Abstract

TROGDON, SAMUEL EUGENE, II. A Study of Parks and Recreation Citizen Board Members in North Carolina and Their Motivations for Participation. (Under the direction of Dr. Candace Goode Vick.)

The purpose of this study was to examine the diversity of parks and recreation citizen boards and identify which motivators are fulfilled, including which demographic variables predict these functions, through volunteering on parks and recreation citizen boards in North Carolina. Those parks and recreation departments choosing to understand and embrace citizen board member motivations for volunteering have the opportunity to tailor recruitment and retention efforts for current and future board members. The better a department understands its volunteers, the more likely the department can meet the needs of its volunteers.

This research utilized the modified Volunteer Functions Inventory (Silverberg, Ellis, Backman, & Backman, 1999). Data were collected using a mail survey to 734 currently serving citizen board members in North Carolina, of which 291 participated. Analysis was implemented utilizing statistical software SPSS version 13.0 for Windows.

This research examined the diversity of citizen boards and found the boards to be homogeneous in composition. The results supported the discovery of four motivators: values, knowledge of government operations, understanding, and my community needs me. The research found age and race/ethnicity to be significant predictors with positive affects for the values motivator. The research also found that citizen board members who possessed membership with the North Carolina Recreation and Parks Association have higher motivator means and benefit from this membership.

A STUDY OF PARKS AND RECREATION CITIZEN BOARD MEMBERS IN NORTH CAROLINA AND THEIR MOTIVATIONS FOR PARTICIPATION

by
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Biography

Samuel E. Trogdon II is the son of Samuel and Sylvia Trogdon and the youngest of three children. His two older sisters are Tanya and Trenda. He was raised in Seagrove, North Carolina and attended Southwestern Randolph High School. He received his Bachelor of Arts degree in Public Policy Analysis and Recreation Administration from the University of North Carolina at Chapel Hill in May 2001. After completing two years of employment as the Athletics Supervisor for the City of Graham, NC Recreation and Parks Department, he pursued a Master of Science degree from North Carolina State University, Raleigh, NC. Throughout his educational and professional careers, he has developed a vested interest in community recreation.

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Because of these people and many more, I am a graduate of two fine institutions.

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Chapter 1

Introduction

An “elected board member of a [parks and recreation board] must realize he or she is a leader who has accepted a major civic responsibility and has made a commitment to give freely of their time and talents to further the [department’s] mission” (Flickinger, Londrigan, & Murphy, 1994, p. 14). Although mission statements for parks and recreation agencies across the United States are not identical, each department shares an understanding to provide quality recreational and leisure opportunities to all citizens, regardless of age and ability. The success of these programs depends, in part, on the quality and quantity of volunteers.

Although citizens have numerous opportunities to be involved in parks and recreation such as a youth coach, youth mentor, office assistant, citizen board member, concessionaire, fundraiser, and program supervisor, the most logical way for citizens to be active parks and recreation decision-makers is through involvement in the parks and recreation advisory boards. Therefore, the recruitment and retention of volunteers as an essential function of parks and recreation agencies must be studied accordingly.

Recreation Resources Service (RRS), a technical advisory service at NC State University, and the National Recreation and Parks Association (NRPA) have released studies and technical bulletins on citizen boards for parks and recreation that identify justifications and guidelines for citizen boards. A sample of prescribed responsibilities include: advising with officials and leadership on recreation, understanding all aspects of the program, interpreting the program to the citizens, promoting needs and achieving results, interpreting the wishes and desires of the citizens, and stimulating public involvement in decision-making. These

responsibilities provide a basic understanding of a citizen board member's job functions and relationship with the community.

Since 1924 with the establishment of the first parks and recreation department, North Carolina citizens have been active in the management and operation of public parks and recreation departments. The North Carolina General Assembly first passed enabling legislation in 1945 regarding the administration of parks and recreation programs. North Carolina General Statute 160A-354 states "a city or county may operate a parks and recreation system as a line department, or it may create a parks and recreation commission and vest in it authority to operate the parks and recreation system" (1945, c. 1052; 1971, c. 698, s. 1.). Recreation commissions were instrumental in parks and recreation operations throughout the early stages. Recreation commissions had the ability to hire and fire parks and recreation directors and were responsible for financial operations of the department.

As local governments began adopting the Council-Manager system and establishing line departments, many recreation commissions shifted from governing and policymaking to advisory boards. The city managers then became responsible for hiring and firing parks and recreation directors. The directors, in turn, became responsible for proposing budgets and other supervisory and management duties. Regardless of who is responsible for the department, volunteers remain instrumental in guiding the parks and recreation department.

Today, of the 250 parks and recreation departments in North Carolina, 136 have active citizen boards. Most citizen boards in North Carolina have between five and fifteen members with an average of seven to nine members. Citizen boards typically have staggered terms for members, and members may be reappointed for two or

three consecutive terms. The specific responsibilities for the citizen boards vary from department to department but are inherently similar in terms of overall scope.

Because of the significant role citizen board members play in determining an agency's position on current issues, setting goals, formulating policies, and establishing services (Flickinger, et al., 1994), departments must be proactive in developing and fostering a retention program to help maintain board members and a recruitment program that will attract quality individuals to the specialized position.

Currently, parks and recreation departments in North Carolina utilize various methods to recruit potential citizen board volunteers. Recruitment efforts are directly influenced by the board's popularity. Departments with popular citizen boards may accept applications for the committee and do little advertising, while others must advertise to spark interest. Other departments may be dependent on current members or the director nominating individuals to fill vacancies. Regardless of how individuals are recruited, board members have various reasons motivating them to volunteer. Understanding citizen board members' reasons for volunteering will help staff design more effective recruitment programs. While volunteer motivation has been studied extensively since the 1950s, no studies were found that focused specifically on citizen board member volunteer motivations.

Multiple studies have been conducted analyzing volunteer motivations in general (Allison, Okun, & Dutridge, 2002; Clary, Snyder, & Stukas, 1996; Silverberg et al., 1999), including why people initially volunteer (Clary, Snyder, Ridge, Meine, & Haugen, 1994; Fitch, 1987; Graham, 2004) and continue volunteering (Cnaan & Goldberg-Glen, 1991; Ellis, 1996).

> "Analyses suggest that the functions [motivations] of volunteerism are related to the types of volunteer activities to which a person might be attracted, with

each of the six motivations (career, enhancement, protection, social, understanding and values) associated with involvement in some types of activities and unrelated to others" (Clary et al., 1996, p. 496).

The motivations vary with the volunteer's role in the organization. For example, youth athletic coaches may volunteer to benefit people they know, while maintenance and administrative support volunteers may volunteer to understand the department's inner-workings (Silverberg, 2004). Motivations served through volunteering are a major factor in predicting volunteer participation. However, an array of other factors also has a significant impact on an individual's motivations to volunteer.

Socio-demographic information specific to the volunteer (including age, gender, and socioeconomic variables) have also been found to be significant in predicting who volunteers and for how long a period. Clary et al. (1996) identified six functions (i.e., motivators) a person may choose to satisfy through volunteering: career, enhancement, protective, social, understanding and values. Clary et al. applied these six motivators to create an instrument, the Volunteer Functions Inventory (VFI), which measures motivations served through volunteering. Focusing on volunteers in local government, Silverberg et al. (1999) expanded Clary et al.'s VFI to include: knowledge of government operations, benefits to people the volunteer knows, and program(s) would not be offered without the volunteer's help. This research utilizes Silverberg et al.'s modified VFI, which has been used in local government to identify volunteer motivations.

Study Objective

The purpose of this study was to identify which motivators are fulfilled, including which demographic variables predict these functions, through volunteering on parks

and recreation citizen boards in North Carolina. This study also examined the present diversity of these boards. Those parks and recreation departments choosing to understand and embrace citizen board member motivations for volunteering have the opportunity to tailor recruitment and retention efforts for current and future board members. The better a department understands its volunteers, the more likely the department can meet the needs of its volunteers.

The research will address the following questions:

- How diverse are the current parks and recreation citizen boards In North Carolina?
- Using Silverberg et al.'s (1999) modified Volunteer Functions Inventory (VFI), which functions (motivators) are fulfilled through volunteering on a parks and recreation citizen board?
- Using Silverberg et al.'s (1999) modified VFI, which demographic variables are predictors of the different functions (motivators) for current parks and recreation citizen board members?

Organization of the Thesis

This thesis is organized into five chapters. Chapter One addresses the question of the necessity of a study on parks and recreation citizen board members. Also contained in the first chapter is the objective of the study, including research questions. Chapter Two is a review of the relevant literature on volunteerism. The methodology of the study is explained in Chapter Three, including sampling, instrument development, data collection, and limitations. Chapter Four consists of a descriptive summary of the sample, a review of the data analysis conducted to address the research questions, and significant statistical findings. Finally, Chapter

Five provides a discussion of the practical applicability of the results and suggestions for future research.

Limitations

The group chosen to participate in this study was obtained through purposive sampling. Purposive sampling can be useful in situations when trying to reach a specific group such as the citizen board members. All departments with an active citizen board had an equal opportunity to participate in this study. Furthermore, this research did not have access to citizen board member mailing addresses to distribute questionnaires directly to participants. The success of this research project depended heavily upon the cooperation of the parks and recreation director. Therefore, the results found from this study are not generalizable to all citizen board members but only to those in North Carolina. This study does provide some explanatory information that may be useful for citizen boards in other locales.

Definitions

- **Citizen board member (CBM):** any person on a parks and recreation advisory board or commission in North Carolina. Collectively, these people help advise and guide the parks and recreation department.
- **Volunteer Functions Inventory (VFI):** instrument used to identify volunteer motivations (reasons people volunteer). Original instrument measured six different functions, while a modified version measures nine total functions: values, social, career, understanding, protection, enhancement, knowledge of government operations, my community needs me, and benefits to my community.

- **Functions:** While research into the development and implementation of the VFI implores the term function to define motivations and reasons of volunteering, this research will use the term function(s) synonymously with reasons and/or motivators for volunteering. The terms are assumed to mean or describe the same constructs.

Chapter 2

Literature Review

This chapter provides a review of the relevant literature on volunteerism and identifies citizen board responsibilities using relevant literature. The sections of this chapter include an introduction and then sections to cover the pertinent literature in the areas of the need to understand volunteer motivations, motivation theory, historical trends in volunteerism, measuring volunteer motivations, and concluding with the Volunteer Functions Inventory (VFI).

Volunteerism

Significant research (Curtis, Grabb, & Baer, 1992; Davies, 1998; Dutton & Meakins, 1991; Knox, 1999) has been conducted to understand volunteer motivations in the social service realms such as non-profit, community service, and parks and recreation. Initial volunteer research explored the concept that family was the key factor predicting social participation. Anderson's (1943) research focused on linking volunteer motivations with parental volunteer patterns. Anderson reported that children who had regularly volunteering parents were more likely to be volunteers in adulthood than children whose parents did not volunteer. Furthermore, middle class participation tended to be the highest in religious or service organizations/fields and directly impacted the agencies or programs their children would choose to participate in as adults.

Volunteering in the United States became an expression of democracy and invoked responsibilities upon the individual for neighbors, community, and country (Sills, 1957). An individual's responsibility to his/her community took on additional importance during the Reagan years (1980s). Economic declines and the subsequent budget cuts required citizens to become active helpers providing public

programs and services such at parks and recreation. Individuals volunteering became just as vital to program development as the funding from governmental units. Researchers such as Friedmann, Frieree, Torjman, and Tuner, as stated in Arai (2000), coined the term "*participatory democracy*—active citizenship implies that individuals are able to engage in public problem solving and to become agents of change in their communities" (p. 346).

Citizens began reaching out to an extended community for fulfillment (e.g., social and career advancement) rather than just assisting those people within their community. Volunteering became a social norm, and Americans were encouraged to choose volunteering to benefit their neighbor, town, state and country as opposed to focusing solely within their own family.

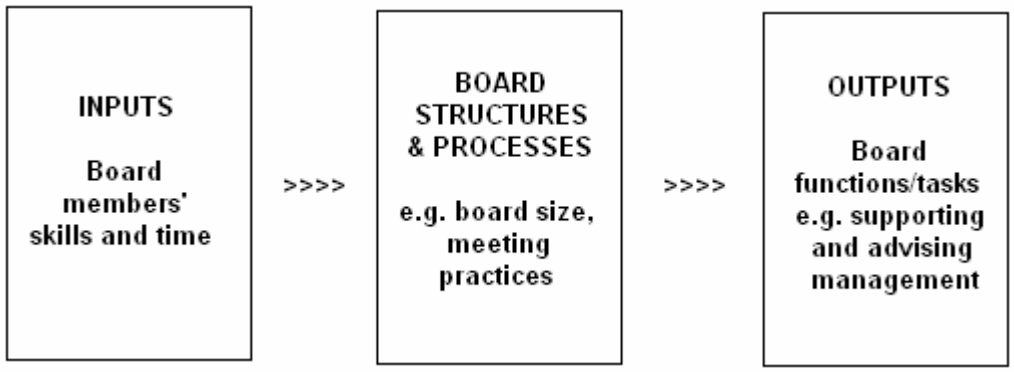
Citizen Boards

One facet for volunteering to improve the local government and community is citizen boards. Citizen boards typically function as either a governing (policy-making) or advisory board. Governing boards are legally responsible for an organization, act as stewards of the public trust, and have discretion in how they organize to carry out duties (Axelrod, 1994). On the other hand, an advisory board provides guidance to ensure the organization adheres to and fulfills the adopted mission. Research on various types of boards has been useful for establishing new boards and fine-tuning board development. North Carolina parks and recreation citizen boards are primarily advisory.

Multiple studies (Carter, Simkins, & Simpson, 2003; Conger, Finegold, & Lawler, 1998; Dulewicz & Herbert, 2004; Hendry & Kiel, 2004; Nicholson & Kiel, 2004; Van den Berghe & Levrau, 2004) have been conducted on for-profit and non-profit Boards of Directors examining boardroom performance, diversity, strategy,

effectiveness, and benefits. Conforth (2001) conceptualized a framework, based on the research of Dulewicz, MacMillian, and Herbert (1995) and Bradshaw, Murray, and Wolpin (1992), to measure board performance in terms of a simple input-output model. Figure 2.1 provides a graphical representation of the framework measuring board performance.

FIGURE 2.1
Influences on Board Performance



Conforth, C. (2001). What makes boards effective? An examination of the relationships between board inputs, structures, processes, and effectiveness in non-profit organizations. *Corporate Governance, 9*(3), 217-227.

Conforth (2001) found that the "two main inputs are the board members' skills and experience, and the time they are able to devote to their role" (p. 219). Furthermore, "the right mix of skills and experience (e.g., education, income, career) showed that both these variables were significantly and strongly correlated with each other, and board effectiveness" (p. 223). The "right" mix of skills and experience may also be applied collectively, not just individually. Carter, Simkins, and Simpson (2004) found board diversity is associated with improved value. Collectively, these inputs are transformed into outputs through the board's structures and processes. The "board structures are conceptualized as processes that have become formalized

and codified and that subsequently constrain board processes and behavior, for example the existence of sub-committees and the existence of job descriptions for board members" (Conforth, p. 219).

