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EXAMINING THE UTAH 4-H VOLUNTEER PROGRAM: THE EFFECTS OF  
DONATION AND MOTIVES IN RELATION TO VOLUNTEER  
RECRUITMENT AND RETENTION

by

Kelsey W. Romney

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Agricultural Systems Technology  
(Extension Education)

Approved:

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UTAH STATE UNIVERSITY  
Logan, Utah

2016

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## ABSTRACT

Examining the Utah 4-H Volunteer Program: The Effects of Donation and  
Motives in Relation to Volunteer Recruitment and Retention

by

Kelsey W. Romney, Master of Science

Utah State University, 2016

Major Professor: Brian K. Warnick, Ph.D.  
Department: Agricultural Systems Technology and Education

Identifying the motivating factors for recruitment and retention of volunteers who are currently enrolled in Utah 4-H is essential to the maintenance of a successful program. This study aimed to determine if there were any specific volunteer motivators related to retention and recruitment and how those motivators related to the cultural demographics of Utah volunteers. Data were collected from 4-H volunteers across the state of Utah to gather baseline information about demographics and motivations. Results indicated that religious affiliation was not a strong indicator of volunteer recruitment but served as a strong motivator toward volunteer retention. The underlying motive of the 4-H volunteers, related to all types of involvement in the program, was an altruistic desire to help others.

(73 pages)

## PUBLIC ABSTRACT

Examining the Utah 4-H Volunteer Program: The Effects of Donation and  
Motives in Relation to Volunteer Recruitment and Retention

Kelsey W. Romney

Utah 4-H is a volunteer driven, youth development program. The success of Utah 4-H depends on the recruitment and retention of volunteers. The purpose of this study was to identify recruitment and retention motivators and how those motivators related to the unique cultural demographics of Utah 4-H volunteers. Results show that volunteers did not begin volunteering because of their religious affiliation; however, those who were religious were more likely to remain active volunteers for Utah 4-H. The underlying motive of 4-H volunteers, related to all types of involvement in the program, was an altruistic desire to help others.

## ACKNOWLEDGMENTS

This study has truly been a transformative experience in my life. I will always respect and admire the team of professionals who have guided my graduate education. I would like to especially thank Dave Francis for sharing his ability to bring innovative ideas, quick wit, and an all-encompassing thought processes throughout this journey. I would like to thank Dr. Debra Spielmaker for pushing me toward a higher level of perfection in my work, taking the time to ensure my education has been thorough, and teaching lessons in her courses that will be highly applicable throughout my career. I would like to thank Dr. Brian Warnick for always making time in his busy schedule to help my studies, offering advice based on an astronomical amount of experience, and offering courses that alter my perception of everyday processes. I would also like to express a huge appreciation to the State 4-H Office. Dr. Kevin Kesler will never know how impactful he has been in shaping my future, and I am grateful for his guidance every day. Last, and most importantly, I would like to thank my family for always believing in me and supporting me throughout my entire education.

Kelsey W. Romney

## CONTENTS

	Page
ABSTRACT.....	iii
PUBLIC ABSTRACT .....	iv
ACKNOWLEDGMENTS .....	v
LIST OF TABLES.....	viii
LIST OF FIGURES .....	x
CHAPTER	
I. INTRODUCTION .....	1
Problem Statement.....	1
Purpose and Objectives.....	2
Assumptions.....	3
Limitations .....	3
Significance of the Study .....	3
II. REVIEW OF LITERATURE .....	5
Volunteer Motivation.....	6
Volunteer Recruitment.....	9
Volunteer Retention.....	11
Volunteer Barriers.....	13
Impact of Cultural Practices on Volunteerism.....	13
Conceptual Framework.....	15
III. METHODOLOGY .....	17
Research Design.....	17
Pilot Study Methodology .....	18
Target Population and Sampling Techniques .....	19
Procedure .....	20
Data Analysis.....	21

	Page
IV. RESULTS AND FINDINGS .....	23
Objective One .....	24
Objective Two.....	30
Objective Three.....	30
Objective Four .....	33
Objective Five.....	35
V. CONCLUSIONS AND RECOMMENDATIONS .....	39
Summary .....	39
Purpose and Objectives of the Study .....	40
Conclusions and Implications.....	40
Recommendations for Further Study .....	44
Final Statement .....	45
REFERENCES .....	47
APPENDICES .....	50
Appendix A: Survey Questions .....	51
Appendix B: Letter of Information.....	59
Appendix C: Recruitment Email .....	62



## LIST OF TABLES

Table	Page
1. Demographics of Utah 4-H Volunteers: Age.....	24
2. Demographics of Utah 4-H Volunteers: Number of Years Serving as a Volunteer.....	25
3. Demographics of Utah 4-H Volunteers: Gender .....	25
4. Demographics of Utah 4-H Volunteers: Race/Ethnicity .....	26
5. Demographics of Utah 4-H Volunteers: Number of Club Members Lead by Volunteers.....	26
6. Demographics of Utah 4-H Volunteers: Amount of Donation to 4-H by Volunteers.....	27
7. Volunteer Motives: Extrinsic.....	28
8. Volunteer Motives: Intrinsic.....	29
9. Motivating Factors Influencing Beginning Volunteers .....	31
10. 4-H Volunteer Retention: Benefits .....	32
11. 4-H Volunteer Recognition Preferences .....	33
12. 4-H Volunteer Retention: Factors that Influence Volunteers Leaving Utah 4-H.....	34
13. Demographics of Utah 4-H Volunteers: More Time to Donate .....	34
14. Hours Donated to 4-H Per Week .....	35
15. Religious Affiliation .....	36
16. Hours Donated to Religious Activities Per Week.....	36
17. Civic/Community Activities.....	37
18. Hours Donated to Civic/Community Activities Per Week.....	38

Table	Page
19. Correlations Between Donated Hours to Religious, Community, and 4-H Activities.....	38

LIST OF FIGURES

Figure	Page
1. Utah 4-H volunteer program logic model.....	16

# **CHAPTER I**

## **INTRODUCTION**

### **Problem Statement**

4-H is the largest youth development organization in the world serving approximately 25 million youth (Kress & Foster, 2014). It is estimated that approximately 540,000 volunteers help to facilitate the youth development project areas across the nation (Kress & Foster, 2014). Recent research on volunteerism in 4-H and other extension-based programs have focused on retention (Culp & Schwartz, 1998), recruitment (Culp, 2012), and motivation (Culp & Schwartz, 1999). Research has discovered that dedicated volunteers find satisfaction in making a difference and feeling needed (White & Arnold, 2003). Studies have also shown that volunteers remain in programs that practice informal reward systems (Culp & Schwartz, 1998). Effective volunteer recruitment and retention plans are key to maintaining a robust 4-H program.

Within the body of literature, very few studies have evaluated the relationship between how much 4-H volunteers donate in terms of time and financial resources and their commitment to the Utah 4-H program. This research project sought to investigate the motives for volunteering, type of volunteerism activity, program involvement, and perceived level of commitment to 4-H. Information from this type of research will improve our understanding of the motivations behind volunteerism and may help to improve recruitment and retention rates in 4-H programs.

## **Purpose and Objectives**

The purpose of this study was to identify how different types of motivators may contribute to volunteerism recruitment and retention rates in 4-H programs in Utah. Additional data on donation type, potential intrinsic and extrinsic motives, and challenges faced by volunteers were collected to help identify motivators. Intrinsic motivators related to volunteers were defined by Bussell and Forbes (2002), "... to be considered as a volunteer, altruism must be the central motive where the reward is intrinsic to the act of volunteering. The volunteer's motive is a selfless one" (p. 248). In other words, volunteers who are intrinsically motivated simply enjoy the act of donating time to benefit others.

Extrinsic rewards are those that provide outside benefits (R. Ryan & Deci, 2000). Examples related to extrinsically motivated 4-H volunteers include a person who may spend time volunteering for 4-H because it means they will be provided new opportunities with their family, or they may choose to donate to 4-H to receive a tax deduction. It is important to note that extrinsic motivations are not necessarily inferior to intrinsic motivations. Motivational type does not affect the strength of volunteer commitment, and each should be observed only as means to provide an organizational framework for conceptualizing the volunteer process (Finkelstien, 2009). Understanding the motivators and demographic profiles of Utah 4-H volunteers is essential to strengthening the volunteer development program.

Objectives for this study included:

1. Determine the demographic profile and the preferred type of motivation

among Utah 4-H volunteers.

2. Identify the motivating factors influencing beginning volunteers.
3. Identify the motivating factors retaining active volunteers.
4. Identify the potential factors that influence volunteers leaving Utah 4-H.
5. Determine how Utah's cultural practices influence volunteerism in Utah 4-H.

### **Assumptions**

1. All volunteers are motivated by both intrinsic and extrinsic motivations inherent to human nature.
2. All active volunteers in Utah are registered in 4H Online.
3. Populations used in the pilot study shared similar cultural demographics to Utah.

### **Limitations**

1. Any volunteers who are not registered in the 4H Online system are unknown and were therefore not included in the study.
2. The questionnaire was only available via email. Volunteers who did not have an email address were not reached.
3. Because the questionnaire was completely anonymous, we cannot map exactly where in the state responses were submitted. Therefore, we cannot be sure that every county was represented.
4. A review of previous research did not include qualitative studies.

