

Volunteering Among Upper Valley High School Students

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## LITERATURE REVIEW

Senior Solutions is a nonprofit community organization located in Springfield, Vermont with a mission to ‘assist older persons in achieving an optimum quality of life, individually and in their communities.’ Senior Solutions is having difficulty recruiting, retaining, and organizing volunteers. We are proposing a study to examine local high schools as potential sites of volunteer recruitment for Senior Solutions.

Because Senior Solution’s main cohort of volunteers are also seniors, high schoolers are an untapped resource that Senior Solutions can utilize to expand their volunteering. High schoolers are an important subsection to analyze out of all people who are involved with volunteering for many reasons. First, they are a group of the population that have more time than most to volunteer (Allen & Moore 1996).

They also have specific external and internal motivations driving them to participate in volunteer. As far as external motivations go, we can cite, for example, wanting to enhance their college applications, or having to fulfil school a requirement to graduate (Bozick, Planty, & Regnier 2006, Clary, Snyder, & Ridge 1992). Many students also are also involved with volunteering because they are drawn to experiences that align with their career goals, and they are looking for exposure to different professional interests (Clary, Snyder, & Ridge 1992). In these cases, students can use volunteering as a way to boost their resumes and get real-life experiences in certain fields. In terms of internal motivations, research shows that people oftentimes volunteer for reasons that reflect their individual goals (Menegheni, Nencini, & Romaioli 2016). Students are more likely to volunteer in a situation where they are working with something they are interested or familiar with. For example, a basketball player is more likely to volunteer at a basketball camp because they enjoy basketball. What usually drives an individual

to volunteer is a need to fulfil individual motives. If these individual motives are not fulfilled through their volunteer experience, they are more likely to quit (Bidee et al. 2012). Talking about longevity of volunteering and keeping volunteers involved, the volunteer needs to feel like they are doing something productive and feel engaged (Jacobs 2017). If a volunteer values their work, they are more likely to stay and sustain the volunteering (Jones & Hill 2003). Senior Solutions can utilize these studies recognizing that students are looking for opportunities that not only help others, but are interesting and valuable to them individually.

Students also look for volunteer opportunities that resonate with who they are as a person, and that line up with their values. Identity Theory says that people will stick with a volunteer opportunity that confirms some aspect of one's identity (Burke & Stets). For example, men who are into fitness and strength are more likely to do "handyman" jobs, while people who view themselves as compassionate may prefer volunteer opportunities centered around emotional support. Senior Solutions can use this information to create a widespread availability of different types of volunteering, in hopes of recruiting a wide variety of adolescents.

Organizational structure also plays a large role in influencing individuals and their motivations to volunteer, especially when pertaining to adolescents. The general literature is split among the pros and cons on requiring individuals to volunteer. The 19th century sociologist Alexis De Toqueville (1838) believed that requiring individuals to be involved with community service helped them better connect to their community, internalize prosocial values, and instill a lifelong desire to continue involvement. Others argue that requiring volunteering may in fact reduce the individual's desire to participate in the future because they want to have control of their choices and "reestablish individual freedom" (Clary, Snyder, & Stukas 1998). Therefore,

forcing this kind of activity could lead to the deterrence of internalizing prosocial values (Bozick, Planty, & Regnier 2006).

Specifically, regarding high schools requiring students to volunteer, the literature points to a neutral and sometimes even negative effect on students and their motivations and longevity involved volunteering. Students oftentimes feel constrained by policies requiring services, and are likely to abandon the work after they fulfil the minimum amount of hours (Jones & Hill 2003). In a longitudinal study that followed students after high school, it was shown that being required to volunteer in high school was not necessarily enough to make people want to volunteer later in life. The highest rates of service participation in young adulthood came from those whose motivations to participate was voluntary. The study shows that regardless of school requirement, students who were invested and intrinsically motivated to volunteer were more likely to volunteer past high school (Bozick, Planty, & Regnier 2006). Senior Solutions can, at best, utilize the high school cohort during this ‘requirement’ period, at schools where it may apply in the Upper Valley. Remember, there’s a new class of ninth graders every single year.