Conforth's research into board functions/tasks coincides with earlier research by Axelrod (1994) on board development and functions. While Conforth researched corporate boards, Axelrod conducted extensive research throughout the nonprofit sector on leadership and management, and the findings are similar. Axelrod's research into board leadership and development identified several elements key to a board's success such as focusing on support and mission, representing links with external environment, working well with the director, providing oversight, and supporting diversity. Because the role of a board is so diverse, the members of that board are typically equally as diverse in terms of abilities and motivations for participation. The National Association of Corporate Directors (1994) Blue Ribbon Commission recommended that gender, race, age, and nationality diversity should be considered in the selection of board members.

Diversity may not be limited to physical characteristics but interpersonal as well. Arai (2000) classified volunteers into three categories: citizen volunteer (i.e., decision-makers), techno volunteer (i.e., recruited for a specific skill), and labor volunteer (i.e., directly involved in implementing programs). More specifically, the research identified several themes covering the benefits experienced by citizen volunteers, from which citizen board members are classified. First of all, "making a contribution is one of the main benefits described by volunteers" (Arai, p. 336), and volunteers make contributions by doing something of value for the community. Secondly, Arai ascertained that "many board volunteers indicated that through their involvement they were able to develop knowledge and skills" (p. 337). Furthermore,

volunteers are practicing skills that are applicable to their occupations. "Board Volunteers describe social interaction and discussion [as benefits]…including an emphasis on decision-making by consensus, active participation and to some extent collective risk-taking" (p. 337). Arai concluded her study by stating "citizen volunteers are engaged in processes that extend beyond the development of individual benefits and experiences to the formation of collective networks that may be mobilized to achieve social change" (p. 346).

The remainder of this chapter explores the need to understand volunteer motivations, investigate why people have chosen to volunteer, and report what type of person has historically volunteered. Based upon Conforth's conceptual framework, understanding the current board members' motivation and backgrounds is the first step to effectively measuring board performance and managing a successful board.

The Need to Understand Volunteer Motivations

When attempting to recruit volunteers for any purpose, whether as a program volunteer or on a citizen board, it is imperative to understand the motivations that facilitate participation. When an agency embraces the reasons individuals volunteer, the agency can enrich the volunteers' experience (Gillespie & King, 1985). Satisfaction with the volunteer experience has been found to have a major impact on decisions for volunteers to continue participation (Cnaan & Goldberg-Glen, 1991; Henderson, 1984). Ensuring satisfaction with volunteering is crucial to motivating and retaining volunteers, and managers must understand what is motivating an individual to volunteer.

Ellis (1996) found that few people are motivated by just one factor but instead by a variety of services. The best volunteer experiences must adapt to the

volunteer's evolving needs. The benefits and motivations attracting the individual to volunteer in the first place may be unrelated to the person's desire to continue volunteering.

Silverberg, Ellis, Backman, and Backman's (1999) research into volunteer motive patterns identified the importance of relating who the volunteer is to the chosen program. They found three basic patterns of volunteers that an organization should identify:

1. *Type of program for which the person volunteers.* Initially, an agency should define the various programs available for volunteering. Examples in parks and recreation include youth athletic coaches, after-school activities, senior adult programs, and citizen boards. Furthermore, an agency must be aware of previous positions held by volunteers to better utilize them in future roles.
2. *The specific job function performed by the volunteers.* Agencies must identify the job functions for each position. Volunteers have the opportunity to evaluate positions initially and understand the duties required by the individual assuming the position. Identifying this link improves the organization's effectiveness recruiting potential volunteers to assume the same positions.
3. *Specific socio-demographic characteristics of the volunteers*. Agencies need to identify volunteer trends within their organization. Programs representing the entire agency or community must aspire to have proper representation from the actual community. This pattern enables the agency to take a critical look at its diversity with respect to the community.

Understanding an individual's motivation to volunteer and the perceived benefits of volunteering better equip an organization to identify potential volunteers (Clary et al., 1996; Cuskelly & Harrington, 1997). Identifying volunteer motivations also enables the manager to address various job duties within the organization. Identifying the responsibilities and functions enables the manager to address volunteer organization, placement, and recognition within the department (Farrell, Johnston, & Twynam, 1998).

Organizations unaware or unable to grasp an understanding of volunteer motives may have lower success rates at recruiting and retaining volunteers. Auld and Cuskelly (2001) found "successful volunteer programs create a symbiotic relationship between the volunteers, the agencies for which they work and the community context in which it occurs" (p. 36). The volunteers found the action as a necessity in life, just as the organization requires volunteers for future development. Based on the research in this section, it is imperative that agencies utilizing volunteers take time to understand the volunteer motivations and perceived benefits in order to facilitate future volunteer recruitment and retention.

Motivation Theory

Understanding an individual's motivation for volunteering to recruit and retain volunteers is vital. Researchers have identified three traditional motivation realms volunteers use to commence service with an organization: altruism, volunteering to serve (Flashman & Quick, 1985; Knox, 1999); volunteering for social contact or as a social act (Fitch, 1987; Gillespie & King, 1985); and volunteering to promote the goals of the particular organization or individual (Pearce, 1993).

Traditional Theories: Altruism, Social, Goal Oriented

Altruism, as defined by Batson, Ahmad, and Tsang (2002), is “an act of feeling to increase the welfare of another individual or individuals other than oneself (empathic emotion)” (p. 436). Altruism has been at the heart of volunteer motivations research and has sparked controversy both for and against. On one hand, volunteers seek to invest their efforts in those programs that will produce the greatest results for others in need of services (Davies, 1998; Rich, 1981). Further studies supported these findings. Allen and Rushton (1983) found that many community volunteers have an altruistic personality encouraging participation.

Gillespie and King (1985) identified motivation differences of separate generations. Older adults tend to be more altruistically motivated when volunteering because of wanting to help others. On the other hand, young adults typically desire to acquire skills which will help them succeed. Research into the recreational and youth development field found the altruistic motive to be stronger than any other motivation (Backman, Wicks, & Silverberg, 1997).

Conversely, altruism has also seen large amounts of research discounting whether or not individuals can volunteer with truly altruistic motives without deriving a benefit themselves (Gidron, 1977; Olson, 1965). Individuals may use self-interest as a driving force and be too selfish to volunteer to help those in need (Smith, 1983). Whether volunteers desire to obtain training to make themselves more employable (Murnighan, Kim & Metzger, 1993) or desire to feel better emotionally (Cnaan & Goldberg-Glen, 1991), individuals seem to be volunteering for reasons other than for altruism. Some researchers call altruism outdated and no longer applicable to volunteer research (e.g., Bales, 1996). Furthermore, individuals may have initially desired to participate due to altruistic reasons, but the benefits received from

continuous participation begin to diminish the original altruistic desires (Dutton & Meakins, 1991). One such benefit to volunteering, other than solely helping, is socializing among fellow volunteers and participants.

Volunteers may also have the primary desire to become involved with an organization not specifically to help others, but to take advantage of the socializing aspect with co-workers or friends (Clary et al., 1994; Cuskelly & Harrison, 1997; Davies, 1998; Henderson, 1984; Murnighan, Kim, & Metzger, 1993). While becoming a member of a citizen board may not provide ample opportunities for traditional socializing, board members may have the opportunity to expand networks for future personal benefits. Joining service organizations or advisory boards make available opportunities for group identification and increased personal standing (Caldwell & Andereck, 1994). Many of these same researchers also found individuals to possess goal-oriented motivations when desiring to become a volunteer.

Individuals may desire to gain something more than socializing through volunteering. Volunteers can help the chosen organization achieve objectives to a specific cause having personal meaning to the volunteer. Gillespie and King (1985) found that volunteering provides the opportunity to contribute to the community by improving life-satisfaction for all citizens. Research findings from Curtis, Grabb, and Baer (1992) supported Gillespie and King when they found Americans are more likely to take part in voluntary activity to achieve specific goals, such as using skills obtained in regular full-time employment in specialized positions on boards and committees or vice versa. This common practice occurs with many advisory and governing boards of organizations with limited financial capacities, where individuals

on the boards provide a wealth of resources, including in-kind services, experience, and networking opportunities.

Davies (1998) suggested individuals desire to give something back to programs or activities they gained much enjoyment from in the past. These findings supported Backman et al. (1997), where the primary reasons for volunteering included doing something for a cause that was important to them. This concept is prevalent throughout recreation volunteers from athletic coaches to citizen board members who desire to do something useful for their respective community. Volunteers are more likely to participate in an organization when their individual goals are significantly related to an organization's goals and volunteering choices (Kim & Murnighan, 1997). Research in public administration began examining alternatives to the traditional motivation research on individual involvement (i.e., altruism, socializing, goal attainment), instead focusing on service provision through coproduction.

Coproduction

Coproduction is essentially the involvement of consumers of a service in the actual delivery of that service (Brudney, 1987), which is "intended to raise the quality and or amount of services provided" (Brudney, p. 16). Furthermore, "coproduction encompasses not only the self-help efforts of citizens in service production but also citizen voluntary activities in the government sector in the provision of collective goods" (Brudney, p. 16).

Research into coproduction arose as a result of economic declines in the United States and limited financial resources, as well as the increase of public participation in the provision of government services. Communities were faced with the dilemma to eliminate programs and services, unless citizens began to assume

some of the program responsibilities. Volunteers never replace professionals, but rather assist the limited number of professionals in providing services for the larger community. Researchers coined the term coproduction as a means to identify motivations for citizens who become involved in local government decision-making and service provision.

Coproduction is a form of citizen participation in the daily operation of political institutions and is one component of good citizenship (Rosentraub & Sharp, 1981). Local governments may be faced with the dilemma to become more efficient providing services or be forced to privatize certain services. Coproduction provides an alternative to privatizing or losing services and encourages citizens to be actively engaged in making democracy work regularly and effectively.

Nichols, Gratton, Shibli, and Taylor (1998) suggested "a trend towards greater involvement in partnerships between local authorities (local government/department) and the voluntary sector (citizens), not less, as more authorities move towards a community oriented enabler approach" (p. 120). Communities are empowering and encouraging citizens to become active participants in the governmental process and service-delivery. Citizens have the opportunity to be members of various advisory boards in local government (e.g., housing, planning, recreation). Coproduction supports the notion that volunteering can emphasize participative democracy (Nichols et al.) and provide opportunities to fulfill responsibilities to the individual's larger community and even improve the individual's community (Cnaan & Goldberg-Glen, 1991).

Researchers have proposed and distinguished between the following coproduction classifications:

- Hard services--building bridges and infrastructure (Whitaker, 1980)
- Soft services--participation in human services, such as parks and recreation (Whitaker)
- Passive coproduction--compliance to law (Rich, 1981)
- Active coproduction--action that requires citizens to perform certain tasks (Rich)

As a result of these definitions, Brudney and England (1983) suggested that coproduction should only include those actions that are completely voluntary, active, and have positive results. Although motivation realms focusing on altruism, socializing, goal attainment, and coproduction have stressed the importance of the individual, the historical trends of the whole are important.

Historical Trends in Volunteerism

Understanding motivations alone will not provide all the answers when identifying volunteers. Additionally, the relationship of demographics and volunteerism must be examined to determine the impacts on volunteer recruitment and retention for various populations. Repeated studies have been performed to identify volunteer trends as they relate to various demographics. Specifically, these studies have examined volunteers and socio-economic status (i.e., education and income), age, and gender.

The results of these studies indicate that education has been an important factor in not only predicting who becomes a volunteer and the organization chosen, but also how often the person chooses to volunteer. Middle and upper income individuals were more likely to volunteer in positions with political presence and professional service, while lower-income individuals were more likely to associate

with fraternal and religious organizations (Cousens, 1964). Subsequent research continued identifying a high correlation with the amount of education (and earned income) obtained and likelihood to volunteer (MacPherson & Lockwood, 1980; Tedrick & Henderson, 1989), and limited education and low occupational prestige as factors that inhibit social participation (Williams, Babchuk, & Johnson, 1973). Since education was once an opportunity available for certain people, researchers have explored the significance of age and gender and the effects on volunteer patterns.

The relation of age and gender to volunteer patterns has evolved over the last 50 years, while economic status has remained consistent. First of all, volunteer analysis by Babchuk and Booth (1969) found that an individual's age has a significant impact upon affiliation with an organization. The 40-59 age group had the highest affiliation of any other population segment. Since 1969, the relationship of age and volunteerism has shifted. Studies have looked less at age-specific volunteerism patterns and more at life-stage motivations for volunteerism (Curtis, 1971; MacPherson & Longwood, 1980; Williams, Babchuk & Johnson, 1973).

The most current research has changed from identifying which population segment volunteers the most to identifying the primary motivation for each segment. Gillespie and King (1985) found the reasons individuals volunteer vary with age, depending on life stages. Therefore, identifying the life stage of current volunteers will subsequently lead to the identification of specific motivations for the life stage. Examples of life stages identified by Gillespie and King include:

- Individuals 18-25 years who volunteer most to contribute to the community. These individuals are completing their educations and typically do not have large families.

- Individuals 38-54 years who volunteer to obtain training and skills. These individuals are supporting families and are interested in advancing their careers.
- Individuals 54-65 years who volunteer to help others. These individuals are recently retired and now have time to give back to their communities.

As a result of the baby boomers approaching retirement and senior status, the senior segment, including those 50 years and over, is growing more quickly than any other demographic and must be approached by managers with volunteer recruitment packages (Ellis, 1996; Nichols, Gratton, Shibli, & Taylor, 1998). Younger volunteers (18-25 years) may be too busy obtaining an education, gaining experience, and preparing for employment in other avenues than volunteering (Pearce, 1993).

An entire research project could be conducted on gender and participation rates, but this literature review touches upon the participation of women in managerial roles. Trends have also shifted regarding the relationship of gender to volunteering. Traditional volunteer research in the 1960s and 1970s on gender influencing volunteer rates found that men were more likely to be volunteers than women (Babchuk & Booth, 1969; Curtis, 1971). In the 1980s a shift began as MacPherson and Longwood (1980) found women had begun to volunteer just as much if not more than men. More recently, research into public administration found that men had traditionally served on boards and women on the front lines. Now women are among the policy-makers, and men are assuming the hands-on volunteer roles (Ellis, 1996). As the managerial roles for women increase, so have participation on boards.

Initial research has examined the various motivation realms, as well as the current socio-demographic patterns of volunteers throughout the past 50 years. Researchers have been using these findings to refine old and establish new instruments and scales to measure volunteer motivations.

Measuring Volunteer Motivations

Recent research has focused upon identifying the functions of volunteering or the reasons individuals choose to volunteer. A variety of measurement tools have been used in an attempt to determine and explain the motivations encouraging individuals to volunteer. Researchers have used a variety of methods, from open-ended probes to Likert-type questions to measure volunteer motivations and needs. These researchers have adapted, created, and/or used the Bales Volunteerism Activism Scale, which measured the propensity to volunteer (Bales, 1996); Volunteer Functions Inventory (VFI), which enables the construction of a motivation profile (Allison, Okun, & Dutridge, 2002; Clary et al., 1996; Silverberg et al., 1999); Recreation Experience Preference, which identifies the benefits to being a volunteer (Cuskelly & Harrington, 1997); Volunteer Needs Profile, which examines volunteer retention (Schondel & Boehm, 2000); and the Special Events Volunteer Motivation Scale, which focuses upon special events (Farrell, Johnston, & Twynam, 1998). Table 2.1 identifies scales/instruments developed and studies conducted to evaluate volunteer motivations and needs.

