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Maria Maxine Weiss

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A COMPARATIVE STUDY OF THE MOTIVATIONS OF  
POTENTIAL VERSUS EXPERIENCED FOSTER  
CARE PROVIDERS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

---

by  
Maria Maxine Weiss

June 2006

A COMPARATIVE STUDY OF THE MOTIVATIONS OF  
POTENTIAL VERSUS EXPERIENCED FOSTER  
CARE PROVIDERS

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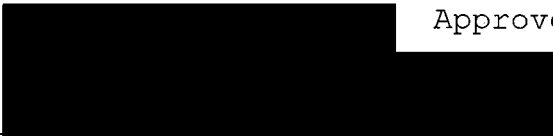
A Project  
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by  
Maria Maxine Weiss

June 2006

Approved by:

  
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## ABSTRACT

This research study surveyed San Bernardino County Department of Children's Services potential and current foster parent volunteers in order to determine their motivations for participating in the County's foster parent program. This research explored various functions that encourage an individual or family to volunteer.

The data was analyzed utilizing both qualitative and quantitative procedures and included a modified version of the Volunteers Functions Inventory. The inventory measured six functions served by volunteerism.

This research has provided insight into services that the County program could initiate in order to keep valuable foster parent volunteers motivated to stay active within the County's programs. The study included both inexperienced and experienced foster parents in its sample and analyzed volunteer motivation, as well as the needs, of the volunteers over the course of the volunteer experience within the program.

## ACKNOWLEDGMENTS

This research would not have been possible without the assistance of many dedicated individuals. First, I must thank San Bernardino County, Department of Children's Services, who provided me with access to the County's foster parenting population. I also would like to thank my research advisor Dr. Janet Chang for her guidance and support. Also, I must thank the County's dedicated foster parents and their willingness to participate in this research, without them this study would not have been possible.

## DEDICATION

This project is dedicated to my fellow cohorts, for their undying support, irrepressible humor and valued friendship. They pulled me up and pulled me along, you are all wonderful individuals. Thank you for welcoming me in to your familia. You're the best.

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## CHAPTER ONE

### INTRODUCTION

The study of volunteer motivation has been used to find factors which encourage volunteers to participate in a variety of civic and private activities and organizations; however very few specific studies exist relating volunteer motivation to foster care. Chapter One of this project presents an overview of the ever-present problem of low availability of foster care providers in relation to the ever-increasing population of children in foster care. The chapter also presents the purpose for this project as it relates to the study of motivational factors involved in a person's or family's decision to volunteer as foster care providers for the San Bernardino County Department of Children's Services. By studying this information insight was gained into how to better recruit and retain foster care providers for the County's foster care children. This information will aid social services to improve foster parent retention, and help to determine caregiver needs, and necessary services for continuing support.

## Problem Statement

According to a 2001 report conducted by the U.S. Department of Health and Human Services, 542,000 children were living in foster care as of September 2001. Two thirds of these children were placed with non-kinship families, and being cared for by non-relative caregivers (DHHS, 2001). In the Child Welfare League of America's national data based report from 38 states, it was indicated that there were only 155,355 licensed non-kinship foster families as of 2001 (CWLA, 2001). Forty percent of these foster families discontinue caring for children after their first year and a potential twenty percent more plan to exit the system shortly thereafter (Buehler, Cox, Orme, & Rhodes, 2003).

The end result of these staggering numbers is a chronic shortfall of available foster home placements for children in need, and an ever present shortage of trained and competent foster families available to care for them. This shortfall also causes a high turnover within the foster parent community and a constant cycle of training of prospective foster parents for foster family agencies, thereby leading to cost concerns and a lack of stability in current foster home placements for the nation's foster children. A lack of support for and lack of positive

recognition of foster parents may contribute to this shortage of foster families. Resolving the problem of shortage of foster parents requires identification of factors that motivate and encourage trained and competent foster parents to remain active in the care of the many abused and neglected children in need of their services.

Concern for this shortage of foster parents is of interest to private foster family agencies, social workers, current foster parents and County departments of children's services. Although this problem is of national scale, the focus of this study was local and conducted within San Bernardino County's Department of Children's Services. The in depth study of what motivates foster parents to remain in service is essential in order to fully understand and remedy the shortage of foster family homes within the County.

More foster homes are required in order to provide safe and adequate care for children who have been the victims of abuse and neglect. Previous studies reveal that foster parents intending to quit have reported different support needs than families who plan to continue. By assessing these necessary support needs early, the County may be better equipped to retain the services required of their foster families. Asking individuals who volunteer to

participate in the County's foster parent program what their motivations are for their participation, identified retention strategies that may encourage them to remain active in the program.

#### Purpose of the Study

The purpose of this study was to gather data relating to motivations of individuals who volunteer to participate as foster parents. By surveying potential, as well as current volunteers, a motivational profile was obtained that will aid in future recruitment and retention efforts. Findings of this study may also aid in improving the practices of recruitment and retention of foster parents within the County of San Bernardino's Department of Children's Services, and may serve as a guide to services that could assist in retaining foster parents by helping recruiters assess potential applicant's needs and motivations. By learning what motivates potential and current participants in the foster parent program, the County may more adequately service the needs of its volunteers in the future.

Clearer insight into this issue is required, and by obtaining specific reasons as to why individuals volunteer, the agency may find it needs to reshape its

policies and procedures for successful recruitment and retention of foster parent families. Administering the Volunteers Functions Inventory to target groups of potential and current foster parents assessed their reasons for becoming involved in the program, allowed the researcher to obtain a better understanding of their needs and expectations and gathered data that may improve recruitment and retention practices for the County department in the future. Recruitment should begin with an understanding of the motivation of current volunteers and then attempt to find if potential volunteer motivations are similar to the motivational profile of those volunteering currently.

This approach was selected for its ability to enable the County agency to decipher a broad range of information from its volunteers. The functional approach of the Volunteers Functions Inventory allowed a broad spectrum of data to be collected that assessed areas of need which may not be currently addressed by the County's programs.

#### Significance of the Project for Social Work Practice

This study was undertaken in order to provide the County of San Bernardino's Department of Children's Services with data that will aid in the improvement of

their current recruitment and retention practices. Information gathered may also result in changes to current training practices for both foster care providers and social service workers.

Many phases of the generalist intervention model were informed by this study. Engaging with foster parents allowed them to contribute while assessing their needs. Foster parents, along with social workers contribute to appropriate program planning, implementation, and evaluation, all very crucial building blocks that allow the agency to better serve foster parents and the numerous foster children in their care. This collaboration between the agency and its volunteers informed the generalist intervention model on how to more readily engage social workers with volunteers and clients, aided in assessment of program development, and assisted in planning, implementation and evaluation of services.

This research hoped to clearly identify the specific needs of current and potential foster care families. Are their needs similar, and what motivates them to volunteer for service in the first place? Obtaining this information may help to discover not only how the County department may retain its volunteer's services over time, but how to more efficiently recruit foster parents in the future.

Therefore, both current and potential foster parents were asked why they wanted to become foster parents, and what motivated them to participate in the foster parent program? This comparative study intended to decipher if these motives will lead to more successful recruitment and retention practices in the future. The research question was; "What are the motivational factors involved in retention and recruitment of foster parents?"

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Chapter Two presents a review of current literature on volunteer motivation, foster parent retention and recruitment concerns and related theories of motivation. The current foster parent shortage is also discussed. Review of this existing literature is essential in order to accurately and succinctly report how increasing volunteer motivation can and will aid in the efforts of increased recruitment and retention of foster home families.

#### Volunteers and Motivation

A large body of literature exists on motivations to volunteer. One example of which is a 1996 article by Armstrong, Quintis, Riddick, and Zweigenhaft (1996). The article reported on a study of hospital volunteers using a 20-item scale to assess motivation of 98 volunteers ranging in age from 14 to 89. The primary findings of this study reported that most volunteer participation is motivated by altruistic, egoistic and social motivations. Reported rewards were social, personal and indirectly economic. The authors also pointed out that it is



estimated that 16 to 55 percent of Americans between the ages of 18 and 64 volunteer.

Farrell, Johnston, and Twynam (1998) reported that it is vital that organizations understand volunteer motivation in order to respond effectively to recruitment and retention of volunteers. Their paper placed a high importance on proper management of volunteers in order to encourage satisfaction, and increase positive outcomes. According to this study a strong, continuous, core group of volunteers can be established by providing both intrinsic and extrinsic rewards

Batson, Ahmad, and Tsang (2002), presented a conceptual analysis of four types of motivation for community involvement. Each motive carries its own individual strengths and weaknesses. Altruism serves the community for benefit of one or more others. Egoism serves to benefit oneself. Collectivism benefits a group, and principalism serves the community by upholding moral principles. The authors considered that each of these motives might encourage or discourage individuals to participate within the community.

