated to volunteer for Virginia 4-H. Results indicated that 88% of respondents

identified their current motivational level between somewhat motivated and extremely motivated

and their responses were distributed on a normal bell shaped curve. Thus, the researcher was able

to conclude that the respondents were motivated to volunteer for Virginia 4-H. According to

volunteer literature, this finding has benefit beyond volunteers remaining with the program as the

best recruiters of additional volunteers are the volunteers themselves. By sharing their positive

experiences they have the potential to motivate others to get involved.

The finding most disturbing to the researcher was the 8% who identified themselves as

not at all motivated. The most frequently mentioned reasons identified by respondents as to why

they were no longer motivated were their children were no longer involved and lack of or poor

leadership from Extension staff. The researcher concluded that some volunteers stay involved for

the benefit of their children and these volunteers may be on the brink of deciding whether or not

to exit the program when their children age out (19 years of age). Furthermore, lack of or poor

leadership from Extension staff has a negative influence on volunteer motivation and can play a role in a volunteer's decision to exit the program.

Research question four: To what extent do motivational needs (power, achievement, and affiliation) differ in urban and rural Virginia adult 4-H volunteers?

The researcher explored the extent to which motivational needs differed in urban and rural Virginia adult 4-H volunteers. Congruent with previous findings, the researcher did not find a significant difference between urban and rural respondents in terms of achievement, affiliation, and power. Therefore the researcher concluded that urban and rural volunteers were more alike than different as they were both motivated by similar statements, suggesting that the same motivational strategies can be used to attract both audiences.

Research question five: What are the most prevalent youth experiences influencing adult 4-H volunteerism in Virginia 4-H?

Results indicated that 4-H membership was the most prevalent youth experience influencing Virginia adult 4-H volunteerism. This finding supported previous findings by Atkinson and Birch (1978), Fritz, Barbuto, Marx, Etling, and Burrow (2000), Henderson (1981), Rouse and Clawson (1992), and Zeutchel and Hansel (1989) and contributed to the literature indicating that 4-H participation and involvement have lasting impacts which carry over into adulthood.

Implications and Recommendations for Virginia 4-H and Virginia Cooperative Extension

The results of this study provided some implications as to how Virginia 4-H and Virginia Cooperative Extension (VCE) can better work with volunteers while raising awareness and providing guidance for increasing and sustaining volunteerism. The more that is known about volunteers, the more knowledgeable we become in developing strategies to help volunteers reach

their personal goals as well as the organizational goals. Fulfilling their motivations will increase the likelihood that they will remain involved. Evident in this study was the notion presented by Brudney (2005) that people are not motivated in a vacuum. Virginia adult 4-H volunteers seemed to be motivated when they were satisfied with the opportunities afforded to them. Thus, as indicated in this study, the satisfaction one receives from volunteering is connected to their motivation. As discussed earlier in Herzberg's theory (1959), to be motivated, one must be satisfied with the outcomes and have a desire for additional satisfactions in the future. Positioning volunteers in roles that meet their motivational needs and provide them satisfaction and enjoyment is a meaningful source of reward and recognition in and of itself, and could also increase volunteer retention and enhance volunteer longevity.

In order to successfully recruit and retain Virginia 4-H volunteers, Extension professionals should focus on providing a variety of volunteer opportunities that appeal to achievement, affiliation, and power motivations. As McCurley and Vineyard (1986) indicated, through hard work, skill, and/or perseverance, achievement motivated volunteers strive for personal achievement of a goal or dream. Therefore, Extension professionals should provide tasks that allow for innovation and accomplishment while helping people see how volunteering with Virginia 4-H and/or VCE is meeting their personal needs, the needs of youth, the organization, and the community. Some tasks within the 4-H program that match well with those motivated by achievement include fund raising, chairing committees, researching, analyzing, and reporting (McCurley and Vineyard). Additionally, Virginia 4-H should continue efforts in providing volunteers opportunities to meet and work with other volunteers and youth, reinforcing the notion that they are a member of the team, and appealing to their affiliation motives. To appeal to the affiliation desires of volunteers, volunteer tasks should be offered that involve

direct client services and social events (e.g., task force membership, 4-H club leadership, social event organizer). Furthermore, Virginia 4-H should continue to provide opportunities for volunteers to meet their power motives. Those motivated by power will be attracted to a program that offers tasks that are influential in setting policy and program direction (e.g., State Extension Leadership Council) or allows them to exercise authority (e.g., club organizational leader). Overall, volunteer programs should continue to be planned with people's motives and desires in mind as well as those of the organization. If volunteer organizations are failing in fulfilling volunteer motives, then the volunteers may choose to discontinue their service. Thus, a great deal of thought should be put into the programs and volunteer tasks Virginia 4-H offers.

Historically, males have volunteered for social service programs in lower numbers than females (Blackman, 1999) and results of this study were no exception. As 72% of survey respondents were women and the gender of youth participants is evenly distributed (50/50), it is imperative that Virginia 4-H make a conscious effort to recruit and retain male volunteers as role models. Even though mix-gender matches have worked well in the past, Virginia 4-H must provide positive male role models for our 4-H members. This is especially true in urban 4-H programs that work with at-risk male youth. Thus, Extension should adapt their recruitment materials, volunteer job descriptions, and volunteer opportunities to attract more male volunteers.

