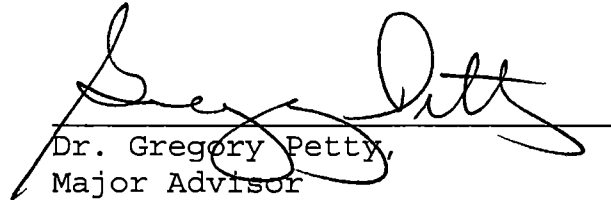


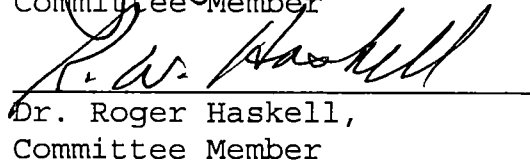
To the Graduate Council:

I am submitting herewith a thesis written by Janette Michelle Hynson entitled "A Study of the Motivational and Continuing Service Factors of Participation as a Tanasi Girl Scout Council Volunteer". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science with a major in Human Resource Development.

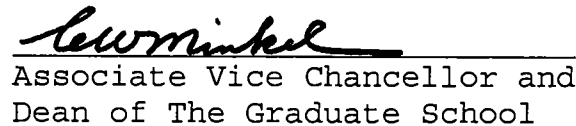

Dr. Gregory Petty,
Major Advisor

We have read this thesis and
Recommend its acceptance:


Dr. Jacky DeJonge,
Committee Member


Dr. Roger Haskell,
Committee Member

Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

A STUDY OF THE MOTIVATIONAL AND
CONTINUING SERVICE FACTORS OF PARTICIPATION AS
A TANASI GIRL SCOUT COUNCIL VOLUNTEER

A Thesis Presented for a
Master of Science Degree
The University of Tennessee, Knoxville

Janette Michelle Hynson

May 1999

Copyright © Janette Michelle Hynson, 1999

All rights reserved

AKNOWLEDGEMENTS

There are many persons I would like to acknowledge who have been instrumental in the completion of my graduate degree. First, I would like to recognize God as my provider and sustainer. Second, I would like to thank my family and fiends.

I thank my parents, Larry and Kathy Hynson for their encouragement and love. I thank my siblings, Jonathan, Jennifer and Jason for their love and continued support across the miles. I thank my fiancé, Paul Hilliard for his love and for standing with me through this process. Special appreciation is extended to my grandparents who have encouraged me as I continued my education.

I would like to extend gratitude to my major professor, Dr. Gregory Petty, and committee members, Dr. Jacky DeJonge and Dr. Roger Haskell for their time, guidance and knowledge in the development of this thesis.

A special thank you is extended to Tanasi Girl Scout Council who without their acquiescence and

financial support this thesis would have not been possible.

My acknowledgments would not be complete without including special friends who have encouraged me during the past two years. Tessa and Rick Barrett, Susan Frisbee, Beverly Roberts, Patty McGrew and the Bounds Family have all played encouraging roles throughout my graduate degree.

ABSTRACT

The purposes of this study were twofold. Part one of the study examined the demographics that could be identified as characteristics of a "typical" volunteer. Part two examined the motivations for volunteer participation and continued service as Girl Scout volunteers. The implications of the findings of this study are somewhat limited due to the low response rate of the sample. However, several salient point can be made.

Part one of this research study found certain demographic characteristic that represented the "typical" volunteer for Tanasi Girl Scout Council. The typical volunteer was employed outside the home (68.70%). This study revealed slightly more volunteers were employed full time over part time (52.70%, 47.20%).

This study also revealed the typical Girl Scout volunteer as a female (93.40%), 42 years of age ($M = 41.91$, $SD = 6.99$), 85.70% were married with 56.10% having an average annual family income greater than \$50,000. The typical Tanasi Girl Scout Council

volunteer has a college education with the study reporting them as having a college (37.20%) or advanced degree (20.90%). Race was reported as 92% Caucasian/white, 1% African American, 1% Hispanic and 5% other. This study revealed that the typical adult volunteer participated in Girl Scouts as a youth (66%).

Part two of this research study found three areas for motivation and three areas for continued service. Areas that promote motivation were need, program, and influence. Similarly, areas for continued service were need, benefits and influence.

This study found that no significant difference existed between motivational factors and the time spent volunteering or annual family income level. This study also found that no significant difference existed between continuing service factors and the time spent volunteering or annual family income level.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Tanasi Girl Scout Council as Study	
Data Base	3
Significance of Volunteer Programs	4
Statement of the Problem	5
Purpose of the Study	7
Hypotheses	8
Limitations	9
Definitions	10
II. REVIEW OF VOLUNTARISM LITERATURE	12
Introduction	12
Theories of Motivation	13
Motivation for Volunteering	16
Adult Volunteer Profile in Girl Scouts	20
Girl Scout Studies	21
Volunteer Studies	24
Other Research Studies	28
Theoretical Perspective	31

III. METHODOLOGY	33
Introduction	33
Subjects	34
Instrumentation	35
Pilot Study	38
Procedures	38
Data Analysis	40
IV. ANALYSIS OF DATA AND FINDINGS	43
Introduction	43
Respondents	44
Hypotheses	47
Summary	53
V. SUMMARY AND CONCLUSIONS	54
Introduction	54
Summary of Research	54
Discussion	56
Recommendations	59

REFERENCES	61
APPENDICES	67
A. Postcard	68
B. First Cover Letter	70
C. Second Cover Letter	72
D. Adult Volunteer Questionnaire	74
E. Tables	79
VITA	93

LIST OF TABLES

TABLE	PAGE
1. Motivational Factor Loadings and Means	80
2. Continuing Service Factor Loadings and Means	81
3. Time Spent Volunteering Categories	82
4. Annual Family Income Categories	83
5. Descriptives for Motivational Factors by Time Spent Volunteering	84
6. MANOVA for Motivational Factors and Time Spent Volunteering	85
7. Descriptives for Motivational Factors by Income	86
8. MANOVA for Motivational Factors and Income	87
9. Descriptives for Continuing Service Factors by Time Spent Volunteering	88
10. MANOVA for Continuing Service Factors and Time Spent Volunteering	89
11. Descriptives for Continuing Service Factors by Income	90

12. MANOVA for Continuing Service Factors and
Income 91
13. Comparison of Volunteer Profiles 92

CHAPTER I: INTRODUCTION

In 1835 Alexis de Tocqueville, the French aristocrat who had a few years earlier traveled throughout the United States, published the first volume of his epic work titled *Democracy in America*. Five years later he published his second volume. Ever since these dates, his evaluation of America in general and his evaluation of the role of voluntary associations in particular have been debated countless times in many books (Lawler, 1993, Noble, 1995, Putnam, 1996).

He described the uniqueness of his research findings and travels this way: "Americans of all ages, all conditions, and all dispositions constantly form associations" (Tocqueville, 1945, On-line). Further he described this as a unique feature of America:

The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons, and schools.... Nothing, in my opinion, is more

deserving of our attention than the intellectual and moral associations of America (Tocqueville, 1945, On-line).

No topic of Tocqueville has been singled out as much as his understanding that America is a nation of joiners.

This thesis focuses on adult participation of just one voluntary association. If American heritage is, among other things, a history of voluntarism, there should be a pattern now. And indeed there is a prevalence of associations today. Recently, the *Encyclopedia of Associations* listed nearly 23,000 voluntary associations (Maurer & Sheets, 1998). What Tocqueville observed over 150 years ago is still true today. Voluntary associations reflect the core essence of the American way of life.

"Volunteerism is crucial to a functioning democracy because it mobilizes enormous energy. Volunteering is so pervasive in the United States that it can be observed daily in almost every aspect of life" (Pidgeon, 1998, xii) Understanding what motivates individuals to volunteer is a key component

of volunteer administration. In fact, during the 1970's, the U.S. Census Bureau conducted a study on voluntarism. That agency found that 25% of all Americans over 13 years of age are involved in some type of voluntarism (Baumhover & Jones, 1977).

Tanasi Girl Scout Council as Study Data Base

Girl Scouts of the United States of America (GSUSA) was founded on March 12, 1912. Although Girl Scouts in the United States of America started in Savannah, GA, Girl Scout Councils have been founded all across the United States to meet the demand for Girl Scout Programs. Although Girl Scouts have been in east Tennessee for 75 years, Tanasi Girl Scout Council (TGSC) was not chartered until 1954. Today, the Tanasi Girl Scout Council jurisdiction encompasses the following 18 counties: Anderson, Blount, Campbell, Clairborne, Cocke, Cumberland, Fentress, Grainger, Hamblen, Jefferson, Knox, Loudon, Monroe, Morgan, Roane, Scott, Sevier and Union (TGSC, 1998a). During the 1998 membership year, Tanasi Council served a girl membership over 8200 and an adult membership close to

3000 (TGSC, 1998b). The mission of Tanasi Council is⁴ to inspire girls with the highest ideals of character, conduct, patriotism, and service.

Significance of Volunteer Programs

Organizations such as Girl Scouts depend upon volunteers to do the work. The Gallup polling agency found that 70% of Americans would be willing to do volunteer work, but since only about 29% actually do the work, perhaps the others have never been asked (Gallup, 1982). If the definition was extended to include working with someone else without getting paid, then the percentage of participants went up. It was found that 52% of those polled had done some type of volunteering (Gallup, 1982).

Krikorian (1985) reported that in 1983, 92 million Americans volunteered their time, which amounted to 70 billion dollars. A poll reported close to a third of those who did volunteer work did so with others in their household (Gallup, 1994). Another poll found that 45% of those surveyed reported occasional or frequent service during the last 12

months in which they had participated in volunteer activities where they worked on behalf of a community or social service organization for no pay (Gallup, 1997).

If agencies were able to identify individuals most likely to volunteer, then they have a greater chance of increasing their volunteer recruitment initiative (Culp, 1997). Volunteers indeed play key roles within today's nonprofit organizations and understanding their motives allows the organizations to use the people resources better.

A familiarity with various social background characteristics and their relationship to participation provides information on both "who" volunteers and to a limited extend, "why" they volunteer (Culp, 1996). This information can then be utilized to develop recruitment initiatives.