Yeung (2004) applied a holistic approach to volunteer motivation and appears to find that individual volunteer motivations change over time. Yeung's four dimensional

model consists of 1) Getting-Giving, this dimension translates as the opportunity for the volunteer to experience self-fulfillment. 2) Continuity-Newness, this dimension speaks to the idea that volunteers seek to participate in activities that will allow them to learn new tasks while also giving them the opportunity to exercise current skills. 3) Distance-Proximity, volunteer motives at this dimension are observed as a desire to find flexible work in an unstructured atmosphere. 4) Thought-Action, this dimension is reported as a need for volunteers to put values into action. These four dimensions of Yeung's model interact over the course of the volunteer experience and seek to explain the motives directing individual volunteer actions.

Although Yeung's exploration of volunteer motivation included many possible motives for an individual to seek the volunteer experience, the study's sample contains only 18 interviews from volunteer participants. This limited sample size would seem to dictate that further research and exploration is warranted.

Clary, Snyder, and Stukas (1996) concentrated on a functional approach to a volunteer's motivations which seeks to understand the psychological and social needs, goals, plans and motives of individuals who volunteer.

This study culminated with the presentation of the Volunteers Functions Inventory (VFI) which measures volunteer patterns of motivation using the six factors of; values, career, understanding, ego enhancement, social and ego protective functions.

Clary and Snyder (1999) furthered the discussion of theoretical and practical considerations of the functional approach to volunteerism by expanding the exploration of motivational foundations. A recurring theme discovered during investigation of actual volunteer situations was that volunteer behaviors do not depend solely on the person or situation, but rather depend on the personal dynamics and situational opportunities created during the volunteer experience.

A comprehensive study of Clary and Snyder's inventory can be found in Clary, Copeland, Haugen, Miene, Ridge, Snyder and Stukas' (1998) report that presented a range of studies on the instruments reliability.

Boehm and Schondel (2000) also addressed Clary, Snyder, and Stukas' inventory in their study on the motivational needs of adolescent volunteers. This investigation studied the motivational needs of adolescent volunteers in order to assess if any differences were found between their needs and the needs of older

volunteers. Similarities were found between the motivations, and common themes included a desire to help others, a desire to have positive social interactions, and a desire to be recognized for contributions made to the community.

The Volunteers Functions inventory was also a topic of interest for Deery, Jago, and Lockstone (2002). Their article on the propensity to volunteer reviewed literature on existing theoretical models applied to volunteering by examining various internal versus external propensities which may or may not influence an individual to volunteer. Factors considered to positively influence an individual's propensity to become a volunteer included social background, personality, attitudes, personal values, role identity and social behaviors.

Hampson and Tavormina (1980) asked why people want to become foster parents. Typical responses to their question included, a general interest in foster parenting, knowing a particular child that needed care, wanting company for their own biological children and wanting children of one's own to care for. Motivations for becoming a foster mother were a love of children, interest in a child's well-being and a strong desire to help others.

## Theories Guiding Conceptualization

Maehr and Meyer (1999) gave a summary of progress made in the study of motivation. This included an overview of some of the theories related to the study of motivation. Motivational theories discussed include reinforcement theory and social cognitive theories culminating in the idea that an individual's need to find meaning, achievement and inner satisfaction directly correlates with the rewards and satisfaction they will achieve by volunteering.

Buehler, Cox, Orme, and Rhodes (2003) built on theoretic models in their discussion of resource theory to explain retention of foster parents and believed that social exchange theory is the basis used to understand family relationships and the decision making processes involved in becoming a foster family. Eleven family resources were cited including higher education, higher income, being married, having time to foster, having parenting experience, having foster experience, belonging to a place of worship, having social support from family, having social support of friends, working in a helping profession and being European American. These attributes have been shown to be the most likely support mechanisms involved in positive foster parent retention.

Omoto, Snyder, and Martino (2000) suggested that the theory of socio-emotional selectivity encourages people to become more selective in their social investments as they age, and attach different meanings to the volunteer role as they age. This theory leads to the idea that people may become volunteers as a means of satisfying either a generalized concern with forming relationships or a generalized concern for society.

In their theory guided examination, Hustinx and Lammertyn (2003), examined sociological modernization theory citing that society's recent change from collectivism to individualism creates a breakdown in the motivational patterns of volunteers. Therefore the authors concluded that volunteer efforts occur on a more sporadic, temporary and noncommittal basis than they had traditionally in the past. This theory would appear to be evidenced by the current foster parent shortage.

#### The Foster Parent Shortage

Historically the foster care system has been troubled by a shortage of volunteers and current literature reported anywhere between a 30 to 46 percent drop off rate of incoming volunteers over the past decade. In fact, in New Jersey, current recruitment efforts are barely keeping

up with the foster parents who leave the system (Rimbach, 1995). In the year 1994, New Jersey closed 856 foster homes and opened just 748 new ones. Part of this reported decline may be due to societal changes, yet problems with the lack of foster parent support from foster family agency staff, lack of financial supports and inadequate training also contribute to problems within the system. Limited funds and limited staff result in limited support for these very essential volunteers.

The Child Welfare League of America in their statistics prepared September 2001; put the number of children in foster care at 542,000 nationwide with just 155,355 licensed foster homes currently in operation. This disparity contributes to the ongoing problematic shortage of foster care homes.

Baum and Crase, and Crase (2001) provided a short list of commonly expressed motivations to become a foster parent. The list includes a desire to increase family size, adoption and a sense of religious obligations as reasons for fostering. Baum, Crase and Crase also provided a picture of recruitment concerns and challenges that included an overview of some potential reasons why the foster parent shortage exists. The authors sited a decrease in dual parent households, an increasing divorce

rate and the high costs of housing as contributing factors to the decline of foster care homes. Recruitment efforts must become aware of these changing demographics and make a conscious effort to educate communities about the importance of foster parenting. Exchange theory was emphasized here, since targeted prospective foster parents must perceive that more is gained by the exchange of their services than lost.

Buehler, Cox, and Orme (2002) used data from a national survey to examine how foster parents first found out about the foster family services in their area, and proceeded to analyze if sources of awareness such as the media or personal contact with foster parents affect how long foster parents remain in service. The study suggested that both recruitment and retention of volunteers is more effective when it incorporates civic, community and religious organizations into their activities.

Buehler, Orme, and Rhodes (2001) found that role satisfaction is key to successful foster parent retention and identified five main themes are potential causes for foster parent termination; 1) normal life changes in family circumstances, 2) dissatisfaction with the agency via unresponsive workers and lacking support services, 3) foster parents not properly paid to foster parent,



4) stresses associated with fostering and 5) conflicts between foster children and foster parents biological children. Data from this study were collected from 267 current foster homes and 265 former foster homes, culminating in findings that indicate foster parents who may be planning to discontinue providing care may reconsider leaving if they could benefit from improved communications with agency staff, more supportive services such as respite care, financial support, daycare and family counseling. Other desires included improved training in the areas of children's behavior problems, working with birth families, boundary ambiguity and grief and loss.

Findings from Chamberlain and Moreland (1992) concluded similarly that retention rates for foster families could be increased by providing enhanced training, support services and an increased monthly reimbursement stipend.

Denby, Rindfleisch, and Bean (1999), found that the primary predictors of ongoing foster parent satisfaction are adequate training, agency supports and services, a cut-back on agency "red-tape," ongoing respite care, adequate reimbursement and available staff to address foster parent concerns. Retention of foster parents is

believed to improve when agency staff recognizes and gives special attention to these valuable caregivers. The authors reported that recruitment strategies alone will not meet the need for foster care providers if retention of current foster care providers continues to decrease due to a lack of positive motivation from agency staff.

#### Summary

The literature important to this project has been presented in Chapter Two, and findings agree that concern for foster parent satisfaction, continual encouragement, positive reinforcement and recognition of a job well done, along with improved services and adequate training will likely limit the loss of more foster parent volunteers in the future. Recruitment efforts should begin to include retention strategies that perpetuate motivation of agency volunteers. Theoretical perspectives conclude that available resources, family support networks and individual goals to find meaning and personal satisfaction are the primary contributing factors that successfully motivate volunteers.