### **Significance of the Study**

Volunteers are essential to delivering a successful 4-H program across the nation.

According to the 4H online database, there are currently 1,218 active volunteers

registered in Utah 4-H. There is not sufficient data specific to Utah 4-H volunteers to draw any conclusions that would support a volunteer development program. Without this research, programs are being designed around national standards, without understanding the complexities of what effects Utah's culture has on its 4-H volunteers. Findings from this study will help to shape a research-based volunteer development program that is tailored to the recruitment and retention of Utah 4-H volunteers.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

Research has not been conducted on Utah 4-H volunteers related to recruitment and retention. Because 4-H is a Cooperative Extension based organization, its very existence requires constant development to remain relevant in communities. Identifying volunteer motives in other volunteer based organizations, is essential to understand recruitment and retention of Utah 4-H volunteers.

A systematic review of literature included only articles that met the following criteria: (a) represented an empirical study published in a peer-reviewed journal, (b) volunteer motives/incentives; volunteer recognition strategies, volunteer commitment, or volunteer perspective were analyzed as dependent variables; and c) research designs were experimental, quasiexperimental. Because 4-H is a youth development program and allows both youth and adults to serve as volunteers, studies with samples of youth and adult volunteers were included in this review. Articles dating beyond 10 years were included because their relevance to the research topic was more closely related than more recent research. Articles were excluded if the research was nonempirical, published outside of a peer-reviewed journal, or if the dependent variables did not include information pertaining to volunteer recruitment or retention.

Studies that met specified criteria were identified as pertinent to potential study outcomes. Based on an initial reading of these studies, several important variables were identified as threats to internal validity. These include: sample bias; testing, including public questionnaires and interviews; and most commonly, history bias from past



volunteering experiences. A major obstacle of volunteerism studies is the inability to randomly select samples. The essence of volunteer based organizations is that they lack administrative structure, and therefore must be studied in their existing states.

### **Volunteer Motivation**

The underlying dependent variable in all studies was motivation. Whether researchers aimed to study recruitment, retention, or rewards, they had to identify existing data about volunteer motivators. Both big businesses and nonprofits know that understanding volunteer motivations are key to their recruitment and retention. Many studies have aimed to determine what type of motivation is most preferred in the recruitment, retention, and ultimately the contribution of volunteers.

Early studies related to volunteer motivation reveal a theme of altruism. Studies that conclude volunteering motivations are altruistic, have referenced Maslow's Hierarchy of Needs (Maslow, 1943). These studies claim that volunteers are seeking Maslow's higher level needs of belonging, self-esteem, and self-actualization through their volunteering efforts (Henderson, 1981). Volunteers who are grouped into this category, are said to show selflessness in an effort to help others. According to Bussell and Forbes (2002), "... to be considered as a volunteer, altruism must be the central motive where the reward is intrinsic to the act of volunteering. The volunteer's motive is a selfless one" (p. 248). In other words, they are volunteering for the simple fact that they enjoy the act of donating time to benefit others. Intrinsic motivators are centralized around benefiting the internal motivations of the volunteer. Intrinsic motivations in 4-H

include, but are not limited to, volunteer satisfaction of helping others, benefitting the program, enjoying donated time, and seeing a difference in their communities (Henderson, 1981).

Many studies support intrinsically motivated findings, determining that volunteers prefer nonformal rewards over formal recognition (Fritz, Karmanzin, Barbuto, & Burrow, 2003). The highest-ranking reward on all studies including reward choice as an independent variable, was an intrinsic “thank you” from a participant in the volunteer’s group. The lowest ranking preferred method of reward was, just below a volunteer stipend, was an extrinsic volunteer recognition at a state, or higher, level (Fritz et al., 2003).

More recent studies are finding that not all volunteers seek intrinsic rewards as their main motivators, but also seek to benefit from extrinsic rewards. Extrinsic rewards are those that provide outside benefits (R. Ryan & Deci, 2000). For example, a person may spend time volunteering for 4-H because it means they will be able to spend time with their family, which is an extension of household duties, or they may choose to donate to 4-H to receive a tax deduction. Critics of previous research claim that if all volunteers are motivated only by altruistic reasons, then volunteering would consist only of elite individuals who had fulfilled their own needs, and had extra resources to donate (Sergent & Sedlacek, 1990). Many 4-H related studies have found extrinsic motivation patterns, including wanting to spend time with their children, or seeking experience for future employment (Caldarella, Gomm, Shatzer, & Wall, 2010). More recent findings also reveal age differences playing a role in which type of motivation has an effect on

volunteers. Younger volunteers tend to respond to extrinsic rewards that will benefit their future, while older volunteers are seeking an intrinsic method to benefit others (Sergent & Sedlacek, 1990).

Many studies have attempted to bridge the gap between intrinsic and extrinsic motivations by classifying motives into categories related to human needs. Henderson (1979) attempted to group responses to a volunteer questionnaire into three categories: affiliation, power, and achievement. Her findings revealed an altruistic theme, even across extrinsically based motivations. Culp and Schwartz (1999) took Henderson's findings a step further to investigate the top motivations for volunteers to remain active, or to discontinue their involvement. The study did not attempt to categorize motivations (Culp & Schwartz, 1999). According to R. Ryan and Deci (2000), it is important to note that regardless of previous conclusions, extrinsic motivations are not necessarily inferior to intrinsic motivations. Motivational type does not seem to affect the strength of volunteer commitment, and each should be observed only as means to provide an organizational framework for conceptualizing the volunteer process (Finkelstien, 2009).

Studies show similar results across multiple sample characteristics and locations. Affiliation was ranked as the highest volunteer motivator in all 4-H related studies, and having a child involved in the sport or project area was ranked highest for all other volunteer based organizations. These findings reveal that regardless of category terminology, volunteers are not driven by a single type of motivation. According to Henderson, determining a specific type of volunteer is not possible. They come from diverse backgrounds, and no two people are motivated exactly the same (Henderson,

1981). It must be noted that all studies determined that volunteer motives are complex, dynamic, and cannot be identified by a single theme (Culp, 2012; Culp & Schwartz, 1998, 1999; Finkelstien, 2008; Moore, Warta, & Erichsen, 2014; White & Arnold, 2003). Operating under the assumption that every volunteer is motivated to some extent by both types of motivators, this study aims to understand the most important intrinsic and extrinsic motivations for Utah 4-H volunteers, so that findings may be more valuable to practical applications.

### **Volunteer Recruitment**

Volunteer recruitment strategies must constantly evolve to keep pace with the ever-changing demand of generational zeitgeists. Young adults prefer to volunteer for two main reasons, helping others and personal development. Young adult volunteers also must feel committed and engaged quickly, or they will soon lose interest and discontinue their volunteer roles (Shields, 2009).

Career orientation also weighs heavily on volunteer recruitment. Volunteers who are interested in progressing their professional careers are more likely to seek extrinsic rewards, such as job references, resume builders, or community service hours. Those who are established in their careers are likely to seek intrinsic rewards, such as opportunities to benefit their community. Therefore, organizations should create recruitment opportunities that fulfill both types of motivations (Nesbit & Gazley, 2012).

Family plays a key role in volunteer recruitment. Although Utah has the highest rate of family households in the nation (StateMaster, 2004), according to Nesbit and

Gazley (2012), having a family at home shows only a weak positive correlation to volunteer recruitment. However, Rohs (1986) claimed that having children in the 4-H program is associated with a leader's participation as a volunteer. He also claimed that as 4-H implements programs to encourage youth to re-enroll annually, they will likely see an increase in volunteer leadership participation. These conflicting findings may explain a difference between 4-H and other volunteer based organizations.

Women tend to begin volunteering for educational and environmental organizations and not for civic, safety, and sport organizations (Nesbit & Gazley, 2012). Women also rank motive subscales higher than males, suggesting they are more apt to begin volunteering in general (Chapman & Morley, 1999). A closer look finds that women are more motivated by beliefs about the importance of volunteering, and are often driven by feelings of empathy (Clary, Snyder, & Stukas, 1996). These findings are consistent with Utah 4-H being an educational organization and the volunteer population being made up of 80.6% females. It also suggests that as recruitment strategies are developed, women should be targeted with more intrinsic messages.

Volunteer recruitment is a valuable asset to organizations' success and therefore the amount of donated time from volunteers should be managed similarly to paid workers. Volunteer management is key to understanding volunteer recruitment. For example, some volunteers may be averse to making long-term volunteering commitments, while other volunteers prefer specific job assignments based on their skills. Finding assignments for each volunteer based on their individual needs and motivations is key to creating a welcoming environment and ultimately larger volunteer

pool. Overall, volunteers need to be understood during the recruitment process to create a larger bottom-line impact by volunteers within an organization (Rogers, Rogers, & Boyd, 2013).

### **Volunteer Retention**

Hyde, Dunn, Bax, and Chambers (2014) proposed a three-phase cycle for volunteer retention including stages of volunteers being labeled *novice*, *transitional*, and *sustained*. The study suggested that for each stage, there are dynamic determinants for predicting the continuance of volunteering in the future. Novice volunteers were more concerned with the perception of others to continue to volunteer. Their intrinsic reward would be dependent on the acceptance of their peers. Transitional and sustained volunteer retention was more difficult to predict, and findings point toward the intrinsic motivation of community contribution. Regardless of volunteer stage the intrinsic motivator of self-satisfaction was a significant predictor of retention (Hyde et al., 2014).