The need to construct a motivation profile of current volunteers can only be satisfied by the VFI. Studies such as Bales (1996) measured the propensity to volunteer, while Schondel and Boehm (2000) focused solely on volunteer retention. When creating the VFI, Clary et al. (1998) stated that “although there exist reliable and valid measures of motivations for specific kinds of volunteer service, there

remains a need for an inventory that reliably and validly taps a set of motivations of generic relevance to volunteerism" (p. 1519). Furthermore, the VFI is complete with a set of items to reflect the psychological and social functions of volunteerism. Silverberg et al. (1999) expanded the VFI to include three coproduction motivators, while Allison, Okun and Dutridge (2002) tested the VFI against an open-ended probe.

TABLE 2.1
Past Instruments Used to Measure
Volunteer Motivations and Needs

Study	Instrument	Description/Comments
Bales (1996)	Bales Volunteerism-Activism Scale (Adaptation of the basic Thurstone Scaling Technique)	A special attitudinal scale developed to measure volunteerism-activism as an attitude, and the respondent's propensity to volunteer.
Clary, Snyder & Stukas (1996)	Volunteer Functions Inventory (VFI)—used to assess six various motives for volunteering (values, understanding, enhancement, career function, social, and protective)	Organizations may use the VFI to assess the motivations that are important to their current volunteers or to construct a motivation profile associated with their type of volunteer.
Cuskelly & Harrington (1997)	Used an adaptation of the Recreation Experience Preference (REP) Scale (Driver, Tinsley, & Manfredo, 1991)	5-point Likert Scale; Identified 30 leisure benefits statements in relation to being a volunteer. Applied the various types of volunteers to a work/leisure continuum.
Farrell, Johnston, & Twynam (1998)	Special Event Volunteer Motivation Scale (SEVMS). Volunteer motivation examined using a 28-item scale adapted for this study from the scale developed by Cnaan and Goldberg-Glen (1991).	The original scale originally set out to measure four factors, but reliability scores were low and loaded on one factor. Items were adapted specific to special events.
Silverberg, Ellis, Backman & Backman (1999) (2004)	VFI (Clary, et al, 1996) plus three coproduction functions	Tested and added three coproduction motives to Clary's VFI—the department and community need me, knowledge of government operations, and benefits to people I know. Found these three to be significant to parks and recreation volunteers.
Schondel & Boehm (2000)	Volunteer Needs Profile (VNP; Francies, 1982)	The 35-item VNP was developed to enhance volunteer retention by matching placement with volunteers' needs. The VNP provides scores that indicate the relative importance (rank) of the needs.
Auld & Cuskelly (2001)	5-Point Likert-type scale	Asked a series of questions regarding the nature of their volunteer involvement and then to respond to a number of statements about volunteering.
Allison, Okun & Dutridge (2002)	VFI (Likert Rating Scale) and Open-Ended Probe	Motives for volunteering are better predictors of frequency of volunteering when they are assessed by the VFI as opposed to an open-ended probe.

The Volunteer Functions Inventory

This thesis uses the Volunteer Functions Inventory (VFI) as the survey instrument based on its prior application and applicability to parks and recreation volunteers in Phoenix, Arizona, and to other social (non-profit) organizations. This

section will first identify and define the components of the VFI. Secondly, the development of an inventory of volunteers' motivations and subsequent validity and reliability confirmations are identified. Finally, the VFI is applied to recreation-related research by other researchers and supplemented with additional motivators related to the coproduction of services.

The Volunteer Functions Inventory is "an instrument designed to measure the motivations served by volunteerism" (Clary et al., 1998, p. 1518). Initial investigations into creating a VFI identified only five reasons for volunteering: expressive, ego defensive, social adjustive, utilitarian, and knowledge (Clary, Snyder, Ridge, Meine, & Haugene, 1994). Later research by Clary et al. (1996; 1998) redefined and even expanded these reasons to six. The values motivator replaced expressive, understanding replaced knowledge, social replaced social adjustive, career replaced utilitarian, protective replaced ego defensive, and the enhancement (esteem) motivator is identified. To grasp the VFI completely, one must first understand each motivator and how it is defined. The remainder of this section identifies each motivator and the definition(s) used to describe the motivator.

Values motivator

The first motivator identified is the values motivator. The values motivator definition has evolved from an expressive act through which volunteering translates values to action (Clary et al., 1994) to incorporate a specific set of personal values. Clary et al. (1996) identified the values motivator as an expression resulting from those values important to one's self, which may differ from the community values as a whole. Finally, Clary et al. (1998) defined the values motivator as "the opportunities that volunteerism provides for individuals to express values related to altruistic and humanitarian concerns for others" (p. 1517). People volunteering in

soup kitchens, at women's centers, or with youth at-risk may possibly fulfill the values motivator to improve the lives of those sharing the community. The values motivator is modeled similarly to research identified in the previous section about altruistic volunteering.

Understanding motivator

The understanding motivator is the second factor volunteers might use. Clary et al. (1994) initially defined understanding as knowledge where the volunteer may learn useful skills. In their 1996 study, Clary et al. incorporated knowledge into the understanding definition and began labeling this motivator as understanding. Furthermore, Clary et al. (1996) expanded from volunteers solely learning useful skills to increasing knowledge of current skills and even developing the new skill sets.

Finally, Clary et al. (1998) identified volunteering as an opportunity "to permit new learning experiences and the chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed" (p. 1518). Using this definition, volunteering helps foster and maintain skill sets already possessed by the individual. Without volunteering, these skills may be lost and no longer beneficial to the volunteer. For example, volunteering to fulfill the understanding motivator can be done by students wishing to utilize skill sets learned in the classroom and eager to use them in a practical (rather than theoretical) setting.

Social motivator

The third motivator volunteering serves is fulfilling the need to be around and engaged with other people—a social motivator. Volunteering is an activity for participating with friends or people (Clary et al., 1994). Volunteers may choose to begin volunteering to meet people in a new community or volunteer to spend more

time expanding upon current friendships. Clary et al.'s (1996) later research incorporated the previous statement into its social definition. Volunteering helps engage citizens in a new community and "fit in." Clary et al.'s (1998) latest amendment to the social motivator definition highlighted the awareness aspect fulfilled through volunteering. Furthermore, "volunteering may offer opportunities to be with one's friends or to engage in an activity viewed favorably by important others" (Clary et al., 1998, p. 1518). Volunteering may now elevate an individual's perceived or actual status within the community. Rather than volunteering for altruistic reasons, these volunteers are volunteering for themselves.

Career motivator

The fourth motivator served by volunteering encourages benefits to career-related endeavors. This motivator was initially defined as a utilitarian motivator where volunteering highlights areas for job preparation (Clary et al., 1994). Clary et al. (1996) defined the motivator as an experience that will not only highlight the areas the volunteer expands upon but also as an experience benefiting an individual's present career. The definition used today defines career-based volunteering as "a means of preparing for a new career or of maintaining career-relevant skills" (Clary et al., 1998, p. 1518). Volunteers may choose volunteering as an avenue to explore new career opportunities or desires. For example, persons choosing to volunteer on a citizen board may aspire to be elected to a political office. Volunteering on these advisory boards expands the person's knowledge base by learning about the government's political system. Volunteering to serve the career motivator provides an opportunity to network with other political figures to form collaborations or partnerships.

Protective motivator

The fifth motivator volunteering may serve "traces its roots to functional theorizing's traditional concerns with motivations involving processes associated with the functioning ego" (Clary et al., 1998, p. 1518). The protective motivator was originally identified as an ego-defensive motivator where volunteering reduces the guilt from being more fortunate than others (Clary et al., 1994). Clary et al. (1996) identified this motivator as a mechanism to cope with inner anxieties and conflicts. Furthermore, the protective motivator allows the volunteer to escape negative feelings by reducing "guilt over being more fortunate than others and to address one's own personal problems" (Clary et al., 1998, p. 1518). Volunteering, in this sense, takes a therapeutic role and allows the person an opportunity to cope with his/her inner struggles. An example of protective motivator volunteers could be disaster relief volunteers who volunteer to escape negative feelings from being unharmed or not afflicted by a specific tragedy.

Enhancement motivator

The final motivator that may be fulfilled through volunteering expands upon the ego concept. This motivator was initially omitted in the earliest VFI research, and not until Clary et al.'s 1996 research did the concept become an actual motivator possibly motivating people to volunteer. Originally, the enhancement motivator set out to engage the volunteer in psychological development by enhancing his/her self-esteem (Clary et al., 1996). Further research identified the enhancement motivator as involving "a motivational process that centers on the ego's growth and development and involves positive strivings of the ego" (Clary et al., 1998, p. 1518). Therefore, volunteering must be a positive experience that enhances the volunteer's ego. Volunteers feel better through volunteering, but not in the sense of the altruistic

volunteer. Volunteer aims to be surrounded in a positive atmosphere that benefits him/her individually and personally.

Research using the VFI

Two research studies have been conducted utilizing the VFI research instrument. The first study by Allison, Okun and Dutridge (2002) set out to compare the motives (using the above mentioned motivators) of *Make A Difference* (MAD) volunteers using an open-ended questionnaire and the VFI to determine which was a better predictor identifying volunteer motivations. The second study, Silverberg (1999; 2004) examined the motives of traditional parks and recreation volunteers in Phoenix, Arizona, stating "there is very little empirical literature concerning the motivations of and distinctions between these volunteers" (p. 89). This experiment separated volunteer opportunities and found that job function influences volunteer motivation.

Allison et al. (2002) conducted research that could benefit volunteer recruitment in service organizations. Understanding current volunteer motives enables service organizations to tailor specific recruitment packages based on the motivators volunteering serves current members. Service organizations have much in common with the public parks and recreation departments including the difficulty of attracting adequate volunteers and commitment to the traditionally underserved. Allison et al. ascertained that in service organizations, "the most salient motive [to volunteer] was value, followed by understanding and esteem" motives (p. 248).

Allison et al. (2002) found the VFI to be the better predictor in identifying volunteer motivations in comparison to an open-ended response probe. Allison et al.'s research, in conjunction with Clary et al. (1996), supported the VFI as a sound

instrument to determine motives for volunteering and to examine whether or not these reasons/motives affect the volunteer frequency rates.

Silverberg's (2004) research identified the importance of understanding the volunteer job setting, the level of volunteer job satisfaction, and the socio-demographic characteristics of volunteers. Building upon these concepts, Silverberg identified and tested three additional constructs (i.e., motivators) to the VFI on the City of Phoenix volunteers:

> (Coproduction motive one) "A perception volunteers possess that the program will not be offered without help…
>
> (Coproduction motive two) Volunteers have a desire to become more knowledgeable about and be more involved in the governmental infrastructure of their community …
>
> (Coproduction motive three) Volunteers perceive that their volunteering will have a direct benefit on a person they know (usually a family member)" (Silverberg, 2004, p. 91).

Silverberg's (2004) research found these three motivators to be essential when evaluating volunteer motives in parks and recreation. The research instrument expanded the VFI from six motivators (enhancement, values, social, esteem, understanding, and career) to nine motivators including the above mentioned constructs as motivations. Silverberg et al.'s (1999) research was the first to incorporate the coproduction when assessing motives and recommended future research into parks and recreation volunteers include the three coproduction motives.

Silverberg (2004) found that the motivators served by volunteering depend upon the volunteer position held within the organization. Only three motivators (of

the nine possible) were significant in motivating volunteers to participate: (1) enhancement, (2) knowledge of governmental operations, and (3) benefits to people I know. Silverberg's research supported earlier findings that "the configuration of motivations (motivators) varies with activity type (or position)" (Clary et al., 1996, p. 496). Once again, these motivators rated differently depending upon the volunteer's position in the department. For example, volunteers helping with maintenance had higher scores in the knowledge of government operations, and volunteer youth athletic coaches were motivated by benefits to people they knew.

Summary

The literature review above provides a framework for the research to be conducted in the later chapters. The next chapter will discuss the methodology developed to test the research questions.

- How diverse are the current parks and recreation citizen boards In North Carolina?
- Using Silverberg et al.'s (1999) modified VFI, which motivators are fulfilled through volunteering on a parks and recreation citizen board?
- Using Silverberg et al.'s (1999) modified VFI, which demographic variables are predictors of the nine motivators for current parks and recreation citizen board members?

Chapter 3

Methodology

This chapter provides descriptions of the present study's population, sampling frame, data collection processes, instrument development, limitations, and proposed statistical analyses.

Study Population

The study population came from all individuals who volunteered as citizen board members with 136 municipal and county parks and recreation departments in North Carolina with active citizen boards.

Study Sample

The sample for the study consisted of 734 potential respondents from the 80 municipal and county parks and recreation departments whose director responded to an initial email or phone call verifying the existence of an active board and agreeing to participate in the study. Only 40% of the potential respondents representing 60% of departments with active citizen boards participated.

Introduction to Data Collection

Data were collected using a paper-and-pencil questionnaire, which was distributed to the 734 citizen board members of the 80 participating departments throughout North Carolina. A modified Dillman (2000) approach was used to gather the sample, which consisted of two contact points: (1) cover letter to directors, questionnaire with cover letter to board members, and a pre-addressed, stamped envelope for each board member and (2) electronic mail reminders to each director the week prior to the board's regularly scheduled meeting. Table 3.1 summarizes the participating departments and the number of citizen board members with the potential to participate in this study from each department.

TABLE 3.1
NC Parks and Recreation Departments Participating in the Study with Potential Participation for Each Citizen Board

Department	Citizen Board Size
Alamance County	9
Avery County	5
Ayden	9
Black Mountain	9
Bladen County	12
Brunswick County	5
Burke County	10
Burlington	12
Cabarrus County	9
Carrboro	5
Cary	12
Chapel Hill	11
Clayton	15
Clinton	7
Columbus County	9
Craven County	12
Currituck County	8
Davidson County	12
Dunn	9
Duplin County	9
Edenton-Chowan	8
Elkin	9
Garner	5
Gaston County	16
Goldsboro	14
Graham	7
Greene County	8
Greensboro	9
Greenville	9
Harrisburg	5
Havelock	8
Haywood County	9
Henderson County	11
Henderson-Vance	12
Hickory	12
High Point	8
Holly Springs	9
Hope Mills	8
Huntersville	10
Iredell County	11

Department	Citizen Board Size
Jacksonville	10
Kannapolis	9
Kenly	7
Kernersville	9
Kinston-Lenoir	14
Lexington	9
Lillington	5
Lumberton	9
Madison County	15
Madison-Mayodan	6
Matthews	4
Mecklenburg County	13
Mitchell County	11
Moore County	7
Morehead City	7
Morrisville	7
Mount Holly	10
N. Wilkesboro	5
Oak Island	7
Orange County	12
Person County	8
Roanoke Rapids	9
Rutherfordton	7
Salisbury	9
Scotland County	9
Shelby	9
Surry County	15
Thomasville	9
Union County	10
Valdese	10
Wake County	8
Wake Forest	10
Wallace	9
Warren County	7
Washington	9
Waynesville	8
Williamston	7
Wilson	11
Winston-Salem	11
Zebulon	6
Sample Size	***734***

Table 3.2 summarizes the distribution of agencies by population class. The population estimates used in this study were municipal and county estimates as of

July 1, 2003. The United States of America's Census Bureau (www.census.gov) calculated the estimates. The population category groupings include:

A Departments serving populations greater than 100,000
B Departments serving populations between 50,000 and 99,999
C Departments serving populations between 25,000 and 49,999
D Departments serving populations between 10,000 and 24,999
E Departments serving populations between 5,000 and 9,999
F Departments serving populations less than 4,999

TABLE 3.2
NC Parks and Recreation Departments Potentially Participating in the Study by Population Class

Population Category Grouping	Number of Departments Participating	% of Total Departments Participating	Number of CBMs Participating	% of Total CBMs Participating
A	11	13.75%	120	16.35%
B	14	17.5%	140	19.07%
C	12	15%	126	17.17%
D	22	27.5%	190	25.89%
E	11	13.75%	85	11.58%
F	10	12.5%	73	9.95%
TOTALS	**80**	**100%**	**734**	**100%**

Instrument Development

Instrument Used in Data Collection

The survey instrument distributed to participating parks and recreation department directors and then to active citizen board members, consisted of two sections, along with an introductory statement and instructions for completion and submission. The two sections were: Silverberg et al.'s (1999) modified Volunteer Functions Inventory (VFI) and socio-demographic questions. The complete survey as sent to citizen boards is in Appendix A. The completed survey was approved as exempt from the policy by the Institutional Review Board (IRB) on February 17, 2005. A copy of the letter, as received from the IRB, is in Appendix B.