Statement of the Problem

Why adults initially volunteer and continue to volunteer for not-for-profit organizations is a question that organizations must understand. Uzzell

(1980) isolated two different approaches that researchers have used to study voluntary action research. He described these two as meta-theoretical positions. One approach found in the volunteer literature tends to focus attention more on individuals and their personal reasons for participation. Thus, researchers uncover the individual needs, interests and motivations for group participation.

The second approach in the literature gives greater weight to the social setting of individual participants. Thus, researchers give attention to demographic variables that impact participation. They identify participants by socio-demographic characteristics. Such was the study conducted by the Girl Scouts of the United States of America (Girl Scouts of the United States of America [GSUSA], 1998).

The volunteer motivations for beginning and continuing volunteer services must be identified in order to answer this question. Researchers have found that within the 4-H program there are three primary motivations which influence people to volunteer: 1)

issue/cause motive, 2) affiliation motive and 3) personal motive (Culp, 1997). Researchers have found that those most ready to volunteer typically have a history of volunteering or serving in some unpaid position during their youth. Others learn to volunteer through early experiences in school, sports clubs, church groups, 4-H and Scouts (Zeutschel & Hansel, 1989).

To satisfy the needs of the organization, as well as those of volunteers, information about motivations and perceptions is useful (Henderson, 1981). Although these motives have been identified for a few not-for profit organizations, the motivations within the Girl Scout Community still remain, as a general rule, unidentified.

Purpose of the Study

The purposes of this study were twofold. Part one of the study examined the demographics that could be identified as characteristics of a "typical" Tanasi Girl Scout Council volunteer. Demographics that were measured included age, marital status, weekly

volunteer hours, education, income, and agency membership history. Part two examined what motivated volunteers to participate and continue as Tanasi Girl Scout Council volunteers. The objectives of this study were:

- ◆ To develop a demographic profile of the "typical" Girl Scout Volunteer
- ◆ To determine the motivations behind volunteer activity with Tanasi Girl Scout Council.

Hypotheses

Based upon the literature of adult motivation, the researcher has formulated four hypotheses. The researcher utilized significant findings of others researchers to help formulate these hypotheses.

H₀₁: There is no significant difference in the time spent volunteering and motivational factors as determined by the Adult Volunteer Questionnaire.

H₀₂: There is no significant difference in the family income level (socio-economic status) and motivation factors as determined by the Adult Volunteer Questionnaire.

H₀₃: There is no significant difference in time spent volunteering and factors behind continued volunteer service as determined by the Adult Volunteer Questionnaire.

H₀₄: There is no significant difference in annual family income level (socio-economic status) and factors behind continued volunteer service as determined by the Adult Volunteer Questionnaire.

Limitations

1. The researcher's affiliation with Girl Scouts as a lifetime member and former employee of Tanasi Girl Scout Council may possibly cause biases. It can be argued that these associations became the basis for this research. By knowing the sponsor personally, the researcher obtained not only the

funding for this study, but also support for conducting the research.

2. The cost of the questionnaire and all related costs for printing and postage were underwritten by Tanasi Girl Scout Council. Thus, their sponsorship made this study possible both financially and practically.
3. The length of the questionnaire may have caused respondents not to respond. Many of the questions used on the questionnaire were for purposes as determined by Tanasi Girl Scout Council rather than those utilized for research purposes.

Definitions

Volunteer Activity - "work performed without monetary recompense" (Freeman, 1997, S141).

Adult Volunteer - As operationally defined, for the purpose of this study, registered members over 18 years of age. Registered members pay an annual

membership fee of seven dollars per year. Adult volunteers include both males and females.

Continuing Volunteer - As operationally defined, for the purpose of this study, currently active in volunteer service or in a volunteer position with the intent to continue volunteer services for another year. They are registered adult volunteers.

Not-For-Profit Organization - Organizations which are classified under the Internal Revenue Code as 501(c) organizations. These organizations are formed to serve a specified purpose, and provide beneficial services to the public without financial incentive. These groups are recognized by the IRS as tax-exempt (Pidgeon, 1998).

Troop Leadership - As operationally defined, for the purpose of this study, adults registering under the position codes of 01, 02 or 04. These codes are defined as troop leaders (01), assistant leaders (02), and group leaders (04).

CHAPTER II: REVIEW OF VOLUNTARISM LITERATURE

Introduction

Voluntarism represents a uniquely American Tradition of citizen participation in community affairs (Murk & Stephan, 1990). The mission of a volunteer, according to Ilsley (1989), begins with a strong commitment to an agency or organization, often without any type of binding agreement, but soon develops into a loyalty stronger than any written document. Volunteers are essentially a 'free' labor source (in terms of wage only) and the backbone of some 40,000 voluntary organizations (Unger, 1991). Many social and community agencies and other providers of human services expand or extend their services through the work of volunteers (Murk & Stephan, 1990). Volunteers trade off time, market-valued skills and often money (in the purchase of transportation or childcare) in order to gain the benefits they get from voluntarism (Unger, 1991).

Theories of Motivation

Abraham H. Maslow observed that individuals appeared to be motivated to satisfy basic needs (1970). Maslow integrated the functionalist tradition of James and Dewey, combined it with the holism of Wertheimer, Goldstein, and Gestalt psychology, and further combined these with the dynamicism of Freud, Fromm, Horney, and Jung to create a holistic-dynamic theory he called the theory of human motivation (Maslow, 1970).

On the basis of his clinical studies, Maslow observed the basic needs to be 1) physiological, 2) safety, 3) belongingness and love, 4) esteem, and 5) self-actualization. The physiological needs are the most basic of all needs--the need for food and shelter. The safety needs include stability, protection, and security; freedom from fear, from anxiety and chaos; need for structure, order law; and much more (Maslow, 1970). The need for belongingness and love is viewed as a hunger for affectionate relationships with people. The need for esteem can be

defined in two ways according to Maslow (Maslow, 1970):

First, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Second, we have what we may call the desire for reputation or prestige, status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation (p. 45).

At this level, the need for self-actualization, individual differences are greatest. According to Maslow (1970), what a man [woman] can be, he[she] must be. In self-actualization, an individual is capable of reaching their potential.

Maslow stated these needs in the form of a hierarchy and stated them in a sequential format. "Maslow argued that there is a hierarchy of needs that people strive to meet, the fulfillment of one allows release for the individual to fulfill another at a higher lever" (Sirgy, 1986, p. 331). "The primary value of Maslow's need hierarchy theory appears to be

its focus on the recognition and identification of individual needs for the purposes of motivating behavior" (Terpstra, 1979, p. 376).

Another need-based theory of motivation is Herzberg's Dual-Factor Theory. Fredrick Herzberg and his associates concluded two basic sets of factors, which were 1) hygiene and 2) motivators. Otherwise, know as dissatisfiers and satisfiers, respectively (Heilman, 1982). Addressing hygiene factors--such as supervision, interpersonal relations, status, security and personal life--prevent dissatisfaction of an individual. It is, however, the motivators that play an important role in motivation. The motivator factors encompass of achievement, advancement, growth, recognition, responsibility, and work itself. "To the extend that the motivator factors are present...motivation will occur" (Terpstra, 1979, p. 377).

Still another study on motivation has been proposed. The expectancy/valence theory as presented by Campbell and Associates (Campbell, 1970). "This theory assumes that motivation or effort is a function

of three components: 1) an effort-performance expectancy, 2) a performance-outcome expectancy and 3) valence" (Terpstra, 1979, p. 378). Valence is defined as the benefit/affinity of a specified rewards or compensation to the individual. For an individual to be motivated, he/she has to believe that any additional effort will result in a higher performance. The individual also must believe that higher performance will be associated with greater compensation or rewards; these compensations or rewards must be of valence, or benefit to the individual (Terpstra, 1979).

Motivation for Volunteering

Sayre (1980) developed several hypotheses on motivation. It was hypothesized that those involved with the association would show higher levels of life satisfaction, a greater sense of personal control and tolerance for others. She used multiple classification analysis two-test the stated hypotheses. She found that sociological variable (education, income, age, socioeconomic status) as well

as psychological variable (life satisfaction, personal¹⁷ efficacy, trust in others, and efficacy) were impacted positively by greater levels of voluntary association involvement.

Palisi (1985) used social exchange theory to account for involvement in voluntary associations. According to him these individuals who volunteer have increased measures of subjective well-being. As these people participated they increased well being. To further elaborate this idea he also hypothesized that a younger single person with lower measures of socio-economic status would show higher measures of commitment than others from lower socio-economic status.

The opposite would be true for those with higher-socioeconomic status, older and married volunteers. He found support for the first hypothesis but not the second. And finally, he found satisfaction (measured by Norman Bradburn's Multiple Attitude Balance Scale) positively correlated with involvement.

When looking at motivations behind continued volunteer services, researchers should understand the

concept of motivation in the workplace setting.

Because of its importance, motivation in the workplace has been extensively researched by many. (Steers and Porter, 1975; Maslow 1970; Herzberg, 1967)

A motivated person has unique attributes. That person is someone who is activated to engage in work behavior, who has a goal toward which he or she is heading, and who has the inclination to sustaining the behavior over a period of time (Heilman, 1982).

Pidgeon (1998) found one major source for motivation. That involved benefits or rewards.

The open-ended question was asked: What do you feel were the three major personal benefits that you received from your volunteer experience? The responses to this question fell into one answer: self-satisfaction/helping others (83.82%). Thus those who were surveyed felt that volunteering benefited both themselves and others. These findings are consistent with others who cite these dual benefits--being useful and helping others--as the number major reason for volunteering. It can be argued that such motivations

are based on human needs. This is a classic assumption found in human relations research.

Steers and Porter, in *Motivation and Work Behavior* (1975), identified three components of motivation: (1) an energizing component, (2) a channeling component and (3) a maintenance component. The energizing component can best be described as the needs base that gives an individual the energy to work. These needs may be as simple as Abraham Maslow's hierarchy of needs beginning with physiological needs and ending with self-actualization, or lead to other needs like the need for achievement or recognition. A channeling component contains the activity in which individuals direct their motivation. Finally, the maintenance component of that benefit explains why the individual continues to maintain the behavior.