Senior Solutions should also focus on the organizational structure of their non-profit to promote longevity among their student volunteers. As stated before, adolescents want to feel valued in their volunteer positions (Renz 2016). They also want affirmation- to know that their work as a volunteer is substantial and productive (Boehm & Schondel 2000). Senior Solutions can cater to this by providing volunteers with a point person- a good supervisor or leader that will guide them (Hendrik 1989). The organization must show commitment to the volunteer. This could be through a standard volunteer management practice, or even formal recognition that they are a part of the organization (Brundey & Hager 2011, Renz 2016). Organizations must make the volunteer feel valued in their position if they want to retain volunteers.

In summary, the literature about adolescents and volunteering state that it is not enough for students to be forced to volunteer if one is interested in sustaining their commitment outside of the required hours. Saying this, Senior Solutions can still use high school requirements to fill needed volunteer spots. If Senior Solutions wants to have more consistent and long-term volunteers, they can appeal to the student's internal motivations and provide structured, legitimate volunteering options that cater to what the student is interested in that also benefit seniors in the Upper Valley.

## RESEARCH QUESTION

In spite of these many possibilities to effectively attract, retain and serve the purposes of prospective young volunteers, this has been an area to which Senior Solutions have not given considerable focus. This is partially because of lack of information, which is what this study intends to overcome. Our primary focus is researching motivations among adolescent volunteers. By researching the personal, structural, and organizational motivations behind teenagers and volunteering, we will be able to provide Senior Solutions with information and data that will help them more efficiently recruit volunteers from high schools.

Our research questions are looking to see if there is a difference between high schools that have volunteer requirements to graduate and ones that do not. Does having a volunteering requirement to graduate high school change someone's volunteering experience (e.g. motivations to volunteer and longevity of involvement)? Secondly, does having a volunteer requirement influence primary motivations for volunteering or not volunteering?

Through a survey, students at high schools with and without requirements will share their volunteer experiences and motivations behind volunteering. They will also reflect on what

specific types of volunteering they would be interested in getting involved in in the future. The results of this survey will help Senior Solutions better understand the motivations of adolescents and volunteering, and therefore help them make their overall volunteer program more efficient and sustainable.

## METHODS

### *Surveying and Sampling*

The study will use quantitative methods for understanding adolescent motivation styles in volunteering, as well as to measure if structural measures, e.g. high school volunteering requirements, have an effect of volunteering. Our survey will be using simple likert scales to rate volunteer's previous motivations for volunteering and to measure potential future motivations and engagement with activity styles. These will be short and easy to code for those working at Senior Solutions; they are also the variables we believe are the most useful for Senior Solutions to gauge. For example, Senior Solutions could now measure what students who have never been exposed to volunteering perhaps might be interested in doing. We propose the use of a pencil and paper survey to conduct the research. This method is less expensive than face-to-face or telephone interviews; it is also significantly quicker and easier to code. As researchers, we'd like our target population to be high school students because we'd hypothetically like to generalize our findings to that entire population. However, sampling specifically Hanover High School and Hartford High School is perfect for Senior Solutions as their target population is really only Upper Valley high schoolers, or students. (These are the only population they can use to volunteer, and thus relevant to them.) We are using convenience sampling, because these two high schools are easy to access (as well as a massive, untapped resource for Senior Solutions

because of the adolescent population's manpower, availability, and even potential coercion through a requirement.) These high school students are our unit of analysis. Because this is not an experiment, random sampling is less important. It additionally offers a more holistic understanding of adolescence in the Upper Valley; if this is easy and goes well—and if they potentially gain volunteers through the 'Add your contact information if you're interested section' (Appendix C) —Senior Solutions can replicate the survey at more schools. They could even potentially change it if they see fit after the first two schools, as commonly done with this type of research. Finally, our research is descriptive, rooted in quantitative scoring on a likert scale and binary coding, e.g. requirement or not and have volunteered vs. have never volunteered. Ideally, we would like to support the hypotheses we are proposing to Senior Solutions with quantifiable findings.

