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The Recognition Preferences of Ontario County 4-H Volunteers

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The Recognition Preferences of Ontario County 4-H Volunteers

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Abstract

The 4-H program relies on volunteers to deliver quality youth programing to the local community. Therefore, volunteer management is an important job of a 4-H educator. The Ontario County 4-H program utilizes 94 volunteers who serve a variety of roles within the program, and the retention of these volunteers is important to the program's continued success. Older volunteer studies have found that volunteer recognition is an important aspect of volunteer satisfaction and retention. Therefore, this study aimed to describe the characteristics of current Ontario county 4-H volunteers, understand the underlying motivations and recognition preferences of these volunteers, determine if correlations exist between volunteer characteristics and certain motivation and recognition preferences. The instrument consisted of the Volunteer Functions Inventory (VFI), a Likert-style recognition preference matrix, and volunteer role and demographic questions. The study received a 67% response rate with the majority of the respondents being female with a child currently in the program. The study found that Values, which is genuine concern for human need, was the highest scoring motivation category followed by Understanding, which is the desire to gain new skills and knowledge. The most preferred recognition methods were seeing youth succeed, verbal thanks, and thank you notes. Only negligible to moderate correlations were found between volunteer characteristics and motivation and recognition preferences. Based on these findings, it is recommended that Ontario County 4-H implement an intrinsic and personal-based recognition strategy and provide more established volunteer training opportunities.

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Dr. Jill Rucker and Mrs. Cassandra Cox deserve special recognition for serving as part of my thesis committee and for helping me grow as a researcher.

I am grateful for Dr. Don Johnson for helping me navigate the statistical analysis of my research. He was constantly available days, nights, and weekends. He was only ever a phone call away, and without him the completion of my analysis would have been impossible.

Dedication

This thesis is dedicated to my parents, Thomas and Patricia Bagley, who have always supported

me in every endeavor, large or small. It is also dedicated to my fiancé, Zachariah Wilhelm, for

his constant love and support.

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Introduction

Study Background

Volunteerism is an important American tradition, with over 77 million volunteers serving at various organizations nationwide (Warfield, 2018). Volunteerism has been an essential part of American society since the 17th century not only because of the accomplishment of societal objectives but also because of its tendency to bring communities together (Dreyfus, 2018). The monetary value assigned to volunteer work in 2018 was $25.43 per hour, making volunteers valuable to organizations both quantitatively and qualitatively (Independent Sector, 2019).

A 2015 census by the Bureau of Labor Statistics (BLS) indicated 24.9% of Americans volunteer, with women volunteering at a higher rate than men. Marriage, children, and higher levels of education are all factors associated with higher rates of volunteerism. Regardless of education or marital status, individuals are most likely to volunteer for religious organizations, followed by educational and youth organizations (BLS, 2015).

Many organizations heavily rely on volunteer involvement, and the 4-H program is no exception (Steele, 1994). The 4-H program is a national organization that began in 1902 as part of the growing agricultural education movement. Albert Belmont Graham is credited with starting the first 4-H club in 1902 in Clark County, Ohio (Ohio State University, 2019). When the Smith-Lever Act instituted funding for Cooperative Extension programs in each county in 1914, 4-H officially became part of this system (USDA, 2019). Each state has a land-grant university established through federal land allocations given through the Morrill Act in 1862 (University of Florida, 2019), and cooperative extension is an outreach of these land-grant institutions for disseminating research at the local level. Today, 4-H programs can be found in

most counties throughout the United States and specialize in positive youth development with an emphasis in agricultural education (National 4-H Council, 2019).

In 2017, the 4-H program utilized about 500,000 volunteers nation-wide to make its programs possible (4-H Annual Report, 2017). A 2014 study showed the average 4-H volunteer was female (87.7%), was 44.7 years of age, was married (77%), worked outside the home (86%), and had a child in the program (13%) (Ouellete et al., 2014).

4-H volunteers fill numerous roles within the organization. Although titles and roles vary from county to county and state to state, many 4-H programs recognize three main types of volunteers: organizational leaders, project leaders, and activity leaders (Oklahoma State University, 2019). Organizational leaders are typically club leaders. Their time commitment is 10-12 hours per month as they are responsible for organizing club meetings and activities, completing enrollment and nominations paperwork, and providing guidance to their 4-H members. Project leaders assist organizational leaders through leading a club project or a series of informational workshops. These leaders might be assistants who are willing to help or have expertise in a certain field. Activity leaders are volunteers who assist in club activities and trips, providing guidance and ensuring positive youth development (Thompkins County 4-H, 2019). This category often includes 4-H members' parents who attend meetings or events with their child and help out where needed.

Volunteer roles are diverse and include drivers, chaperones, judges, workshop instructors, advisors, and many others. Both year-round and episodic volunteering is common (Walter & Swanson, 2010). Efforts are made by 4-H to utilize qualified volunteers as "middle managers," meaning they serve as leaders of other groups of volunteers. The relationship between extension professionals and volunteers is strongest when volunteers are allowed to take ownership of their

activities. Allowing volunteers to step into leadership roles such as heading volunteer committees or leading a specific program or project allows for the expansion of program offerings especially when time and resources are limited (Cassil et al., 2010).

Volunteers are valuable to the 4-H program, both qualitatively and quantitatively. They serve as youth mentors and are influential in shaping the next generation (Corporation for National and Community Service, 2006). The value associated with volunteers indicates volunteer turnover is an expensive and inconvenient phenomena. It is not only the financial cost from training but also the expertise and experience that are lost when a volunteer chooses to leave. Because volunteers are so important to the program, the National 4-H Council researched volunteerism to develop resources for state and county 4-H programs to use to manage volunteers. These resources include segmentation of volunteers, messaging, targeting audiences for recruitment, orientation and training materials, frameworks and best practices, volunteer knowledge competency taxonomies, and more (National 4-H Council, 2019).

Ontario County 4-H in New York State currently utilizes 94 active volunteers serving in a variety of positions including organizational (club) leaders, project leaders, activity leaders, judges/evaluators, and middle managers. Retaining these current volunteers is more advantageous than recruiting new ones because of the time and training investment and the experiences that have grown the volunteers' knowledge of the program. However, a solid volunteer retention strategy is lacking.

Why do individuals volunteer? Maslow's "hierarchy of needs" proposed human behavior is motivated by underlying needs (1954). The Volunteer Functions Inventory (VFI) adopted a similar philosophy but related it specifically to volunteers. Research shows volunteers have various motivations and needs (McKee & McKee, 2012). Recognition initiatives could be one

way to fill these needs. However, volunteer recognition methods through the National 4-H

Council are lacking. Although some research has been conducted regarding 4-H volunteer

recognition preferences, many studies are a decade or more old (Boz, 2000; Culp, & Schwartz,

1998; Fritz et al., 2000; Fritz et al., 2003; Stillwell et al., 2010). Therefore, more current and

specific research is needed to develop an effective volunteer recognition strategy for the Ontario

County 4-H program.

Problem Statement

Because of the importance of volunteer retention, a volunteer recognition strategy is

needed for the Ontario County 4-H program. Effective development of this strategy will require

an in-depth knowledge of current volunteer motivations and recognition preferences.

Purpose of the Study

This study sought to discover the motivation and recognition preferences of Ontario

County 4-H volunteers, including the relationship between the different volunteer segments and

the recognition techniques desired.

Research Objectives

1. Describe the volunteer roles and demographic profile of Ontario County 4-H volunteers.

2. Describe the motivation and recognition preferences of Ontario County 4-H volunteers.

3. Determine the relationship between volunteer characteristics (roles and demographics) and motivation and recognition preferences.

Significance of the Study

The results of this study assisted educators in developing a volunteer recognition and

retention plan for the Ontario County 4-H program by giving insight into volunteer motivations

and recognition preferences. Any generalizations found between motivation, recognition preferences, and demographic variables helped in the development of a volunteer retention plan. Although the study focused on the recognition preferences of only 4-H volunteers in Ontario County, it may be utilized as a benchmark study to be repeated in other counties that seek to identify the motivations and recognition preferences of their volunteers.

Overview of Methods

This quantitative non-experimental, descriptive survey utilized a census study of Ontario County 4-H volunteers. With 94 active adult volunteers, the population was a manageable size to conduct a census survey. The survey applied the Volunteer Function Inventory (VFI) instrument as well as some additional questions to gather demographic information and a recognition preference matrix. The study utilized Qualtrics for administration because email is the main method of contacting this population of volunteers. Survey notification was sent via email to all Ontario county volunteers. Reminder emails were sent after eight and sixteen days had lapsed.

Assumptions

The study assumed respondents were aware of their true recognition preferences and that they conveyed those preferences truthfully in response to the questionnaire.

Limitations

The study included only currently enrolled Ontario County volunteers. Generalizations were not made outside of the volunteers included in this study. Furthermore, only Ontario County volunteers who had enrolled and were present in the 4-H Online database were administered the survey. Therefore, volunteers who participate occasionally or who had not completed the enrollment processes were excluded.

Definitions of Key Terms

- Youth: The 4-H program accepts individuals ages 5−19. Therefore, for the purpose of this study "youth" will refer to a person between 5 and 19 years of age (National 4-H Council, 2019).

- Adult: For this study, "adult" will refer to individuals age 19 and older to exclude those persons who are eligible for enrollment as a youth in 4-H program.

- Enrolled Volunteers: For this study, "enrolled volunteers" are individuals who have enrolled as part of the Ontario County 4-H program. These volunteers are recorded on the 4-H Online database.

- Organizational Leaders: 4-H volunteers who serve as leaders of traditional community 4-H clubs (Thompkins County 4-H, 2019).

- Project Leaders: Assist organizational leaders by leading a club project or series of informational workshops (Thompkins County 4-H, 2019).

- Activity Leaders: Assistants who help with club activities and trips, often 4-H member parents (Thompkins County 4-H, 2019).

- National 4-H Council is a private, non-profit partner of the Cooperative Extension System and National 4-H headquarters within the National Institute of Food and Agriculture (NIFA) of the United State Department of Agriculture (USDA). The National Council supports national and state 4-H programs with a focus on fundraising, brand management, communications, legal and fiduciary services (4-H.org, 2020).