A theory by McClelland and Atkinson (Hampton 1973) states that persons are motivated to do something (work, volunteer, or participate) based on what they hope to gain from the experiences. Many theories of motivation applied to volunteers have come

from theories of why individuals work. McClelland and Atkinson have defined three factors that affect behavior which include: (1) the need for achievement (taking pride in accomplishment), (2) the need for affiliation (being concerned about relationships with others), and (3) the need for power (wanting to have an impact or influence over others) (Henderson, 1981).

Adult Volunteer Profile in Girl Scouts

Girl Scout of the United States conducted a nationwide research study in 1997 with the objective "to develop a representative profile of the adult membership of Girl Scouting with respect to their demographic composition" (GSUSA, 1998, p. 1). This study by GSUSA was also designed "to provide insight into their motivations for volunteering and their degree of involvement with Girl Scouting in order to identify opportunities for attracting new volunteers and improving communications with leaders" (GSUSA, 1998, p. 1). The results reported that a majority of the volunteers were employed outside the home. GSUSA

reports that slightly more volunteers were employed full time over part time.

The study reports the typical Girl Scout volunteer as a female, 40 years of age, married with an average household income of \$54,8000. The typical Girl Scout volunteer has an education with the study reporting them as having a college or advanced degree. Race was reported as 90% Caucasian/white, 3% African American, 3% Hispanic and 4% other. GSUSA also reported that two in three adult volunteers participated in Girl Scouts as girls. This study reports motivational factors "which offered members an opportunity to have a positive influence on young girls by helping to instill and reinforce positive life skills were rated as 'very important' by a large majority of adult volunteers" (GSUSA, 1998, p. 4).

Girl Scout Studies

Almost a quarter of a century ago Demos (1975) reported a study on volunteers in Girl Scouts. After surveying 336 volunteers the author analyzed participation and motivation of adult workers. Among

other characteristics of active adult volunteers, she found that social background and prior organizational experiences were the most prevalent reason for involvement.

In her final analysis of motivation of adult volunteers, Demos (1975) found two distinct patterns of involvement. The first type of volunteer consisted of those adults who had daughters in the program. These were labeled as female orientation. Since their daughters were involved their primary motivation derived from their role as mother as a social factor. Moreover, these women were also involved in other community activities. Thus they had a high profile for activity. These constituted the majority of those involved in voluntary associations.

Not all volunteers in the Demas study were mothers (1975). Some were single women, had no daughters or had grown daughters. The women without children in Girl Scouts were, however, more educated, professional women who took a personal interest in Girl Scouts. Moreover, these women belonged to a larger other type so voluntary organizations then

most. These women were labeled as "other oriented". In comparing the two categories of women volunteers, Demos (1975) noted that those in this second category tended to be more knowledgeable about volunteer work and came to the organization with higher skills and understanding about administrative work. Evidently, the author concluded, these women had not only a higher capacity for work but also a wider range of involvement. This latter group was also more likely to stay involved in Girl Scouts. Perhaps that was because his or her participation did not depend upon someone else such as a daughter.

Vosburgh et. al. (1990) researched the conditions that promote strategic planning within volunteer organizations. These researchers looked at two aspects. They first examined types of information needed to conduct needs assessment. Then, second, they discovered how this information could be utilized in assisting with the strategic planning process. Using the Girl Scouts of Greater Philadelphia as a case study, the researchers showed how strategic planning, within volunteer sector, can be based

directly on needs assessment information from participants themselves.

Volunteer Studies

Palisi, et.al. (1977) found that people's participation for instrumental versus expressive associations varies. Their participation varied by psychological and social variables.

In their study the dependent variable was the extent of involvement in each of the two type of associations. The independent variable was the measure of social status that come from a composite of social class, sex, age, marital status, and religion. Some people got involved in an expressive voluntary association because they believed in certain programs. Others got involved because the activities lead to some other benefit. This fits the Girl Scouts models. Some volunteers may be involved because they want to contribute to the cause of helping girls. Others may see personal benefits coming as a result of their involvement (Palisi, et.al., 1977).

McNeely used a similar approach. According to McNeely (1978) people's participation depend upon what type of organizations they prefer. Thus, McNeely categorized the sample into two polar types of organizations: one as conformative, and the other as rationalistic. As a result of these distinctions, the researcher found that some participants preferred an administrative-rationalistic style while others sought a human-relation one.

Using these categories and analyzing the data, the researcher found significant differences on measures between those with administrative styles and those with human-relations styles (McNeely, 1978). The latter valued opportunities for personalized, non-fragmenting relations, chances for increasing skill repertoires, encouragement of participation in decision making, and goals that are both organizational & internalized. They also experienced greater satisfaction than did those in rationalistic situations that were characterized by rules and hierarchical structures.

Janoski and Wilson (1995) found that degree of voluntary participation varies by family of origin. If the family values voluntarism, the young learned through observation of the adults. Thus they are socialized as members of that family unit. They are socialized to be active in various charity groups. That is that social participation is a learning experience that goes from teen years through parenthood.

The process of transmission includes voluntary participation and others' life styles. Janoski and Wilson divided the sample into two different types of value modeling. These included those that are self-oriented (occupation & profession) and those that are community-oriented (service, church, community, fraternal, & neighborhood) (1995).

The status transmission theory explains self-oriented participation while the family socialization explains community-oriented participation. Thus, the authors believe that these two theories of voluntarism work best in those cases that differentiate the type

of voluntary association under study (Janoski & Wilson, 1995).

Like Janoski and Wilson (1995), Sawyer (1998) sees socialization as vital in voluntary association. Civic career is a term Sawyer uses to describe the socialization of an individual from an early age, which continues as that individual develops within a family unit. According to Sawyer, civic careers stem from both socio-psychological development and the socialization process. Participation in civic careers can be characterized by values and temperaments, which encompass trustworthiness, honesty, competence, value of education, civility, self-sufficiency, and social life.

Socialization can be seen in history throughout the years. Auster (1985) has utilized texts and other heirlooms to look at indicators of socialization. Auster examined youth organizational handbooks as a source of information in which to find information concerning society's expectations. She investigated 11 Girl Scout handbooks from 1913-1984 to find insights as to how they portray socialization

concerning family, gender roles, careers, sexual behavior, social stratification and other life aspects.

Siisiainen (1998) presents the argument that voluntary associations many times are utilized as a type of mediation between the social causes and the subsystems of culture. He presents two types of mediating. First is the type between organization systems and interaction systems. Second is the mediating between the social subsystems and the civil society. Siisiainen looks at voluntary associations as a way to break down the problems and challenges of society into smaller subsystems, which serve as medians between civil and social society. He also views these voluntary associates as filters for both the economic and moral codes of society.

Other Research Studies

Henderson (1981) conducted a study both to ascertain the psychological aspects of motivation for volunteers in a youth agency (4-H) and to determine the perceptions these adult volunteers had regarding

the characteristics of their volunteerism as a leisure activity. In this study he surveyed 200 adults from a random Minnesota sample. The results showed two aspects of motivation. First, adults were motivated the most when they fulfilled their affiliation needs. Second, in contrast to their work they viewed volunteering as a type of leisure activity.

Another study conducted in 1989 at the University of Maryland (Balenger, Sedlacek, & Guenzler) asked the volunteer student union programming board members at College Park to designate the five programming board activities or experiences that they considered to be most appealing. This method enabled the researchers to attach volunteer activity preferences to group motivations for volunteering. It was found that the programming board members were most interested in serving program attendees, making new friends, and being "involved" on campus (Balenger, et.al., 1989).

Unger (1991) studied the existence of an altruistic motive in volunteers. Three conclusions were drawn from this study. First, the utility interdependence hypothesis is at least partially

applicable to voluntarism. Second, socio-economic status and time availability appear to have little influence on volunteering, and third there is evidence for an altruistic motive in voluntarism.

Culp conducted other research on motivating and retaining 4-H adult volunteers (1997). Through this follow-up study, he identified characteristics of continuing and non-continuing 4-H adult volunteers (1996). In that study (1997) he found three primary motivations that influence people to volunteer; they are as follows: youth (issue/cause motive), the program (affiliation motive), and perceived need (personal motive).

And finally, in a comparative study Culp (1996) found the profiles of 1994 Indiana 4-H volunteers were remarkably similar to profiles of other 4-H and youth organizational volunteers from across the United States since 1950. These findings give support to this research on Girl Scouts.

Stewart and Weinstein (1997) studied the motivations of volunteer participation by using quantitative and qualitative data. Three settings

were examined. The settings include community-based urban AIDS organizations, a referral center dealing mainly with information, and a suburban support group setting. The setting largely determined the type of volunteers participating.

Through the use of quantitative analyses the Stewart and Weinstein found political efficacy and beliefs to be the driving forces (1997). Through the use of qualitative data they were able to define more specifically the nature of involvement. They could more clearly identify socio-political attitudes in juxtaposition with other experiences. Both methods and type of data analyses revealed somewhat different contexts and motives for each participant.

Theoretical Perspective

Several combined theories form the basis for this research's mosaic of theories. They provide the basis for interpreting both the literature on voluntarism and the findings of this study. In discussing the literature review, several appropriate theories were found. These include the social exchange theory, the

motivation theories, status transmission, and family socialization. When these theories are pieced together, they give us a broader perspective about what motivates adults to volunteer in the Girl Scout program. Basically, this unified approach explains voluntary behavior.

CHAPTER III: METHODOLOGY

Introduction

This chapter includes several topics related to research methods typically found in survey research. These include, but are not limited to, the following: the subjects, instrumentation, pilot study summary, procedures, and data analysis.

The researcher took an empirical approach in collecting information about adult volunteers, so the ranges of methodological topics were broad. The range spreads from general to particular. The general topics dealt with the research questions, whom to survey, and when and how to administer the questionnaire. The specific topics were: coordinate the research efforts; design of the questionnaire; analyzing the data; and the data interpretation. Throughout this study, the objective was to obtain valid and reliable information, which would then lead to correct and valid interpretations.

The procedures for conducting this study on volunteer motivation and participation, at Tanasi Girl Scout Council, was the basic research question

discussed in this section on research design. Czaja and Blair (1996) outline the stages of survey research. These include the survey design and preliminary planning, the pre-testing, the final survey design and planning, the data collection, coding, data file construction, analysis, and the final report. The postcard, cover letters, and instrument, or Adult Volunteer Questionnaire mentioned in this chapter can be found in Appendix A-D.