#### *Independent and Dependent Variables in Analysis*

We hypothesize that requirement to volunteer will be positively correlated with having already volunteering and the propensity or likelihood to volunteer. Our independent variable is high school requirement to volunteer. We can operationalize this with our Administrator survey (Appendix B), and more specifically by using Hanover and Hartford high schools as we know the former has the requirement and the latter does not. Our dependent variable is likelihood or propensity to volunteer. We will first and most simply operationalize this by testing if the requirement affects if students have ever volunteered before, e.g. 'have you ever volunteered before.' We will then even ask this again on a likert scale, e.g. 'I decided to volunteer to fulfill a graduation requirement,' ranked 1 to 5 from strongly disagree to strongly agree. Senior Solutions can use to quantify likelihood of volunteering in the future. We believe that the likelihood or propensity to volunteer can be additionally scored with mean responses to a series of questions

each beginning, ‘I would be interested in volunteering doing...,’ This also incredibly useful insight to Senior Solutions, e.g. one is handiwork but we also measure likelihood to volunteer food services, PR, and more. See Appendix A for the entire survey.

Because our survey is rooted in the literature, and we have formed notions accordingly, and are taking a deductive approach to this research question. We are conducting applied research, as we are specifically answering Seniors Solutions research question rather than trying to pose new theories or acquire novel findings. This is a cross sectional study; it looks at population at one point in time. It’s important to note that correlational data, like our survey, cannot assume causation. This is certainly a major weakness of the study; however, lab experiments regarding volunteering verge on impossible. Finally, a longitudinal study to measure how a high school requirement affects volunteering would be incredibly useful as we could measure them well after the requirement ends, later in life. (They have been done before in the literature.) This would be nearly impossible for Senior Solutions themselves, though, as it would be expensive (incentives for subjects to follow up), staff and man-power, and patience. Perhaps, Senior Solutions could reach out to Dartmouth College, as institutions feasibly have the resources to conduct longitudinal studies.

#### *Generalizability, Reliability, and Validity*

Generalizability is actually, from a true research perspective, relatively low in this study, meaning the findings can hardly be generalized to the public or even high schoolers in the U.S. It is convenience sampling of local high schools, rather than, for example, a survey given to randomly selected high schoolers across the U.S. It is also not an experiment, and cannot assume causation. However, we believe using two very different high schools within the Upper Valley—and, thus, a large sample proportionate to the whole—does make it *generalizable* to the



entire population Senior Solutions cares about: higher schoolers in the Upper Valley. The best way to test the reliability for this survey would be replication, and then conducting some sort of test-retest measure. Senior Solutions might be interested in replicating this at other high schools to see if the survey is accurately measuring the independent variable (requirement) and dependent variable (propensity or likelihood to volunteer.) We believe using likert scales particularly yield similar results in a variety of settings, another particular reason for using them. Finally, validity can be conceptualized in two categories: internal validity, how well you control for confounds and measure the relationship between the independent and dependent variables, and external validity, which is how well you can generalize findings to others. Internal validity could be low for several reasons. One potential confound is the disparity in average socioeconomic status between the two high schools could account for this difference, i.e. Hanover is a wealthier zip code than Hartford. Previous research suggests that it might be the health and leisure that wealth brings that make volunteering even possible (Thoits 2000). Although measuring the other motivations of high-schoolers can't quantifiably control for confounds, it does still offer very useful insight to Senior Solutions. For example, they could compare the differences in likelihood to volunteer for college applications between the two.) Our survey does not necessarily have high external validity outside of the Upper Valley; we cannot assume causality and use convenience sampling rather than probability.

### *Senior Solutions: Strengths and Weaknesses*

How does this help Senior Solutions? If this survey is conducted, they would not only know the effects of high school volunteering requirements, but also gain insightful intel to the motivations and volunteering preferences of Upper Valley adolescence. They needed volunteers. We found a massive and untapped *local* population to use with massive potential, i.e. Senior

Solutions can build relationships with young volunteers earlier in their lifetime and facilitate life-long relationships. This population has energy and the existing motivations to begin with, i.e. finding themselves, learning new things, or even college application boosters. A proportion of this population even has a volunteering requirement that Senior Solutions could use to their advantage. This survey would not only facilitate that contact and exposure, but then measure what makes teens volunteer (Appendix A.)

There are both strengths and weaknesses of the survey we designed. First, this survey would be easy to conduct, little man power is needed. It's also significantly less expensive than alternatives. We also believe this model, if it enables volunteering, would benefit both schools and students, too. Volunteering is often associated with higher reported well-being and physical health (Thoitts, 2000.) This survey would additionally offer insight to local adolescents' motivation styles and activity preferences for volunteering. At best, Senior Solutions could use this proposal to utilize local high school volunteering requirements as a new cohort of potential volunteers. There are also several weaknesses. The biggest weakness we believe is that students requiring parental consent to participate in the survey may cause a selection bias (kids from higher socio-economic background may be have less difficulty getting their guardian's signature). As we have mentioned before but must reiterate again as a weakness, this survey cannot infer causation; it is, at best, correlational.