<center>**Literature Review**</center>

The effectiveness of volunteer recognition lies in its ability to motivate volunteers. Therefore, understanding volunteer motivation is essential for determining appropriate recognition techniques. Maslow's Theory of Human Motivation (1954) was a foundational work in theorizing the motives of human behavior, emphasizing all human activities are motivated by various levels of needs. Maslow posited that drives are too numerous and varied to measure, and ultimate goals provide a more clear understanding of motivation. Maslow also emphasized one human action could find its motivational source in a variety of desires (Maslow, 1954). The researchers who developed the Volunteer Functions Inventory (VFI) held to a similar idea. They proposed the functional theory of volunteering was an effective explanation of volunteer motivations because it sought to uncover underlying reasons and purposes (Clary et al., 1998). Francies (1983) also challenged the general assumption that volunteerism has purely altruistic motivations when he conducted research that developed the Volunteer Needs Profile. This present study used the functional approach to volunteerism, building on the literature that shows volunteers have needs, just like the organizations and people that they serve.

Maslow's Hierarchy of Needs

In the book, *Motivation and Personality,* Maslow (1954) presents a theory that every person has a "hierarchy of needs" that determines behavior. Instead of focusing on drives that "push" individuals to act, Maslow theorized a "pull" model, where the end goals are what truly motivate action. For example, appetite or hunger is a drive that could be fueled by the desire to meet physiological needs or the social need for comfort (Maslow, 1954).

Maslow's "hierarchy of needs" can be seen as a pyramid with five levels: Physiological Needs, Safety Needs, Belongingness Needs, Esteem Needs, and Self-Actualization Needs.

Physiological needs are the base of the pyramid because it is assumed that they are the most

prepotent of the needs. These are the needs for food, shelter, and other basic human survival

needs. If physiological needs are satisfied, then there is a progression to *Safety* needs. Safety

needs cover the need for security, stability, and an environment free from fear, anxiety, and

chaos. Next, the *Belongingness* category includes the need for love, affection, and social

interactions, while *Esteem* is the need of individuals to be respected by themselves and their

peers and overall to be a functional member of society. Finally, when all other needs are met,

individuals still have the need for *Self-actualization* to fulfill their dreams and pursue their

passions (Maslow, 1954).
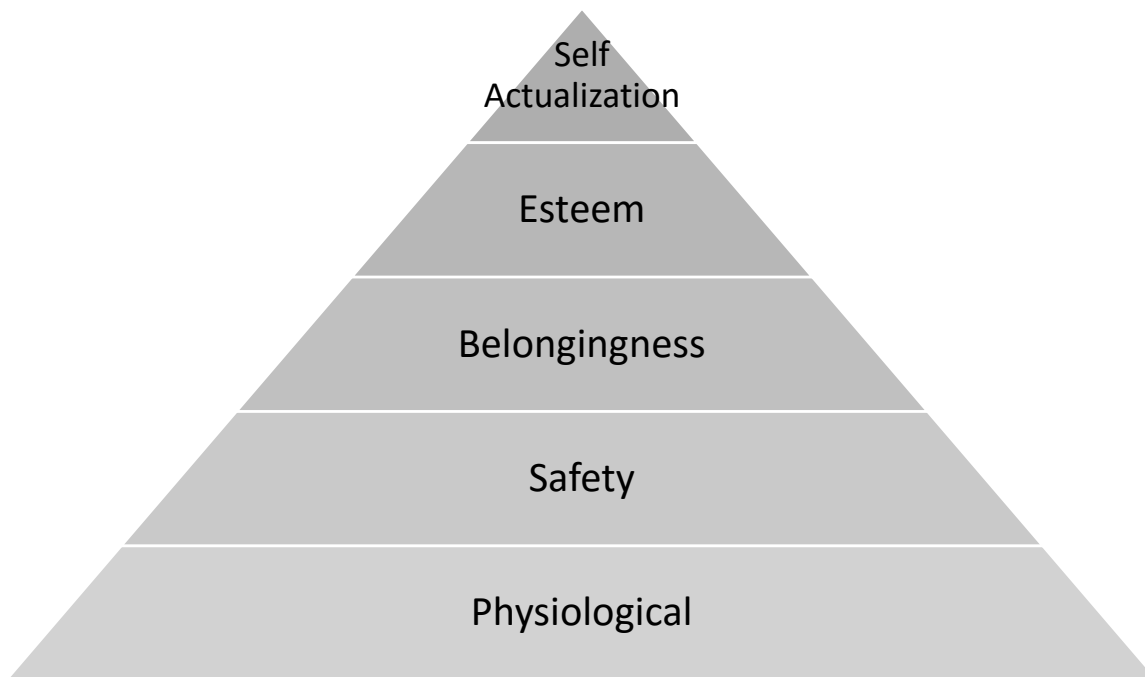
Figure 1. Pyramid illustrating Maslow's hierarchy of needs. Adapted from Maslow's Hierarchy of Needs, In SimplyPsychology, 2018, Retrieved October 20, 2019, from https://www.simplypsychology.org/maslow.html.

Malsow's "hierarchy of needs" is a widely accepted social theory, serving as a foundation

for numerous studies in the realms of business, medicine, education, and psychology (Urwiler &

Frolick, 2008; Evans et al., 2017; Milhiem, 2012; D'Souza & Gurin, 2017). Although Maslow's discussion of needs related mostly to human behavior in general, some researchers have applied this theory to volunteerism. One study comparing the underlying needs of college students who participated in short-term global health initiatives found that student responses matched with self-actualization needs (Evans et al., 2017). Bjerneld et al. (2006) used Maslow's theory to determine the optimal volunteers to select based on underlying motivations. They found volunteers with self-actualization needs make the best volunteers based on the recruitment process, success of assignments, and motivation. Hughes (1992) specifically studied if Maslow's hierarchy of needs would relate directly to volunteer motivation categories but showed negative associations. Regardless, Maslow's hierarchy of needs is an important behavioral theory to keep in mind when studying volunteerism and has been cited in several volunteerism studies (Freeman, 1980; Culp & Schwartz, 1999; Fritz et al., 2000; Boz, 2000; Davis, 2000).

An important consideration is that one action could have root in multiple motivators, separately or simultaneously (Maslow, 1954). For example, one volunteer might be motivated by esteem needs, while the need for belongingness might motivate another volunteer. Further, an individual might volunteer to fulfill both these needs simultaneously. Maslow's concept of multiple motivators for behavior is consistent with other volunteerism literature. Gesier, Okun, and Grano (2014) explained that volunteers can be both intrinsically and extrinsically motivated and that their level of each type of motivation can give a clue about how often that individual will volunteer. Another theory emphasizing this concept is the functional theory of volunteering.

Functional Theory of Volunteering and the VFI

The functional theory of volunteering describes volunteers as having underyling needs fulfilled through volunteering, arguing volunteers will weigh the costs and benefits of their participation. In contrast, some people look at volunteering as symbolic, emphasizing volunteering as a cultural response and personality reflection. However, in research, the functional theory is more commonly found, and like Maslow, the functional theory champions the principle that people can perform the same action for different reasons (Hustinx et al., 2010). Because actions are superficial, uncovering motivation is essential to recruiting and retaining a volunteer (Clary et al., 1998).

Researchers developed a tool for assessing motivation based on this functional theory, and this tool is the Volunteer Functions Inventory (VFI). This instrument categorizes volunteer motives into six categories: values, understanding, social, career, protective, and enhancement (Figure 2). The *Values* category speaks to altruism and concern for human need. *Understanding* includes the desire for new experiences and to exercise knowledge and abilities. *Social* is the desire for social interaction and relationships, while *Career* measures the desire for obtaining skills and connections that could progress one's career. *Protective* motivation would indicate that one was attempting to escape negative thoughts or guilt or bolstering one's ego. Finally, *Enhancement* relates to personal growth or self-esteem and could even be explained as a proactive egoistical approach (Clary et al., 1998).

Figure 2. Volunteer Functions Inventory motivation categories.

Critics of the Functional Theory argue the VFI fails to capture the whole story and subjectivity and reflexivity are not adequately considered (Weenink & Bridgman, 2016). Despite this, the VFI has become a popular tool to study volunteer motivation (Chacon et al., 2017). A study conducted a review the VFI found that the instrument is highly reliable in a variety of situations and determined *values* category is typically the highest motivating factors for volunteers across disciplines and locations (Chacon et al., 2017).

One example of a use of the VFI is a study that sought to match volunteer motivations with recognition preferences for Meals on Wheels (Phillips & Phillips, 2010). This study used the VFI to determine volunteer motivations, and intangible/tangible reward preferences. *Values* was ranked as the highest motivator by a significant margin, and career was ranked the lowest, while intangible rewards such as "personal satisfaction" and making the "community a better place" were the highest ranking reward category (Phillips & Phillips, 2010).

One study paired the VFI with the Motives Underlying Community Involvement (MCI) instrument to show that youth development volunteers have both self-oriented and other-oriented motivations for volunteering. The MCI instrument is similar in format to the VFI except it categorizes responses into four categories: altruism (wanting to help others), collectivism (making the community a better place), principlism (wanting to do something valuable), and egotism (achieving something for self). Researchers broke the VFI and MCI categories into other-oriented and self-oriented categories. MCI Egotism, VFI Social, VFI Enhancement, VFI Protective, VFI Career, and VFI Understanding were considered self-oriented motives, while VFI Values, MCI Altruism, MCI Collectivism, and MCI Principlism were categorized as other-oriented motives. Both orientations were found in their population of youth group volunteer leaders (Cornelis et al., 2013).

Using the VFI, the highest rated motivational categories for both Extension Master Gardeners and 4-H volunteers were *Values, Understanding*, and *Enhancement* with Master Gardeners rating *Understanding* first and 4-H volunteers rating *Values* first (Schmiesing et al., 2005; Wilson & Newman, 2011). Motivational factors vary based on the population, indicating that volunteers are a diverse group with diverse needs (Bussel & Forbes, 2001; McKee & McKee, 2012) with demographic variables such as age influencing their motivation (Sibicky, et al., 1992). However, certain demographic variables might help with categorization.