## CHAPTER THREE

### METHODS

#### Introduction

Chapter Three will present information on the study design, sampling, data collection procedures and details of the selected instrument to be used. Discussion of the procedures to insure protection of human subjects and data analysis information are also included within this chapter.

#### Study Design

This study of foster parent volunteers and the motivational factors which encourage them to participate in providing care for the foster children of San Bernardino County endeavored to explore and explain the reasoning behind an individual's or family's decision to take part in the County's foster care program. The study also sought to discover what services and incentives should be initiated to keep these valuable volunteers motivated to remain with the program. The research design of this study was a combination of qualitative and quantitative survey methods, and was administered via a written questionnaire (see Appendix A).

The written questionnaires were administered to both potential incoming foster parents and current experienced foster care providers. This design was the most efficient and expedient to gather data. The design of the study was to administer the Volunteers Functions Inventory to both a group of incoming foster parent volunteers and also to a group of experienced foster care providers. A comparison of their responses was then analyzed in order to assess what needs and resources are currently lacking in the County's program. It was expected that the needs and expectations of new, incoming, prospective volunteers would be slightly different than those of the experienced care-providers.

Inherent limitations to this design included fear of answering honestly in order to provide more socially acceptable responses and failure to respond at all due to time limitations. Such biases may result in skewed responses to the question of: What factors motivate a family or individual to become a foster parent with San Bernardino County, and what factors motivate experienced foster parents to remain foster care providers?

## Sampling

The sample for this research project consisted of both potential and current foster parent volunteers. Sampling took place via convenience, availability, and mailing. Researchers visited incoming foster parenting orientations in order to administer the surveys and questionnaires were also mailed to participating families within the County.

Sampling criteria was based on interest and experience related to foster parenting. Demographic questions were also incorporated into the questionnaire to evaluate age, gender, marital status, and educational level, cultural and religious backgrounds. Participation was strictly voluntary.

As of year-end 2004, the County of San Bernardino had approximately 589 licensed foster parents and had received another 462 potential foster parent applications. The targeted sample groups were obtained from similar populations in the school year 2005 to 2006. The County of San Bernardino, Department of Children's Services was contacted regarding the study, and a study proposal was drafted and submitted by the student and approved by the department's director. Questionnaires were supplied to 560 current licensed foster families and 320 potential

incoming volunteer families. These 880 distributed questionnaires resulted in the two sample groups of 127 currently licensed foster parent respondents (N = 127), and 66 potential foster parent respondents (N = 66). A total of 193 completed questionnaires were analyzed as part of this study.

#### Data Collection and Instruments

The data for this study was collected via a 30-item ordinal scale self-administered questionnaire. The dependent variable for the study was what motivates individuals to become and remain foster care providers. Measurement of the dependent variable took place by administering a modified version of the standardized Volunteer Functions Inventory (Clary et al., 1998) this instrument assessed various motives for volunteering by measuring six psychological and social functions served by volunteerism. These functions included 1) Understanding, the opportunity for the volunteer to experience new learning and exercise knowledge. 2) Career, enhances volunteer's preparedness for new career opportunities. 3) Value expressive, provides the volunteer with a means to express values related to altruism. 4) Social, offers the volunteer opportunities to build new relationships, or

enhance current friendships. 5) Ego protective, serves to protect the volunteer's ego from negativity by reducing guilt related to one's own good fortunes and, 6) Ego enhancement which aids volunteers in personal development and growth (Clary et al., 1998). The Volunteer Functions Inventory consists of thirty items, with five items assessing each function's individual scale range of five to thirty-five. Average scores are calculated from each of the inventory's six subscales.

A seven point Likert scale beginning with 1, "not at all important" 2, "not important" 3, "a little important" 4, "somewhat important" 5, "important" 6, "very important," and 7, "extremely important," was provided for responses on each of the 30 Volunteers Functions Inventory's statements. Each of the statements was then measured using univariate statistics to determine the frequency and percentage of responses. The purpose of this analysis was to determine distributions of responses to each item, determine if any differences existed in the motivations of the respondent groups, and to learn how motivation may impact recruitment and retention of foster parents.

The Volunteers Functions Inventory is a standardized instrument which has been submitted to a series of

pretests by its developers and has been proven to contain substantial internal consistency with Crombach's alpha coefficients for each scale ranging from .80 to .89, temporal stability via test-retest correlations concluded a range of .68 to .78 (all  $p$ 's < .001) indicating stability over a one month interval, with predictive validity a functionally oriented measure (Clary et al., 1998). The instrument also shows sensitivity to demographic diversity.

For the purpose of this study five qualitative questions were also incorporated into the written questionnaire relating to the challenges, benefits and motivations to become a foster parent.

Independent variables measured and their levels of measurement included age and number of children at a continuous level of measurement, educational level on an ordinal scale, and gender, ethnicity, religion and marital status on a nominal scale.

Limitations of this data collection method included that respondents only answer by using numbers and have no available space for written responses. Respondents might also fail to complete the entire survey due to length or time constraints. Limitations were addressed by providing five questions that allowed for written responses and by



giving respondents ample time to complete the questionnaires.

#### Procedures

Data was gathered by soliciting participants at the monthly incoming County foster parenting orientations and via mailings. Participation was strictly voluntary and confidential.

Questionnaire packets included the survey, informed consent and debriefing statements and were distributed to incoming volunteers and current licensed families via mail. All respondents who chose to do so completed the packet sealed it in the provided envelope and returned it to a post office box for confidentiality.

The mailed questionnaires were returned with no identifying information. The questionnaires themselves contained no identifying information and respondents were instructed to provide only an "X" rather than a signature on the informed consent. Solely the researcher and their advisor reviewed the questionnaires.

#### Protection of Human Subjects

The confidentiality of participating respondents was protected because no identifying information was included within the questionnaire. The questionnaires were returned

in confidential envelopes and secured in a sealed container. Solely the researcher and their advisor processed the data. Individual responses were not made available and only group responses were analyzed and made available within the research results. Informed consent and debriefing statements are attached as Appendices B and C.

### Data Analysis

Data was analyzed via both quantitative and qualitative procedures. Questionnaire items one through thirty utilized a quantitative approach and univariate statistics were used to determine frequency and dispersion of responses. Items thirty-one through thirty-five utilized a qualitative approach.

Demographic information included in the survey was also analyzed using univariate statistics to measure central tendency and dispersion of variables. Variables included age, gender, ethnicity, religion, and marital status.

### Summary

The preceding chapter gave an overview of the elements required to complete the study. Procedural details were discussed, sampling criteria were presented

and data analysis was explained. Specific strengths and limitations of the study and its' instrument were also addressed.

## CHAPTER FOUR

### RESULTS

#### Introduction

The purpose of this chapter is to describe any differences found in the needs and motivations of both current and potential foster parents. Demographic characteristics are also presented in order to describe the sample groups examined. Chi-square test results, content analysis of the five qualitative items of the questionnaire and findings of the Volunteers Functions Inventory are also included in this chapter.

#### Presentation of the Findings

The sample group for this research project consisted of 127 current foster parents (N = 127) and 66 potential foster parents (N = 66) for a total of 193 combined respondents (N = 193). The largest group of respondents, 31.1% fell within the 41-50 age range, closely followed by the 31-40 age range at 28.5%. Approximately 52% of respondents were Caucasian, 23% African American, 18% Latino, 3.2% Asian/Pacific Islander, 1.6% Native American, and 2.1% other.

Nearly two thirds of the respondents (64.9%) were married, 13.8% were divorced and 12.8% were never married.

Almost 95% of the respondents were women, over three quarters of respondents (80.4%) had children other than those they already foster, and over one third of respondents (35.4%) reported that they had some college education.

Over half of the respondents (55.4%) were employed outside the home and 76.6% had some type of religious affiliation. Nearly two-thirds of the respondents (64.4%) reported that their religious affiliation had no relationship to their decision to become a foster family.

Chi-square analysis conducted showed significant differences in the areas of religious affiliation, number of children and employment between the current and potential foster parent groups. Close to 83% of current foster parents reported they had a religious affiliation, while only 65.1% of potential foster parents reported they were affiliated with any religion ( $\chi^2 = 9.3$ ,  $df = 2$ ,  $p = .009$ ).

Potential foster parents (13.4%) were less likely to already have children, compared to 30.3% of current foster parents ( $\chi^2 = 17.1$ ,  $df = 9$ ,  $p = .048$ ).