## ETHICAL CONSIDERATIONS

Ensuring that the steps of designing, implementing and analyzing a research are conducted ethically is paramount in any study. When underage human subjects are involved, these aspects deserve even more attention. Besides the guidelines established by the Belmont Report, Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) of the US

Department of Health and Human Services (OHRP) impose a series of measures that researchers studying children must follow. The paragraphs below describe how the three ethical principles of the Belmont Report (respect for persons, beneficence and justice) apply to this project and how the OHRP guidelines will be incorporated.

*Respect for Persons*

Means to protect the agency of subjects to make their decisions, which entails ensuring individuals' safety and that they have enough information about the purpose of the research they are participating in and about potential consequences that they might face. In case of research studies involving minors and with less than minimal risk, Subpart D of 45 CFR 46 requires that researchers include assent forms (signed by the teenagers) as well as consent forms (signed by legal guardians). The forms we have designed (which can be found in the Appendix D and E) are written in simple language, to ensure the understanding of the research given the age and level of education of respondents. This means that the documents accurately convey the necessary information in order for them to make a conscious decision, and, at the same time, avoid technical jargon and complex sentence structures. Especial attention has been given to the language use in the assent form, which reflects the lexicon of 13 to 18 year-old- teenagers. These documents also clearly state the purpose of the survey and must be approved by the Institutional Review Board (IRB). Approval from school board and administration to run the survey in the high schools is also necessary and can be requested after the review of IRB. Because we are not able to run a totally anonymous survey, given the need of consent forms, to assure the confidentiality of participants, assent and consent forms will be detached from answer sheets, which will not include identifying information.

*Beneficence*

Means that the research must serve the purpose to somehow contribute to the participants or society in general. This implies that risk of harm not only should be restricted or annulated, but also must be outweighed by the intended benefits of the project. Also, it implies that researches must be transparent with subjects about these intended benefits. Our project satisfies this principle to the extent that (a) we do not expect any significant harm to occur to participants, (b) our findings, as stated in other sections, have the potential to strongly benefit not just Senior Solutions, but also the schools, demographics of our subjects, the elderly and the literature. Other than the benefits for Senior Solutions which we have been discussing, this project is also expected to benefit the schools we will work with by providing them with more volunteer opportunities to students and the students themselves, who we hope to offer the possibility of more appealing volunteer opportunities. As a consequence, we hope they will be more prone to volunteering and, therefore, to benefit from the positive outcomes of doing meaningful volunteering work, which potentially include better physical health, better mental health, higher life satisfaction, and even lower mortality (Thoits and Hewitt 2001). Our assent and consent forms and the survey we are sending to the school administration explicitly state these aspirations. We will discuss more in-depth how we hope to benefit the elders at Senior Solutions and the literature in the following sections of this paper.

### *Justice*

Means that benefits from research must go to who is entitled to them (to participants or to general society indiscriminately, for example) and potential bad outcomes should also be faced by those responsible for it. This implies that it's unethical to gather vulnerable subjects who are likely to face harm from the project only because of convenience due to availability or susceptibility to be manipulated and coerced. Although we are working with a vulnerable

population, we have not chosen it arbitrarily: high school students from the Upper Valley represent an untapped pool of potential volunteers (especially for Senior Solutions), which, as we contend, has prevented many of these students from performing activities that align to their goals and values.

## SIGNIFICANCE

Our background research on Senior Solutions revealed that Senior Solutions is one of five Area Agencies on Aging in Vermont, serving senior citizens from forty-six towns (Senior Solutions). The services Senior Solutions offers are wide-ranging, to support a multitude of needs a senior citizen might have in order to live independently, including, but not limited to, meal delivery, counseling, companionship, and transportation (Senior Solutions). Senior Solutions has a staff of only thirty, so in order to meet the variety of needs for such a large population, and relies on volunteers and contracts with community partners (Senior Solutions).