Life Stages and Volunteering

Application of the VFI has demonstrated differences in age are correlated with differences in motivators. While analyzing school mentors, Caldarella et al. (2010) found although *values*, *understanding*, and *enhancement* were ranked the highest motivators overall, career-related motivators were more prevalent in younger volunteers. When comparing college

student and senior citizen volunteers, college students were more career and achievement-oriented than were senior citizens (Sibicky et al., 1992). Gonzalez's (2009) study of volunteer tutors is another example of educational volunteers who exhibit this age-motivator difference. The concept that life stages affect motivation is logical and has been studied in various areas of volunteerism. Omoto et al's., (2000) work with hospice volunteers ultimately led them to conclude volunteers from different life stages may be encouraged to interpret the benefits of their volunteer work based on other age-related agendas The fact that life stages are associated with various motivation and benefit characteristics may indicate volunteers might be able to be divided into different demographical groups for recruitment and retention efforts.

Herzberg's Motivation-Hygiene theory

Another theory of human motivation is Herzberg's Motivation-Hygiene Theory. This theory, originally applied to the employment sector, seeks to uncover which job characteristics are satisfactory (motivators) or dissatisfactory (hygiene). Herzberg argued motivation and hygiene factors were separate and not opposites of each other. Rather, the opposite of "motivation" is "no motivation," and the opposite of "dissatisfaction" (hygiene) is "no dissatisfaction." Therefore, control of hygiene variables tend to decrease dissatisfaction but do not motivate employees to superior levels of performance (Pardee, 1990).

Freeman (1980) studied 4-H volunteers to determine motivation-hygiene factors and found recognition, work itself, personal growth, and responsibility were all motivators. Relationships with members were both motivators and hygiene variables, while achievement was a motivator except when there were cases of negative relationships. Guidance and training, relationships with leaders, and policy and administration were all hygiene items (Freeman, 1980).

Vetton, Hall, and Schmidt's (2009) study of motivational factors of rural volunteers found "work itself" was the highest overall motivating factor of Extension volunteers in rural areas. "Achievement" was the second highest motivating factor with Millennials rating this slightly higher than older generations rated it. All groups reported "feeling needed" as a motivator, but only indicated slight agreement with the need for recognition, while Generation X indicated disagreement with the need for recognition. Younger volunteers indicated the desire for volunteer work to help with resume and job searches, but this was not a primary factor. Hygiene variables for all generations were policy and administration, working conditions, and interpersonal relationships (Vettern et al., 2009).

ISOTURE Model

Popular volunteer management models in Extension are the ISOTURE, LOOP, and GEMS models (Andrews & Lockett, 2013). The New York State 4-H program subscribes to the ISOTURE Model of volunteerism. This model presents a systematic approach to volunteerism and was presented to Cooperative Extension by Boyce in 1971. ISOTURE identifies each step in the volunteer's journey and provides insight of how to make each step a positive experience. The acronym stands for:

- Identification: Search for potential volunteers who could fulfill the needed roles.

- Selection: Interview the volunteer to determine an appropriate role for them to fill.

- Orientation: Orient the new volunteer to the organization and the role.

- Training: Help the volunteer develop the skills necessary to complete the tasks.

- Utilization: Give the volunteer fulfilling roles and set them up for success.

- Recognition: Reinforce motivation with recognition.

- Evaluation: Evaluate the volunteer's progress and provide feedback.

The recognition element of the ISOTURE model states a volunteer's tenure depends on the reinforcement they receives from their efforts (Boyce, 1971). 4-H as a program recognizes volunteers have needs and volunteer work must benefit both the volunteer and the organization (Stone & Edwards, 2008). The ISOTURE model recognizes volunteer recognition and benefits may vary from person to person. One individual may desire a tangible reward, while another wishes for increased responsibility (Boyce, 1971). The different recognition preference may stem from varied motivational factors.

Volunteer Motivation and Recognition

If volunteers have needs, it is logical to assume fulfillment of those needs will correlate with continuation of volunteering. Volunteers who are satisfied with their experiences as a volunteer will remain longer in their position than an unsatisfied volunteer (Francies, 1983). In this way, volunteerism mirrors consumer behavior, with positive experiences leading to increased commitment and retention (Terry et al., 2013). Volunteer recognition is associated with increased satisfaction (Kang & Cho, 2015). In Gonzalez's study (2009), volunteers were more satisfied when each motivational category corresponded with benefits. The study also indicated satisfied volunteers were more likely to continue volunteering. Davis (2000) found it was important for volunteers to believe their work was valued and recognized by the organization they were serving. Of course, other variables do come into play when it comes to volunteer retention. For example, organizational climate has proven to be a contributing factor (Nencini et al., 2015). Multiple aspects exist in the volunteer's experience, all of which should be positive. However, recognition is one variable that specifically seeks to reward the volunteer and provide the fulfillment of that volunteer's personal needs.

McCurley and Lynch's *Volunteer Management* (2011) agrees volunteer motivation is based on personal needs and meeting those needs is essential to continued volunteer involvement. McCurley and Lynch assert connectedness, uniqueness, and power are all elements of an "esteem-producing" environment. Making a volunteer feel like they belong, causing a volunteer to feel special, and empowering a volunteer to make a difference creates an environment of collaboration and achievement. However, McCurley and Lynch admit this formula becomes more complicated because volunteer goals vary and tend to change over time as attitudes and life change. However, they encourage volunteer managers to examine "critical incident points." The critical incident points are times when volunteers would be evaluating their experience and determining if they should continue. A time that could be especially important are after they have fulfilled their first year or initial commitment. Volunteer managers should apply extra effort to show support and appreciation at these points. McCurley and Lynch (2011) also point out recognition is important for most volunteers, but recognition may vary from tangible awards to personal achievement factors such as the opportunity to attend a training, lead an event, or provide substantial input.

In Connors' (1995) *The Volunteer Management Handbook,* emphasis is placed on organization culture to create a rewarding volunteer environment. Volunteers should be rewarded and recognized for the good of the organization to achieve organizational goals and to provide volunteers with fulfilling and relevant environments. Rewards must benefit both the organization and the volunteer and that fulfilling one at the expense of the other is detrimental. Conners also states respect and honor are important when addressing individual contributions, volunteer individuality cannot be ignored, and inconsistency in awarding recognition can break trust. Connors divides volunteers in three categories: altruistic (motivated by beliefs), rational

(motivated by self-interest), and affiliative (motivated by relationships). Consequently, Connors points out reward for each of these categories will be different. Like others, Connors recommends organizations must be open to change both because volunteer motivations and overall society environments change over time.

McKee and McKee (2012) support the previous volunteer management philosophies. Volunteers do tasks for their reasons, not their manager's reasons, so organizational culture must be created to motivate volunteers in a direction beneficial for the organization. Volunteers are divided into three categories with similar definitions but different names: self-serving (motivated by self-interest), relational (motivated by friendship), and core motivational (motivated by beliefs). Like others, they state the motivation by beliefs or values is the most common and strongest motivator of volunteers. Providing regular volunteer feedback and tailored recognition to fulfill the needs of all types of volunteers is necessary.

A study of volunteers at mental hospitals measured the volunteers' expectation for extrinsic and intrinsic rewards and found evidence supporting the framework that demographic differences correlate with differences in reward expectations. Younger volunteers (high school and college students) placed more emphasis on their volunteer experience as a way to learn, explore and test themselves and expected more praise, training opportunities, and contact with the professional staff. In contrast, older volunteers placed more emphasis on social interactions, and both older and younger volunteers expected social recognition for their efforts. The middle-aged group of volunteers (ages 25-54) was more ambiguous, sharing characteristics both with the younger and older age group. Regardless, all volunteers expected concrete rewards for their services, and the study concluded organizations must fulfill volunteer expectations or change volunteer expectations to match what the organization has to offer to retain volunteers. Another

finding was the first six months were critical to determining if they would continue their

volunteer service (Gidron, 1978). This finding is consistent with McCurley and Lynch's "critical

incident points" philosophy (2011).

A study more closely related to this current study's population was conducted in Ohio in

2001. A study of Extension volunteers sought to discover the relationship between motivation

factors and incentives and demographic variables. The study found the motivational category of

"Achievement" was the most common reason for *initiating* volunteer service, but that

"Affiliation" was the most common motivator for *continuing* volunteer service. Intrinsic rewards

were rated as most important, followed by thank-you notes, phone calls, and extrinsic rewards

(banquet, press release, etc.), and lastly, home visits (Wolford et al., 2001). A study of Extension

volunteer board members found community enhancement was the most important motivational

factor (Farris et al., 2009). Akin et al's.,' (2013) study of Extension volunteers working to

monitor streams found a volunteer's perception of their effectiveness as a volunteer was the only

factor that correlated with continued volunteering, indicating that volunteers may need

encouragement. Many of the studies indicate that Extension volunteers are a diverse population

driven by altruism, values, and achievement factors and require primarily intrinsic rewards (Culp

et al., 2001).

Although studies have shown volunteer recognition is expected and effective, one study

sought to provide empirical evidence for specific recognition based on motivation types failed to

provide positive correlations. Phillips (2005) found when thank-you note messages to college

student volunteers were matched with the motivational needs as determined by the Volunteer

Functions Inventory, the differences in satisfaction between students with a matched message

and an unmatched message were not significant. The percentage of students interested in continuing volunteer work was higher for those with an unmatched messages (Phillips, 2005).

4-H Volunteer Motivation and Recognition

Volunteer motivation and recognition has also been explored specifically in 4-H volunteers. When it comes to 4-H volunteer motivation, intrinsic motivation seems the most common incentive (Culp & Schwartz, 1998; Culp, 1997), but affiliation also seems to play a significant role (Fritz et al., 2000; Ismet, 2000; Culp & Schwartz, 1999); Schrock & Kelsey, 2013). Altruistic motivations seem the most important (White & Arnold, 2003). A VFI study of 4-H volunteers working on a school literacy program showed the *values* function the most influential motivating factor (Schmiesing et al., 2005). Historically, many 4-H volunteers are parents of a child in the program and are motivated to volunteer to provide their child with a good opportunity (Bryne & Caskey, 1985; White & Arnold, 2003). One study found parents become more involved as volunteers once they recognize 4-H as a welcoming, wholesome environment for their family (Jones et al, 2008).