Subjects

The sample was drawn from the adult volunteer troop leadership population at Tanasi Girl Scout Council. The jurisdiction from which the sample was drawn included eighteen counties in Eastern Tennessee.

The sample consisted of 225 troop leadership volunteers from a population of approximately 1,500. This number followed the suggestions found in most tables of recommended sample size for population with finite size (Patten, 1997). For example, a sample size of 167 would adequately represent a population of 1,500. Given the realities of low returns of

questionnaire, however, a projected sample size of 167³⁵ would not yield near that many people (Krejcie & Morgan, 1970). For this reason, the researcher chose to increase the sample size to 225 volunteers.

The database of information regarding the population to be sampled was owned by the not-for-profit agency. To ensure confidentiality, fairness and randomness, the sample of 225 was randomly selected and provided to the researcher by Tanasi Girl Scout Council. While the sample of subjects came in consultation by the sponsoring agency, the questions to be asked came from a variety of other sources. These are discussed in the next section on instrumentation.

Instrumentation

Several sources were used to construct the questionnaire. After analysis of several related studies, the researcher selected an existing questionnaire used to study motivations. Although the researcher found one particular study by Culp (1997) especially useful, a limited number of questions from

Culp's original study were selected and modified. The demographic section was designed primarily after the 1998 GSUSA Study. Thus, the final questionnaire used for this study was the result of a panel of experts, a pilot study, and prior studies.

The panel of experts consisted of the Management and Membership teams at Tanasi Girl Scout Council, as well as, three university research specialists and a statistician. Persons included on the Tanasi Girl Scout Council teams included the Executive Director, Assistant Executive Directors for Volunteer Services, Assistant Executive Directors for Membership Service, Communications Director, Financial Manager, Fund Development Director, and six Membership and Marketing Directors. Together, these TGSC members have over 200 years of Girl Scout experience and development.

The questionnaire design also included three aspects for formulating the questions. The questionnaire design involved the necessity of writing the questions, organizing the questions and testing the questions. The researcher formulated the questionnaire as a result of ideas from the review of

literature, discussions with the sponsoring organization, and the pilot study recommendations.

Throughout the whole process, the research hypotheses and feedback were used as a guide to fine-tune the questions utilized in the final questionnaire. Moreover, the researcher found that the order of questions was quite important. These factors, along with length of the questionnaire and other respondent burdens, affect both response rates and integrity of the findings from those who respond.

The final instrument resulted in an 18-question, 10 to 15 minute questionnaire. The research questionnaire was delivered by first class mail to the sample of 225 volunteers provided by Tanasi Girl Scout Council. Both the researcher and Tanasi Girl Scout Council utilized the information on the instrument. While a majority of the information was information collected for purposes determined by Tanasi Girl Scout Council, the researcher utilized questions two and three from the questionnaire along with the demographic information for this research study.

Pilot Study

Before mailing the questionnaires, the researcher and administrators of Tanasi Girl Scout Council tested the questions. The pilot study was conducted to determine: (1) whether the respondents could comprehend and easily answer the questions and (2) the time allowance for the questionnaire. This pilot study took place at an adult volunteer training event in Gatlinburg, Tennessee. A total of 17 volunteers participated in the pilot study. The pilot study consisted of the questionnaire and an evaluation sheet for volunteer reactions and comments. As a result of volunteer reactions and comments, the questionnaire format was condensed, redesigned, and restructured. Volunteer reactions and comments, along with the input from the panel of experts shaped the instrument used to collect the data.

Procedures

Regardless of the sample methodology, it was expected that a few in the sample would respond right away and others would not respond at all. Several

actions were taken by the researcher and Tanasi Girl Scout Council administrators to counter problems with non-respondents and to ensure a higher response rate (Czaja & Blair, 1996; Gay, 1996).

First, a postcard was sent to the sample five days prior to the first mailing of the questionnaire to alert them to the arrival. The confidentiality of the responses was heavily emphasized. Second, a cover letter was designed to explain the purpose of the study, to encourage participation of the selected sample, and to request a return date for the questionnaire. Third, the questionnaire included a set of instructions for each part. Fourth, a pre-addressed stamped return envelope was enclosed to encourage responses. Fifth, a second questionnaire was sent to the entire sample two weeks after the first mailing encouraging non-respondents to return the questionnaire. The second mailing also contained a cover letter explaining the purpose of the study. Finally, a pre-addressed stamped return envelope was again enclosed in the second mailing to encourage responses.

Data Analysis

The first part of the data analysis had to do with separating the whole project into its constituent parts to study and interpret the findings. The researcher used primary descriptive evidence and secondary inferential evidence to analyze the data.

Descriptive statistics helped summarize data so it may be interpreted. "Description is a faithful reporting of what actually occurred" (Van Wagenen, 1991, p. 74). The descriptive statistics were used to describe both the sample and the summary of responses. These descriptives depict the level of involvement in Girl Scouts by the majority of respondents.

Likewise, inferential statistics were utilized to draw inferences about the population. "Inferential statistics must always follow descriptive statistics" (Van Wagenen, 1991, p. 79). Significance tests demonstrated some degree of confidence about the results.

First, the researcher profiled the sample itself. Descriptive statistics were used to define the sample. Second, the sample profile was compared to a profile

from a national study of adults in Girl Scouting for the purpose of determining how the demographics for East Tennessee Girl Scout Volunteers compare with those of a national Girl Scout Volunteers.

Third, the researcher used factor analysis for the purpose of addressing the four hypotheses. Factor analysis reduces the number of questions into various factors. In this case, they are motivational factors and reasons for continued service for adult volunteers.

The researcher used factor analysis to reduce the number of items on the instrument questions number two and three. To prevent double loadings, an extraction with maximum likelihood was utilized to combine the items into more manageable numbers.

Four steps exist in a factor analysis. First, the researcher computes the correlation matrix. Second, the various factor loadings are estimated. Third, the loadings are rotated according to the correlations. And fourth, the output shows the overlap of certain factors for all of the items selected.

After running a factor analysis, a Multivariate ANOVA was used to determine if there was a significant difference between the variables being tested. A .05 level of confidence was used in the study to test each hypothesis.

Finally, the researcher created descriptives for the questionnaire items based on the Likert Scale. The response choices for the questionnaire on each motivational item used the assigned values in the following manner:

Response Choice	Scoring Value
Never	1
Almost Never	2
Seldom	3
Sometimes	4
Usually	5
Almost Always	6
Always	7
Not Applicable	0

The raw scores for each question were used to calculate the extent to which each item was a factor in motivation or continuing service, and various analyses were implemented to test the four hypotheses.

CHAPTER IV: ANALYSIS OF DATA AND FINDINGS

Introduction

The purposes of this study were twofold. The first part examined the demographics that can be identified as characteristics of a "typical" Tanasi Girl Scout Council volunteer. Part two examined what motivated the volunteers to participate and continue as Tanasi Girl Scout Council volunteers. All tables mentioned in this chapter can be found in Appendix E.

There were four null hypotheses, which provided direction for part two of this study. The first two hypotheses were tested to determine if there were any significant differences between motivational factors and the time spent volunteering or family income level. Hypotheses three and four were tested to determine if there were any significant differences between continuing motivational factors and the time spent volunteering or family income level.

This chapter presents the findings of this study as reported by the Tanasi Girl Scout volunteers and their responses to the Adult Volunteer Questionnaire (AVQ), concerning motivational and continuing service.

The results of these analyses are also presented in this chapter. A total of 91 subjects responded to the questionnaire, resulting in a response rate of 40%.

Respondents

Respondents' responses in this section may reflect a failure to respond to a demographic question, resulting in totals less than the number of respondents. Respondents' demographics were 85 females (93.40%) and 2 males (2.20%). Race representation was 80 (87.90%) Caucasian, 1 (1.10%) African American, 1 Hispanic (1.10%) and 5 (5.50%) other. Of those reporting, 1 (1.10%) was single, 78 (85.70%) were married, 6 (6.60%) were divorced, 2 (2.20%) were widowed. The average age of respondents was 42 ($M = 41.91$, $SD = 6.99$).

Respondents listed their highest level of completed education as 23 (26.80%) report a High School Diploma/GED or less; 13 (15.10%) reported Trade School or Associate's Degree; 32 (37.20%) reported a Baccalaureate Degree; 16 (18.60%) reported a Masters Degree; and 2 (2.30%) reported a Doctorate Degree.

Respondents listed annual family income as 10 (20.70%) had incomes less than \$30,000; 19 (23.20%) had incomes between \$30,000-49,000; 21 (25.60%) had incomes between \$50,000-79,999; and 25 (30.50%) had incomes over \$80,000. Table 4 reports these categories of annual family income.

Respondents' employment was divided as 25 (31.30%) were not employed outside the home while 55 (68.70%) were employed outside the home. Those employed outside the home can be classified as 26 (47.20%) part time (less than 40 hours per week) and 29 (52.70%) work full time (40 or more hours per week).

Respondents' volunteer work was reported as 26 (32.50%) reported volunteering up to 2 hours; 23 (28.80%) reported volunteering 3 to 4 hours; and 31 (38.70%) reported volunteer 5 or more hours. Table 3 reports these categories of volunteer hours.

Respondents' responses in this section may reflect multiple answers because some respondents may have reported working with more than one troop category, resulting in totals greater than the number

of respondents. Respondents reported working as either a leader or an assistant leader during the previous year of 1997-1998 were classified as 13 (14.30%) worked with a Daisy troop; 40 (44.00%) worked with a Brownie troop; 24 (26.40%) worked with a Junior troop; 18 (19.80%) worked with a Cadette troop; and 8 (8.80%) worked with a Senior troop.

Respondents reported working as a leader or an assistant leader during the current year of 1998-1999 were classified as 3 (3.20%) worked with a Daisy troop; 33 (36.30%) worked with a Brownie troop; 26 (28.60%) worked with a Junior troop, 20 (22.00%); worked with a Cadette troop; and 9 (9.90%) worked with a Senior troop.

Respondents reported that 60 (65.90%) were Girl Scouts as children and 23 (25.30%) were not Girl Scouts as children. Respondents reported the mean number of children per family was 2.29 (SD = 1.61) and the mean number of children participating in Girl Scouts was 1.44 (SD = .96). A total of 36 zip codes were reported as being represented in the questionnaire.