Similarly, Rohs (1986) found that 4-H volunteers indicated that intrinsic, social approval from their 4-H club advisor was the most influential in their decision to remain active. A negative correlation between the volunteer's length of service and the influence of club advisors shows that 4-H club advisors focus on recruitment of new leaders, but fail to form the necessary relationships to retain volunteers (Rohs, 1986).

Gender and religious affiliation themes have emerged in previous research as common predictors to volunteers remaining active. Predicted by social role theory (Eagly, 1987; Eagly & Crowley, 1986), women tend to feel more inclined to provide

nurturing care to others because they have historically been given more social responsibility to do so than males. As a result, women have a higher need to feel important, and boost esteem through service than do men (Clary et al., 1996). Regardless of gender, religious affiliation appears to have a positive correlation with remaining active as a volunteer. Volunteers who report religious affiliation are more involved in community activities, and typically view their time spent volunteering as an additional way to benefit others (Mattis et al., 2000).

Kim, Chelladurai, and Trail (2007) disproved their hypothesis of a positive relationship between empowerment and intention to continue volunteering. They originally proposed that volunteer retention was dependent on the organization's ability to fulfill volunteer's needs, thus giving them a sense of empowerment. This theory aligns well with the aforementioned, highly intrinsic theory, Maslow's Hierarchy of Needs. However, the study's findings showed that only 13.5% of the variance in intention to continue volunteering could be explained by empowerment, and concluded that other, extrinsic factors made substantial contributions to volunteer retention (Kim et al., 2007).

An international study found that volunteer needs, both intrinsic and extrinsic in nature, are positively correlated with their continued involvement in a program. Specifically, volunteers' personal needs in the categories of values, social, understanding, career, and self-enhancement were identified as strong motivators to volunteer retention. Similarly, volunteers whose values align closely with an organization's mission are more likely to meet said needs, and therefore continue contributing. Designing volunteer retention strategies, nonprofits should aim to advertise the satisfaction of multiple

motives, rather than the organization's mission in order to retain more, higher quality volunteers (Peachey, Lyras, Cohen, Bruening, & Cunningham, 2013).

### **Volunteer Barriers**

Multiple studies suggest that the lack of time is the number one predictor of volunteer retention (Culp & Schwartz, 1999; Henderson, 1979). However, it is difficult to conclude if these volunteers are donating time elsewhere (making volunteer opportunities competitive), or simply do not have time after their other required obligations (M. S. Ryan, Vanderbilt, Lewis, & Madden, 2013). Within Utah's unique demographics, it is difficult to determine whether culture creates volunteering opportunities that fulfill altruistic needs or if it contributes to required time commitments for Utah 4-H volunteers.

Findings from research on volunteer orientation, performance, and satisfaction also show that other discouraging motives include a lack of belonging, a lack of understanding, and a lack of achieving personal goals (Persson, 2004). Utah 4-H aims to create belonging, understanding, and goal achievement for their youth, but to date, these elements have not been added to the Volunteer Development Program (Kress & Foster, 2014).

### **Impact of Cultural Practices on Volunteerism**

Samples from previous volunteer motivation studies are not comparable to the unique religious demographic of Utah 4-H volunteers. Samples contained synonymous themes to their respective populations, and the most common respondent in all studies



was classified as white, educated, married, and employed. These samples are similar to Utah's population, with the exception of not reflecting the high concentration of a homophilous religious affiliation at 62.64% statewide, and approaching 85-90% in some communities (Canham, 2014).

Volunteer time was accounted for in all studies, but was not mentioned as a factor in most results. It is hypothesized that Utah 4-H volunteers have less time to donate to the 4-H program as compared to other states because of Utah's unique culture, where membership in the predominant religion, The Church of Jesus Christ of Latterday Saints (LDS), requires a great deal of volunteerism. The LDS religion makes up 62.64% of Utah's population, creating a culture that is unlike any other area in the world (Canham, 2014). Most of Utah's culture encourages family time, social activities, and spending one day a week completely dedicated to church services. The time that people outside of Utah spend on activities other than work/school, such as 4-H, is often taken up by church related activities in Utah.

Studies that accounted for religious affiliation showed in their findings that religious activity was a reflection of communal activity and was a key component to volunteerism. Church activity emerged as a high predictor of volunteer involvement. Findings show that those involved in religious activities are more likely to use their community connection to volunteer in other organizations and fulfill extrinsic needs (Mattis et al., 2000). It is hypothesized that 4-H volunteers in Utah may be motivated by more extrinsic rewards, because their intrinsic needs are being satisfied through their religious affiliation.

The common theme existing throughout studies, regardless of categorization terms, is motivation (Culp, 2012; Culp & Schwartz, 1998, 1999; Finkelstien, 2008; Moore et al., 2014; White & Arnold, 2003). In this study, I sought to create a motive-related baseline of data that was specifically related to intrinsic and extrinsic reasons for Utahans to become and remain active 4-H volunteers. The survey questions used in McClelland and Atkinson's study will be classified as either intrinsic or extrinsic to better understand how the results can be practically implemented, and tailor sections to better understand Utah's unique culture.

### **Conceptual Framework**

The logic model (Figure 1) for the Utah 4-H Volunteer Program describes the ideal model for Utah 4-H volunteers. It illustrates the inputs, implementation, and potential outcomes of a successful program. The logic model demonstrates what the Utah 4-H Volunteer Program currently offers, and where it may be lacking under the assumption that all volunteers are driven by both intrinsic and extrinsic motivations.

Currently, the volunteer development strategies exercised by Utah 4-H do not consider the types of volunteer motivators, nor is it suited to fit the needs of Utah's culture, therefore this research used a needs assessment approach in its design. Based on previous research, we can conclude that the Utah 4-H Volunteer Program should focus on meeting specified needs during volunteer recruitment, create a model for understanding and belonging related to volunteer retention, and advertise multiple motive-type reasoning to remain active in Utah 4-H.

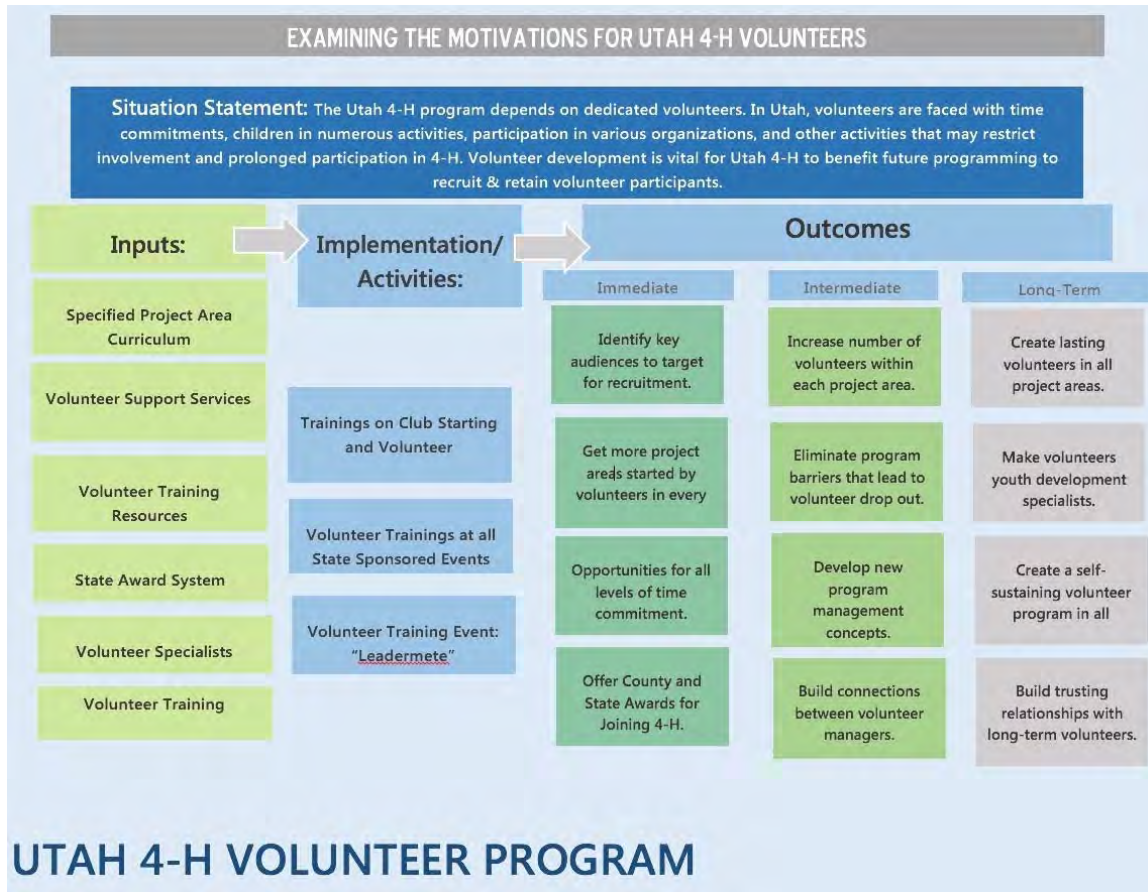


Figure 1. Utah 4-H volunteer program logic model.