Siegel et al., (2016), found many nationwide 4-H volunteers (45%) were motivated by what the study categorized as *Appeals*. This category of motivators included making a difference, being valued/appreciated/recognized, and a personal sense of satisfaction. The second most common category (36%) of motivators was *Providing Assistance*, which included helping others and giving back to the community. In addition to motivators, 4-H volunteers reported their most significant barriers to volunteer were Obligations/Responsibilities (work, family, school, or farm responsibilities) and convenience (time restraints and scheduling). Other barriers included health, finances, and miscellaneous concerns or difficulties (Siegel et al., 2016).

Most models and studies admit recognition plays an important role in 4-H volunteer management (Stillwell et al., 2010; Schmiesing & Safrit, 2007; Boyd, 2004; Hart, 2005) if only to help the volunteers feel that they are making a meaningful contribution (Culp, 2013). An assessment of the 4-H volunteer experience in Oregon concluded sustaining and recognizing 4-H volunteers was essential to their satisfaction in their roles (Arnold et al., 2009). An Ohio study of continuing versus discontinuing 4-H volunteers found that continuing volunteers received more tangible recognition and attended more award dinners than discontinuing volunteers (Smith & Bilger, 1985). Recognition by the youth served in the program appears to be the most popular source of motivation (Culp & Schwartz, 1998; Fritz et al., 2000). Also, volunteer recognition through recognizing the accomplishments of a 4-H club or member have shown to be an effective motivator because it shows the volunteer they are making a difference in the community (Culp & Schwartz, 1999).

Furthermore, differences in the volunteer population seem to correlate with differences in preferences. A study of urban versus rural volunteers showed that while both segments were mostly intrinsically motivated, urban volunteers ranked a thank-you letter from the extension agent significantly higher than the rural volunteers ranked it (Fritz et al., 2003). However, research does not always agree about which form of motivation/recognition is best or most effective (Culp & Schwartz, 1998).

Negative motivators for 4-H volunteers include feeling unneeded or program changes that the volunteer did not support (Culp & Schwartz, 1999). Other things shown to influence 4-H volunteers to leave include the volunteer's children leaving the program, time demands, and lack of cooperation and support from parents and leaders (White & Arnold, 2003).

Recognition Methods

So how should volunteers be recognized? A 1987 study of Ohio 4-H provided some insight into this question. Volunteers were asked to rate recognition methods on a 6 point scale from 0 (not important) to 5 (essential). The top ranked three recognition methods were informal verbal recognition ($M = 3.0$), receiving awards based on service ($M = 2.6$), and tangible recognition such as pins or certificates ($M = 2.5$). Other recognition methods analyzed were being recognized publicly through dinners or mass media ($M = 2.4$), being sponsored to go on trips ($M = 2.3$), and cash awards ($M = 0.6$). This study also looked at volunteer retention intiatives outside of recognition and found that other factors besides recognition were desired by volunteers including professional support by 4-H agents ($M = 3.7$), being given support with 4-H programs ($M = 3.4$), being more involved with planning county 4-H programs ($M = 3.2$), and being involved in developing training plans for volunteer leaders ($M = 3.0$) (Kwarteng et al., 1987).

Another study surveyed volunteers who were at a state 4-H recognition banquet. This study found although the most common recognition method was plaques, certificates, and pins (78.8%), this method was ranked fifth in desirability when put next to other recognition methods. The most desirable recognitions were thank you notes, followed by a "pat on the back", and then formal recognition banquets (Culp & Schwartz, 1998).

A study of Texas 4-H volunteers also ranked thank you notes the most desirable form of recognition but ranked a certificate or plaque second, banquets third, and recognition from clubs or individuals fourth and fifth (Torock, 2008).

Outside of 4-H, a study of Meals on Wheels volunteers found that intrinisic rewards such as feeling of satisfaction and making the community a better place were ranked highest, followed by simple thank you's and then tangible rewards (Phillips & Phillips, 2010).

Overall, recognition preferences varied based on the group being surveyed, but intangible rewards seem most desirable to most groups.

Conclusion

The literature shows volunteers have various needs that create motivation for volunteer action. The 4-H agent must ensure these needs are fulfilled in order to satisfy volunteers and encourage continued volunteering. The themes in these studies indicate that there are common motives and preferences amongst 4-H volunteers. However, the disparity of the details creates a gap in the literature that demands further research before definitive program decisions are made. Additionally, most studies of Extension volunteers are eight to forty years old. Populations have changed over the past decade, bringing into question the validity of these studies when comparing to a modern population. Therefore, a study to continue exploring the issue of 4-H volunteer populations is both necessary and timely.

Methodologies

The purpose of this study was to determine the motivation and recognition preferences of Ontario County 4-H volunteers. This study aided in the development of a volunteer retention plan for the Ontario County 4-H program. Since the 4-H program relies heavily on volunteer leadership and involvement (4-H Annual Report, 2017), retaining volunteers who have already been the recipients of time and expense incurred through selection and training is important to the progress of the program. Because studies have shown recognition can play an important role in retention efforts (Walk et al., 2018; Smith & Bilger, 1985; Culp, 1997), describing motivation and recognition preferences of current volunteers is a logical step.

The objectives of this study were:

1. Describe the volunteer roles and demographic profile of Ontario County 4-H volunteers.

2. Describe the motivation and recognition preferences of Ontario County 4-H volunteers.

3. Determine the relationship between volunteer characteristics (roles and demographics) and their recognition preferences.

By describing volunteer characteristics and preferences, the program was able to determine not only the preferences of the current volunteers, but also how volunteers preferences vary according to demographics, volunteer roles, and overall motivation. Volunteer preferences are known to vary based on age (Caldarella et al., 2010; Sibicky et al., 1992) and rural vs. urban living (Fritz et al., 2003). This study demonstrated if this is true for Ontario County 4-H volunteers, other variables might be factors. The 4-H educator may recognize volunteers differently based on their level of involvement so determining differences in preferences based on volunteer roles will be useful. Finally, this study builds on the ideas of Maslow and the Volunteer Functions Inventory which posits that volunteers may complete the same task but for

different reasons. Therefore, describing the various motivations of Ontario County 4-H

volunteers helped to determine variance in recognition preferences because of varying goals.

Recognition preferences can be complex and preferences vary (Philips & Philips, 2010), so the

findings have practical implications on retention plan development.

Population and Subjects

Ontario County 4-H has 94 volunteers enrolled in a 4-H Online database. These include

organizational leaders, project leaders, activity leaders, and volunteer judges/evaluators, and

workshop instructors.

Currently, Ontario County 4-H has 31 organizational leaders, 9 project leaders, 49

activity leaders, and 5 judges. However, because volunteer judges are episodic, not all are

registered on the database. The volunteer population is 77.0% female (n = 72) and 97.0% White

(n = 91) with 35.1% residing on farms (n = 33), 34.0% residing at a non-farm rural residence (n

= 32, and 30.9% residing in a city suburb (n = 29).

Because the volunteer population is not very large and there is ease of access through the

4-H Online database, a census study was utilized. Therefore, sampling was not necessary.

Research Design

This study utilized a quantitative, nonexperimental design because the focus was to

describe existing characteristics and behaviors of volunteers and determine relationships between

characteristics (demographics, roles, motivations) and behavior (motivation and recognition

preferences). A nonexperimental method is commonly used to measure covariation between

variables, and this is often called the correlational method (Cozby & Bates, 2015).

Research Instrument

The instrument questions mirrored the study objectives by including measurements for demographics, volunteer roles, motivation sources, and recognition preferences. Demographic variables that were measured included age, gender, ethnicity, education, as well as current or past affiliation with the 4-H program as a youth and/or parent. The collection of these demographic characteristics assisted in analyzing if subgroupings of volunteers exist and whether a majority of the volunteers have a previous affiliation with the 4-H program. Volunteer role questions included role type (based on Ontario County 4-H volunteer categories), frequency, and length of service. Volunteer motivation was measured using the Volunteer Function Inventory (VFI) instrument (Clary et al., 1998). This instrument has been used in many other studies to determine volunteer motivation. The instrument provides the reader with 31 different Likert-style questions that establish motivation based on six constructs: *values, enhancement, understanding, social, career*, and *protective*. This instrument was pre-established and shown to determine what motivation(s) are driving volunteers to provide service to a program. The test-retest correlation for constructs ranged from $r = .64$ to $r = .78$, indicating a stable scale (Clary et al., 1998). The instrument was reevaluated recently with a test-retest correlation for the constructs ranging from $r = .78$ to $r = .84$ (Chacon et al., 2017). The recognition preferences were measured using a Likert-style scale to determine to what degree a certain recognition method is "meaningful" to the volunteer.

Developing the Instrument

This study was approved by the IRB (#2001243204) (Appendix A), and was conducted as an online survey using Qualtrics (Appendix D). Face validity was established using a panel of faculty members with expertise in Extension, leadership, and volunteer management.

Development of the survey included cognitive interviews. The cognitive interview subjects were four volunteers highly involved in county and state level 4-H programs. These interview subjects were not members of the Ontario County 4-H volunteer population.

Data Collection

The survey was distributed using the 4-H Online system, which allows users to send no reply emails to individuals who are registered in the database. All Ontario County 4-H youth members and adult volunteers are registered through this database, making the volunteer population easy to notify. Emails were sent through the 4-H Online system and included an anonymous link to the Qualtrics survey (Appendix B). The survey was optional, and this was indicated in the introduction email that contained the survey link. The questions within the survey were each optional, allowing respondents to skip questions if desired. Reminder emails were sent eight and sixteen days after the initial distribution, according to Dillman's recommendations (Dillman, et al., 2014).

Statistical Analysis

Collected data was analyzed using SAS ® software. Research Objective 1 called for the collection of descriptive statistics, so volunteer roles and demographics were reported using measures of central tendency, standard deviation, and population percentages. Research Objective 2 described the most common motivation categories reported and most commonly chosen recognition preferences. The Volunteer Functions Inventory determines what motivation category to which a volunteer belongs based on answers to Likert style questions (Appendix C). Therefore, these questions were coded and analyzed to determine the most common categories reported by the study population. Recognition preferences were analyzed to report most desirable methods by percentage of the population. Research Objective 3 required studying correlations

between volunteer characteristics (roles and demographics) and motivation and recognition

preferences. To achieve this, Pearson product-moment and Count Biserial correlations were

utilized. Results of the VFI portion of the instrument were analyzed both to determine common

underlying motivations and to see if those motivations correlate with certain recognition

preferences. Demographic and volunteer roles data was analyzed with VFI results and

recognition preferences to determine if any correlations existed.