Just over 51% of current foster parents reported they were employed outside the home, while in comparison 71% of potential foster parents reported that they worked outside

of the home, ( $\chi^2 = 8.7$ ,  $df = 2$ ,  $p = .013$ ). A summary of these demographic findings is included in Appendix D.

Appendix E presents the frequency distribution of the 30 items included in the questionnaires, which indicate respondent's motivations for participating in the County of San Bernardino's foster parent program.

Chi-square tests of all 30-questionnaire items found significant differences in item numbers one, four and fifteen. In response to item one, whether or not they felt "foster parenting could help them get their foot in the door to a place they might like to work," 84.1% of current foster parents tended to believe this was "not at all important" compared to 75% of the potential foster parenting group, ( $\chi^2 = 13.4$ ,  $df = 6$ ,  $p = .038$ ).

In response to item four's statement as to whether they felt "people they are close to think that foster parenting is a good idea," current foster parents (24.4%) were more likely to respond that this was "not at all important" in their decision to become foster parents, compared to 13.6% of potential foster parents ( $\chi^2 = 15.3$ ,  $df = 6$ ,  $p = .018$ ).

Another significant difference was found in item 15 which stated whether "foster parenting allows individuals to explore new career options" 73.2% of current foster

parents responded that this was "not at all important" compared to 56.1% of potential foster parent volunteers ( $\chi^2 = 12.6$ ,  $df = 6$ ,  $p = .049$ ).

Other areas where substantial but not statistically significant differences were noted in distribution were seen in items 14, 17, 25, and 30. For item 14 "Foster parenting allows me to gain a new perspective on things" 26.2% of current foster parents replied that this is "extremely important," whereas only 13.8% of potential foster parents replied that this item was "extremely important."

For respondents' opinion on item 17, almost 24% of current foster parents reported that it was "extremely important" that "others with whom they are close placed a high value on community service." On the other hand 18.8% of potential foster parents found this item "extremely important."

Regarding item 25 "foster parenting will help me learn how to deal with a variety of people," almost 28% of current foster parents found this item "extremely important," while only 15.4% of potential foster parents reported that this item was "extremely important."

Item 30 "foster parenting helps me to explore my own strengths" was reported as "not at all important" by 15%

of current foster parents, while 26.2% of potential foster parents found this item "not at all important."

### Content Analysis

Content analysis on the five qualitative questions (items 31-35) found that both the current foster parent group and potential foster parent groups gave very similar responses. The most frequent answers are described below:

When respondents were asked to describe in their own words why they wanted to become foster parents, responses fell into three general categories. Those who wanted to foster in order to become adoptive families, those who felt a need and love for helping children, and those that wanted to help those less fortunate than themselves.

When asked how they had learned about the foster parent program, respondents reported that they had learned via word of mouth, a friend, a family member or social worker, or through advertising in a phonebook, television ad, Billboard or on the Internet.

When asked to discuss how serving as a foster parent might benefit themselves or others, general responses fell into three categories. Those who felt that foster parenting could be a learning experience that also benefits children, those that felt foster parenting could



be a resource to help them adopt a child, and those that felt it was important to make a difference in a child's life.

Multiple other responses also included, expansion of current family, giving back to the community, helping an abused or neglected child and sharing blessings with a child.

When respondents were asked, what is it that motivates you to participate in the foster parent program?" The most frequent answers included a desire to help others and make a difference in their lives, desire to adopt a child, building and enhancing current family, and compassion and love for children.

Respondents were asked to describe what supportive services they felt were required in order to be a foster parent. The most frequent responses included support of social workers and other foster parents via more frequent support groups and trainings, financial support, better communications, better access to respite care and babysitting. More enrichment programs for children and better resources for therapy, medical, dental and educational services were also suggested.

## The Volunteers Functions Inventory

Appendix F presents the overall findings of the Volunteers Functions Inventory. This inventory consists of six functions: Values, understanding, enhancement, career, social and protection. Both the current foster parent and potential foster parent groups rated career function, the goal of gaining career-related experience through volunteering the least important of the six functions measured by the inventory. Within the possible score range of five to thirty-five in this function, 70.1% of current foster parents and 72.7% of potential foster parents scored between one to seven in this function.

The next lowest scored function by respondents was protective function, volunteering to reduce negative feelings, such as guilt, or to address personal problems. Within the total possible score range of five to thirty-five on this function, 66.1% of current foster parents and 78.8% of potential foster parents scored between eight to fourteen in this function.

Enhancement function means that the individual participates in volunteering to seek growth and develop psychologically. The most frequent score in this function fell in the range of eight to fourteen, with 32.3% of

current foster parents and 39.4% of potential foster parents scoring within this score range.

Social function, which allows the volunteer to strengthen social relationships throughout the volunteer experience, was scored slightly more important by current foster parents. Just over 40% of current foster parents scored between 22 to 28 in this function, while only 21.2% of potential foster parents scored this function in this high score range.

A larger disparity between the scores was seen in understanding function, where the volunteer seeks to learn more about the world through their volunteer experience. In this function just 14.2% of current foster parents fell into the score range of 29 to 35, while 39.4% of potential foster parents fell into the 29 to 35 score range. This may be due to the fact that current foster parents already have enough volunteer experience.

Overwhelmingly the highest scored function was values function. Here the person is volunteering in order to express values that they find important, such as helping those less fortunate than themselves. Out of the total possible five to thirty-five range score, 85% of current foster parents and 65.2% of potential foster parents scored within the 29 to 35 score range in this function.

Overall responses of the Volunteers Functions Inventory would lead one to believe that both current foster parent volunteers and potential volunteers have a high level of moral values. Based on the inventory's results, secondary choices indicate that personal and psychological growth are also an important factor in the volunteer's decision to become a foster parent. Less often rated as important are social aspects and protective function, with career objectives falling to the least important factor in an individual's or family's decision to foster parent.

#### Summary

Chapter Four reviewed the results of the project, and presented information regarding statistical information compiled over the course of this research study. In comparing the study's sample population it was learned that only slight variations in motivation exist between current and potential foster parent volunteers. Overall both groups participate in the foster parent program in order to contribute to community and to help children and families in need.

## CHAPTER FIVE

### DISCUSSION

#### Introduction

This chapter presents a discussion of the findings obtained from this research, and reports on how these findings may be used to assist the County of San Bernardino in the recruitment and retention of foster parents. The chapter also addresses areas of limitation found in the study and presents recommendations for future social work practice and research.

#### Discussion

This study assessed the motivations of individuals currently involved in, or interested in participating in the foster parenting program of the San Bernardino County Department of Children's Services. The research question asked what motivational factors were involved in retention and recruitment of foster parents.

Motivational functions assessed by the study included values, understanding, enhancement, career, social and protection. These six functions were chosen for their ability to help the researcher come to a better understanding of why a group of individuals would choose to volunteer.

Foster families are asked to provide temporary care for children who have been removed from their biological homes, until these children are able to return home, are placed with other family members, or until a more permanent placement plan can be developed for the child.

Recruitment and retention of foster parent volunteers has always been a challenge for child welfare agencies, including San Bernardino County's Department of Children's Services. With a limited number of available foster family homes in San Bernardino County, and an increasing number of children coming into the foster care system annually, the intent of this study was to determine motivational factors that could assist San Bernardino County in its' future foster parent recruitment and retention efforts.

A total of 193 respondents participated in this survey between the ages of 22 and 67. Sixty-six of these respondents were individuals who had attended a new foster parenting orientation and were just beginning their training to become a San Bernardino County licensed foster parent. The remaining 127 respondents were already licensed foster care providers with the County. The majority of respondents were married, Caucasian females who had completed some college.

Findings from this study clearly showed that the majority of participants in the foster parent program volunteer out of a desire to help children and to expand their current families. However motivation of foster parent volunteers was also encouraged by both intrinsic and extrinsic rewards. As reported in the previously referenced study Farrell, Johnston and Twynam (1998) agencies can respond more effectively to volunteers when they understand their volunteer's motivations, and provide appropriate rewards. The findings of this study support this idea with reports that foster parent volunteers believe that support groups, medical resources, respite care and financial incentives all contribute to their continued participation as foster parents for the County. By providing these valuable volunteers with resource support, better communication, and financial assistance, San Bernardino County will also be more readily able to retain their foster parent volunteers over time.

This survey also explored volunteer motivation and asked foster parents why they desired to become foster care providers. Findings included that foster parents volunteer due to strong values that guide them to help others and to do good works that benefit their communities. This guiding force is supported by Yeung's

(2004) dimension of thought to action, which states that volunteers participate in order to put their values into action, while also achieving self-fulfillment.