As Extension positions itself for the future, viewing older adults as potential volunteers is necessary. Forty-one percent of survey respondents were 50 years of age and older, 42% had no children who were 4-H age eligible, and 50% had no children enrolled in the program. Therefore, Extension professionals should expand their recruitment pool of 4-H members' parents to include older adults (despite the fact they may not have 4-H age children) and grandparents of 4-H members as potential volunteers. Although some older adults indicate that they are less

interested in working with youth (Rouse & Clawson, 1992), they may be possible volunteers for other Extension programs. To augment this volunteer base, Virginia 4-H should consider expanding its efforts in providing intergenerational programming.

On the other hand, 47% of respondents had children currently enrolled in the 4-H program and 45% were 4-H alumni. As a result, these volunteers generally have a personal stake in the success or failure of the program since they were previously members and their children are now involved. Consequently, Extension professionals should focus recruitment efforts at parents of current 4-H members as well as at 4-H alumni.

The United States is becoming more culturally and ethnically diverse. In fact, demographers predict that by 2030 the majority of the nation's school-aged children will be from a minority group and by 2050, so will most U.S. citizens (Hodgkinson, 1996). Minorities represent 36% of Virginia 4-H's youth enrollment however only 8% of survey respondents were minorities. An Independent Sector research poll (2001) found that not being asked, fear of being used as a token, and not feeling connected to the mainstream community were the top reasons minorities do not volunteer. Yet, youth development literature states that youth need role models and mentors who look like them (Kress, 2004). As a result, Extension professionals need to make a concentrated effort to recruit under-represented minorities as volunteers. Potential strategies include participating in cultural, fraternal, and church-related events, street fairs, music festivals, and ethnic celebrations. Extension should also consider distributing public service announcements to newspapers, radio stations, or television programs that market to minorities.

As 75% of survey respondents indicted that they were employed, Extension professionals should also not hesitate to identify and recruit volunteers from the workforce. Despite occupational commitments, people are still finding time to volunteer.

Survey results indicated that the majority of volunteers who were no longer motivated felt this way because their children were no longer involved. Thus, emphasis should be on programs promoting 4-H member retention which will likely have the dual advantage of also retaining volunteers. For those volunteers deciding whether or not to leave the program when their children age out, attention should be given to exploring new roles for these seasoned and valuable volunteers, so that they will continue to share their talents with Virginia 4-H. In contrast, 88% of respondents were somewhat motivated to extremely motivated which may play a role with the 52% of respondents who have volunteered five or more years with Virginia 4-H. For this reason, Extension professionals should continue their efforts in providing volunteers opportunities to teach, lead, improve, and influence others.

Volunteers also indicated that the lack of or poor leadership from Extension also contributed to their no longer being motivated. To help sustain volunteerism when there is a lack of Extension leadership within a county or city 4-H program, when feasible, Extension agents in neighboring localities should invite these volunteers to participate in volunteer training opportunities as well as provide ongoing communication and support to these volunteers. Additionally, in an effort to increase the leadership abilities of Extension faculty, in-service training in the area of volunteer management and development should be offered regularly to increase their effectiveness in working with and leading volunteers.

Lastly, the results of this study contribute to the literature that youth involvement plays a major role in adult volunteerism (Independent Sector, 2002). Fifty-six percent of survey respondents indicated that their involvement in 4-H, participation in another youth organization, or volunteering as a youth were the most prevalent youth experiences influencing their decision to volunteer. According to Lerner, Lerner, and Phelps (2008), the impact of engaging youth in

service to others is evident; the service opportunities offered to individuals while they are young is the foundation of future volunteerism. Because of this, it is critical that youth-serving organizations such as 4-H cultivate lifelong volunteers by providing meaningful opportunities that enable and inspire youth to accept the call of service.

Recommendations for Future Research

Based on the literature review and findings of this study, the following recommendations for further research can add value to this work and further develop the body of knowledge. First, if this study were replicated, it is recommended that the survey instrument not be used to analyze motivational needs. The researcher finds value in McClelland's Trichotomy of Needs theory and believes it is useful in explaining and understanding volunteer motivation however, to gain an accurate assessment the researcher suggests that a new instrument be developed or used to increase knowledge of the motivational needs of those who volunteer. Due to the low variability of the mean scores in this study, the researcher was unable to accurately distinguish between the motivational needs of the respondents. As a result, it is recommended that future researchers consider using a different instrument that can clearly inform the researcher about the most predominant motivational needs associated with volunteering. This study was centered on a three factor instrument that utilized 27 items to measure motivation. An option that may be more plausible and reveal more differences between the needs is the use of a multifactor instrument such as the Volunteer Functions Inventory (Clary & Snyder, 1991), which is based on empirical evidence, has undergone extensive testing, has a solid conceptual base, and is reliable and valid. Additionally, a change in the research method and population may also reveal more differences between the motivational needs. One should consider conducting a qualitative study to avoid the constraints of quantitative research and to gather an in-depth understanding of volunteer

motivation. Rather than analyzing only those who volunteer, one might consider interviewing a mixture of volunteers and non-volunteers, or active and occasional volunteers, or interviewing those respondents who stated that they did not consider themselves a 4-H volunteer. Many unit 4-H programs have an in-school component and the majority of those who did not consider themselves a 4-H volunteer within this study were school teachers. Therefore, Extension professionals need to do a better job informing school teachers that their service to Virginia 4-H in collaboration with the Extension agent is valuable and in turn, designates them as a 4-H volunteer as they are contributing their time, effort, and talents to the positive development of 4-H members.