## **CHAPTER III**

### **METHODOLOGY**

The purpose of this study was to identify how types of motivation may contribute to volunteerism recruitment and retention rates in 4-H programs in Utah. Additional data on donation type (time per week, time per year, financial, and equipment), potential intrinsic and extrinsic motives, and challenges faced by volunteers was collected to help identify motivators. Understanding the motivations and demographic profiles of Utah 4-H volunteers is essential to strengthening the volunteer development program.

Objectives for this study included:

1. Determine the demographic profile and the preferred type of motivation among Utah 4-H volunteers.
2. Identify the motivating factors influencing beginning volunteers.
3. Identify the motivating factors retaining active volunteers.
4. Identify the potential factors that influence volunteers leaving Utah 4-H.
5. Determine how Utah's cultural practices influence volunteerism in Utah 4-H.

#### **Research Design**

Descriptive survey research techniques were used to create a baseline assessing the needs of Utah 4-H volunteers to inform the progression of a volunteer development program (Appendix A). Questions from previous studies were adapted to suit Utah 4-H and the purposes of this study (Culp & Schwartz, 1999; Henderson, 1979). Motivators were categorized as intrinsic or extrinsic (Henderson, 1979). Survey questions were

divided by retention, recruitment, and motivators (Culp & Schwartz, 1999). Additional questions were added to determine time and financial donations, additional motivators, and Utah cultural practices that may influence volunteerism (Appendix A).

This study used a descriptive survey research technique for objectives one, two, three, and four. Objective five was analyzed using correlational statistics to determine any relationships existing between Utah-specific cultural practices, and motives to volunteer. The survey included five major sections. Section I collected demographics, Section II asked questions related to intrinsic and extrinsic motivators, Section III measured preferences about volunteer retention, Section IV measured preferences about volunteer discouragement, and Section V measured preferences about volunteer recruitment. Sections II-V asked the volunteers to rate their response on a 5 point Likert scale. The design followed a two-step process including a pilot study followed by an online Qualtrics survey.

### **Pilot Study Methodology**

A pilot study was conducted to develop a survey derived from previous research, and measure variables specific to Utah 4-H volunteers. An expert panel including the Director of Utah 4-H, the Utah 4-H state volunteer specialist, various volunteers who are active in the field, and selected 4-H county agents attended a focus group meeting to discuss potential measurement questions for content validity. The pilot test instrument was submitted as part of the Utah State University Institutional Review Board (IRB) research application. After IRB approval, a sample of 40 volunteers were selected to

participate in the pilot study from counties in Idaho with similar cultural demographics. Questions developed by the expert panel were asked with an option to comment for clarity, necessity, or questions beneath each item.

The responses were analyzed using descriptive and inferential statistics to test for reliability. Based on a Cronbach's alpha test for reliability, Section II consisted of 26 items ( $\alpha = .80$ ), Section III consisted of 10 items ( $\alpha = .82$ ), Section IV consisted of 14 items ( $\alpha = .89$ ), and Section V consisted of 16 items ( $\alpha = .78$ ). In an effort to clarify survey questions, adaptations were made based on feedback from the pilot study during a review prior to the final quasi-experimental pretest posttest evaluation.

### **Target Population and Sampling Techniques**

The sample population was identified by 4H Online as active adult volunteers ages eighteen years and above. The predominant religion was predicted to be a large portion of the sample as 62.64% of Utah's population is affiliated with the LDS Church (Canham, 2014). Utah's population is 91.6% Caucasian, and 49.7% Female, which is reflected in the sample (U.S. Census Bureau, 2015). The study was open to all participants.

The 4-H Online database was used to determine volunteer demographics in Utah in preparation for the survey. All volunteers who are active in Utah 4-H are required to register on 4-H Online, and we obtained records and contact information to administer the questionnaire using the program. All 4H Online volunteers (3,438) currently serving in Utah 4-H were conducted, although only 1,122 volunteers indicate that they were

active, for the current year, in Utah 4-H. The unique structure of 4-H allows family clubs to have their parent's act as volunteers. It is hypothesized that this accounts for a large number of Utah volunteers and this group was included in from the survey.

### **Procedure**

An invitational email was created discussing the purpose of the study to obtain an informed consent (Appendix C). An online survey was deployed using Qualtrics and distributed via a broadcast email on 4H Online to all active and inactive volunteers enrolled in Utah 4-H.

The same invitation was sent via email to all Cooperative Extension employees in Utah, aiming to target 4-H Agents with a request that they share information about the questionnaire with volunteers in their counties. Contacting agents helped reduce the study's limitation as agents were able to reach volunteers who do not actively check their emails or 4-H Online.

The email invitation included an online link directly to the Qualtrics survey. The informed consent was built into the Qualtrics survey, again informing participants about optional participation (Appendix B). The survey was available for a 2-month period and two reminders were sent. The first reminder was 2 weeks following the launch of the survey and the second reminder was sent 1 week later. These steps were followed to insure the procedure was followed correctly.

1. The expert panel discussed the main objectives of the evaluation/data collection, confirmed that 4-H online and Qualtrics were the preferred instruments, and helped to further develop the survey.
2. The evaluation was submitted to IRB for approval.

3. Pilot tested the first instrument with a small group of volunteers.
4. Created the invitation email and introduced the survey.
5. Re-evaluated the data collection process. Set up Qualtrics reminders and determined how to reach difficult volunteer populations.
6. Sent the survey to approximately 3,605 (active and inactive) volunteers in Utah.

### **Data Analysis**

*Objective one: Determine the demographic profile and preferred type of motivation among Utah 4-H volunteers.*

Identifying the amount of time and resources volunteers donate to Utah 4-H can be helpful in determining the appropriate “ask” for recruiting volunteers. Pinpointing intrinsic or extrinsic motivator for 4-H volunteers, will better inform recruitment practices. The data related to demographic questions was analyzed using descriptive statistics including frequency, mean, range, and standard deviation.

*Objective two: Identify the motivating factors influencing beginning volunteers.*

Determining motivations toward recruitment is essential to the practical application of the findings from this study. There is limited research on specific motivating factors associated with 4-H. The data related to volunteer recruitment was analyzed using descriptive statistics including frequency and percentages.

*Objective three: Identify the motivating factors retaining active volunteers.*

The current data that exist on retention methods focuses on reward systems. This study added several components related to volunteer motives, time management, and questions related to Utah’s unique culture. The data from the questionnaire was evaluated



using descriptive statistics including frequency and percentages.

*Objective four: Identify potential the factors that influence volunteers leaving Utah 4-H.*

Determining reasons why volunteers to leave 4-H, will inform and shape programming to better promote the retention of volunteers. If Utah 4-H could retain more volunteers, their efforts toward recruitment could be consolidated. The data related to volunteer retention was analyzed using descriptive statistics including frequency and percentages.

*Objective five: Determine how Utah's cultural practices influence volunteerism in Utah 4-H.*

The practical significance of these findings can help us to determine marketing strategies to future volunteers, or how to retain our current volunteers such as the implementation of time management strategies. The data related to volunteer retention were analyzed using correlational statistics, specifically Chronbach's alpha, and descriptive statistics including frequency and percentages.

## CHAPTER IV

### RESULTS AND FINDINGS

The purpose of this needs assessment study was to gather baseline data about Utah 4-H's culturally unique volunteers in an effort to understand their motivations in relation to recruitment and retention. The results of this study will help Utah 4-H to better their recruitment strategies, improve volunteer development, and maintain a healthy 4-H program statewide.

The number of responses from the defined population of active, adult, Utah 4-H volunteers ( $N = 1,122$ ) was 515 for a response rate of 45.9%. The responses were analyzed using descriptive and inferential statistics to test for internal consistency. Based on a Cronbach's alpha test for reliability, Section II consisted of 26 items ( $\alpha = .90$ ), Section III consisted of 10 items ( $\alpha = .83$ ), Section IV consisted of 14 items ( $\alpha = .87$ ), Section V consisted of 16 items ( $\alpha = .71$ ), and overall the survey consisted of 79 items ( $\alpha = .90$ ). All participants completed the survey via Qualtrics.

Five objectives were developed to inform the development of a volunteer program. The objectives included:

1. Determine the demographic profile and the preferred type of motivation among Utah 4-H volunteers.
2. Identify the motivating factors influencing beginning volunteers.
3. Identify the motivating factors retaining active volunteers.
4. Identify the potential factors that influence volunteers leaving Utah 4-H.
5. Determine how Utah's cultural practices influence volunteerism in Utah 4-H.

## Objective One

*Objective 1: Determine the demographic profile and the preferred type of motivation among Utah 4-H volunteers.*

The typical Utah 4-H volunteer was 39.61 years old ( $SD = 12.54$ ), and had volunteered for Utah 4-H for 5.79 years ( $SD = 6.91$ ; see Table 1). Volunteers who did not choose to report their ages were categorized as *missing* ( $n = 16$ ; see Table 1). There was a substantial drop in number of years as a volunteer after year 5 (53.7%) to year 6 (14.2%; see Table 2). The sample population consisted of 415 females (80.60%) and 99 males (19.20%; see Table 3). The race and ethnicity of Utah 4-H volunteers (92.2% White) was consistent with Utah's population (91.4% White; U.S. Census Bureau, 2015). Utah 4-H is not necessarily suited only to members of a specific race, but that Utah 4-H is inclusive of members whose demographics are similar to the population of Utah (Table 4).