Section 1: Silverberg et al.'s (1999) modified volunteer functions inventory.

The first section of the survey contained 43 statements measuring 9 motivators (functions) of volunteer motivations for being a citizen board member: career (five statements), social (five statements), values (five statements), understanding (five statements), enhancement (five statements), protection (five statements), benefits my community (four statements), knowledge of government operations (four statements), and the department needs me (five statements). Statements were measured using a seven-point Likert-style scale, anchored at either end with response options of "Not at all Important" and "Extremely Important," and with a mid-point of "Moderately Important." Thirty of the statements measuring career, social, values, understanding, enhancement and protection were borrowed from Clary et al.'s (1996) original research and Allison et al.'s (2002) research instrument designed to measure volunteer motivations. The final 13 statements measuring "benefits my community," "knowledge of government operations," and "the department needs me" are all coproduction statements borrowed from Silverberg et al.'s (1999) instrument measuring the motivations of parks, recreation and library department volunteers. Table 3.3 outlines the nine categories of volunteer motivations and their corresponding statements.

Table 3.3
Volunteer Motivation Function and Statements Included on Instrument

Volunteer Motivation Function	Statement on Instrument with Corresponding Number
Career	1. Volunteering can help me get my foot in the door at the place where I would like to work.
	14. I can make new contacts that might help my business career.
	19. Volunteering allows me to explore different career options.
	28. Volunteering on the Citizen Board will help me succeed in my chosen profession.
	38. Volunteering experience will look good on my resume.
Social	2. My friends volunteer on the Citizen Board.
	4. People I am close to want me to volunteer.
	7. People I know share an interest in community service.
	22. Others with whom I am close place a high value on community service.
	30. Volunteering is an important activity to the people I know best.
Values	3. I am concerned about those les fortunate than myself.
	10. I am genuinely concerned with the citizens I am serving.
	21. I feel compassion toward people in need.
	25. I feel it is important to help others.
	29. I can do something for a cause that is important to me.
Understand	16. By being a member on the Citizen Board, I can learn more about the cause for which I am working.
	18. Volunteering on the Citizen Board allows me to gain a new perspective on things.
	23. Volunteering on a Citizen Board lets me learn through direct “hands on” experience
	34. I can learn how to deal with a variety of people.
	41. I can explore my own strengths.
Enhancement	5. Volunteering on the Board makes me feel important.
	17. Volunteering increases my self-esteem.
	35. Volunteering makes me feel needed.
	37. Volunteering makes me feel better about myself.
	40. Volunteering is a way to make new friends.
Protection	8. No matter how bad I have been feeling, volunteering helps me to forget about it.
	12. By volunteering on the Citizen Board, I feel less lonely.
	15. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
	26. Volunteering helps me work through my own personal problems.
	33. Volunteering is a good escape from my own troubles.
The Department Needs Me	13. I volunteer because it helps the Parks and Recreation Department offer more programs.
	27. If I don’t volunteer, the chances of the programs continuing are reduced.
	31. I volunteer because without my involvement, the quality of the programs would suffer.
	39. I volunteer on the Citizen Board because it helps the department offer higher quality programs.
	42. My volunteering contributes to the success of the program for which I volunteer.
Benefits to People I know	6. I volunteer because a family member benefits from my service to the program.
	11. I volunteer on the Citizen Board because I directly benefit from the service that I help provide.
	24. I volunteer because someone I know benefits from my service to the program.
	36. I volunteer on the Citizen Board because it helps the department offer higher quality programs.
Knowledge of Government Operations	9. I volunteer on the Citizen Board because it helps me learn about my local government.
	20. I volunteer on the Citizen Board because it increases my knowledge of how the department operates.
	32. I volunteer on the Citizen Board because it enables me to contribute something to my community.
	43. I volunteer on the Citizen Board because volunteering is the responsibility of a good citizen.

Section 2: demographic variables.

The final section of the survey consisted of a series of 11 questions addressing the following independent variables: length of citizen board membership, membership to the North Carolina Recreation and Parks Association's (NCRPA) citizen board branch, gender, age, marriage status, race/ethnicity, education completion level, individual annual salary, current employer, current position and employment sector. Questions were a combination of open-ended (length of citizen board membership and age) and close-ended (NCRPA membership, gender, marriage status, race/ethnicity, education, individual salary/earnings, employer, employment position, and employment sector) questions. This section was designed as a means to profile the existing citizen board members. In addition to the 11 demographic questions, each survey was color-coded and marked based on the community's size.

Reliability of the VFI

Cronbach's alpha internal consistency coefficients were calculated for the six VFI functions/motivators. The reliability coefficients for the VFI were all fairly high (motivator, alpha): social, .8273; values, .7393; career, .9261; understanding, .8095; protective, .7552; and esteem, .7930 (Clary, Snyder, & Ridge, 1992). Furthermore, "factor analysis resulted in a nearly perfectly clean structure, providing evidence that [the] theoretically derived motivations were distinct and evident in responses of actual volunteers" (Clary et al., 1998, p. 1519). Clary et al. (1998) tested the temporal stability with similar success. The test-retest correlation for the values motivator was .78; for understanding and enhancement, .77; for social and career, .68; and for protective, .64.

Cronbach's alpha internal consistency coefficients were calculated for the nine functions/motivators in the Silverberg et al. (1999) modified VFI. The reliability coefficients for the motivators from Silverberg et al.'s research were (motivator, alpha): protective, .83; values, .77; career, .88; social, .77; understanding, .87, enhancement, .80; my community needs me, .73; knowledge of government operations, .65; and benefits to people I know, .76. The nine motivators were found to be reliable for sampling parks and recreation volunteers.

Method of Data Collection

Citizen boards meet regularly throughout the course of a year. Some boards meet monthly while others bi-monthly. An email was sent on February 14, 2005 establishing contact with parks and recreation directors with active citizen boards. (See Appendix C for initial e-mail). Telephone calls were made to directors without access to e-mail or having unknown addresses. In addition to explaining the project's scope, directors were asked two questions on each email: how many citizen board members were on currently on the board and when the next meeting was scheduled. There were 136 attempted contacts, 12 via telephone and 124 via e-mail, of which 64 initially responded. A follow-up notice was sent or phoned on February 21, 2005 to those departments failing to respond to the initial inquiry. (See Appendix D for follow-up e-mail). The follow-up inquiry netted an additional 14 departments, bringing the total departments participating to 80.

Packets including a letter to the director and a questionnaire and return-addressed stamped envelope for each citizen board member were distributed on February 23, 2005. Questionnaires were color-coded and physically marked based on the community's size: A-White, B-Blue, C-Tan, D-Salmon, E-Orchid, and F-Pink. An e-mail, note was sent on February 25, 2005 to each participating director

announcing the distribution of packets. (See Appendix E for distribution e-mail and Appendix F for an example of the letter accompanying the survey packets) Directors were not required to respond to the email.

To help facilitate obtaining a higher response rate, information regarding the participating departments and the instrument were sent to the five current Recreation Resources Service consultants in the regional offices. Regional consultants encouraged and reminded the directors to participate in the study. Email reminders were also sent directly to directors on March 2, 2005 for board meetings the week of March 7, 2005; March 9, 2005 for board meetings the week of March 14, 2005; March 16, 2005 for board meetings the week of March 21, 2005; and March 23, 2005 for the week of March 28, 2005. (See Appendix G for an example of the reminder e-mail.)

Statistical Analyses

The research questions are listed below with the statistical analyses performed using SPSS, 13.0 software were:

- How diverse are the current parks and recreation citizen boards in North Carolina?
    - Simple descriptive statistics to profile the present parks and recreation citizen board members.
- Using Silverberg et al.'s (1999) modified Volunteer Functions Inventory (VFI), which functions (motivators) are fulfilled through volunteering on a parks and recreation citizen board?

    - A one-sample t-test to analyze whether any of the nine volunteer motivators were statistically significant above the midpoint of four and therefore present collectively among the citizen boards.
- Using Silverberg et al.'s (1999) modified VFI, which demographic variables are predictors of the different functions (motivators) for current parks and recreation citizen board members?
    - Multiple regression analysis to determine which demographic variables are predictors for each volunteer motivator.
    - A two-sample t-test to analyze the statistical significance of the nine volunteer motivators to gender, marriage status, race/ethnicity and NCRPA membership.

Summary

This chapter provided a summary of the framework utilized for empirical testing of the proposed research questions on volunteer motivations and the relationship with socio-demographic characteristics for North Carolina parks and recreation citizen board members. Chapter four will review the results from the statistical analyses conducted on the data.

Chapter 4

Results

The preceding chapter explained the instrument used in the present study, which was a two-part survey on North Carolina parks and recreation citizen board member motivators and additional demographic variables selected to help predict motivators served through volunteering and also to profile current board members. This section presents results from the statistical methods used to analyze data from these two sections of the survey and answer the three research questions posed in the first chapter.

- How diverse are the current parks and recreation citizen boards in North Carolina?
- Using Silverberg et al.'s (1999) modified Volunteer Functions Inventory (VFI), which functions (motivators) are fulfilled through volunteering on a parks and recreation citizen board?
- Using Silverberg et al.'s (1999) modified VFI, which demographic variables are predictors of the different functions (motivators) for current parks and recreation citizen board members?

All of the statistical analyses reported were conducted using the statistical package SPSS 13.0 for Windows.

Research Question: How Diverse are the Parks and Recreation Citizen Boards?

Of the 291 research participants, 70% were male and 30% were female. (Note: All percentages have been rounded and may not sum to equal 100%.) The average age of citizen board members was 52.23 years, with a minimum age of 18 years and maximum age of 96 years. The average citizen board member tenure

was 6 years, with a minimum of 1 year and maximum of 50 years of experience. In terms of North Carolina Recreation and Parks Association (NCRPA) Citizen Board Branch membership, 61% were non-members and 39% were members. A majority of the respondents were married, with 85% married and 15% single/not-married.

The respondents were predominantly Caucasian, 87%, while 10% were African-American/Black and 3% other. The education levels obtained by the respondents were varied, with 40% who possessed a Bachelor's degree, 22% having received some college education, 20% with a Master's degree, 7% completed only high school/GED, 5% with a Ph.D./Doctorate, and 5% who received some other type of education.

In terms of individual annual salary/earnings, 24% earned more than $75,000, 17% earned between $35,000 and $44,999, 16% earned between $45,000 and $54,999, 11% earned between $55,000 and $64,999, 11% earned between $25,000 and $34,999, 8% earned between $65,000 and $74,999, 8% earned less than $15,000, and 5% earned between $15,000 and $24,999. Results do not equal 100% due to rounding.

Of the questionnaires returned, 23% of the respondents were retired, 17% were employed as Mid-level Managers, 15% as CEOs, Presidents or Business Owners, 9% employed in the service field, 6% employed in sales, and 29% employed in other fields. In terms of employment sector, 55% were employed in the private sector, 34% in the public/government sector, and 10% were employed in the non-profit sector. Results do not equal 100% due to rounding.

Finally, 26% of the respondents represent communities with a population between 24,999 and 10,000, 24% represent communities with a population between 49,999 and 25,000, 17% represent communities with a population between 99,999

and 50,000, 16% represent communities with a population greater than 100,000, 10% represent communities with a population between 9,999 and 5,000, and 7% represent communities with a population less than 4,999. Table 4.1 contains information on the number of citizen board members responding based on community size and compares the number and percents with the opportunity to participate with the number and percents of the citizen board members who responded. This table also shows the response rates. This research had a response rate of 40%.

TABLE 4.1
Citizen Board Members Able to Participate and Responding in the Study by Population Class

Population Category Grouping	Number of CBM Able to Participate	% of Total CBM Able to Participate	Number of CBM Responding	% of Total CBM Responding	Response Rate (%)
A	120	16.35%	46	15.81%	38.33%
B	140	19.07%	50	17.18%	35.71%
C	126	17.17%	69	23.71%	54.76%
D	190	25.89%	76	26.12%	40.00%
E	85	11.58%	30	10.31%	35.29%
F	73	9.95%	20	6.87%	27.40%
	734		**291**		**39.65%**

Research Question: Motivators Fulfilled Through Volunteering

The intent of this question was to identify what motivators are fulfilled through volunteering on a parks and recreation citizen board. Much research has been conducted to identify the reasons individuals have through volunteering (Clary, et al., 1994; Graham, 2004; Hedrick, 1983; Silverberg, 2004).

Citizen board member motivators were submitted to a one-sample t-test in SPSS 13.0 to compare the means for each motivator against a population value, the midpoint of four. The purpose of this t-test is to determine which of the motivator values are significantly different from the midpoint (neutral). Means, standard

deviations, sample sizes, t values, and significance for each motivator appear in Table 4.2. The four motivators statistically significant ($p<.05$, two tailed) *above* the midpoint were: values, understanding, knowledge of government operations, and my community needs me. The five motivators statistically significant ($p<.05$, two tailed) *below* the midpoint were: career, social, enhancement, protection, and benefits to people I know. The values, understanding, knowledge of government operations, and my community needs me motivators, which were statistically above the midpoint are all motivators found collectively in North Carolina parks and recreation citizen board members. The remaining five motivators were not present in current citizen board members and are not seen as a motivator for volunteering.