School teachers have usually chosen their occupation because they want to nurture young people toward their full potential (Backhaus, Stone, & Heiner, 2002). Due to this, it is recommended that further research compare the personality type of school teachers to that of youth development volunteers. This comparison could help Extension professionals see if those who volunteer for youth development have the same personality type as those who work with youth professionally. Knowing this information would not only be valuable in identifying which volunteer tasks they would be most comfortable and effective but would also further confirm the volunteer motives of respondents, teaching, leading, influencing, and informing others.

As survey results indicated, the majority of respondents "agreed" with the 27 items measuring motivation and satisfaction. Therefore, acquiescence bias, the tendency of some respondents to agree with a statement independent of its content, may exist. To avoid this in the future, it is recommended that the "agree/disagree" questions be converted to construct-specific questions to force respondents to optimize their responses. Construct-specific questions are designed to aid the researcher in finding the "hidden variable." For example, instead of asking whether a respondent agrees with the following statement, "I like being involved in the leadership of the 4-H

program" the researcher could ask a similar construct-specific question, "Through your involvement with Virginia 4-H, what leadership roles have you assumed?" This reworded question will likely optimize the respondent's response as it requires a more thoughtful answer. According to Weiksner (2008, p. 21), "if a researcher reflects carefully on what construct she wants to measure, it is always possible (if perhaps a little awkward) to convert an agree/disagree question into a construct-specific one." Another suggestion for eliminating this bias is to have respondents rank the motivational statements in order of motivational preference.

The motivational factors influencing volunteerism tend to change over time and activity level, regardless of organization. Researchers have suggested that the motivational factors influencing the decision to first volunteer are unlike those that influence continuation (Gidron, 1984; Oda, 1991; Winniford, Carpenter & Stanley, 1995). Therefore, the researcher thinks it would be beneficial to conduct a longitudinal study not only of Virginia adult 4-H volunteers but volunteers in general concerning their motivation and satisfaction. Valuable information could be obtained by tracking the same volunteers over a 5 or 10 year period, as they progress from their initial participation to their withdrawal. As the average length of service with Virginia 4-H is seven years, exceeding the national average by two years (Corporation for National Community Service, 2007), it would be advantageous for researchers to study these volunteers to more accurately assess how motivations and satisfaction change throughout the volunteer life cycle.

During the 1980s, dramatic demographic and social changes spanning the dimensions of race, ethnicity, language, and socioeconomic levels occurred within 4-H. Nationwide, 4-H personnel concentrated their efforts to attract those from these underrepresented groups. Virginia 4-H has generally been known for attracting and working with lower socioeconomic youth however, results of this study indicated that the majority of respondents (64%) were within the higher socioeconomic level. As only adult 4-H volunteers were measured within this study,

further research should investigate whether Virginia 4-H should increase its efforts to attract low socioeconomic youth or if volunteers are attracted to the program because they enjoy working with and helping those who are less fortunate than themselves.

Finally, on a broader scale, further research should explore the differences in motivation among personal characteristics (e.g., age, gender, length of service), the factors influencing their decision to volunteer (e.g., religion, employment), and the factors influencing their decision to stop volunteering. Understanding the underlying motivational drives of those who volunteer is a complex and difficult question, yet understanding these motivations can be of great assistance to non-profit organizations in attracting, placing, and retaining volunteers.

Summary

This chapter outlined the conclusions, implications, and recommendations of this study, providing information that could assist future researchers in expanding and improving this research study. Overall, Extension agents, specialists, youth-serving organizations, educators, policymakers, and fund developers can use the results of this study to raise awareness and provide guidance for increasing and sustaining volunteerism. Having knowledge of the factors that motivate Virginia adult 4-H volunteers will help enhance and sustain program effectiveness by targeting recruitment efforts to attract volunteers based upon their motivations. The information presented in this study provided a basis for further research, contributions to volunteer literature, and practical implications to enable 4-H professionals to more effectively engage the volunteers serving Virginia 4-H.

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Appendix A

Independent Sector Instrumentation Permission E-mail

-----Original Message-----
From: Nadine Jalandoni [mailto:Nadine@independentsector.org]
Sent: Thursday, March 06, 2008 5:28 PM
To: Taylor, Tonya
Subject: RE: Independent Sector Data Set

Attached is the final draft of the G&V 2001 questionnaire. Please
include some notation to acknowledge use of the instrument for your
study such as "adapted from Independent Sector's National Giving and
Volunteering Survey".

I am unable to help you more than resending the technical documentation
that I have on file for the dataset at this point. The project director
for G&V has long left IS and taken the institutional knowledge on the
datasets with him. I also no longer have access to SAS to run the data
myself to try and figure it out. However, we have distributed the
datasets to hundreds of other users and have not heard much in terms of
them not being able to use it. Perhaps they were looking at a different
set of variables from yours.