Hypotheses

A factor analysis was used to reduce the number of motivational factors and continued service factors. Table 1 provides the groupings and factor loadings for the motivational factors and Table 2 provides the groupings and factor loadings for continued service factors.

As shown in Table 1, the eleven motivational items were factored into three areas. These three areas were labeled, as (1) **need**, (2) **program** and (3) **influence**. Need represents the extent to which a volunteer has a perceived need or sense of duty as a motivational factor. Program represents the extent to which a volunteer has a positive view of Girl Scouts as a youth organization and community organization as a motivational factor. Finally, influence represents the extent to which a volunteer has the desire to influence both others and their own personal growth as a motivational factor.

Two factors were not included in one of the three areas, as they did not have a significant correlation to any of the other three groups. Overall, item K

pertaining to "I hoped it would lead to employment" did not factor into one of the other three groups. Therefore, it was not looked at as a motivational factor for volunteering as a Girl Scout Volunteer. Item M pertaining to "I enjoyed Girl Scouts as a youth" also did not factor into one of the other three groups. Therefore, it was not looked at as a motivational factor for volunteering as a Girl Scout Volunteer.

As shown in Table 2, the fourteen continued service items were also factored into three areas. These three areas were labeled as (1) **influence**, (2) **benefits** and (3) **need**. Influence represents the extent to which a volunteer has the desire to influence both others and their own personal growth for their continued service. Benefits represents the extent to which a volunteer perceives that he/she received a personal or peer benefit from his/her continued service. Need represents the extent to which a volunteer has a perceived need or sense of appreciation for their continued service.

As shown in Table 3, time spent volunteering was classified into three groups for statistical treatment. The three areas were labeled as: up to 2 hours per week volunteering; 3-4 hours per week volunteering; and 5 or more hours per week volunteering with Tanasi Girl Scout Council. As shown in Table 4 annual family income level was classified into four areas: 1) under \$30,000; 2) income between \$30,000 and \$49,999; 3) income between \$50,000 and \$79,999; and 4) income over \$80,000.

A presentation of the statistical treatment of the data will follow the restatement of each hypothesis.

Hypothesis 1: There is no significant difference in the time spent volunteering and motivational factors as determined by the Adult Volunteer Questionnaire.

Table 1 contains the factor loadings and means for motivation. Means for each item were calculated resulting in items ranging in mean from $\bar{M} = 6.74$ (highest) to $\bar{M} = 3.57$ (lowest). A majority of the item responses fell into the range of Sometimes to

Always. Table 5 contains the descriptives for motivational factors by time spent volunteering.

Table 6 contains the Multivariate ANOVA results for motivational factors and time spent volunteering. The obtained $F(6,150) = 1.560$, with $p = .163$. Therefore, there was not a significant difference between the time spent volunteering and motivational factors as determined by the Adult Volunteer Questionnaire. The null hypothesis was retained.

Hypothesis 2: There is no significant difference in the family income level (socio-economic status) and motivation factors as determined by the Adult Volunteer Questionnaire.

Table 1 contains the factor loadings and means for motivation. Means for each item were calculated resulting in items ranging in mean from $M = 6.74$ (highest) to $M = 3.57$ (lowest). A majority of the item responses fell into the range of Sometimes to Always. Table 7 contains the descriptives for motivational factors by income.

Table 8 contains the Multivariate ANOVA results for motivational factors and income. The obtained $F(9, 183) = 1.735$, with $p = .084$. Therefore, there was not a significant difference between family income level and motivational factors as determined by the Adult Volunteer Questionnaire. The null hypothesis was retained.

Hypothesis 3: There is no significant difference in time spent volunteering and factors behind continued volunteer service as determined by the Adult Volunteer Questionnaire.

Table 2 contains the factor loadings and means of the continuing service. Means for each item were calculated resulting in items ranging in mean from $M = 6.37$ (highest) to $M = 3.81$ (lowest). A majority of the item responses fell into the range of Usually to Always. Table 9 contains descriptives for continuing service factors by time spent volunteering.

Table 10 contains the Multivariate ANOVA for continuing service factors and time spent volunteering. The obtained $F(6, 144) = 1.239$, with

$p = .290$. Therefore, there was not a significant difference between the time spent volunteering and continued service factors as determined by the Adult Volunteer Questionnaire. The null hypothesis was retained.

Hypothesis 4: There is no significant difference in annual family income level (socio-economic status) and factors behind continued volunteer service as determined by the Adult Volunteer Questionnaire. Volunteer Questionnaire.

Table 2 contains the factor loadings and means of the continuing service. Means for each item were calculated resulting in items ranging in mean from $M = 6.37$ (highest) to $M = 3.81$ (lowest). A majority of the item responses fell into the range of Usually to Always. Table 11 contains descriptives for continuing service factors by income

Table 12 contains the Multivariate ANOVA for continuing service factors and income. The obtained $F(9, 173) = 1.415$, with $p = .185$. Therefore, there was not a significant difference between family income

level and continued service factors as determined by the Adult Volunteer Questionnaire. The null hypothesis was retained.

Summary

This chapter presented the analyses of data and the results of those analyses for background information and for hypotheses testing. Each hypothesis was tested at a .05 level of significance.

A factor analysis was used to determine the number of factors that loaded on items representing motivational and continuing service issues. The resultant new groupings were subsequently utilized as the basis for a Multivariate ANOVA to test the four null hypotheses.

No significant difference existed as stated in hypotheses 1 and 2, between motivational factors and the time spent volunteering or family income level. No significant difference existed as stated in hypotheses 3 and 4, between continuing service factors and the time spent volunteering or family income level. All four null hypotheses were retained.

CHAPTER V: SUMMARY AND CONCLUSIONS

Introduction

Voluntary associations reflect the core essence of the American way of life. Many associations depend on volunteers to keep their organization up and running. Determining a profile of the "typical" volunteer along with determining the motivations behind volunteer activities are key components to maintaining volunteers for not-for-profit agencies, like Tanasi Girl Scout Council.

This chapter includes a summary of the study, a discussion as a result of the data analysis, and the conclusions based on the study findings. This chapter also includes recommendations for further study. All tables mentioned in this chapter can be found in Appendix E.

Summary of Research

The purposes of this study were twofold. Part one of the study examined the demographics that could be identified as characteristics of a "typical" volunteer. Part two examined the motivations for

volunteer participation and continued service as Girl Scout volunteers. The implications of the findings of this study are somewhat limited due to the low response rate of the sample. However, several salient point can be made.

Part one of this research study found certain demographic characteristic that represented the "typical" volunteer for Tanasi Girl Scout Council. The typical volunteer was employed outside the home (68.70%). This study revealed slightly more volunteers were employed full time over part time (52.70%, 47.20%).

This study also revealed the typical Girl Scout volunteer as a female (93.40%), 42 years of age ($M = 41.91$, $SD = 6.99$), 85.70% were married with 56.10% having an average annual family income greater than \$50,000. The typical Tanasi Girl Scout Council volunteer has a college education with the study reporting them as having a college (37.20%) or advanced degree (20.90%). Race was reported as 92% Caucasian/white, 1% African American, 1% Hispanic and 5% other. This study revealed that the typical adult

volunteer participated in Girl Scouts as a youth (66%). For a comparison between the "typical" volunteer for TGSC and GSUSA refer to Table 13.

Part two of this research study found three areas for motivation and three areas for continued service. Areas that promote motivation were need, program, and influence. Similarly, areas for continued service were need, benefits and influence.

This study found that no significant difference existed between motivational factors and the time spent volunteering or annual family income level. This study also found that no significant difference existed between continuing service factors and the time spent volunteering or annual family income level.

Discussion

Based on the results of this study several salient points can be made. Three motivational factors were found in Tanasi Girl Scout Council volunteers, which were 1) **influence**, 2) **need** and 3) **program**. Three continuing service factors were also

found in volunteers, which were 1) **influence**, 2) **need** and 3) **benefits**.

It was found that Tanasi Girl Scout Council volunteers' motivation was not based on income or time. Volunteers participated based on (1) their perceived need or sense of duty as a motivational factor, (2) their view of Girl Scouts as a youth organization and community organization as a motivational factor, and (3) their desire to influence both others and their own personal growth as a motivational factor. Although not directly viewed as a motivational factor, a volunteer's experiences as a Girl Scout during their own youth does appear to play a part in motivation.

Volunteers continued participate for consecutive years based on (1) their individual desire to influence both others and their own personal growth through continued service, (2) their perceived individual benefits, whether personal or peer related, and (3) their sense of being needed by the organization or other individuals.

In these findings, it is apparent that volunteers are motivated to volunteer and to continue service as a Tanasi Girl Scout Council volunteer for the reasons listed above. Volunteer motivation was not affected by income and time spent volunteering.

These findings are consistent with the findings of Palisi, et. al. (1977), who found that some people got involved volunteering because they believed in certain programs. While others got involved because the activities lead to some other benefit. These findings are also consistent with Unger (1991), who found that socio-economic status and time availability had little influence on volunteering.

Other research by Janoski and Wilson (1995) revealed that volunteering was learned through the observation of older adults. The findings of this study were consistent with Janoski and Wilson in that 66% of the respondents were in Girl Scouts as youth and had the opportunity to observe the older adults in a volunteer capacity.

These research findings were also consistent with Culp (1997). He found that individuals volunteer for

three primary reasons, which were (1) issue and/or cause (youth), (2) affiliation (program), and (3) personal motive (perceived need).

Recommendations

Based on the results of this study, the following recommendations have been drawn:

1. Research should be assembled to develop a predictive model for volunteer recruitment in not-for-profit organizations.
2. Tanasi Girl Scout Council should make continual efforts to recruit a more diverse adult volunteer population. As uncovered by this study, the profile of volunteers at TGSC does not resemble a diverse volunteer base.
3. Tanasi Girl Scout Council should make continual efforts to educate their adult volunteers on the importance of participation in research.
4. Future research using questionnaires need to keep the questionnaire short and concise.

5. A comparative study should be compiled to compare motivation and continuing service with the length of volunteer service.
6. A study should be constructed to compare motivations and continuing service factors among different regions around the United States.