Table 1

### *Demographics of Utah 4-H Volunteers: Age*

Population age	Frequency	Percent
18-25	146	17.9
26-30	19	3.8
31-35	66	12.7
36-40	102	19.9
41-45	74	14.4
46-50	57	11
51-55	34	6.7
56-60	21	4.2
61-65	18	3.6
66-70	13	2.6
71-75	2	0.4
76-80	1	0.2
Missing	16	3.1
Total	515	100.0

Table 2

*Demographics of Utah 4-H Volunteers:  
Number of Years Serving as a Volunteer*

Years of service	Frequency	Percent
1-5	277	53.7
6-10	73	14.2
11-15	35	6.8
16-20	17	3.3
21-25	11	2.2
26-30	5	1.0
31-35	0	0.0
36-40	2	0.4
41-45	0	0.0
46-50	1	0.2
Missing	94	18.3
Total	515	100.0

Table 3

*Demographics of Utah 4-H Volunteers: Gender*

Population gender	Frequency	Percent
Male	99	19.2
Female	415	80.6
Missing	1	0.2
Total	515	100.0

Volunteers typically led 11.78 youth in a club meeting ( $SD = 19.00$ ). An unexpected finding is the high concentration of volunteers who report leading 5 or less youth in their clubs (37.3%) (Table 5). Volunteers did not indicate what type of club they were reporting, and could've listed members of their family club, project specific clubs, or community clubs.

Table 4

*Demographics of Utah 4-H Volunteers: Race/Ethnicity*

Race/ethnicity	Frequency	Percent
Hispanic/Latino	5	1.0
American Indian	4	0.8
Asian	5	1.0
Black/African American	2	0.4
Native Hawaiian or Pacific Islander	2	0.4
White	475	92.2
Two or more	10	1.9
Prefer not to answer	11	2.1
Missing	1	0.2
Total	515	100.0

Table 5

*Demographics of Utah 4-H Volunteers: Number of Club Members Lead by Volunteers*

Club members	Frequency	Percent
0-5	192	37.3
6-10	135	26.2
11-15	65	12.6
16-20	37	7.3
21-25	12	2.4
26-30	18	3.5
31-35	5	1.0
36-40	3	0.6
41-45	2	0.4
46-50	1	0.2
51-55	1	0.2
60 or more	10	2.0
Missing	34	6.6
Total	515	100.0

The average Utah 4-H volunteer donates \$224.09 per year, including in-kind donations (Table 6). There was a higher percentage of volunteers donating below \$300.00 per year (72.7%).

Volunteers were asked about their perceptions related to different types of motivations (intrinsic or extrinsic). Questions derived from *Motivating the Adult 4-H Volunteer* (Henderson, 1979), were later separated into two categories. The first category was defined as extrinsic motivations. Extrinsic rewards are those that provide outside benefits, such as awards, career advancement, praise, etc. (R. Ryan & Deci, 2000). Based on the response *strongly agree*, the top extrinsic reasons for volunteering in Utah 4-H were being with their children (48.3%) and learning new things (35.1%; Table 7).

Table 6

*Demographics of Utah 4-H Volunteers: Amount of Donation to 4-H by Volunteers*

Dollar amount	Frequency	Percent
\$0 - \$10	103	20.0
\$11 - \$20	28	5.4
\$21 - \$30	18	3.5
\$31 - \$40	12	2.3
\$41 - \$50	60	11.7
\$51 - \$100	82	16.0
\$101 - \$150	16	3.1
\$151 - \$200	33	6.4
\$201 - \$300	22	4.3
\$301 - \$400	10	2.0
\$401 - \$500	22	4.3
\$501 - \$1,000	16	3.1
\$1,001 - \$2,000	10	2.0
\$2,001 - \$3,000	34	0.6
More than \$3,000	3	0.6
Missing	64	12.4
Total	515	100.0

Table 7

*Volunteer Motives: Extrinsic*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I volunteer because...										
I want to be with my child in the 4-H program	249	48.3	113	21.9	98	19.0	24	4.7	29	5.6
I want to learn new things	181	35.1	251	48.7	68	13.2	8	1.6	4	0.8
It is an effective use of my time	128	24.9	285	55.3	82	15.9	13	2.5	4	0.8
I like being involved in the leadership of the 4-H program	108	21.0	208	40.4	154	29.9	29	5.6	7	1.4
I like the challenge of the task	107	20.8	229	44.5	149	28.9	23	4.5	2	0.4
I feel needed in the program	100	19.4	213	41.4	151	29.3	33	6.4	14	2.7
Volunteering in 4-H gives me a chance to meet other volunteers	95	18.4	198	38.4	165	32.0	46	8.9	8	1.6
I want to lead others	86	16.7	210	40.8	187	36.3	26	5.0	2	0.4
I like to be involved in making decisions and program planning	83	16.1	208	40.4	180	35.0	39	7.6	3	0.6
As a 4-H volunteer, I enjoy being able to “do my own thing”	76	14.8	271	52.6	140	27.2	26	5.0	1	0.2
I want to gain experience and skills that might lead to employment	67	13.0	136	26.4	173	33.6	99	19.2	38	7.4
I have goals for what I want to accomplish as a volunteer	62	12.0	253	49.1	161	31.3	31	6.0	5	1.0
I like to receive feedback from Extension staff, parents, and 4-H members about how I am doing as a volunteer	60	11.7	239	46.4	166	32.2	38	7.4	7	1.4
As a 4-H volunteer, I prefer to work with groups of people rather than alone	56	10.9	210	40.8	199	38.6	42	8.2	5	1.0
It is important that people like me	31	6.0	107	20.8	259	50.3	90	17.5	25	4.9
I like to receive recognition for being a volunteer	14	2.7	75	14.6	215	41.7	146	28.3	62	12.0
I receive status in my community	9	1.7	38	7.4	237	46.0	155	30.1	71	13.8

The second category, intrinsic motivations, are defined as motives that signify volunteers are involved for the benefit of the program or the benefit of others. Intrinsic motivations are those that indicate volunteers who are involved with 4-H for altruistic, selfless reasons (Bussell & Forbes, 2002). Intrinsically motivated volunteers enjoy the act of volunteering, without the expectation of something in return. The top intrinsic motivators (Table 8) reflect that altruistic volunteers enjoy helping people (60.4%), and they want to have an influence on how young people learn and grow (55.5%).

Table 8

*Volunteer Motives: Intrinsic*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I volunteer because...										
I like helping people	311	60.4	188	26.5	10	1.9	0	0.0	2	0.4
I want to have an influence on how young people learn and grow	286	55.5	212	41.2	15	2.9	0	0.0	2	0.04
It is a way to improve my community	263	51.1	217	42.1	30	5.8	1	0.2	1	0.2
I like associating with you	253	49.1	229	44.5	30	5.8	1	0.2	1	0.2
I can express my caring and concern for others	176	34.2	259	50.3	72	14.0	4	0.8	1	0.2
It is a task I can do well	118	22.9	298	57.9	90	17.5	5	1.0	1	0.2
I feel an obligation because of what 4-H has done for me	76	14.8	129	25.0	185	35.9	86	16.7	35	6.8
I like to be responsible for 4-H programs	47	9.1	145	28.2	248	48.2	61	11.8	11	2.1
I want to have an influence over others	42	8.2	172	33.4	205	39.8	79	15.3	13	2.5



## **Objective Two**

*Objective 2: Identify the motivating factors influencing beginning volunteers.*

Participants were asked to identify why they began volunteering in 4-H. Most survey questions were derived from *Motivating Adult Volunteer 4-H Leaders* (Culp & Schwartz, 1999). Findings shown in Table 9 reveal that the number one reason volunteers joined 4-H is because they strongly agreed that 4-H is a good organization (51.3%). A close second reason is because the volunteer's family member(s) were involved in 4-H (49.7%). The least likely reasons for a volunteer to join 4-H were shown to be related to the expectation of employment (4.1%), or that their current employer had encouraged them (2.3%). It is important to note that religious affiliation was ranked near the bottom of volunteer recruitment motivations (4.5%).