-----Original Message-----
From: Taylor, Tonya [mailto:totaylor@vt.edu]
Sent: Thursday, March 06, 2008 9:07 AM
To: Nadine Jalandoni
Subject: FW: Independent Sector Data Set

Hi Nadine,

I haven't heard anything from you regarding the missing codes in IS's
Giving and Volunteering 2001 data set. Below you will see some
correspondence from Bobray regarding this data. Because the data set is
problematic (according to Bobray) and at this time virtually unusable
(due to missing codes), it is possible for me to have permission to use
IS's survey instrument to collect my own data? The instrument has a lot
of great information regarding volunteerism and I would love to tweak it
a little to suit the needs here in Virginia. How do I go about getting
permission to use/tweak the survey instrument?

Thanks,
Tonya

Tonya M. Taylor
Associate Specialist, 4-H
108 Hutcheson Hall (0419)
Virginia Tech
Blacksburg, VA 24061
TEL: (540) 231-1173 FAX: (540) 231-0762

Appendix B

Dr. Karla Henderson Instrumentation Permission E-mail

-----Original Message-----
From: Karla Henderson [mailto:kahender@ncsu.edu]
Sent: Wednesday, August 13, 2008 10:09 AM
To: Taylor, Tonya
Subject: Re: Journal Article - Requesting Permission to use Instrument

Yes, of course you can use the instrument however you wish and I would
be interested in your results (although that study was done so long ago
and I really have not done much research on volunteers since). Best
wishes, Karla

Taylor, Tonya wrote:
>
> Good Morning, Dr. Henderson,
>
> I am the Associate 4-H Specialist at the Virginia State 4-H Office and
> also a graduate student at Virginia Tech. As part of my work, I'm
> conducting a study of Virginia 4-H adult volunteers and analyzing the
> motivational needs among them. In reviewing literature for this
> study, I came across your article /Motivating the Adult 4-H Volunteer/
> in the January 1981 /Journal of Extension/ issue//. //I found this
> article extremely interesting and beneficial as my study is based on
> McClelland's Theory of Needs and the motivational factors of Virginia
> 4-H volunteers. With that said, I'm writing to request permission to
> use and adapt the questions you asked in table one to see if these
> motivational factors are motivators for Virginia 4-H volunteers. If
> permission is granted, I'd be happy to share my research findings with
> you. I look forward to hearing from you soon.
>
> Here's the link to the article:
> http://www.joe.org/joe/1981january/81-1-a4.pdf
>
> Thanks,
>
> Tonya Taylor
>
> *Tonya M. Taylor*
>
> Associate Specialist, 4-H
>
> 108 Hutcheson Hall (0419)
>
> Virginia Tech
>
> Blacksburg, VA 24061
>
> TEL: (540) 231-1173 FAX: (540) 231-0762

--
Karla A. Henderson, Ph.D.
Professor, Co-Editor of Leisure Sciences

Appendix C

Statements Measuring Achievement, Affiliation, and Power

Henderson (1981) related the following motivational statements to McClelland's Trichonomy of Needs.

Achievement:

I am a volunteer in order to gain experience and skills which might lead to employment.

As a volunteer, I like to receive feedback from members about how I am doing.

I am a 4-H volunteer because I like the challenge of the task.

I am a 4-H volunteer because it is a constructive use of my leisure time.

I am a 4-H volunteer because it is a task I can do well.

I am a 4-H volunteer because I want to learn new things.

I volunteer in 4-H because it is a way to improve my community.

I am a volunteer because I feel an obligation to 4-H because of what it has done for me.

As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer.

Affiliation:

I am a 4-H volunteer because I like helping people.

I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program.

As a 4-H volunteer, I prefer to work with groups of people rather than alone.

As a 4-H volunteer, it is important to me that people like me.

Volunteering in 4-H gives me a chance to meet other volunteers.

I am a 4-H volunteer because I feel needed in the program.

I am a 4-H volunteer because I like associating with youth.

I am a 4-H volunteer because I was personally asked by someone.

I am a 4-H volunteer because it is a way I can express my caring and concern for others.

Appendix C, continued

Power:

I am a 4-H volunteer because I want to have influence over others.

I am a 4-H volunteer because I want to teach and lead others.

I volunteer for 4-H because I like to be involved in making decisions and program planning.

I receive status in my community because I am a 4-H volunteer.

I like being involved in the leadership of the 4-H program.

As a 4-H volunteer, I enjoy the flexibility of working in projects and activities that I am interested in.

I volunteer because I want to have influence on how young people learn and grow.

I volunteer in 4-H because I like to be responsible for 4-H programs.

I am a 4-H volunteer because I like to receive recognition for being a volunteer.

Appendix D

Survey Introduction Letter to Pilot Test Members

<Date>

<FirstName> <LastName>
<Address>
<City>, <State> <ZipCode>

Dear Mr. or Ms. <LastName>,

Volunteers play a vital role in developing and implementing 4-H programs. Unfortunately, little is known about the motivations and youth experiences that contribute to individuals volunteering their time to the Virginia 4-H program. Thus, I am conducting a study of Virginia adult 4-H volunteers. Findings from this study should provide additional information and understanding of why people volunteer for Virginia 4-H. As a direct result of your participation, these results can shape the direction of Virginia 4-H by influencing future decisions in recruiting and retaining dedicated 4-H volunteers such as you. Thus, your responses are very important and will have a direct impact on the future of Virginia 4-H.