Because Senior Solutions has a staff of only thirty employees, and those thirty employees are busy trying to meet the needs of all senior citizens in forty-six towns, we are aware that two significant constraints for Senior Solutions are manpower and time. We also are aware that the time required for the survey includes the time required for analysis, so we have opted for a simple survey design that delivers as much information as possible while relying on simple statistical calculations. We also are aware that, as a non-profit, Senior Solutions operates with a limited budget. With these limitations in mind, we have created a research design that minimizes the amount of manpower, time, and money required. This survey should take only a few hours for each school, including the time required to drive out, administer and collect the surveys, and complete statistical analysis.

As aging baby boomers represent a massive new cohort of senior citizens, by 2050, the population of senior citizens in the United States is predicted to double. The workload for Senior Solutions will grow accordingly. Senior Solutions already relies on volunteers to meet the needs of seniors in southeastern Vermont, and as the population of seniors increases, the number of volunteers will need to increase as well. Tapping into local high schools as a source of volunteers offers Senior Solutions a new cohort of volunteers to meet the needs of the largest ever new cohort of senior citizens.

Our survey offers information about students' primary motivations for volunteering or not volunteering. After analyzing the survey questions about motivations for volunteering, Senior Solutions should develop a program that focuses on matching students' primary motivations for volunteering. For example, if most students strongly agree that they volunteered because their friends were volunteering, Senior Solutions should maximize opportunities in which students can volunteer in small groups. If many students agree that they volunteered because it met their graduation requirement hours, Senior Solutions should consider programs for large groups of volunteers to complete all of their hours. After analyzing the survey questions about motivations for not volunteering, Senior Solutions should develop programs that minimize the factors the analysis reveals as most important. For example, if many students strongly agree that it is difficult for them to get a ride to volunteering, Senior Solutions should advertise which volunteering opportunities are accessible by bus. If many students strongly agree that they have not volunteered because it does not fit with their schedule, Senior Solutions should advertise volunteering opportunities for after school and extracurriculars end, around 6 pm.

The survey also offers Senior Solutions information about which volunteering opportunities are most appealing to students. While this information offers Senior Solutions

insight into which positions would be most popular and which positions to advertise, Senior Solutions should not consider this an exhaustive list of volunteering positions for high schoolers. As previously, Senior Solutions has the highest chance for volunteer retention if they work with high school volunteers to develop opportunities that appeal to both the student and the organization.

The survey section about what students would hope to gain from volunteering helps Senior Solutions know what incentives might draw students into the organization. For example, if many students strongly agree that they would want volunteering to help them get into college, Senior Solutions should consider writing college recommendations for long standing, exceptional volunteers.

Developing volunteering programs and protocols for high schoolers according to the results of the survey offers Senior Solutions the best possible chance for high school volunteers recruitment and retention. Our survey offers Senior Solutions the information required to form a program for volunteer recruitment and retention specialized to schools in the Upper Valley. While our research design focused primarily on Hanover and Hartford high schools, there is no reason why Senior Solutions cannot apply this study to other schools in the Upper Valley, both with and without a service requirement for graduation.

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APPENDIX A

Instructions:

We are Senior Solutions, a community organization that helps seniors living by themselves in the Upper Valley. We are asking you to fill out this survey to help us update our volunteer program and encourage high schools students, like you, to volunteer. We think that learning more about your experience with volunteering will help us come up with opportunities that are more interesting to you and your friends.

No one will be able to know what you have answered here, so you can be as honest as possible. Please do not write your name on these sheets. You do not have to answer any of the questions and you can stop doing the survey at any time, even though we hope that you will try your best to answer all the questions. You may contact \_\_\_\_\_, a member of our staff, through \_\_\_\_\_ if you have any questions.