Results

The previous chapter described the methodologies of this study, and this chapter presents the results. The results are organized into three sections based on the research objectives. The first section includes information about the volunteers' characteristics such as their demographics, their roles within the program, and their affiliation such as 4-H parent or 4-H alumnus. The second section examines the most commonly chosen motivators and preferred recognition methods among the volunteer population. Section three illustrates correlations between volunteer characteristics and volunteer motivations and preferences. This chapter presented findings of the research that addressed the following research objectives:

1. Describe the volunteer roles and demographic profile of Ontario County 4-H volunteers.
2. Describe motivation and recognition preferences of Ontario County 4-H volunteers.
3. Determine the relationship between volunteer characteristics (roles and demographics) and their motivation and recognition preferences.

Study Methods and Response Rates

This questionnaire was distributed via email through the 4-H Online system which is used by Ontario County 4-H for the management of member and volunteer information. The email distribution went out to all 94 of the registered volunteers in the system. Reminder emails were sent 8 days and 16 days after the initial distribution, and the entire survey period lasted 25 days. Out of 94 volunteers, 62 responded, resulting in a 66.0% response rate.

Objective 1 Results

The first objective of this study was to understand the demographic characteristics of the volunteers, and the volunteer's affiliation with the 4-H program as a parent or alumnus.

Gathering this data was important for understanding the volunteers and later correlating their demographic characteristics with their motivation and recognition preferences.

Table 1 summarizes the volunteers' self-reported demographic characteristics including age, gender, ethnicity, and educational level.

Table 1

Ontario County 4-H Volunteer Demographics

Characteristic	*n*	%
Age		
20-29	3	5.0%
30-39	17	28.0%
40-49	17	28.0%
50-59	15	25.0%
60-69	7	12.0%
70-79	1	2.0%
Gender		
Female	56	91.8%
Male	5	8.2%
Ethnicity		
White	60	96.7%
Prefer not to answer	2	3.2%
Education		
High School	2	3.2%
Technical Training	2	3.2%
Some College	5	8.1%
Associates Degree	13	21.0%
Bachelors Degree	19	30.7%
Masters Degree	17	27.4%
Doctorate Degree	3	4.84%
Other	1	1.6%

Ontario County 4-H volunteers reported themselves as primarily middle aged with 28.0% (n=17) ages 30-39, 28.0% (n=17) ages 40-49, and 25.0% (n=15) ages 50-59. Volunteers ages 60-69 were 12.0% (n=7) of the response while only 5.0% (n=3) were under the age of 30. Only one volunteer respondent was over the age of 70. Survey respondents' ethinicity was primarily White

(96.7%). The majority of respondents held a college degree (83.9%) with 32.2% holding a

masters or doctorate degree.

Table 2 presents the affiliation the volunteers' have with the 4-H program. The survey

asked for a dichotomous yes or no response to questions asking if they were a 4-H alumnus,

parent of a child currently in the program, or a parent of a child who was in the program in the

past.

Table 2

Ontario County Volunteer 4-H Affiliation

	n	*%*
Have a child in program (presently)		
Yes	42	67.7%
No	20	32.3%
Had a child in the program (past)		
Yes	21	33.9%
No	41	66.1%
4-H Alumnus		
Yes	30	48.4%
No	32	51.6%

The majority of volunteers indicated that they had a parental affiliation with the 4-H

program either by having a child currently in the program (67.7%) or having a child in the

program in the past (33.9%). Only eight respondents did not have any past or present parental

affilition (12.9%). Additionally almost half of the volunteers were 4-H alumni (48.4%).

Volunteers serve various roles within the 4-H program. Table 3 presents the roles of the

survey respondents. It should be noted respondents were given the description of each volunteer

role and allowed to select all that applied to them.

Table 3

Ontario County 4-H Volunteer Roles*

Volunteer Role	n	M
Club Leader	28	28.0%
Project Leader	18	18.0%
Activity Leader	24	24.0%
Judge/Evaluator	14	14.0%
Other	16	16.0%

*Respondents were allowed to select all roles that applied

The most common volunteer role was club leader (28.0%) while the least common

volunteer role was judge/evaluator (14.0%). However, there was not one particular role that

stood out as a vast majority or minority.

Table 4 takes the description of volunteers' roles a step further by presenting how long a

a respondent has volunteered and how many hours per year on average a volunteer devotes to the

program.

Table 4

Ontario County 4-H volunteer tenure and hour commitment

	n	M
Volunteer Tenure		
0-5 years	34	59.6%
6-10 years	10	17.5%
11-15 years	4	7.0%
16-20 years	5	8.8%
21-25 years	3	5.3%
26-30 years	1	1.8%
Annual Hours Volunteered		
5 hours or less	11	18.0%
6-25 hours	10	16.4%
26-50 hours	14	23.0%
51-100 hours	15	24.6%
101-150 hours	5	8.2%
151-200 hours	2	3.3%
201+ hours	4	6.6%

Over 50% (n = 34) of the respondents had been with the program for 5 years or less. The

percentage gradually decreased as the years of service increased. The most common selection for

hours of service per year was 51-100 hours. Less than 50 hours was more common (57.4%),

however, than greater than 101 hours (18.1%) of volunteer service.

Objective 2 Results

The second study objective was to gather the motivation and recognition preferences of

the respondents. Understanding the motivation behind why the respondents volunteer was

considered important to understanding them overall. Furthermore, collecting recognition

preferences would allow program leaders to make decisions about recognition policies and

procedures from a volunteer management standpoint.

To measure volunteer motivation, the Volunteer Functions Inventory was utilized.

Respondents selected to what extent they agreed with various statements, and were scored into

six different categories based on their responses. Table 5 records the overall scores for each

category.

Table 5

Ontario County 4-H Volunteer Motivation*

Motivation Category	M	SD
Values	5.10	1.00
Understanding	4.56	1.24
Enhancement	3.86	1.40
Social	4.43	1.80
Protective	2.99	1.25
Career	2.64	1.37

*Likert scale: 1 = not at all important/accurate to 7 = extremely important/accurate

The highest scoring motivation category overall was *values* (*M* = 5.1) which is

motivation based on genuine concern for human need. The second highest motivation category

was *understanding* (*M* = 4.56), which is the desire for new experiences and the ability to exercise knowledge and skills, and this motivation category was closely followed by *social* (*M* = 4.43) which is the desire for social interaction. The lowest scoring category of motivation was *career* (*M* = 2.64) which is the desire for developing skills and connections that would further one's career.

Respondent preferences for volunteer recognition is displayed in Table 6. The respondents were asked to rank the meaningfulness options for recognition on a four point Likert scale.

Table 6

Ontario County 4-H Volunteer Recognition Preferences*

Reward	*M*	*SD*
Thank you note	3.29	0.70
Verbal Thanks	3.34	0.62
Thank you emails	2.81	0.78
Recognition in publication	2.63	0.94
Recognition at public event	2.65	0.93
Recognition on social media	2.19	0.93
Recognition in newsletter	2.40	0.89
Recognition at private event	2.81	0.82
Recognition at 4-H Achievement night	2.75	0.86
Small gift	2.53	0.95
Certificate or plaque	2.45	0.95
Treats such as candy or baked goods	2.08	0.99
Selection to mentor other volunteers	2.71	0.94
Selection for leadership role of event or committee	2.65	0.93
Seeing youth under your leadership succeed	3.82	0.38
Volunteer impact report	2.69	0.83

*Likert scale: 1 = not meaningful, 2 = slightly meaningful, 3 = meaningful, 4 = very meaningful

The top recognition or reward preference for volunteers was seeing youth succeed (M = 3.82), but verbal thanks (M = 3.34) and thank you notes (M = 3.29) were also ranked high as meaningful recognitions. *Tangible* gift related items were all ranked fairly low: small gift (M =

2.53), certificate or plaque (M = 2.45), and treats such as candy or baked goods (M = 2.08).

When examing *public* and *private* recognition techniques, recognition at an event such as a

volunteer dinner (M = 2.81), 4-H achievement night (M = 2.75), or public event (M = 2.65) were

slightly meaningful, while recognition on social media or in the program newsletter were ranked

low (M = 2.19 and M = 2.40) in meaningfulness. Selection for leadership opportunities also

received more average rankings: mentorship opportunities (M = 2.71) and event or committee

leadership (M = 2.65).

Table 7 presents which audience meant more to volunteers when it came to receiving

commendation. Respondents were asked to rank recognition source options from 1 (most

important) to 5 (least important).

Table 7

Ontario County 4-H volunteer preferred source of praise*

Recognition source	M	SD
Youth	1.74	1.27
Parents	2.34	0.83
4-H Educator	3.20	1.12
Community Members	3.60	1.38
Other Volunteers	4.11	0.95

*Ranking from 1 (highest) to 5 (lowest)

The results as shown in table 7 indicate that volunteers commonly prefer praise from the

families they serve (youth M = 1.74 and parents M = 2.34) rather than the 4-H educator (M =

3.20), the community (M = 3.60), or their peers (M = 4.11).

Objective 3 Results

The third objective was to determine if there was a correlation between volunteer characteristics

and motivation and recognition preferences. Table 8 shows the correlations between volunteer

characteristics and the motivation categories.