REFERENCES

References

- Auster, C. J. (1985). Manuals for socialization: Examples from Girl Scout handbooks 1913-1984. Qualitative Sociology, 8(4), 359-367.
- Balenger, V. J., Sedlacek, W. E., & Guenzler, M. A. (1989). Volunteer activities and their relationship to motivational needs: A study of the stamp union program research report. College Park, MD: University of Maryland, Counseling Center.
- Baumhover, L. A., and Jones, J. D. (1977). Handbook of American aging programs. Westport, CT: Greenwood Press.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., and Weick, K. E. (1970). Managerial Behavior, Performance, and Effectiveness. New York: McGraw-Hill Book Co.
- Culp, K., III (1997). Motivating and retaining adult volunteer 4-H leaders. Journal of Agricultural Education, 38(2), 1-7.
- Culp, K., III (1996). Identifying continuing and non-continuing adult 4-H volunteers: How have they evolved over time? Journal of Agricultural Education, 37(4), 44-51.
- Czaja, R. & Blair J. (1996). Designing surveys. Thousand Oaks, CA: Pine Forge Press.
- Demos, V. (1975). Female role orientation and participation in a women's voluntary association. Social Science, 50(3), 136-140.
- Freeman, R. B. (1997). Working for nothing: The supply of volunteer labor. Journal of Labor Economics, 15(1, Pt. 2), S140-S166.

- Gallup, G. H. (Ed.). (1997). The Gallup poll.
Wilmington, DE: Scholarly resources.
- Gallup, G. H. (Ed.). (1994). The Gallup poll.
Wilmington, DE: Scholarly resources.
- Gallup, G. H. (Ed.). (1982). The Gallup poll.
Wilmington, DE: Scholarly resources.
- Gay, L. R. (1996). Educational research: Competencies for analysis and applications. (5th ed.) New Jersey: Prentice-Hill, Inc.
- Girl Scouts of the United States of America. (1998, April). National profile of adults in Girl Scouting (Executive Summary). Acton, Massachusetts: Market Dynamics_{sm}.
- Hampton, D. R., Summer, C. E., & Weber, R. A. (1973). Organizational behavior and the practice of Management. Glenview, Illinois: Scott, Foresman, and Co.
- Heilman, M. E. & Hornstein, H. A. (1982). Managing human forces in organizations. Illinois: Richard D. Irwin, Inc.
- Henderson, K. A. (1981). Motivations and perceptions of volunteerism as a leisure activity. Journal of Leisure Research, 13, 208-218.
- Herzberg, F., Mausner, B. & Snyderman, B. (1967). The motivation to work. New York: John Wiley and Sons.
- Ilsley, P. J. (1989). The voluntary sector and adult education. The handbook of adult and continuing education. (pp. 99-111). San Francisco: Jossey-Bass.
- Janoski, T. and Wilson, J. (1995) Pathways to voluntarism: Family socialization and status transmission models. Social Forces, 74, 271-292.

- Krejcie, R. & Morgan, D. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.
- Krikorian R. (1985) Have you noticed? An American resurgence is underway. Vital Speeches of the Day, 10, 299-301.
- Lawler, P. A. (1993). The restless mind. Maryland: Rowman & Littlefield.
- Maslow, A. H. (1970). Motivation and personality. (2nd ed.) New York: Harper & Row.
- Maurer, C. & Sheets, T. E. (Eds.). (1998). Encyclopedia of Associations (33rd ed., Vol. 1-2). Detroit: Gale Research Co.
- McNeely, L. (1978). Satisfaction, attitudes & involvement in humanistic vs. rationalistic environments. Social-Development-Issues, 2, 70-88.
- Murk, P. J. & Stephan, J. F. (1990). Volunteers enhance the quality of life in a community...or (how to get them, train them, and keep them). Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Salt Lake City, UT.
- Noble, M. (1995). A biography of Alexis de Tocqueville [On-line]. Available: http://oasis.bellevue.k12.wa.us/sammamish/sstudie.s.dir/hist_docs.dir/tocqueville.mn.html
- Palisi, B. J. (1985). Voluntary associations and well-being in three metropolitan areas: Cross cultural evidence. International Journal of Contemporary Sociology, 22, 3-4.

- Palisi, B. J. & Jacobson, P. E. (1977). Dominant statuses and involvement in types of instrumental and expressive voluntary associations. Journal of Voluntary Action Research, 6, 80-88.
- Patten, M. L. (1997). Understanding research methods. Los Angeles, CA: Pycszak Publishing.
- Pidgeon, W. P., Jr. (1998) The universal benefits of volunteering: A practical workbook for nonprofit organizations, volunteers, and corporations. New York: John Wiley.
- Putnam, R. (1996). The strange disappearance of civic America. The American Prospect, 24.
- Sawyer, P. R. (1998). Socialization to Civil Society. International Sociological Association: Association paper. Sociological Abstracts, 46.
- Sayre, C. W. (1980). The Impact of Voluntary Association Involvement on Social-Psychological Attitudes. Paper presented at the American Sociological Association.
- Siisiainen, M. (1998). Voluntary associations and the theory of autopoietic systems. Sociological Abstracts, 046.
- Sirgy, M. J. (1986). A quality of life theory derived from Maslow's developmental perspective: Quality is related to progressive satisfaction of a hierarchy of needs, lower order and higher. American Journal of Economics and Sociology, 45(3), 329-342.
- Steers, R. M. & Porter, L. W. (1975). Motivation and work behavior. New York: McGraw-Hill.

- Stewart, E. & Weinstein, R. S. (1997). Volunteer participation in context: Motivations and political efficacy within three AIDS organizations. American Journal of Community Psychology, 25(6), 809-837.
- Tanasi Girl Scout Council (1998a). Volunteer Handbook. Knoxville, TN.
- Tanasi Girl Scout Council (1998b). Year-End Management Report. Knoxville, TN.
- Terpstra, D. E. (1979). Theories of motivation-borrowing the best. Personnel Journal, 58(6), 376-379.
- Tocqueville, A. de (1945) Democracy in America (Ed and Trans.), [On-line]. Available:
http://xroads.virginia.edu/~HYPER/DETOC/ch2_05.htm
- Unger, L. S. (1991). Altruism as a motivation to volunteer. Journal of Economic Psychology, 12, 71-100.
- Uzzell, D. L. (1980). Conflicting explanations of participatory group membership. Journal of Voluntary Action Research, 9, 203-210.
- Van Wageningen, R. K. (1991). Writing a thesis: Substance and style. New Jersey: Prentice-Hall, Inc.
- Vosburgh, M. G., Kelley, J. M., & Strasser, M. (1990). Needs Assessment and Strategic Planning: A Study of the Girl Scouts. Evaluation and Program Planning, 13(2) 165-173.
- Zeutschel, U. & Hansel, B. (1989). The AFS volunteer resources study: Summary of findings from Germany study. New York: AFS International/Intercultural Programs Center for the Study of Intercultural Learning.

APPENDICES

APPENDIX A

Postcard

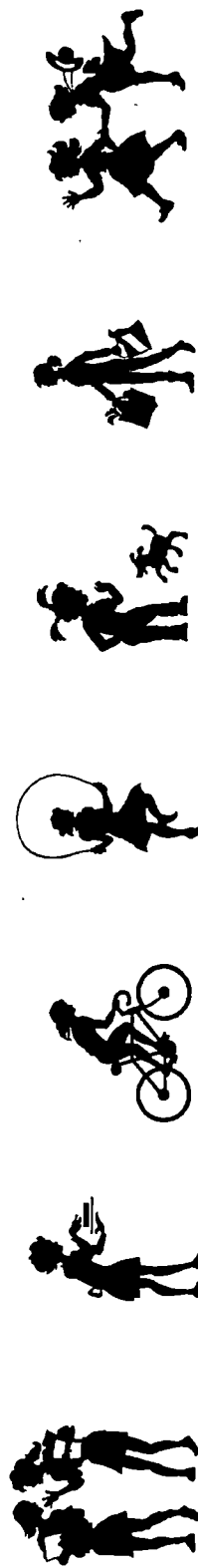
YOUR ATTENTION PLEASE...

To: Troop Leaders, Assistant Leaders, And Group Leaders
From: Lucille Griffo, Executive Director for Tanasi Girl Scout Council
Subject: Volunteer Questionnaire
Date: October 23, 1998

You have been randomly selected as one of 225 volunteers to participate in a Tanasi Girl Scout Council questionnaire. You will receive the questionnaire within 5 days of receiving this postcard. The questionnaire serves two purposes:

1. We want to know how we can better recognize, support and reward your efforts.
2. We want to know how we can become more effective in recruiting new leaders.

Please plan to set aside 10-15 minutes to answer the 18-item questionnaire. Once you answer the questions, please return the questionnaire in the pre-addressed stamped envelope, enclosed for your convenience. Your responses on the questionnaire will be **strictly confidential** and we are asking that you **do not include your name**. Thank you in advance for your participation and for the work you do for the girls!



APPENDIX B

First Cover Letter



Tanasi Girl Scout Council, Inc.

1600 Breda Drive
Knoxville, TN 37918
Ph (423) 688-9440 Fx (423) 689-9835
Toll Free (800) 474-1912

71

On my honor, I will try: to serve God and my country, to help people at all times, and to live by the Girl Scout Law

October 26, 1998

Dear Girl Scout Volunteer,

Please help us become a better Girl Scout Council by filling out this questionnaire. The purpose of this study is twofold. First, we want to know how we can better recognize, support and reward your efforts. Second, we want to know how we can become more effective in recruiting new leaders.

Your completion of this questionnaire will help us spend our dollars more wisely. Please DO NOT include your name on the questionnaire. ALL RESPONSES ARE STRICTLY CONFIDENTIAL.

Please return your questionnaire BY NOVEMBER 6 in the pre-addressed stamped envelope provided to Janette Hynson, Project Manager. This will ensure that all returned questionnaires are included in the study.

Thank you in advance for participating in this study and for the work you do for the girls. Your efforts in supporting Girl Scouts are changing the world one girl at a time. Thank you!

Sincerely,

Thesis Copy

Lucille Griffo,
Executive Director

APPENDIX C
Second Cover Letter



Tanasi Girl Scout Council, Inc.