## **Objective Three**

*Objective III: Identify the motivating factors retaining active volunteers.*

Volunteers were asked to identify reasons why they remained active in Utah 4-H. Questions aimed to determine what types of motivations kept volunteers in the 4-H program, and what types of recognition they most preferred (Culp & Schwartz, 1999). Table 10 illustrates that 84.5% of volunteers remain active in Utah 4-H because they agree or strongly agree that they are contributing to their community. This finding is consistent with original studies that show a pattern of intrinsic motivations (Culp & Schwartz, 1999). However, volunteers ranked "...it aligns with my religious beliefs" as the second highest volunteer retention motive, either agreeing or strongly agreeing at a

Table 9

*Motivating Factors Influencing Beginning Volunteers*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I joined 4-H because...										
4-H is a good organization	264	51.3	214	41.6	23	4.5	3	0.6	2	0.4
A family member was involved	256	49.7	99	19.2	45	8.7	46	8.9	59	11.5
I wanted to help people	228	44.3	248	48.2	25	4.9	0	0.0	1	0.2
I enjoy working with people	198	38.4	255	49.5	46	8.9	4	0.8	2	0.4
I want to contribute to the community	177	34.4	266	51.7	58	11.3	3	0.6	1	0.2
I want to share skills and talents	156	30.3	253	49.1	83	16.1	7	1.4	1	0.2
I was previously involved/enrolled as a youth	155	30.1	76	14.8	67	13.0	107	20.8	101	19.6
Someone asked me	71	13.8	193	37.5	119	23.1	85	16.5	35	6.8
My family encouraged me	50	9.7	145	28.2	164	31.8	92	17.90	51	9.9
My friend was involved	46	8.9	128	24.9	152	29.5	119	23.1	59	11.5
I wanted to develop job skills	41	8.0	89	17.3	168	32.6	147	28.5	58	11.3
No one else would do it	35	6.8	108	21.0	173	33.6	120	23.3	67	13.0
I had extra time	30	5.8	135	26.2	149	28.9	135	26.2	57	11.1
Members of my church were involved	23	4.5	67	13.0	222	43.1	122	23.7	71	13.8
I hoped it would lead to employment	21	4.1	50	9.7	155	30.1	167	32.4	108	21.0
My employer encouraged me	12	2.3	19	3.7	140	27.2	180	35.0	155	30.1

rate of 54.4% (Table 10). Volunteer retention findings related to program adherence to religious beliefs are unique to Utah.

They also ranked being recognized as the three lowest reasons for remaining active in the program with the majority of responses selecting neutral. Intrinsic reward systems have been preferred in previous studies outside of Utah 4-H as well (Fritz et al., 2003). Hypotheses predicting religious activity decreasing intrinsic retention motivations in Utah 4-H was not supported in this study.

Table 10

*4-H Volunteer Retention: Benefits*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I continue to volunteer because...										
I feel that I am making a contribution to my community	123	23.9	312	60.6	58	11.3	12	2.3	4	0.8
It aligns with my religious beliefs	85	16.5	195	37.9	183	35.5	36	7.0	11	2.1
It aligns well with my personal schedule	63	12.2	262	50.9	126	24.5	47	9.1	9	1.7
4-Her's thank me individually	59	11.5	208	40.4	168	32.6	58	11.3	15	2.9
Groups of my 4-Her's get recognized	45	8.7	175	34.0	187	36.3	78	15.1	24	4.7
My club is recognized for our accomplishments	29	5.6	131	25.4	241	46.8	87	16.9	20	3.9
I am recognized for years of service	25	4.9	112	21.7	215	41.7	111	21.6	47	9.1
I am recognized for a program or idea	22	4.3	78	15.1	243	47.2	105	20.4	52	10.1
I am recognized for recruiting members	14	2.7	38	7.4	267	51.8	139	27.0	51	9.9

Volunteers were also asked to rank the order in which they preferred to be recognized. Table 11 shows that volunteers most prefer to be recognized by a 4-H member, followed by a preference to receive an award from their County 4-H Office, and last prefer to receive an award from the State 4-H Office. These findings are consistent with previous research that argued intrinsic rewards are more prevalent in nonprofit volunteering opportunities such as 4-H (Fritz et al., 2003).

Table 11

*4-H Volunteer Recognition Preferences*

Type of recognition	1 <sup>st</sup> preferred ranking (%)	2 <sup>nd</sup> preferred ranking (%)	3 <sup>rd</sup> preferred ranking (%)
Receiving a “thank you” from a 4-H member	79.0	4.1	13.2
Receiving an award from the county office	4.3	68.5	12.8
Receiving an award from the state office	14.0	14.4	64.5

**Objective Four**

*Objective IV: Identify the potential factors that motivate volunteers to leave Utah*

*4-H.*

The survey asked participants to indicate why they would discontinue their involvement in 4-H as a volunteer. Table 12 reveals that 4-H volunteers feel most discouraged when they have a lack of time (15.9%). The lowest ranked reasons for a discontinuance in 4-H for volunteers is a program philosophy change (3.5%), or a lack in organizational recognition (3.7%). These findings continue to be consistent with previous studies that support intrinsically based retention systems (Fritz et al., 2003).

Volunteers either agreed or strongly agreed (66.6%) that a lack of time was an important factor in discouraging future involvement. The lack of time ranking number one for Utah 4-H volunteers is somewhat inconsistent with findings that reveal 31.8% of volunteers report having more time to donate to Utah 4-H (Table 13). With 85.2% of volunteers indicating they are members of a religious affiliation, this data does not reflect

Table 12

*4-H Volunteer Retention: Factors that Influence Volunteers Leaving Utah 4-H*

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am discouraged from volunteering when...										
I have a lack of time	82	15.9	261	50.7	111	21.6	47	9.1	8	1.6
I feel unneeded	61	11.8	197	38.8	130	25.2	96	18.6	24	4.7
My family members are no longer involved	57	11.1	153	29.7	134	26.0	111	21.6	54	10.5
There are conflicts with my Extension Agent	43	8.3	84	16.3	225	43.7	109	21.2	47	9.1
There is a lack of appreciation from 4-Her's	39	7.6	182	35.3	168	32.6	94	18.3	25	4.9
There is a lack of volunteer training	36	7.0	134	26.0	206	40.0	108	21.0	22	4.3
There are conflicts with 4-Her's family	30	5.8	122	23.7	220	42.7	106	20.6	30	5.8
There are conflicts with other volunteers	30	5.8	115	22.3	211	41.0	118	22.9	32	6.2
I have had an occupational change	27	5.2	138	26.8	224	43.5	84	16.3	33	6.4
There are conflicts with 4-H members	26	5.0	122	23.7	200	38.8	129	25.0	32	6.2
I feel there is too big of a commitment	25	4.9	143	27.8	167	32.4	148	28.7	22	4.3
There is a lack of organizational recognition	19	3.7	88	17.1	224	43.5	135	26.2	45	8.7
There is a program/philosophy change in 4-H	18	3.5	84	16.3	312	60.6	84	16.3	10	1.9

Table 13

*Demographics of Utah 4-H Volunteers: More Time to Donate*

Do you have more time to donate?	Frequency	Percent
Yes	164	31.8
No	347	67.4
Missing	4	0.8
Total	515	100.0

whether volunteers are dissatisfied with time management techniques in Utah 4-H, or how much Utah's culture effects the amount volunteers are able to donate.

### Objective Five

*Objective V: Determine how Utah's cultural practices influence volunteerism in Utah 4-H.*

Volunteers were asked in Section I to indicate how many hours they donated per week to 4-H ( $M = 4.49$ ) as compared to other activities, in an effort to determine how Utah's religious and community involved culture effected the amount of time donated to Utah 4-H (Table 14).

Volunteers were then asked to select whether they were active members of a religious affiliation. If volunteers selected "yes," they were directed to respond to a second question about how many hours they donate to religious activities per week (Table 15). The 85.2% respondents who answered "yes" reported that they donate 5.70 hours per week to religious activities (Table 16). This data reveals that Utah 4-H

Table 14

#### *Hours Donated to 4-H Per Week*

Hours donated per week	Frequency	Percent
1-2	120	28.6
3-4	194	37.6
5-10	123	23.9
11-15	31	6.1
16-20	5	1.0
More than 20	8	1.6
Missing	7	1.4
Total	515	100.0

Table 15

*Religious Affiliation*

Are you an active member of a religious organization	Frequency	Percent
Yes	439	85.2
No	75	14.6
Missing	1	0.2
Total	515	100.0

Table 16

*Hours Donated to Religious Activities Per Week*

Hours	Frequency	Percent
0.0 – 1.0	29	5.7
1.5 – 3.0	100	19.4
3.5 – 5.0	155	30.1
5.5 – 10.0	110	21.4
10.5 – 15.0	14	2.8
15.5 – 20.0	4	0.8
20.5 – 30.0	4	0.8
30.5 – 40.0	1	0.2
More than 40.0	2	0.4
Missing	07	19.6
Total	515	100.0

members are more likely to be religious compared to Utah's population (62.64%; Canham, 2014).

Volunteers were also asked in section I to indicate if they were active members of other civic/community activities. If volunteers selected "yes" to this question, they were directed to respond to a second question about how many hours per week they donate to civic/community activities (Table 17). The 56.7% of volunteers who selected "yes"

Table 17

*Civic/Community Activities*

Are you an active member of other civic/community activities?	Frequency	Percent
Yes	292	56.7
No	223	43.3
Total	515	100.0

reported that they donate on average of 4.01 hours per week to civic/community activities (Table 18).

A Pearson's correlation was computed to assess the relationship between hours donated to 4-H per week and hours donated to religious activities per week for those who indicated they were religious members. The correlation was computed only with those who reported that they were active members of a religious affiliation. There was a weak positive correlation between the two variables ( $r = 0.06$ ,  $n = 416$ ,  $p = 0.24$ ). These results show that volunteers who spend time in religious activities each week, are only slightly more likely to spend time in 4-H activities. A Pearson's correlation was also computed to assess the relationship between hours donated to 4-H per week and hours donated to civic activities per week. There was a weak positive correlation between the two variables. These findings are inconsistent with previous research, which has typically shown a strong positive correlation between community involvement, religious activity, and volunteerism (Mattis et al., 2000). An interesting finding is that although there is a higher percentage of volunteers who are members of a religious affiliation (85.2%) than those who are engaged in community activities (56.7%), there is a slightly stronger correlation between community activity and 4-H involvement ( $r = 0.06 < r = 0.26$ ; Table 19).