Table 4.2
Single-Sample T-Test Statistics for 2005 NC Parks and Recreation Citizen Board Members' Modified Volunteer Function Inventory Means*

Function/Motivator	Mean	Standard Deviation	N	T Value	Significance
Career	2.0598	1.19672	291	-27.657	.000
Social	3.5196	1.40962	291	-5.814	.000
Values	***5.7966***	***.95663***	***291***	***32.070***	***.000***
Understanding	***4.6385***	***1.23105***	***291***	***8.848***	***.000***
Enhancement	3.3787	1.43694	291	-7.376	.000
Protection	2.2007	1.15723	291	-26.524	.000
Benefits to People I Know	2.8823	1.55062	291	-12.296	.000
Knowledge of Government Operations	***5.5644***	***1.01642***	***291***	***26.256***	***.000***
My Community Needs Me	***4.2612***	***1.39010***	***291***	***3.205***	***.002***

*Likert-type Scale: 1=not at all important/accurate for you; 7=extremely important/accurate for you

Research Question: Demographic Predictors for Motivators

(Multiple Regression)

This research question was designed to analyze which demographic variables were statistically significant predictors of the different motivators. Based on previous research findings, variables such as age (Nichols et al., 1998; Pearce, 1993), gender (Ellis, 1996), marriage status (Reid, 1999) race/ethnicity (Ellis), education (Tedrick & Henderson, 1989) and income (Tedrick & Henderson) have all

been found to be significant factors predicting an individual's likelihood to volunteer. Other variables such as citizen board member tenure, NCRPA membership status, and community size were used for additional exploratory analyses. The statistical analyses used for this research question was multiple regression analysis. In performing multiple regression, the null hypotheses were the same for each of the nine motivators:

R: No significant correlation, no effect of multiple regression model (R = 0)

R^2: No variability accounted for by predictors (R^2 = 0)

Betas: Betas = 0.

Career Motivator

The first step in the regression analysis was to determine the extent to which the linear combination of variables is associated with the motivator. The career motivator model summary output is R=.333 and R Square= .111. Since the F value for the linear regression is less than .05 (F=2.540, p=.007), the null was rejected and subsequently conclude that 1) at least one of the partial slopes (beta) was not zero and 2) at least one of the predictors had a significant effect on the career motivator. (See Appendix H, Tables 1-A and 1-B for complete outputs for the model and ANOVA summaries.)

Upon further examination of the various predictors, gender, age, marriage status, employer, professional position, employment sector and community size all had significant values greater than .05; thus, for these values, there was not a significant linear association between each of these demographic predictors individually and the career motivator when controlling for all other predictors.

For race/ethnicity, highest level of education attained, and individual annual salary/earnings, however, there was a significant linear relationship for these

predictors and career motivator when controlling for the effects of all other predictors. There was a significant negative relationship between the individual annual salary/earnings and the career motivator. The career motivator decreases as income increases. There were significant positive relationships between the highest level of education attained and race/ethnicity with the career motivator when controlling for the effects of the other predictors. The career motivator increases as an individual's education increases. This research also found that minorities, as a group, had higher career motivator scores than Caucasians. Furthermore, a volunteer's race/ethnicity had a more profound impact on the career motivator score than any other variable. The unstandardized coefficients (B), standard errors, t scores, significance, and partial correlations are shown in Table 4.3.

Table 4.3
Linear Regression for the Career Motivator

	Unstandardized Coefficients (B)	Standard Error	t	Sig.	Partial Correlations
(Constant)	3.326	.806	4.124	.000	
Gender	-.364	.194	-1.872	.063	-.130
Age	-7.513E-03	.009	-.823	.412	-.058
Marriage Status	7.189E-02	.232	.310	.757	.022
Race/Ethnicity	***.252***	***.111***	***2.264***	***.025***	***.157***
Highest Level of Education Attained	***.156***	***.078***	***2.003***	***.047***	***.139***
Individual Annual Salary/Earnings	***-.129***	***.042***	***-3.103***	***.002***	***-.213***
Employer	-4.008E-02	.048	-.832	.407	-.058
Professional Position	-5.764E-02	.030	-1.895	.060	-.132
Employment Sector	7.813E-03	.107	.073	.942	.005
Community Size	-1.963E-02	.058	-.339	.735	-.024

Social Motivator

The social motivator model summary output: R=.289 and R Square= .083. Since the F value for the linear regression was greater than .05 (F=1.844, p=.055), the null was not rejected and subsequently conclude that 1) all of the partial slopes (beta) were zero and 2) none of the predictors had a significant effect on the social motivator. (See Appendix H, Tables 2-A and 2-B for complete outputs for the model and ANOVA summaries.)

Values Motivator

The values motivator model summary output: R=.429 and R Square= .184. Since the F value for the linear regression was less than .05 (F=4.575, p=.000), the null was rejected and subsequently conclude that 1) at least one of the partial slopes (beta) was not zero and 2) at least one of the predictors had a significant effect on the values motivator. (See Appendix H, Tables 3-A and 3-B for complete outputs for the model and ANOVA summaries.)

Upon further examination of the various predictors, gender, highest level of education attained, individual annual salary/earnings, marriage status, employer, professional position, employment sector and community size all had significant values greater than .05; thus, for these values, there was not a significant linear association between each predictor individually and the values motivator when controlling for all other predictors.

For age and race/ethnicity, however, there was a significant linear relationship for these predictors and the values motivator when controlling for the effects of all other predictors. Thus, there were significant positive relationships between age and race/ethnicity and the values motivator when controlling for the effects of the other predictors. As a volunteer's age increases so does the values motivator. Similar to the career motivator, minorities, as a group, had higher values motivator scores than Caucasians. Therefore, minorities were more likely to volunteer to fulfill the values motivator than Caucasians. Race/ethnicity is the strongest predictor variable for the values motivator. The unstandardized coefficients (B), standard errors, t scores, significance, and partial correlations were shown in Table 4.4.

Table 4.4
Linear Regression for the Values Motivator

	Unstandardized Coefficients (B)	Standard Error	t	Sig.	Partial Correlation
(Constant)	3.404	.618	5.505	.000	
Gender	6.448E-02	.149	.433	.666	.030
Age	***2.735E-02***	***.007***	***3.904***	***.000***	***.264***
Race/Ethnicity	***.170***	***.085***	***1.996***	***.047***	***.139***
Highest Level of Education Attained	-8.590E-02	.060	-1.439	.152	-.101
Individual Annual Salary/Earnings	-4.779E-02	.032	-1.498	.136	-.105
Employer	7.175E-02	.037	1.942	.054	.135
Employment Sector	3.293E-02	.082	.402	.688	.028
Community Size	5.961E-02	.044	1.341	.181	.094
Marriage Status	.340	.178	1.913	.057	.133
Professional Position	3.588E-02	.023	1.538	.126	.107

Understanding Motivator

The understanding motivator model summary output: R=.273 and R Square= .075. Since the F value for the linear regression was greater than .05 (F=1.637, p=.098), the null was not rejected and subsequently conclude that 1) all of the partial slopes (beta) were zero and 2) none of the predictors had a significant effect on the understanding motivator. (See Appendix H, Tables 4-A and 4-B for complete outputs for the model and ANOVA summaries.)

Enhancement Motivator

The enhancement motivator model summary output: R=.310 and R Square= .096. Since the F value for the linear regression is less than .05 (F=2.162, p=.021), the null was rejected and subsequently conclude that 1) at least one of the partial slopes (beta) was not zero and 2) at least one of the predictors had a significant effect on the enhancement motivator. (See Appendix H, Tables 5-A and 5-B for complete outputs for the model and ANOVA summaries.)

Upon further examination of the various predictors, age, highest level of education attained, employer, employment sector, community size, marriage status and professional position all had significant values greater than .05; thus, for these

values, there was not a significant linear association between each predictor individually and the enhancement motivator when controlling for all other predictors.

For race/ethnicity and individual annual salary/earnings, however, there was a significant linear relationship for these predictors and the enhancement motivator when controlling for the effects of all other predictors. There were significant negative relationships between gender and individual annual salary/earnings and the enhancement motivator when controlling for the effects of the other predictors. These results show that women had lower enhancement motivator scores than men. Also, as a volunteer's income increases, the enhancement motivator score will decrease. There was a significant positive relationship between race/ethnicity and the enhancement motivator when controlling for the effects of the other predictors. Once again, race/ethnicity was the strongest predictor variable for a motivator. Minorities were more likely to volunteer to fulfill the enhancement motivator than Caucasians. The unstandardized coefficients (B), standard errors, t scores, significance, and partial correlations are shown in Table 4.5.

Table 4.5
Linear Regression for the Enhancement Motivator

	Unstandardized Coefficients (B)	Standard Error	t	Sig.	Partial Correlation
(Constant)	4.132	.938	4.405	.000	
Gender	***-.559***	***.226***	***-2.473***	***.014***	***-.171***
Age	1.220E-02	.011	1.148	.252	.080
Race/Ethnicity	***.282***	***.129***	***2.179***	***.030***	***.151***
Highest Level of Education Attained	1.888E-02	.091	.209	.835	.015
Individual Annual Salary/Earnings	***-.143***	***.048***	***-2.955***	***.003***	***-.203***
Employer	1.223E-02	.056	.218	.827	.015
Employment Sector	6.764E-02	.124	.545	.587	.038
Community Size	-.117	.067	-1.736	.084	-.121
Marriage Status	1.649E-02	.269	.061	.951	.004
Professional Position	-4.656E-02	.035	-1.316	.190	-.092

Protection Motivator

The protection motivator model summary output: R=.297 and R Square= .088. Since the F value for the linear regression was less than .05 (F=1.960,

p=.039), the null was rejected and subsequently conclude that 1) at least one of the partial slopes (beta) was not zero and 2) at least one of the predictors had a significant effect on the protection motivator. (See Appendix H, Tables 6-A and 6-B for complete outputs for the model and ANOVA summaries.)

Upon further examination of the various predictors, gender, age highest level of education attained, employer, employment sector, community size, marriage status and professional position all had significant values greater than .05; thus, for these values, there was not a significant linear association between each predictor individually and the protection motivator when controlling for all other predictors.

For race/ethnicity and individual annual salary/earnings, however, there was a significant linear relationship for these predictors and the protection motivator when controlling for the effects of all other predictors. Thus, we can conclude that there was a significant positive relationship between race/ethnicity and the protection motivator when controlling for the effects of the other predictors; there was a significant negative relationship between individual annual salary/earnings and the protection motivator when controlling for the effects of the other predictors. The unstandardized coefficients (B), standard errors, t scores, significance, and partial correlations are shown in Table 4.6.

Table 4.6
Linear Regression for the Protection Motivator

	Unstandardized Coefficients (B)	Standard Error	t	Sig.	Partial Correlation
(Constant)	2.669	.738	3.619	.000	
Gender	-.198	.178	-1.115	.266	-.078
Age	6.456E-03	.008	.773	.441	.054
Race/Ethnicity	***.209***	***.102***	***2.058***	***.041***	***.143***
Highest Level of Education Attained	-9.302E-03	.071	-.131	.896	-.009
Individual Annual Salary/Earnings	***-.116***	***.038***	***-3.045***	***.003***	***-.209***
Employer	-3.371E-02	.044	-.765	.445	-.054
Employment Sector	.129	.098	1.321	.188	.092
Community Size	-4.032E-02	.053	-.760	.448	-.053
Marriage Status	3.320E-02	.212	.157	.876	.011
Professional Position	-4.002E-02	.028	-1.438	.152	-.100

Benefits to People I Know Motivator

The benefits to people I know motivator model summary output: R=.197 and R Square=.039. Since the F value for the linear regression was greater than .05 (F=.822, p=.608), the null was not rejected and subsequently conclude that 1) all of the partial slopes (beta) were zero and 2) none of the predictors had a significant effect on the benefits to people I know motivator. (See Appendix H, Tables 7-A and 7-B for complete outputs for the model and ANOVA summaries.)

Knowledge of Government Operations Motivator

The knowledge of government operations motivator model summary output: R=.258 and R Square=.066. Since the F value for the linear regression was greater than .05 (F=.1.442, p=.164), the null was not rejected and subsequently conclude that 1) all of the partial slopes (beta) were zero and 2) none of the predictors had a significant effect on the knowledge of government operations motivator. (See Appendix H, Tables 8A and 8-B for complete outputs for the model and ANOVA summaries.)

My Community Needs Me Motivator

The community motivator model summary output: R=.258 and R Square=.066. Since the F value for the linear regression was greater than .05 (F=.1.442, p=.164), the null was not rejected and subsequently conclude that 1) all of the partial slopes (beta) were zero and 2) none of the predictors had a significant effect on the community needs me motivator. (See Appendix H, Tables 9-A and 9-B for complete outputs for the model and ANOVA summaries.)

Research Question: Demographic Predictors for Motivators

(Two Independent Samples t-Test)

The remaining statistical tests for this research question utilized two independent samples t-tests to identify any significant difference between the two groups. The demographic variables analyzed in this section were NCRPA membership status, age, gender, marriage status, and race/ethnicity.

NCRPA Citizen Board Branch Membership Status

To test whether a difference existed based upon NCRPA Citizen Board Branch membership status, the sample was divided into two groups. Respondents who were active members of NCRPA's Citizen Board Branch were classified as "Member" and respondents reporting no active membership to NCRPA were classified as "Non-Member." Four volunteer motivators had means above the midpoint: values, understanding, knowledge of government operations, and my community needs me. Group sample sizes, means, and standard deviations for all nine volunteer motivators appear in Appendix H, Table 10.

Citizen board members' motivators for serving on boards were submitted to a two independent samples t-test. The mean social, values, enhancement, protection, and my community needs me motivator scores for NCRPA members were significantly greater than the mean motivator score for NCRPA non-members, $\underline{p} < .05$, two-tailed. The complete table for each motivator, including mean, standard deviation, and t-score can be found in Appendix H, Table 11.

Gender

To test whether a difference existed between genders, the sample was divided into two groups: male and female. Four volunteer motivators had means above the midpoint: values, understanding, knowledge of government operations,

and my community needs me. Group sample sizes, means, and standard deviations for all nine volunteer motivators appear in Appendix H, Table 12.

Citizen board members' motivators for serving on boards were submitted to a two independent samples t-test. The values motivator was the only motivator with a statistically significant difference. The mean values motivator score for women was significantly greater than the mean motivator score for men, $\underline{p} < .05$, two-tailed. The table with t-test results for each motivator can be found in Appendix H, Table 13.

Marriage Status

To test whether a difference existed based on current marriage status the sample was divided into two groups: Married and Non-Married. Four volunteer motivators had means above the midpoint: values, understanding, knowledge of government operations, and my community needs me. Group sample sizes, means, and standard deviations for all nine volunteer motivators appear in Appendix H, Table 14.

Citizen board members' motivators for serving on boards were submitted to a two independent samples t-test, only the protection motivator was found to be significantly different. The mean protection motivator score for those respondents *not* married was significantly greater than the mean score for those who *were* married, $\underline{p} < .05$, two-tailed. The table with t-test results for each variable can be found in Appendix H, Table 15.

Race/Ethnicity

Upon completion of data collection, only two groups were predominantly represented (African-American and Caucasian); therefore, to test whether a difference existed based on race/ethnicity (African-American and Caucasian), the sample utilized a t-test divided into two groups: African-American and Caucasian.

Values, understanding, knowledge of government operations, and my community needs me motivators all had means above the midpoint. The social and enhancement motivators had means above the midpoint for African-Americans only. Group sample sizes, means, and standard deviations for all nine volunteer motivators appear in Appendix H, Table 16.

Citizen board members' motivators for serving on boards were submitted to a two independent samples t-test. All mean motivator scores for African-Americans were significantly greater than the mean scores for Caucasians. Results for this test appear in Appendix H, Table 17.

Instrument Reliability

Cronbach's alpha internal consistency coefficients were calculated for the nine functions/motivators used in this research. The reliability coefficients for the motivators were (motivator, alpha): protective, .830; values, .782; career, .816; social, .828; understanding, .797; enhancement, .822; my community needs me, .833; knowledge of government operations, .703; and benefits to people I know, .814. The high alphas for the nine motivators ensured this instrument to be reliable for use in this research.