**Name of your high school:** \_\_\_\_\_

**Your grade:** \_\_\_\_\_

**For the following questions, please circle your response.**

**Have you ever volunteered before? YES NO**

**If YES: Please answer the questions on this page and the next one, skip page 3, and complete pages 4 to 6.**

**If NO: Please skip the questions on this page and the next one and complete pages 3 to 6.**

**IF YOU HAVE VOLUNTEERED:**

**On a scale from 1 (strongly disagree) to 5 (strongly agree):**

*I decided to volunteer because it looks good on a college application.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I decided to volunteer because it looks good on a resume.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I decided to volunteer because I felt passionate about or interested in the cause.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I decided to volunteer because I needed to fulfill a graduation requirement.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I decided to volunteer because my friends were also volunteering.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I decided to volunteer for another reason, which I will explain in the space below:*

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**IF YOU HAVE NOT VOLUNTEERED:**

**On a scale from 1 (strongly disagree) to 5 (strongly agree):**

*I have not volunteered because I have not had the opportunity to.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I have not volunteered because I do not want to volunteer.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I have not volunteered because it is hard for me to get a ride to volunteering.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I have not volunteered because it does not work with my schedule.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I have not volunteered because I have not found an opportunity that interests me.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I have not volunteered for other reasons, which I will explain in the space below:*

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**EVERYONE PLEASE RESPOND TO THE FOLLOWING STATEMENTS:**

*I would be interested in volunteering as an emotional support or to keep an older person company.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in volunteering in food services or delivery.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in volunteering in an organizational or administrative capacity.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in volunteering by doing handiwork.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in volunteering in marketing or PR for an organization.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in fundraising for an organization.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

*I would be interested in volunteering, but I am not sure what kind of work interests me.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neither Agree nor Disagree</b>		<b>Strongly Agree</b>

**If you were to volunteer, what would you hope to gain from the experience?**

*I would want volunteering to make me feel good about myself.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Strongly Disagree		Neither Agree nor Disagree		Strongly Agree

*I would want volunteering to help me get into college.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Strongly Disagree		Neither Agree nor Disagree		Strongly Agree

*I would want volunteering to help me get a reference for a job.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Strongly Disagree		Neither Agree nor Disagree		Strongly Agree

*I would want volunteering to serve my community.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Strongly Disagree		Neither Agree nor Disagree		Strongly Agree

*I would want volunteering to be fun.*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Strongly Disagree		Neither Agree nor Disagree		Strongly Agree

**I would want something else from volunteering. (Please explain below)**

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**How likely are you to volunteer in the future?**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Very unlikely		Neither likely		Very likely

APPENDIX B

**School Administrator Survey**

Thank you for allowing us to work with you! As you know, we are Senior Solutions, a community organization that helps seniors living by themselves in the Upper Valley. We wish to update our volunteer program and, as part of our new goals, we would like to attract high schools students. We want to learn more about your students' interests and motivations to volunteer through the survey we wish to conduct with them. Based on the information we collect, we hope to develop an effective recruitment strategy and create volunteering programs that are appealing to the students. As a consequence, we hope they will be more prone to volunteering and, therefore, to benefit from the positive outcomes of doing meaningful volunteering work, which potentially include better physical health, better mental health, higher life satisfaction, and even lower mortality. With this study, we also want to help your school, by providing you with more volunteer opportunities to your students.

Please provide us with the following information:

Name and Contact: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Does your school have a community service requirement for graduation? **Yes**   **No**

If yes, please explain the requirement in the space below:

Who would be the best person to contact at your school about sharing volunteering opportunities?

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Email: \_\_\_\_\_





APPENDIX D  
**ASSENT TO PARTICIPATE IN RESEARCH**

***Study title: Volunteerism among Upper Valley High School Students***

***Person leading this study:***

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If you want to, you be part of this research study. People do research to try to find answers to questions.

**Why are we doing this research study?**

We want to learn about the factors that encourage and discourage high school students in the Upper Valley to perform volunteer work. We hope that what we find from this survey will (1) help us more effectively reach out to and assist students who might be interested in volunteering in our organization and (2) contribute to the knowledge about volunteering among high schoolers of this area.

**Why are you being asked to be in this research study?**

We are interested in learning why you and students your age volunteer or not and what your interests related to volunteering are.

**What will happen during this study?**

This survey will take place at your school and will last about 25 minutes. During this study, you will be asked to fill out a form about your experience with volunteering. You will not be asked to include your name in the survey. Although we hope that you will respond as many questions as possible, you are not required to answer all of them and you can quit answering the survey at any point. There will not be any punishments if you decide to do so.

**What are the good things that might happen in this study?**

People may have good things happen to them because they are in research studies. These good things are called “benefits.”

You might benefit from this study by learning about our work and, if you are interested, joining our team as a volunteer. Research has shown the benefits of volunteering could include better physical health, better mental health, higher life satisfaction, and even lower mortality.