I am asking for your participation in a pilot study consisting of completing the enclosed survey and assisting in providing feedback on the survey instrument itself. Specifically, I ask that you review the survey and make a note of questions that you may not understand. Feel free to write on the survey instrument any recommendations you believe would improve the effectiveness of this survey. Your responses to survey questions are totally confidential and will be reported only as group data. Completing the survey should take approximately 25 minutes of your time however, please make a note of how long it actually took you to complete. We will meet on June 30, 2009 at the Montgomery County Extension Office at 6:00 p.m. to discuss your recommendations. Please bring your completed survey with you to this meeting. Dinner will be provided. Please note that this discussion will be audio recorded so we are able to capture all of your feedback and recommendations. Only the researcher, Tonya Taylor, will have access to this recording.

If you have any questions, feel free to contact either Dr. Cathy Sutphin or Tonya Taylor via phone at (540) 231-6372 or an e-mail message to cmsutph@vt.edu or totaylor@vt.edu. Thanks in advance for your involvement in this pilot study. Your help is critical for the success of this study.

Sincerely,

Cathy M. Sutphin, PhD   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix E

Pilot Study Focus Group Discussion Questions

1. Are there any questions that are not clear? If so, which ones?

2. How long did it take you to complete the survey?

3. Do you think this survey is a reasonable length?

4. Is the format of the survey attractive in appearance?

5. Are the directions clear and helpful?

6. Is the format of the survey appropriate?

7. Are the demographic questions appropriate and easy to understand and complete?

8. Are there demographic questions that should not be asked or others to be added?

9. Are there youth experience questions that should not be asked or others to be added?

10. Are there any confusing terms in any of the questions?

11. Is the font size in the survey too small or large?

12. Are there questions that you think should be deleted or added?

13. Are the motivational messages included in the pre-notice letter effective?

Appendix F

Time Line for Data Collection

August 15, 2009
- Mail pre-notice letter to sample.

September 1, 2009
- Mail introduction letter, survey, and self addressed/stamped envelope to sample.

September 15, 2009
- Mail thank you postcards to sample.

September 29, 2009
- Mail introduction letter, survey, and self addressed/stamped envelope once more to those who haven't responded.

October 13, 2009
- Mail postcard to non-respondents as a final attempt to encourage response.

Appendix G

Pre-notice Letter to Sample

\<Date\>

\<FirstName\> \<LastName\>
\<Address\>
\<City\>, \<State\> \<ZipCode\>

Dear Mr. or Ms. \<LastName\>,

Volunteers play a vital role in developing and implementing 4-H programs. Unfortunately, little is known about the motivations and youth experiences that contribute to individuals volunteering their time to the Virginia 4-H program. Thus, I am conducting a study on the motivational needs of Virginia adult 4-H volunteers. Findings from this study should provide additional information and understanding of why people volunteer for Virginia 4-H. As a direct result of your participation, these results can shape the direction of Virginia 4-H by influencing future decisions in recruiting and retaining dedicated 4-H volunteers such as you. Thus, your responses are very important and will have a direct impact on the future of Virginia 4-H.

You have been randomly selected from a list of adult 4-H volunteers in Virginia to provide additional insight. In two weeks you will be receiving a survey via U.S. mail asking about your motivations and youth experiences. I encourage you to join us in this effort as your help is critical for the success of this study. Your responses are totally confidential and will be reported only as group data. Completing the survey will take approximately 20 minutes of your time.

If you have any questions, feel free to contact Cathy Sutphin or Tonya Taylor via phone at (540) 231-6372 or an e-mail message to cmsutph@vt.edu or totaylor@vt.edu. Thanks in advance for your willingness to complete the survey.

Sincerely,

Cathy M. Sutphin, Ph.D.   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix H

Survey Introduction Letter to Sample

\<Date\>

\<FirstName\> \<LastName\>
\<Address\>
\<City\>, \<State\> \<ZipCode\>

Dear Mr. or Ms. \<LastName\>,

As indicated in my earlier letter, enclosed you will find a survey asking about your volunteer motivations and youth experiences. You have been randomly selected to participate in this study and your involvement will help provide additional information and understanding of why people volunteer for Virginia 4-H. As a direct result of your participation, these results can shape the direction of Virginia 4-H by influencing future decisions in recruiting and retaining dedicated 4-H volunteers such as you.

I encourage you to join us in this effort as your help is vital for the success of this study. You should be able to answer the enclosed survey quickly and easily. Please take approximately 20 minutes from your busy schedule to complete the survey. Completing the survey implies consent to participate in the study. Your responses are totally confidential and will be reported only as group data. Additionally, the code number assigned to the survey is used only to follow up with persons who have not yet responded.

If you have any questions, feel free to contact Cathy Sutphin or Tonya Taylor via phone at (540) 231-6372 or an e-mail message to cmsutph@vt.edu or totaylor@vt.edu. Please complete and return the survey in the enclosed addressed, stamped envelope by September 15, 2009. I appreciate your cooperation in this important study.

Sincerely,

Cathy M. Sutphin Ph.D.   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix I   Code:_____

Please complete this survey by answering all questions to the best of your knowledge. Your identity will not be associated with survey results. There are no right or wrong answers. Your honesty is important to the results of this study and your contribution is greatly appreciated.

Please tell me about yourself. Circle the appropriate choice or provide the information requested.