To the question regarding what motivated them to participate in the foster parent program, both current and potential foster parents frequent responses included seeking to add to their current family and a general concern for children's well-being. These findings are consistent with previously referenced studies by both Hampson and Tavormina (1980), and Braum and Crase (2001) which reported that a desire to increase family size and a concern for a child's well-being were frequent motivations for foster parent volunteers.

Respondents' suggestions for support services the County might need to provide in order to retain foster families included respite care, daycare, family counseling, medical resources, and enhanced trainings in areas related to child behavior problems. These same suggestions for services were also present in Buehler, Orme and Rhodes (2001).

#### Limitations

One of the limitations present in this study is that respondents may answer the questionnaire without complete



knowledge of current foster parent program procedures and resources. A second limitation may also include that the relatively small sample size may compromise the validity of the findings. Thirdly the different sizes of our sample group populations may also create an uneven presentation of results for comparison.

#### Recommendations for Social Work Practice, Policy and Research

The findings of this study imply that both current foster parents and potential foster parents are motivated by strong values and personal growth, and that continuing retention of foster parents may be accomplished by building strong support networks. By working collaboratively with foster parents to provide support, resources, communication, and training, San Bernardino County will improve relations between agency staff and foster parent volunteers, thereby increasing the opportunities for enhanced recruitment and retention efforts of foster parent volunteers.

Understanding the difficult job that foster parents have taken on and listening to their concerns would improve and prolong retention of foster families while also improving their morale and satisfaction with their roles within the agency. By appreciating foster families

hard work and acknowledging their accomplishments the County would thus be better able to retain foster parent services over time, and the foster parents themselves would become the agency's most effective recruiters.

Implementing more support groups, and providing more specialized trainings to deal with a child's difficult behaviors are also recommended for improvement of foster parent and worker competency in working with this sometimes-difficult population.

Future research studies might address foster parent support groups and associations and their impact on foster parent retention. Additionally longitudinal studies of foster parent retention efforts would also be of benefit to track foster parent retention over initial entry into the foster parent program to the time of termination. Exit surveys are also recommended in order to address any changes that may be needed for improved recruitment and retention practices and policies.

### Conclusions

This research examined factors which motivate an individual or family to volunteer to participate in the foster parenting program of San Bernardino County. By identifying what motivates these individuals to take on

this difficult job, the County of San Bernardino's foster parent program may more readily be able to identify how to retain current volunteers while also increasing their recruitment efforts for future volunteers. By increasing the number of available foster family homes, caseworkers will have more options for placement of children and children in care will benefit from a larger number of proficient, well-trained and caring foster care providers.

APPENDIX A  
QUESTIONNAIRE

## QUESTIONNAIRE

Using the 7-point scale below, please indicate how important or accurate each of the following possible reasons for becoming a foster parent is for you. Record your answer in one the boxes provided under each item.

Not at all important/  
accurate for you    1 2 3 4 5 6 7    Extremely important/  
accurate for you

1. Foster parenting can help me get my foot in the door at a place where I would like to work.  
 1    2    3    4    5    6    7
2. My friends or family members are foster parents.  
 1    2    3    4    5    6    7
3. I am concerned about those less fortunate than myself.  
 1    2    3    4    5    6    7
4. People I'm close to think that foster parenting is a good idea.  
 1    2    3    4    5    6    7
5. Foster parenting makes me feel important.  
 1    2    3    4    5    6    7
6. People I know share an interest in foster parenting.  
 1    2    3    4    5    6    7
7. No matter how bad I feel, helping others makes me feel better.  
 1    2    3    4    5    6    7
8. I am genuinely concerned about the group I am serving.  
 1    2    3    4    5    6    7
9. By foster parenting I feel less lonely.  
 1    2    3    4    5    6    7
10. Foster parenting will help me make new contacts that might help my business or career.  
 1    2    3    4    5    6    7

Not at all important/ 1 2 3 4 5 6 7 Extremely important/  
accurate for you accurate for you

11. Foster parenting relieves me of some of the guilt over being more fortunate than others.  
 1  2  3  4  5  6  7
12. Foster parenting will help me learn more about the cause for which I am working.  
 1  2  3  4  5  6  7
13. Foster parenting increases my self-esteem.  
 1  2  3  4  5  6  7
14. Foster parenting allows me to gain a new perspective on things.  
 1  2  3  4  5  6  7
15. Foster parenting allows me to explore new career options.  
 1  2  3  4  5  6  7
16. I feel compassion toward people in need.  
 1  2  3  4  5  6  7
17. Others with whom I am close place a high value on community service.  
 1  2  3  4  5  6  7
18. Foster parenting lets me learn things through direct, hands on experience.  
 1  2  3  4  5  6  7
19. I feel it is important to help others.  
 1  2  3  4  5  6  7
20. Foster parenting helps me to work through my own personal problems.  
 1  2  3  4  5  6  7
21. Foster parenting will help me succeed in my chosen profession.  
 1  2  3  4  5  6  7

Not at all important/ 1 2 3 4 5 6 7 Extremely important/  
accurate for you accurate for you

22. Foster parenting allows me to do something for a cause that is important to me.  
 1  2  3  4  5  6  7
23. Foster parenting is an important activity to the people I know best.  
 1  2  3  4  5  6  7
24. Foster parenting is a good escape from my own troubles.  
 1  2  3  4  5  6  7
25. Foster parenting will help me learn how to deal with a variety of people.  
 1  2  3  4  5  6  7
26. Foster parenting makes me feel needed.  
 1  2  3  4  5  6  7
27. Foster parenting makes me feel better about myself.  
 1  2  3  4  5  6  7
28. Foster parenting experience will look good on my resume.  
 1  2  3  4  5  6  7
29. Foster parenting is a way to make new friends.  
 1  2  3  4  5  6  7
30. Foster parenting helps me to explore my own strengths.  
 1  2  3  4  5  6  7

**In your own words, please explain why you want to become a foster parent:**

**How did you learn of the foster parent program?**

**How will /does serving as a foster parent benefit you and/or others?**

**What is it that motivates you to participate in the foster parent program?**

**What supportive services do you feel are required in order to be a foster parent?**



## Demographic information

Age \_\_\_\_\_

Gender:  1. Male  2. Female

Ethnicity:  1. African American  2. Latino/Hispanic  3. Caucasian  
 4. Asian  5. Native American  6. Filipino  
 7. Pacific Islander  8. Other

Marital status:  1. Never Married  2. Married  3. Divorced  
 4. Separated  5. Widow/Widower  6. Domestic Partner

Do you have any children?  1. Yes  2. No  
If yes, how many? \_\_\_\_\_

Please check below your highest level of education completed:

1. Less than 12 years  2. High school diploma or GED  
 3. Some college, but no degree  4. Undergraduate degree completed  
 5. Some post graduate level courses, but no degree  
 6. Graduate degree completed

What is your current employment status?

1. Retired  2. Unemployed  
 3. Employed \_\_\_\_\_ hours per week.  
(please indicate the number of hours you work outside the home)

Do you have an active religious affiliation?

1. Yes  2. No  
If yes please list the affiliation \_\_\_\_\_

Would you consider your religious affiliation an important reason why you decided to become a foster parent?

1. Yes  2. No

## QUESTIONNAIRE

Utilizar la escala de 7 puntos abajo, indica por favor cuán importante o exacto cada del siguiente posible las razones para llegar a ser un fomenta a padre Es para usted. Registre su respuesta en uno las cajas proporcionaron bajo cada artículo.