We hope to find benefits for people in the future, helping organizations better understand how to improve the opportunities for their volunteers and to reach out to students interested in becoming volunteers.

**What are the problems that might happen in this study?**

Sometimes people have problems in research studies that make them feel bad. We do not imagine this will happen in this study and we do not expect any problems. However, some problems might happen that the researchers don’t know about. It is important to let the researchers and your parents know if there is anything that you don’t like about the research study right away. Sometimes things that bother one person don’t bother another person at all, so you need to let us know when something is bothering you.

**Who will be told the things we learn about you in this study?**

Your name will not be in any report of the results of this study. The results will be available to Senior Solutions and maybe online in the future.

**Will you get any money or gifts for being in this research study?**

You will not receive any money or gifts for being in this research study.

**Who should you ask if you have any questions?**

If you or your parents have other questions, worries, or complaints you should call the Senior Helpline at Senior Solutions 1-800-642-5119.

**What if you or your parents don't want you to be in this study?**

Your parent needs to give us permission for you to be in this study. You do not have to be in this study if you don't want to, even if your parent has already given us permission.

**What if you change your mind?**

You may stop filling out this survey at any time. If you decide to stop, no one will be angry or upset with you. You can ask questions at any time.

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**Title of Study:** Volunteerism among Upper Valley High School Students

**Principal Investigator:**

If you sign your name on this page, it means that you agree to take part in this research study. You may change your mind any time for any reason.

\_\_\_\_\_  
Sign your name here if you want to be in the study

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print your name here if you want to be in the study

I have explained this study to and answered questions of the child whose name is at the top of this form. I informed the child that he or she could stop being in the study and can ask questions at any time. From my observations, the child seemed to agree to take part in the study.

\_\_\_\_\_  
Signature of Research Team Member Obtaining Assent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Research Team Member Obtaining Assent

APPENDIX E  
**CONSENT TO TAKE PART IN RESEARCH**

Template v. 02/12/2017

**Volunteerism among Upper Valley High School Students**

*Principal Investigator:*

**Your son or daughter is being asked to take part in a survey. Taking part in research is voluntary.**

Your decision whether or not to allow him or her to take part will have no effect on his or her grades. Please ask questions if there is anything about this study that you do not understand.

**What is the purpose of this study?**

The purpose of the study is to learn about the factors that encourage and discourage high school students in the Upper Valley to perform volunteer work. We hope that what we find from this survey will (1) help us more effectively reach out to and assist students who might be interested in volunteering in our organization and (2) contribute to the knowledge about volunteering among high schoolers of this area.

**Will your son or daughter benefit from taking part in this study?**

He or she might not personally benefit from being in this research study. However, we hope to find benefits for people in the future, helping organizations better understand how to improve the opportunities for their volunteers and to reach out to students interested in becoming volunteers.

**What does this study involve?**

This survey will take place at your son's or daughter's school and will last about 25 minutes. During this study, he or she will be asked to fill out a form about his or her experience with volunteering. He or she will not be asked to include his or her name in the survey. He or she will not be required to answer all questions and can quit answering the survey at any point. There will not be any punishments if he or she decides to do so.

**What are the risks involved with being enrolled in this study?**

We do not imagine there are any risks involved in this study. However, as sometimes problems that the researchers could not foresee arise, it is important to let us know right away if anything bothers your son or daughter.

**How will your privacy be protected?**

We are careful to protect the identities of the students in this study. We also keep the information collected for this study secure and confidential. The survey forms will not ask for any names and identifying information other than school and class year. No publication or public presentation about the research described above will reveal your child's identity without another authorization from you.

**Will you be paid to take part in this study?**

No.

**Whom should you call with questions about this study?**

If you have other questions, worries, or complaints you should call the Senior Helpline at Senior Solutions 1-800-642-5119.

**CONSENT**

I have read the above information about *Volunteerism among Upper Valley High School Students* and have been given time to ask questions. I agree to take part in this study and I will be given a copy of this signed consent form.

I have explained to this child what taking part in this study will involve and have answered any questions that he or she has asked.

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Researcher or Designee Signature and Date

PRINTED NAME

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Assent of minor (age **13-17**)

PRINTED NAME

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Legally Authorized Representative (Parent/legal guardian) and Date

PRINTED NAME