1. What is your gender? *Circle one*.   Male   Female

2. Are you of the Hispanic or Latino ethnicity? *Circle one*.   Yes   No

3. What is your race? *Circle one*.

   White   Black or African American

   Asian   American Indian or Alaskan Native

   Native Hawaiian or other Pacific Islander   Other_____

4. What is the highest level of education you completed? *Circle one*.

   Some High School   High School Graduate   Some College

   Technical Degree/Certification   Associate Degree   Bachelor Degree

   Masters or Above

5. What is your current employment status? *Circle all that apply*.

   Employed full time   Employed part time   Not employed   Retired   Student

6. What is your current marital status? *Circle one*.

   Single   Married   Divorced   Widowed

7. How many dependents did your household declare on your 2008 income taxes? _____

8. How many children do you have who are of 4-H age, 5-18 years old?_____ Of those, how many are currently enrolled in 4-H?_____

9. What is your approximate annual household income level? *Circle one*.

   Under $15,000 $50,000 - $74,999

   $15,000 - $24,999 $75,000 - $99,999

   $25,000 - $34,999   Over $100,000

   $35,000 – $49,999

10. What is your age?_____

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11. What it the name of the county or city where you live? _____

12. How many years have you served as a 4-H volunteer?_____ Years If less than one year, how many months have you served? _____Months

13. The following statements may be reasons why you volunteer your time and services to Virginia 4-H. Please read and **respond to each statement** by checking the box that most adequately describes your level of agreement or disagreement regarding **what motivates you to volunteer for Virginia 4-H**.

Motivation Statement	Strongly Disagree-1	Disagree 2	Agree 3	Strongly Agree-4	N/A
I am a 4-H volunteer because I like helping people.					
I am a 4-H volunteer because I want to have influence over others.					
I am a 4-H volunteer because I want to teach and lead others.					
I am a volunteer in order to gain experience and skills which might lead to employment.					
As a volunteer, I like to receive feedback from members about how I am doing.					
I am a 4-H volunteer because I want to be with my child(ren) in the 4-H program.					
As a 4-H volunteer, I prefer to work with groups of people rather than alone.					
I volunteer for 4-H because I like to be involved in making decisions and program planning.					
As a 4-H volunteer, it is important to me that people like me.					
I receive status in my community because I am a 4-H volunteer.					
Volunteering in 4-H gives me a chance to meet other volunteers.					
I am a 4-H volunteer because I like the challenge of the task.					
I am a 4-H volunteer because it is a constructive use of my leisure time.					
I like being involved in the leadership of the 4-H program.					
I am a 4-H volunteer because it is a task I can do well.					
I am a 4-H volunteer because I feel needed in the program.					
I am a 4-H volunteer because I like associating with youth.					
As a 4-H volunteer, I enjoy the flexibility of working in projects and activities that I am interested in.					
I am a 4-H volunteer because I want to learn new things.					
I volunteer because I want to have influence on how young people learn and grow.					
I volunteer in 4-H because it is a way to improve my community.					
I am a 4-H volunteer because I was personally asked by someone					
I am a volunteer because I feel an obligation to 4-H because of what it has done for me.					
I am a 4-H volunteer because it is a way I can express my caring and concern for others.					
I volunteer in 4-H because I like to be responsible for 4-H programs.					
As a 4-H volunteer, I have goals for what I want to accomplish as a volunteer.					
I am a 4-H volunteer because I like to receive recognition for being a volunteer.					

14. List below any other motivators that you think should have been included that are important to you when volunteering your time to 4-H.

    1.

    2.

    3.

15. In your volunteer role with Virginia 4-H, how satisfied are you with the program in providing you the following opportunities? Please read and **respond to each statement** by checking the box **that most adequately describes your level of satisfaction.**

Opportunities	Very Dissatisfied-1	Dissatisfied-2	Satisfied-3	Very Satisfied-4	Not Applicable
To help people					
To have influence over others					
To teach and lead others					
To gain experience and skills which might lead to employment					
To receive feedback from members about how you are doing					
To be with your child(ren) in the 4-H program					
Work with groups of people					
To be involved in making decisions and program planning					
To feel liked by those you volunteer with and/or for					
To receive status in your community					
To meet other volunteers					
To challenge yourself					
To use your leisure time constructively					
To be involved in the leadership of the 4-H program					
To perform tasks well					
To feel needed and valued by those you volunteer with and/or for					
To associate with youth					
To work in a project or activity that you are interested in					
To learn new things					
To have an influence on how young people learn and grow					
To improve your community					
To volunteer because someone personally asked you					
To contribute back to the program					
To express your caring and concern for others					
To be responsible for 4-H programs					
To accomplish goals					
To receive recognition					

16. How would you describe your **current** motivational level as a Virginia 4-H adult volunteer? *Circle one*.

Extremely motivated   Highly motivated   Motivated   Somewhat motivated   Not at all motivated

17. If you answer "not at all motivated", please explain why in the space below. If not, proceed to question 19.

_____

_____

_____

_____

18. Please answer these questions about **when you were a child and teenager** by checking in the yes or no column below.