Nada en absoluto importante/  
exacto para usted    1 2 3 4 5 6 7    Muy importante/  
exacto para usted

1. Fomente cuidar de los niños me puede ayudar obtengo el pie en la puerta en un lugar donde querría para trabajar.  
 1    2    3    4    5    6    7
2. Mis amigos o los miembros de la familia son fomenta a padres.  
 1    2    3    4    5    6    7
3. Yo me preocupo por ese menos afortunado que yo mismo.  
 1    2    3    4    5    6    7
4. Las personas yo soy cercano pensar que eso fomenta cuidar de los niños es una idea buena.  
 1    2    3    4    5    6    7
5. Fomente cuidar de los niños me hace me siento importante.  
 1    2    3    4    5    6    7
6. Las personas yo sé que la acción un interés en fomenta cuidar de los niños.  
 1    2    3    4    5    6    7
7. Por mucho que malo yo me siento, ayudando los otros me hacen me siento mejor.  
 1    2    3    4    5    6    7
8. Soy preocupado genuinamente acerca del grupo que sirvo.  
 1    2    3    4    5    6    7
9. Por fomenta cuidar de los niños que yo me siento menos solitario.  
 1    2    3    4    5    6    7

Nada en absoluto importante/ 1 2 3 4 5 6 7 Muy importante/  
exacto para usted exacto para usted

10. Fomente cuidar de los niños me ayudará hago los contactos nuevos que quizás ayuden mi negocio o la carrera.  
 1  2  3  4  5  6  7
11. Fomente cuidar de los niños me alivia de parte de la culpa sobre es más afortunado que los otros.  
 1  2  3  4  5  6  7
12. Fomente cuidar de los niños me ayudará aprendo más acerca de la causa para que trabajo.  
 1  2  3  4  5  6  7
13. Fomente cuidar de los niños aumenta mi amor propio.  
 1  2  3  4  5  6  7
14. Fomente cuidar de los niños me permite ganar una perspectiva nueva en cosas.  
 1  2  3  4  5  6  7
15. Fomente cuidar de los niños me permite explorar las opciones nuevas de la carrera.  
 1  2  3  4  5  6  7
16. Yo me siento la compasión hacia personas necesitadas.  
 1  2  3  4  5  6  7
17. Los otros con quien soy cercano coloca un valor alto en el trabajo comunitario.  
 1  2  3  4  5  6  7
18. Fomente cuidar de los niños permite que mí aprenda las cosas por directo, las manos en la experiencia.  
 1  2  3  4  5  6  7
19. Yo me siento es importante ayudar los otros.  
 1  2  3  4  5  6  7

Nada en absoluto importante/ 1 2 3 4 5 6 7 Muy importante/  
exacto para usted exacto para usted

20. Fomente cuidar de los niños me ayuda a trabajar por mis propios problemas personales.  
 1  2  3  4  5  6  7
21. Fomente cuidar de los niños me ayudará consigo mi profesión escogida.  
 1  2  3  4  5  6  7
22. Fomente cuidar de los niños me permite hacer algo para una causa que es importante a mí.  
 1  2  3  4  5  6  7
23. Fomente cuidar de los niños es una actividad importante a las personas yo sé mejor.  
 1  2  3  4  5  6  7
24. Fomente cuidar de los niños es un escape bueno de mis propios problemas.  
 1  2  3  4  5  6  7
25. Fomente cuidar de los niños me ayudará aprendo a cómo tratar con una variedad de personas.  
 1  2  3  4  5  6  7
26. Fomente cuidar de los niños me hace me siento necesitado.  
 1  2  3  4  5  6  7
27. Fomente cuidar de los niños me hace me siento mejor acerca de yo mismo.  
 1  2  3  4  5  6  7
28. Fomente criando la experiencia parecerá bueno en mi reasume.  
 1  2  3  4  5  6  7
29. Fomente cuidar de los niños es una manera de hacer a amigos nuevos.  
 1  2  3  4  5  6  7
30. Fomente cuidar de los niños me ayuda a explorar mis propias fuerzas.  
 1  2  3  4  5  6  7

En sus propias palabras, explica por favor por qué usted quiere llegar a ser un fomenta a padre:

¿Cómo aprendió usted del fomenta el programa de padre?

¿Cómo haga/hace sirviendo como un fomenta el beneficio de padre usted y/o los otros?

¿Qué es lo que motiva usted tomar parte en el fomenta el programa de padre?

¿Que qué servicios sostenedores se siente usted se requieren a tener éxito como un fomenta a padre?

## Información demográfica

Edad \_\_\_\_\_

El género:  1. Masculino  2. Hembra

Etnia:  1. Norteamericano africano  2. Latina hispano  3. Caucásica  
 4 Asiático  5. Indio Americano  6. Filipino  
 7. Isleño pacífico  8. Otro

El estado civil:  1. Nunca Casado  2. Casado  3. Divorciado  
 4. Separado  5. Widow/Widower  6. Socio doméstico

¿Tiene usted a cualquier niño?  1. Sí  2. No  
¿Si sí, cuántos? \_\_\_\_\_

Verifique por favor debajo de su nivel más alto de la educación completada:  
 1. Menos de 12 años  2. Bachillerato o GED  
 3. Algún colegio, pero ningún grado  4. El grado no graduado completó  
 5. Algunos cursos del nivel del graduado del poste, pero ningún grado  
 6. El grado graduado completó

Qué es su posición actual del empleo  
 1. Jubilado  2. Parado  
 3. Empleado \_\_\_\_\_ Las horas por la semana.  
(indica por favor el número de horas que usted trabaja fuera del hogar)

¿Tiene usted una afiliación religiosa activa?  
 1. Sí  2. No

Si sí lista por favor la afiliación \_\_\_\_\_

Usted consideraría su afiliación religiosa una razón importante por qué  
decidió usted llegar a ser un fomenta a padre?  
 1. Sí  2. No

APPENDIX B  
INFORMED CONSENT

## INFORMED CONSENT

Dear Participant,

You are being asked to participate in a study that will assess the reasoning involved in the decision to become a foster parent for the County of San Bernardino, Department of Children's Services. The study is being conducted by Maria Maxine Weiss, MSW student, under the supervision of Dr. Janet Chang, faculty advisor. This study has been approved by the Department of Social Work Sub Committee of the California State University, San Bernardino Institutional Review Board.

All that is asked of you is 20 to 40 minutes of your time and a willingness to share your opinions by answering some questions. All responses will be kept confidential, as your name will never appear on or be associated with this study. The study is purely for the purpose of measuring group responses and will not identify you individually. The study contains no risks.

Please be advised that your participation in this research is totally voluntary and you are free to withdraw at any time. There will be no penalty should you choose not to participate in the study, and the agency will not know whether or not you participated.

Thank you for your time and efforts in providing this beneficial information for improvement of foster care provider services and recruitment and retention efforts.

If you have any questions or concerns regarding this study, please contact Dr. Janet Chang at (909) 880-5184.

By the mark below ("X") I indicate that I understand the nature of the study and I volunteer to participate.

Place an "X" here: \_\_\_\_\_

Date: \_\_\_\_\_

**\*Please return this form with your questionnaire,  
sealed in the envelope provided.**



## CONSENTIMIENTO INFORMADO

Estimado Participante,

Usted es pedido tomar parte en un estudio que valorará el razonamiento implicado en la decisión de llegar a ser un fomenta a padre para el Condado de San Bernardino, el Departamento de Niños los Servicios de s. El estudio es realizado por Maria Maxine Weiss, estudiante de MSW, bajo la supervisión de Dr. Janet Chang, consejero de facultad. Este estudio ha sido aprobado por el Departamento de la asistencia social Sub el Comité de la Universidad Pública de California, San Bernardino la Tabla Institucional de la Revisión.

Todo que es preguntado de usted es 20 a 40 minutos de su tiempo y un consentimiento de compartir sus opiniones contestando algunos preguntan. Todas respuestas se mantendrán confidenciales, como su nombre nunca aparecerá en ni se sea asociado con este estudio. El estudio es puramente para el propósito de la medición las respuestas del grupo y no le identificará individualmente. El estudio no contiene los riesgos.

Sea aconsejado por favor que su participación en esta investigación es totalmente voluntaria y usted es libre retirar en tiempo. No habrá pena le debe escoge no tomar parte en el estudio, y la agencia no sabrá si ni no usted participó.

Gracias para su tiempo y los esfuerzos a proporcionar esta información beneficiosa para la mejora de fomenta los servicios de proveedor de cuidado y esfuerzos de contratación y retención.

Si usted tiene cualquiera pregunta o concierne con respeto, contacta por favor Dr. Janet Chang en (909) 880-5184.

Por la marca abajo ("X") indico que entiendo la naturaleza del estudio y yo me ofrezco a participar.

Coloque un "X" aquí: \_\_\_\_\_

La fecha: \_\_\_\_\_

**\*vuelva por favor esta forma con su cuestionario,  
sellado en el sobre proporcionado.**

APPENDIX C  
DEBRIEFING STATEMENT

## **DEBRIEFING STATEMENT**

Thank you for taking the time to complete this survey. The information you provided will be used by Maria Maxine Weiss, MSW student, to complete her research project as part of her graduation requirement for California State University, San Bernardino. The final report, which will not include any individual scores or names, will provide important feedback to the County of San Bernardino's Department of Children's Services Foster Care Services programs.

If you have any questions or concerns regarding the survey, you may contact Dr. Janet Chang, at (909) 880-5184.