Table 18

*Hours Donated to Civic/Community Activities Per Week*

Hours	Frequency	Percent
0.0 – 1.0	70	13.6
1.5 – 3.0	112	21.8
3.5 – 5.0	47	9.2
5.5 – 10.0	33	6.5
10.5 – 15.0	7	1.4
15.5 – 20.0	5	1.0
20.5 – 30.0	3	0.6
30.5 – 40.0	1	0.2
Missing	237	46.0
Total	515	100.0

Table 19

*Correlations Between Donated Hours to Religious, Community, and 4-H Activities*

Type of donation	Pearson correlation	Significance	<i>n</i> (2-tailed)
Hours donated to religious activities versus hours donated to 4-H	0.06	0.24	416
Hours donated to civic/community activities versus hours donated to 4-H	0.26	0.00	274

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary**

The number one reason for volunteers to join the Utah 4-H program is because they strongly agree that 4-H is a good organization. This research shows strong implications for both intrinsic and extrinsic motivations for volunteers to be involved in Utah 4-H. There were weak positive correlations between volunteers' time donated to religious activities and time donated to Utah 4-H activities. There were also very weak positive correlations between how much time volunteers donate to community activities and the amount of time they donate to the Utah 4-H program. Comprehending these findings in their entirety, allows us to conclude that Utah 4-H volunteers are motivated by what they can bring to 4-H, more than they are motivated by what 4-H can do for them.

Utah's unique religious culture has less of an effect on how much time 4-H volunteers donate, as compared to time donated to engagement in civic or community duties. Those who reported involvement in community activities were more likely to donate time to the 4-H program. Volunteers ranked contributing to their community as the most preferred reason to remain active in 4-H and receiving recognition as the least.

Volunteers are most discouraged by a lack of time, rather than a disagreement with the program's philosophy. Because the comparisons between time spent in religious activity, civic activity, and 4-H club meetings show weak positive correlations, we can conclude that volunteer time management should become a top priority for Utah 4-H.

## **Purpose and Objectives of the Study**

The purpose of this study was to gather baseline data about Utah 4-H's culturally unique volunteers in an effort to understand their motivations in relation to recruitment and retention. The results of this study will help Utah 4-H to improve recruitment strategies, improve volunteer development, and maintain a healthy 4-H program state-wide. The following five objectives were used to meet the purpose of this study.

1. Determine the demographic profile and the preferred type of motivation among Utah 4-H volunteers.
2. Identify the motivating factors influencing beginning volunteers.
3. Identify the motivating factors retaining active volunteers.
4. Identify the potential factors that influence volunteers leaving Utah 4-H.
5. Determine how Utah's cultural practices influence volunteerism in Utah 4-H.

## **Conclusions and Implications**

### **Demographics and Motive Type**

Based on the findings from this study, the Utah 4-H should further develop the volunteer program to meet the needs of Utah's culture. As originally stated in the conceptual framework, intrinsic and extrinsic motivations exist in all volunteers (Culp, 2012; Culp & Schwartz, 1998, 1999; Finkelstien, 2008; Moore et al., 2014; White & Arnold, 2003). Results from questions categorized as intrinsic or extrinsic motives can help Utah 4-H build their volunteer program to consider the most effective types of volunteer motivators, and account for Utah's unique culture. The highest ranked extrinsic

volunteer motive was being able to spend time with their children. Utah 4-H should recognize from these findings, that the parent-youth relationship is an inherent recruitment tool. As youth become involved in a project area, parents should be asked to volunteer and highlight this motivator. Utah 4-H should also develop more positive youth development opportunities where the child-parent relationship could be strengthened.

The most preferred intrinsic motivators included helping people, having an influence on young people's development, and improving the community. These three motivators should be promoted through the 4-H Mission Mandates—science, citizenship, and healthy living. Promoting volunteer activities that remain true to the Mission Mandates will help Utah 4-H recruit and retain volunteers.

It is important for Utah 4-H volunteer specialists to understand that volunteers ranked 24 other intrinsic and extrinsic motivators above receiving any form of recognition. Although the Utah 4-H volunteer program should not cease volunteer recognition, Utah 4-H should address the other 24 needs before putting more resources toward awards. The comprehension of Utah 4-H volunteers' motives derived from the findings in this study should help guide Utah 4-H's volunteer development.

### **Volunteer Recruitment**

Factors to join 4-H were indicative of volunteers who were interested in putting youth and the program's needs before their own. The top three reasons for people to begin volunteering included belief that 4-H is a good organization, the involvement of family members, and helping others. Utah 4-H can use this information to target members of Utah's population whose values are aligned with these motivations.

Partnering with family based organizations, publicly promoting the positive impacts of the 4-H program, and doing more community service based recruitment events will help bring more volunteers to 4-H. Findings reveal that events promoting religious affiliation, or building skills for future employment, do not prove to be effective recruitment strategies for Utah volunteers.

### **Volunteer Retention**

Volunteer retention findings are consistent with those related to the recruitment findings. This study found that, volunteers remain in the 4-H program because they feel like they are making a difference in their communities. A large gap in volunteer retention for 26-30 year olds indicates that Utah 4-H may not be providing enough volunteer recruitment strategies that are designed to naturally move toward retention by promoting intrinsic benefits to volunteer, rather than only promoting the Utah 4-H mission (Peachey et al., 2013). The underlying motivation in both recruitment and retention shows that Utah 4-H volunteers enjoy helping others.

Respondents reported types of formalized recognition as the three lowest motivations to continue volunteering. Utah 4-H should not cease formal volunteer recognition as a result of these findings. As the survey collected self-reported responses, volunteers may have felt obligated to report other motivations has more important than recognition. Utah 4-H should consider the top reported volunteer retention motives, but should not eliminate formal recognition.

The two factors that discourage volunteers most are a lack of time, and feeling unneeded. If volunteers are not asked to help, and are not able to see the difference they

are making, they will likely leave the 4-H program. It is essential that 4-H agents and volunteer managers consider how to distribute the work load evenly to their volunteers, and ensure volunteers see what impacts they are making on youth and their community. Utah 4-H volunteers should be asked to help plan activities, manage clubs, host events, etc. They should also be given opportunities to see youth succeed, such as a contest or presentation, and be involved with community service activities.

### **Utah's Cultural Impact**

Under the assumption that 4-H is an educational organization that gives volunteers the opportunity to nurture youth, this study's findings (80.6% female) are consistent with previous research indicating that women are more likely to begin and remain active as volunteers in organizations with similar missions as Utah 4-H (Chapman & Morley, 1999; Clary et al., 1996; Nesbit & Gazley, 2012).

The findings from this study denote some conflicting information about how Utah's unique religious culture impacts 4-H volunteerism. Although there is not a statistically significant correlation between how many hours' people donate to religious activities, and how many hours they donate to 4-H, there are other indications that religion does effect the likelihood of volunteering for 4-H. Volunteers ranked religious affiliation as one of the lowest motivations to begin volunteering for 4-H, but ranked it as the second highest for remaining active in the program.

Volunteer demographics also show that there is a higher percentage of members of a religious organization in 4-H (85.40%), as compared to the population of Utah (62.64%; Canham, 2014). These data suggest that 4-H is more likely to retain a volunteer

who is religious. However, this study also concluded that a lack of time, was the number one reason for discouraging 4-H volunteer activities. Because volunteers reported 4-H activities align well with their religious affiliation as the second highest motivator toward retention, we can determine that Utah 4-H volunteer programming aligns with the needs of actively religious volunteers. It would be helpful to find ways to make donated volunteer time more efficient for individuals who represent Utah's unique culture.

### **Recommendations for Further Study**

Based on findings from this research, it is suggested that further study should seek to determine if Utah 4-H is designed to retain volunteers who are members of a specific religion or if the findings are simply consistent with previous findings about religious affiliation predicting long-term volunteer involvement (Mattis et al., 2000). Further study should attempt to identify key differences between religion types in Utah, and aspects of the Utah 4-H Program that may align well with each religions' values.

Findings from this study are meant to help build and strengthen the current Utah 4-H volunteer population. It would be important moving forward to understand how specific volunteer motives relate to youth involvement in the program. Rohs (1986) suggested that youth re-enrollment plays a key role in volunteer retention by suggesting that youth involvement shows a positive correlation with volunteer retention, but does not attempt to make a claim about the inverse relationship. In the future, research should be conducted to identify how different motivation types influence youth enrollment in Utah 4-H.

The findings from this study indicate similar results from previous research that states volunteers are motivated by both intrinsic and extrinsic motivations. An important role in volunteer recruitment is the ability for volunteer managers to understand the unique needs of volunteers, based on their diverse backgrounds (Rogers et al., 2013). The mean age of Utah 4-H volunteers indicates that the program retains those who are more apt to volunteer for long-term roles (Rogers et al., 2013). Utah 4-H should make an effort to determine which types of short-term interventions are best for volunteer retention.