Summary

This chapter provided a description of the statistical analyses pertinent to the study's research questions.

- How diverse are the current parks and recreation citizen boards In North Carolina?
    - North Carolina parks and recreation citizen boards were rather homogeneous in composition. The respondents were predominantly

white (87%), male (70%) and have received some type of college education. More than 60% of the respondents earned greater than $45,000. The average age of citizen board members was 52.23 years, with a minimum age of 18 years and a maximum age of 96.

- Using Silverberg et al.'s (1999) modified Volunteer Functions Inventory (VFI), which functions (motivators) are fulfilled through volunteering on a parks and recreation citizen board?
    - Values, knowledge of government operations, understanding, and my community needs me motivators were found to be present in current citizen board members.
- Using Silverberg et al.'s (1999) modified VFI, which demographic variables are predictors of the different functions (motivators) for current parks and recreation citizen board members?
    - For the career motivator, race/ethnicity, level of education attained, and individual annual salary/earnings were all predictors. Minorities and people with higher levels of education had higher career scores. Volunteers with higher annual salary/earnings, as a group, have lower scores than people with lower annual salary/earnings.
    - For the values motivator, age and race/ethnicity were the only predictors. Minorities and older volunteers have higher values motivator scores than Caucasians and younger volunteers.
    - For the enhancement motivator, gender, race/ethnicity, and individual annual salary/earnings were all predictors. Men, minorities and

volunteer's on the lower end of the annual salary/earnings have higher enhancement motivator scores than their counterparts.

- For the protection function, race/ethnicity and individual annual salary/earnings were the only predictors. Minorities and volunteer's on the lower end of the annual salary/earnings have higher protection motivator scores than their counterparts.

Chapter five will provide a discussion of these results, applications of these results, and future research considerations that will be proposed.

Chapter 5

Conclusions and Recommendations

Studies have indicated that the nature of the volunteer experience depends on the individual's motivation for volunteering and the perceived benefits of being a volunteer (Cuskelly & Harrison, 1997). The purpose of this study was to identify which motivations to volunteer are fulfilled, including which demographic variables predict these functions, through volunteering on parks and recreation citizen boards in North Carolina. Furthermore, understanding citizen board members' reasons for volunteering will help parks and recreation directors design more effective recruitment and retention programs for board members. This chapter provides implications for parks and recreation directors through a discussion of the results from a study conducted in Spring 2005 utilizing 80 parks and recreation citizen boards in North Carolina. Primary statistical analyses identified the motivations for volunteering present in current citizen board members, while secondary analyses identified which demographic variables were significant predictors on a particular motivation.

Implications for Parks and Recreation Directors

Research has proven that volunteer recruitment begins with an understanding of the motivations of one's current volunteers (Auld & Cuskelly, 2001; Clary et al., 1996; Farrell et al., 1998; Gillespie & King, 1985). The findings from this study provide a better understanding of both who is currently volunteering on a parks and recreation citizen board and why the individual is volunteering on the board. This section will first describe the typical citizen board member as indicated by this study, followed by a discussion of volunteer recruitment and retention strategies and the subsequent implications on board diversity.

The Typical Citizen Board Member

Based on findings from this research, the boards in North Carolina are homogeneous in composition. The typical parks and recreation citizen board member in North Carolina is Caucasian, male, married and an average 52 years of age. The typical member has been a board member for approximately six years and is not a member of the North Carolina Recreation and Parks Association. Furthermore, the typical member possesses at least a Bachelor's degree and earns in excess of $45,000 individual income per year, while working as a Mid-level Manager, CEO or Business Owner in the private sector. Four motivations for volunteering prevailed as significant motivators for citizen board members participating in this study: values, knowledge of government operations, understanding, and my community needs me.

Values motivator.

Per Clary et al. (1998), the values motivator was defined as "the opportunities that volunteerism provides for individuals to express values related to altruistic and humanitarian concerns for others" (p. 1517). The findings from this research also support the findings from Backman et al. (1997) which found altruistic motives to be stronger than any other motivation for recreation volunteers. The mean score for the values motivator was the strongest of all nine motivators.

Secondary statistical analysis identified age and race/ethnicity as significant positive predictors for the values motivator. The positive relationship between age and values suggest that as individuals become older, their values score increases, and minorities tend to have larger values scores than Caucasians. This race/ethnicity finding is supported by Ellis (1996), where old ideals of integration and assimilation are being challenged by newer goals of diversity and togetherness.

Ellis' findings are an evolution from the 1970s when minority ethnic groups may have felt isolated from the majority population and now take greater value in volunteering (Williams, Babchuck, & Johnson, 1973).

Participation on a citizen board provides an outlet for members to display the values that are internally possessed by translating values to action. Citizen board members accept the responsibility to help dictate the direction of parks and recreation within their respective community and would, therefore, be most likely to possess the values motivator. The members who make the best contributions are those who have a natural propensity to look not only beyond the stream of single events, but beyond systems to the values on which they are based (Carver, 1997).

Knowledge of government operations motivator.

As mentioned earlier, Silverberg et al's (1999) research modified the VFI to include three additional coproduction motives. The knowledge of government operations motivator has been found in volunteers desiring "to become more knowledgeable about and be more involved in the governmental infrastructure of their community" (Silverberg, 2004, p. 91).

Participation on a parks and recreation citizen board provides an avenue for members to learn more about their community's governmental operations. Most citizen boards work closely with the town councils and county commissioners either by providing recommendations or addressing the concerns brought forward by the governing bodies. Most parks and recreation citizen boards do not require members to run for office, which allows for participation in local government without conducting a costly public campaign. Participation on various town commissions and advisory boards may also provide the opportunity to build resumes for future town positions, either elected or appointed.

Gaining knowledge of government operations may also allow an individual to see first-hand democracy in action. Nichols et al. (1998) suggested individuals may be participating in government works to fulfill a notion of participatory democracy. Rather than be complacent letting others lead, citizens may participate in or play an active role in government structure and operation.

Secondary analysis did not identify any significant predictors for the knowledge of government operations motivator. The desire to learn about government operations may vary from person to person and cannot be explained or predicted by a set of demographic variables. The desire to learn about the government may result from other factors or influences from an individual's private life.

Understanding motivator.

The understanding motivator is defined as the ability "to permit new learning experiences and the chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed" (Clary et al., 1998, p. 1518). Volunteering on a parks and recreation citizen board helps to maintain existing skills possessed by the board member as well as foster the development of new skills.

The results also supported earlier research conducted by Clary et al. (1994) who found that individuals volunteer to assume a utilitarian role where the individual is a useful component to the organization. Secondary analysis did not identify any statistically significant predictors for the understanding motivator. Individuals have been found to volunteer because they can contribute their skills to the greater good of the community and be recognized in the process (Schondel & Boehm, 2000).

My community needs me motivator.

The final motivator identified as statistically significant above the midpoint, and found in citizen board members in this study was my community needs me motivator. Silverberg et al. (1999) described this motivator as the perception that the program(s) will not be offered without the volunteer's help. The strength and success of the community's parks and recreation department depends, in part, on the quality and quantity of volunteers. Because parks and recreation departments depend on volunteers, this motivator is an indicator of the type of people most likely to volunteer for the parks and recreation citizen board. These volunteers feel that parks and recreation, as well as the community, need them.

Gillespie and King (1985) also found numerous non-altruistic motives for volunteer participation including the desire to be needed. Parks and recreation is the only department in local government that requires mass support and services from individuals for program success. Programs may vary from creating new parks and facilities to improving youth athletic programs. This motivator addresses the desire board members may possess to save a program, initiate a program's development, or encourage/support the department's expansion and operation.

Secondary analysis did not identify any significant predictors affecting an individual's "community needs me" score. Research into beliefs about parks and recreation and previous participation levels may be appropriate to explain predictors for this motivator. Further research would need to be conducted to determine such a relationship.

Board Diversity

Parks and recreation departments must also strive to maintain a diverse board, representative of the community the board represents. Boards provide a

unique opportunity to foster understanding and teamwork between various segments of the population. The National Association of Corporate Directors Blue Ribbon Commission (1994) recommended that gender, race, age, and nationality diversity should be considered in the selection of board members. As populations change through growth or decline, boards should reflect such change. The results of this research depict homogeneous boards throughout North Carolina, which indicated a need for the recruitment of more diversity amongst board members.

Many directors say that they try to make every effort to promote diversity and ensure equal representation on the citizen boards. While current parks and recreation departments utilize numerous methods to recruit and fill open positions, these results provide evidence that the current boards are homogeneous. Directors must examine the entire recruitment process to determine whether or not all citizens have equal opportunities for selection and make necessary adjustments. Directors have the responsibility to facilitate diversity and unity within their board (Carver, 1997). Selection must not be limited to individuals who regularly come into contact with current board members, live in the same communities, or are employed in similar organizations. The remainder of this section highlights areas needing improvement and possible solutions to eliminating this concern.

NCRPA membership.

Citizen board members possessing NCRPA membership have significantly higher motivation scores than non-members for the social, values, enhancement, protection, and my community needs me motivators. Therefore, directors should promote NCRPA membership and attendance to conferences and workshops for board members to complement their regular duties. Attending workshops highlighting citizen board involvement provides members an opportunity to

understand how important their roles are and how effective board members may be in their respective communities.

Departments may improve NCRPA membership for their board through a variety of ways. Parks and recreation directors may opt to budget membership dues in departmental budgets to cover registration for the board members. Those departments under financial stress who do not have the ability to budget for membership dues for each member may cover the costs the first year of membership on the board and then encourage membership to NCRPA thereafter. Costs to attend citizen board member workshops may be time-intensive and require time-off from normal duties. Encouraging or requiring first year board members to participate in the annual citizen board member workshops would help the individual understand his/her duties more clearly.

*Race/ethnicity***.**

This research study also identified the significance of race/ethnicity as it relates to the nine volunteer motivators. Due to the small sample sizes for groups other than Caucasians, only limited statistical analyses could be conducted comparing each group. The findings suggested the importance of having minority representation on each department's board. Minority representation not only diversifies the board but the scores for the values, understanding, knowledge of government operations, my community needs me, social and enhancement motivators are all above the midpoint and significantly greater than those for Caucasians. Therefore, minority parks and recreation citizen board members fulfill more motivators and may receive more from volunteering on the boards than their Caucasian counterparts. Furthermore, race/ethnicity was found to be a positive predictor in increasing the scores for career, values, enhancement and protection.

Parks and recreation directors must evaluate their communities and make concerted efforts to ensure each race/ethnicity has an opportunity to become members of the board. Cities and counties are often segregated into various different communities (e.g., affluent subdivisions, middle-class neighborhoods, government-subsidized housing), and each community may be dominated by a specific race or ethnic group. Directors have an opportunity to create districts for board member selection, similar to county commissioners and city councils. GIS mapping may be an option departments choose to help improve racial diversity. These individuals would not be publicly selected, but directors would be facilitating equal representation.

Gender and marriage status.

The statistically significant differences between gender and marriage status were not as profound as those differences between NCRPA membership and race/ethnicity groups. Although there was a significant difference between men and women for the values motivator, the difference was negligible because both samples were above the midpoint. A significant difference was found between married and non-married respondents for the protection motivator, but both groups were below the midpoint, and the difference between the groups was negligible. In this study these two outcomes could result from the disproportionate sample sizes, the majority of respondents were married and male.

Regardless, parks and recreation directors should continue to have equal representation among the two demographic groups, especially between men and women. Men have traditionally served on boards and women in more program specific roles. Only recently have women begun to be policy-makers (Ellis, 1996).

Parks and recreation directors must continue supporting this trend to involve women in the decision-making process.

Diversity through motivations.

Although only four motivations were found in current parks and recreation citizen board members in North Carolina, parks and recreation departments may desire to diversify the citizen boards based upon motivations. The regression analysis found the career, enhancement, and protection motivators to have significant demographic predictors. Directors may use these predictors to recruit potential citizen board members and diversify the motivations possessed by the citizen board.

For the career motivator, minorities, individuals earning less income, and individuals with higher education levels have higher career scores than their counterparts. The enhancement motivator is influenced by similar predictors. Women, Caucasians, and individuals earning more income have higher enhancement scores than their counterparts. Finally, minorities and individuals earning less income have higher protection motivators than their respective counterparts. Directors now understand how some demographic characteristics may influence an individual's desire to volunteer on a citizen board.

Volunteer Retention and Recruitment

The current research found that individuals on a parks and recreation citizen board were most likely to volunteer to fulfill the values, knowledge of government operations, understanding, and my community needs me motivators. Volunteers are more likely to continue volunteering when finding their original expectations have been fulfilled and they benefit from such experiences (Henderson, 1984). Therefore, directors must ensure that current board members are fulfilling these four

motivations through their participation on the board, because the most successful form of volunteering is an exchange, when the giver and the recipient both come away with something positive (Ellis, 1996).

Board member retention.

These citizen boards meet approximately once per month. To retain quality board members, directors need to gauge the fulfillment of volunteer motivations on a continuous basis. Cnaan and Goldberg-Glen's (1991) research supported Knowles (1972) and Henderson (1984), such that individuals will continue to volunteer as long as the experience, as a whole, is rewarding and satisfying to their motivations. Directors can measure the fulfillment of these motivators for volunteering such as scheduling formal meetings with individual board members or utilizing informal opportunities that may arise before and after scheduled meetings. Directors and the boards must also take advantage of resources designed to improve board communication, understanding, and vision, such as attending conferences, retreats, and workshops tailored for citizen board members. Having the potential to be a good board member is not enough. The potential must be apparent through participation.

The first step with new board members is to have a new-member orientation. Kearns (2000) found the quality of orientation can be associated with volunteer satisfaction. Directors may use the orientation as a means to describe the goals of the organization, the role of the board, and, most importantly, the expectations of individual members. Board members are expected to cradle the vision of the department through holding and supporting the vision (Carver, 1997). From the beginning, board members need to know the strengths and weaknesses of the parks and recreation department, how they can contribute to the organization, and learn

what the organization expects of them. Orientation provides an opportunity to help familiarize the new members with both the department and the board processes, thus preparing new members for immediate participation (Axelrod, 1994). Furthermore, effective board process starts by clarifying the specific contributions of each board member to the organization and then relating these contributions to job responsibilities (Carver, 1997).

Oftentimes board members may not have a clear understanding of job responsibilities/duties. Axelrod (1994) stated directors must keep board members' job descriptions current, which adapt to the changing community. Directors must take the opportunity to identify goals and objectives for the board as a whole at least once per year. Goal statements will strengthen the board's effectiveness and the board will know what to expect out of itself and the members for the upcoming term. Goals and objectives are subject to change, and the board and department should be ready for such changes, but each of the goals supports the department's overall mission. Examples of such goals would be to meet regularly and promote good attendance or establish subcommittees to the board to help with recommendations (Axelrod). Regardless of the fact that the boards may not be policymaking, advisory roles play a crucial role in shaping the perception and direction of the parks and recreation department through contact with other citizens and input on issues.

Axelrod (1994) identified the need to conduct periodic self-assessments of each board member. Directors can establish these assessments, which would allow board members to have the opportunity to express any concerns or recommendations. This evaluation process can be done either privately or in a group setting. Directors should evaluate board members on such items as commitment to the department, participation, and other goals established by the

board and board member. Evaluations may also serve as a measuring stick for the board's success. These evaluations convey that the director values the board member's input and strives to ensure that the individual's motivations for volunteering are met through participation, building trust, respect, and communication. These meetings can be held in conjunction with retreats, workshops, and conferences.