The results of the survey will be available in the Pfau Library, California State University, San Bernardino and with the Department of Children's Services after July 1, 2006.

**Please keep this letter for you records.**

## DECLARACION DE INTERROGATORIO

Gracias para tomar el tiempo de completar esta inspección. La información que usted proporcionó será utilizada por Maria Maxine Weiss, estudiante de MSW, para completar su proyecto de investigación como parte de su requisito de la graduación para la Universidad Pública de California, San Bernardino. El informe final, que no incluirá ninguna cuenta ni los nombres individuales, proporcionará la reacción importante al condado de San Bernardino' el Departamento de s de Niños' los Servicios de s Fomentan los programas de Servicios de Cuidado.

Si usted tiene cualquiera pregunta o concierne con respecto a la inspección, usted puede contactar Dr. Janet Chang, en (909) 880-5184.

Los resultados de la inspección estarán disponibles en la Biblioteca de Pfau, Universidad Pública de California, San Bernardino y con el Departamento de Niños' los Servicios de s después de el 1 de julio de 2006.

**Mantenga por favor esta carta para usted registra.**

APPENDIX D  
DEMOGRAPHICS

Table 1. Demographic characteristics of respondents

Variable	Frequency (n)	Percentage (%)
<b>Age (N=193)</b>		
21-30	20	10.4
31-40	55	28.5
41-50	60	31.1
51-60	37	19.2
61+	21	10.9
<b>Marital status (N=188)</b>		
Never married	24	12.8
Married	122	64.9
Divorced	26	13.8
Separated	3	1.6
Widowed	8	4.3
Domestic partner	5	2.7
<b>Gender (N=189)</b>		
Male	10	5.3
Female	179	94.7
<b>Religious Affiliation (N=188)</b>		
Yes	144	76.6
No	44	23.4
<b>Number of Children (N=193)</b>		
0	37	19.2
1	27	14.0
2	45	23.3
3	35	18.1
4	20	10.4
5	12	6.2
6	9	4.7
7	2	1.0
8	3	1.6
9	3	1.6

Table 1. (Cont) Demographic characteristics of respondents

Variable	Frequency (n)	Percentage (%)
<b>Ethnicity (N=188)</b>		
African American	43	22.9
Latino/Hispanic	34	18.1
Caucasian	98	52.1
Asian/Pacific Islander	6	3.2
Native American	3	1.6
Other	4	2.1
<b>Education Level (N=189)</b>		
Under 12 years	9	4.8
HS Diploma/GED	29	15.3
Some College	67	35.4
Undergraduate Degree	35	18.5
Some post grad	8	4.2
Graduate degree	41	21.7
<b>Employment (N=185)</b>		
Retired	20	10.8
Unemployed	58	31.4
Employed	107	57.8
<b>Employment hours Weekly (N=182)</b>		
0	78	42.9
3-15 hours	9	4.9
16-30 hours	22	12.0
31-40 hours	67	36.8
40+ hours	6	3.3

APPENDIX E  
SCALE OF MOTIVATION



Table 3. Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>1. Foster parenting can help me get my foot in the door at a place where I would like to work.</b>	126			64			13.4*
Not at all important	106	84.1		48	75.0		
Not important	6	4.8		3	4.7		
A little important	1	0.8		5	7.8		
Somewhat important	5	4.0		1	1.6		
Important	3	2.4		0	0.0		
Very important	1	0.8		3	4.7		
Extremely important	4	3.2		4	6.3		
<b>2. My friends or family members are foster parents.</b>	127			66			7.8
Not at all important	76	59.8		36	54.5		
Not important	8	6.3		8	12.1		
A little important	12	9.4		5	7.6		
Somewhat important	9	7.1		4	6.1		
Important	6	4.7		1	1.5		
Very important	2	1.6		5	7.6		
Extremely important	14	11.0		7	10.6		
<b>3. I am concerned about those less fortunate than myself.</b>	127			66			6.5
Not at all important	6	4.7		1	1.5		
Not important	1	0.8		1	1.5		
A little important	5	3.9		0	0.0		
Somewhat important	8	6.3		7	10.8		
Important	16	12.6		10	15.4		
Very important	30	23.6		11	16.9		
Extremely important	61	48.0		35	53.8		

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage			
	N	n	N	n	%		
<b>4. People I'm close to foster parenting is a good idea.</b>	127		66			15.3*	
Not at all important	31	24.4	9	13.6			
Not important	11	8.7	0	0.0			
A little important	11	8.7	3	4.5			
Somewhat important	17	13.4	11	16.7			
Important	14	11.0	9	13.6			
Very important	22	17.3	12	18.2			
Extremely important	21	16.5	22	33.3			
<b>5. Foster parenting makes me feel important.</b>	127		65			8.0	
Not at all important	48	37.8	21	31.8			
Not important	14	11.0	4	6.1			
A little important	10	7.9	2	4.5			
Somewhat important	16	12.6	10	15.2			
Important	10	7.9	6	9.1			
Very important	11	8.7	14	21.2			
Extremely important	18	14.2	8	12.1			
<b>6. People I know share an interest in foster parenting.</b>	127		66			3.6	
Not at all important	43	33.9	22	33.3			
Not important	11	8.7	4	6.1			
A little important	13	10.2	7	10.6			
Somewhat important	11	8.7	11	16.7			
Important	23	18.1	9	13.6			
Very important	12	9.4	5	7.6			
Extremely important	14	11.0	8	12.1			
<b>7. No matter how bad I feel, helping others makes me feel better.</b>	126		66			6.0	
Not at all important	15	11.9	6	9.1			
Not important	7	5.6	2	3.0			
A little important	4	3.2	1	1.5			
Somewhat important	10	7.9	11	16.7			
Important	16	12.7	7	10.6			
Very important	23	18.3	8	12.1			
Extremely important	51	40.5	31	47.0			

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>8. I am genuinely concerned about the group I am serving.</b>	126			66			10.5
Not at all important		9	7.1		6	9.1	
Not important		1	0.8		0	0.0	
A little important		3	2.4		4	6.1	
Somewhat important		2	1.6		6	9.1	
Important		13	10.3		4	6.1	
Very important		20	15.9		13	19.7	
Extremely important		78	61.9		33	50.0	
<b>9. By foster parenting I feel less lonely</b>	127			65			8.6
Not at all important		62	48.8		31	47.7	
Not important		23	18.1		3	4.6	
A little important		8	6.3		6	9.2	
Somewhat important		9	7.1		8	12.3	
Important		8	6.3		5	7.7	
Very important		9	7.1		7	10.8	
Extremely important		8	6.3		5	7.7	
<b>10. Foster parenting will help me make contacts that might help my business or career.</b>	127			66			6.2
Not at all important		102	80.3		49	74.2	
Not important		4	3.1		6	9.1	
A little important		4	3.1		3	4.5	
Somewhat important		5	3.9		1	1.5	
Important		3	2.4		1	1.5	
Very important		2	1.6		0	0.0	
Extremely important		7	5.5		6	9.1	

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			X <sup>2</sup>
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>11. Foster parenting relieves me of some of the guilt over being more fortunate than others.</b>	127			65			2.8
Not at all important	99	78.0		48	73.8		
Not important	8	6.3		3	4.6		
A little important	6	4.7		5	7.7		
Somewhat important	3	2.4		4	6.2		
Important	5	3.9		2	3.1		
Very important	2	1.6		1	1.5		
Extremely important	4	3.1		2	3.1		
<b>12. Foster parenting will help me learn more about the cause for which I am working.</b>	127			64			3.8
Not at all important	56	44.1		31	48.4		
Not important	10	7.9		3	4.7		
A little important	6	4.7		6	9.4		
Somewhat important	18	14.2		9	14.1		
Important	10	7.9		2	3.1		
Very important	9	7.1		4	6.3		
Extremely important	18	14.2		9	14.1		
<b>13. Foster parenting increases my self-esteem.</b>	127			65			5.8
Not at all important	65	51.2		36	55.4		
Not important	11	8.7		2	3.1		
A little important	8	6.3		4	6.2		
Somewhat important	16	12.6		6	9.2		
Important	14	11.0		6	9.2		
Very important	2	1.6		4	6.2		
Extremely important	11	8.7		7	10.8		