Question	Yes	No
Were you a 4-H member?		
Did you belong to another youth organization (Boy Scouts, Girl Scouts, FFA, FCCLA, etc.)?		
Did you participate in volunteer work?		
Were you encouraged to volunteer by your parents/guardians?		
Were you encouraged to volunteer by a significant adult (someone other than a family member)?		
Did you grow up in a household where your parents/guardians were active in volunteer work?		

19. From your experiences as a youth, please **indicate the one experience** that you think had the most influence on you becoming an adult 4-H volunteer. Indicate this choice by placing a check mark in the column.

Youth Experience	Most Influential
Being a 4-H member	
Belonging to another youth organization (Boy Scouts, Girl Scouts, FFA, FCCLA, etc.)	
Participating in volunteer work	
Being encouraged to volunteer by your parents/guardians	
Being encouraged to volunteer by a significant adult (someone other than a family member)	
Growing up in a household where your parents/guardians were active in volunteer work	
Other, please specify_____	

20. List below any other experiences you think were influential in your decision to become an adult 4-H volunteer.

     1.

     2.

     3.

Thank you for your assistance.

Please return the completed questionnaire in the provided addressed, stamped envelope by September 15, 2009.

Appendix J

Post Card Thank-you or Reminder

Dear Virginia Adult 4-H Volunteer,

Approximately two weeks ago you should have received a cover letter and survey regarding
Virginia adult 4-H volunteers. If you have completed and returned the survey, please accept my
sincere thanks. If not, I hope you will take a few minutes to do so. Your input is critical to the
success of this study.

If you have not received a copy of the survey, please contact Cathy Sutphin or Tonya Taylor by
calling (540) 231-6372 or emailing cmsutph@vt.edu or totaylor@vt.edu. Thank you for your
cooperation.

Sincerely,

Cathy M. Sutphin, Ph.D.   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix K

Fourth Contact Letter to Sample

<Date>

<FirstName> <LastName>
<Address>
<City>, <State> <ZipCode>

Dear Mr. or Ms. <LastName>,

On September 1, 2009 I sent you a survey of Virginia adult 4-H volunteers. As of today, I have not received your completed survey. I realized that your busy schedule may not have allowed you to complete it; however, I would appreciate hearing from you. I encourage you to join us in this effort as your input is very important to the future of Virginia 4-H. Also, the findings of this study can shape the direction of Virginia 4-H by providing additional information and understanding of why people volunteer for the program. As a direct result of your participation, these results may help influence future decisions in recruiting and retaining dedicated 4-H volunteers such as you.

Your help is vital for the success of this study. You should be able to answer the enclosed survey quickly. Please take approximately 20 minutes from your busy schedule to complete the survey. Completing the survey implies consent to participate in the study. Your responses are totally confidential and will be reported only as group data. Additionally, the code number assigned to the survey is used only to follow up with those who have not responded.

If you have any questions, feel free to contact Cathy Sutphin or Tonya Taylor via phone at (540) 231-6372 or an e-mail message to cmsutph@vt.edu or totaylor@vt.edu. Please complete and return the survey in the enclosed addressed, stamped envelope by October 13, 2009. Thank you for your help.

Sincerely,

Cathy M. Sutphin, Ph.D.   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix L

Final Post Card Contact to Sample

Dear Virginia Adult 4-H Volunteer,

Last month a survey seeking your input regarding Virginia adult 4-H volunteers was mailed to you. If you have completed and returned the survey, please accept my sincere thanks. If not, I hope you will take a few minutes to do so today. Your input is critical to the future of Virginia 4-H.

If you have not received a copy of the survey or have questions, please contact Cathy Sutphin or Tonya Taylor by calling (540) 231-6372 or emailing cmsutph@vt.edu or totaylor@vt.edu. Thank you for your cooperation.

Sincerely,

Cathy M. Sutphin, Ph.D.   Tonya M. Taylor
Associate Director, 4-H   Associate Specialist, 4-H

Appendix M

Survey Questions and Analysis Used to Answer Each Research Question

Research Question	Survey Questions	Data Analysis
1. What are the motivations of Virginia adult 4-H volunteers and how are these volunteers distributed in terms of their primary motivational need (power, achievement, or affiliation)?	Questions 13 and 14	Descriptive Statistics
2. What is the relationship between motivational needs (power, achievement, and affiliation) and volunteer satisfaction as self-reported by Virginia adult 4-H volunteers?	Questions 13 and 15	Spearman Rank Correlation Coefficient
3. To what extent are Virginia adult 4-H volunteers motivated to volunteer for Virginia 4-H?	Questions 16 and 17	Descriptive Statistics
4. To what extent do motivational needs (power, achievement, and affiliation) differ in urban and rural Virginia adult 4-H volunteers?	Questions 11 and 13	Independent Sample T-test
5. What are the most prevalent youth experiences influencing adult 4-H volunteerism in Virginia 4-H?	Questions 18 and 19	Descriptive Statistics

Appendix N

*Gender, Ethnicity, Race, Educational Level, and Employment Status of Virginia Adult 4-H
Volunteers* (n=296)