Board development is generally neglected due to the relentless pace of business, general uncertainty as to how to proceed, fear of change, and too many suggestions for quick fixes (Axelrod, 1994).

Board member recruitment.

Board development not only refers to retention of existing members, but also to recruitment of new members. Directors may also use the results from this research to recruit and evaluate potential board members. Understanding the motivators for volunteering on the board and the current board composition enables a director to find potentially productive members who can become a valuable asset on the board. Furthermore, the findings in this study support Kim and Murnighan's (1997) findings, such that the effects of personal and organizational connections on volunteering are mediated by identification with the organization and expectations of extrinsic rewards. The volunteer program should be consistent with volunteer needs/motivations (Kearns, 2000). A department's director can use the four motivators (values, understanding, knowledge of government operations and my community needs me) found in this study to match with potential volunteers and make the connection between volunteering and motivator fulfillment.

Directors should develop a nominating committee and adopt a systematic selection process for recruiting new board members. A nominating committee's sole

responsibility is to replenish the board (Carver, 1997). A good nominating committee can assess current strengths and weaknesses in the board's composition, identify the desirable characteristics of candidates, and develop a recruitment plan (Axelrod, 1994). As found in this study, citizen board members are motivated to volunteer for four reasons (values, knowledge of government operations, understanding, and my community needs me), and a recruitment plan should emphasize the advantages to volunteering on the board. Through volunteering, the individual is providing leadership, using skills, learning skills, engaging first-hand in local government, and even sharing values through program direction. The board must charge itself with the fact that finding the right people has greater priority than filling vacancies (Carver).

Future Research

While this research identified who the current volunteers are on North Carolina parks and recreation department citizen boards, future research could only benefit the citizen boards through improving citizen board development and ensuring equal representation throughout the community. The following recommendations may provide some insight into improving citizen boards as a whole.

Expand the study to include parks and recreation board members from other states. One of the limitations to this study was the lack of generalizability to parks and recreation citizen boards in states other than North Carolina. While this researcher had direct access to parks and recreation directors in North Carolina, future research would have to determine which departments outside of North Carolina have recreation boards and then assess the willingness of those departments to participate. Comparing North Carolina citizen boards to those in

other states can identify commonalities between current board members and address trends associated with parks and recreation citizen boards.

Compare parks and recreation citizen boards to other types of boards. While the current research focused solely on parks and recreation citizen board members, another potential study area would be to research board members on other types of boards. Future research conducted could explore other citizen boards (e.g., planning, greenway), non-profit boards (e.g., YMCA, Girl Scouts of America), and for-profit boards (e.g., banks, manufacturing). If commonalities are found between these different types of boards, each board could then network with each other and share successful strategies for board evaluations and development. Possible research questions include: which motivations to volunteer are served through specific board membership, do these motivators vary among members based on board type, and are the board members' profiles inherently different. While members of the latter two boards may receive financial compensation, the board members typically devote considerable amounts of time and resources that are not compensated.

How to get the most out of a board? The current research focused on identifying motivations for volunteering and identifying the demographic predictors for those motivations. Future research should focus on board development and board effectiveness. Understanding those who are volunteering only addresses member recruitment and diversity for the citizen board. Directors must not ignore the other aspects of an efficient board such as attendance and participation and the use of board member resources. Such research could assess board development and board effectiveness, comparing goals and objectives of the director with those of

the board members, as well as measuring the board's effectiveness in promoting parks and recreation to the entire community.

Comparing the skill-sets desired for citizen board members with those actually possessed by board members. Since the understanding motivator was found to be a significant motivation to volunteer on parks and recreation citizen boards, future research addressing the skill-sets desired by directors for the parks and recreation citizen board members, as compared to those skills actually possessed, may provide future explanation to the understanding motivator. Do individuals desire to learn new skill-sets through participation or exercise skill-sets which may go unpracticed or under-utilized?

Proximity to Meeting Locations. While a comparison and analysis of personal descriptors can be used to examine board diversity (when compared to the entire population), these descriptors do not explore whether or not the board is representative of the community. Is a parks and recreation department reducing the equal opportunity for all populations to participate? Research could utilize geographic information systems technology to map board members' proximity to meeting locations.

Summary

This research study examined the diversity of citizen boards and found the boards to be homogeneous. Directors must strive for more heterogeneity. This research provided a better understanding of parks and recreation citizen board members' motivations. In doing so, the results supported the discovery of four motivators: values, knowledge of government operations, understanding, and my community needs me. The research found age and race/ethnicity to be significant predictors with positive effects for the values motivator. No other motivator found in

current citizen board members had significant predictors. The research also found that citizens who were minorities and possessed membership with the North Carolina Recreation and Parks Association have higher motivator means and benefit from citizen board membership. Directors may utilize the information on volunteer motivations to establish recruitment and retention packages designed specifically for parks and recreation citizen boards.

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APPENDIX A

SURVEY INSTRUMENT

A Study of

PARKS AND RECREATION CITIZEN BOARD MEMBERS IN NORTH CAROLINA

Dear Citizen Board Member:

Parks and recreation departments could not provide many of the current programs and services without the support of its volunteers. An active volunteer base is needed to continue providing outstanding service.

You have been chosen to participate in a Master's project at North Carolina State University designed to help effectively recruit, manage and meet the needs of Parks and Recreation Citizen Board Members. Please take a few minutes to respond to this questionnaire. For the results to be representative of the Parks and Recreation Citizen Board Members, we need your questionnaire returned.

Once completed, place the questionnaire in the enclosed pre-addressed and stamped envelope and place in the mail. The Director will mail all completed questionnaires to NCSU. Please return the questionnaire as soon as possible, but no later than April 1.

Participation in this study is voluntary and will not in any way affect your status as a volunteer with the parks and recreation department. Please be assured that your questionnaire will be kept confidential. The results of this study will be made available to the participating parks and recreation departments. If you have any questions about this study you may write or call the researcher, Sam Trogdon directly at (919) 513-4011 or setrogdo@ncsu.edu.

Thank you for your assistance.

Part 1

Using the 7-point scale below, please indicate how important or accurate each of the following reasons is for participation on the Parks and Recreation Citizen Board. In selecting an answer, be realistic about your motivations. We want to know what factors actually motivate you as a Citizen Board volunteer.

1 *Not at all Important/*	**2**	**3**	**4** *Moderately Important*	**5**	**6**	**7** *Extremely Important*

1. Volunteering can help me get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer on the Citizen Board.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I am close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering on the Board makes me feel important.	1	2	3	4	5	6	7

Please Continue to the Next Page. →

1 *Not at all Important/ Accurate For You*	**2**	**3**	**4** *Moderately Important Accurate For You*	**5**	**6**	**7** *Extremely Important Accurate For You*

6. I volunteer because a family member benefits from my service to the program.	1	2	3	4	5	6	7
7. People I know share an interest in community service.	1	2	3	4	5	6	7
8. No matter how bad I have been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
9. I volunteer on the Citizen Board because it helps me learn about my local government.	1	2	3	4	5	6	7
10. I am genuinely concerned about the citizens I am serving.	1	2	3	4	5	6	7
11. I volunteer on the Citizen Board because I directly benefit from the service that I help provide.	1	2	3	4	5	6	7
12. By volunteering on the Citizen Board, I feel less lonely.	1	2	3	4	5	6	7
13. I volunteer because it helps the Parks and Recreation Department offer more programs.	1	2	3	4	5	6	7
14. I can make new contacts that might help my business career.	1	2	3	4	5	6	7
15. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
16. By being a member on the Citizen Board, I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
17. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
18. Volunteering on the Citizen Board allows me to gain a new perspective on things.	1	2	3	4	5	6	7
19. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
20. I volunteer on the Citizen Board because it increases my knowledge of how the department operates.	1	2	3	4	5	6	7
21. I feel compassion toward people in need.	1	2	3	4	5	6	7
22. Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7
23. Volunteering on a Citizen Board lets me learn through direct "hands on" experience.	1	2	3	4	5	6	7
24. I volunteer because someone I know benefits from my service to the program.	1	2	3	4	5	6	7
25. I feel it is important to help others.	1	2	3	4	5	6	7
26. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7

Please Continue to the Next Page. →

1 *Not at all Important/ Accurate For You*	2	3	4 *Moderately Important Accurate For You*	5	6	7 *Extremely Important Accurate For You*

27. If I don't volunteer, the chances of the programs continuing are reduced.	1	2	3	4	5	6	7
28. Volunteering on the Citizen Board will help me succeed in my chosen profession.	1	2	3	4	5	6	7
29. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
30. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
31. I volunteer because without my involvement, the quality of the programs would suffer.	1	2	3	4	5	6	7
32. I volunteer on the Citizen Board because it enables me to contribute something to my community.	1	2	3	4	5	6	7
33. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
34. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
35. Volunteering makes me feel needed.	1	2	3	4	5	6	7
36. I volunteer on the Citizen Board because a friend benefits from the service that I help provide.	1	2	3	4	5	6	7
37. Volunteering makes me feel better about myself.	1	2	3	4	5	6	7
38. Volunteering experience will look good on my resume.	1	2	3	4	5	6	7
39. I volunteer on the Citizen Board because it helps the department offer higher quality programs.	1	2	3	4	5	6	7
40. Volunteering is a way to make new friends.	1	2	3	4	5	6	7
41. I can explore my own strengths.	1	2	3	4	5	6	7
42. My volunteering contributes to the success of the program for which I volunteer.	1	2	3	4	5	6	7
43. I volunteer on the Citizen Board because volunteering is the responsibility of a good citizen.	1	2	3	4	5	6	7

Part 2.
These last questions will help us learn about the Citizen Board Members who participate in this survey. All answers are confidential and will be used for grouped statistical purposes only.

1. How long have you been a Citizen Board Member?
   (enter number in blank) _____ Years

2. Are you a member of the North Carolina Recreation and Parks Association Citizen Board Branch?
   [ ] Yes [ ] No

Please Continue to the Next Page. →

3. Are you? (check one)

[ ] Male [ ] Female

4. What is your age? (enter number in blank) _____ Years

5. Are you married? (check one)

[ ] Yes [ ] No

6. Are you? (check one)

[ ] White [ ] African-American
[ ] Hispanic [ ] American Indian
[ ] Asian American
[ ] Other (please specify:_____)

7. What is the highest level of education that you have completed? (check one)

[ ] High School/GED [ ] Master's Degree
[ ] Some college [ ] Ph.D./Doctorate
[ ] Bachelor's Degree
[ ] Other (please specify:_____)

8. What is your individual annual salary or earnings from your current position? (check one)

[ ] less than $15,000 [ ] $45,000 - $54,999
[ ] $15,000 - $24,999 [ ] $55,000 - $64,999
[ ] $25,000 - $34,999 [ ] $65,000 - $74,999
[ ] $35,000 - $44,999 [ ] more than $75,000

9. What category best describes your current employer? (check one)

[ ] Not Employed [ ] National/International Corporation
[ ] Regional Corporation/Business [ ] State-wide Business
[ ] Local Business [ ] Small, Single Business
[ ] Other (please specify:_____)

10. Which category best describes your current position? (check one)

[ ] CEO, President or Business Owner [ ] Senior Management/Executive
[ ] Mid-level Management [ ] Contract/Temporary Employee
[ ] Sales [ ] Clerical/Secretarial
[ ] Service [ ] Retired
[ ] Other (please specify:_____)

11. In which sector are you currently employed? (check one)

[ ] Private Sector [ ] Public/Government Sector
[ ] Non-Profit Sector

CS:_____
Rcd:_____
Ent:_____

Thank You!
Please return the questionnaire in the enclosed envelope.

APPENDIX B

IRB APPROVAL

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Office of Research and Graduate Studies

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
1 Leazar Hall
Raleigh, NC 27695-7514

919.515.7200
919.515.7721 (fax)

From: Debra A. Paxton, Regulatory Compliance Administrator
North Carolina State University
Institutional Review Board

Date: February 17, 2005

Project Title: Identifying Motivations for Participation Among Parks and Recreation Citizen Board Members in North Carolina

IRB#: 040-05-2

Dear Mr. Trogdon;

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101.b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations.
   For NCSU projects, the Assurance Number is: FWA00003429; the IRB Number is: IRB00000330

2. Review de novo of this proposal is necessary if any significant alterations/additions are made.

Please provide a copy of this letter to your faculty advisor. Thank you.

Sincerely,

Debra Paxton
NCSU IRB

APPENDIX C

INITIAL EMAIL SENT TO DIRECTORS WITH ACTIVE CITIZEN BOARDS

Sent: Monday, February 14, 2005 12:03 PM
Subject: Citizen Boards in NC

Greetings!

My name is Sam Trogdon, Graduate Student at North Carolina State University in Parks, Recreation and Tourism Management. I am currently conducting a Master's thesis designed to help effectively recruit, manage and meet the needs of Parks and Recreation Citizen Board Members in North Carolina. Your Recreation Resources Service (RRS) regional consultant has suggested your department as an excellent candidate for participation in this study. I assure you no items will be sent directly from NCSU to your Citizen Board Members. I only ask your help with the distribution process (either in an agenda packet sent prior to the next meeting OR at your next meeting).

To improve the effectiveness of my project, please respond with answers to the the following questions as soon as possible:

1. How many citizens are on your Board?

2. When is your March meeting?

A packet will be sent to you within the next two weeks with questionnaires and return addressed and stamped envelopes for the board members. All findings are confidential and will be made available to anyone interested in the results. This project is funded by Recreation Resources Service and supported by NCRPA.
Please contact me if you have any questions regarding this study.

Thanks!

--
Sam Trogdon
Graduate Assistant
Recreation Resources Service
Box 7632, NCSU
Raleigh, NC 27695-7632
(T) 919.513.4011
(F) 919.513.4531

APPENDIX D

FOLLOW-UP EMAIL SENT TO DIRECTORS WITH ACTIVE CITIZEN BOARDS

Subject: Follow-Up Email: Citizen Advisory Boards in NC for Parks and Recreation

Greetings!

This email is a follow-up from an email sent on Monday, February 14, 2005 about parks and recreation citizen advisory boards in North Carolina. I have copied and pasted the original text below. Please respond ASAP. Thanks for your assistance!

My name is Sam Trogdon, Graduate Student at North Carolina State University in Parks, Recreation and Tourism Management. I am currently conducting a Master's thesis designed to help effectively recruit, manage and meet the needs of Parks and Recreation Citizen Board Members in North Carolina. Your Recreation Resources Service (RRS) regional consultant has suggested your department as an excellent candidate for participation in this study. I assure you no items will be sent directly

from NCSU to your Citizen Board Members. I only ask your help with the distribution process (either in an agenda packet sent prior to the next meeting OR at your next meeting).

To improve the effectiveness of my project, please respond with answers to the the following questions as soon as possible:

1. How many citizens are on your Board?

2. When is your March meeting?

A packet will be sent to you within the next two weeks with questionnaires and return addressed and stamped envelopes for the board members. All findings are confidential and will be made available to anyone interested in the the results. This project is funded by Recreation Resources Service and supported by NCRPA.
Please contact me if you have any questions regarding this study.

Thanks!