1600 Breda Drive
Knoxville, TN 37918
Ph (423) 688-9440 Fx (423) 689-9835
Toll Free (800) 474-1912

73

On my honor, I will try: to serve God and my country, to help people at all times, and to live by the Girl Scout Law.

November 12, 1998

Dear Girl Scout Volunteer,

Thank You! Many volunteers have returned the Council questionnaire. However, there are still volunteers who have not yet responded by returning the questionnaire.

If you **have not returned** your questionnaire, please take 10-15 minutes to fill out the enclosed questionnaire. Return it **BY WEDNESDAY, NOVEMBER 25** in the pre-addressed stamped envelope provided to Janette Hynson, Project Manager. As you know there are two purposes of this study. First, we want to know how we can better recognize, support and reward your efforts. Second, we want to know how we can become more effective in recruiting new leaders.

Completion of this questionnaire will help us to spend our dollars more wisely. Once again, please **DO NOT** include your name on the questionnaire. **ALL RESPONSES ARE STRICTLY CONFIDENTIAL.**

If you **have returned** your questionnaire, you deserve a big ***"thank you"!*** Your completion of the questionnaire will help us to ensure the best support for your efforts and help us in recruiting new leaders. The results of the questionnaire will be published in a 1999 issue of Leader's Link.

Thank you for participating in this study and for the work you do for the girls. Your efforts in supporting Girl Scouts are changing the world one girl at a time. ***Thank You!***

Sincerely,

Thesis Copy

Lucille Griffo,
Executive Director

APPENDIX D

Adult Volunteer Questionnaire

ADULT VOLUNTEER QUESTIONNAIRE

PART 1 DIRECTIONS: For each descriptor listed below, **CIRCLE THE NUMBER** that most accurately describes your agreement with that item. There are eight possible choices for each item:

<u>Never</u>	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Almost Always</u>	<u>Always</u>	<u>Not Applicable (N/A)</u>
1	2	3	4	5	6	7	n/a

There are **NO RIGHT OR WRONG** answers. Please respond to every item of the list.

1. Through Girl Scouts, I believe the girls in my troop:

- | | Never | | | | | Always | N/A |
|---|-------|---|---|---|---|--------|-------|
| a. Are developing important values..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| b. Are learning how they can contribute to society. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| c. Are better at relating to others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| d. Are learning life skills like decision-making and leadership. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |

2. I am motivated to serve as a volunteer because:

- | | Never | | | | | Always | N/A |
|--|-------|---|---|---|---|--------|-------|
| a. My own children are Girl Scout members..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| b. Girl Scouts is a good youth organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| c. I think Girl Scouts is good for the community. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| d. I like working with youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| e. I have extra time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| f. I want to make new friends. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| g. Someone asked me to volunteer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| h. I want to share my talents and interests. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| i. I want to help people. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| j. I feel a sense of duty/obligation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| k. I hoped it would lead to employment. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| l. I desire self-improvement..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| m. I enjoyed Girl Scouts as a youth..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |

3. I continue my service as a Girl Scout volunteer because:

- | | Never | | | | | Always | N/A |
|---|-------|---|---|---|---|--------|-------|
| a. I have a feeling of accomplishment..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| b. I feel it promotes social aspects..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| c. I feel satisfaction in seeing others achieve. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| d. I enjoy the tradition. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| e. Our Girl Scout program is strong. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| f. My children/spouse are involved. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| g. I feel needed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| h. I have opportunities to share my talents and interests. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| i. I feel appreciated. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| j. I enjoy personal leadership opportunities..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| k. I enjoy recognition. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| l. I am making a difference in my community..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| m. I enjoy working with girls. | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| n. I enjoy the relationships with other adults..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |

4. In my opinion, I receive support from the following groups/individuals:

	Never					Always		N/A
a. Tanasi Staff	1	2	3	4	5	6	7	n/a
b. Members in my troop/group	1	2	3	4	5	6	7	n/a
c. Parents in my troop/group	1	2	3	4	5	6	7	n/a
d. Girl Scout volunteers in my Service Unit.....	1	2	3	4	5	6	7	n/a
e. Girl Scout volunteers in my county.....	1	2	3	4	5	6	7	n/a
f. My own family members	1	2	3	4	5	6	7	n/a

5. From my position, I enjoy:

	Never					Always		N/A
a. The association with a youth organization	1	2	3	4	5	6	7	n/a
b. Being able to contribute to my community.	1	2	3	4	5	6	7	n/a
c. Spending time with my children.	1	2	3	4	5	6	7	n/a
d. Watching girls grow and develop.....	1	2	3	4	5	6	7	n/a
e. Spending time with my children's friends.....	1	2	3	4	5	6	7	n/a
f. Meeting other adults.....	1	2	3	4	5	6	7	n/a
g. Working with other adults.....	1	2	3	4	5	6	7	n/a
h. Using my talents to work on programs.	1	2	3	4	5	6	7	n/a
i. Building leadership, character & self-esteem in girls.....	1	2	3	4	5	6	7	n/a
j. Teaching new materials.....	1	2	3	4	5	6	7	n/a

6. My position as a volunteer would be easier if:

	Never					Always		N/A
a. There were fewer council programs.....	1	2	3	4	5	6	7	n/a
b. I had pre-planned meeting ideas.....	1	2	3	4	5	6	7	n/a
c. Service Unit meetings were more convenient.	1	2	3	4	5	6	7	n/a
d. Training classes were on videotape.....	1	2	3	4	5	6	7	n/a
e. Rules and regulations were better explained.	1	2	3	4	5	6	7	n/a
f. There were fewer council deadlines.....	1	2	3	4	5	6	7	n/a
g. Parents were more supportive/cooperative.....	1	2	3	4	5	6	7	n/a
h. I had more help with paperwork.....	1	2	3	4	5	6	7	n/a
i. Girl Scout members were more cooperative/enthused.	1	2	3	4	5	6	7	n/a
j. Girl Scout members were better behaved.....	1	2	3	4	5	6	7	n/a
k. Tanasi forms, newsletters and shopping were online	1	2	3	4	5	6	7	n/a

7. Volunteer recognition to me, personally, is important... 1 2 3 4 5 6 7 n/a

8. The overall Girl Scout program in Tanasi Council is excellent.

..... 1 2 3 4 5 6 7 n/a

9. The overall Girl Scout program in my Service Unit is excellent.

..... 1 2 3 4 5 6 7 n/a

PART 2 DIRECTIONS: Please answer each question below by checking the appropriate item on the given line. Remember there are NO RIGHT OR WRONG answers. Please answer each question honestly.

10. Who first asked you to serve as a Girl Scout volunteer? (Please select one.)

- | | |
|--|---|
| ☐ My own child or children | ☐ Staff Member |
| ☐ Other Girl Scout volunteers | ☐ Recruitment Meeting |
| ☐ Another Girl Scout Leader | ☐ Other: (specify) _____ |
| ☐ Girl Scout member's parents | |

11. Through what method were you first asked to serve as a Girl Scout volunteer? (Please select one.)

- | | |
|--|--|
| ☐ During a Girl Scout Meeting | ☐ Recruitment Event |
| ☐ By volunteering | ☐ Media Message (radio, TV, or newspaper) |
| ☐ School flyer | ☐ Other: (specify) _____ |

12. Please rank the volunteer recognition sources, which mean the most to you.

(1=1st choice, 2=2nd choice, etc.)

- | | |
|--|---|
| ☐ Community (i.e. news) | ☐ Girls |
| ☐ Other Girl Scout volunteers and staff | ☐ Annual Recognition Banquet |

13. Do you visit the Tanasi Council Service Center? ☐ Yes ☐ No

If yes, for what purpose? (Check all that apply.)

- | | |
|---|--|
| ☐ Attend training | ☐ Service Unit Meeting |
| ☐ Visit the shop | ☐ Committee or Board Meeting |
| ☐ Pick up forms and/or information | ☐ Product Sales business |
| ☐ Program Registration | ☐ Visit a Membership & Marketing Director |
| ☐ Girl Programs | ☐ Visit Daisy's Place Museum |

14. Does your troop use Camp Tanasi? ☐ Yes ☐ No

If yes, for what purpose? (Check all that apply.)

- | | |
|---|---|
| ☐ Day Visit | ☐ Participate in planned council event |
| ☐ Overnight in lodge or cabin unit | ☐ Participation in Service Unit encampment |
| ☐ Overnight in tent unit | ☐ Other: (specify) _____ |

15. Do members of your troop/group attend summer resident or day camp at Camp Tanasi?

- ☐ Yes, 100% ☐ Yes, 75% ☐ Yes, 50% ☐ Yes, 25% ☐ Yes, less than 25% ☐ No

16. Why do members of your troop/group not attend summer resident or day camp at Camp Tanasi?

(check all that apply)

- | | |
|---|--|
| ☐ Too expensive | ☐ Too far away |
| ☐ Girls are too young | ☐ Girls are involved in other things |
| ☐ Not interested in programs offered | ☐ Girls are in summer daycare program |
| | ☐ Other: (specify) _____ |

17. What improvements would you like to see which would encourage your troop/group to use Camp Tanasi?

18. What changes would make for better customer service at the Tanasi Council Service Center?

THANK YOU FOR TAKING YOUR TIME TO FILL OUT THIS QUESTIONNAIRE!
(Over Please)

ADULT VOLUNTEER DEMOGRAPHIC INFORMATION

DIRECTIONS: Please mark the appropriate response for each item. Completion of this questionnaire acknowledges your understanding that this data will be used solely for research purposes and will be kept in strict confidence. Do not include your name.