Table 8

Correlation between volunteer motivation and demographic variables

Characteristics	Values	Protective	Career	Social	Understanding	Enhancement
4-H Alumnus[a]	0.10	0.19	0.03	0.05	0.09	0.19
4-H parent (present)[a]	0.02	-0.05	0.18	0.15	-0.02	-0.03
4-H parent (past)[a]	0.02	-0.07	-0.24	-0.07	0.06	-0.06
Volunteer Role[b]						
Club Leader	0.08	-0.06	-0.08	-0.13	-0.04	-0.06
Project Leader	0.07	0.07	-0.02	0.08	0.03	-0.03
Activity Leader	0.09	0.04	0.11	0.23	0.09	0.08
Judge/Evaluator	0.07	-0.04	-0.25	-0.09	0.00	-0.05
Hours Annually[c]	0.07	0.13	-0.03	0.07	0.14	0.13
Tenure[d]	-0.01	-0.04	-0.23	-0.05	-0.04	-0.09
Age[e]	-0.16	0.10	-0.02	-0.18	0.00	0.12
Gender[f]	-0.06	-0.14	-0.23	-0.14	-0.13	-0.17
Education[g]	0.08	0.20	0.20	0.09	0.11	0.22

[a] *No = 1, Yes = 2*
[b] *No = 0, Yes = 1*
[c] *1 = 0-5 hours, 2 = 6-25 hours, 3 = 26-50 hours, 4 = 51-100 hours, 5 = 101-150 hours, 6 = 151-200 hours, 7 = 201+ hours*
[d] *1 = Less than 5 years, 2 = 6-10 years, 3 = 11-15 years, 4 = 16-20 years, 5 = 21-25 years, 26-30 years*
[e] *1 = 20-29, 2 = 30-39, 3 = 40-49, 4 = 50-59, 5 = 60-69, 6 = 70-79*
[f] *1 = Male, 2 = Female*
[g] *1 = Highschool, 2 = Tech training, 3 = Some college, 4 = Associates, 5 = Bachelors, 6 = Masters, 7 = Doctorate, 8 = Other*

The correlations for this study were compared to Davis' published descriptors for interpreting the effect size of correlations. Davis describes any correlations less than 0.09 as negligible, correlations between .10 and .29 as low, correlations between .30 and .49 as moderate, correlations between .50 and .69 as substantial, and correlations .70 or higher as very strong (Davis, 1971). All correlations between volunteer characteristics and motivation categories were found to be low or negligible associations.

There were some low associations worth noting. The *values* motivation category appeared to have a low positive association with the characteristic of 4-H alumnus ($r = 0.10$) and had a low negative association with the characteristic of age ($r = 0.16$). The *protective* motivation category had low positive associations with characteristics of 4-H alumnus status *($r = 0.19$),* hours served annually ($r = 0.13$), age ($r = 0.10$), and education level ($r = 0.20$). The *career* motivation category had a low positive association with the characteristics current 4-H parent ($r = 0.18$), activity leader ($r = 0.11$), and education level ($r = 0.20$). It had a low negative correlation with the characteristics of past 4-H parent ($r = -0.24$) and tenure ($r = -0.23$). The *Social* motivation category had a low positive association with the characterstisics of current 4-H parent ($r = 0.15$) and activity leader ($r = 0.23$), but it had a low negative association with club leader ($r = -0.13$), age ($r = -0.18$), and gender ($r = -0.14$). *Understanding* had a low positive association with the characteristics of hours served annually ($r = 0.14$) and education level ($r = 0.11$), but it had a low negative association with gender ($r = -0.13$). Finally, *enhancement* with 4-H alumnus status ($r = 0.19$), hours served annually ($r = 0.13$), and education level ($r = 0.22$), and a low negative association with gender ($r = -0.17$).

Volunteer characteristics were also correlated with reported recognition preferences, as reported in Table 9. For the ease of reporting, the recognition options were broken into five categories. *Personal* (thank you notes, verbal thanks, thank you emails), *private* (private events, 4-H achievement night, newsletter), *public* (publication, public events social media), *tangible* (small gift, certificate, treats), and *intangible* (mentorship roles, leadership roles, youth success, impact report).

Table 9

Correlation between volunteer recognition preferences and demographic variables

Characteristics	Private	Public	Personal	Tangible	Intangible
4-H Alumnus	0.10	0.08	0.30	0.20	0.09
4-H parent (present)	0.01	-0.19	0.03	0.05	0.05
4-H parent (past)	0.04	0.09	-0.03	-0.07	0.00
Volunteer Role					
Club Leader	0.06	-0.03	-0.13	0.11	0.17
Project Leader	-0.10	-0.03	-0.25	-0.12	-0.07
Activity Leader	-0.04	0.05	-0.18	0.00	0.14
Judge/Evaluator	-0.05	0.01	0.17	-0.07	0.01
Tenure	0.03	0.16	-0.00	-0.18	-0.05
Hourly Commitment	0.05	-0.01	-0.10	0.17	-0.04
Age	-0.32	-0.34	-0.01	-0.09	-0.38
Gender	0.09	0.04	0.14	-0.36	-0.14
Education	0.17	-0.04	0.42	-0.04	0.15

[a] *No = 1, Yes = 2*
[b] *No = 0, Yes = 1*
[c] *1 = 0-5 hours, 2 = 6-25 hours, 3 = 26-50 hours, 4 = 51-100 hours, 5 = 101-150 hours, 6 = 151-200 hours, 7 = 201+ hours*
[d] *1 = Less than 5 years, 2 = 6-10 years, 3 = 11-15 years, 4 = 16-20 years, 5 = 21-25 years, 26-30 years*
[e] *1 = 20-29, 2 = 30-39, 3 = 40-49, 4 = 50-59, 5 = 60-69, 6 = 70-79*
[f] *1 = Male, 2 = Female*
[g] *1 = High school, 2 = Tech training, 3 = Some college, 4 = Associates, 5 = Bachelors, 6 = Masters, 7 = Doctorate, 8 = Other*

Analysis of the correlations between recognition preference categories and volunteer characteristics found several low and a few moderate correlations. The *private* recognition category had low positive associations with 4-H alumnus status ($r = 0.10$) and education level ($r = 0.17$), a low negative association with project leader status ($r = -0.10$), and a moderate negative assiciation with age ($r = -0.32$). The *public* recognition category found a low positive association with years of service ($r = 0.16$), a low negative association with current 4-H parents ($r = 0.19$),

and a moderate negative association with age ($r = -0.34$). The *personal* recognition category found low positive associations with judge/evaluator status ($r = 0.17$) and gender ($r = 0.14$), while low negative association were found for club leader status ($r = -0.13$), project leader status ($r = -0.25$), activity leader status ($r = -0.18$), and tenure ($r = -0.10$). Additionally the *personal* recognition category had moderate positive associations with 4-H alumnus status ($r = 0.30$) and education level ($r = 0.42$). The *tangible* recognition category found low positive associations with 4-H alumnus status ($r = 0.20$) and hours of service ($r = 0.17$), low negative association with project leader status ($r = -0.12$) and tenure ($r = -0.18$), and a moderate negative association with gender ($r = -0.36$). Finally, the *intangible* recognition category had a low positive association with club leader status ($r = 0.17$), activity leader status ($r = 0.14$), and education level ($r = 0.15$) but found low a negative association with gender ($r = -0.14$). There was also a moderate negative association found with age ($r = -0.38$).

Additionally, data was analyzed to determine if there are correlations between motivation categories and recognition categories as shown in Table 10.

Table 10

Correlation between volunteer motivation and demographic variables

	Values	*Protective*	*Career*	*Social*	*Understanding*	*Enhancement*
Private	0.38	0.41	0.39	0.23	0.22	0.40
Public	0.25	0.35	0.33	0.25	0.19	0.37
Personal	0.16	0.32	0.17	0.10	0.06	0.32
Tangible	0.26	0.39	0.45	0.31	0.31	0.42
Intangible	0.48	0.25	0.41	0.23	0.38	0.44

An analysis of motivation and recognition categories produced low and moderate associations. There was a moderate association between *Enhancement* and all the of the recognition categories, while respondents who ranked highest in *Understanding* showed a

moderate association with *tangible* and *intangible* recognition methods. Those who ranked

highest in the *social* category had a moderate association with *tangible* recognition, and *career*

motivated respondents showed a moderate correlation with all recognition preferences except for

personal. *Protective* category respondents seemed to exhibit a moderate correlation with all

recognition preferences except for *intangible*, while those in the *values* category exhibited a

moderate correlation with *intangible* and *private* recognition categories.

Conclusions and Recommendations

The main goal of this study was to better understand Ontario County 4-H volunteers and their roles, motivations, and recognition preferences. Because available literature provided vague and outdated recommendations, this descriptive study provided a starting place to build volunteer management policies in the area of volunteer recognition. The questionnaire collected information about volunteer demographics and preferences, and this information was compiled and correlations reported. This chapter provides a discussion of results, gives volunteer management recommendations, and provides suggestions for future research and practice.

Volunteer Roles and Demographics

The first objective analyzed was the descriptive statistics collected about the volunteer roles and demographics. Although some information was available through the 4-H Online enrollment system, the questionnaire allowed for more in-depth questioning and allowed results to be correlated with responses about motivation and recognition preferences.

The study found the majority of respondents were between the ages of 30 and 59 and were parents of a child(ren) currently enrolled in the program. Several respondents were parents of children who had aged out of the 4-H program, and the next most common age range was people over 60. From this, one might infer some parents will stay involved once their child ages out, have multiple children in the program, or stay involved as a grandparent. This is consistent with previous literature that indicates many 4-H volunteers are parents of current members (Bryne & Caskey, 1985; White & Arnold, 2003) indicating this trend in 4-H volunteerism has continued. This is an important phenomena to note when developing a retention strategy as other studies have shown many volunteers will leave the program when their child or children move on to other things (Culp, 1997).

Outside of age correlations, the strong affiliation many volunteers have with the 4-H program is noteworthy. Only 12.0% of respondents did not have a past or present parental affiliation, and nearly half of the respondents were 4-H alumni. This information underscores the importance of engaging and retaining current 4-H volunteers, alumni, and parents and continuing to build strong relationships within the 4-H program. This is consistent with literature found affiliation played an important role in 4-H volunteer motivation (Fritz et al., 2000; Ismet, 2000; Culp & Schwartz, 1999).

The majority of respondents hold a college degree and, more specifically, 33.3% holding a masters or doctorate degree. One thing to note is masters and doctorate degree recipients may have been more sympathetic about filling out the survey, as it was disclosed that this was thesis research. But regardless, there are some very highly educated volunteers within the Ontario County 4-H volunteer population.

Besides volunteer demographics and affiliation, details about volunteer roles were collected. Some disparatity between the volunteer respondents' indication of their volunteer roles and what is documented in the 4-H Online system occured. The 4-H Online system indicates, of the 94 Ontario County 4-H volunteers, there are 31 organizational leaders, 9 project leaders, 49 activity leaders, and 5 judges. However, of the 63 respondents of the survey, the following selections were made: club leader (n = 28), project leader (n = 18), activity leader (n = 24), judge/evaluator (n=14), and other (n=16). The key difference between the survey and the enrollment data is that the survey allowed for multiple options to be selected, where enrollment data put volunteers into one category. However, confusion among the volunteers as to where they fit into the big picture of the program may be indicated by this data. Further, volunteer's

roles vary; therefore, categorization into roles is more for ease reporting than practical implications.