Previous research has aimed to study the stages of volunteer retention (Hyde et al., 2014). Because Utah has a unique religious and cultural demographic, it would be helpful to replicate a study that focused on which motivations are most essential for volunteer retention. The study should be tailored to determine if Utah's culture reflects in different findings for each stage of volunteer development, and determine how Utah 4-H could potentially create a retention program to fit Utah's needs more specifically.

With the exception of the youth sports, there is limited research on the topic of youth organization volunteering. While it is understood that volunteers with specific skill sets may prefer to be recruited to more specific areas (Rogers et al., 2013), there is very little evidence related to volunteer motivations and project area specifications. It would be helpful for Utah 4-H to comprehend how to recruit and retain volunteers who are more motivated by helping others through specified projects.

### **Final Statement**

Margaret Mead (n.d.) stated, "Never doubt that a small group of thoughtful,



committed citizens can change the world; indeed, it's the only thing that ever has.” This study found that Utah 4-H volunteers are driven by what they can do for others. Creating a needs-based volunteer development program that is tailored specifically to Utah, is essential to maintain caring adults that lead the youth in Utah 4-H. Working toward meeting volunteers’ needs will help keep the integrity of positive youth development strong in Utah 4-H.

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APPENDICES

Appendix A  
Survey Questions

## Section I: Demographics and General Data Collection

What is your age?  
(18-100)

What is your gender?  
(Male, Female, Prefer Not to Answer)

What is your race/ethnicity?  
(Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or More Ethnicities, I Prefer Not to Answer)

How many years have you volunteered for 4-H?  
(1-70)

How many club members do you meet with while you are leading an event/meeting?  
(single line entry)

How many club members, in total, have you led in the most recent, completed 4-H year?  
(single line entry)

On average, how many hours do you donate per week to 4-H?  
(0-170)

Do you have more time to donate?  
(Yes, No)

On average, how much money do you donate to 4-H per year, including in kind donations (equipment, supplies, etc.)?  
(single line entry)

Are you an active member of a religious organization?  
(Yes, No)

On average, how much time do you donate to religious activities per week?  
(single line entry)

Are you an active member of other civic/community activities?  
(Yes, No)

On average, how much time do you donate to civic/community activities?  
(single line entry)

## Section II: Volunteer Motives

Please select "Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree" for the following statements about your involvement in volunteering for 4-H.

I volunteer because...

.... I want to be with my child in the 4-H program.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I like helping people.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I like associating with youth.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

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

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... it is a way to improve my community.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I can express my caring and concern for others.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

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

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I want to learn new things.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I want to lead others.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

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

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I like the challenge of the task.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I feel needed in the program.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... It is important that people like me.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")



... it is an effective use of my time.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I like to be involved in making decisions and program planning.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... It is a task I can do well.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

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

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I like to be responsible for 4-H programs.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I receive status in my community.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I like to receive recognition for being a volunteer.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I want to have influence over others.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

.... I want to gain experience and skills which might lead to employment.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

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

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

I have goals for what I want to accomplish as a volunteer.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

I like to receive feedback from Extension Staff, parents, and 4-H members about how I am doing as a 4-H volunteer.

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

As a 4-H volunteer, I enjoy being able to "do my own thing."

*("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")*

## Section III: Volunteer Retention - Benefits

Please select "Strongly Disagree," "Disagree," "Neither Agree nor Disagree," "Agree," or "Strongly Agree" for the following statements in relation to the extent to which each may encourage / discourage your continuing involvement in 4-H.

I continue to volunteer because...

... I feel that I am making a contribution to my community.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

... my club is recognized for our accomplishments.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

... 4-Her's thank me individually.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

... groups of my 4-Her's get recognized.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I am recognized for recruiting members.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I am recognized for a program or idea.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... I am recognized for years of service.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... It aligns with my religious beliefs.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

.... It aligns well with my personal schedule.

("Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree")

Please rank which types of recognition you prefer most as a volunteer, with number one as "most preferred."

(Thank you from a 4-H member, Award from the County Office, Award from the State Office)

## Section IV: Volunteer Retention – Barriers

I am discouraged from volunteering when....

.... I feel unneeded.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There is a program / philosophy change in 4-H.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... I have a lack of time.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... my family members are no longer involved.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There is a lack of appreciation from 4-Her’s.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There are conflicts with my Extension Agent.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... I feel there is too big of a commitment.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There is a lack of organizational recognition (from 4-H members, county offices, or state offices).

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There are conflicts with other volunteers.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... There is a lack of volunteer training.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

Please rank the following as they relate to reasons to discourage your continuing involvement with 4-H, with number one representing your main reason.

(*Lack of Time, Family is No Longer Involved, Lack of Recognition*)

## Section V: Volunteer Recruitment

Please select "Strongly Disagree," "Disagree," "Neither Agree nor Disagree," "Agree," or "Strongly Agree" for the following statements in relation to the extent to which each may have recruited you to the 4-H program.

I joined 4-H because.....

.... 4-H is a good organization.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I enjoy working with people.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I wanted to help people.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... A family member was involved.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I want to contribute to the community.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.....members of my church were involved.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I want to share skills and talents.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I was previously involved/enrolled as a youth.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... Someone asked me.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... My family encouraged me.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... My friend was involved.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... No one else would do it.

(*"Strongly Disagree," "Disagree," "Neutral," "Agree," or "Strongly Agree"*)

.... I had extra time.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... I wanted to develop job skills.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

..... I hoped it would lead to employment.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

.... My employer encouraged me.

(*“Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” or “Strongly Agree”*)

Appendix B  
Letter of Information



### LETTER OF INFORMATION

#### EXAMINING THE UTAH 4-H VOLUNTEER PROGRAM: THE EFFECTS OF DONATION AND MOTIVES IN RELATION TO VOLUNTEER RECRUITMENT AND RETENTION

Dr. Brian Warnick, in the Department of Agricultural Systems, Technology and Education at Utah State University, is conducting a research study to find out more about motivations for Utah 4-H Volunteers. Kelsey Romney will be involved in this study as a student researcher. You have been asked to take part in this study because of your important role as a Utah 4-H Volunteer. There will be approximately 4,800 total participants in this research.

If you agree to be in this research study, you will be expected to complete a 10-15 minute survey online. You will only complete the survey once. The survey has already been reviewed by an expert panel and tested via a pilot study. You will not be asked to participate in any follow-up questionnaires.

Participation in this research study may involve some added risks or discomforts. These include answering personal questions about your experience as a 4-H Volunteer. This study will involve a small risk of loss of confidentiality, but we will take steps to reduce this risk. Identifying questions will not be asked throughout the survey, and the IP address tracer will be inactive on the online survey tool so that your location may not be identified. All responses will be destroyed following the completion of this study, and will be kept on a secure computer throughout the duration of this study.

The findings from this study will be highly practical for the Utah 4-H Program. We aim to use the findings to recruit more 4-H volunteers, and retain our current volunteers. This research will help Utah 4-H to create resources that will make volunteering for 4-H easier and create opportunities for future volunteers. We hope to identify and ultimately eliminate obstacles for volunteer involvement in the Utah 4-H program. Practical applications from this study will benefit participants directly and indirectly in the future.

If you have questions or research-related problems, you may reach Dr. Warnick at (435) 797-0378 or [Brian.Warnick@usu.edu](mailto:Brian.Warnick@usu.edu).

Participation in this research study is entirely voluntary. You may refuse to participate or withdraw at any time without consequence or loss of benefits. You may be withdrawn from this study without your consent by the investigator.

Research records will be kept confidential, consistent with federal and state regulations. Only the investigator and Kelsey Romney will have access to the data which will be kept in a locked file cabinet or on a password protected computer in a locked room. To protect your privacy, personal, identifiable information will be removed from study documents and replaced with a study identifier.



### LETTER OF INFORMATION

#### EXAMINING THE UTAH 4-H VOLUNTEER PROGRAM: THE EFFECTS OF DONATION AND MOTIVES IN RELATION TO VOLUNTEER RECRUITMENT AND RETENTION

The Institutional Review Board for the protection of human participants at Utah State University has approved this research study. If you have any questions or concerns about your rights or a research-related injury and would like to contact someone other than the research team, you may contact the IRB Administrator at (435) 797-0567 or email [irb@usu.edu](mailto:irb@usu.edu) to obtain information or to offer input.

"I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered."

**\*Signature of Researcher(s)**

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Appendix C  
Recruitment Email



Hello 4-H Volunteers,

In an effort to “Make the Best Better” we are conducting research on the Utah 4-H Volunteer Program and would like some feedback from volunteers. The link listed below will direct you to an anonymous survey that will gather information about motivations related to recruitment and retention. We want to know why volunteers join the program, why they continue to be involved, and the barriers that may cease their involvement. Volunteers will be asked questions about their duration of involvement, the amount of time, money, and equipment they have donated, their preferred method of reward, and other various questions related to motives to volunteer. The survey will include questions that ask about objective, factual information, and subjective, personal information.

All raw data will be kept confidential and anonymous. Volunteers may end their participation in the study at any time by not completing the survey. Please see the Letter of Information within the survey for a more detailed explanation of expectations and risks of participation.

### [QUALTRICS SURVEY](#)

Sincerely,

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Utah State University is an affirmative action/equal opportunity institution.