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency		Percentage	Frequency		Percentage	
	N	n	%	N	n	%	
<b>14. Foster parenting allows me to gain a new perspective on things.</b>	127			65			8.6
Not at all important		14	11.1		10	15.4	
Not important		6	4.8		5	7.7	
A little important		12	9.5		3	4.6	
Somewhat important		19	15.1		11	16.9	
Important		23	18.3		10	15.4	
Very important		19	15.1		17	26.2	
Extremely important		33	26.2		9	13.8	
<b>15. Foster parenting allows me to explore new career options.</b>	127			66			12.6*
Not at all important		93	73.2		37	56.1	
Not important		3	2.4		6	9.1	
A little important		9	7.1		2	3.0	
Somewhat important		5	3.9		7	10.6	
Important		4	3.1		2	3.0	
Very important		6	4.7		6	9.1	
Extremely important		7	5.5		6	9.1	
<b>16. I feel compassion toward people in need.</b>	127			66			7.0
Not at all important		3	2.4		2	3.0	
Not important		1	0.8		1	1.5	
A little important		1	0.8		2	3.0	
Somewhat important		7	5.5		6	9.1	
Important		13	10.2		10	15.2	
Very important		32	25.2		8	12.1	
Extremely important		70	55.1		37	56.1	
<b>17. Others with whom I am close place a high value on community service.</b>	126			64			9.4
Not at all important		29	23.0		9	14.1	
Not important		13	10.3		3	4.7	
A little important		8	6.3		10	15.6	
Somewhat important		16	12.7		8	12.5	
Important		17	13.5		13	20.3	
Very important		13	10.3		9	14.1	
Extremely important		30	23.8		12	18.8	

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>18. Foster parenting lets me learn things through direct, hands on experience.</b>	127			66			5.4
Not at all important	21	16.5		6	9.1		
Not important	4	3.1		6	9.1		
A little important	9	7.1		5	7.6		
Somewhat important	14	11.0		7	10.6		
Important	26	20.5		11	16.7		
Very important	22	17.3		14	21.2		
Extremely important	31	24.4		17	25.8		
<b>19. I feel it is important to help others.</b>	127			66			3.7
Not at all important	4	3.1		1	1.5		
Not important	1	0.8		2	3.0		
A little important	3	2.4		1	1.5		
Somewhat important	6	4.7		1	1.5		
Important	7	5.5		5	7.6		
Very important	24	18.9		11	16.7		
Extremely important	82	64.6		45	68.2		
<b>20. Foster parenting helps me to work through my own personal problems.</b>	127			66			1.3
Not at all important	86	67.7		43	65.2		
Not important	13	10.2		6	9.1		
A little important	8	6.3		6	9.1		
Somewhat important	5	3.9		4	6.1		
Important	4	3.1		2	3.0		
Very important	6	4.7		2	3.0		
Extremely important	5	3.9		3	4.5		
<b>21. Foster parenting will help me succeed in my chosen profession.</b>	127			65			1.7
Not at all important	96	75.6		47	72.3		
Not important	6	4.7		3	4.6		
A little important	3	2.4		1	1.5		
Somewhat important	6	4.7		5	7.7		
Important	8	6.3		4	6.2		
Very important	3	2.4		3	4.6		
Extremely important	5	3.9		2	3.1		

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			X <sup>2</sup>
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>22. Foster parenting allows me to do something for a cause that is important to me.</b>	127			65			2.3
Not at all important	14	11.0		5	7.7		
Not important	2	1.6		1	1.5		
A little important	6	4.7		3	4.6		
Somewhat important	6	4.7		6	9.2		
Important	12	9.4		8	12.3		
Very important	25	19.7		12	18.5		
Extremely important	62	48.8		30	46.2		
<b>23. Foster parenting is an important activity to the people I know best.</b>	127			64			4.0
Not at all important	55	43.3		28	43.8		
Not important	16	12.6		6	9.4		
A little important	9	7.1		6	9.4		
Somewhat important	8	6.3		8	12.5		
Important	15	11.8		4	6.3		
Very important	9	7.1		5	7.8		
Extremely important	15	11.8		7	10.9		
<b>24. Foster parenting is a good escape from my own troubles.</b>	127			65			1.0
Not at all important	101	79.5		51	78.5		
Not important	10	7.9		5	7.7		
A little important	5	3.9		3	4.6		
Somewhat important	3	2.4		1	1.5		
Important	3	2.4		1	1.5		
Very important	2	1.6		1	1.5		
Extremely important	3	2.4		3	4.5		

Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage			
	N	n	%	N	n	%	
<b>25. Foster parenting will help me learn how to deal with a variety of people.</b>	127			65			7.1
Not at all important	25	19.7		16	24.6		
Not important	4	3.1		6	9.2		
A little important	13	10.2		5	7.7		
Somewhat important	24	18.9		12	18.5		
Important	11	8.7		8	12.3		
Very important	15	11.8		8	12.3		
Extremely important	35	27.6		10	15.4		
<b>26. Foster parenting makes me feel needed.</b>	127			66			7.3
Not at all important	38	29.9		27	40.9		
Not important	16	12.6		5	7.6		
A little important	12	9.4		1	1.5		
Somewhat important	18	14.2		9	13.6		
Important	17	13.4		8	12.1		
Very important	9	7.1		7	10.6		
Extremely important	17	13.4		9	13.6		
<b>27. Foster parenting makes me feel better about myself.</b>	127			66			5.2
Not at all important	45	35.4		28	42.4		
Not important	22	17.3		6	9.1		
A little important	10	7.9		3	4.5		
Somewhat important	14	11.0		11	16.7		
Important	10	7.9		7	10.6		
Very important	11	8.7		4	6.1		
Extremely important	15	11.8		7	10.6		
<b>28. Foster parenting experience will look good on my resume.</b>	127			64			6.4
Not at all important	101	79.5		51	79.7		
Not important	11	8.7		2	3.1		
A little important	2	1.6		2	3.1		
Somewhat important	5	3.9		1	1.6		
Important	4	3.1		3	4.7		
Very important	0	0.0		0	1.6		
Extremely important	4	3.1		4	6.3		



Table 3. (cont.) Respondents Motivations for becoming a Foster Parent

Item	Current group			Potential group			$\chi^2$
	Frequency	Percentage	Frequency	Percentage	Percentage		
	N	n	%	N	n	%	
<b>29. Foster parenting is a way to make new friends.</b>	126			65			2.6
Not at all important	63	50.0		31	47.7		
Not important	13	10.3		7	10.8		
A little important	8	6.3		5	7.7		
Somewhat important	14	11.1		6	9.2		
Important	11	8.7		4	6.2		
Very important	9	7.1		4	6.2		
Extremely important	8	6.3		8	12.3		
<b>30. Foster parenting helps me to explore my own strengths.</b>	127			65			5.3
Not at all important	19	15.0		17	26.2		
Not important	10	7.9		5	7.7		
A little important	15	11.8		4	6.2		
Somewhat important	21	16.5		11	16.9		
Important	25	19.7		12	18.5		
Very important	16	12.6		5	7.7		
Extremely important	21	16.5		11	16.9		

APPENDIX F  
VOLUNTEERS FUNCTIONS INVENTORY

Table 4. Volunteers Functions Inventory

Function Score	Current Foster Family		Potential Foster Family	
	(n)	(%)	(n)	(%)
	N=127		N=66	
<b>Career</b>				
1-7	89	70.1	48	72.7
8-14	38	29.9	18	27.3
15-21	0	0	0	0
22-28	0	0	0	0
29-35	0	0	0	0
<b>Protective</b>				
1-7	0	0	0	0
8-14	84	66.1	52	78.8
15-21	39	30.7	14	21.2
22-28	4	3.2	0	0
29-35	0	0	0	0
<b>Enhancement</b>				
1-7	19	15	13	19.7
8-14	41	32.3	26	39.4
15-21	37	29.1	15	22.7
22-28	28	22.0	12	18.2
29-35	2	1.6	0	0
<b>Social</b>				
1-7	21	16.5	0	0
8-14	36	28.3	27	40.9
15-21	18	14.2	25	37.9
22-28	51	40.2	14	21.2
29-35	1	0.8	0	0
<b>Understanding</b>				
1-7	15	11.8	0	0
8-14	9	7.1	13	19.7
15-21	41	32.3	27	41
22-28	44	34.6	0	0
29-35	18	14.2	26	39.4

Table 4. Volunteers Functions Inventory (Cont.)

Function Score	Current Foster Family		Potential Foster Family	
	(n) N=127	(%)	(n) N=66	(%)
<b>Values</b>				
1-7	0	0	0	0
8-14	0	0	0	0
15-21	0	0	0	0
22-28	19	15	23	34.8
29-35	108	85	43	65.2

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