--
Sam Trogdon
Graduate Assistant
Recreation Resources Service
Box 7632, NCSU
Raleigh, NC 27695-7632
(T) 919.513.4011
(F) 919.513.4531

APPENDIX E

EMAIL ANNOUNCING THE DISTRIBUTION OF SURVEY PACKETS

Sent: Friday, February 25, 2005 11:12 AM
Subject: Packets with Surveys and Return Envelopes

Hello All,

First of all, thank you for your assistance with this project. Packets were prepared and mailed out on Wednesday, February 24. Hopefully you have already received your packet, or you will be receiving your packet in the near future. Please contact me using the information below if there are any problems with your packet.

Please encourage all board members to complete and return the questionnaires as soon as possible.

Once again, thanks for your help.

--
Sam Trogdon
Graduate Assistant
Recreation Resources Service
Box 7632, NCSU
Raleigh, NC 27695-7632
(T) 919.513.4011
(F) 919.513.4531

APPENDIX F

EXAMPLE OF LETTER ACCOMPANYING SURVEY PACKETS

February 22, 2005

Geralynn Trellue
Matthews Parks and Recreation
100 McDowell St East
Matthews, NC 28105

Dear Geralynn Trellue,

Thank you for your assistance in administering my questionnaire to your Department's Parks and Recreation Citizen Board Members. My Master's thesis is designed to help effectively recruit, manage and meet the needs of Parks and Recreation Citizen Board Members in North Carolina. Your Recreation Resources Service (RRS) regional consultant, Charlynne Smith, has identified your department as an excellent candidate for participation in this study.

I have enclosed one questionnaire and one self-addressed, stamped envelope for each Board Member. Simply include a questionnaire and an envelope in each Board Member's agenda packet for the March meeting. In the event that you do not send out agenda packets, Board Members may complete the questionnaire at the Board meeting. Please ensure each member has submitted his/her questionnaire by April 1. I will send an email or make a phone call a few days before your next board meeting reminding you about the questionnaires.

Please be assured that the questionnaires will be kept confidential. The results of this study will be made available to you via the RRS website. If you have any questions about this study, you may call or write me directly at (919) 513-4011 or setrogdo@ncsu.edu.

Thank you for your assistance,

Sam Trogdon
Graduate Assistant

Agency Information

Number on Board	4
Region	South Central
Community Size	D

APPENDIX G

EXAMPLE OF REMINDER EMAIL SENT THE WEEK PRIOR TO A SCHEDULED CITIZEN BOARD MEETING

Sent: Tuesday, March 15, 2005 2:03 PM
Subject: P and R CBM Questionnaire Follow-Up

Greetings!

I would like to thank you again for assisting me with my research. Today marks the midway point for capturing the data that I will use for my analysis, and your department's board is scheduled to meet next week. I have heard back from some of you regarding the distribution state with your department and everything seems to be progressing on schedule. If you have any questions or comments, please feel free to respond to this email.

Once again, thank you for your support and please continue to encourage your board members to complete the questionnaires.

Thanks!

Sam

--
Sam Trogdon
Graduate Assistant
Recreation Resources Service
Box 7632, NCSU
Raleigh, NC 27695-7632
(T) 919.513.4011
(F) 919.513.4531

APPENDIX H

ADDITIONAL TABLES FOR CHAPTER 4 (RESULTS)

Appendix H, Table 1
Regression Analysis for the Career Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333	.111	.067	1.16827

a Predictors: (Constant), Community Size, Employer, Marriage Status, Race/Ethnicity, Highest Level of Education Attained, Age, Individual Annual Salary/Earnings, Gender, Professional Position, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	**Regression**	**34.663**	**10**	**3.466**	**2.540**	**.007**
	Residual	277.067	203	1.365		
	Total	311.730	213			

a Predictors: (Constant), Community Size, Employer, Marriage Status, Race/Ethnicity, Highest Level of Education Attained, Age, Individual Annual Salary/Earnings, Gender, Professional Position, Employment Sector
b Dependent Variable: Career Function

Appendix H, Table 2
Regression Analysis for the Social Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289	.083	.038	1.32684

a Predictors: (Constant), Community Size, Employer, Marriage Status, Race/Ethnicity, Highest Level of Education Attained, Age, Individual Annual Salary/Earnings, Gender, Professional Position, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.460	10	3.246	1.844	.055
	Residual	357.383	203	1.761		
	Total	389.843	213			

a Predictors: (Constant), Community Size, Employer, Marriage Status, Race/Ethnicity, Highest Level of Education Attained, Age, Individual Annual Salary/Earnings, Gender, Professional Position, Employment Sector
b Dependent Variable: Social Function

Appendix H, Table 3
Regression Analysis for the Values Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429	.184	.144	.89585

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.718	10	3.672	4.575	.000
	Residual	162.917	203	.803		
	Total	199.635	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Values Function

Appendix H, Table 4
Regression Analysis for the Understanding Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273	.075	.029	1.17224

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.501	10	2.250	1.637	.098
	Residual	278.952	203	1.374		
	Total	301.454	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Understanding Function

Appendix H, Table 5
Regression Analysis for the Enhancement Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.310	.096	.052	1.35899

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.934	10	3.993	2.162	.021
	Residual	374.913	203	1.847		
	Total	414.847	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Enhancement Function

Appendix H, Table 6
Regression Analysis for the Protection Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297	.088	.043	1.06860

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.384	10	2.238	1.960	.039
	Residual	231.809	203	1.142		
	Total	254.192	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Protection Function

Appendix H, Table 7
Regression Analysis for the Benefits to People I Know Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.197	.039	-.008	1.50823

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.702	10	1.870	.822	.608
	Residual	461.775	203	2.275		
	Total	480.478	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Benefits to People I Know Function

Appendix H, Table 8
Regression Analysis for the Knowledge of Government Operations Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.258	.066	.020	1.00245

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.491	10	1.449	1.442	.164
	Residual	203.995	203	1.005		
	Total	218.486	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: Knowledge of Government Operations Function

Appendix H, Table 9
Regression Analysis for the My Community Needs Me Motivator
(A) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.185	.034	-.013	1.37551

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector

(B) ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.628	10	1.363	.720	.705
	Residual	384.083	203	1.892		
	Total	397.711	213			

a Predictors: (Constant), Professional Position, Community Size, Marriage Status, Race/Ethnicity, Employer, Age, Individual Annual Salary/Earnings, Highest Level of Education Attained, Gender, Employment Sector
b Dependent Variable: My Community Needs Me Function

Appendix H, Table 10
2005 NC Parks and Recreation Citizen Board Members
Modified Volunteer Function Inventory Means by
NCRPA Citizen Branch Membership Status*

Volunteer Motivator/Function	Membership Status	Mean	N	Standard Deviation
Career	Member	2.1875	112	1.25699
	Non-Member	1.9908	174	1.15939
Social	Member	3.8107	112	1.54613
	Non-Member	3.3506	174	1.28003
Values	Member	5.9946	112	.98547
	Non-Member	5.6540	174	.91844
Understanding	Member	4.7929	112	1.32309
	Non-Member	4.5264	174	1.17059
Enhancement	Member	3.6393	112	1.47284
	Non-Member	3.2161	174	1.39635
Protection	Member	2.3893	112	1.26030
	Non-Member	2.0897	174	1.07639
Benefits to People I Know	Member	3.0759	112	1.60055
	Non-Member	2.7586	174	1.51293
Knowledge of Government Operations	Member	5.6540	112	1.05973
	Non-Member	5.4871	174	.99212
My Community Needs Me	Member	4.4554	112	1.34478
	Non-Member	4.1149	174	1.37244

*Likert-type Scale: 1=not at all important/accurate for you; 7=extremely important/accurate for you

Appendix H, Table 11
Comparison of 2005 NC Parks and Recreation Citizen Board Members' Volunteer Motivators by NCRPA Citizen Board Membership Status

Motivator	t-Test for Equality of Means Between NCRPA Members & Non-Members						
	t	Df	Sig. (2-talied)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Career	1.355	284	.177	.19670	.14519	-.08909	.48248
Social	***2.732***	***284***	***.007***	***.46014***	***.16840***	***3.12866***	***.79161***
Values	***2.975***	***284***	***.003***	***.34062***	***.11451***	***.11523***	***.56601***
Understanding	1.784	284	.075	.26642	.14930	-.02746	.56030
Enhancement	***2.448***	***284***	***.015***	***.42319***	***.17284***	***.08299***	***.76340***
Protection	***2.147***	***284***	***.033***	***.29963***	***.13953***	***.02499***	***.57427***
Benefits to People I Know	1.692	284	.092	.31727	.18750	-.05180	.68634
Knowledge of Government	1.352	284	.177	.16695	.12345	-.07605	.40995
My Community Needs Me	***2.064***	***284***	***.040***	***.34041***	***.16496***	***.01571***	***.66511***

Appendix H, Table 12
2005 NC Parks and Recreation Citizen Board Members
Modified Volunteer Function Inventory Means by Gender*

Volunteer Motivator/Function	Gender	Mean	N	Standard Deviation
Career	Male	2.1015	203	.08472
	Female	1.9636	88	.12509
Social	Male	3.6010	203	.09919
	Female	3.3318	88	.14827
Values	Male	5.7123	203	.06946
	Female	5.9909	88	.09016
Understanding	Male	4.5754	203	.08843
	Female	4.7841	88	.12319
Enhancement	Male	3.4759	203	.09949
	Female	3.1545	88	.15609
Protection	Male	2.1823	203	.08091
	Female	2.2432	88	.12505
Benefits to People I Know	Male	2.9532	203	.11248
	Female	2.7188	88	.15123
Knowledge of Government Operations	Male	5.5296	203	.07104
	Female	5.6449	88	.10953
My Community Needs Me	Male	4.3054	203	.09717
	Female	4.1591	88	.14986

*Likert-type Scale: 1=not at all important/accurate for you; 7=extremely important/accurate for you

Appendix H, Table 13
Comparison of 2005 NC Parks and Recreation Citizen Board Members' Volunteer Motivators by Gender

Motivator	t-Test for Equality of Means Between Males and Females						
	t	Df	Sig. (2-talied)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Career	.902	289	.368	.13784	.15279	-.16288	.43856
Social	1.499	289	.135	.26917	.17953	-.08418	.62251
Values	**-2.301**	**289**	**.022**	**-.27859**	**.12108**	**-.51689**	**-.04029**
Understanding	-1.330	289	.185	-.20872	.15691	-.51756	.10011
Enhancement	1.758	289	.080	.32132	.18274	-.03835	.68099
Protection	-.412	289	.681	-.06092	.14791	-.35203	.23020
Benefits to People I Know	1.185	289	.237	.23445	.19777	-.15480	.62370
Knowledge of Government	-.889	289	.375	-.11533	.12977	-.37075	.14009
My Community Needs Me	.824	289	.410	.14633	.17752	-.20307	.49572

Appendix H, Table 14
2005 NC Parks and Recreation Citizen Board Members
Modified Volunteer Function Inventory Means by Marriage Status*

Volunteer Motivator/Function	Marriage Status	Mean	N	Standard Deviation
Career	Married	2.0415	246	1.18648
	Not Married	2.2095	42	1.27868
Social	Married	3.5236	246	1.43325
	Not Married	3.5333	42	1.26311
Values	Married	5.7610	246	.95213
	Not Married	5.9857	42	.96413
Understanding	Married	4.5821	246	1.22625
	Not Married	4.9238	42	1.25013
Enhancement	Married	3.3618	246	1.42834
	Not Married	3.4524	42	1.52511
Protection	Married	2.1333	246	1.08637
	Not Married	2.6095	42	1.48485
Benefits to People I Know	Married	2.8801	246	1.57300
	Not Married	2.8750	42	1.47360
Knowledge of Government Operations	Married	5.5437	246	1.02587
	Not Married	5.6369	42	.98340
My Community Needs Me	Married	4.2382	246	1.38139
	Not Married	4.3952	42	1.40208

*Likert-type Scale: 1=not at all important/accurate for you; 7=extremely important/accurate for you

Appendix H, Table 15
Comparison of 2005 NC Parks and Recreation Citizen Board Members' Volunteer Motivators by Marriage Status

Motivator	t-Test for Equality of Means Between Marriage Groups						
	t	Df	Sig. (2-talied)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Career	-.839	286	.402	-.16806	.20037	-.56245	.22633
Social	.041	286	.967	-.00976	.23543	-.47315	.45364
Values	-1.411	286	.159	-.22474	.15925	-.53820	.08872
Understanding	-1.664	286	.097	-.34170	.20531	-.74580	.06241
Enhancement	-.376	286	.707	-.09059	.24085	-.56466	.38348
Protection	**-2.476**	**286**	**.014**	**-.47619**	**.19233**	**-.85476**	**-.09765**
Benefits to People I Know	.020	286	.984	.00508	.26031	-.50728	.51745
Knowledge of Government	-.547	286	.585	-.09321	.17028	-.42836	.24195
My Community Needs Me	-.679	286	.497	-.15703	.23113	-.61196	.29791

Appendix H, Table 16
2005 NC Parks and Recreation Citizen Board Members
Modified Volunteer Function Inventory Means by Race/Ethnicity*

Volunteer Motivator/Function	Race/Ethnicity	Mean	N	Standard Deviation
Career	Caucasian	1.9850	254	1.15786
	African-American	2.5133	30	1.37333
Social	Caucasian	3.4150	254	1.35947
	African-American	**4.2933**	**30**	**1.57194**
Values	**Caucasian**	**5.7008**	**254**	**.96414**
	African-American	**6.5333**	**30**	**.48518**
Understanding	**Caucasian**	**4.5354**	**254**	**1.16629**
	African-American	**5.5133**	**30**	**1.33565**
Enhancement	Caucasian	3.2567	254	1.37841
	African-American	**4.1600**	**30**	**1.58997**
Protection	Caucasian	2.0835	254	1.05274
	African-American	3.0133	30	1.53752
Benefits to People I Know	Caucasian	2.7943	254	1.53089
	African-American	3.5583	30	1.66698
Knowledge of Government Operations	**Caucasian**	**5.4902**	**254**	**1.01442**
	African-American	**6.1917**	**30**	**.82963**
My Community Needs Me	**Caucasian**	**4.1913**	**254**	**1.37272**
	African-American	**4.7933**	**30**	**1.53711**

*Likert-type Scale: 1=not at all important/accurate for you; 7=extremely important/accurate for you

Appendix H, Table 17
Comparison of 2005 NC Parks and Recreation Citizen Board Members' Volunteer Functions by Race/Ethnicity (t-Test for Equality of Means)

Function/Motivator	t	Df	Sig. (2-talied)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Career	-2.315	282	.021	-.52829	.22816	-.97741	-.07918
Social	-3.290	282	.001	-.87837	.26696	-1.4038	-.35288
Values	-4.655	282	.000	-.83255	.17884	-1.1845	-.48051
Understanding	-4.275	282	.000	-.97790	.22874	-1.4281	-.52765
Enhancement	-3.338	282	.001	-.90331	.27059	-1.4359	-.37067
Protection	-4.330	282	.000	-.92987	.21475	-1.3525	-.50715
Benefits to People I Know	-2.561	282	.011	-.76404	.29836	-1.3513	-.17676
Knowledge of Government	-3.645	282	.000	-.70151	.19248	-1.0803	-.32264
My Community Needs Me	-2.243	282	.026	-.60199	.26845	-1.1304	-.07358