- Did you serve as a Girl Scout Volunteer during the 1997-1998 school year?
 - ☐ Yes, Age Level: Da Br Jr Ca Sr
 - ☐ No
- Will you continue to serve as a Girl Scout Volunteer during the 1998-1999 school year?
 - ☐ Yes, Age Level: Da Br Jr Ca Sr
 - ☐ No
- In what capacity have you served as a volunteer? (Check all that apply.)
 - ☐ Leader/Assistant Leader, ____ years
 - ☐ Service Unit Volunteer, ____ years
 - ☐ Special Events, ____ years
 - ☐ Product Sales, ____ years
 - ☐ Other: _____ years
- What is your zip code? _____
- What is your birth year? 19 ____
- What is your gender? ☐ Male ☐ Female
- What is your race?
 - ☐ African-American
 - ☐ Asian
 - ☐ Caucasian
 - ☐ Hispanic
 - ☐ Native American
 - ☐ Other: _____
- What is your marital status?
 - ☐ Single, never married
 - ☐ Married
 - ☐ Divorced
 - ☐ Widowed
- How many children do you have? _____
- How many of your children are, or have been, Girl Scout members? _____
- Were you a Girl Scout as a child?
 - ☐ Yes ☐ No
- How many hours per week (average) do you spend as a Girl Scout volunteer? _____
- How many hours per week (average) are you employed? _____
- What is your present occupation? _____
- What is the highest level of education you have completed?
 - ☐ Some High School
 - ☐ Vocational, Technical, or Trade School
 - ☐ High School/GED
 - ☐ Associate's Degree
 - ☐ Bachelor's Degree
 - ☐ Master's Degree
 - ☐ Doctorate
- What is your annual family income level?
 - ☐ Under \$10,000
 - ☐ \$10,000 to \$19,999
 - ☐ \$20,000 to \$29,999
 - ☐ \$30,000 to \$39,999
 - ☐ \$40,000 to \$49,999
 - ☐ \$50,000 to \$59,999
 - ☐ \$60,000 to \$69,999
 - ☐ \$70,000 to \$79,999
 - ☐ Over \$80,000
 - ☐ Don't Know

APPENDIX E**TABLES**

Table 1. Motivational Factor Loadings and Means

Item	Factor Loadings	Item Mean	Std. Deviation
Motivation - Influence			
I want to help people	.41	6.10	1.07
I want to make new friends	.93	4.63	1.65
I desire self-improvement	.33	4.74	1.88
I want to share my talents and interests	.48	5.38	1.34
I have extra time	.64	3.57	1.83
I like working with youth	.45	6.38	0.83
Motivation - Program			
Girl Scouts is a good youth organization	.95	6.52	0.74
I think Girl Scouts is good for the community	.69	6.61	0.65
Motivation - Need			
I feel a sense of duty/obligation	.41	5.20	1.66
Someone asked me to volunteer	.14	4.22	2.03
My own child(ren) are Girl Scout members	.88	6.74	0.78

Table 2. Continuing Service Factor Loadings and Means

Item	Factor Loadings	Item Mean	Std. Deviation
Continuing Service - Influence			
I feel it promotes social aspects	.69	5.44	1.44
I feel satisfaction in seeing others achieve	.72	6.37	0.85
I enjoy the tradition	.44	5.99	1.13
I feel a feeling of accomplishment	.75	5.74	1.31
I have opportunities to share my talents and interests	.62	5.46	1.35
I enjoy personal leadership opportunities	.63	5.04	1.55
I enjoy working with girls	.64	6.35	0.96
Continuing Service - Benefits			
I enjoy the relationships with other adults	.81	5.52	1.32
Our Girl Scout program is strong	.76	5.43	1.31
I enjoy recognition	.48	3.81	1.70
Continuing Service - Need			
My child(ren)/spouse are involved	.78	6.34	1.32
I feel needed	.70	5.45	1.40
I am making a difference in my community	.44	5.44	1.31
I feel appreciated	.50	4.79	1.67

Table 3. Time Spent Volunteering

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Up to 2 hours	26	28.6	32.5	32.5
3-4 hours	23	25.3	28.8	61.3
5 hours or more	31	34.1	38.8	100.0
Total	80	87.9	100.0	
Missing				
System	11	12.1		
Total	91	100.0		

Table 4. Annual Family Income

Annual Family Income	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Under \$30,000	17	18.7	20.7	20.7
\$30,000-\$49,999	19	20.9	23.2	43.9
\$50,000-\$79,999	21	23.1	25.6	69.5
Over \$80,000	25	27.5	30.5	100.0
Total	82	90.1	100.0	
Missing				
System	9	9.9		
Total	91	100.0		

Table 5. Descriptives for Motivational Factors by Time Spent Volunteering

	Time Spent Volunteering	N	Minimum	Maximum	Mean	Standard Deviation
Need	Up to 2 hours	26	4.00	7.00	5.75	.91
	3-4 hours	23	3.00	7.00	5.51	1.08
	5 hours or more	31	1.00	7.00	4.99	1.47
Influence	Up to 2 hours	26	2.75	7.00	5.16	1.15
	3-4 hours	23	3.00	7.00	4.86	1.21
	5 hours or more	31	3.17	6.83	5.33	.76
Program	Up to 2 hours	26	5.00	7.00	6.54	.58
	3-4 hours	23	4.00	7.00	6.41	.79
	5 hours or more	31	5.00	7.00	6.68	.57
Valid N (listwise)	Up to 2 hours	26				
	3-4 hours	23				
	5 hours or more	31				

Table 6. MANOVA for Motivational Factors and Time Spent Volunteering

Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.
Intercept	.007	3566.634 ^a	3	75	<.001
Time Spent Volunteering	.886	1.560 ^a	6	150	.163

a. Exact statistic

Table 7. Descriptives for Motivational Factor by Income

	N	Minimum	Maximum	Mean	Standard Deviation
Need					
Under \$30,000	16	3.00	7.00	5.37	1.13
\$30,000-\$49,999	19	1.00	6.67	4.94	1.40
\$50,000-\$79,999	21	1.00	7.00	5.53	1.32
Over \$80,000	25	3.67	7.00	5.55	1.03
Youth					
Under \$30,000	16	4.17	7.00	5.72	.78
\$30,000-\$49,999	19	2.75	6.83	5.03	.96
\$50,000-\$79,999	21	3.00	7.00	5.19	.99
Over \$80,000	25	3.00	7.00	4.73	1.11
Program					
Under \$30,000	16	6.00	7.00	6.81	.36
\$30,000-\$49,999	19	6.00	7.00	6.68	.45
\$50,000-\$79,999	21	4.00	7.00	6.43	.80
Over \$80,000	25	5.00	7.00	6.36	.71
Valid N (listwise)					
Under \$30,000	16				
\$30,000-\$49,999	19				
\$50,000-\$79,999	21				
Over \$80,000	25				

Table 8. MANOVA for Motivational Factors and Income

Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.
Intercept	.007	3801.764 ^a	3	75	<.001
Income	.819	1.735	9	183	.084

a. Exact statistic

Table 9. Descriptives for Continuing Service Factors by Time Spent Volunteering

	Time Spent Volunteering	N	Minimum	Maximum	Mean	Standard Deviation
Influence	Up to 2 hours	25	2.43	7.00	5.56	1.11
	3-4 hours	23	3.29	7.00	5.59	1.00
	5 or more	30	4.86	7.00	6.04	.62
Benefits	Up to 2 hours	25	1.00	7.00	3.63	1.37
	3-4 hours	23	1.00	7.00	3.51	1.76
	5 or more	31	1.33	6.00	3.67	1.11
Need	Up to 2 hours	26	2.00	7.00	5.09	1.51
	3-4 hours	23	2.25	7.00	4.71	1.19
	5 or more	31	2.50	7.00	5.10	.95
Valid N (listwise)	Up to 2 hours	24				
	3-4 hours	23				
	5 or more	30				

Table 10. MANOVA for Continuing Service Factors and Time Spent Volunteering

Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.
Intercept	.020	1194.5 ^a	3	72	<.001
Time Spent Volunteering	.904	1.239 ^a	6	144	.290

a. Exact statistic

Table 11. Descriptives for Continuing Service Factors by Income

	Income	N	Minimum	Maximum	Mean	Standard Deviation
Influence	Under \$30,000	16	5.29	7.00	6.16	.65
	\$30,000-\$49,999	17	2.43	7.00	5.71	1.07
	\$50,000-\$79,999	21	3.29	7.00	5.76	.86
	Over \$80,000	24	3.29	7.00	5.52	1.02
Benefits	Under \$30,000	16	1.33	6.67	3.94	1.28
	\$30,000-\$49,999	18	1.00	7.00	3.52	1.68
	\$50,000-\$79,999	21	1.00	7.00	3.89	1.40
	Over \$80,000	25	1.33	7.00	3.33	1.19
Need	Under \$30,000	16	3.50	7.00	5.68	1.04
	\$30,000-\$49,999	19	2.00	6.25	4.68	1.25
	\$50,000-\$79,999	21	3.25	7.00	5.08	.97
	Over \$80,000	25	2.25	7.00	4.56	1.29
Valid N (listwise)	Under \$30,000	16				
	\$30,000-\$49,999	16				
	\$50,000-\$79,999	21				
	Over \$80,000	24				

Table 12. MANOVA for Continuing Service Factors and Income

Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.
Intercept	.019	1236.6 ^a	3	71	<.001
Income	.841	1.415	9	173	.185

a. Exact statistic

Table 13. Comparison Of Volunteer Profiles.

Profile	GSUSA: Typical	TGSC: Typical
Female	Yes	93%
Age	40 years	42 years ($\bar{M}$ = 41.9, $\underline{SD}$ = 6.9)
Race: Caucasian	90%	92%
African-American	3%	1%
Hispanic	3%	1%
Other	4%	5%
Not Known	N/A	1%
Married	Yes	86%
Income	$\bar{M}$ = greater than \$50,000 (68%)	$\bar{M}$ = greater than \$50,000 (56%)
College/Advanced Degree	48%	58%
Employed Outside the Home	62%	69%
Full Time/ Part Time	33% / 29%	53% / 47%
GS as Youth	67%	66%

VITA

Vita

Janette Michelle Hynson was born in Stillwater, Oklahoma on September 3, 1972. She attended the public schools and graduated from Stillwater High School in May 1991. The following August, she entered Oklahoma State University, and in May 1995 received a Bachelor of Science degree in Business Administration with a major in Management.

Moving to Knoxville, Tennessee, in August 1995, Ms. Hynson worked for two and a half years before returning to pursue a graduate degree. For two of these years, she worked as a Membership and Marketing Director for Tanasi Girl Scout Council. Ms. Hynson received the Master of Science with a major in Human Resource Development from the University of Tennessee, Knoxville, in May 1999.

Ms. Hynson is a lifetime member of Girl Scouts of the United States of America and an active member at Calvary Baptist Church in Knoxville. Ms. Hynson will be married in August to Paul A. Hilliard.