The most common volunteer tenure period was less than 5 years (59.6%), while 15.9% volunteered for greater than 15 years. Most volunteers volunteered 100 hours or less per year with the highest percentage serving 51-100 hours annually, and the lowest percentage serving more than 201 hours annually. These finding may indicate that volunteers who dedicate many years of their life to the program are present but more rare.

Volunteer Motivation and Recognition

Objective 2 gathered information about volunteer motivations and recognition preferences using two matrixes: the Volunteer Functions Inventory and a matrix were respondents ranked preference of recognition methods. Collecting this information helped to understand both underlying reasons for volunteering and how to reward a volunteer with recognition to increase satisfaction in their work.

To measure motivation, the Volunteer Functions Inventory was used. This matrix had respondents rank the accuracy of several statements and were broken into motivation categories based on their answers. The highest ranked category was *values,* which is motivation out of genuine concern for human needs. This was expected based on previous literature. A previous VFI study of 4-H volunteers found values to be the highest category (Schmiesing et al., 2005), while other studies showed 4-H volunteers are intrinsically and altruistically motivated which is consistent with the *values* category of the VFI (Culp & Schwartz, 1998; Culp, 1997; White & Arnold, 2003).

After *values*, the next highest scoring category was *understanding,* which is the desire for new experiences and to exercise knowledge and abilities. This was an interesting result, because

it indicates achieving and learning is important to the volunteers themselves. Emphasis of this category is common in Extension's Master Gardner volunteers (Wilson & Newman, 2011) but has received less emphasis in 4-H volunteer literature. A general study of all extension volunteers did find achievement was a common motivation for beginning volunteer service (Wolford et al., 2001), which could be compared to the *understanding* category. However, that study was not specific for 4-H volunteers. This could justify a push for more volunteer training and enrichment opportunities as a way to promote volunteer satisfaction and thus retention. However, because lack of time is often a problem for 4-H volunteers (Culp, 1997), more volunteer meetings and trainings may be desirable but impractical.

The third highest ranked motivation category was *social,* which is the desire for social interaction and relationships. This category settled into a close third place behind *understanding,* but was less surprising because of the innate social interactions 4-H volunteerism requires. The beauty of this volunteer category is relationships happen naturally within the 4-H program, but making the most of these relationships positive is where this motivation category becomes more challenging. A study applying Herzberg's Motivation and Hygiene theory found that relationship was both a positive and a negative motivator for 4-H volunteers (Freeman, 1980). This is why instruction in conflict resolution and proper support will be an important staff contribution.

Next came *enhancement,* which relates to personal growth or self-esteem, and finally the lowest scoring categories were *protective,* which is the attempt to escape negative thoughts or guilt, and *career,* which is the desire to obtain skills and connections that could progress a career. A *career* motivation is more commonly found in younger volunteers according to other studies (Gidron, 1978; Caldarella et al., 2010), so a lower score in this category could be expected since there were only three respondents under the age of 29.
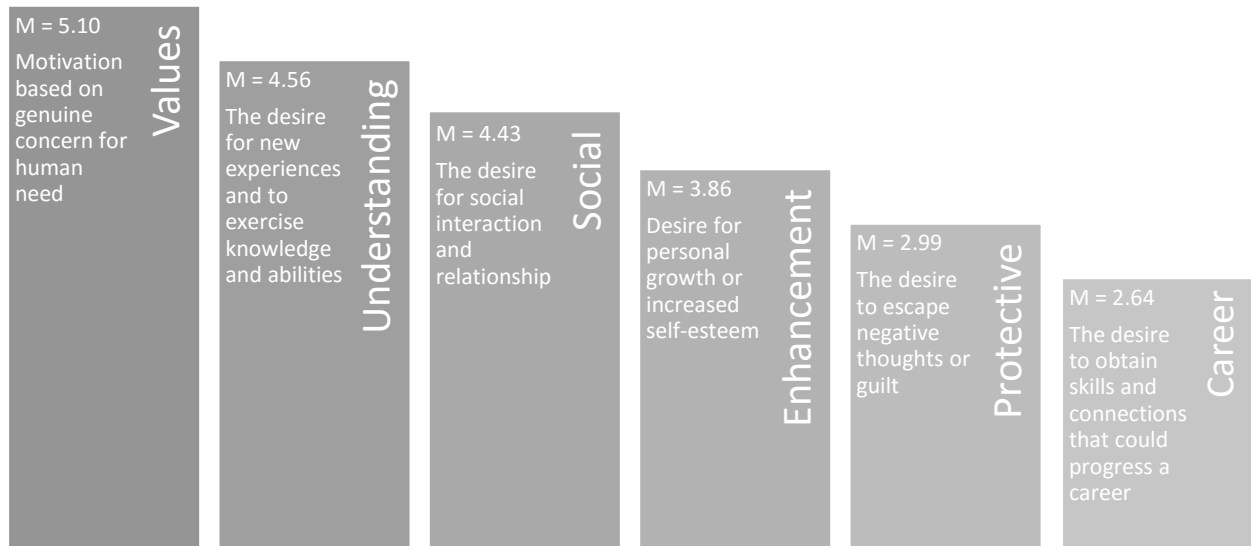
Figure 3. VFI category results for Ontario County 4-H volunteers.

To determine preferred forms of recognition, volunteers were asked to rate options on a scale from 1 (not meaningful) to 4 (very meaningful). All recognition methods received a mean score of at least slightly meaningful (slightly meaningful = 2), showing all recognition preferences would be accepted, but some are definitely more preferred than others.

Seeing youth succeed is by far the most preferred reward, followed by the recognition methods categorized as personal recognition: verbal thanks, thank you note, and thank you emails. Following these ranked two *private* event recognition techniques: private event and achievement night. Next in line was leadership opportunities and progress: mentoring, volunteer impact report, and leadership roles. *Public* recognition also received faily high scores: public event and publication. *Tangible* rewards of gifts and certificates or plaques were ranked lower: small gift and certificate or plaque. It should be noted the three lowest were misfits from the other categories: newsletter which is categorized as *private*, recognition on social media which is considered *public*, and treats which is considered *tangible*.

These results aligned with literature. One study indicated youth success is often a form of recognition to volunteers (Culp & Schwartz, 1999). Intrinsic rewards and thank you notes were ranked highest in most studies reviewed (Kwarteng et al., 1987; Culp & Schwartz, 1998; Torock, 2008; Phillips & Phillips, 2010). *Private* recognition was also a commonly preferred recognition method (Culp & Schwartz; Torock, 2008). The current study helped to reinforce existing research and to ensure it could be specifically applied to the targeted volunteer population.

Relationship between Volunteer Characteristics and Motivation and Recognition Preferences

Based on other studies (Fritz et al., 2003; Davila & Diaz-Morales, 2009; Sibicky et al., 1992), a correlation between motivation and recognition preferences and volunteer characteristics was expected. However, no strong correlations were found.

When volunteer characteristics were correlated with volunteer motivation categories, some low correlations were found. Being a 4-H alumnus had low positive associations with *values*, *protective* and *enhancement* categories, while being a current 4-H parent had a low positive association with *career* and *social* motivations, and being a past 4-H parent had a low negative association with *career*. Some of these associations make sense. Other studies have found affiliation is a strong motivator (Fritz et al., 2000; Ismet, 2000; Culp & Schwartz, 1999) and probably most who were volunteers because of affiliation would fall into the values category. However, only 4-H alumni had low positive associations with *values* and not 4-H parents. When volunteer role was analyzed, it was found being a club leader had a low negative association with the *social* motivators, while activity leaders had a low positive association with *social* motivators. Judges/Evaluators had a low negative correlation with the *career* motives. Again, these make sense since club leaders typically have a more intense volunteer role than

activity leaders; however, it would have been expected that club leaders might have a positive association in one of the other categories, but none were found. Education level had low positive associations with the *protective, career, understanding*, and *enhancement* categories which might have been expected to more high achievement oriented individuals. Overall associations were not strong enough to draw complete conclusions about how volunteer characteristics interact with volunteer motivations.

The same problem was encountered when analyzing how recognition preferences interact with volunteer characteristics. Some moderate correlations were found in this data set. Education level was moderately positively associated with *personal* recognition strategies and then also had low positive associations *private* and *intangible* recognition. Gender was moderately negatively associatied with *tangible* recognition, indicating females were less likely to desire *tangible* recognition, but gender also had a low negative association with *intangible* recognition. Instead, the low positive correlation was found for the personal recognition category. Age was found to be moderately negatively associated with *private*, *public*, and *intangible* recognition and all positives associations were negligible. Associations with other volunteer demographics were low or negligible and complete conclusions were not able to drawn.

When motivation categories were correlated with recognition preferences more consistent correlations were found but all correlations were still either low and moderate positive associations. The *values* motivation category was moderately associated with the *private* and *intangible* recognition categories, while *understanding* motivators were moderately associated with *tangible* and *intangible* motivation categories. *Social* motivators were moderately associated with only tangible recognition, while *enhancement* motivators were moderately associated with all recognition categories. *Protective* motivators were moderately associated with

all recognition categories except for intangible, and *career* motivators were moderately associated with all recognition categories except for personal recognition. Based on these findings, basing recognition strategies off of underlying motivations would be more productive than attempting to base recognition strategies on demographic variables. However, strategizing based on motivation would be more complex than strategizing on demographics and the associations found in this study were not substantial enough to consider adapting this method.

Recommendations for Volunteer Management

Based on the review of literature and the results of this study, several recommendation are being made.

Foster the growth of strong affiliations within the 4-H program

The majority of current volunteers have a strong affiliation with the 4-H program either as a parent, as an alumni or as both. This was found both in the current research as well as in previous studies (Bryne & Caskey, 1985; White & Arnold, 2003). The 4-H program should continue to strive to foster this positive relationship and attact and retain volunteers who have this affiliation. Many 4-H parents leave volunteering once their child has aged out (Culp, 1997), so these volunteers should be targeted for retention at least in an episodic capacity once their children have left the program. Furthermore, the program should seek to retain alumni as volunteers once they have aged out of the program. Other studies have shown affiliation is an important motivating factor for some volunteers (Fritz et al., 2000; Ismet, 2000; Culp & Schwartz, 1999), so targeting retention for these volunteers should yield a good return for the investment.