Characteristic	Frequency	Percent
Gender		
Female	214	72
Male	82	28
Total	296	100
Non Hispanic or Latino	292	99
Hispanic or Latino	4	1
Total	296	100
White	271	92
Black/African American	22	7
American Indian or Alaskan Native	2	1
Asian	1	0
Total	296	100
Some high school	6	2
High school graduate	36	12
Some college	52	18
Technical degree	15	5
Associate's degree	30	10
Bachelor's degree	101	34
Master's degree or above	56	19
Total	296	100
Full time	178	60
Retired	37	13
Part time	36	12
Not employed	30	10
Student	4	1
Full time and part time	4	1
Full time and student	2	1
Part time and student	2	1
Retired and student	1	0
Full time and retired	1	0
Part time and retired	1	0
Total	296	100

Appendix O

Marital Status, Dependents Declared on 2008 Income Taxes, and Children of Virginia Adult 4-H Volunteers who are 4-H Age Eligible and Enrolled in 4-H (n=296)

Demographic		Frequency	Percent
Marital status	Married	237	80
	Divorced	21	7
	Single	20	7
	Widowed	16	5
	No response	2	1
	Total	296	100
Dependents claimed	None	62	21
	One	58	20
	Two	91	31
	Three	28	9
	Four	28	9
	Five	11	4
	Six	5	2
	Seven	1	0
	More than seven	2	1
	No response	10	3
	Total	296	100
4-H age eligible children	None	125	42
	One	70	24
	Two	75	26
	Three	15	5
	Four	6	2
	Five	4	1
	Six	1	0
	Total	296	100
Children enrolled in 4-H	None	146	50
	One	72	24
	Two	57	19
	Three	8	3
	Four	1	0
	Five	3	1
	Six	1	0
	No response	8	3
	Total	296	100

Demographic	Frequency	Percent
Married	237	80
Divorced	21	7
Single	20	7
Widowed	16	5
No response	2	1
Total	296	100
None	62	21
One	58	20
Two	91	31
Three	28	9
Four	28	9
Five	11	4
Six	5	2
Seven	1	0
More than seven	2	1
No response	10	3
Total	296	100
None	125	42
One	70	24
Two	75	26
Three	15	5
Four	6	2
Five	4	1
Six	1	0
Total	296	100
None	146	50
One	72	24
Two	57	19
Three	8	3
Four	1	0
Five	3	1
Six	1	0
No response	8	3
Total	296	100

Appendix P

Annual Household Income, Age, and Residence of Virginia Adult 4-H Volunteers (n=296)

Demographic		Frequency	Percent
Household Income			
	Under $15,000	9	3
	$15,000-$24,999	10	3
	$25,000-$34,999	23	8
	$35,000-$49,999	44	15
	$50,000-$74,999	65	22
	$75,000-$99,999	58	20
	Over $100,000	64	22
	No response	23	8
	Total	296	100
Age			
	22-24 years old	4	1
	25-29 years old	13	4
	30-34 years old	9	3
	35-39 years old	26	9
	40-44 years old	48	16
	45-49 years old	64	22
	50-54 years old	49	17
	55-59 years old	24	8
	60-64 years old	17	6
	65-69 years old	13	4
	70-74 years old	9	3
	75-79 years old	5	2
	80-86 years old	4	1
	No response	11	4
	Total	296	100
Residency			
	Urban	169	57
	Rural	127	43
	Total	296	100

Note. Respondents were asked to list actual age however, age grouping is based upon U.S. Census data reports.

Appendix Q

Years Served as a Virginia Adult 4-H Volunteer (n=296)

Demographic		Frequency	Percent
Length of Service			
	Less than one year	8	3
	One year	21	7
	Two years	39	13
	Three years	38	13
	Four years	24	8
	Five years	29	10
	Six years	19	6
	Seven years	11	4
	Eight years	5	2
	Nine years	8	3
	Ten years	17	6
	11-15 years	25	8
	16-20 years	12	4
	More than 20 years	27	9
	No response	13	4
	Total	296	100

Appendix R

Comparison of Majority Demographic Characteristics

	This Survey's Respondents' Demographics [a]	2008 Virginia 4-H Enrollment Demographics [b]	Virginia Demographics [c]	Volunteers Nationwide Demographics [d]
Race	White	White	White	White
Ethnicity	Non-Hispanic	Non-Hispanic	Non-Hispanic	Non-Hispanic
Martial Status	Married	Not reported	Married	Married
Gender	Female	Female	Female	Female
Education	Bachelor's degree	Not reported	High school graduate	Bachelor's degree
Age	49	Not reported	35-44	45-59
Length of Service	7 years	Not reported	Not reported	Not reported
Residence	Urban	Urban	Urban	Not reported
Employment Status	Full-time	Not reported	Employed	Employed
Household Income	$50,000-$74,999	Not reported	$46,677	Not reported
Dependents	2	Not reported	1	Not reported

[a] Taylor, T. (2009). *Analyzing the motivational needs of volunteerism among Virginia adult 4-H volunteers*. Unpublished doctoral dissertation. Virginia Tech, Blacksburg.

[b] Virginia Cooperative Extension. (2008). *Virginia 4-H ES237 enrollment report*. Blacksburg: Virginia Cooperative Extension.

[c] U.S. Census Bureau. (2007). *American FactFinder fact sheet*. Washington, DC: Author. Retrieved February 18, 2009, from http://factfinder.census.gov/home/saff/main.html?_lang=en

[d] U.S. Bureau of Labor Statistics. (2008). *Volunteering in the United States*. Washington, DC: Author. Retrieved December 10, 2009, from http://www.bls.gov/news.release/volun.nr0.htm