Develop more support and professional development opportunities for volunteers

This study found volunteers valued *understanding* as a top motivating category, meaning they sought to develop new skills and knowledge. Although no other studies have placed volunteers directly in this category, other studies have found volunteers value educator support and training (Kwarteng et al., 1987; Nencini et al., 2015; Boyce, 1971, Smith & Bilger, 1975). Some studies have even found the lack of support and training can have a negative effect on satisfaction and retention (Culp, 1997). Other researchers have indicated training opportunities could be considered a form of recognition to some volunteers (McCurley and Linch, 2011).

Implement a personal recognition strategy with a youth contribution emphasis

This study determined *values* (genuine concern for human need) had the highest mean score among Ontario County 4-H volunteers and seeing youth succeed was the most important recognition or reward followed by personal recognition methods such as verbal praise and thank you notes. Additionally, receiving recognition from youth was most meaningful based on ranking scores. These findings are consistent with other literature (Culp & Schwartz, 1998; Culp, 1997; White & Arnold, 2003), so Ontario County 4-H should implement a personal and intrinsic recognition strategy with a youth involvement emphasis. Encouraging youth to write thank you notes to volunteers, consistently emphasizing volunteer impact through verbal and written reports, and expressing an attitude of appreciation for volunteers through verbal praise are good starting points.

Recommendations for Further Research

Based on the literature review and current research, the following recommendations for further research are being made.

What are volunteers' attitudes towards the 4-H program?

Affiliation was found to be a strong motivating factor both in the current research and in literature. However, a study determining exact attitudes and beliefs about the 4-H program as well as perceived loyalty to the program would be a useful next step. Many parents become involved for the sake of their children and then leave after their child leaves the program (Culp, 1997). This could be because of a lack of time which has been found to be a negative factor (Culp, 1997); however, discovering volunteer attitudes may give better insight about how to resolve negative factors and encourage retention.

How can the program build a strong affiliation?

Another recommendation is to focus on increasing the strength of a volunteer's affiliation with the 4-H program. However, more specifics are needed to understand how to accomplish this. Understanding volunteer attitudes will be an important part. White and Arnold (2003) suggest allowing volunteers to use their skills to improve the program gives volunteers a sense of ownership which fosters affiliation (2003). More research is needed to determine what strengthens affiliation for Ontario County 4-H volunteers.

What volunteer training opportunities are attractive to volunteers?

Because *understanding* was ranked highly as a motivation, developing volunteer learning opportunities was recommended. However, more information should be gathered about what learning topics and modes of delivery are attractive to volunteers.

Would correlations be more substantial with a larger population?

The population was not large (62 respondents), so the correlations between volunteer characteristics and motivation and recognition preferences might be more substantial if this study were readministered with a larger population.

What degrees do volunteers hold?

An accidental result of this study was the discovery that over 30% of respondents hold an advanced graduate degree. It would be interesting to find out what college degrees volunteers hold and what specialized trainings they have so these skills can be utilized to add to or improve county-wide educational 4-H programming.

<center>**References**</center>

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Appendices

Appendix A: IRB Approval

UNIVERSITY OF
ARKANSAS.

To:	Sarah Ann Bagley
From:	Douglas James Adams, Chair
	IRB Committee
Date:	02/07/2020
Action:	**Exemption Granted**
Action Date:	02/07/2020
Protocol #:	2001243204
Study Title:	The Recognition Preferences of Ontario County 4-H Volunteers

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Donna Lucas Graham, Investigator

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Appendix B: Survey Welcome Email

Hello, my name is Sarah Bagley, and I am the 4-H Resource Educator for Ontario County. I am conducting this survey on volunteer motivation as part of my master's thesis for my degree in Agricultural and Extension Education through the University of Arkansas. Completion of this thesis will not only help me complete my master's degree journey, but will also help me grow in my volunteer management abilities as your 4-H educator. Your participation is essential for the completion of this project, and I would sincerely appreciate your assistance.

I am asking for your participation in this study to determine your motivation and recognition preferences of 4-H volunteering. Your participation is voluntary and whether you participate or not will not affect your status in the 4-H program. All responses are anonymous, and the data will be reported on a group basis only. If you are willing to participate in this study, please open the link below and carefully respond to each question. It should only take about 5 minutes of your time.

If you have questions about this research, you may contact my thesis advisor Dr. Donna Graham by email at dgraham@uark.edu or by calling (479) 575-6346. You may also contact the University of Arkansas's Institutional Review Board (IRB) coordinator by email at irb@uark.edu or calling (479) 575-2208.

I would sincerely appreciate your participation. Thank you for your consideration.

Sarah Bagley

Click HERE to take the survey.

Appendix C: Scoring of Volunteer Functions Inventory

Scoring:

Items 7, 9, 11, 20, 24 make up the Protective factor.

Items 3, 8, 16, 19, 22 make up the Values factor.

Items 1, 10, 15, 21, 28 make up the Career factor.

Items 2, 4, 6, 17, 23 make up the Social factor.

Items 12, 14, 18, 25, 30 make up the Understanding factor

Items 5, 13, 26, 27, 29 make
up the Enhancement factor.
Scoring is kept at the factor
level and kept continuous

Volunteer Recognition Instrument

Q1 In your youth (age 5-19), were you a 4-H member?

○ Yes (1)

○ No (2)

Q2 Do you currently have a child in 4-H?

○ Yes (1)

○ No (2)

Q3 Do you have a child that was in the 4-H program but has now aged out (over 19)?

○ Yes (1)

○ No (2)

Q4 Please indicate how many years you have been a 4-H volunteer.

_____

Q5 How frequently do you volunteer?

○ Less than 5 hours per year (1)

○ 6-25 hours per year (2)

○ 26-50 hours per year (4)

○ 51-100 hours per year (5)

○ 101-150 hours per year (6)

○ 151-200 hours per year (7)

○ 201+ hours per year (8)

Q6 What is your volunteer role? (Check all that apply)

☐ Club Leader (Leader of traditional community 4-H Club) (1)

☐ Project Leader (Club co-leader or leader of a specific project area in a club setting) (2)

☐ Activity Leader (assist with club projects/activities, trip chaperone, occasional volunteer, etc.) (3)

☐ Judge/Evaluator for 4-H events such as county fair, Harvest Food Fest, Public Presentations, etc. (5)

☐ Other (Please describe) (7) _____

Q7 What motivates you to volunteer with 4-H? Consider the following statements and rate your response from 1 (not at all important/accurate) to 7 (Extremely important/accurate)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Volunteering can help me get my foot in the door at a place where I would like to work. (1)	○	○	○	○	○	○	○
My friends volunteer. (2)	○	○	○	○	○	○	○
I am concerned about those less fortunate than myself. (3)	○	○	○	○	○	○	○
People I'm close to want me to volunteer. (4)	○	○	○	○	○	○	○
Volunteering makes me feel important. (5)	○	○	○	○	○	○	○
People I know share an interest in community service (6)	○	○	○	○	○	○	○
No matter how bad I've been feeling, volunteering helps me forget about it. (7)	○	○	○	○	○	○	○

I am genuinely concerned about the particular group I am serving (8)	○	○	○	○	○	○	○
By volunteering I feel less lonely (9)	○	○	○	○	○	○	○
I can make new contacts that might help my business or career (10)	○	○	○	○	○	○	○
Doing volunteer work relieves me of some of the guilt over being more fortunate than others (11)	○	○	○	○	○	○	○
I can learn more about the cause for which I am working. (12)	○	○	○	○	○	○	○
Volunteering increases my self-esteem (13)	○	○	○	○	○	○	○
Volunteering allows me to gain a new perspective on things (14)	○	○	○	○	○	○	○

Volunteering allows me to explore different career options (15)	○	○	○	○	○	○	○
I feel compassion toward people in need (16)	○	○	○	○	○	○	○
Others with whom I am close place a high value on community service (17)	○	○	○	○	○	○	○
Volunteering lets me learn things through direct, hands on experience (18)	○	○	○	○	○	○	○
I feel it is important to help others (19)	○	○	○	○	○	○	○
Volunteering helps me to work through my own personal problems (20)	○	○	○	○	○	○	○
Volunteers helps me work through my own personal problems (21)	○	○	○	○	○	○	○

Volunteering will help me to succeed in my chosen profession. (22)	○	○	○	○	○	○	○
I can do something for a cause that is important to me (23)	○	○	○	○	○	○	○
Volunteering is an important activity to the people I know best. (24)	○	○	○	○	○	○	○
Volunteering is a good escape from my own troubles (25)	○	○	○	○	○	○	○
I can learn how to deal with a variety of people (26)	○	○	○	○	○	○	○
Volunteering makes me feel needed (27)	○	○	○	○	○	○	○
Volunteering makes me feel better about myself (28)	○	○	○	○	○	○	○
Volunteer experience will look good on my resume (29)	○	○	○	○	○	○	○

Volunteering is a way to make new friends (30)	○	○	○	○	○	○	○
I can explore my own strengths (31)	○	○	○	○	○	○	○

Q8 How meaningful do you find the following forms of recognition for volunteer service?

Not meaningful (1)	Slightly meaningful (2)	Meaningful (3)	Very Meaningful (4)

Q9 Whose praise do you value most? (Drag into order of importance)

_____ Youth (1)
_____ Parents (2)
_____ 4-H Educator (3)
_____ Community members (4)
_____ Other volunteers (5)

Q10 What is your age?

_____

Q11 What is your gender?

_____

Q12 What is your ethnicity?

○ Black (4)

○ Hispanic (5)

○ Asian (6)

○ White (7)

○ Native American (10)

○ Other (8) _____

○ Prefer not to answer (9)

Q13 What is your highest level of education?

○ High School Diploma (1)

○ Technical Training (7)

○ Some College (8)

○ Associates Degree (6)

○ Bachelors Degree (2)

○ Masters Degree (3)

○ Doctorate Degree (4)

○ Other (5) _____

End of Block: Default Question Block